

Graduate Handbook

Department of Speech-Language-Hearing Sciences

Fall 2018

Cheryl Smith-Gabig, Ph.D., Department Chair
Peggy Conner, Ph.D., Graduate Program Director

With thanks to Dr. Liat Seiger-Gardner
Last Revised August, 2018

STATEMENT OF NONDISCRIMINATION

Herbert H. Lehman College is an Equal Opportunity & Affirmative Action Institution. The College does not discriminate on the on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws in its student admissions, employment, access to programs, & administration of educational policies.

Mrs. Dawn Ewing-Morgan is the Chief Diversity Officer, coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, & coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. Her office is located in Shuster Hall, Room 352 & her telephone number is (718) 960-8111. She is also the College coordinator for the Americans with Disabilities Act & Section 504, which prohibit discrimination on the basis of disability.

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are requested to self-identify with The Office of Student Disability Services, Rm. 238 Shuster Hall (718)-960-8441; TTY (718)-960-8931 during the first week of the semester. You must register with this office to qualify for any course accommodations. The Office of Student Disability Services furnishes students with a letter for instructors or clinical educators that explains the needed accommodations. More information about these services can be found here: <http://www.lehman.edu/student-disability-services/index.php>

INTRODUCTION

Dear Student,

The purpose of this handbook is to outline the academic policies and procedures of our graduate program in Speech-Language Pathology. This handbook should serve as a guide during your education at Lehman. While it is presently current and up-to-date, you will be receiving from time to time additional information either via e-mail, at the meetings called by the Program Director or on the Online Graduate Program Bulletin Board on Blackboard. In addition, you will be required to meet with your academic advisor at least twice during each academic year. S/he will advise, mentor and guide you regarding any modifications you might need to make as you progress through the program.

This handbook should be viewed as a “companion piece” to the Clinical Handbook that you will receive prior to your first practicum experience on campus. Please read this carefully and review the procedures periodically (an online version is located under the ‘advisement folder’ in the online bulletin board). You may address any questions you have about the contents of this handbook to:

Dr. Peggy Conner
Graduate Program Director
Office: Room 134
Phone: 718-960-8030
E-mail: peggy.conner@lehman.cuny.edu

Important websites:

In addition, you should familiarize yourself with the following websites:

- The Lehman College website: www.lehman.cuny.edu
- Our Program Website: <http://www.lehman.edu/academics/health-human-services-nursing/speech-language-hearing-sciences/index.php>
- The Lehman College Graduate Handbook: <http://www.lehman.edu/graduate-bulletin/>
- The Office of Graduate Studies Graduate Student Handbook: <http://www.lehman.edu/graduate-studies/documents/graduate-student-handbook-2013-14.pdf>
- The American Speech-Language-Hearing Association: <http://www.asha.org/>
- Scope of Practice in Speech-Language Pathology <http://www.asha.org/policy/SP2016-00343/>
- ASHA code of Ethics <http://www.asha.org/policy/ET2016-00342/>
- Cultural Competence http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935230§ion=Key_Issues

Welcome to Lehman College, SLHS family.

Dr. Peggy Conner
Graduate Program Director

and

Dr. Cheryl Smith-Gabig
Department Chair

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MISSION STATEMENTS

Lehman College

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

The School of Health Sciences, Human Services, and Nursing

The School of Health Sciences, Human Services, and Nursing at Lehman College offers undergraduate and graduate education across a range of health and human services professions. Our mission is to educate our students and promote and improve the health and well-being of individuals, families, groups, and communities in a diverse global community, with special emphasis on urban populations.

The school promotes sensitivity and respect for multi-linguistic and multicultural differences. We value critical thinking, problem solving, evidence-based practice and ethical judgment and behavior.

To realize our mission, the School of Health Sciences, Human Services, and Nursing promotes community partnerships in research, education, and service across the health and human services professions. Faculty and students engage in collaborative clinical and research initiatives, advocate for underserved populations, and provide education, programs and services based on best practices and the highest standards of integrity.

Graduate Program in Speech-Language Pathology

The graduate program in the Department of Speech-Language-Hearing Sciences is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The graduate program in speech language pathology prepares students to meet the academic and clinical requirements for the ASHA Certificate of Clinical Competence (CCC) and New York State Licensure in Speech-Language Pathology. The program promotes the integration of theory and research into evidence-based practice, analytic thought in clinical decision-making, and the application of technology to clinical practice. Students will appreciate the importance of maintaining the highest standards of integrity and ethical principals in their personal and professional lives. The program holds in high regard sensitivity to and respect for multilinguistic and multicultural differences.

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES:
THE UNDERGRADUATE PROGRAM IN SPEECH PATHOLOGY & AUDIOLOGY
&
THE GRADUATE PROGRAMS IN SPEECH-LANGUAGE PATHOLOGY**

STRATEGIC PLAN (2017-2022)

LAST UPDATE: 1/5/2017

Objective 1: Recruit, support, and retain distinguished faculty.

- a. Develop a plan for the hiring of new faculty of the highest quality, committed to both teaching, research, and service.
- b. Obtain approval to appoint an Assistant Clinic Director with knowledge of software in order to administer and expand the department's clinical externship program, assist in the operations of the Lehman Speech & Hearing Center, and develop and maintain clinical databases.
- c. Continue to support and reward creative teaching and excellence in research and scholarship by faculty with travel funds.
- d. Support the professional development of full-time/adjunct faculty members, and externship supervisors by sponsoring continuing education workshops and in-house faculty developmental series of talks at Lehman, free of charge.
- e. Continue to encourage faculty intra-and inter-disciplinary collaboration, scholarship, and creative work.
- f. Support academic leadership by reducing the administrative burdens and strengthening departmental administrative support.
 1. Recruit an experienced speech-language pathologist of the highest quality as an externship coordinator.
 2. Recruit a full time lecturer to support the undergraduate program.
 3. Recruit experienced bilingual speech-language pathologists to supervise in the speech & hearing center.

Objective 2: Support existing undergraduate program and develop new tracks of exceptional quality informed by a rigorous review process.

- a. Strengthen existing undergraduate program, fostering ongoing assessment and evaluation of student learning outcomes; provide academic and clinical curriculum and resources essential to an outstanding professional education.
 1. Conduct a Self-Study
 - a) Re-evaluating the major requirements
 - b) Re-assessing the course sequence
 - c) Revising course descriptions

- d) Change course prerequisites
 - e) Establish student learning outcomes for each undergraduate course
 - f) Create template syllabi for all undergraduate courses
2. Increase the presence of full-time faculty in the undergraduate program.
 3. Support professional and academic development of Lehman's undergraduate students by developing the following:
 - a) GRE preparation for students applying to graduate programs
 - b) Professional development workshops through our NSSLHA chapter with invited speakers from our profession and research community
 - c) Identify a course in the math department that would provide our students with the skills and knowledge required for success in our scientific coursework
 - d) Develop a peer mentoring program between our undergraduate and graduate students
 - e) Increased opportunities to engage in faculty research

Objective 3: Support existing graduate program and develop new tracks of exceptional quality informed by a rigorous review process.

- a. Strengthen existing graduate program, fostering ongoing assessment and evaluation of student learning outcomes; provide academic and clinical curriculum and resources essential to an outstanding professional education.
 1. Develop Friday and Saturday Diagnostic Practicum programs and Saturday Clinical Practicum programs.
 2. Create a video library to provide students with the integration of clinical applications in the first year of graduate courses.
 3. Develop an online prerequisite program.
 4. Expand existing program by exploring new tracks: (1) an undergraduate-to-graduate accelerated track for exceptional students; (2) Graduate-to-Doctorate track for exceptional students.
 5. Explore collaboration with the Graduate Center on Clinical Doctorate in SLP.
 6. Develop clinical and academic partnership with clinical sites and universities abroad to serve as potential externship sites for our graduate students.

Objective 4: Increase undergraduate and graduate programs' visibility and alumni engagement.

- a. Foster a dynamic research/clinical environment to promote both student achievement and greater faculty success; encourage and support student engagement in faculty research and outreach programs.
- b. Develop a robust collaboration and partnership with clinical facilities (externship sites), hospitals, and private and public schools to: (1) diversify and increase student clinical experiences, (2) support community outreach, and (3) promote clinical research.

