



Yeshiva University®

GRADUATE PROGRAM

IN

SPEECH-LANGUAGE PATHOLOGY

STUDENT HANDBOOK 2016-2017

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Welcome to the profession of Speech-Language Pathology! To ensure that your educational and clinical training is provided at the highest standards, Yeshiva University has met the New York state requirements for a graduate program in speech-language pathology, and has successfully filed for Accreditation Candidacy with the Council on Academic Accreditation in Audiology and Speech-Language Pathology.



American Speech-Language-Hearing Association (ASHA) is the national professional, scientific, and credentialing association for more than 173,000 members and affiliates who are audiologists, speech-language pathologists, speech, language, and hearing scientists, audiology and speech-language pathology support personnel, and students. ASHA seeks to support these professions through advancing science, setting standards, fostering excellence in professional practice, and advocating for members and those they serve. [Please visit www.asha.org for more information.]

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) is recognized as an accrediting agency for audiology and speech-language pathology education programs by the Council on Higher Education Accreditation (CHEA) and by the Secretary of the U.S. Department of Education (ED).

The Yeshiva University Graduate Program in Speech-Language Pathology Yeshiva University is preparing to offer a new Master of Science Program in Speech-Language Pathology, and is an applicant for accreditation candidacy with the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Candidacy is a “pre-accreditation” status with CAA, awarded to developing or emerging programs for a maximum period of 5 years. The graduate program leads to the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association and licensure in the state of New York. The program will be offered primarily on the Wilf Campus in Manhattan, in cooperation with Albert Einstein College of Medicine campus and the Montefiore Medical Center, with distinguished faculty in speech-language pathology, audiology and medicine. The program has been approved by the State of New York, and will admit students once CAA accreditation has been awarded (projected academic year 2016-2017).

COMPLAINTS

Complaints to the American Speech-Language-Hearing Association (ASHA)

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s).

Criteria for Complaints

Complaints about programs must meet all of the following criteria:

- a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
- b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF], including the relationship of the complaint to the accreditation standards;
- c. be clearly described, including the specific nature of the charge and the data to support the charge;
- d. be within the timelines specified below:
 - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
 - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;

- if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

Complaints also must meet the following submission requirements:

- a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
- b. include the complainant’s name, address, and telephone contact information and the complainant’s relationship to the program in order for the Accreditation Office staff to verify the source of the information;
- c. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to :

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology

American Speech-Language-Hearing Association

2200 Research Boulevard, #310

Rockville, MD 20850

The complainant’s burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party.

Yeshiva University Compliance

Yeshiva University is committed to the highest levels of ethical standards. We expect our faculty and staff to fulfill their duties with integrity and operate in full compliance with regulations, legislation and the University's own operating policies and procedures. With this in mind, the University has established a Compliance Hotline as an additional method of reporting violations of policy, improper conduct or compliance concerns. Please see <http://www.yu.edu/Offices-and-Services/Compliance/> for further information and instructions on how to file a complaint.

Council of Academic Programs in Speech-Language Pathology

Yeshiva University (YU) is a member of the Council of Academic Programs in Speech-Language Pathology (CAPCSD). CAPCSD is dedicated to “promoting academic excellence, visionary leadership and collaboration among Speech-Language Pathology academic programs.” YU shares that vision with CAPCSD, and our participation in CAPCSD strengthens the faculty and administration for our Graduate program in Speech-Language Pathology.

As you embark on your academic and clinical training to become a speech-language pathologist, it is important that you follow regulations and procedures for the profession. In order for an individual to be eligible to apply for national certification with ASHA, the candidate must initiate and complete course work and clinical practicum at a CAA-accredited institution. As a Speech-Language Pathologist (SLP), there are specific state and national guidelines to be met.

Admission and Matriculation

The Graduate Program in Speech-Language Pathology is committed to a policy of equal opportunity and non-discrimination and encourages applications from qualified students regardless of race, religion, color, creed, age, national origin or ancestry, citizenship status, gender, marital status, physical or mental disability, sexual orientation, or gender identity within the meaning of applicable law.

1) Pre-requisite course Requirements for Admission

An applicant for enrollment in the Graduate Division must hold, at the time of matriculation, at least a Bachelor's degree from a College or University of recognized standing, or present evidence of an equivalent education. The Chair of the Graduate Admissions Committee will determine evaluation of equivalency, including qualifications of international applicants.

