

This self-study report was not submitted to ASHA, our accrediting association, but rather served to inform our report prior to our re-accreditation visit

Self-Study Report 2014 for Re-accreditation,  
Master of Arts in Speech-Language Pathology,  
SLHS, Lehman College

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## Questions to be Addressed in Self-Study

The CAA has developed a series of questions that might be asked during a self-study and are offered below only as suggestions to facilitate a program's preliminary discussions of self-study in relation to its compliance with the Standards for Accreditation.

### A. Administration

1. What is the administrative structure of the program?
2. What are the lines of authority? What is the allocation of responsibility?
3. How stable is the administrative structure and program support? Is the administrative structure functional?
4. What is the budget support for the program? What foreseeable changes may occur in budget support?
5. What budget support is provided for salaries, equipment, maintenance, and library?
6. How dependent is the program on soft money? Is administrative support adequate to continue a quality educational service?
7. How does the administration assure instructional staff of opportunities for salary and rank increases?
8. Does administration policy permit structuring of reasonable workload? If not, how can this be corrected?
9. What is the program's status within the institution? Does the program have adequate communication with the administration of the institution? If not, how can this be improved?
10. To what extent does the program's instructional staff have the responsibility for designing, approving, and evaluating the curriculum?
11. Do all the instructional staff share in the decision-making activities of the program? If not, why not?
12. Is the difference between disagreement and dissension recognized in the program? When dissension exists, how can this be converted to a constructive activity in program development?
13. Does the institution's administration understand the unique goals of the program? If not, why not?

### B. Curriculum

1. Is the course of study described in terms of course content?
2. Is sufficient course work provided to meet program objectives? For example, does the course work permit students to meet qualifications for ASHA's Certificate of Clinical Competence, state licensure, state and/or local department of education certification, and state and/or local department of health qualifications?
3. Are courses offered frequently enough to permit a student sufficient opportunity to obtain qualifications as described in B.2 above?
4. Is the course work sequenced to provide maximum educational growth?
5. How does the program ensure that each student follows the appropriate curricular sequence?
6. Does the curricular sequence move from courses on normal processes to classes on communication disorders? If not, why not?
7. Are courses taught by faculty/instructional staff with appropriate academic and experiential background? If not, what steps are planned to correct this situation?
8. Is the program adequately planned in terms of length, timing, progressive specialization, and availability of advanced courses and seminars? Is any future restructuring planned?
9. Is the graduate program clearly identifiable and qualitatively different from the undergraduate sequence? If not, how soon can this separation be effected? When

\*Questions in our 2014 self-study may be slightly different.

graduates are placed in undergraduate courses, what is the difference in the performance standard required?

10. Does the curriculum reflect a commitment to currency in terms of changes in knowledge, legislation, and human resource needs?
11. How adequate are the assessment procedures used to evaluate students? If inadequate, how can they be improved?
12. Do grades accurately reflect a student's academic and clinical performance? If not, in what way can grading be improved?
13. Do students have sufficient research experience so that they are able to develop a viable method of problem formulation and solution? If not, are additional research opportunities planned?
14. When and where, in the program sequence, do students obtain adequate guidance in professional and scientific responsibility, as well as ethics?
15. What is the mechanism for systematic review and updating of each course in the program?
16. What do students value most in the curriculum? Least? What is the cause of this difference? How can "least valuable" be improved?
17. Is the program sufficiently flexible to allow students an opportunity to maximize their own personal and professional growth? How can this flexibility be expanded?
18. What course work is permitted and encouraged outside the immediate program to give students an opportunity to learn the viewpoints of those in related professions—for example, psychology, learning disabilities, deaf education?
19. What procedures have been established to evaluate transfer credit? Does the mechanism adequately evaluate the competencies that the units attest to?

### **C. Clinical Practicum**

1. Is the clinical experience appropriately sequenced with the academic offering? Do students always understand the theoretical principles of a particular procedure before they are required to conduct the task? If not, how can this be ensured in the future? How soon can necessary changes be implemented? What learning experiences are provided that actually relate theory and practice?
2. Is the clinical experience designed so that it follows substantial course work in general education and normal development as well as specific courses related to communication disorders?
3. Are the clinical hours distributed over a reasonable period of time? If not, how can distribution be appropriately spread? When can this be accomplished?
4. Is the student's clinical experience graduated and sequential? If not, what changes are planned and when?
5. Does the program and its associated facilities have a sufficient client pool to provide the broad clinical experience that the profession requires? If not, what steps are being taken to remedy this situation? What types of experiences are not provided for students? What types of clients did students see last year? What types are planned for next year?
6. Is the clinical program sequenced in a way that allows all of the students to obtain similar educational experience? Is there significant variation in the experiences provided students? Why?
7. Does the program's off-campus component provide students with an opportunity to participate in a variety of inter-professional activities? If not, how can this be improved?
8. Are all of the field supervisors committed to educating students, or are some totally service-oriented?
9. How much contact with the field supervisor is needed to ensure that the instructional staff is aware of the progress the students are actually making in the placement? Is this amount of contact provided?

10. How is continuity of supervisory practices across the instructional staff promoted?
11. How objective is assessment of students' clinical performance? Do assigned grades actually represent their performance? If not, why not?
12. How is feedback provided to students regarding their clinical efforts? How frequently is such feedback provided?
13. Is adequate and appropriate clinical supervision provided for all of the students? Is the staffing formula correct? If not, what improvements are planned?
14. Are any of the instructional staff providing direct clinical service for student observation? If not, why not?
15. How are supervisors (both on and off campus) made aware of requirements for supervision? How is compliance with these requirements ensured?

#### **D. Faculty/Instructional Staff**

1. Are there sufficient experienced, trained personnel capable of effective teaching in all necessary areas of specialization of a comprehensive program? If not, what plans exist to remedy any gaps?
2. To what extent are faculty/instructional staff teaching outside of their area of expertise?
3. How is the teaching load balanced with various other professional responsibilities?
4. If new instructional staff members could be hired, what would be the priorities in terms of selection of experience and education?
5. How is research competence promoted and rewarded?
6. Has the instructional staff remained sufficiently stable so that continuity exists in the program?
7. Are the rank and tenure of the faculty/instructional staff different from those of other departments? If so, what steps can be taken to adjust for the discrepancy?
8. What is the teaching load carried by other departments that have clinical programs? Does this vary significantly from that within the audiology and/or speech-language pathology program? If so, why?
9. What mechanism exists within the program to ensure that all faculty/instructional staff remain educationally current?
10. Do the students have sufficient opportunity for contact with all the faculty/instructional staff? If not, how can this be remedied?
11. Is the faculty/instructional staff sufficiently diverse so that students can be exposed to a variety of thought? If not, can steps be taken to provide diversity?

#### **E. Facilities**

1. Is the space available for classrooms, offices, observation areas, and research labs adequate? If not, is there a plan, including time lines, to obtain additional space?
2. Are there architectural barriers that limit participation by persons with physical disabilities? If so, when will steps be taken to remove them?
3. Is equipment adequate for all aspects of the program? If not, when will necessary equipment be purchased?
4. What are the equipment priorities? How are these priorities developed?
5. Are the standards for calibration and maintenance of equipment adequate? If not, what steps are planned to improve them?
6. Are the library holdings adequate both within the professional disciplines of the program and related disciplines? Is the budget sufficient to ensure that holdings are current?
7. Is there adequate support staff for the program—for example, secretaries, maintenance, technology assistance? If not, is additional staff budgeted?

## **F. Admission and Advisement**

1. What objective measures are used to select students? What is the relative value of each?
2. What evidence exists to show that the criteria used for selecting students are related to success within the program?
3. Are students admitted to the program who do not meet the selection criteria? What happens to these students? Are special students provided with any additional experiences to facilitate their successful completion of the program? Does additional support really help? Given experience with these students, under what circumstances should they continue to be admitted?
4. Once a student is admitted to the program, how is his or her progress monitored?
5. How adequate is the feedback provided to students regarding their performance? If not considered adequate, what improvements should be made, and how soon can they be put into effect?
6. Is there a systematic advising program? If not, why not?
7. Are students' academic and clinical records up to date? If not, why not?
8. How is the acquisition of knowledge and skills tracked within the program?

## **G. Questions for Employers**

1. Can a graduate of the program complete speech, language, or hearing screening procedures appropriately? Are there procedures that the graduate cannot perform? If so, please specify.
2. Does the program graduate demonstrate adequate knowledge of diagnostic techniques and instrumentation? Which techniques and/or instruments does the graduate handle with proficiency? With which techniques and/or instruments should the graduate be more proficient?
3. Is the graduate able to establish an appropriate caseload? What, if any, problems does the graduate have in establishing a caseload? How would you suggest the training program be modified to correct for any problems that occur in establishing a caseload?
4. Does the graduate apply current research findings to therapy regimens?
5. Does the graduate work better in a one-to-one treatment situation or in a group situation? What accounts for this difference? Is it a problem? What do you believe the training program could do to ensure that the graduate works equally well in a one-to-one and in a group situation?
6. Does the graduate establish appropriate long- and short-range goals for each client in the caseload? What problems, if any, does the graduate have in establishing these? What do you believe the education program could do to improve the graduate's ability to establish clinical objectives?
7. Are there certain types of handicapping conditions the graduate handles extremely well? Poorly? What do you believe accounts for the difference? Is it a problem? What do you believe the educational program could do to equalize the graduate's ability to handle all types of problems?
8. Are the reports that the graduate writes complete? What are their strengths, weaknesses? What do you believe the educational program could do to improve report writing?
9. Does the graduate respond well to supervision? If not, what appears to be the primary source of difficulty? How could this be resolved?
10. Does the graduate maintain positive relationships with clients and instructional staff? If not, what appears to be the primary source of difficulty? How could this be resolved?

## **H. Questions for Students**

1. In general, are the objectives of the program and of the courses in the curricular sequence clear? If not, what do you believe could be done to improve the situation?
2. Have you found that, in general, there has been considerable agreement between the announced objectives of the courses and what was actually taught? If there have been major discrepancies, what, in your opinion, has been the cause?
3. In general, have the reading assignments been relevant to class objectives? If not, what do you believe caused the discrepancy?
4. Are the lectures given by the program's faculty/instructional staff well organized and designed to facilitate the understanding of the subject? If not, how do you believe they could be improved?
5. In general, does the program's faculty/instructional staff challenge you? If not, what steps would you suggest modifying this situation?
6. Has your interest in the professions been increased or decreased as a result of your interaction with the program's faculty/instructional staff? If decreased, why?
7. Does the program's faculty/instructional staff attempt to relate course content to the total discipline? If not, how could this be improved?
8. Does the program's faculty/instructional staff provide sufficient opportunity for you to apply concepts and to demonstrate understanding of the subject? If not, how could this be improved?
9. In general, has the program's faculty/instructional staff genuinely been concerned about your progress and attempted to be actively helpful? If not, how do you believe this could be improved?
10. Is the program's faculty/instructional staff readily available to you for consultation? If not, how could the program be modified to provide more student/faculty dialogue?

## **I. Questions for Alumni**

1. If you were starting school again, would you apply for admission to the program? If not, why not?
2. Considering all aspects, were you completely satisfied with the program? If not, which aspects would you improve and how?
3. Did you have sufficient opportunity to present problems, complaints, or suggestions to the instructional staff? If not, what hampered you in these efforts?
4. Do you believe that your clinical practicum supervisors spent sufficient time observing and guiding your clinical practicum? If not, what do you believe accounted for their lack of availability?
5. Do you believe the counseling that the program provided was adequate? If not, what would you suggest be done to improve this situation?
6. Which academic/clinical areas do you feel most/least prepared in? What do you believe accounts for the difference? What steps would you recommend be taken to reduce this discrepancy?
7. Generally, do you believe that most of what you learned was relevant to clinical work? If not, why not? What could be done to improve the curriculum so that it is more relevant?
8. Which courses in the program have proven to be the most/least beneficial? Please list and explain why.
9. Given the opportunity, what would you have deleted from your academic program? Why?
10. Given the opportunity, what would you have added to your academic program? Why?

## **A. Administration**

1. ***What is the administrative structure of the program?***

The graduate program in Speech-language Pathology is supervised and administered by the graduate program director. The program director reports to the department chair. The chair reports to the dean.

The department graduate curriculum committee supervises ongoing graduate curriculum review and proposals for curricular change. All curriculum changes are discussed and approved by the full-time faculty and then require approval by the school, college senate, and Chancellor's office of the City University of New York (CUNY) before the changes are implemented.

2. ***What are the lines of authority? What is the allocation of responsibility?***

The program director serves as liaison to the students, assigns academic advisors, and schedules and supervises graduate program application reviews and interviews, student orientation meetings, graduate program open houses, and graduate student portfolio reviews and exit interviews. The program director generates the annual reports and supervises the self-study and application for re-accreditation.

Every department faculty meeting agenda includes a report by the graduate program director.

3. ***How stable is the administrative structure and program support? Is the administrative structure functional?***

The department chair is elected to a three-year term by the full-time faculty. The graduate program director, graduate curriculum committee chair and committee members are appointed by the department chair. All decisions with regard to the graduate program in speech-language pathology require approval of the full-time faculty. The administrative structure allows the entire faculty to participate in critical decision-making decisions about graduate program policies, procedures, and curriculum.

4. ***What is the budget support for the program? What foreseeable changes may occur in budget support?***

There are a number of sources of support for the graduate program in speech-language pathology. The City University of New York provides the department of Speech-Language-Hearing Sciences with an annual budget of \$100,000. Additional sources of revenue include the proceeds from the department's continuing education program, overhead and indirect costs

associated with research grant activity, and clinical services provided at the Speech and Hearing Center.

The Department of Speech-Language-Hearing Sciences, a department within the School of Arts and Humanities, was relocated to the newly- formed School of Health Sciences, Human Services, and Nursing in January 2014. A founding Dean was recently appointed and will join the faculty in September 2014. In the future, it is expected that departments in the new school will be a priority in the allocation of college resources (faculty lines, physical space, etc.).

5. ***What budget support is provided for salaries, equipment, maintenance, and library?***

Salaries are paid by the State of New York. Equipment purchase and maintenance are the responsibility of the Department or individual faculty members who obtain intramural or extramural funding. At the time of initial appointment, the Provost's office provides new full-time faculty with \$3000 in start-up funds and \$3000 relocation reimbursement. The department Personnel and Budget (P&B) committee has augmented these funds with \$4000 for the last three full-time faculty appointed to the Department.

The Department Chair appointed a library liaison. The library liaison is responsible for departmental requests for library acquisitions. Annual requests for library book purchases are sought and approved by the library.

6. ***How dependent is the program on soft money? Is administrative support adequate to continue a quality educational service?***

Although the department benefits from a small amount of recovery funds from extramural funding, the department does not rely on soft money. Many departments in the college operate on annual budgets on the order of \$5000. Given the annual funding by CUNY of \$100,000, the department of SLHS receives adequate administrative support to offer a quality educational program.

7. ***How does the administration assure instructional staff of opportunities for salary and rank increases?***

Salary increases are specified by a collective bargaining agreement. Tenure and promotion opportunities are available annually, where appropriate. Subcommittees of the Faculty Personnel and Budget (FP&B) Committee meet every fall to consider applications for tenure and every spring to consider applications for promotion to Associate and Full Professor.

8. ***Does administration policy permit structuring of reasonable workload? If not, how can this be corrected?***

Faculty workloads are determined through a collective bargaining agreement. Full-time faculty members have a base workload of 21 hours per academic year; Full-time lecturers have an annual workload of 27 hours.

There are several mechanisms for structuring a reasonable workload. One possibility is through the development of a curriculum proposal. For example, SPE 729: Clinical Practicum and Seminar in Speech-Language Pathology is a 3-credit course. In the past, faculty who supervised practica received 3 hours toward their workloads. Given the time intensive nature of clinical supervision, a curriculum proposal was developed and approved and supervisors now receive 6 hours for this course.

Another mechanism for structuring a reasonable workload is by negotiating “reassigned” time for faculty who are engaged in time-intensive administrative activities. The chair, deputy chair, graduate program director, undergraduate advisor, continuing education administrator, and clinical externship coordinator all receive “reassigned” time toward their base workload.

In addition, faculty who are awarded intramural or extramural funding can “buy out” of coursework, thus reducing their base workload.