- c. Develop and implement a strategic marketing plan to enhance the Speech & Hearing Center's image and standing in the Bronx and the surrounding areas.
- d. Develop and implement a plan to promote greater alumni engagement in the graduate program.

Objective 5: Recruit intellectually engaged, successful, and loyal students

- a. Recruit well-prepared, promising, and motivated students of diverse ethnicity, gender, cultures, and linguistic backgrounds.
- b. Continue assessment and evaluation of admission criteria to improve quality of students and the inclusion of students from diverse cultural and linguistic backgrounds.

Objective 6: Improve student retention, progression, academic performance, and graduation rates.

- a. Create a Graduate to Undergraduate Peer Mentoring Program, where graduate students mentor/advise undergraduate students seeking to pursue a graduate degree in speech pathology.
- b. Create a Graduate Peer Mentoring Program, where more-experienced graduate students mentor/advise incoming graduate students through face-to-face meetings or email/phone conversations on all matters related to succeeding in the graduate program.
- c. Invite successful alumni of diverse ethnicity, cultures, and linguistic backgrounds to talk with current students about the challenges, success, and future possibilities for speech-language pathologists.
- d. Establish student scholarships to support exceptional students on the basis of academic and clinical excellence and participation in faculty research.

Objective 7: Enhance existing facilities, promote the efficient use of space, and ensure a well-maintained environment that supports teaching, research, learning, and quality of life.

- a. Develop and implement a plan for the renovation and upkeep of classroom and office buildings that offers an inviting and attractive environment with appropriate technology:
 - 1. Expand the CORS video observation system in four additional treatment/seminar rooms and in 2 locations to facilitate applied clinical research

Objective 8: Enhance the IT infrastructure, service, and support

- a. Propose to the Dean of the School of Health Sciences, Human Services, and Nursing a plan to recruit and appoint a part-time support IT assistant to provide ongoing technical support to the research labs, the clinic, and the teaching facilities (smart classrooms) as well as web managing.

Objective 9: Create a Bilingual Extension track for SLPs

- a. Offer a bilingual extension program to bilingual SLPs, who hold a Master's in Speech Pathology and are interested in pursuing the Bilingual Extension Certificate.

FULL TIME FACULTY
Department of Speech-Language-Hearing Sciences
Fall 2018

Diana Almodovar, Ph.D., CCC-SLP

Academic Rank: Assistant Professor

Education: B.A., Lehman C.; M.A., Queens C.; Ph.D., The Graduate Ctr., CUNY

Research/Clinical Interests: Typical & atypical language develop; Specific Language Impairment; Word Finding Difficulty.

Alison Behrman, Ph.D., CCC-SLP

Academic Rank: Assistant Professor

Education: B.A., University of Michigan; M.A., New York University; Ph.D., Columbia University

Research/Clinical Interests: Motor Speech Disorders, Nonnative speakers, Speech Science

Mary K. Boylan, M.A., CCC-SLP; TSHH

Academic Rank: Lecturer, Undergraduate Program Advisor

Education: B.A. & M.A., Lehman C.

Research/Clinical Interests: Early intervention; autism spectrum disorders

Stephen A. Cavallo, Ph.D. CCC-SLP

Academic Rank: Associate Professor

Education: B.S., SUNY Oneonta, M.S., Teachers College, Columbia University, and Ph.D., Graduate Program of Arts & Sciences, Columbia University.

Research/Clinical Interests: Voice disorders; speech science

Peggy Conner, Ph.D., CCC-SLP

Academic Rank: Assistant Professor, Graduate Program Director

Education: B.S., Ithaca College, M.S., University of Wisconsin-Madison

Research/Clinical Interests: Aphasia, TBI, fluency disorders, and multilingualism

Talita Fortunato-Tavares, Ph.D

Academic Rank: Assistant Professor, Director of Bilingual Extension

Education: Ph.D., The Graduate Ctr., CUNY

Research/Clinical Interests: Stuttering, multilingualism, specific language impairment, cochlear implants

Mira Goral, Ph.D., CCC-SLP

Academic Rank: Professor, Executive Officer at the Graduate Center, Doctoral Program in Speech & Hearing Sciences

Education: B.A., Tel Aviv U.; Ph.D., The Graduate Ctr., CUNY

Research/Clinical Interests: Bilingualism; aphasia & related neurogenic disorders

Leslie Grubler, M.A., CCC-SLP

Academic Rank: Director of Clinical Education and Clinical Services

Education: B.A., Queens College; M.A., Queens College, CUNY

Research/Clinical Interests: The Role of Informed Intuition in the Development of Student Clinicians; The Impact of Classroom Pragmatics on Developing SLPs; Love and the Biological Benefits of a Therapeutic Relationship; What Prairie Voles are Teaching Us about Love and Rapport Development; The Introductory Classroom as Foundational in Future Clinicians; The Progressive Role of Advocate in the Development of Families and Professionals

John Locke, Ph.D., CCC-SLP

Academic Rank: Professor

Education: B.A., Ripon C.; M.A. & Ph.D., Ohio U.; Post-Doctoral, Yale U.; Oxford U.

Research/Clinical Interests: Evolution of language and communication; Functional approach to language development.

Christine Neumayer, M.A., CCC-SLP, TSSLD

Academic Rank: Lecturer, Externship Coordinator

Education: B.A. & M.A., Lehman College, CUNY

Research/Clinical Interests: Traumatic and acquired brain injury in pediatrics, cognitive-linguistic rehabilitation, and pediatric rehabilitation.

Lynn Rosenberg, M.S., CCC-SLP

Academic Rank: Lecturer, Deputy Chair

Education: B.S. & M.S., Buffalo State College

Research/Clinical Interests: Oral motor, early intervention, and literacy and language

Christine Rota-Donahue, Ph.D., CCC-A/SLP

Academic Rank: Assistant Professor

Education: M.S., Hunter C.; Ph.D., The Graduate Ctr., CUNY

Research/Clinical Interests: Auditory processing disorders

Liat Seiger-Gardner, Ph.D., CCC-SLP

Academic Rank: Associate Professor

Education: B.A., Tel Aviv University; M.A., Queens College; M.Phil. & Ph.D., The Graduate Center, CUNY

Research/Clinical Interests: Typical and atypical language development; Specific Language Impairment; Pre-literacy and Literacy Development; ADHD, Word finding difficulties in bilinguals.

Cheryl Smith Gabig, Ph.D., CCC-SLP

Academic Rank: Associate Professor, Department Chair

Education: B.S., Miami U.; M.S., Emerson C.; Ph.D., U. of Connecticut

Graduate Courses Taught: SPE 722 Lang. Dis. in School Age Children; SPE 725 Dx Tech; SPE 729 Clin. Pract.; SPE 701, Professional Affairs

Research/Clinical Interests: Language disorders in children; autism; language-learning disability

Telephone Numbers/ Room Numbers

<u>GRADUATE FACULTY</u>	<u>Program Role</u>	<u>Phone: 718-960-</u>	<u>Room</u>
Diana Almodovar		6772	215A
Alison Berman		7308	229A
Mary Boylan	Undergraduate Advisor	8020	221
Stephen Cavallo	Undergraduate Program Director	8003	220
Peggy Conner	Graduate Program Director	8030	134
Talita Fortunato-Tavares	Bilingual Extension Director	7160	133
Mira Goral	Executive Officer- CUNY Graduate Center	8460	219
Leslie Grubler	Clinic Director	6084	B51
John Locke		8033	217
Christine Neumayer	Externship Coordinator		
Externship Office		7815	B53C
Faculty Office		6773	131
Lynn Rosenberg	Deputy Chair	8116	222
Christine Rota Donahue		8017	229B
Liat Seiger-Gardner		8028	216
Cheryl Smith-Gabig	Chair	8031	226

Adjunct Faculty

Adjunct clinical and academic faculty are speech-language pathologists or audiologists who work in clinical settings outside of Lehman College in addition to their roles in our Department. As such, they contribute valuable expertise and enrich our program. To leave a message for the clinical faculty, contact the clinic, ext. 8138. For the academic adjunct faculty, contact Ixsy Bonilla, ext. 8134.

Office Hours:

All graduate faculty have regular office hours each week during the academic semesters. Hours are posted on each faculty's office door, on the syllabus for each course, and are also available from the department's Administrative Assistants.