The Graduate Division admits applicants with diverse undergraduate training. It is expected that applicants will have successfully completed pre-requisite undergraduate courses in Speech-Language Pathology/Audiology and well as general core education courses. These courses are typically part of the requirements of an undergraduate degree in communication sciences, and lay the groundwork for a health science career. Pre-requisite communication science courses may have been taken at the undergraduate or graduate level, but must be completed prior to the respective graduate course in speech-language pathology. Pre-requisite courses in speech-language pathology and audiology lay the groundwork for the more intensive, comprehensive Master's-level courses. Although many students have taken these during their undergraduate courses of study, the student may fulfill the general education courses at the undergraduate or graduate level. Applicants presenting prerequisite speech and hearing sciences coursework completed more than ten years prior to application to our graduate program may be asked to provide evidence of currency in various subject areas.

We strongly recommend that all competitive applicants complete this coursework prior to entry into the program. Due to the rigorous graduate curriculum, students cannot complete these undergraduate coursework requirements during the 5-semester graduate program. To remain competitive, applicants should have a GPA of at least 3.0 (B) in the prerequisite undergraduate Speech and Hearing coursework with no single course graded less than 2.0 (C). It is highly recommended that all prerequisite coursework grades be at 3.0 or above.

Pre-requisite courses may be taken at any accredited institution of higher education, including community colleges, colleges, or universities. In lieu of specific courses, these pre-requisite requirements may also be satisfied by Advanced Placement credit or International Baccalaureate credit. However, students must have transcript record of these credits. CLEP or DSST examinations for credit are NOT accepted for these requirements. Note: All pre-requisite courses must be completed before starting the program.

Credits	Speech-Language Pathology/Audiology courses
3	Introduction to Speech-Language Pathology: An introduction to the nature of language and communication. Topics include components of the linguistic system, relationship between verbal and non-verbal communication, and language acquisition across the lifespan.
3	Phonetics of American English: Phonetic features of oral American English and dialectal variations of American English and non-native English speech.
3	Introduction to Language Acquisition: An introduction to the nature of language and communication, including verbal and nonverbal communication across the life span.
3	Anatomy and Physiology of the Speech and Hearing Mechanism: An overview of the structure of speech and the basic mechanisms involved in the production and recognition of speech sounds, including an introduction in basic speech acoustics and perception.
3	Introduction to Audiology: An overview of the field of Audiology including acoustics, anatomy and physiology of the ear, and measurement of disordered hearing; includes etiologies and pathologies of hearing disorders, measurement of hearing loss, and the effect of hearing on communication and the development of language.
3	Hearing Science: An introduction to the principles of acoustics, anatomy and physiology of the ear and auditory system, including psychoacoustics.
3	Speech Science: An introduction to the acoustical components of speech and their physiological correlates, as well as components in the speech signal and their perceptual processing.
Credits	General Core Courses (examples)
6	English (English literature, English composition)

6	Social Science (Sociology, Psychology)
3	Biological Science (Biology, Zoology, Ecology, Science and Ethics)
3	Physical Science (Physics, Chemistry)
3	Statistics (Introduction to Statistics, Probability/Statistical Inference, Calculus)
3	History (American History, European History, Cultural History, Ethnography, Civilization)
3	Arts (Music, Art, Drama)
3	Non-English Language (Spanish, Italian, French, German, Hebrew, Chinese)

2) Personal Essay: Statement of Interest for career as Speech-Language Pathologist

Applicants must submit an essay (2-3 pages) describing their career motivation to become a Speech-Language Pathologist.

3) Curriculum Vitae/Resume

Applicants must submit their Curriculum Vitae (CV) or resume.

4) Letters of Recommendation

Two letters of recommendation are required, preferably from individuals with direct knowledge of the applicant's qualification for graduate study. An additional letter of recommendation is requested, although not required for applicants.