9. ***What is the program’s status within the institution? Does the program have adequate communication with the administration of the institution? If not, how can this be improved?***

Historically, the graduate program in Speech-Language Pathology was administered by the Department of Speech and Theater, housed in the Division of Arts and Humanities. When the Department of Speech-Language-Hearing Sciences (SLHS) was created, it remained in the Division of Arts & Humanities, now the School of Arts & Humanities. In January, 2014 the department of SLHS was moved to a newly formed school, the School of Health Sciences, Human Services, and Nursing. A founding Dean has been appointed and will join the faculty in September, 2014. Until the Dean of Health Sciences, Human Services, and Nursing arrives, the Chair of SLHS continues to report to the Dean of the School of Arts & Humanities.

The relocation of SLHS to a more appropriate school is a very positive development. It is a major advantage for collaboration with other allied professions (Speech-Language-Hearing Sciences, Social Work, Health Sciences, and Nursing). In addition, the President and Provost have expressed their commitment to supporting the departments and programs in Health Sciences, Human Services, and Nursing.

The protocol for the Chair to communicate with the administration is properly through the dean. The dean of the School of Arts & Humanities has been extremely supportive of our programs and it is expected that our new dean will advocate for us as well.

10. ***To what extent does the program's instructional staff have the responsibility for designing, approving, and evaluating the curriculum?***

The department faculty are responsible for designing, approving, and evaluating the graduate program curriculum. All full-time faculty members participate in ongoing curricular review. Curricular issues are discussed at monthly department faculty meetings and referred to the department Graduate Curriculum Committee if a proposal is to be developed. The department curriculum committee will distribute completed proposals to all faculty members and the proposal will be discussed voted on at the next department faculty meeting. Where appropriate, adjunct faculty will be consulted as curriculum changes are being considered. Curricular change is closely related to the department's ongoing assessment of student learning. Our departmental assessment coordinator works closely with the department curriculum committees.

11. ***Do all the instructional staff share in the decision-making activities of the program? If not, why not?***

Yes. The majority of decision-making is made by full-time faculty. With regard to clinical issues, decision making includes the clinic director and adjunct faculty who supervise in clinical and diagnostic practica. Personnel and budget decisions are made by the department Personnel and Budget (P&B) Committee. The P&B committee is comprised of senior faculty members in the Department of SLHS voted by the full-time faculty for 3-year terms.

12. ***Is the difference between disagreement and dissension recognized in the program? When dissention exists, how can this be converted to a constructive activity in program development?***

The current department chair believes in full disclosure and transparency with regard to all matters related to program development. Discussion and varied points of view are encouraged. Disagreement is not only inevitable, but a healthy indicator that important issues are being considered. The chair of the department and chairs of departmental committees encourage open discussion and welcome differing points of view. However, faculty are expected to treat one another respectfully, irrespective of their views. Dissension is strongly discouraged.

13. ***Does the institution's administration understand the unique goals of the program? If not, why?***

The founding dean of the School of Health Sciences, Human Services, and Nursing is a former dean of the College of Public Health and Health Professions at the University of Florida. Within the College of Public Health and Health Professions is the Department of Speech, Language, and Hearing Sciences. Consequently, our dean is quite knowledgeable about our program's unique needs, goals, and objectives. With such understanding, the dean will be in a position to serve as a well-informed advocate for our programs.

Reviewed by Stephen Cavallo, Chair

## **B. Self Study Guidelines. B. Curriculum Joyce West & Cheryl Smith Gabig**

### **1. Is the course of study described in terms of course content?**

Graduate courses in Speech-Language Pathology are listed in the Lehman College Graduate Bulletin, including the course descriptions. Also, the suggested course sequence of study is outlined in the department Graduate Handbook.

### **2. Is sufficient course work provided to meet program objectives?**

Yes, the program objectives are the Knowledge and Skills Standards specified in KASA Summary form. The graduate program is 60 credits, taken over 2 ½ years. Students meet all the KASA standards specified, through a combination of coursework and clinical education and experience.

### **3. Are the courses offered frequently enough to permit a student sufficient opportunity to obtain qualifications as described in B.2 above?**

Yes. Every required course is offered twice a year and some are also offered in the summer, including electives.

### **4. Is the course work sequenced to provide maximum educational growth?**

Yes. Incoming, first semester students take a core set of courses (SPE 721, SPE 722, SPE 725, and SPE 718) that prepare them for their first clinical rotation, taken in their second semester (after completing 12 credits, students must register for their first clinic). The course sequence provides the content base needed for clinical experiences. For example, SPE 726 Aphasia and Related Language Disorders is taken in the second semester while students are enrolled in their first clinical practicum in either early childhood language disorders or the pediatric after-school speech-language clinic. No second semester student is permitted to be enrolled in the adult aphasia clinic during their second semester, while completing the SPE 726 pre-requisite for the adult practicum. Similarly, students in their third semester enroll in SPE 723, Fluency Disorders, and SPE 736 Motor Speech Disorders, in order to prepare for an initial externship placement the following semester.

**Example Course Sequence, Fall admission: —60 credits are required (4 semesters, 1-2 summer sessions)**

#### **First Semester (Fall)**

SPE 718 Phonology & Articulation	3
SPE 721 Early Childhood Language Disorders	3
SPE 722 Language Disorders in School Age Children	3
SPE 725 Diagnostic Techniques in Speech-Language Pathology	3
<i>Total = 12 credits</i>	

### Winter Session

If you plan to pursue the TSSLD, consider taking two education classes

#### Second Semester (Spring)

SPE 726 Aphasia and Related Language Disorders**	3
SPE 717 Advanced Anatomy**	3
SPE 729 Clinical Practicum (I)	3
And	
SPE 705 Speech Science	
Or one of the following	
SPE 723 Fluency Disorders	
SPE 700 Introduction to Research Methods	3

*Total* = 12 credits    Cumulative = 24

#### Summer Session

If you plan to pursue the TSSLD, and have not taken any TSSLD, consider taking education classes

SPE 705 Speech Science	3	Cumulative = 27
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#### Third Semester (Fall)

SPE 729 Clinical Practicum (II)	3
SPE 734 Diagnostic Practicum (I)	3
And 2 of the following	
SPE 723 Fluency Disorders	
SPE 700 Introduction to Research Methods	3
SPE 736 Motor Speech Disorders	3

*Total* = 12 credits    Cumulative = 39

#### Fourth Semester (Spring)

SPE 730 Externship (I)	2
SPE 701 Professional Affairs	1
SPE 734 Diagnostic Practicum (II)	3
SPE 719 Audiology for the SLP***	3
SPE 724 Clinical Practicum in Audiology***	1
SPE 739 Dysphagia**	3

*Total* = 13 credits    Cumulative = 42

#### Summer Session

SPE 730 Externship (II)	2
SPE 727 Voice Disorders	3

If you plan to pursue the TSSLD, consider taking two education classes

*Total = 8 credits*

Cumulative = 60

**5. How does the program ensure that each student follows the appropriate curricular sequence?**

No student can register without advisor approval. The CUNYfirst registration system does not permit students to register for a course without prior approval from their advisor. All first semester students take the same core curriculum prior to enrollment in first clinical experience.

A number of courses have pre-requisites, and students must meet these pre-requisites before enrolling in the course.

\*\* SPE 705, Speech Science & SPE 728, Advanced Anatomy are pre-requisites for SPE 727, Voice Disorders.

\*\* SPE 728, Advanced Anatomy is a pre-requisite for SPE 739, Dysphagia.

\*\* SPE 725, Diagnostic Techniques in Speech Pathology is a prerequisite course for SPE 734, Diagnostic Practicum

\*\* SPE 725, Aphasia, is a prerequisite for the adult clinic (SPE 729- T & Th 12-3).

\*\*\* SPE 719, Audiology for the SLP, and SPE 724, Clinical Practicum in Audiology, must be taken together, in the same semester.

**6. Does the curricular sequence move from courses on normal processes to classes on communication disorders? If not, why not?**

There are no courses at the graduate level devoted solely to normal processes. Each clinical graduate course reviews normal processes prior to discussion on communication disorders within the specific clinical content area.

**7. Are courses taught by faculty/instructional staff with appropriate academic and experiential background? If not, what steps are planned to correct this situation.**

Only full-time faculty teach in the graduate program content courses. There are 14 graduate faculty members, 10 (71%) have Ph.D. degrees; 4 (29%) have a Master's Degree. Faculty teach in their respective areas of academic and clinical background.

**8. Is the program adequately planned in terms of length, timing, progressive specialization, and availability of advanced courses and seminars?**

Yes. Students can take prerequisites for advanced courses every semester. All courses are offered at least once a year, most are offered each semester. Since 2010, we have increased

the academic and clinical scope of the program to include additional advanced coursework (e.g. SPE 736 Motor Speech Disorders), added a 1-credit audiology practicum (SPE 724) separate from the 3-credit SPE 719 Audiology course, increased the course credit for SPE 734, Diagnostic Practicum from 1-to- 3 credits, and for SPE 729 Clinical Practicum in Speech-Language Pathology from 2-to-3 credits, (with the addition of a specified 1-hour weekly clinical seminar). The changes made to the graduate curriculum with increased clinical practicum experiences were made to better reflect the commitment in time and allow for more focused attention for students and faculty to the diagnostic and clinical area of the practicum experiences. In terms of number of credits and length of time students are in the program. The graduate program is 2 ½ years, with increasingly more complex coursework and clinical externships taken in the third and fourth semesters. All students are required to take one 3-credit elective course, either SPE 748: Augmentative & Alternative Communication (3 credits) (when offered), or SPE 796: Seminar in Speech-Language Pathology (3 credits), of which the content varies according to the specialty area of the lecturer.

**9. Is the graduate program clearly identifiable and qualitatively different from the undergraduate sequence?**

Yes. The Mission of the graduate program and the student learning outcomes are different than the Mission and student learning outcomes articulated for the undergraduate program. Graduate students are never placed in an undergraduate class, and vice versa.

**10. Does the curriculum reflect a commitment to currency in terms of changes in knowledge, legislation, and human resource needs?**

Yes. Clinical courses contain up-to-date knowledge on current legislation or policy. For example, appropriate courses include information on the Common Core State Standards in English Language Arts (CCSS-ELA), No Child Left Behind, Medicare and Medicaid policies for clinical services, including billing, bilingual education needs, Health Insurance Portability and Accountability Act (HIPAA) regulations and so forth. All graduate coursework emphasizes evidence-based practice and cultural-linguistic sensitivity.

In terms of human resource needs, courses are assigned to faculty with the necessary knowledge and clinical competency in the content area of teaching. If for some reason there is no faculty available with the appropriate background knowledge and clinical skill in an area, the administration searches within the immediate professional community for such a course expert to serve as an adjunct faculty member to teach or cover a clinical course. If and when a faculty line opens for a full-time faculty member, persons with the necessary clinical and course content background are sought to reflect the human resource needs of the department. For example, SPE 736 Motor Speech Disorders was added to the graduate curriculum in 2010 to fill a necessary course content void in the graduate curriculum. The course was taught by a licensed speech-language pathologist who specialized in motor speech disorders in a private practice. Effective 2014, a newly hired full-time tenure track faculty member with the

appropriate knowledge and skill in this clinical area, will assume the responsibility for teaching SPE 736. Similarly, clinical assignments, both case-load and supervisory, are within the competency area of the faculty/clinical supervisor.

#### **11. How adequate are the assessment procedures used to evaluate students.**

All content coursework as well as clinical course practicum use both formative and summative assessment measures to monitor the progress and learning of the graduate student. Formative assessments within coursework take many forms, both oral and written. Formative assessments are tied to the student learning outcomes reflecting the knowledge and skill competencies defined for each course. Examples of formative assessment measures within coursework include: presentations of clinical cases, focused clinical readings with written summaries using a critical -thinking response template, extant research summaries and presentations, anonymous reporting of most-least understood aspects of a lecture, quizzes, team planning for assessment/treatment options in a clinical area, shared discussion with peers, peer group/collaborative problem solving, specific academic/coursework vocabulary and concept reviews.

Summative assessments include case studies, formal exams, papers, oral presentations, and portfolio reviews. Each clinical course has a clinical question as one of the summative assessment procedures. Other assessment techniques used include on-going case studies throughout the semester, formal written exams, research papers, oral presentations, including the use of technology. The penultimate summative assessment is the exit interview with a comprehensive portfolio review for each student.

#### **12. Do grades accurately reflect a student's academic and clinical performance?**

Yes. The program has specific information publicly available for students in the Graduate Bulletin regarding the grade point standard in order to continue in the program. Moreover, there is a clear policy regarding remediation of coursework content that is followed by the faculty and known to the students. There have been instances in which a student has repeated clinic due to receiving less than the minimal passing grade of a B. Likewise, there have been instances where a student's GPA has fallen below the minimum of 2.75 in the first semester, and these students have had to leave the program.

#### **13. Do students have sufficient research experience so that they are able to develop a viable method of problem formulation and solution? If not, are additional research opportunities planned?**

Evidence-based practice and its application are emphasized in each clinical course, beginning in the first semester. For example, students read and respond to primary research articles on assessment and intervention methods for a specific disorder. All clinical coursework frequently require a case study, including a formal clinical hypothesis. The clinical hypothesis is also seen in students' clinical experiences. Each in-house clinical rotation requires formal clinical hypotheses for each client seen with evidence-based

treatment procedures delineated and references cited. In addition, students are encouraged to participate in faculty research agendas and many of our students either volunteer, or are hired as research assistants. Finally, SPE 700 Research Methods is delineated in the curriculum map to be taken in the third semester, providing students with both the knowledge and skill to read and incorporate a viable method of problem formulation and solution into clinical practice.

**14. When and where, in the program sequence, do students obtain adequate guidance in professional and scientific responsibility, as well as ethics?**

The ASHA Code of Ethics is emphasized throughout the coursework, beginning in the first semester with SPE 725 Diagnostic Techniques, and repeated in SPE 729 clinical seminar, and in SPE 701 Professional Issues. Likewise, professional and scientific responsibility is integrated into clinical coursework, clinical experiences, and in SPE 700 Research Methods, as well as personalized research experiences with faculty.

**15. What is the mechanism for systematic review and updating of each course in the program?**

Currently, the graduate curriculum committee responds to programmatic needs that are identified by the faculty and authorizes the committee to submit the appropriate paperwork that addresses curriculum changes, including changes of course content, prerequisites, and course sequencing, to the faculty for a vote. The graduate curriculum committee meets at least once each semester to discuss any issues or areas of concern regarding the curriculum, including the curriculum sequence, student concerns, and issues of quality assurance and improvement.

**16. What do students value most in the curriculum? Least? What is the cause of this difference? How can “least valuable” be improved?**

In a recent poll of graduating students, a number of courses were cited as most valued including: SPE 721 Early Childhood Language Disorders, SPE 722 Language Disorders in School Age Children, SPE 726 Aphasia, SPE 736 Motor Speech Disorders, and SPE 739 Dysphagia. One of the “least valuable courses” was SPE 700 Research Methods, with many students reporting that the content did not reflect immediate clinical application. The graduate curriculum committee will discuss this finding and make appropriate recommendations to the instructor.

**17. Is the program sufficiently flexible to allow students an opportunity to maximize their own personal and professional growth? How can this flexibility be expanded?**

The program is flexible to allow students to maximize personal and professional growth in several ways: 1) Students may study part-time to meet personal responsibilities; 2)

students have flexibility in course selection after the first semester; following consultation with his/her advisor, students can plan their semesters and select their course to meet personal and professional responsibilities; 3) students may request an externship assignment to meet their professional goals. Every attempt is made to honor these requests.

**18. What coursework is permitted and encouraged outside the immediate program to give students and opportunity to learn the viewpoints of those in related professions- for example, psychology, learning disabilities, or education.**

Currently, there are no possibilities for coursework outside of the immediate program, unless the student elects to pursue an interest independently, with no adjustment made, or possible at this time, for such a course to fulfill the requirements for the immediate graduate program.

**19. What procedures have been established to evaluate transfer credit? Does the mechanism adequately evaluate the competencies that the units attest to?**

Currently, the Graduate Program Director evaluates the transfer request, and will consult with the Director of Graduate Studies for Lehman College, to determine the competencies of the transfer course to meet the competencies required by Lehman College.