Department Administrative Assistant

Ixsy Bonilla	ext. 8134	Room 228
Elsie Zayas	ext. 8134	Room 227

Speech & Hearing Center Assistant

Jessica Auguste	ext. 8138	Room B50
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All Faculty Email Addresses

Faculty can be reached at the following e-mail address:

first name.last name@lehman.cuny.edu The email addresses for Lehman College faculty can be looked up here: <https://tmg-forms.lehman.edu/directory/index.jsp>

Students' Email Addresses

All correspondence to the students will be only via the Lehman email address (the student first name.last name@lc.cuny.edu). Please make sure to set up your email account as soon as possible. For directions how to set up your email account, please go to:

<http://www.lehman.edu/live/> OR

<http://www.lehman.edu/academics/blackboard/documents/Live-Help.pdf>

CAMPUS RESOURCES FOR STUDENTS

New Student Information

- For information regarding: Student Identification Cards, Immunizations, Parking, Registration, Tuition Costs & Fees, Paying Your Term Bill (must be done before beginning of semester), Bookstore, Academic Calendar (important semester dates and registration deadlines), Event Calendar: Workshops, Events, Speaker Series, Administrative & Academic Departments, News, Publications & Staying Connected, Join us on Facebook, Follow us on Twitter, Federal Work-Study, & Career Center Please go to: <http://www.lehman.edu/graduate-studies/new-students.php>
- For information regarding acceptance and enrollment, please go to: <http://www.lehman.edu/graduate-studies/acceptance-enrollment.php>
- For information regarding services for International Students, please contact: <http://www.lehman.edu/students/international-students/>
- For information regarding financial aid, please go to: <http://www.lehman.edu/financial-aid>
Or
<http://www.lehman.edu/registrar/tap.php> (Tuition Assistance Program)
- For information regarding housing, please go to: <http://www.lehman.edu/student-affairs/student-housing/index.php>
- For other information regarding CUNYFirst, please go to: <http://www2.cuny.edu/about/administration/offices/cis/cunyfirst/training/students>

You will need three accounts for accessing campus resources. All accounts are accessed via this link: www.lehman.edu/logins/

Lehman Email Account

- *Email* – your main contact with the campus. All contact with your instructors, financial aid notices, CUNY updates, Blackboard announcements, etc. will be through this email. The faculty as well as the Graduate program director, Dr. Conner, will communicate with students ONLY via the Lehman email account so make sure to set up your Lehman account as soon as possible and check it frequently. ***Note that your Lehman email will not permit forwarding to an alternative email.***

- *Microsoft Office 365* – as a Lehman College student you are entitled to a complimentary, complete copy of the Microsoft suite for up to 5 devices
<http://www.lehman.edu/live/faq.php>
<http://www.lehman.edu/faculty/john/software/software-office.html>
- *Lehman StudentConnect* – Access CUNYfirst, SkyDrive (cloud-based storage), Mobile Printing (use mobile device to schedule print job) find information regarding student events, class schedules, clubs, and more
- *Lehman 360* - GPA, academic standing, course schedule, financial aid, unofficial transcript, course schedule and books, transfer credits, digital ID card, and useful links

CUNYfirst Account

- CUNYfirst - register for classes, review your grades, and apply for graduation.
- Blackboard – links you to all your current classes and instructor content
- DegreeWorks – see your progress toward your degree, advisement notes, and study plan

CUNY Portal

- CUNY emall - Promotional discounts, special giveaways, and FREE software are available for members of the CUNY community while shopping at the CUNY eMall. The site gives you access to discounts as a member of CUNY, however these are third-party purchases.
- Sign up for CUNY alert

Graduate Studies at Lehman College

Graduate Bulletin: <http://lehman.smartcatalogiq.com/en/2017-2019/Graduate-Bulletin>

Most Recent Graduate Handbook: <http://www.lehman.edu/graduate-studies/documents/graduate-student-handbook-2013-14.pdf>

The Office of Student Disability Services and Veterans and Military Affairs

Director: Merrill Parra

Shuster 238; 718-960-8441

Merrill.Parra@Lehman.cuny.edu

Book Orders & Bookstore

Book orders for course texts are usually available through the Lehman bookstore. The **bookstore** can be reached at (718) 295-0800 or <http://www.lehman.edu/bookstore/> for online orders.

Campus Security & Personal Safety

If you witness behavior that threatens any individual or property in the campus, please do not hesitate to contact Public Safety immediately at their emergency number (718) 960-7777.

<http://www.lehman.edu/provost/public-safety.php>

Career Services Center

The Career Services Center (CSC) at Lehman College assists its students by integrating the areas of career development, job opportunities, internships, and technology into their academic experience. For further information on their services, please visit their offices in Shuster Hall room 254 or their Career Lab in Shuster Hall Rom 229. You can also visit their website at <http://www.lehman.edu/career-services/index.php>

Blackboard

The platform used by CUNY for **online teaching** is Blackboard. Blackboard also can be used to facilitate communication with students in your classrooms, to post information and shared assignments.

You are strongly encouraged to become familiar with the **Blackboard system**, which is available through the login page: <http://www.lehman.edu/logins/>
For information on using blackboard go to: <http://www.lehman.edu/itr/blackboard.php>
You must go to Carman Hall for an access number for Blackboard. Most professors in our department use Blackboard and expect competency from the student in accessing and using it effectively.

Our Graduate Online Bulletin Board is housed in blackboard. All communication (announcements) with the Graduate director, Dr. Conner, is through the graduate online bulletin board. Vital information such as clinical forms, information about TSSLD, advisement forms, and more is posted on the graduate bulletin on blackboard.

STUDENT PARTICIPATION IN RESEARCH

Graduate students are encouraged to participate in faculty research and should express their interest to individual faculty members whose research is of interest to them. For more information about our active laboratories and their ongoing research please go to: <http://www.lehman.edu/academics/health-human-services-nursing/speech-language-hearing-sciences/research.php>

In addition, research assistant opportunities are available and announced on the CUNY website: www.cuny.edu or the CUNY Research Foundation, www.rf.cuny.org. Graduate student research funding opportunities are announced on the Lehman website (www.Lehman.cuny.edu) and on the ASHA Website (www.asha.org)

INFORMATION ABOUT OUR PROGRAM

How we meet ASHA requirements:

Our program is a CAA (Council on Academic Accreditation in Audiology and Speech Language Pathology) approved program, which means that your degree from us will qualify you for ASHA certification (Standard II).

I. ASHA 2014 Standards and Implementation Procedures for Certificate of Clinical Competence in Speech-Language Pathology: among the most important features of the standards for entry-level practice are the following requirements (see ASHA web site for all 2014 Standards: <http://www.asha.org/certification/2014-speech-language-pathology-certification-standards/>).

A. Education Program and Program of Study. The graduate education in speech-language pathology must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (Standard II).

The applicant for certification must have completed a program of study (a minimum of 36 semester hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes (Standard III). The Lehman Graduate program in SLP is 63 credits, which means that most full-time students can complete the program in 2 1/2 years.

B. Demonstration of skills in oral and written or other forms of communication sufficient for entry into professional practice (Standard V-A); Demonstration of knowledge of ethical standards, research principles and integration of research into clinical practice, and current and contemporary professional issues (Standards IV-E, IV-F, IV-G).

These are assessed throughout the M.A. program and during the portfolio review.

C. Practicum experiences that encompass the breadth and depth of the current scope of practice with clients across the life span and from culturally and linguistically diverse backgrounds as well as clients with various types and severities of communication or related disorders, differences and disabilities (Standard V-B, V-C, V-D, V-F).

Students must complete a minimum of 400 clock hours of supervised practicum, of which at least 375 hours must be in direct client/patient contact and 25 in clinical observation; a minimum of 325 hours of practicum experience must be obtained at the graduate level. If you do not have 25 hours in clinical observation, you may obtain them in the Lehman clinic, but they must be completed before you begin clinical practicum. See the clinic director for the appropriate forms or look on BB.

D. Standard IV-A: The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, statistics, and the social/behavioral sciences.

The above translates as: One three credit course in each of the following: the biological sciences, the physical sciences, the social sciences plus a statistics course. If you have not completed these courses as an undergraduate, you may take them while enrolled in graduate program but they do not count toward your graduate requirements of 63 credits. You may take them as undergraduate courses, graduate courses, on-line or on any campus. You must pass these courses. A passing grade in the undergraduate courses is a D. See below.