5) Graduate Record Examination

Applicants must submit official scores for the Graduate Record Examination (GRE), taken within the past five years from the admissions deadline (School Code **#7507**). Exceptions to this rule must be approved by the Program Director. Inquiries about the GRE should be addressed directly to the Educational Testing Service, Princeton, New Jersey, 08540

6) Official Transcript

A transcript or academic record is required from each college or university attended and listed in the Education Section of the application. Applicants who have attended international institutions, whose transcripts are in a language other than English, must also provide the certified English translation of the transcript.

7) Interview

Applicants who are in final consideration may be interviewed in person, by telephone, or by electronic media (SKYPE) at the discretion of the Graduate Admissions committee.

International Applicants

The Graduate Program in Speech-Language Pathology welcomes international students, and international student form an important part of the YU community. The program accepts applications from U.S. citizens, permanent residents (green card holders), immigrants and international applicants. Graduate School admission requirements and application procedures are the same for all applicants regardless of residency, citizenship and visa status.

Admission to the program for individuals who are nonnative speakers of English will follow the Yeshiva University policies and guidelines. Applicants will be reviewed by the Department's Graduate Admissions Committee and evaluated on a variety of criteria without regard to language proficiency.

Nonnative English speakers who completed a bachelor's, master's or doctoral degree from a regionally accredited institution in an English-speaking country (United States, Canada, Bahamas, Trinidad and Tobago, Jamaica, United Kingdom, Australia, New Zealand, or Singapore) may be admitted to the program unconditionally. Applicants who attended and/or completed undergraduate degree requirements (Bachelor's degree) from a non-English speaking country must provide official documentation from that institution verifying that all instruction for that degree was in English. Applicants who are not native English speakers, and applicants whose degree(s) was earned at a non-English speaking institution, must take the Test of English as a Foreign Language (TOEFL). TOEFL code for the Graduate Program in Speech-Language Pathology is **#7619**. Yeshiva University requires a minimum score of 84 on the Internet-based test, to include a minimum score of 21 in both reading and writing. International students must also take the Graduate Record Exam (GRE). Inquiries about these examinations should be addressed directly to the Educational Testing Service, Princeton, New Jersey, 08540.

As with other applicants, an interview may be conducted prior to acceptance into the Graduate Program in Speech-Language Pathology.

The Office of International Students and Scholars (OISS) provide immigration, acculturation and cultural counseling to YU's diverse community of international students and scholars. OISS also acts as a liaison with the U.S. Department of Homeland Security to ensure legal compliance with all immigration laws and regulations.

All international applicants must submit a transcript to World Education Services (WES) to be evaluated and certified. International students must also obtain any necessary visas to enroll in the graduate program. If you intend to be a full-time student, you are required to apply for a student visa in order to study in the United States as well as a SEVIS form I-20 before entering the country. (Note: If you are a citizen of Canada, you will not need a visa but you will need a SEVIS Form I-20.) It is currently a violation of U.S. immigration law for B-1/B-2 or Visa Waiver visitors to study full time in America.

As a condition of maintaining student status, all international students must pursue a "full course of study." Therefore the Academic or Personal Leave of Absence is not available to international students. There are limited exceptions to this, and approval must be granted by the Program Director, Yeshiva Registrar and the ISSO (International Students and Scholars Office) as regulations change frequently. In the event that an already matriculated international student has difficulty in fulfilling visa requirements to re-enter the U.S. and is more than thirty days past the agreed date of return, the ISSO must be contacted immediately.

For further information, prospective international students are recommended to contact the Office of International Students and Scholars at <http://www.yu.edu/student-life/resources/international/contact/>, via telephone, 646.592.4203 or e-mail at OISS@yu.edu.

International Transcripts

All transcripts from international institutions will be subjected to independent verification from an outside agency prior to release of an acceptance letter. The cost of this evaluation will be borne by the Graduate Division.

Non-Academic Requirements For Admission To The Program

All graduate students in the department are required to complete and successfully pass a national criminal background check as a condition of admission. Instructions are provided to new students and the background check must be completed within 30 days of accepting the department's offer of admission. The background check is completed by the Program's approved vendor, and must be done each academic year as part of clearance for clinical internship.