### **C. Clinical Practicum – self-study questions**

1. Is the clinical experience appropriately sequenced with the academic offering? Do students always understand the theoretical principles of a particular procedure before they are required to conduct the task? If not, how can this be ensured in the future? How soon can necessary changes be implemented? What learning experiences are provided that actually relate theory and practice?
  - Clinic is offered after the first semester of academic coursework that prepares them for their first clinical experience.
  - Students complete four courses that introduce them to theoretical principles and their correlated practices that prepare them for working with young and school-aged children.
  - Students are also required to take a pre-clinic seminar to prepare them for the in-house clinical practicum.
  - Learning experiences that target the relationship between theory and practice are further targeted within the weekly seminar, when treatment methods and applications are discussed in relation to particular cases.
  - In instances that students may have a client with a communication disorder they have not yet studied, the theoretical principles and practices are covered and reviewed with the clinical supervisor prior to beginning treatment or with another faculty member with experience with that particular disorder.
2. Is the clinical experience designed so that it follows substantial course work in general education and normal development as well as specific courses related to communication disorders?
  - General education and normal development are emphasized during the undergraduate curriculum and through pre-requisite coursework.
  - Examples consist of Language Acquisition, Articulatory Phonetics, and Speech and Hearing Science.

The first four core courses that students must enroll in have been carefully selected to ensure that students are prepared to begin their clinical experience: SPE 721 Early Childhood Language Disorder, SPE 722 Language Disorders in School-Age Children and Adolescents, SPE 718 Phonology & Articulation, and SPE 725 Diagnostic Techniques.

- In the second semester in this program, students take SPE 726 Aphasia and Related Disorders prior to working with clients with acquired language disorders during their third semester.
3. Are the clinical hours distributed over a reasonable period of time? If not, how can distribution be appropriately spread? When can this be accomplished?

- The two in-house clinical and two diagnostic practicums are distributed over three to four semesters. The two externships are distributed over two semesters. The in-house clinics are taken in the second and third semesters, the diagnostic practicums are taken in the third and fourth semesters, and the externships in the fourth and fifth semesters.
4. Is the student's clinical experience graduated and sequential? If not, what changes are planned and when?
- The students' clinical experience is graduated and sequential and we provide a mix of coursework and clinical experience throughout the educational and clinical years:
    - First semester: courses to prepare them for working with young and school-aged children.
    - Second semester: clinical experience begins in the college clinic; students take SPE 726 to prepare them for the adult clinic.
    - Third semester: clinical experience continues in the college clinic; students take additional courses.
    - Fourth and fifth semesters: clinical experience is extended through students' externship placements in a variety of offerings, including educational, acute care and rehabilitation settings.
5. Does the program and its associated facilities have a sufficient client pool to provide the broad clinical experience that the profession requires? If not, what steps are being taken to remedy this situation? What types of experiences are not provided for students? What types of clients did students see last year? What types are planned for next year?
- We offer four clinical times and days: Monday-Wednesday 12 to 3 and 3 to 6 and Tuesday-Thursday 12 to 3 and 3 to 6 to accommodate client and clinicians' schedules and attract a broad client pool.
  - A plan is in process to offer additional days and times: weekend days and summer sessions for the clinical and diagnostic practica.
  - Clinical experiences include the assessment of intervention with the following age groups: toddlers, preschool aged-children, school-aged children, adolescents, and adults.
  - Diagnostic categories that are and have been treated in our clinic include accent modification, early intervention, adult language disorders, aphasia, apraxia of speech, auditory processing disorder, autism, child language disorders (school-age and adolescent), cleft palate, dysarthria, pragmatic language disorders, preschool language disorders, selective mutism, stuttering, traumatic brain disorders, and voice disorders.

6. Is the clinical program sequenced in a way that allows all of the students to obtain similar educational experience? Is there significant variation in the experiences provided students? Why?
  - We have found an optimal coursework sequence and have been regularly evaluating how well it matches our students' needs.
  - The sequence of classes has varied in the past semesters by one or two courses only.
  - On occasion, our students take a part-time route that permits a longer period of study together with outside responsibilities.
  
7. Does the program's off campus component provide students with an opportunity to participate in a variety of inter-professional activities? If not, how can this be improved?
  - We will compile a list of such activities as part of the information we provide students about their externships, such as parent-teacher conferences, grand rounds (in a hospital), CSE meetings in a school, and interdisciplinary team meetings in a clinic or hospital.
  - An externship questionnaire provides this information.
  
8. Are all of the field supervisors committed to educating students or are some totally service oriented?
  - The externship supervisors monitor this area and the student questionnaire investigates the student's experience.
  
9. How much contact with the field supervisor is needed to ensure that the instructional staff is aware of the progress the students are actually making in the placement? Is this amount of contact provided?
  - There is ongoing and consistent contact between the instructional staff and the field supervisor.
  - The externship instructor is responsible for overseeing the externship. The field supervisor is contacted if the student or field supervisor expresses any concern or questions regarding the placement.
  - Students are evaluated halfway through the practicum and their field supervisors are provided with information on this evaluation.
  - A contact log is maintained to document the contact between instructional staff (the externship supervisor) and the field supervisor.

10. How is continuity of supervisory practices across the instructional staff promoted?

- We have a comprehensive clinic manual that is presented to supervisors.
- We meet with new supervisors to communicate the procedures of the clinic and what benefits our students most in the supervisory practice.
- We provide in-service training to new and current supervisors twice per semester.
  
- We will offer clinical presentations and meetings twice each semester, scheduled to include all supervisors and to take place during the weekly seminar hour.

**IN PROCESS:**

- A new supervisor orientation has been implemented this semester, which needs to be revised for future semesters to include orientation to blackboard, clinic facilities, policies, and procedures.
- A specific policy handbook will be developed in the fall to include template clinical hypothesis, end of semester summaries and discharge summaries.
- Individual meetings with clinical practicum supervisors will occur twice in each semester during seminar time so that all may attend.
- A supervisor performance evaluation is in process and is being developed by the clinic committee.
- We need a plan to improve communication with clinical adjuncts.
- A practicum clinical supervisor handbook will also be developed with policies and procedures for diagnostic to include templates for evaluations. This will assure consistency across supervisors.

11. How objective is assessment of students' clinical performance? Do assigned grades actually represent their performance? If not, why not?

- Students are evaluated on their performance based on a rubric that assesses clinical skills and techniques at the midterm and the final points of the semester.
  
- The clinical performance measure objectively measures specific skills that are rated on the following scale:
  - Demonstrates the behavior consistently and independently; Demonstrates the behavior with general guidance from supervisor; Demonstrates the behavior with specific guidance from supervisor; Demonstrates the behavior with excessive and repeated instruction from supervisor; and Fails to demonstrate the behavior regardless of amount of supervisory input

12. How is feedback provided to students regarding their clinical efforts? How frequently is such feedback provided?

- Feedback is provided to students through review of all lesson plans, prior to working with clients.
  
- Feedback is provided in meetings prior to working with clients, and with modeling during sessions when requested or needed.

- Students receive written feedback after sessions, once every two sessions at a minimum
  - Feedback methods will be provided to document feedback on Blackboard.
13. Is adequate and appropriate clinical supervision provided for all of the students? Is the staffing formula correct? If not, what improvements are planned?
- The clinical supervisor to student ratio is correct.
  - One supervisor to 2 or 3 students.
  - This ratio was reduced after the last site visit.
  - The diagnostic clinical course ratio is 6 to 8 students per supervisor.
14. Are any of the instructional staff providing direct clinical service for student observation? If not, why not?
- Yes, students are able to observe during all sessions.
  - Faculty members frequently model and demonstrate therapy techniques.
  - Questions are answered by supervisors and/or student clinicians who are working with the observed clients.
15. How are supervisors (both on and off campus) made aware of requirements for supervision? How is compliance with these requirements ensured?
- Supervisors, both on- and off-campus will be made aware of requirements through the process described in number 10 of this document.

**CLINIC GOALS - NEEDS ASSESSMENT**

Assigned to	Completion target date	Follow-up assigned to	Task
			<b>DIAGNOSTIC MATERIALS</b>
			Materials on <i>labeled</i> shelves
Lynn	May 2014	Done	Inventoried - list distributed to faculty and staff
Lynn	Sept 2014	In process	List for new/updated assessments - selection and funds request
			<b>TOYS &amp; THERAPY MATERIALS</b>
Sandy	May 2014	Done	Disinfect toy materials/guides/procedures
Lynn	July 2014	Done	All old/broken/incomplete toys discarded
			<b>CLIENT DATABASE</b>
Carolyn	April 5 <sup>th</sup> 2014	Done?	Update contact information for current semester (check each client's folder contains information sheet)
Carolyn	April 2014	Done?	Record person responsible for payment and payment status
Peggy	Sept 2014		Record date bills sent out, follow-up and dates of payment
			<b>CLIENT ELECTRONIC INFORMATION AND CLINIC FILES</b>
Peggy	Sept 2014		HIPAA rules & requirements checklist for compliance
Carolyn		Done	Key access for appropriate staff
			<b>PAYMENT:</b>
Peggy	Sept 2014		Update billing and accounting procedures
			<ul style="list-style-type: none"> <li>• payment plan</li> <li>• dates and type of payment (cash, checks)</li> <li>• paper bills and reminders handed or mailed to patients</li> <li>• follow-up with guarantor</li> </ul>
Done			Post billing list on shelf above reception desk
Peggy	Sept 2014		Legal advice regarding billing for clients (esp. recent onset)*
			<b>APPEARANCE</b>
Lynn	July 2014	Done	Clear shelf in front of reception desk for billing and pamphlets
Lynn	Sept 2014		<b>APPOINTMENT BOOK</b>
			At reception desk with callers' information recorded by date and time

## **D. Faculty /Instructional Staff**

1. Are there sufficient experienced, trained personnel capable of effective teaching in all necessary areas of specialization of a comprehensive program? If not, what plans exist to remedy any gaps?

We have all full time faculty members teaching all graduate courses:

Child Language (Levey, Seiger-Gardner, Almodovar, Boylen), School age (Smith-Gabig), Motor speech (Berhman), Dysphagia (West & Rosenberg), Aphasia & Adult neurogenic disorders (Goral & West), Fluency (Conner), Voice (Berhman & Cavallo), Audiology (Rota-Donahue) .

2. To what extent are faculty/instructional staff teaching outside of their area of expertise?

All faculty members are teaching within their areas of expertise.

3. How is the teaching load balanced with various other professional responsibilities?

All full time faculty have 21-27 credits teaching load.

- a. All faculty advise graduate students (10-15 students)
- b. Participate on department and college committees
- c. Conduct research
- d. Participate in professional development (Continuing education) activities.

Some faculty receive release time for: undergraduate adviser (6 credits), CE coordinator (3 credits), Graduate program director (6 credits), deputy chair (6 credits), externship coordinator (6 credits), assessment coordinator (3 credits), deputy EO at the GC (6 credits), department chair (12 credits).

New faculty receives 24 credit release time over 5 years for research.

4. If new instructional staff members could be hired, what would be the priorities in terms of selection of experience and education?

Regarding education, the priority will be expertise not covered currently in the curriculum (i.e., AAC and bilingualism). Regarding experience, the priority will be a well-experienced instructional staff, preferably with a clinical doctorate or a Ph.D., who can develop a research agenda, write grants and help developing community outreach programs.

5. How is research competence promoted and rewarded?

Research competence is rewarded and promoted by:

- a. New faculty receives 24 credit release time over 3 years for research.
- b. Tenure and promotion after 7 years based on research
- c. University scholarships/grants (Faculty Development and PSC-CUNY)
- d. Annual faculty research day in the college – faculty are acknowledged and rewarded for their work
- e. Lab space
- f. Traveling funds for presentation in national and international conferences.

6. Has the instructional staff remained sufficiently stable so that continuity exists in the program?

Yes

7. Are the rank and tenure of the faculty/instructional staff different from those of other departments? If so, what steps can be taken to adjust for the discrepancy?

No. All departments adhere to CUNY rules and regulations regarding tenure and promotions.

8. What is the teaching load carried by other departments that have clinical programs? Does this vary significantly from that within the audiology and/or speech language pathology program? If so, why?

The teaching load in other clinical programs is similar to the one in the graduate program in speech and hearing sciences. The teaching load is dictated by CUNY and is 21 credits for full time tenure track professors and 27 for lecturers.

9. What mechanism exists within the program to ensure that all faculty/instructional staff remain educationally current?

Faculty annual review is one mechanism by which the program ensures that all faculty/instructional staff remain educationally current. Another is the ASHA annual report in which every faculty has to list the CE workshops/courses they have taken in the last 3 years.

10. Do the students have sufficient opportunity for contact with all the faculty/instructional staff? If not, how can this be remedied?

Yes.

(1) Office hours are posted on the faculty's office doors, blackboard, and secretary's office each semester

(2) Advisement hours prior to registration are scheduled and posted on office doors and program's web site.

(3) Faculty's email and phone numbers are posted on web-site, blackboard, and graduate handbook.

11. Is the faculty/instructional staff sufficiently diverse so that students can be exposed to a variety of thought? If not, can steps be taken to provide diversity?

Yes.

## **E. Facilities**

1. Is the space available for classrooms, offices, observation areas, and research labs adequate? If not, is there a plan, including time lines, to obtain additional space?

Yes. Each full time faculty member, who is engaged in research, has an office and a lab. We have 16 clinic rooms and 8 observation rooms. We have 6 classrooms (5 of them are smart classrooms). We were very proactive about meeting our space needs. We converted a large underutilized space into 2 offices and 2 research lab spaces. Office space is available for adjuncts.

2. Are there architectural barriers that limit participation by persons with physical disabilities? If so, when will steps be taken to remove them?

No. An elevator, ramps, and automatic doors allow for easy access to the building, classrooms, and clinic rooms.

In the Fall we will encounter some access difficulties with the elevator being repaired. We are planning to address it by having our clients with disabilities being treated in the basement clinic. Currently we don't have any graduate student that needs special accommodations, but if needed, we will find an alternative classroom space to allow easy access.

3. Is equipment adequate for all aspects of the program? If not, when will necessary equipment be purchased?

Yes. Clinic is being upgraded with new computers and new audiovisual monitoring system.

4. What are the equipment priorities? How are these priorities developed?

In December we will upgrade our audio-visual monitoring system in both clinics.

New tests and diagnostic materials have been purchased recently. New therapy materials will be ordered for both clinics during the fall semester.

5. Are the standards for calibration and maintenance of equipment adequate? If not, what steps are planned to improve them?

The standards for calibration and maintenance of the audiology equipment (audiometers) are clearly specified in the audiology section of the clinic manual. The equipment is calibrated once a year by Northeastern Technology and daily by the audiologist in charge.

In terms of maintenance in the clinic, all issues are being brought to the attention of the clinic director who follows up immediately.

6. Are the library holdings adequate both within the professional disciplines of the program and related disciplines? Is the budget sufficient to ensure that holdings are current?

Yes. The library budget is not disclosed to the program but the program is asked every year to provide a list of books that the department wanted to have in the library and all books were ordered. The library liaison sends an email to all faculty members once a year to inquire what books are needed to be in the library for students use.

To date, all of our requests were honored.

1. Is there adequate support staff for the program-for example, secretaries, maintenance, technology assistance? If not, is additional staff budgeted?

The Department currently has two clerical support staff: an Administrative Assistant who reports to the Department Chair and a College Assistant who reports to the Clinic Director. The current clerical staff members are limited in computer skills and are not conversant in software such as Microsoft Excel. Consequently, the Department Chair appointed a full-time faculty member as Deputy Chair who has assumed a number of clerical tasks that were previously the responsibility of the Administrative Assistant and Clinic Director. The Department Chair has directed clerical staff to attend ongoing workshops on Excel offered by the College's ITR Department.

The Department Chair and Acting Clinic Director will propose to the new Dean a plan to reorganize the clinic administrative structure. We will propose the hiring of an Assistant Clinic Director to assist with the enormous task of generating and maintaining externship affiliations and eliminating the College Assistant position in order to hire an individual with greater clerical skills in order to create and maintain clinical databases.

Although we have access for assistance with technical issues through the College's ITR staff, the Department does not have an individual dedicated to technical issues. The Chair and Deputy Chair plan to propose to the new Dean the appointment of a technical support person (with educational application experience) who would assist all Departments in the new School of Health Sciences, Human Services, and Nursing.

## **F. Admission and Advisement**

### **Admission and Advisement**

1. What objective measures are used to select students? What is the relative value of each?
2. What evidence exists to show that the criteria used for selecting students are related to success within the program?
3. Are students admitted to the program who do not meet the selection criteria? What happens to these students? Are special students provided with any additional experiences to facilitate their successful completion of the program? Does additional support really help? Given experience with these students, under what circumstances should they continue to be admitted?
4. Once a student is admitted to the program, how is his or her progress monitored?
5. How adequate is the feedback provided to students regarding their performance? If not considered adequate, what improvements should be made, and how soon can they be put into effect?
6. Is there a systematic advising program? If not, why not?
7. Are students' academic and clinical records up to date? If not, why not?
8. How is the acquisition of knowledge and skills tracked within the program?