Undergraduate Course Requirements for Certification:

You must have completed a bachelor's degree in speech-language pathology or a bachelor's degree in another field plus the 18 credits of pre-requisite coursework required for admission to our program. *In addition*, the following courses or course equivalents must appear on your transcript prior to receiving our program approval for your certification.

1 course in the biological sciences: *BIO 183: Human Biology; 4 credits: 3 hrs lecture, 2hrs lab
Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)

1 course in the physical sciences: *PHY 141: Sound, Speech, and Music; 3 cr. 2 hrs lecture, 1hr lab
Acceptable courses in physical sciences should include physics or chemistry.

1 course in the social sciences: * PSY 166 General Psychology; 3 credits: 3 hrs
* SOC 166 Fundamentals of Sociology; 3 credits: 3 hrs
* SOC 227 Sociology of the Family; 3 credits: 3 hrs
Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.

1 course in statistics: * PSY 226: Statistical Methods in Psychology; 4 credits: 4 hrs
* Math 132: Introduction to Statistics; 4 credits: 4 hrs
A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

Course Requirements

We offer several specialization choices within the Master of Arts program dependent upon your interests and career goals. Here we outline the major requirements for the MA, the MA-TSSLD (required for working in the school system in New York State), the MA-TSSLD-Bilingual Extension (required for working with bilingual populations in New York State), and a specialty track in Early Intervention as part of our Academic Partnership with the New York City Bureau of Early Intervention. The required course list is followed by a tentative schedule and course listing for each specialization.

Required Courses for Master of Arts in Speech-Language Pathology

Course Number		Credits
SPE 700	Evidence-Based Practice & Research	3
SPE 701	Professional Issues	1
SPE 705	Speech Science	3
SPE 717	Advanced Anatomy	3
*SPE 718	Phonology & Articulation	3
SPE 719	Audiology for the SLP	4
*SPE 721	Early Childhood Language Disorders	3
*SPE 722	Language Disorders in School Age Children & Adolescents	3
SPE 723	Fluency Disorders	3
*SPE 725	Diagnostic Techniques	3
SPE 726	Aphasia – Related Disorders	3
#SPE 727	Voice Disorders	3
#SPE 739	Dysphagia	3
#SPE 736	Motor Speech Disorders	3
AND		
	<i>Two of the following 3 credit electives</i>	6
SPE 709	Medical Speech Language Pathology	
SPE 711	Autism Spectrum Disorders and Related Disorders	
SPE 712	Clinical Methods and Clinical Writing	
SPE 735	Seminar in Speech-Language Pathology	
SPE 728	Topics in Early Intervention	
SPE 748	Augmentative & Alternative Communication	
SPE 796	Special Problems in Speech-Language Pathology	
AND		
	<i>Two of each of the following clinical courses</i>	
❖ a. SPE 729	Clinical Practicum (3 credits x 2)	6
❖ b. SPE 734	Diagnostic Practicum (3 credit x 2)	6
❖ c. SPE 730	Externship (2 credits x 2)	4
Total:		63 credits

PLEASE NOTE:

*Students must obtain an average of B or better in these courses (SPE 718, 721, 722, 725) in order to enroll in Clinical Practicum (SPE 729). SPE 725 is also a prerequisite for Diagnostic Practicum.

These courses have prerequisites; check catalogue or advisor for specifics

❖ a, b, c Students need a grade of B or better in order to move from one practicum to the next. If the student must repeat SPE 729, they will be limited to taking one additional course, which should *not* include Diagnostic Practicum (SPE 734).

You must maintain an overall 3.0 average or better. Otherwise, you are placed on probation by the Graduate Studies Advisor with enrollment restrictions. **Students who earn a GPA of 2.75 or less during their first semester will be asked to leave the program.**

Course Schedules:

I. Master of Arts in SLP: Course Work: 63 credits – Tentative Schedule (subject to change)

Semester / Courses	Credits	Total Credits	Comments
Fall 2018			† You must take all 4 clinical courses in order to be eligible to enter clinic in the following semester (i.e., 718, 721, 722, 725 are prerequisite courses for SPE 729). 725 is a prerequisite course for 734.
† SPE 718 Phonology & Articulation Dis.	3		
† SPE 721 Early Childhood Communication & Language Dis.	3		
† SPE 722 Language Disorders in School Age Children	3		
* † SPE 725 Diagnostic Techniques in Speech-Language Pathology	3		
SPE 700 Evidence-Based Practice & Research Methods	3		
	15	15	
Winter 2019			
If you plan to pursue the TSSLD, consider taking 2 education classes			
Spring 2019			You are not allowed to take more than 13 credits a semester while enrolled in a clinical practicum. * SPE 726 is a pre-requisite for the Aphasia Clinic * SPE 717 is a prerequisite for SPE 736 and 739
SPE 726 Aphasia and Related Language Disorders	3		
SPE 729 Clinical Practicum (I)	3		
*SPE 717 Advanced Anatomy	3		
SPE 701 Professional Affairs	1		
SPE 723 Fluency Disorders	3		
	13	28	

Summer 2019			* Some Electives may require prereqs. You must enroll in 2 electives during your graduate studies. SPE 735 is listed here but any of the elective courses may be taken.
If you plan to pursue the TSSLD, consider taking 2 education classes			
*SPE 735 Elective I	3		
*SPE 735 Elective II	3		
SPE 705 Speech Science	3		
	9	37	
Fall 2019			
SPE 729 Clinical Practicum (II)	3		
SPE 734 Diagnostic Practicum (I)	3		
SPE 727 Voice Disorders	3		
SPE 736 Motor Speech Disorders	3		
	12	49	
Winter 2020			
If you plan to pursue the TSSLD, consider taking 2 education classes and/or SPE 530			
Spring 2020			
SPE 730 Externship (I)	2		
SPE 734 Diagnostic Practicum (II)	3		
SPE 739 Dysphagia	3		
	8	57	
Summer 2020			
SPE 730 Externship (II)	2		
SPE 719 Audiology for SLP	4		
	6	63	

II. Master of Arts in SLP + TSSLD: Course Work: 63 credits (+15 credits of TSSLD) – Additional required courses (subject to change) to be taken within the above schedule.

TSSLD Coursework

			The TSSLD courses are offered online during winter and summer sessions.
ECE301 The Child in Context: Child Study & Development – Birth to Grade 6	3	TSSLD	
ECE302 Child, Family, Community, and Schools in Socio-cultural Contexts – Birth to Grade 6	3	TSSLD	
ECE311 The Teaching Profession – Birth to Grade 6	3	TSSLD	
ECE434: Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings	3	TSSLD	
SPE 530 Organization of the Speech & Hearing Program in Elementary and secondary schools (not 429)	3	TSSLD	
	15		

Certificate for Teaching Students with Speech-Language Disabilities (TSSLD)

Our graduate program in Speech-Language Pathology is a registered teacher certification program by the New York State Department of Education. Students who have completed the Lehman College program are considered qualified candidates for the teaching certificate for students with speech-language disabilities (TSSLD) if they complete the requirements listed here. In addition to the 63 credits of coursework required for the M.A., students will be expected to complete the four core requirements listed below. After completing all of the requirements, students meet with the Office of Teacher Certification for a review. That office forwards to the NY State Department of Education a recommendation that the candidate receive their TSSLD.

The Office of Teacher Certification assists in securing the teaching certificate for qualified candidates who have completed one of the College's registered education programs. That office maintains resources on teacher credentialing, provides information on New York State Certificate regulations and Teacher Examinations. **If you are interested in pursuing the TSSLD you MUST contact Dr. McNamee, the Chair of the Early Childhood and Childhood Education Department in your first semester so she can evaluate your file and guide you with the requirements.**

Advisement Contact:

Name: McNamee, Abigail, Chair
Department: Early Childhood and Childhood Education
Email address: abigail.mcnamee@lehman.cuny.edu
Phone: 718-960-8167
Room: Carman Hall, B07

Certification Contact:

Vanessa Rojas, Certification Assistant
Email address: teacher.certification@lehman.cuny.edu
Phone number: 718 960-8423
Fax: 718 960-7855
Office: Carman Hall, Room B-33

The four core requirements for the TSSLD Certificate at Lehman College:

- (1) Five courses listed above (ECE 301, 302, 311, 431, and SPE 530)
- (2) One externship in elementary and/or secondary school **is required** and at least **150** hours of clinical practicum (in-house clinical + externships) with school-age students with speech and language disabilities in early childhood, middle childhood, and adolescence.
- (3) NY State Exams:
 - a. [New York State Teacher Certification Exam - Academic Literacy Skills Test \(ALST\)](#)
 - b. [New York State Teacher Certification Exam - Educating All Students Test \(EAS\)](#)
- (4) Four mandated workshops:
 - a. Child Abuse Identification
 - b. School Violence Intervention and Prevention
 - c. Autism
 - d. Dignity for All Students Act

For more information please go to:

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

III. Master of Arts in SLP + TSSLD + Bilingual Ext.

Course Work: 63 credits +15 credits of TSSLD + 9 additional credits Bilingual Ext.