Students must show evidence that there has been no evidence of a Child and Adult Abuse Law (CAAL) conviction or criminal history. If there is a conviction that would prevent the student from completing the required clinical experiences in our programs, and thus prevent him/her from fulfilling the program requirements, he/she will be denied admission. A non-CAAL conviction/criminal history record, however, does not necessarily disqualify an individual for admission. When considering individuals for admission, conviction/criminal history records are reviewed as they relate to the content and nature of the curriculum and the safety and security of clients and the public. Should the background check provide evidence of a positive criminal history or raise any areas of concern related to a student's participation in a graduate program, he/she will be contacted by a representative of the Graduate Program in Speech-Language Pathology. Evidence of CAAL conviction may result in dismissal from the Program.

Graduate Curriculum and Completion of Program Requirements

The Graduate Program in Speech-Language Pathology includes 66 graduate credits (51 academic credits, 15 clinical credits). Minimum grade of B- is required of all academic and clinical courses. A passing grade of B or higher is required for the Capstone Project. As part of the clinical training requirements, all graduate students must complete 400 clinical contact hours (up to 75 clinical hours may be transferred from other institutions).

In addition to curriculum requirements, all students are expected to be involved in two (2) research projects during their graduate study. One research project is faculty-driven research, and one research project is student-driven research. Students are also required to meet Knowledge and Skills Acquisition (KASA) requirements.

Students must also take the national Praxis exam (also required by the State of New York) prior to graduation date. All requirements must be met for the student to proceed to graduation.

Academic curriculum addresses the broad knowledge base necessary for the professions within Speech-Language Pathology, as well as laying the foundation for doctoral study within this profession. Each semester includes a combination of academic and clinical courses. Courses are designed in a sequential offering to permit a solid base in Speech-Language Pathology.

Program of Study and Course Sequence

The Graduate Program in Speech-Language Pathology is designed to meet the state and national requirements for eligibility for licensure and Clinical Fellowship Year (CFY) employment. The program is designed as a 5-semester full-time course of study (academic and clinical). Those students who wish to teach in the school system will be required to complete additional requirements for the New York State Teacher of Students with Speech and Language Disabilities (TSSLD). Students seeking TSSLD need to complete seminars related to Child Abuse Identification, which is offered at YU through the Wurzweiler School of Social Work and the Azreili Graduate School of Jewish Education and Administration. For more information on TSSLD, please see <http://www.asha.org/advocacy/state/info/NY/NYteachrequire> and <http://www.nysslha.org/i4a/pages/index.cfm?pageid=3492>.

Students must have completed pre-requisite courses (core education and communication sciences) to be admitted to the program. Pre-requisite courses must have been completed at an accredited institution or must have been accepted as undergraduate credit by the undergraduate accredited institution (such as Advanced Placement course). Students are expected to maintain full-time status during the program. Students who need to reduce their graduate study to part-time will require a longer course of study than the expected 5 semesters.

Clinical courses include four (4) externship placements, in diverse settings, populations, and disorders. The externships are arranged by the Program, taking into consideration the student's current ability/training, interest area, and clinical needs. Students will also be assigned clients at the on-campus Clinic. Clinical practicum begins in the 2nd semester of study. Students who have an undergraduate degree in speech-language pathology will be eligible for off-campus clinical placement in the 2nd semester of study. Students without an undergraduate degree in speech-language pathology will be eligible for off-campus clinical placement in the 3rd semester of study. Students will be assigned off-campus clinical externships based on clinical preparedness; student's expressed specialization within clinical settings and disorders, and in an effort to provide a broad-based clinical experiences during the graduate program. The externships are paired with on-campus Clinical Case Conferences to further discuss clinical cases, management of disorders, and professional ethics. Students are supervised by experienced clinicians who hold the CCC-SLP and New York license as a speech-language pathologist. Externship sites are located in the NYC region and have active affiliation agreements with Yeshiva University.

Holding to the ASHA regulations for clinical training, students must complete a *minimum* of 400 supervised hours (25 hours in clinical observation, and 375 supervised hours in direct client/patient contact, with 325 of those clinical hours earned during graduate study) as a student in an ASHA accredited program to complete the Master's degree and be eligible to begin employment as a Clinical Fellow. For more information, please see <http://www.asha.org/uploadedFiles/2005-2014-SLP-Standards-Comparison.pdf>

Clinical Practica: Students will complete mandatory HIPAA training prior to participating in any clinical activities. Students will complete a web-based instructional program on "Universal Precautions" and "Blood-Borne Pathogens" prior to providing clinical services.