1. The objective measures are:
  1. BA is speech pathology or 24 prerequisite credits
  2. A minimum overall GPA of 3.0 and a minimum GPA in the major or the prerequisite courses of 3.5
  3. GRE writing sample – minimum of 3.5
  4. 2 letters of recommendations from professors
  5. 500 word essay
  6. Successfully passing an interview with faculty members
2. Analysis done in Fall 2013 revealed high correlation between the students success in the first semester entry courses' grades and the GRE score on the analytical writing. Hence, the score on the analytical writing of the GRE was a good predictor of the students' success in the program.
3. (a) Students must meet the initial criteria (1-5) in order to be invited for an interview. Students with a GPA higher than 3.0 but lower than 3.5 might be offered an interview IF their performance on any of the other criteria is remarkable (such as excellent letters of recommendations, well written essay that highlights impressive achievements/contributions beyond academics). These students will still have to pass the interview portion of the review process.  
(b) students exhibiting difficulties in the first 4 courses (718, 721, 722, 725) will be remediated during the semester by the faculty members teaching the courses. Students must obtain a minimum B average in the first semester in order to proceed in the program. Students showing difficulties and failing clinic will be assigned to an additional clinic to gain more experience.
4. Once a student admitted into the program, the student is assigned an adviser, who monitors the student's progress in the program and advises the student. Student exhibiting more

difficulties may also be advised by the graduate program director and if needed will be assigned the program director as a sole adviser. Students' progress is documented on DegreeWorks. Students' progress is also monitored by the individual instructors. Any problems or difficulties encountered during clinic or other courses will be communicated to the specific adviser, clinic director and graduate program director via email and faculty meetings.

5. As mentioned above, students are provided feedback regarding their performance via:
  1. Classroom assignments, quizzes, midterm evaluations (clinic), midterm exams, etc.
  2. Meeting with adviser 1-2 times during the semester, normally during registration period but not only if the student requires more guidance.
  3. Portfolio preparation with the adviser – students collect data for their portfolio review, which is set at the completion of the graduate program. This process allows the student and the adviser to monitor the student's progress in the program. A special form was created for the portfolio review by which the student and adviser are able to monitor progress. Other forms are available on blackboard for the adviser and student to use to monitor progress in the program.
6. There is systematic advising program in place.
  1. Students are advised first during orientation by the graduate program director regarding the schedule projected for the 2 years in the program.
  2. In the first semester, students meet as a group with the graduate program director as least once to be advised about the program, course scheduling, clinic, etc.
  3. Students are assigned an adviser, to which their report (face to face meeting) at least once each semester during registration. Students must get permission for classes from their adviser to reassure that advisement takes place, students' progress is monitored, and any difficulties are being handled and resolved.
  4. Students are also advised via email by their advisers and via blackboard by the graduate program director.
  5. Advisers document progress and advisement on DegreeWorks.
  6. Students meet as a group with the graduate program director in their last semester to prepare for the exit interview, discuss graduation requirements, state licensure, ASHA application, CF opportunities, interview questions, etc.
7. Students' academic records are up to date on CUNYFirst and DegreeWorks. Their clinical records are up to date in their portfolio review (the hours, clinical evaluations) and the clinic director's office (insurance).

8. The acquisition of knowledge and skills is monitored:
  1. Each course syllabus lists the Knowledge and Skills targeted and expected to be acquired in the course; the grade assigned in the course is based on the student's acquisition of these skills.
  2. Up until recently (Fall 2013), we used the KASA form.
  3. In the clinic we have the big 9s, students must complete by the time they completed their 400 hours.
  4. In the exit interview/Portfolio review, we assess students knowledge and skills using the exit interview form.

## H. STUDENT SURVEY QUESTIONS

**1. In general, are the objectives of the program and of the courses in the curricular sequence clear? If not, what do you believe could be done to improve the situation?**

7/11=60% of the students said YES

Other comments:

- \*The objectives are not clear. To improve the situation, the communication between administration and professors need to be consistent across the board.
- \*Somewhat! It would be nice to have an academic advisor who is more involved in planning each semester's courses as well as ensuring coursework up to that point is on track.
- \*If courses could be organized to run in conjunction with clinics so that things learned could be applied. The courses would have more direct impact on therapy.
- \* Advisors should be given more information so that it is clear what is expected through the levels of the program.
- \*I think this area could be improved. There should be a scheduled time to meet with your advisor to discuss the order of classes to be taken due to externship schedule.
- \*I believe they could be improved. Sometimes they could be ambiguous and/or vague; mostly in clinic practicum.
- \* I think each semester there should be a meeting where professors explain options and how they affect a student (ie important to take dysphagia and motor speech for hospital externships).

**2. Have you found that, in general, there has been a considerable agreement between the announced objectives of the courses and what was actually taught? If there have been major discrepancies, what, in your opinion has been the cause?**

10/11=90% of the students answered YES

**3. In general, have reading assignments been relevant to class objectives? If not, what do you believed caused the discrepancy?**

10/11= 90% of the students answered YES

Other comments:

- \*More practical application of information from reading materials would be helpful.

**4. Are the lectures given by the program's faculty/instructional staff well organized and designed to facilitate the understanding of the subject? If not, how do you believe they could be improved?**

8/11= 70% of the students answered YES and 3/11=30% had mixed reviews

Other comments:

- \*For the most part, some classes and professors are much more prepared than others.
- \*Some lectures are useful. I feel it is difficult for professors to put themselves in students' shoes and understand that students have little foundational knowledge.
- \*Some are well organized and others are not.
- \*Some are, and some aren't. Less relying on power points-sometimes too much information per slide makes for information overload and what is important is lost.
- \*Generally, yes. Some classes are instructed by professors who are not as familiar with the subject matter.

**5. In general, does the program faculty/instructional staff challenge you? If not, what steps would you suggest modifying this situation?**

10/11 = 90% of the students said YES

Other comments:

- \*Most of the faculty challenges the students.
- \*For the most part, some are more invested than others.
- \* Some classes are challenging, but some are like basic undergraduate classes
- \*More conversation about the real world

**6. Has your interest in the profession increased or decreased as a result of your interaction with the program's faculty/instructional staff? If decreased, Why?**

16/19 = 85% of students that said their interest increased.

Positive Comments:

- \*It has increased because I feel they are prepared to instruct new professional in the field. Most of them are very approachable and stimulate critical thinking.
- \*Increased for dysphagia and motor speech disorders.
- \*Increased! My interest has increased and the courses have been a catalyst for me to gain an externship in the medical field.

Other comments:

- \*My interest increased in the profession; however, my interaction with the faculty has been an experience especially with regards to externship.

\*It has been increased by some faculty and decreased by others. The passion of some faculty was inspiring and encouraging to me, but others acted in an inappropriate and authoritative manner.

**7. Does the program's faculty/instructional staff attempt to relate course to the total discipline? If not, how could this be improved?**

19/19 = 100% of students answered YES that faculty relates course to the total discipline.

**8. Does the program's faculty/instructional staff provide sufficient opportunity for you to apply concepts and to demonstrate understanding of the subject? If not, how could this be improved?**

15/19 = 80% of students that said YES and 20% of students had mixed reviews

Other comments:

\*More practice with standardized tests, will be helpful and familiarity for diagnostics and for clinical practicum.

\*Some professors do and some don't. The classes that tie everything together help.

\*It would be helpful to watch videos of therapy and critique it in class. In that way, concepts from our class will be more easily demonstrated.

\*Yes and no, some material for tests and assignments seem to be simply spitting out facts without actual learning.

\*Not everyone, some professors base our understanding of the subject by having us memorize content rather than allowing us to apply knowledge in practical ways such as presentations and report writing.

\*Somewhat-first semester class was a lot of slides and tests. More opportunity to start applying knowledge (ie test administration) would have been appreciated.

\*Yes, through clinic and externships we are able to apply concepts

\*Two semesters of clinic are very helpful. More time administering tests, so students are prepared for diagnostic practicum.

\*Yes, clinic and externships are good opportunities for applying concepts. The clinic and externship administration system in the program is disorganized.

\* Yes, we get two opportunities for in house clinic to work with different populations.

**9. In general, has the program's faculty/ instructional staff genuinely been concerned about your progress and attempted to be actively helpful? If not, how do you believe this could be improved?**

11/19 = 60% of students that said YES; 6/19 = 30% of students had Mixed Reviews and 2/19 = 10% said NO

Comments:

\*Yes for the most part. I found prep for graduation and portfolio requirements to be unclear and unguided.

\* There should be more guidance and last minute decisions/applications should be avoided. The steps are not explained in terms of setting up externship.

\*There are absolutely some professors who truly care about the students.

\*Yes! The faculty seems genuinely concerned and takes the time to make the material clear and interesting so that we are best prepared for the real world.

\*In general, it seems they are concerned about our progress but are not always helpful. Also, it would be helpful if someone could give students better guidance in regard to Praxis and TSSLD (besides Ruth Jordan)

\*Yes-however it would be great to get more candid information on faculty work experiences such as problems new clinician's face, dispute resolution with bosses, clients etc.

**10. Is program's faculty/instructional staff readily available for you for consultation? If not, how could the program be modified to provide more student/faculty/dialogue?**

16/19 = 85% of students said YES that faculty was readily available.

Comments:

\*Some professors are available to meet with students and respond to emails while others do not. Some professors are available for consultation but do not follow through with what they say.

\* There should be more individual advisement in regard to externships.

\*A better student/faculty dialogue could be better achieved through a Blackboard Discussion-meeting may not work logistically.

# Survey Response

## Institution Information

### Institution Description

**Please note: Questions under the Institution Description section have been re-aligned under the appropriate sections. E.g. mission statement of the program has been moved to section 1.2.**

# Survey Response

## General Information - Master's Program

### Program Description

#### Speech-Language Pathology

Are graduate courses for the entry-level graduate program available through distance education?

- Yes, less than 50% of the academic credit hours
- Yes, 50% or more of the academic credit hours
- No

Is this graduate program or a component of the program offered through a satellite or branch campus?

- Yes, less than 50% of the academic credit hours
- Yes, 50% or more of the academic credit hours
- No

If the program responded "Yes, 50% or more of the academic credit hours" for the entry-level graduate program are offered at a satellite or branch campus, provide the following information for each satellite or branch campus

## General Information - Master's Program

### Program Description

#### Speech-Language Pathology

#### Master of Arts (MA)

Is this graduate program offered as part of a consortium?

- Yes
- No

# Survey Response

## Standard 1.0 Administrative Structure and Governance - Master's Program

### Standard 1.1 Regional Accreditation

#### Speech-Language Pathology

Name of Regional Accreditor : Middle States Association of Colleges and Schools

Regional Accreditation Cycle Start Date : 2/2009

Regional Accreditation Cycle End Date : 2/2019

# Survey Response

## Standard 1.0 Administrative Structure and Governance - Master's Program

### Standard 1.2 Mission, Goals and Objectives

#### Speech-Language Pathology

**Standard 1.2** The program's mission and goals are consistent with CAA standards for entry into professional practice (3.1A and/or 3.1B) and with the mission of the institution.

**Provide the mission statement of the institution. If the program is a consortium, include information for all participating entities.**

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.

**Provide the mission statement of the college. If the program is a consortium, discuss the mission statement for all participating entities.**

The Mission of Lehman  
Statement

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.

Vision

Lehman College has entered a new era in its history as an institution of higher education. Already known for its outstanding faculty, dedicated staff, superb library, art gallery, theaters, speech and hearing clinic, and athletic facilities, the College will now build a new state of the art, environmentally "green" science facility that will invigorate faculty and student research as well as prepare Lehman students for science-based careers.

Supported by the University's expanding technological resources, the College will promote creative teaching strategies, greater access to courses through online learning, off campus access to library resources and enhanced student services. The new Multi-Media Center will stimulate technological innovation in all areas of communications and the arts for both the College and the region.

Lehman has always been a commuter campus that prides itself on its diversity and commitment to multicultural understanding. Now, the College looks forward to providing a residential experience to attract a wider range of students and lead to the development of new learning communities to enhance student success.

Lehman College will prepare students to live and work in the global community through new interdisciplinary programs, such as environmental studies and international business, along with study abroad and experiential learning opportunities. The College's geographic information systems and numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions will contribute to the economic development of the region. Service learning and internship opportunities will be further developed to foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman.

Recognized for small classes, close interaction between students and faculty, a successful Teacher Academy and Honors College, and a caring and supportive environment, Lehman College will celebrate its fiftieth anniversary in 2018 as the college of choice in the region, committed to preparing students for graduate studies, professional careers, and lifelong learning.

Values

Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.

**Provide the mission statement of the program(s) seeking (re)accreditation.**

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 & clinical requirements for the ASHA Certificate of Clinical Competence (CCC) & 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.

# Survey Response

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 .

**What mechanisms are used by faculty to evaluate regularly the congruence of the program and institutional goals? (Select all that apply.)**

- ✓ Discuss and review at faculty meetings
- Discuss and review at faculty retreat
- ✓ Compare program goals with institutional goals
- ✓ Develop program goals based on institutional goals
- ✓ Discuss program goals with institution administration
- Other - specify

**What mechanisms are used by faculty to evaluate regularly the extent to which the goals are achieved? (Select all that apply.)**

- ✓ Establish measurable outcomes for the goals
- ✓ Monitor achievement of outcomes and progress toward goals
- ✓ Discuss and review at faculty meetings
- Discuss and review at faculty retreat
- Other - specify

# Survey Response

## Standard 1.0 Administrative Structure and Governance - Master's Program

### Standard 1.3 Program Strategic Plan

#### Speech-Language Pathology

**Standard 1.3** The program develops and implements a long-term strategic plan.

**Describe the process for creating, implementing and evaluating the program's strategic plan.**

A committee was formed (including the graduate program director and the department chair) to create a graduate program strategic plan in accordance with the college vision, mission, and strategic plan.

Implementation is being done by all faculty members serving on the various committees.

Evaluation of the program's strategic plan is an ongoing process done primarily in faculty meetings and in the monthly meetings of the committees responsible for the implementation of the plan.

**What methods are used to assure the congruence of the strategic plan with the mission of the institution? (Select all that apply.)**

- ✓ Develop program strategic plan based on institutional mission
- ✓ Discuss program strategic plan with institution administration
  - Involve university administration in the development of the program strategic plan
  - Obtain approval of program strategic plan from institution administration
- ✓ Discuss and review at faculty meetings
  - Discuss and review at faculty retreat
- ✓ Compare program strategic plan with institutional mission
  - Other - specify

**What methods are used to assure the development of the strategic plan has the support of the university administration and reflects the role of the program within the community? (Select all that apply.)**

- Involve university administration in the development of the program strategic plan
- ✓ Discuss program strategic plan with university administration
  - Obtain approval of program strategic plan from university administration
- ✓ Discuss and review strategic plan at faculty meetings
  - Discuss and review strategic plan at faculty retreat
  - Provide opportunities for community input to the strategic plan
  - Discuss and review strategic plan at advisory committee meetings
  - Other - specify

**Describe how the strategic plan is disseminated to faculty, students, alumni and other interested parties.**

The strategic plan is disseminated to all full time faculty members in the monthly meetings and via email. It is posted on the faculty blackboard and in the student graduate handbook (which is given to every student entering the program and is posted on the students' blackboard).

# Survey Response

## Standard 1.0 Administrative Structure and Governance - Master's Program

### Standard 1.4 Program Authority and Responsibility

#### Speech-Language Pathology

Standard 1.4 The program's faculty has authority and responsibility for the program.

Does your program have independent departmental status?

Yes

No

Describe how program faculty and instructional staff have authority and responsibility to initiate, implement and evaluate substantive decisions affecting all aspects of the professional education program, including the curriculum.

Faculty members and instructional staff serve on department committees such as budget & personnel (P&B), graduate curriculum, and clinic, where they can initiate changes, implement new ideas, and evaluate substantive decisions affecting all aspects of the professional education program.

Do the program director and faculty have access to higher levels of administration?

Yes

No

If No, explain

If your program does not maintain independent departmental status please describe the organizational structure.

Including the accredited program(s), how many programs (i.e., for areas of study other than CSD) are housed within the same department as the accredited program?

1

Including the accredited program(s), provide a list of the other programs housed in the same department as the accredited program.