TSSLD + Bilingual Track Coursework

			<p>The TSSLD courses are offered online during winter and summer sessions.</p> <p>The bilingual courses will be offered during the 2.5 years (not all in the last semester) and an individual plan will be created for each student, under the guidance of Dr. Fortunato-Tavares, the Bilingual Ext. Coordinator, for each student</p>
ECE301 The Child in Context: Child Study & Development – Birth to Grade 6	3	TSSLD	
ECE302 Child, Family, Community, and Schools in Socio-cultural Contexts – Birth to Grade 6	3	TSSLD	
ECE311 The Teaching Profession – Birth to Grade 6	3	TSSLD	
ECE434: Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings	3	TSSLD	
SPE 530 Organization of the Speech & Hearing Program in Elementary and secondary schools (not 429)	3	TSSLD/Bilingual Ext.	
ESC 759 Foundation of Bilingual-Bicultural Education	3	Bilingual Ext.	
SPE 703 Theory and Application of Bilingualism to SLP	3	Bilingual Ext.	
^A EDE/EDC 727 Teaching English as a Second Language (Birth-6) OR ^A ESC 761 Teaching English as a Second Language (Adolescents & Adults)	3	Bilingual Ext.	
	24		

Fall 2018 Lehman College Graduate Program Plan: Bilingual Track

Please note: This is a sample schedule only! The bilingual extension courses listed in blue are taken throughout the program during any term (although not all in the last term), although the *Foundations of Bilingual-Bicultural Education* should be taken first. Please meet with your advisor to develop your own course schedule.

Semester / Courses	Graduate Credits	Total Credits	Comments
Fall 2018			You must take all 4 clinical courses in order to be eligible to enter clinic in the following semester (i.e., 718, 721, 722, 725 are prerequisite courses for SPE 729). 725 is a prerequisite course for 734.
SPE 718 Phonology & Articulation Dis.	3		
SPE 721 Early Childhood Communication & Language Dis.	3		
SPE 722 Language Disorders in School Age Children	3		
SPE 725 Diagnostic Techniques in Speech-Language Pathology	3		
SPE 700 Evidence-Based Practice & Research Methods	3		
	15	15	
Winter 2019			
If you plan to pursue the TSSLD, consider taking 2 education classes or	(6)		
Spring 2019			You are not allowed to take more than 13 credits a semester while enrolled in a clinical practicum. * SPE 726 is a pre-requisite for the Aphasia Clinic * SPE 717 is a prerequisite for SPE 739
SPE 726 Aphasia and Related Language Disorders*	3		
SPE 729 Clinical Practicum (I)	3		
SPE 717 Advanced Anatomy*	3		
SPE 701 Professional Affairs	1		
SPE 723 Fluency Disorders	3		
	13	28	
Summer 2019			* Some Electives may require prereqs. You must enroll in 2 electives during your graduate studies
If you plan to pursue the TSSLD, consider taking 2 education classes	(6)		
ESC 759 Foundation of Bilingual-Bicultural Education	3		
SPE 709 Medical Speech Language Pathology*	3		
	6	34	
Fall 2019			
SPE 729 Clinical Practicum (II)	3		
SPE 734 Diagnostic Practicum (I)	3		
SPE 705 Speech Science	3		
EDE/EDC 727 Teaching English as a Second Language (Birth-6) 3	3		
	12	46	

Semester / Courses	Graduate Credits	Total Credits	Comments
Winter 2020			
SPE 530 Organization of Speech and Hearing Program in the Schools	3	49	
Spring 2020			
SPE 734 Diagnostic Practicum (II)	3		
SPE 703 Theory and Application of Bilingualism to SLP	3		
SPE 736 Motor Speech Disorders	3		
SPE 739 Dysphagia	3		
	12	61	
Summer 2020			
SPE 730 Externship (I) Brazil trip	2		
SPE 719 Audiology for the SLP	4		
	6	67	
Spring 2019			Please note that international students must receive permission from the international student office to take less than 9 graduate credits. Scholarship students must have a minimum of 6 credits a semester to maintain funding.
SPE 730 Externship (II)	2		
SPE 727 Voice Disorders	3		
SPE 735 Seminar in SLP	3		
	8	75	

IV. Early Childhood Intervention Specialty Track Academic Partnership – NYC Bureau of Early Intervention

Our Academic Partnership offers a unique opportunity for students to specialize in working with young children, preparing them for an early intervention position. This track requires no additional coursework, but some of your clinical placements will emphasize early intervention.

1st Semester

SPE 721 Early Childhood Com. & Language Disorders (3 credits)

2nd or 3rd Semester (1st or 2nd in-house Clinic)

SPE 729 Early Childhood Clinic (3 credits)

4th Semester (1st Diagnostic Clinic)

SPE 734 Early Childhood Diagnostics

4th or 5th Semester (1st or 2nd Externship)

SPE 730 Early Intervention Setting

CLINICAL PRACTICUM AND EXTERNSHIP:

Clinic policy (please also see the Clinic's Policies and Procedures Manual for additional information)

Preparing for clinic:

During the first semester of the graduate program, students are required to attend the pre-clinic seminar. The seminar will be scheduled by the Clinic Director. The seminar is an introduction to the clinical practicum (SPE 729) and prepares the students for their first clinical experience. The topics to be covered include, among others, professional report writing, data collection for clinical assessment, writing a treatment plan, goal writing, play therapy, literacy and language issues, dealing with behavioral issues, counseling, CPR, as well as clinic policies and procedures. **Students MUST attend the seminar in order to be eligible to enroll in SPE 729 (clinical practicum).**

Clinic and Externship Placements

Students may not enroll in practicum during the first semester, but they **must** be enrolled at the completion of 15 credits. It is our program's policy that all students complete a minimum of two semesters of practicum at the Lehman College Speech & Hearing Center prior to a minimum of two placements at externship sites. This is true even if you have completed 100 or more hours of practicum as an undergraduate or have done practicum work at another institution.

1. You must have an average of a B or better in SPE 718, SPE 721, SPE 722, & SPE 725 and have accrued 25 hours of clinical observation (in-house clinic, schools, hospitals, skilled nursing facilities) in order to register for your first practicum experience. Any grade less than a B requires remediation prior to entering the clinical practicum.
2. You must obtain a B or better in your first practicum, SPE 729, in order to re-enroll for the second practicum. Should you need to repeat SPE 729, you will be limited to taking one additional course, which should not be SPE 734 (Diagnostic Practicum). The reason for this rule is to assure that sufficient effort can be devoted to enhancing your clinical and writing skills.
3. If a student receives two final grades in SPE 729 or SPE 730 of B – or less, or two INCs, or withdraws (W) twice from either SPE 729 or SPE 730, or any combination of the three, and has no medical reason, the student will no longer be able to continue in the program.
4. You must obtain B or better (B- or lower is unsatisfactory) in both SPE 729 in order to enroll in SPE 730 and a B or better must be obtained the first time SPE 730 is taken in order to enroll for it the second time (remember that SPE 729 & SPE 730 are each taken twice). **The maximum number of times a student can enroll in SPE 729 is three times unless the student failed SPE 729 two consecutive times, at which point the student will be asked to leave the program.**