Supervised practicum will include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. . YU is located in a diverse, multicultural city of 19 million residents where the students will interact with a community of patients in a wide variety of patient care settings that will expose them to

diverse cultural, economic, social and gender issues. Practicum will include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Throughout the clinical practica, students will be supervised in accordance with ASHA regulations to meet the specific needs of the student clinician. The amount of direct supervision will be commensurate with the student's knowledge, skills, and experience; not less than 25% of the student's total contact with each client/patient; and will take place periodically throughout the practicum. Supervision will be sufficient to ensure the welfare of the client/patient. The Clinic Coordinator will observe supervisors in the on-campus and off-campus externship settings, including supervisor/student interaction, at least once per academic semester.

During the beginning practica (CSD5200, CSD5210), it is expected that the student clinician will gain increasing ability to function independently in the clinical environment. In the final semester of clinical practica (CSD5230), the student should be able to function independently, with 25% supervision, and demonstrate consistent professional skills and behavior to support readiness for Clinical Fellowship (Clinical Fellowship is not part of the graduate program, but is undertaken following graduation from the program).

Students will be required to participate in 4 clinical practica placements (CSD5200, CSD5210, CSD5220, CSD5230), one on-campus clinical experience as well as a minimum of 3 off-campus clinical practica. Clinical practicum begins in the 2nd semester of study (Spring term). Students who have an undergraduate degree in speech-language pathology and with a minimum of 20 clinical hours will be eligible for off-campus clinical placement in the 2nd semester of study. Students without an undergraduate degree in speech-language pathology and/or without a minimum of 20 clinical hours will be eligible for off-campus clinical placement in the 3rd semester of study. Students who have not completed a disorder course and are assigned a clinical experience before or concurrent with the course for that disorder will be given extra reading and video assignments (case studies) as well as extra supervision. Supervisors will recommend readings for students prior to start of the clinical experience at their facility, and throughout the practicum.

Students will be assigned off-campus clinical externships based on clinical preparedness; student's expressed specialization within clinical settings and disorders, and in an effort to provide a broad-based clinical experiences during the graduate program.

Students will prepare session plan (diagnostic and/or therapy) to be approved in advance of the planned session by the clinical supervisor for that client. Throughout the first 3 on-campus and off-campus practica (CSD5200, CSD5210, CSD5220) the student will complete written self-analysis of each therapy session (see Appendix *), due within 24 hours of the client contact. Students will assess effectiveness as a skilled provider through evaluation of their clinical services in which they will evaluate the methods used to achieve goals set forth in pre-approved diagnostic or therapy sessions. Students will complete these analyses for samplings of clinical service for the final semester of clinical practicum (CSD5230) with cases to be selected by the supervisor. The student will be expected to consistently internalize self-effectiveness of clinical services during their final clinical practica.

Professional report of each clinical service will be filed in accordance with the supervisor's request (generally within 24 hours of the client contact), with revisions made in accordance with supervisor requirements. Supervisors will assess the student performance for effective clinical service delivery at the end of the clinical day, with oral or written feedback and provide opportunities for students to respond to their feedback.

Self-evaluation and discussion of student clinician effectiveness will be an essential component of the weekly small group meetings (6-8 students per faculty member) of Clinical Case Conferences (CSD5201, CSD5211, CSD5221, CSD5231) as well as during Clinical externships (CSD5200, CSD5210, CSD5220, CSD5230). Clinical Case Conferences will discuss clinical cases, problems, and solutions in assessment and management of their caseload. During the Clinical Case Conference, students will be required to present clinical cases, and self-evaluate their clinical interactions. The self-evaluations will be used for open-ended discussion between the field supervisor and student during clinical externships, and between the faculty member and students in the small-group Clinical case conferences. Clinical Case Conference enables YU faculty to guide the clinical education of the student, while empowering transfer of knowledge skills from the classroom to the clinical environment.