Department of Speech-Language-Hearing Sciences

# Survey Response

## Standard 1.0 Administrative Structure and Governance - Master's Program

### Standard 1.4 Program Authority and Responsibility

#### Speech-Language Pathology

#### Master of Arts (MA)

#### Where is the program administratively housed?

- ✓ Allied Health; Health Sciences; Health Professions; Public Health
- Arts; Sciences; Humanities; Social and Behavioral Sciences
- Audiology; Speech-Language Pathology; Communication Disorders
- Communication; Fine Arts
- Education
- Medicine
- Professional Programs/Studies
- Other - specify

# Survey Response

## Standard 1.0 Administrative Structure and Governance - Master's Program

### Standard 1.5 Program Director

#### Speech-Language Pathology

**Standard 1.5** The individual responsible for the program(s) of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology; in audiology; or in speech, language, and hearing science, and holds a full-time appointment in the institution. The individual effectively leads and administers the program.

Program Director Name : Liat Seiger-Gardner, PhD

Certification Status : CCC-SLP

**How does the program or institution evaluate the effectiveness of the program director? (Select all that apply.)**

- Evaluation by the Dean
- Evaluation by the Chair
- Evaluation by instructional staff
- Evaluation by program faculty
- Evaluation by performance committee
- Evaluation by students
- Evaluation by support personnel
- No evaluation
- Other - specify

**How often does evaluation of the program director occur?**

- Annually
- More than one time annually
- Every 2-5 years
- Less frequently than 5 years
- Never
- Other - specify

# Survey Response

## Standard 1.0 Administrative Structure and Governance - Master's Program

### Standard 1.6 Equitable Treatment

#### Speech-Language Pathology

**Standard 1.6** Students, faculty, staff, and persons served in the program's clinic are treated in a nondiscriminatory manner - that is, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

How is information regarding equitable treatment communicated to students? (Select all that apply.)

- Application materials
- Catalog
- Student handbook
- Student orientation
- Web site - internet (must provide URL) <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/index.php>
- No mechanism
- Other - specify

How is information regarding equitable treatment communicated to faculty and staff? (Select all that apply.)

- Departmental/program meetings
- Employee handbook
- Employee orientation
- Web site - internet (must provide URL) <http://www.lehman.edu/provost/documents/achieving-the-vision.pdf>
- No mechanism
- Other - specify

If your program has a clinic, how is information regarding equitable treatment communicated to clients? (Select all that apply.)

- No Clinic
- Brochures
- Clinic materials
- Posted signage
- Web site - internet (must provide URL) <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/speech-hearing-center1.php>
- No mechanism
- Other - specify

# Survey Response

## Standard 1.0 Administrative Structure and Governance - Master's Program

### Standard 1.7 Accuracy of Public Information

#### Speech-Language Pathology

**Standard 1.7** The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.

**When is information about the program and institution updated? (Select all that apply.)**

- Every academic term
- Annually
- Every 2 years
- Less frequently than 2 years
- Other - specify

**What is the process for maintaining the currency and accuracy of that information? (Select all that apply.)**

- Administration reviews for currency and accuracy
- Program director reviews for currency and accuracy
- Clinic director reviews for currency and accuracy
- Graduate coordinator reviews for currency and accuracy
- Faculty member(s) reviews for currency and accuracy
- Administrative assistant reviews for currency and accuracy
- Other - specify

**Who is responsible for ensuring information is available about the program and the institution to students and to the public? (Select all that apply.)**

- Administrative assistant
- Clinic director
- Faculty members
- Graduate coordinator
- Program director
- Other - specify

**How is public information about your program accessed? (Select all that apply.)**

- Catalogs - printed
- Catalogs - online (must provide URL)
- Clinic Handbook - printed
- Clinic Handbook - online (must provide URL)
- Student Handbooks - printed
- Student Handbooks - online (must provide URL)
- Program web sites (must provide URL) <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/index.php>
- Printed brochures (specify) clinic brochure
- Other printed resources (specify) open houses/information sessions are advertised in the local newspapers

# Survey Response

Other online resources (must provide URL)

## Where are the program Praxis pass rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/ma-program-outcome-data.php>

Other - specify

## Where are the program completion rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/ma-program-outcome-data.php>

Other - specify

## Where are the graduate employment rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/ma-program-outcome-data.php>

Other - specify

# Survey Response

## Standard 2.0 Faculty - Master's Program

### Standard 2.1 Faculty Qualifications

#### Speech-Language Pathology

**Standard 2.1** All faculty members, including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education assigned by the program.

Answer the following question related to requirements for ASHA certification

Describe how the program ensures that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area.

At the beginning of every academic year, the clinic director requests from each supervisor to submit a copy of the ASHA membership card and verifies their certification status.

Indicate how verification of supervisor certification is completed. (Select all that apply.)

- Verify through ASHA
- Other - specify

Identify who is responsible for verifying that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area. (Select all that

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other - specify Externship Coordinator

When does the program verify ASHA certification status for individuals providing supervision? (Select all that apply.)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other - specify

Answer the following question related to requirements for state requirements.

How does the program verify that individuals providing supervision hold credentials consistent with state requirements? (Select all that apply.)

- Obtain copy of state credential
- Verify through state agency
- Other - specify

# Survey Response

**Who is responsible for verifying that credentials for individuals providing supervision are consistent with state requirements? (Select all that apply.)**

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other - specify Externship Coordinator

**When does the program verify the state credential status for individuals providing supervision? (Select all that apply.)**

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other - specify

# Survey Response

## Standard 2.0 Faculty - Master's Program

### Standard 2.2 Faculty Sufficiency

#### Speech-Language Pathology

**Standard 2.2** The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full-and part-time faculty is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program's faculty.

**How do the students access faculty? (Select all that apply.)**

- Appointment
- Before and/or after class or clinic
- Email
- Phone
- Standing office hours
- Other - specify

**How do the students access adjunct faculty? (Select all that apply.)**

- Appointment
- Before and/or after class or clinic
- Email
- Phone
- Standing office hours
- Other - specify

**Describe the institution's expectations regarding faculty workloads.**

The workload for full-time tenured faculty at the assistant, associate, and full professor level is 21 credits per academic year. Nontenured faculty on a tenure track receive a course reduction of 24 credits over five years. For instructors the workload is 27 credits per academic year.

**Briefly summarize the institution's expectations for granting tenure. Provide the URL for the institution's policy if available.**

- (1) Teaching Effectiveness - clear evidence of the individual's ability and diligence as a teacher.
  - (2) Scholarship and Professional Growth – Evidence of new and creative work shall be sought in the candidate's published research or in his instructional materials and techniques when they incorporate new ideas or scholarly research.
  - (3) at least three letters of evaluation from persons outside the University
  - (4) Service to the Institution – The faculty plays an important role in the formulation and implementation of University policy , and in the administration of the University. Faculty contributions to student welfare, through service on committees or as an advisor to student organizations, should be recognized.
- Service to the Public – Service to the community, state and nation, both in the faculty member's special capacity as a scholar and in areas beyond this when the work is pertinent and significant, should be recognized.

<http://www.lehman.edu/provost/tenure-promotion.php#guidelinestenure>

# Survey Response

**Are the current number and FTE of doctoral and other faculty sufficient to administer the graduate program of study?**

- Yes  
 No

Explain

We have a Department Chair, Dr. Cavallo, the Graduate Program Director, Dr. Seiger-Gardner, and a clinic director, Professor McCarthy (will be replaced by Lynn Rosenberg, Acting Clinic Director for 2014-2015), all of whom are full-time and tenured. Dr. Cavallo has an administrative assistant who has a long institutional memory and she has additional part-time help; In addition, Dr. Cavallo was assigned a deputy chair to assist in administration; there is also an administrative assistant in the clinic who is experienced. We have added another full time faculty member, who took the role of externship assignments. We accepted two new full time faculty members (PhD) on tenure track. One of our lecturers, received her doctorate in speech & hearing sciences. We are considered by the college to be an extremely well-run department.

**Is the current number of doctoral and other faculty sufficient to offer the breadth and depth of the academic and clinical curriculum?**

- Yes  
 No

Explain

Yes, with our excellent faculty, we have breadth and depth in our academic and clinical curriculum. We have 12 full time faculty members, of which 10 have doctorates, and 2 who hold a Master's in speech pathology.

All Full time faculty members are ASHA certified and NY State license speech language pathologists who specialize in different disorders (swallowing, aphasia, child language dis., school age dis., motor speech dis., voice dis., fluency).

**Is the current number of doctoral and other faculty sufficient to allow students to meet the expected student learning outcomes?**

- Yes  
 No

Explain

Yes. Each faculty member meets student learning outcomes for their individual courses and overall student learning outcomes are regularly reviewed in faculty meetings. Every course syllabus includes the expected learning outcomes and students are assessed to assure that they meet the learning outcomes through written paperwork, exams, etc.

**Is the current number of doctoral and other faculty sufficient to advise students?**

- Yes  
 No

Explain

Yes, each student is assigned an advisor from the faculty who meets with them at least once a semester. Students cannot enroll for the next semester without approval from their adviser; their program is also reviewed by the Graduate Program Director. In addition, the Graduate Program Director meets with students as a body multiple times a semester and students are kept up-to-date via the online bulletin board as to dates for enrollment, advisement, etc.

**Is the current number of doctoral and other faculty sufficient to participate in faculty governance?**

- Yes  
 No

Explain

We have a well-functioning departmental P&B committee and broad representation on the governance committees throughout the college as well as in the CUNY Graduate Center where the doctoral program in Speech-Language-Hearing Sciences is

# Survey Response

located. Faculty members from our department chair committees throughout the college and university.

**Is the current number of doctoral and other faculty sufficient to complete scholarly productivity (research)?**

Yes

No

Explain

We have been quite productive this past year as a faculty. Nontenured faculty get sufficient release time to conduct research. Scholarly productivity is expected for promotion and tenure and our faculty have been successful in both regards. One of our faculty was promoted to full professor (effective fall 2014) and 3 of our professors completed their doctorate. One of our full time faculty members received a Fulbright scholar grant for the Spring 2014.

**Is the current number of doctoral and other faculty sufficient to support timely student completion of the program?**

Yes

No

Explain

Yes, every required course is offered every semester or during the summer, and program completion is on target for all of our full-time students. We also added summer courses to assist completion in a timely manner. In the past years we have had very few students who were "outliers" in terms of finishing in more than 5 semesters.

**Is the current number of doctoral and other faculty sufficient to maintain the expected faculty workload?**

Yes

No

Explain

Our expected faculty workload is met and we are continuing to offer every required course every semester. Faculty who teach in Clinical Practicum now receive 6 credits of teaching time (instead of 4), which has made our workload more equitable given the amount of time we are spending in direct supervision and dealing with student clinician advisement.

**Is the current number of doctoral and other faculty sufficient to allow faculty to have adequate time for professional development?**

Yes

No

Explain

Yes, although full-time tenured faculty would like to have more release time for research; this is available only if built into a grant. Nontenured faculty are granted considerable release time; new faculty receive release time and start-up funding which has been increased with each new union contract. We offer a professional development course each semester and faculty and students attend without charge, so that has assured broader development. Attendance at professional meetings is encouraged with at least minimal funding. Most faculty attend the annual ASHA convention as well as other specialty organizations.

**Is the current number of doctoral and other faculty sufficient for faculty accessibility by students as needed?**

Yes

No

Explain

Students are seen for advisement at least once each semester by their faculty advisor. Every faculty member posts advisement hours and is required to offer one hour of advisement per week for each three-credit course. Students in clinical practicum receive at least an hour per week of advisement in addition to on-going review of their therapy session via closed circuit TV. The Graduate Program director offers bi-annual meetings with all graduate students and also has office hours. Students struggling in the program and exhibit some difficulties are assigned to the graduate program director who makes sure they keep up with the schedule while performing well in all classes.

# Survey Response

**Is the current number of doctoral and other faculty sufficient to allow faculty to meet tenure expectations?**

- Yes
- No

Explain

We currently have 1 non tenured faculty member and will have 2 more coming fall 2014.

**Is the current number of doctoral and other faculty sufficient to allow faculty to participate in other activities consistent with the institution expectations?**

- Yes
- No

Explain

Each faculty member participates in other activities within the institution such as serving on committees, etc. We have broad representation in the institution's various committees on the Lehman campus as well as in the CUNY Graduate Center where the doctoral program in Speech-Language-Hearing Sciences is held.

**Of the following what are the indicators of institutional commitment to the accredited program? (Select all that apply.)**

- Support for professional development
- New faculty lines
- New staff lines
- New facilities
- Additional space
- New equipment
- Student support (graduate assistantships, scholarships, etc.)
- Other - specify

# Survey Response

Does your program collect demographic data on students by their race and ethnicity status?

Yes

No

Collected, but not reportable because of institutional policies and/or external policies (e.g., state, regional, legislative)

Does your program collect demographic data on students by their gender status?

Yes

No

Collected, but not reportable because of institutional policies and/or external policies (e.g., state, regional, legislative)

Provide information to show the number of students enrolled in other CSD degree programs (i.e., those not included in CAA accreditation). Enter "0" where no students were enrolled.

Other (non-accredited) CSD Degree Programs							
Degree Program	Undergraduate						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	169	116	0	0	0	0	285
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
<b>Grand Total</b>							<b>285</b>

# Survey Response

Other (non-accredited) CSD Degree Programs							
Degree Program	Master's (non-entry level professional degree)						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	0	0	0	0	0	0	0
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
<b>Grand Total</b>							<b>0</b>

Other (non-accredited) CSD Degree Programs							
Degree Program	Doctoral (non-entry level professional degree)						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	0	0	0	0	0	0	0
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
<b>Grand Total</b>							<b>0</b>

## Standard 2.0 Faculty - Master's Program

### Standard 2.2 Faculty Sufficiency

#### Speech-Language Pathology

#### Master of Arts (MA)

How many total students were enrolled in the entry-level professional degree program for the most recently completed academic year (fall through and including summer). Enter "0" where no enrollments occurred for a given category.

Full Time : 41

Part Time : 0

# Survey Response

## Standard 2.0 Faculty - Master's Program

### Standard 2.3 Continuing Competence

#### Speech-Language Pathology

**Standard 2.3 Faculty members maintain continuing competence.**

**Indicate all the areas in which the institution provides support for continuing professional development. (Select all that apply.)**

- ✓ Institutional faculty development or instructional grants
- ✓ Institutional research grants
- ✓ Professional development opportunities on campus
- ✓ Release time for professional development
- ✓ Support for professional travel
- None
- Other - specify

# Survey Response

## Standard 3.0 Curriculum - Master's Program

### Standard 3.1 Overall Curriculum Sufficiency

#### Speech-Language Pathology

**Standard 3.1** The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of scope of practice in Speech-Language Pathology.

**Provide the URL of the Web site link for the official course descriptions/offerings to the graduate program.**

<http://www.lehman.edu/graduate-bulletin/5913.htm>

**Describe how the curriculum is consistent with the mission and goals of the program.**

The graduate program in speech language pathology prepares students to meet the academic & clinical requirements for the ASHA Certificate of Clinical Competence (CCC) & New York State Licensure in Speech-Language Pathology. All the courses and practica offered in the graduate program at Lehman adhere to the knowledge and skills dictated by ASHA and New York state.

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.

All courses are infused with current research and students are encouraged to critically assess new techniques and clinical strategies. Case study presentations are integral part of the in-house practicum, where students are required to present their client's case, their rationales for the diagnosis, the strategies used for therapy, and evidence based research to support their decisions. All presentations are followed by an open discussion with all the students (usually 12) and the 4 supervisors, which promotes constructive criticism and learning.

Students will appreciate the importance of maintaining the highest standards of integrity and ethical principals in their personal and professional lives. Ethical principals and conduct are reviewed in all clinical courses and practicum and are particularly emphasized in the professional issue course (SPE 701). They are described in the clinic and student handbooks.

Lastly, the program holds in high regard sensitivity to and respect for multilinguistic and multicultural differences . Our clinic serves a very diverse population from the Bronx and the surrounding areas. Our student body is very diverse, with high percentage of multilingual students (e.g., Hebrew, Spanish, Russian, Mandarin, Arabic, etc.). Having such a diverse student body and client base allows us to emphasize multilingual and multicultural issues in our clinical courses. We are currently in the process of creating a bilingual extension program for speech-language pathologists.