5. For both 729 and 730, effective July 1st, 2016, the university has purchased a two-year policy for liability insurance through the New York State Office of General Services and Cool Insurance Agency Inc. The policy offers both, general liability coverage, which protects the university against third-party claims, as well as student professional liability coverage.
6. The externship coordinator, will arrange your externship experience while working with you to ensure you will be exposed to variety of clients (disorders and ages). Please review the clinic and externship handbooks for further information. **Please do not contact sites directly; your externship must be arranged by the externship coordinator.**
7. ASHA requires that you complete 400 hours of clinical experience. We will design your practicum experiences to ensure that you meet the standards. You should keep track of your practicum experiences using the summary sheets you are expected to complete each semester. These are maintained in your student folder at home which your advisor will periodically review.
8. Students interested in pursuing the TSSLD certificate **must** have one externship in elementary and/or secondary school. The students **must** have at least **150** hours of clinical practicum (in-house clinical + externships) that include experience with students with speech and language disabilities in early childhood, middle childhood, and adolescence.
9. Students entering their externship must sign a contract with the externship site stating the start and end day of the externship, the number of days and the hours expected from the student to attend. **There will be NO changes allowed to this contract once the student started the externship. Students who attempt to leave an externship before the agreed upon end date, risk receiving a failing grade.**
10. Keep first and last drafts of one report per clinic (practicum and diagnostic) for formative and summative assessments. These are maintained in your student folder which your advisor will periodically review.
11. You may take a diagnostic practicum and a clinical practicum or externship at the same time, but you cannot be enrolled in a clinical practicum and an externship at the same time, nor can you be enrolled in two externships in one summer. Diagnostic Practicum cannot be taken during your first semester of clinical practicum.
12. Up to 12 credits may be transferred from another accredited CAA program to the graduate program – but these must be equivalent to Lehman courses and approved by the Program Director and the Dean of Graduate Studies.

ADVISEMENT AND REGISTRATION

Initial Registration: Registration forms are completed during the first meeting with the Graduate Program Director. As soon as you received permission on CUNYfirst by the Graduate Program Director for the first 5 required classes, you can proceed to register for those particular courses.

Advisement: Each semester about midway through we hold advisement week, during which you will meet with your assigned advisor to discuss your progress toward the degree and the courses you will take the following term. In order to register for subsequent semesters you must make an appointment with your graduate advisor. A list of advisees and advisors is posted on the Graduate Online Bulletin Board and by the Department Administrative Assistant's office in the main office on the 2nd floor (Room 227). Advisors will post a list of available appointment slots for advisement on their office doors or online during the advisement week. ***You will not be allowed to register until you meet with your advisor.*** No other advisor can give you permission. Advisement is not done through email! Make sure you meet with your advisor in the designated office hours and do not wait for the last day of registration.

If you are struggling for any reason during the semester, we recommend you talk to your advisor (advisor). There are many support services on campus and we are here to help and offer suggestions. Please be proactive and don't hesitate to use the advisement system we have in place.

Program Director Meetings: At least 1-2 times a semester, the Program Director will call meetings to keep you informed and to help you along in the accreditation process. These meetings are mandatory.

Registration For Classes

All student registration is done online (CUNYfirst). After registration for your initial courses, your course selection *must first be approved by your advisor*. Permissions for subsequent semesters/terms will be given on CUNYFirst by your advisor (for semester coursework) in conjunction with the clinic director (for clinical placements), and the Deputy Chair (for summer coursework). Note that if you are taking clinical practicum or diagnostic classes your clinic assignments will be made first and then your course selection is made around your clinic placements. If you are taking any education courses for the TSSLD or the Bilingual Extension, permission is given separately by the Education Department. See your advisor and Blackboard announcements for further information. For further information see CUNYFirst instructions: <http://www.lehman.edu/registrar/registration-information.php>

After the advisor gives you permission on CUNYFirst and registration opens, you can register for the next term's courses. We recommend you register promptly, as classes can fill up quickly. *There is no guarantee you will be placed in your preferred class. Senior students may be given priority for registration if they need classes for graduation.*

Class Schedules:

The department chair, in consultation with the deputy chair, clinic director, and the graduate program director, schedules classes. After the Dean's approval, the classes are posted in the department and on CUNY First. The schedule will usually be available mid-November (for the Spring semester), mid-April (for the Summer and Fall semesters) and late April (for the Summer semester). *Class days and times may vary from semester to semester dependent upon instructor needs and scheduling conflicts among classes.*

Considerations for Scheduling:

1. If you are planning to enroll in SPE 729, Clinical Practicum:

✚ Students in their first semester of clinic need to complete the online Clinic Request Form (on BB) when posted and submit to the Clinic Director by the requested date. Failure to submit the request form by the due date may result in the student not being given a clinical practicum placement. Although students will indicate their first choice on the clinic form, there is no guarantee that they will be assigned to their first choice. Students may not specify a specific clinical instructor. First semester students may not request the Aphasia/Adult Disorders Clinic.

✚ Students in their second semester of clinic will need to complete and submit the clinic request form by the due date, which will be posted on blackboard each semester. 2nd semester students are given priority for the adult clinical practicum. Assignment to the adult clinical practicum will be given on a lottery basis.

✚ No student may have the same supervisor for both clinical practicum sections.

2. If you are planning to enroll in SPE 734, Diagnostic Practicum:

✚ Students must complete an online Diagnostic Practicum Request Form each semester (on BB). Failure to submit the form by the requested due date may result in not being assigned to a diagnostic practicum. Although students will indicate their first choice on the clinic form, there is no guarantee that they will be assigned to their first choice.

✚ No student may have the same supervisor for both diagnostic practicum sections.

Advisement Meetings:

Once you have your clinic assignment, you can then meet with your advisor in order to get permissions for your non-clinic courses. The Clinic Director will provide permissions for SPE 729 and SPE 734. Remember you must have your clinic assignment **before** you see your advisor. In other words, plan your course schedule around your clinic assignment. Pre-requisites for the Clinical Practicum (SPE 729) are as follows;

SPE 718	Phonology & Articulation
SPE 721	Early Childhood Language Disorders
SPE 722	Language Disorders in School Age Children
SPE 725	Diagnostic Techniques
SPE 726	Aphasia & Related Disorders (for Aphasia Clinic)

Please bring the following items with you when you see your advisor:

1. your most recent transcript of your Lehman grades and copies of transcripts from your undergraduate programs and/or pre-requisite grades
2. a list of what courses you are now taking
3. the student advisement form filled in
4. a pre-registration form filled in with the courses you wish to take in the coming semester
5. proof of completion (transcript) of the ASHA social, biological, and physical science courses as well as the stats course requirements OR your plan for completion of these requirements
6. 2nd year students should bring “working” portfolios with their filled in KASA and documents such as clinical questions from your clinical courses, signed practicum hours, etc.

Grade Requirements:

Overall Grades: An overall GPA of 3.0 or better must be maintained. Otherwise you will be placed on probation by the Graduate Studies Advisor with enrollment restrictions. **A GPA of 2.75 or less during the first semester will result in a student being counseled out of the program.**

Clinic and Externships: For grade requirements refer to page 21 and to the Policies and Procedures Manual of the Speech and Hearing Center.

Incompletes and Withdrawals:

Incompletes: Students cannot choose to take an INC in any graduate course. They must speak with their adviser regarding a documented extenuating circumstance. If the professor chooses to issue an INC grade, the professor sets the time parameter for completion. There is a statute of limitations on how long an INC can remain on a record before it converts to a grade. It is one year. After one year, if the registrar’s office does not receive a change of grade form, the INC will turn to a FIN (failure to complete) and it is equivalent to an F.

Withdrawals: The grade of W (withdrawal without penalty) is assigned only when a graduate student *officially* withdraws from a course. Students must complete the withdrawal process themselves, since the procedure requires a signature. No faculty member or program adviser can withdraw a student from a course. Graduate students can officially withdraw by reporting with their bursar’s receipt to the Office of the Registrar (Shuster Hall, Room 114) before the deadline published each semester in the Schedule of Classes. If in-person withdrawal is impossible, students can mail a signed letter to the registrar including their name, Social Security number, the department that teaches the course(s) from which they wish to withdraw, the course number(s), and the section number(s). This letter must be accompanied by a photocopy of their bursar’s receipt. Withdrawals by mail received after the withdrawal deadline will not be processed.

Academic Integrity

The College has a policy, posted on its Website www.lehman.cuny.edu and in the College's graduate Bulletin, on Academic Integrity.

<http://lehman.smartcatalogiq.com/en/2017-2019/Graduate-Bulletin/Appendix/Board-of-Trustees-Rules-and-Regulations-on-Campus-Conduct/CUNY-Policy-on-Academic-Integrity>

Included in its statement is a discussion of cheating and plagiarism and the steps that will be followed should a breach of academic integrity arise. Students should consult the Website or the College Bulletin regarding the issue of academic integrity. Questions about this policy may be directed to the Chair, Dr. Cheryl Smith-Gabig.