Students will be required to keep logs of all clinical hours, and to enter clinical activity into a secured database, CALIPSO. Students will only record time for direct patient contact. The supervisor's observation and signature will serve as verification of the accuracy of the time reported by each student. The logs will include the type of disorder (diagnosis) for the client, the amount of time spent with each client, and the type of assessment and/or treatment activity for the session. Clock hour logs documenting the hours earned must be signed by the student's supervisor(s) at the end of each clinical day. Supervisors will verify the student's clinical experience through CALIPSO. Clinical hours will be verified by the Clinic Coordinator and practica supervisor (on-campus or off-campus) each month. Students will be required to make a copy of the clock hours they earn for their own records in the event that they need provide proof that these hours were earned. It is anticipated that students will complete 100-125 hours during each of the 4 practica (Spring 1, Summer 1, Fall 2, Spring 2 semesters) for a total of 400 or more clinical hours across a variety of clinical settings and disorders.

Capstone Project: At the completion of academic and clinical courses, candidates for the Master of Science will complete an *individualized Capstone Project*. Candidates will indicate their preference for disorder (motor speech, language/cognition, voice, swallow, fluency, or augmentative communication), age group (pediatric, adult, geriatric) and work setting (hospital, school, rehabilitation center, speech-language center, private practice). While not all degree candidates will have firm decisions of specialization within the broad scope of speech-language pathology, students will be expected to have specific experiences that guide them toward a particular population or disorder for their CFY experience. In the Capstone project, students will plan evaluation and therapy for two cases within their expressed interest area, as well as an additional disorder that would be typical during a CFY experience. This *unique Capstone Project* design enables the emerging speech-language pathologist to demonstrate his/her skills and knowledge that was acquired during the graduate program and apply those principles to realistic clinical cases in his/her intended work environment. *Students must earn a minimum of "B" in the Capstone Project to proceed to graduation.*

**5 Semester Program Plan of Study for Yeshiva University MS in Speech-Language Pathology
(and associated pre-requisites)**