**How do students entering the graduate program with degrees from other disciplines complete the prerequisite academic and clinical requirements? (Select all that apply.)**

- Add term(s) to the student's graduate program
- Completion of prerequisite requirements prior to admission
- Program does not admit students with degrees from other disciplines
- Proficiency exam
- Take an overload of course work
- Other - specify

# Survey Response

**Indicate the assessments used to ensure students have oral and written communication skills sufficient for professional practice. (Select all that apply.)**

- ✓ Case studies or research presentations (e.g., roundtable presentations)
- ✓ Class exam scores/grades
- ✓ Completion and review of clinical assignments (reports, lesson plans, progress notes)  
Completion and defense of research project, thesis, or dissertation
- ✓ Completion of class assignments (oral and written)  
Comprehensive exams (oral and/or written)  
Grand rounds  
Oral communication screenings
- ✓ Personal interviews by faculty of applicants and/or students
- ✓ Personal statement on application
- ✓ Score on analytical writing section of GRE  
Other - specify

**Indicate how graduate students earn graduate credit when a course may be taken for either graduate or undergraduate credit. (Note: A different grading scale alone would not meet the intent of this standard). (Select all that apply.)**

- ✓ Courses for both graduate and undergraduate credit are not offered  
Additional course requirements (e.g., papers, assignments, labs)  
Additional meeting time(s)  
Differential grading scale  
Portfolio essays  
Other - specify

**Describe the process for verifying the achievement of the minimum clinical experience required for each student in the graduate program of study.**

Each student must take 2 in house clinical practicum (minimum 50 hours each), 2 diagnostic practicum and then 2 externship (minimum 120 hours each). In addition, they must take one credit of audiology practicum (minimum 20 hours). Students who are working toward the TSSLD certification, must do one externship in a school setting and earn a minimum of 150 hours. All of our clinical courses are infused with clinical cases and clinical presentations to supplement, reinforce, and augment the clinical experience achieved in the practica. Students' clinical progress is being monitored and verified by the individual advisers who document all progress on DegreeAudit.

**List the ways in which students obtain academic and clinical education pertaining to normal and impaired human development across the life span.**

The ways students obtain academic and clinic education pertaining to normal and impaired human development across the life span are:

- (1) Academic Courses: 718, 719, 721, 722, 723, 726, 727, 735, 736, 739
- (2) Clinical Practica: 724, 729, 730, 734

# Survey Response

**How do students obtain information about the interrelationship of speech, language and hearing and speech-language pathology and audiology? (Select all that apply.)**

- Clinical experiences (e.g. hearing screening, speech screening, audiologic (re)habilitation, co-supervision, multidisciplinary teams)
  - Co-teaching of course work
- Course offerings (e.g. introductory courses in audiology and speech pathology, graduate courses)
  - Interdisciplinary research
  - Other - specify

**Describe how contemporary professional issues (such as reimbursement and credentialing regulations) are presented in the curriculum.**

Typically, contemporary issues are presented in the Professional Issues course (SPE 701) but are also discussed in all clinical courses (see list above) when appropriate and related to the topic presented.

In addition, contemporary professional issues are discussed in graduate meetings, particularly the ones addressed to the exiting students, and in externship meetings.

**Describe how the program guides students to assess the effectiveness of their clinical services.**

Students are supervised by well trained clinicians who meet with the students regularly and guide them through every aspect of the clinical service provided by the student, from data collection to goal writing, baselining, therapy planning to report writing. The clinical supervisors meet with the students for a mid semester evaluation and final semester evaluation at which point they review the student's progress and development (i.e., strengths) as well as the student's weaknesses and areas needing improvement. The student is asked to self evaluate prior to these mid and final evals.

**When students are assigned in teams for assessment or intervention, describe how the students count the hours and how this time is verified.**

Students receive hours, and clinicians sign off on these hours only when the students have contact with the client ; whether administering a test, assessing a skill, collecting a language/speech/play/narrative sample, or providing therapy. Students observing the session whether inside the room or from the observation room do not receive clinical hours.

All clinical hour sheets are signed by the supervising clinician.

**Does the program offer clinical practicum for undergraduates?**

- Yes
- No

**If the program offers clinical practicum for undergraduates, provide the following information. (Enter "0", if none)**

Average number of undergraduate students enrolled in clinical practicum per academic year	0
Average number of clock hours earned per undergraduate student per academic term (semester or quarter)	0
Average number of academic terms (semesters or quarters) undergraduates are enrolled in clinical practicum	0

**How are credit hours offered at the institution?**

- Quarter
- Semester
- Other - specify

# Survey Response

## Standard 3.0 Curriculum - Master's Program

### Standard 3.1 Overall Curriculum Sufficiency

#### Speech-Language Pathology

#### Master of Arts (MA)

Based on full-time enrollment, indicate the academic and clinical requirements for the degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree. If no credits are required for a particular category, indicate that by providing a "0".

Requirements	Number of credits
Minimum required academic credits	40.00
Minimum elective academic credits	3.00
Minimum required practicum/clinical	17.00
Minimum elective practicum/clinical	0.00
Minimum required research (include dissertation, thesis and/or research project credits, if applicable)	0.00
Minimum elective research (include dissertation, thesis and/or research project credits, if applicable)	0.00
Other - specify	0.00
<b>Total</b>	<b>60.00</b>

# Survey Response

## Standard 3.0 Curriculum - Master's Program

### Standard 3.2 Clinical Education

#### Speech-Language Pathology

**Standard 3.2 Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.**

**Describe how the academic and clinical curriculum is reviewed and updated to reflect current knowledge, skills, technology, and scope of practice.**

Our program has a graduate curriculum committee, which meets regularly through the academic year to address any needs for modifications in the current course sequence or content. We also have a clinic committee that addresses similar needs in the clinical education of our students.

Each individual instructor is also responsible to update the course materials every semester to reflect current knowledge, skills, technology, and scope of practice. Each semester, every instructor must submit the revised syllabus to the department chair.

**List the ways in which students obtain academic and clinical education necessary for professional practice in a multicultural society.**

All of our courses are infused with information regarding multicultural and multilingual approaches to assessment and intervention. Since our student body is very diverse culturally, the students are not only responsive to the information taught by the instructors, but also initiate many of the discussions, augment with examples from home, and support a healthy discussion on multicultural differences.

Our client base is diverse as well. Our students work with clients (children and adults) from various backgrounds (Hispanic, African- American, etc.) using multiple languages (Spanish, Hebrew, Mandarin, etc.). The exposure in the clinic is supported by the academic education provided in the clinical courses.

**Describe how clinical practicum is offered and how supervision of practicum is managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc.**

Every student must complete 2 in house clinical practica. The students can be placed in the Aphasia clinic, baby clinic (1;6-5), or school age clinic (5-21). The students are placed by the clinic director based on: (1) class schedule, (2) clinic needs, (3) student's preference, and (4) student's completion of prerequisite courses.

Students are also required to take 2 externships (outside of the college). They are placed by the externship coordinator. Several factors come into play when placing student in their externship sites:

- (1) student's preference
- (2) student's needs (for the TSSLD students must complete 150 hours in a school setting)
- (3) the need for variety of exposures to different populations and different age range
- (4) sites needs - certain sites will accept only bilingual students
- (5) interview - some sites will require an interview.

# Survey Response

## Standard 3.0 Curriculum - Master's Program

### Standard 3.3 Scientific and Research Foundation

#### Speech-Language Pathology

**Standard 3.3** The scientific and research foundations of the profession are evident in the curriculum.

**How do students obtain knowledge in the basic sciences (e.g. biology, physics, social sciences, and math)? (Select all that apply.)**

- Deficiency or prerequisite course work
- Graduate course work
- Participation in faculty research
- Undergraduate course work
- Other - specify

**How do students obtain knowledge in the basic communication sciences (e.g. acoustics, physiological and neurological processes of speech, language, hearing, linguistics)? (Select all that apply.)**

- Deficiency or prerequisite course work
- Graduate course work
- Graduate course work in another department
- Undergraduate course work in another department
- Participation in faculty research
- Research project or dissertation
- Other - specify undergraduate courses

**How does the curriculum reflect the scientific bases of the professions and include research methodology, exposure to research literature? (Select all that apply.)**

- Attend research conferences
- Complete research literature reviews within courses
- Complete research project, dissertation or thesis
- Grand rounds
- Incorporate evidence-based practice into the clinic
- Other class research projects
- Participate in faculty research
- Require research course
- Other - specify

# Survey Response

How does the program include opportunities to participate in research? (Select all that apply.)

- Capstone project
- Dissertation
- Independent research project
- Interdisciplinary research
- Participation in externship research projects
- Participate in faculty research
- Thesis
- Other - specify

Are the research opportunities offered by the program consistent with the specified mission and goals of the program?

- Yes
- No

Explain

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. All faculty members have labs where they run their research and students are encouraged to participate. Our students who participated in faculty research had the opportunity to present posters at ASHA's annual conference, NYSSLHA's annual conference, CUNY Graduate Center's annual student and faculty research, and Lehman's students' research day. When funds are available, the program reimburse some of the students' traveling expenses.

Are these research opportunities consistent with the institution's expectations for this program?

- Yes
- No

Explain

Lehman College is committed to hiring new faculty of the highest quality, committed to both teaching and research. It supports and rewards creative teaching and excellence in research and scholarship by grants (e.g., faculty development grant; PSC-CUNY grant, CUNY collaborative). Our faculty members all submitted and received, during their academic career, one or more of the aforementioned grants and supported student-research assistants.

# Survey Response

## Standard 3.0 Curriculum - Master's Program

### Standard 3.4 Sequence of Learning Experiences

#### Speech-Language Pathology

**Standard 3.4** The academic and clinical curricula reflect an appropriate sequence of learning experiences.

**Describe any differences to the expected sequence of courses and clinical experiences that result from different tracks.**

We don't have different tracks.

**When a student is assigned to a clinical experience before or concurrent with appropriate course work, how does the program ensure that the student is appropriately prepared for this clinical experience? (Select all that apply.)**

- Additional time spent with supervisor
- Concentrated/accelerated course work
- Does not occur in this program
- Extra clinical labs
- Extra readings
- Observations prior to hands-on experience (live or video)
- One-to-one tutorial
- Other - specify

**If students are assigned to a clinical experience before or concurrent with appropriate course work how does the program evaluate the adequacy and effectiveness of the activities used to ensure the student is appropriately prepared for clinical experience?**

Rarely does it happen that a student is placed in a clinical setting with no previous knowledge. We have recently changed the course sequence in order to prevent such situation; SPE 722, Language disorders in school age children was moved to first semester to prepare students for the subsequent clinical practicum with school age population. Similarly, students in their first clinic are not allowed into the aphasia clinic, because they have yet to take SPE 726 Aphasia course.

However, a student could potentially be assigned a client presenting a disorder or difficulties that were not covered extensively prior to clinic. In this situation, the clinical supervisor will allocate more time to the student while in sessions (modeling therapeutic strategies) and before and after each session (assigning extra readings, discussing goals, rationals for goals, and therapy needs). If needed, the supervisor may invite another faculty member, a specialist in the area, to consult with and offer guidance to the student.

# Survey Response

## Standard 3.0 Curriculum - Master's Program

### Standard 3.5 Supervision

#### Speech-Language Pathology

**Standard 3.5** Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

**What indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the professions? (Select all that apply.)**

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous student evaluations
- Previous supervisory experience
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other - specify

**How does the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (Select all that apply.)**

- Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- Evaluate student clinical performance at mid-term
- Evaluate student clinical performance at end of term
- Maintain records of the amount of time of observations, meetings and conferences
- Use student feedback
- Use supervisor feedback
- Other - specify

# Survey Response

**How do students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (Select all that apply.)**

- ✓ During the clinical session
- ✓ Email
  - Clinical labs
- ✓ Phone
- ✓ Posted office hours
- ✓ Regularly scheduled meetings/conferences
  - Unscheduled meetings
  - Other - specify

**How does the program inform students regarding ethics, legal and safety issues and procedures (Select all that apply.)**

- ✓ Acknowledgement of confidentiality policies (e.g. sign agreements)
- ✓ Clinical handbook
  - Clinical labs
  - Clinical practice
- ✓ Course work
  - HIPAA training
  - Professional practice course work
  - Web site - internet (must provide URL)
- ✓ Student handbook
- ✓ Student orientation
  - Universal precautions training
  - University safety training
  - Other - specify

# Survey Response

## Standard 3.0 Curriculum - Master's Program

### Standard 3.6 External Placements

#### Speech-Language Pathology

**Standard 3.6** Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

**Who is responsible for monitoring agreements with external facilities (Select all that apply.)**

- Administrative assistant
- Clinic director
- Faculty
- Higher administration (e.g. dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other - specify Externship Coordinator

**Who is responsible for coordinating clinical education placements? (Select all that apply.)**

- Administrative assistant
- Clinic director
- Faculty
- Intern\externship supervisor
- Program director
- Student
- Other - specify Externship Coordinator

**Are there written agreements between all external sites and the program?**

- Yes
- No

If No, explain

**How does the program monitor clinical education placements (Select all that apply.)**

- Intern/extern supervisor
- Meeting with the externship supervisor
- Onsite visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluation
- Review of student clinical records/files
- Written contractual agreement
- Other - specify

# Survey Response

## Standard 3.0 Curriculum - Master's Program

### Standard 3.7 Clinical Settings

#### Speech-Language Pathology

**Standard 3.7** The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.

**How does the program ensure each student is exposed to a variety of clinical settings, client/patient populations and age groups?**

Students are required to complete two residential clinical practicums and two externships. The clinic director reviews each student's coursework and clinical experiences to assure that they have achieved a broad clinical exposure in a variety of clinical settings with a variety of client/patient populations and age groups. Our clients' age ranges from 2 years to 85 years in our residential clinic and the age range for externship sites is from early intervention programs to chronic adult aphasia populations. During their final portfolio review, students provide documentation of their clinical experience across settings and age groups.

# Survey Response

## Standard 4.0 Students - Master's Program

### Standard 4.1 Admission Criteria

#### Speech-Language Pathology

**Standard 4.1** The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

Of the following, what graduate admission requirements are required by the institution? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other - specify completion of 24 credits of pre-requisites if no undergraduate major in CSD

Complete the table below to show the grade point average (GPA) admission criteria for the university/college and for the graduate program. Where no criterion is required, respond by indicating "0" in the appropriate space.

	University/College criterion	Program criterion
Minimum GPA at the time of admission to the graduate program	3.00	3.00
Other GPA in a major area of study	0.00	3.50

Does the program use additional GPA requirements for admission (e.g., GPA in the major, GPA in the last 30 hours, etc.)?

- Yes
- No

If the program uses additional GPA requirements for admission, please describe.

Minimum GPA in the major of 3.5

# Survey Response

Complete the table below to show the Graduate Record Exam (GRE) admissions criteria for the university/college and for the graduate program. Enter "0" if there are no minimum criteria for a particular score.

	University criterion	Program criterion
Minimum <u>overall</u> GRE scores	0	0
Minimum <u>verbal</u> GRE score	0	0
Minimum <u>quantitative</u> GRE score	0	0
Minimum <u>writing</u> GRE score	0.0	3.5

Of the following, what graduate admission requirements are required by the program? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other - specify if no undergrad major, 8 prerequisite courses in SLP

Do the program admission requirements differ from that of the institution?

- Yes
- No

Please describe any exceptions to the program's admissions requirement that are exercised by the program.

# Survey Response

## Standard 4.0 Students - Master's Program

### Standard 4.2 Student Adaptations

#### Speech-Language Pathology

**Standard 4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.**

**Describe how the program provides accommodations for individuals with special needs with respect to curriculum, practicum, policies, and procedures.**

Overall, the program follows a set schedule/sequence for full time students. Several accommodations were made in the past for individual students:

- (1) Students with disabilities were given the opportunity to be part time (3-6 credits instead of 9-12 credits) and the sequence of courses was tailored to the student's needs and abilities.
- (2) Students with disabilities were given extra time on papers, in-class tests, take-homes and an additional in-house clinical practicum to better prepare for the externship.
- (3) Students were provided with more guidance by advisers as well as faculty members teaching the courses. The advisers and professors made sure to be available to those students who needed extra support.
- (4) With the permission of the graduate program director and in special circumstances where a student was unable to take a course at the time and day offered and needed the course for graduation, the faculty member teaching the course would take the student as an independent study.

**How is respect for and understanding of cultural and individual diversity incorporated into the curriculum? Give one example.**

All of our clinical courses are infused with information about diversity. Our student body is very diverse with regard to cultural background and languages spoken, which promotes an interest in the topic and frequent discussions in the clinical courses. For example, in SPE 721, language disorders in children, we discussed how sometimes speaking the language of the client is not enough to create a trusting relationship between the client and the SLP, but rather the background, or origin of the SLP is central to common understanding (e.g., speaking Spanish but client is from DR and clinician from Spain - 2 very different backgrounds).

Being in the Bronx, our client base is also very diverse; hence, our students get to transfer all that they have learned in the classroom into clinical practice.