Please note: Violations of academic integrity committed by a graduate or professional student or a student who will seek professional licensure are considered serious and may result in academic and disciplinary sanctions that include expulsion from the program.

Academic Probation (from the online bulletin)

“Graduate students whose cumulative Grade Point Average (G.P.A.) falls below 3.0 will be placed on academic probation. Students on academic probation have one semester in which to raise their G.P.A. to 3.0. During this probationary period, students who make satisfactory progress maintain both their academic standing with the College and their eligibility for financial aid. Any student whose Grade Point Average remains below 3.0 at the end of the probationary period will be dropped from the College. To be allowed to continue, graduate students dropped from the College following a semester of probation must file a successful appeal with the Graduate Studies Committee. Graduate students with 9 or more graduate credits completed, and whose grade point average falls to 2.50 or lower (2.70 or lower in some programs), can continue in their graduate program only upon successful appeal to the Graduate Studies Committee. Such appeals must be accompanied by a letter of support from the academic department”.

REMEDIATION PLAN

Academic & Clinical Courses

The remediation plan ensures that the student meets KASA standards. This plan has been developed to ensure successful remediation in the case of a student, who achieves a low grade of B- or lower in any class assignment, quiz, midterm or final exam, in an academic or clinical course. In this case, the student is required to contact the instructor or clinical supervisor to initiate a remediation plan. The instructor must contact the department chair, graduate advisor, and clinical director (in the case of remediation of a clinical course). The instructor or clinical supervisor will guide the student in this plan over a period of time, no longer than one semester, and will analyze the results of remediation. Please see appendix for remediation plan form.

At the completion of the remediation period, the student's knowledge and skills for that course will be rated as *Satisfactory* or *Requires Further Remediation*. The satisfactory acquisition of the knowledge and skills is equivalent to the grade of “B” or better, while the need for further remediation indicates that a student has not achieved the necessary knowledge and skills to complete the course. If a second remediation plan is required, this process must be repeated

during the next semester. It should be noted that the original grade of B- or lower will remain on the student's transcript. Syllabi should include a statement indicating that a course grade of "B" or better means that students have met all the knowledge and skills associated with the course.

All remediation plans must be placed in the student's KASA portfolio. This remediation plan will indicate that, having completed the remediation plan, the student either has acquired the necessary knowledge and skills for that KASA indicator or continues to require remediation.

A student who (a) fails to achieve the equivalent of a "B" or better after completion of the second remediation attempt and (b) has an overall average of B- or lower will be unable to advance in the graduate program.

Alternative remediation policies stated on individual course syllabi will supersede the general departmental remediation policy.

Clinic enrollment

If an average of B- or lower is earned in the core courses required before enrollment in SPE 729 or SPE 734 (i.e., SPE 718, 721, 722, 725), the student will not be permitted to enroll in any clinical practicum.

REQUIREMENTS FOR GRADUATION & YOUR PORTFOLIO

Graduation Dates:

There are four degree conferral dates:

- Fall graduation - January 1st
- Winter graduation - February 1st (students apply the same time Fall graduation application is due but must contact the registrar to specify that they plan to graduate after winter session as they are taking more courses.)
- Spring graduation - June 1st
- Summer graduation - September 1st

Graduation Requirements:

- ✓ Successful completion of all graduate coursework including clinical courses and externship placements.
- ✓ Attendance at two workshops
- ✓ Portfolio review as outlined below.

You will need documentation that you have met ASHA certification standards for your certification. (See the following ASHA website: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>). The required documents will make up your graduate portfolio which you collect and keep in a binder and add to after each semester. A portfolio review by your advisor will be conducted in the last semester or the summer you

complete your graduate work and successful completion is required for graduation. See Blackboard for portfolio checklist and forms.

Portfolio Requirements:

Transcripts: For the portfolio, you will need transcripts (they can be unofficial) of your graduate and undergraduate courses, as well as proof (transcripts) that you met Standard III-A, demonstrating that you possess knowledge of the principles of biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Clinical Hours: You must have documentation of your clock hours, as delineated in Standards V-C and V-D and signed documentation of completion of the skills for assessment and intervention (IV-D, V-B, V-F). You are responsible for keeping track of your clinical hours and obtaining your clinical educators' signatures and ASHA numbers for all client-contact hours. A summary sheet with a total of 400 or more clinical hours and all of your clinical-hour sheets is included in your portfolio.

Clinical Questions: You will receive a clinical question in each of your clinical courses: audiology, child language disorders, language disorders in school-age children and adolescents, phonology & articulation, aphasia, voice, fluency disorders, dysphagia, and motor speech disorders. By successfully responding to these clinical questions that are appraised during the portfolio review, you will meet Standard IV-B, IV-C. Add a copy of each of these (graded) questions/assignments to your binder to be reviewed during the final portfolio review. Please check with your instructor about which course assignment fulfills this requirement.

Clinical Writing: One way your advisor will assess Standard V-A will be to review your writing over the course of your study at Lehman. Thus, you should have organized in your portfolio a section of first and last drafts of diagnostic and clinical reports to demonstrate that your oral and written or other forms of communication are sufficient for entry into professional practice (**be sure to omit/white-out identifying data for clients**).

Knowledge and Skills Acquisition (KASA): The second way your advisor assesses Standard V-A is by reviewing your signed Skills lists (the big 9s) for assessment and intervention. These should be signed after each practicum and externship. In order to acquire the skill of *communication modalities* (skill 9) students must either: (1) attend an annual continuing education course on augmentative and alternative communication (AAC), (2) take an elective in AAC, or (3) show evidence from clinical practicum that AAC was utilized during therapy.

Evaluation of Clinical Skills: Final evaluations for in-house clinic and diagnostic practicums as well as externship placements are included in your portfolio binder along with the examples of clinical writing for each placement.

Continuing Education Workshops: Students are also required to attend *at least two* annual continuing education (CE) workshops offered during the student's academic years. Students are encouraged to attend all CE workshops. The department offers two workshops each year, usually one in October and one in March. Workshops are usually held on Fridays and are free for students. Alternative workshops to fulfill this requirement need prior advisor approval.

Portfolio Review - Familiarity with the 2014 Standards: Expect to be asked questions pertaining to the 2014 Standards during the review of your portfolio. You are advised to find documents on ASHA's websites that will help you answer questions based on these standards. Your oral responses will also help your advisor judge your ability to communicate as required in Standard V-A. Please organize your portfolio in a way that is easy for your advisor to review. Neatness and completeness matter!

COMPLAINTS & SUGGESTIONS

Complaint Process:

Grades: The College (in its Bulletin and on its Website) discusses the grade appeal process. Students are required to read the College's position on grade appeals. In general the process is as follows:

1. Student must meet the instructor to discuss their difference
2. If an agreement with instructor cannot be made, an appeal, in writing, to the Chair must be made
3. Chair appoints a review committee to review the appeal. Instructor and student submit materials to be considered.
4. Committee reviews materials submitted by student and the instructor
5. Review committee's decision is binding on both parties.

For more information consult the Website or the bulletin. Other academic complaints can be addressed to the Program Director and/or the Chair.

Suggestions

The Graduate Program Director is a good resource for complaints and suggestions. Informal discussions during graduate meetings often yield suggestions and recommendations. The department and the clinic have locked suggestion boxes for students and staff and clients. In addition, suggestions made by students on the annual student survey are reviewed by the faculty and initiated when appropriate.

I. Other Complaints

- A. Complaints about sexual harassment and discrimination should be directed to the Office of Student Affairs (Dean J. Magdaleno (ex. 8241), V. Zucchetto (ex. 8241), C. Holody, Shuster, 206).
- B. Complaints for Professional Issues are to be directed to the ASHA Hotline: 800-498-2071.
- C. Practice issue complaints in NYS should be directed to the NY State Board for Speech Pathology: 518-486-4846.
- D. Complaints about the Program related to Standards must be signed and submitted in writing to: *Chair, CAA (Council of Academic Achievement)*
ASHA
10801 Rockville Place
Rockville, MD 20852

PRAXIS EXAM

The Council for Clinical Certification (CFCC) requires that all applicants pass the national examination in the area for which the Certificate is sought.