**How do the program's policies and procedures convey respect for and understanding of cultural and individual diversity (e.g. admission, internal and external clinical placement and student retention policies and procedures, proficiency in English)? Give one example.**

The non-discrimination statement is clearly stated on our web site and on our information sheet, distributed to prospective students. We hold 2 open houses during the academic year, where we discuss our diverse student body and client base and the need in the industry for bilingual SLPs.

English proficiency is verified by the admissions office for all international students. One of the program's criteria for admission is a minimum GRE writing score of 3.5. We designated one of our faculty members to facilitate writing with any international or bilingual student that might need help.

# Survey Response

## Standard 4.0 Students - Master's Program

### Standard 4.3 Student Information

#### Speech-Language Pathology

**Standard 4.3** Students are informed about the program's policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. Students are informed about documented complaint processes.

**How are students informed about program policies and procedures? (Select all that apply.)**

- Academic advising
- Course work
- Handouts
- Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL)      <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/>
- Other - specify

**How are students informed about degree requirements and requirements for professional credentialing? (Select all that apply.)**

- Academic advising
- Course work
- Handouts
- Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL)      <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/>
- Other - specify      counseling appointments with education department for the TSSLD

**How are students informed about ethical practice? (Select all that apply.)**

- Academic advising
- Course work
- Handouts
- Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL)
- Other - specify

# Survey Response

**How are students informed about student complaint procedures including contacting the CAA? (Select all that apply.)**

- ✓ Academic advising
- ✓ Course work
- ✓ Handouts
- ✓ Posting on bulletin board
- ✓ Student orientation meetings
- ✓ Student handbooks
- ✓ Web site (provide URL)      <http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/information-majors.php>

Other - specify

**Describe the program's policies for dealing with student complaints.**

Complaint Process

Grades: The College (in its Bulletin & 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 & student submit materials to be considered.
4. Committee reviews materials submitted by student & the instructor
5. Review committee's decision is binding on both parties.

Other academic complaints can be addressed to the Program Director &/or the Chair.

Informal discussions during graduate meetings often yield suggestions & recommendations. The department also has a locked suggestion box into which students can place their recommendations. In addition, suggestions made by students on the annual student survey are reviewed by the faculty & initiated when appropriate.

There is also a complaint box in the clinic accessible to students, staff & clients.

I. Other Complaints

A. Complaints about sexual harassment & discrimination should be directed to the Office of Student Affairs (Dean J. Magdaleno (ex. 8241), V. Zucchetto (ex. 8241), C. Holody, Shuster, 206).

B.

1. Complaints for Professional Issues are to be directed to the ASHA Hotline : 800-498-2071.
2. Practice issue complaints in NYS should be directed to the NY State Board for Speech Pathology : 518-486-4846.
3. Complaints about the Program related to Standards must be signed & submitted in writing to:

Chair, CAA (Council of Academic Achievement)  
ASHA  
10801 Rockville Place  
Rockville, MD 20852

All this information is delineated clearly in the graduate handbook and is discussed in orientation for new students.

**Explain how student complaints are reviewed to assess their impact on compliance with accreditation standards.**

Student complaints are reviewed first by the chair of the department and the graduate program director. If needed, a committee is assigned to review the complaints and collect all the materials needed to assess the complaint and its compliance with accreditation standards. If there is any doubt or question that compliance is jeopardized, the graduate program director will call ASHA to discuss the complaint and its implications.

# Survey Response

**Is the record of student complaints retained?**

Yes

No

If No, explain

**Describe how privacy of student information is protected when handling student complaints.**

All complaints and discussions following the complaints are kept among the graduate program director, the chair, the students and the faculty member/s involved.

Complaints are not discussed in faculty meetings.

# Survey Response

## Standard 4.0 Students - Master's Program

### Standard 4.4 Student Advising

#### Speech-Language Pathology

**Standard 4.4** Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students are also provided information on student support services.

**Describe the program's advising policies and procedures with respect to academic and clinical instruction, access to adjunct faculty, and student support services. Provide the Web site URL if available.**

At the beginning of the program, every student is assigned a faculty member as an adviser. The adviser meets with each student individually at least twice a year. Office hours are posted online (on blackboard) and on the professors' office doors. Students are encouraged to seek advisement when needed via phone, email or face-to-face meeting. The graduate program director advises all students as a group at least once a semester and keeps an open door policy inviting students to come in and discuss any concerns they might have.

Advisement as a group is also being done frequently by the graduate program director by posting information and announcements on blackboard.

Clinical instruction and guidance is being done by the individual supervisors and varies somewhat among instructors. Typically, clinical instructions will be done face to face pre- and post clinical sessions and via email between sessions.

All policies and procedures for advising are discussed in the orientation for new students.

**Indicate those individual(s) who serve as academic advisors. (Select all that apply.)**

- Faculty member
- Program Director
- Staff
- Other - specify

**How often do students receive academic advisement?**

- Once per academic year
- Once per term
- More than once per term
- Other - specify

**Is advisement of clinical performance provided separate from academic advisement?**

- Yes
- No

**If advisement of clinical performance is provided separate from academic advisement, indicate the individual(s) who serve as clinical advisors. (Select all that apply.)**

- Clinical director
- Clinical supervisor/preceptor
- Faculty member
- Program director
- Staff
- Other - specify

# Survey Response

## How often do students receive clinical advisement?

Once per academic year

Once per term

More than once per term

Other - specify

## How are students informed about student support services? (Select all that apply.)

Academic advising

Handouts

Posting on bulletin board

Student handbooks

Student orientation meetings

Web site (provide URL) <http://www.lehman.edu/academics/tutoring-support.php>

Other - specify

# Survey Response

## Standard 5.0 Assessment - Master's Program

### Standard 5.1 Program Assessment of Students

#### Speech-Language Pathology

**Standard 5.1** The program conducts ongoing and systematic formative and summative assessment of the performance of its current students.

**Provide three examples of specific graduate student learning outcomes that have been developed by the program and describe how they are related to the mission of the program.**

#### Graduate Learning Outcome 1

- Description : Graduate Student Learning Outcome 1.3  
Description: Differentiate and apply knowledge of principles of prevention, assessment, and intervention of speech, language, swallowing, and/or hearing disorders including consideration of anatomical /physiological, psychological, developmental, linguistic and cultural correlates across the lifespan.
- How related to the mission of the program : Student outcome 1.3 relates to the Mission of the graduate program in that it prepares the student to meet the academic and clinical requirements for the ASHA Certificate of Clinical Competence and New York State licensure and highlights the importance of multilingualistic and multicultural factors in the clinical process.

#### Graduate Learning Outcome 2

- Description : Graduate Student Learning Outcome 2.2  
Description: Effectively manage the clinical process using constructive personal interaction, ethical conduct, evidence- based practice, and appropriate the technology in clinical application.
- How related to the mission of the program : Learning Outcome 2.2 specifies the critical aspects needed for effective and ethical clinical management of human communication disorders and swallowing problems by students noted in the Mission statement: integration of theory and research into clinical-decision making, appropriate use of technology in the clinical process, and the highest level of personal integrity and ethical conduct.

#### Graduate Learning Outcome 3

- Description : Graduate Student Learning Outcome 4.1  
Description: Recognize and specify knowledge of contemporary professional issues, entry level and advanced certifications, licensure, other relevant professional credentials, and local, state, and national regulations and policies to professional practice.
- How related to the mission of the program : Learning outcome 4.1 ensures that students are aware of the academic & clinical requirements for the ASHA Certificate of Clinical Competence (CCC) & New York State Licensure, and seeks to promote on-going analytic thought and clinical decision making with the integration of contemporary issues, current local, state, and national regulations and polices into clinical application.

**Describe the process used by the program to develop, validate, and assess student learning outcomes for the knowledge and skills required for entry into professional practice.**

The student learning outcomes were initially developed in 2005 by the faculty using the 2005 Knowledge and Skills (KASA) Outcomes for Certification in Speech-Language Pathology. The graduate student learning outcomes were recently updated in

# Survey Response

spring 2014 by the Graduate Curriculum Committee to meet the new 2014 ASHA Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. The construct validity of the student learning outcomes was established by a consensus review of the learning outcomes by the Graduate Curriculum Committee relative to the Program's Mission, Goals, and 2014 ASHA Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. To date, there has not been an opportunity to measure the convergent validity of two or more learning outcomes specified for a particular Goal, nor the discriminant validity between learning outcomes related to different Goals.

Assessment of student learning outcomes for the knowledge and skills needed for entry into professional practice is accomplished by two methods. One is the use of formative and summative assessments within each graduate course by each instructor. These formative assessments take many forms, including anonymous quizzes, open discussions, least learned-most learned rankings, case-studies, written reflections, pre-tests/post-tests, and so forth. Summative assessments include case-studies, post-testing, papers/presentations, and exams.

A second process used by the program to assess student learning outcomes for the knowledge and skills required for entry into professional practice is through assessment activities and methods designed and implemented by the graduate curriculum committee. The Graduate curriculum committee participates in the systematic yearly review of a specified outcome within a graduate course. For example, this spring, 2014, Student Outcome 1.1 (Demonstrate advanced knowledge of the biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of basic human communication and swallowing processes), was evaluated within the course SPE 727 Voice Disorders, via a pre-test-posttest method, designed to reflect both a formative and summative assessment of the learning outcome. At the beginning of the semester, the instructor provided all students with a pre-test covering the knowledge of the biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of vocal functioning and voice disorders. Of the total number of students in the class, less than 10% passed the pre-test assessment at the level of 80% or greater for the knowledge areas assessed, whereas, 90% passed at 80% or greater at the end of the semester. The Graduate Curriculum Committee is committed to the ongoing assessment of student learning outcomes across the course curriculum, each academic year.

## **Provide examples of how the program evaluates students' academic and clinical progress using formative and summative assessments.**

- Academic - Formative Assessment Example : (1) midterms and final exams  
(2) papers  
(3) class presentations  
(4) quizzes
- Academic - Summative Assessment Example : (1) Students graduating from the program must go through a portfolio review, which sums all the work they have done and review all the knowledge and skills they have learned in the 2 years they have been in the graduate program.  
(2) Prior to last graduation (May 2014) we also required students to fill out the "KASA form" suggested by ASHA.  
(3) Summative clinical questions in each clinical course.
- Clinical - Formative Assessment Example : (1) midterm and final evaluations  
(2) case study presentations  
(3) weekly meetings with supervisor providing constructive feedback
- Clinical - Summative Assessment Example : (1) externship portfolio

## **Is student progress evaluated by a range of program faculty and supervisors or preceptors?**

- Yes  
 No

If No, explain

# Survey Response

**Describe the process and activities employed by the program to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in all academic and clinical (including all off-site experiences) components of the program.**

Students are assigned an adviser at the start of their academic program and they must meet with that adviser each semester (twice a year, minimum) to review their progress and register for the coming semester's courses. Students start to build their portfolio, which is reviewed periodically by the adviser. The K&S are reviewed with the adviser as the student's academic year comes to a completion and then again during the exit portfolio review. The Graduate Program Director meets with students each semester for orientation and follow-up during their first semester. Knowledge and skills expected to be acquired are included in each syllabus for each course. Students must submit a form detailing the skills in assessment and intervention for each of the Big 9s; these are signed in their academic courses and during their clinical experiences. Students receive midterm and final assessments for all academic and clinical courses; in addition, formative assessment provides them with constructive feedback as to how they're progressing in each course. Off-site centers are also required to provide mid and final assessments.

**Describe how the program documents guidelines for remediation, provides that information to students, and implements remediation opportunities consistently.**

The remediation policy is described in the graduate student handbook, and during orientation and on each course's syllabus. Students who receive less than a B in any of the graduate courses must remediate the course prior to entering more advanced courses. Students who earn less than a B in their clinical practicum must remediate and repeat the clinical practicum. Remediation is documented by each instructor and reported to the graduate program director. All remediation plans must be placed in the students' portfolio and are reviewed at the exit interview. The graduate program director signs off on the student's graduation audit only when all remediation plans are in place.

**Describe how the program ensures that all feedback mechanisms for remediation are applied consistently.**

Multiple mechanisms are in place to ensure that all mechanisms for remediation are applied consistently:

- (1) The professor providing the remediation must sign the remediation form, and the student must place the form in his/her portfolio, which is reviewed by 2 faculty members at the completion of the graduate studies.
- (2) The student's adviser ensures that remediation was complete and only then provides permissions for new classes
- (3) The graduate program director reviews the student's transcript at the completion of the graduate studies and verifies that all remediation plans were complete.

# Survey Response

## Standard 5.0 Assessment - Master's Program

### Standard 5.2 Student Progress Documentation

#### Speech-Language Pathology

**Standard 5.2** The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.

Are the required records for each student's planned course of study maintained by the program?

Yes

No

If No, explain

Describe how the program ensures that records for the planned course of study are kept accurate, complete and current throughout each student's graduate program.

Advisers meet with their students each semester, typically for registration but not only. In every meeting the adviser documents the student's progress, courses taken, and courses needing permission for the upcoming semester, on DegreeAudit - a software which Lehman College uses for advisement.

Indicate the individual(s) responsible for maintaining the records for each student's planned course of study. (Select all that apply.)

Administrative/support staff

Academic advisor

Clinical advisor

Program director

Student

Other - specify

Indicate the schedule or timeline for updating records for each student's planned course of study. (Select all that apply.)

At least once every semester/quarter

At least annually

Immediately prior to graduation

Throughout the semester/quarter

No set schedule

Other - specify

Are the required records for progress toward each student's completion of degree requirements maintained by the program?

Yes

No

If No, explain

# Survey Response

**Describe how the program ensures that records for progress toward completion of degree requirements are kept accurate, complete and current throughout each student's graduate program.**

Advisers meet with their students each semester, typically for registration but not only. In every meeting the adviser documents the student's progress, courses taken, and courses needed permission for the upcoming semester, on DegreeAudit - a software which Lehman College uses for advisement. The adviser also guides the student regarding the portfolio and starts to review the materials 1-2 semesters prior to graduation to make sure all degree requirements are in place.

At the completion of the graduate studies, prior to portfolio review, the graduate program director receives from the registrar audit forms for all graduating students and she reviews them carefully to make sure all requirements were met.

**Indicate the individual(s) responsible for maintaining records toward each student's completion of degree requirements. (Select all that apply.)**

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

**Indicate the schedule or timeline for updating records toward each student's completion of degree requirements. (Select all that apply.)**

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

**Are the required records for each student's progress toward completion of ASHA CCC requirements maintained by the program?**

- Yes
- No

If No, explain

**Describe how the program ensures that records for each student's progress toward the completion of ASHA CCC requirements are kept accurate, complete, and current throughout each student's graduate program.**

Advisers meet with their students each semester, typically for registration but not only. In every meeting the adviser documents the student's progress, courses taken, and courses needed permission for the upcoming semester, on DegreeAudit. The adviser also guides the student regarding the portfolio and starts to review the materials 1-2 semesters prior to graduation to make sure all degree requirements are in place and appropriate for the completion of the ASHA CCC .

At the completion of the graduate studies, prior to portfolio review, the graduate program director receives from the registrar audits for all graduating students and she reviews them carefully to make sure all requirements were met.

At the end of the portfolio review, after the adviser approves the portfolio, 2 faculty members review the portfolio and evaluate the student's K & S in an exit interview. The graduate program director then reviews and signs the graduation audit from the registrar and signs page 4 in the ASHA CCC application.

# Survey Response

Indicate the individual(s) responsible for maintaining records toward each student's progress toward the completion of ASHA CCC requirements. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

Indicate the schedule or timeline for updating records toward each student's progress toward the completion of ASHA CCC requirements. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Are the required records for progress toward each student's progress toward completion of state licensure maintained by the program?

- Yes
- No

If No, explain

Describe how the program ensures that records for each student's progress toward completion of state licensure are kept accurate, complete and current throughout each student's graduate program.

Adviser meet with their students each semester, typically for registration but not only. In every meeting the adviser documents the student's progress, courses taken, and courses needed permission for the upcoming semester, on DegreeAudit. The adviser also guides the student regarding the portfolio and starts to review the materials 1-2 semesters prior to graduation to make sure all degree requirements are in place and appropriate for the completion of State licensure. At the completion of the graduate studies, prior to portfolio review, the graduate program director receives from the registrar audits for all graduating students and she reviews them carefully to make sure all requirements were met. At the end of the portfolio review, after the adviser approves the portfolio, 2 faculty members review the portfolio and evaluate the student's K & S in an exit interview. The graduate program director then reviews and signs the graduation audit from the registrar and submits "Form 2" for NYS licensure to the registrar, which places a sealed stamp on it as soon as the degree is conferred and the program sends the form directly to the NYS office of professionals .