General Information

All applicants who fail the examination may retake it. If the examination is not successfully passed within the 2-year period, the applicant's certification file will be closed. If the examination is passed at a later date, the individual will have to reapply for certification under the standards in effect at the time of reapplication and will be required to pay the appropriate application fees.

When should I take the exam?

It is recommended that individuals register and take the Praxis exam no earlier than the completion of their graduate coursework and graduate clinical practicum or during their first year of clinical practice following graduation. Applicants should take into consideration any state licensing requirements regarding completion of the exam.

At Lehman College, we recommend that the Praxis exam be completed before the summative portfolio review.

More information about the Praxis can be found:

<https://www.asha.org/certification/praxis/preparation/>

<https://www.asha.org/Certification/praxis/About-the-Speech-Language-Pathology-Praxis-Exam/>

<https://www.ets.org/praxis>

<http://www.ets.org/praxis/asha/requirements/>

APPENDICES

Information for Current Students

Student Information Sheet

Graduate Student Pre-Registration Worksheet

KASA Remediation Plan

Checklist for Portfolio

Graduate Advisement Form

Information for Current Students

Does the graduate program have a student association?

Yes. Lehman College is a member of the National Student Speech-Language-Hearing Association ([NSSLHA](#)). The Lehman NSSLHA chapter has both undergraduate and graduate student members.

Does the graduate program have a student lounge?

Yes. On the second floor, room 232. The code to enter is 1289#. The room has an internet connection, 2 computers for the students to use and a printer (students must bring their own paper). In addition, a library of clinical materials, donated by Prof. Papir-Bernstein, is available for students' use. Please make sure to keep this room clean and to close the door when it's not used.

How do I register for graduate classes?

You must meet with your adviser during the pre-registration period. Your adviser will give you permissions for the courses agreed upon, on CUNYfirst. Once you have permissions, you can go ahead and enroll in the courses.

Can my advisor sign me up for a clinic section of my choice?

No. In order to register for clinical practicum, you must meet with the Director of the Speech and Hearing Center. Generally, clinic sections are assigned based on students' preparation (completed academic coursework). However, the Director may consider other factors in the determination of a student's assignment to a particular clinic section.

Can I contact agencies to set up an external clinical practicum assignment?

Absolutely not! It is not appropriate for students to contact any school, hospital, or agency directly. The appropriateness of external clinical practicum sites is determined by the externship coordinator. A formal agreement must be generated and approved by the legal representatives of both the external site and the CUNY's Legal Department. Clinic liaisons and assignments are made only by the externship coordinator.

Can I work as a speech-language pathologist while pursuing my master's degree?

No. Only those professionals who have met the requirements for state licensure can call themselves speech-language pathologists. While there may be some opportunities for individuals holding teacher certification to work as Teachers of Students with Speech-Language Disabilities (TSSLD) in educational settings, it is recommended that you focus on your graduate studies once enrolled in the program.

Can I pursue a master's degree part-time?

Yes. While it is recommended that you enroll in full-time study, enrollment as a part-time student is possible. Although you must maintain a minimum of 3 credits per semester to maintain graduate student status, we recommend that students enroll in a minimum of six credits per semester in order to be eligible for the initial clinical practicum assignment after one year.

When can I take the PRAXIS Examination? It is recommended that you do not take the PRAXIS exam before your last semester of study.



Student Information Sheet

Name of Student _____ Empl ID # _____

Lehman E-mail: _____

Other email address: _____

Cell phone: _____ Other contact number(s) _____

Emergency Contact (name & number) _____

Student Home Address: _____

Undergraduate college: _____ Degree: _____ Major: _____

Pre-requisites courses from: _____

Have you completed 25 hours of clinical observation? _____ (Must be completed before you enroll in clinical practicum (SPE 729))

Undergraduate transcript from _____ Name of college

Transcript of prerequisites from _____ Name of college

Clinical observation hours (25) from _____ ASHA certified SLPs

_____ ASHA certified SLPs

Standard III-A The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, statistics, and the social/behavioral sciences

Biological Science course _____ Name of course or CLEP

From _____ Name of college

Physical Science course _____ Name of course or CLEP

From _____ Name of college

Social/behavioral Science course _____ Name of course or CLEP

From _____ Name of college

Statistics course _____ Name of course or CLEP

From _____

GRADUATE STUDENT PRE-REGISTRATION WORKSHEET

Name: _____ **EMPL ID #** _____

Home Phone _____ **Cell Phone** _____

E-mail: _____

Registration for: ___Fall ___Spring ___Summer **Year: 201**___

Sec	Title	Day	Time	Credits	Instructor
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Total Number of Credits: _____

Signature of Advisor



KASA Remediation Plan

Student _____

Student ID: _____

Course Number & Section: _____

Date: _____

Remediation First: _____ Second: _____

Semester: _____

Instructor/Supervisor: _____

Knowledge & skills to be remediated: _____

Remediation plan: _____

Date of completion: _____

Remediation assessment Satisfactory _____

Unsatisfactory: Requires further remediation _____

Professor's Signature _____ Student's Signature _____

Checklist for the Portfolio

Student's Name: _____

Advisor's Name: _____

Please use the checklist below to guide you in preparing your portfolio.

S = student (right check boxes)

P = Professor (left check boxes)

Student Information

- Student Advisement form with biographical information

Unofficial Transcripts

- Undergraduate Transcript
- Graduate Transcript

Copies of Clinical Hours

- A summary sheet of the 400 (+) clinical hours
- Undergraduate Hours of observation
- Audiology hours
- In-house clinical practicum hours
- Externship hours
- Diagnostic practicum hours

Clinical questions (all clinical questions should have a grade)

- Phonology and Articulation Clinical Question
- Early Childhood Language Disorders Clinical Question
- Aphasia Clinical Question
- Diagnostic Techniques Clinical Question
- School Aged Language Disorders Clinical Question
- Fluency Clinical Question
- Motor Speech Clinical Question
- Voice Clinical Question
- Audiology Clinical Question
- Dysphagia Clinical Question
- Seminar I (elective) clinical question
- Seminar II (elective) clinical question

- ■ In-House Practicum (For each of the 2 clinics, please provide 1 clinical hypothesis -1st draft and final report, and the supervisors' evaluations)
- ■ Diagnostic Practicum (For each of the 2 diagnostic clinics, please provide first draft and final report of one evaluation, and the supervisors' evaluations)
- ■ Externships (For each of the 2 externships, please provide first draft and final report of one evaluation/treatment plan, and the supervisors' evaluations)

KASA forms

- ■ The big 9s – (not all portions of every big 9 need to be signed. You must show skills in either evaluation or therapy).
- ■ Praxis Score Report (if you don't have it by the interview date, email it at a later date to Dr. Conner)
- ■ Workshop Certificates – at least 2

You may add materials such as portfolios completed for individual courses (i.e., fluency, dysphagia), or reports written for your externship that illustrates your growth as a speech-language pathologist.

I confirm that I reviewed the student's portfolio and approve its content

Advisor's signature _____

Graduate Advisement Form

Name:	_____				
Email:	_____				
EMPL ID:	_____				
Start date: (e.g., Spring 2018)	_____				
Expected Graduation Date	_____				
Bilingual extension:	YES	NO			
EI track:	YES	NO			
TSSLD track	YES	NO			
Financial Aids/Loans	YES	NO	(Must have at least 6 credits in a semester to sustain the loans)		
DOE scholarship	YES	NO			

Standard IV-A 1 biological science, 1 physical science, statistics, and 1 social/behavioral science

_____ Biological Science course _____

_____ Physical Science course _____

_____ Social/behavioral Science course _____

_____ Statistics course _____

Graduate Program Plan	60 Credits	63 Credits			
First Semester	Fall / Spring			Second Semester	Fall / Spring
Course Name and Number	# of credits			Course Name and Number	# of credits
SPE				SPE	
SPE				SPE	
SPE				SPE	
SPE				SPE	
Third Semester	Fall / Spring			Fourth Semester	Fall / Spring
Course Name and Number	# of credits			Course Name and Number	# of credits
SPE				SPE	
SPE				SPE	
SPE				SPE	
SPE				SPE	
Fifth Semester	Fall / Spring			Sixth Semester	Fall / Spring
Course Name and Number	# of credits			Course Name and Number	# of credits
SPE				SPE	
SPE				SPE	
SPE				SPE	
SPE				SPE	