Indicate the individual(s) responsible for maintaining the records for each student's progress toward completion of state licensure. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

# Survey Response

Indicate the schedule or timeline for updating records for each student's progress toward completion of state licensure. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Are the required records for progress toward each student's completion of state teacher certification and/or other program certifications maintained by the program?

- Yes
- No

If No, explain

The program facilitates the completion of the TSSLD by offering the 5 undergraduate courses required, every winter and summer sessions, and help in registration. However, all documents are kept with the college certification officer, who ultimately has the authority to sign off on all the paperwork needed for the certification.

Describe how the program ensures that records for each student's progress toward completion of state teacher certification and/or other program certifications are kept accurate, complete and current throughout each student's graduate program.

It is the student responsibility to schedule an appointment with the college certificate officer in order to make sure all records are kept accurate, complete and current.

The records are kept with the certification officer and the graduate program has no access to these documents.

Indicate the individual(s) responsible for maintaining the records for each student's progress toward completion of state teacher certification and/or other program certification. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

Indicate the schedule or timeline for updating records for each student's progress toward completion of state teacher certification and/or other program certifications. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Describe how the program makes records readily available to students and graduates in accordance with the institution's and program's policies for retention of student information. Provide the Web site URL if available.

While in the program, graduate students have access to DegreeAudit, the program used for advisement, and can access all their

# Survey Response

records and the adviser's notes.

All other (not confidential) information, students might need access to while in the program, is located on blackboard, which students have access to 24/7 from the first semester.

Students can access all their personal information (financial aid, grades, etc.) on CUNYfirst.

Graduates can access our website, under Alumni:

<http://www.lehman.edu/academics/arts-humanities/speech-language-hearing-sciences/alumni.php>

# Survey Response

## Standard 5.0 Assessment - Master's Program

### Standard 5.3 Program Effectiveness

#### Speech-Language Pathology

**Standard 5.3** The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.

Indicate the procedures used by students to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Student</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Course evaluations	✓						
Evaluations of clinical supervisors	✓						
Evaluations of clinical sites	✓						
Student advisory group review							✓
Student surveys		✓					
Other - specify							
If Other, select							

Indicate the procedures completed by graduates to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Graduate</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Alumni/graduate surveys		✓					
Exit interviews	✓						
Other - specify							
If Other, select							

# Survey Response

Indicate the procedures used by the program to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Program</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Advisory committee review							✓
Curriculum review committee	✓						
Employer surveys		✓					
Supervisor/preceptor evaluations	✓						
Program Annual Reports		✓					
Program staff/faculty meetings and retreats	✓						
University reviews		✓					
Other - specify							
If Other, select							

**Provide two recent examples of how the results of the evaluations described above are used to plan and implement accredited graduate program improvements.**

Example #1 : Students survey suggested that 5 courses in the first semester are too much to handle, and so the program reduced the number of courses to 4.

Example #2 : Evaluation of students knowledge base when entering clinic and clinic needs suggested that the course, language disorders in school age children, should be offered in the first semester, to provide the students with the knowledge and skills needed in order to enter the school-age clinic the following semester; and the Aphasia course, was moved to the second semester, since students only entered the aphasia clinic in their second year in the program.

# Survey Response

Beginning with the most recently completed academic year (fall through and including summer), provide data for the last three years on the number and percentage of your program's graduates who have been employed in the profession within one year of graduation. Include graduates who are either employed or are pursuing further education in the profession. Provide data for graduates who were previously enrolled in the residential program.

Academic Year	Employment Rate in Profession	
	Number of graduates (#)	Percent of graduates (%)
2013/2014	48	81
2012/2013	49	92
2011/2012	45	0
<b>3 year average</b>		<b>57</b>

Is the three-year employment average below 80%?

Yes

No

If Yes, explain

We do not have data to report for 2011-2012.

The employment average for 2012-2014, when data was collected, fall at 86.5%

Beginning with the most recently completed academic year (fall through and including summer) provide Praxis Examination pass rate data for the previous three periods/testing-cycles for graduates of the program. Provide data for graduates previously enrolled in the residential program.

Method for reporting praxis examination pass rate data:			
		<input checked="" type="checkbox"/> ETS Data	<input type="checkbox"/> Institutional Data
Period	Number of students taking the exam	Number of students passed	Pass rate
2013/2014	29	25	0.86
2012/2013	8	8	1.00
2011/2012	27	25	0.92
<b>3 year average</b>			<b>0.92</b>

What is the program's published expectation for length of time (stated in semesters/quarters) for students to complete the degree?

With a CSD undergraduate major : 5-semester/quarters

Without a CSD undergraduate major : 7-semester/quarters

# Survey Response

Beginning with the most recently completed academic year (fall through and including summer), provide the average program completion rates for the graduation cohorts in the last 3 years (based on enrollment data), within the program's published expectation for length of time for students to complete the degree. Provide data for graduates previously enrolled in the residential program.

Period	Number completed program within expected time frame	Number completed later than expected time frame	Number not completing	Percentage completing
2013/2014	43	5	2	96
2012/2013	48	1	0	100
2011/2012	45	0	2	95
<b>3 year average</b>	<b>45</b>	<b>2</b>	<b>1</b>	<b>97</b>

Did the program completion rate for any year fall below 80%?

Yes

No

If the program completion rate fell below 80% for any year, describe the activities in which the program has engaged to improve the completion rate, and resulting progress from these activities.

# Survey Response

## Standard 5.0 Assessment - Master's Program

### Standard 5.4 Evaluation of Faculty Members

#### Speech-Language Pathology

**Standard 5.4** The program regularly evaluates all faculty members and faculty uses the results for continuous improvement.

**Describe the institutional policy and guideline for regular evaluation of the faculty by program leadership.**

\* Annual Evaluations - Evaluation of a member of the teaching faculty shall be based on total academic performance, with special attention to teaching effectiveness, including, but not limited to, such elements as: classroom instruction and related activities; administrative assignments; research; scholarly writing; departmental, college and university assignments; student guidance; course and curricula development; creative works in individual's discipline; and public and professional activities in field of specialty.

Full-Time Faculty: At least once each year, faculty members other than tenured full professors shall have an evaluation conference with the department chairperson or a member of the departmental P&B committee to be assigned by the chairperson. Tenured full professors may be evaluated. At the conference, the employee's total academic performance and professional progress for that year and cumulatively to date shall be reviewed. Following this conference, the chairperson or the assigned member of the P&B shall prepare a record of the discussion in memorandum form for inclusion in the employee's personal file.

\* Teaching observations - Teaching observation is one factor in total evaluation of academic performance of the teaching staff. Each department P&B committee shall designate a panel, the size to be specified by the chairperson, of department observers, including members of the P&B committee. The department chairperson shall schedule the members of this panel to conduct observations as necessary. Each observer shall submit, through the department chairperson, a written observation report to the department P&B committee within one week of the observation. These observation reports shall be considered by the committee in its total evaluation of the employee.

<http://www.lehman.edu/provost/evaluations.php>

**Describe how the program's policies regarding the academic and clinical teaching and scholarship competence and other professional expectations of faculty are in accordance with the institution's policies.**

All full-time faculty are evaluated annually by the Department Chair or his designee (a senior member of the Department Personnel and Budget (P&B) Committee). Faculty are evaluated in terms of their scholarship, teaching, and service to the College, University, and profession. Untenured, junior faculty meet with the Chair regularly throughout the academic year to evaluate their progress in the areas of scholarship, teaching, and service. The Department P&B Committee reviews, evaluates and votes on non-tenured full-time faculty for reappointment, tenure, and promotion. Candidates for tenure and promotion are subsequently evaluated by the tenure and promotions subcommittee of the Faculty Personnel and Budget (FP&B) Committee, respectively.

Adjunct faculty are evaluated every semester by the Department P&B Committee prior to reappointment.

The Chair meets with any full-time or adjunct faculty member in the event of student complaints/concerns or less than adequate student ratings on the Student Evaluation of Teaching and Learning (SETL). A senior faculty member is identified to mentor the junior faculty member in the areas of teaching and scholarship. Full-time and adjunct faculty are observed by another faculty member every semester. Full professors and long-term adjuncts may request to waive these observations. The decision to waive the observation is at the discretion of the Department Chair.

# Survey Response

**Describe how students have opportunity to evaluate the academic and clinical faculty on an ongoing and regular basis. (Select all that apply.)**

- ✓ Course evaluations
- ✓ Supervisor evaluations
- ✓ Exit interviews
- ✓ Informal feedback provided in classes
- ✓ Informal feedback provided in clinical experiences
- ✓ Other - specify    Students often request to meet with the Chair, Program Director, or Clinic Director to discuss their experiences with academic and clinical faculty.

**Indicate the mechanisms used by the program to evaluate the academic and clinical teaching and scholarship competence and other professional expectations of faculty and the frequency with which they are used. (Select all that apply.)**

- |  |                     |
|--|---------------------|
| ✓ Review by personnel committee                | Every academic term |
| ✓ Review by department chair                   | Annually            |
| Review of professional development activities  |                     |
| ✓ Review of manuscripts and research proposals | Annually            |
| ✓ Review of publications                       | Annually            |
| ✓ Peer evaluations                             | Every academic term |
| ✓ Student evaluations                          | Every academic term |
| ✓ Teaching evaluations                         | Every academic term |
| ✓ Promotion and tenure review                  | Annually            |
| Post-tenure review                             |                     |
| ✓ Maintenance of ASHA certification            | Annually            |
| ✓ Maintenance of state credentials             | Annually            |
| Other - specify                                |                     |
| No mechanism used                              |                     |

**Describe how the results of faculty evaluations are communicated to the faculty and used to improve performance.**

The faculty member receives at the end of each semester an electronic summary of the students review. If needed, the chair of the department meets with the faculty member to discuss any need to improve performance.

Peer observations of faculty teaching are discussed during a post-observation conference after the reports have been written and prior to submission to the department chair. Both the observer and observed faculty member sign that they have discussed the observation report. The observed faculty member is provided with an opportunity to comment on the summary report.

# Survey Response

## Standard 6.0 Program Resources - Master's Program

### Standard 6.1 Institutional Financial Support

#### Speech-Language Pathology

**Standard 6.1** The institution provides adequate financial support to the program so that the program can achieve its stated mission and goals.

Report the main sources and amounts of financial support for the program for the most recently completed academic year. Enter "0" where none.

Source of support	Amount in \$
<b>Institutional Support</b>	
Faculty and staff salaries	1,648,348
Supplies and expenses (all non-capital and non-salary expenditures)	100,000
Capital equipment	0
(Institutional Support) <b>Sub-Total</b>	<b>1,748,348</b>
Grants and contracts	1,247,723
<b>Other sources</b>	
Lehman College Tech Fee Support	43,134
SLHS Continuing Education	54,635
Recovery from Grants	11,714
<b>Total Amount</b>	<b>3,105,554</b>

**Is the financial support provided by the institution adequate for the program?**

- Yes
- No

Explain

Administration has consistently provided funding to support faculty to teach all course offerings submitted by the Department during the academic year, and winter/summer sessions. CUNY provides the Department with an annual budget allocation of \$100,000, while most other Departments receive an annual budget allocation of \$5,000.

In addition, the Department has access to funds generated by its Continuing Education Program and recovery from grants received.

# Survey Response

## Standard 6.0 Program Resources - Master's Program

### Standard 6.2 Physical Facilities

#### Speech-Language Pathology

**Standard 6.2** The program has adequate physical facilities (classrooms, offices, clinical space, and research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.

**Are all physical facilities adequate to achieve the program's mission and goals?**

Yes

No

Explain

This past academic year, the Department Chair, in consultation with Buildings and Grounds, created four new spaces (two faculty offices and two research labs) in an attempt to meet the growing needs of our programs and faculty. If we are successful in appointing additional full-time faculty in the future, we will require additional physical space.

**Are all physical facilities appropriate, safe and reasonably accessible to persons with disabilities?**

Yes

No

Explain

Although the physical facilities of the Department are safe, we anticipate a short-term issue with accessibility for persons with disabilities. We have been notified by the College administration that the elevator in the Speech and Theater Building will be inoperative during the fall 2014 semester for repairs. We plan to accommodate all clients with physical disabilities by assigning them to therapy rooms on the ground floor. We currently are not aware of any undergraduate or graduate students with physical disabilities enrolled in our courses. Should this situation change, we will work with the Registrar to relocate any class with a student having a physical disability to a ground floor classroom.

# Survey Response

## Standard 6.0 Program Resources - Master's Program

### Standard 6.3 Program Equipment and Educational/Clinical Materials

#### Speech-Language Pathology

**Standard 6.3** The program's equipment and educational/clinical materials are appropriate and sufficient to achieve the program's mission and goals.

**Are the program's equipment and educational/clinical materials appropriate and sufficient to achieve the program's mission and goals?**

Yes

No

Explain

In December we will upgrade our audio-visual monitoring system in both clinics.

New tests and diagnostic materials have been purchased recently. New therapy materials will be ordered for both clinics during the fall semester.

**Indicate the individual(s) responsible to ensure proper equipment calibration. (Select all that apply.)**

Administrative assistant

Clinic director

Clinic coordinator

Faculty member

Program director

Student

Other - specify

**Indicate how often equipment is calibrated.**

Annually

Semi-Annually

Other - specify

**Indicate the individual(s) responsible for maintaining written records that equipment is calibrated in accordance with manufacturer standards, American National Standards Institute (ANSI), or other appropriate agencies. (Select all that apply.)**

Administrative assistant

Clinical director or coordinator

Faculty member

Program director

Student

Other - specify

# Survey Response

## Standard 6.0 Program Resources - Master's Program

### Standard 6.4 Program Support Services and Resources

#### Speech-Language Pathology

**Standard 6.4** The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program's mission and goals.

**Is the clerical and technical staff adequate and sufficient to meet the program's mission and goals?**

Yes

No

Explain

The Department currently has two clerical support staff: an Administrative Assistant who reports to the Department Chair and a College Assistant who reports to the Clinic Director. The current clerical staff members are limited in computer skills and are not conversant in software such as Microsoft Excel. Consequently, the Department Chair appointed a full-time faculty member as Deputy Chair who has assumed a number of clerical tasks that were previously the responsibility of the Administrative Assistant and Clinic Director. The Department Chair has directed clerical staff to attend ongoing workshops on Excel offered by the College's ITR Department.

The Department Chair and Acting Clinic Director will propose to the new Dean a plan to reorganize the clinic administrative structure. We will propose the hiring of an Assistant Clinic Director to assist with the enormous task of generating and maintaining externship affiliations and eliminating the College Assistant position in order to hire an individual with greater clerical skills in order to create and maintain clinical databases.

Although we have access for assistance with technical issues through the College's ITR staff, the Department does not have an individual dedicated to technical issues. The Chair and Deputy Chair plan to propose to the new Dean the appointment of a technical support person (with educational application experience) who would assist all Departments in the new School of Health Sciences, Human Services, and Nursing.

**Are the support services adequate and sufficient to meet the program's mission and goals?**

Yes

No

Explain

The College offers strong support to new and continuing faculty in the Lehman Faculty Commons. The College is currently renovating space to expand the Lehman Teaching and Learning Commons. It is hoped that additional services such as support to create posters for professional presentations and for statistical analysis for student assessment and research will become available. These support services are currently unavailable.

Support services available to students include counseling, tutoring, and speech and language services. The college does not provide career service advisement for job search/placement. The development of an Office of Career Services would be a welcome addition to student support services.

**Are the library resources adequate and sufficient to meet the program's mission and goals?**

Yes

No

Explain

The College Library participates in the CUNY-wide library holdings. Consequently, a large variety of databases and electronic journals are available. In addition, each Department in the College has a designated library liaison who facilitates new acquisitions.

# Survey Response

Are the computer and internet resources adequate and sufficient to meet the program's mission and goals?

- Yes
- No

Explain

Although the College no longer has a computer replacement program, the Department acquired new desktop computers for the entire full-time faculty and clerical staff. Both hard-wired and wireless Internet connections are available.

**Describe how the adequacy of resources is addressed in the program's strategic plan.**

The adequacy of resources is reviewed and acted on annually by the full-time faculty in the Department. For example, the Department's Speech-Language Computer Lab was created as a result of ongoing strategic planning.

**Describe how the program evaluates the adequacy of resources.**

The program evaluates the adequacy of resources during monthly faculty meetings and Personnel and Budget (P&B) committee meetings.

**How frequently does the program evaluate the adequacy of resources?**

- Every academic term
- Annually
- Every 2 years
- Less frequently than 2 years
- Other - specify