Semester	Day/Time	# students	Course	Course# and section	Faculty	Pre-requisite course
Fall 1	Monday 9-11:30am	25	Acoustics and psychoacoustics	CSD6100-01	Carroll	n/a
	Tuesday 8:30-10:10am	25	Audiology for the SLP	CSD6500-01	Tocci	n/a
	Tuesday 11-11:50am	25	Intro to clinical SLP	CSD5000-01	Medved	n/a
	Tuesday 1-2:40pm	25	Anatomy & Physiology of the speech/vocal mechanism	CSD6000-01	Biswas	n/a
	Wednesday 9-11:30am	25	Child language development, usage and literacy	CSD6400-01	[TBD]	n/a
	Wednesday 12-12:50pm	25	Professional issues/Topics: level 1	CSD5000-01	Barrera	n/a
	Thursday 1-2:40pm	25	Anatomy & Physiology of the speech/vocal mechanism: lab	CSD6001-01	Biswas	n/a
	Thursday 5-7pm	25	Audiology for the SLP: lab	CSD6501-01	Tocci	n/a
Spring 1	Monday: all day	5*	Clinic	CSD5200-01	Payne	CSD5000, CSD5100
	Tuesday 9-10:40 am	25	Diagnostic Methods	CSD5300-01	Medved	CSD5000
	Tuesday 11-11:50am	6	Clinical Case Conference (section 1)	CSD5201-01	Medved	CSD5000
	Tuesday 11-11:50am	6	Clinical Case Conference (section 2)	CSD5201-02	[TBD]	CSD5000
	Tuesday 12:30-3 pm	25	Neuromotor speech disorders	CSD6110-01	Barrera	CSD5000, CSD6000
	Wednesday 8:30-11am	25	Voice Disorders	CSD6200-01	Carroll	CSD5000, CSD6000
	Wednesday 12-1:40pm	25	Pediatric swallow and airway	CSD6300-01	Barrera	CSD5000, CSD6000
	Wednesday 2-2:50pm	6	Clinical Case Conference (section 3)	CSD5201-03	Carroll	CSD5000
	Wednesday 2-2:50pm	6	Clinical Case Conference (section 4)	CSD5201-04	Payne	CSD5000
	Thursday: all day	5*	Clinic	CSD5200-01	Payne	CSD5000
Friday: all day	5*	Clinic	CSD5200-01	Payne	CSD5000	
Summer	Monday: 8am-1pm	5*	Clinic	CSD5210-01	Payne	CSD5200
	Wednesday 8-8:50am	6	Clinical Case Conference (section 1)	CSD5211-01	Medved	CSD5201
	Monday 3:30-6pm	25	Alaryngeal, head/neck cancer, endoscopy	CSD6210-01	Tan	CSD6000, CSD6200
	Tuesday 8am-3pm	5*	Clinic	CSD5210-01	Payne	CSD5200
	Wednesday 10-10:50am	6	Clinical Case Conference (section 2)	CSD5211-02	Carroll	CSD5201
	Tuesday 5:30-8:30pm	25	Syndromes and craniofacial anomalies	CSD6120-01	Barrera	CSD6000, CSD6110
	Wednesday 8am-12pm	5*	Clinic	CSD5210-01	Payne	CSD5200
	Wednesday 11-11:50am	6	Clinical Case Conference (section 3)	CSD5211-03	Carroll	CSD5201
	Wednesday 11-11:50am	6	Clinical Case Conference (section 4)	CSD5211-04	[TBD]	CSD5201
	Wednesday 12:30-4:30pm	25	Geriatric dysphagia and airway management	CSD6310-01	Barrera	CSD6300, CSD6000
	Wednesday 5:30-8:30pm	20	SLP in the schools	CSD5600-01	[TBD]	CSD5000
	Thursday: all day	5*	Clinic	CSD5210-01	Payne	CSD5200
	Friday: all day	5*	Clinic	CSD5210-01	Payne	CSD5200
Fall 2	Monday: all day	5*	Clinic	CSD5220-01	Payne	CSD5210
	Tuesday 8am-12pm	5*	Clinic	CSD5220-01	Payne	CSD5210
	Tuesday 1-3:30pm	25	Counseling and communicating with patients and families	CSD5400-01	[TBD]	CSD5000
	Tuesday 4-4:50pm	6	Clinical Case Conference (section 1)	CSD5221-01	[TBD]	CSD5211
	Tuesday 4-4:50pm	6	Clinical Case Conference (section 2)	CSD5221-02	Barrera	CSD5211
	Tuesday 6-8:30pm	25	Cognitive and higher level language disorders	CSD6430-01	[TBD]	CSD5000
	Wednesday 8am-12pm	5*	Clinic	CSD5220-01	Payne	CSD5210
	Wednesday 12-12:50pm	25	Professional Issues/Topics: level 2	CSD5110-01	Medved	CSD5100
	Wednesday 1-3:30pm	25	Aphasia	CSD6420-01	Barrera	CSD5000
	Wednesday 4-4:50pm	6	Clinical Case Conferences (section 3)	CSD5221-03	Carroll	CSD5211
	Wednesday 4-4:50pm	6	Clinical Case Conferences (section 4)	CSD5221-04	[TBD]	CSD5211
	Wednesday 6-8pm	25	Research methods and critical assessment of the literature	CSD6600-01	Biswas	CSD5000
	Thursday: all day	5*	Clinic	CSD5220-01	Payne	CSD5210
Friday: all day	5*	Clinic	CSD5220-01	Payne	CSD5210	
Spring 2	Monday: all day	5*	Clinic	CSD5230-01	Payne	CSD5220
	Monday 6-8:30pm	25	Stuttering	CSD6130-01	Biswas	CSD6110
	Tuesday 8am-2pm	5*	Clinic	CSD5230-01	Payne	CSD5220
	Tuesday 3-3:50pm	6	Clinical Case Conference (section 1)	CSD5231-01	[TBD]	CSD5221
	Tuesday 3-3:50pm	6	Clinical Case Conference (section 2)	CSD5231-02	Payne	CSD5221
	Tuesday 4-4:50pm	25	Master Clinician series	CSD5500-01	Payne	CSD5220, CSD5000
	Tuesday 5-5:50pm	6	Clinical Case Conference (section 3)	CSD5231-03	Barrera	CSD5221
	Wednesday 8-11am	5*	Clinic	CSD5230-01	Payne	CSD5220
	Wednesday 10-10:50am	6	Clinical Case Conference (section 4)	CSD5231-04	Barrera	CSD5221
	Wednesday 11:10am-12pm	25	Professional issues/Topics: level 3	CSD5120-01	Carroll	CSD5110
	Wednesday 12:30-3pm	25	Augmentative/Alternative communication	CSD6440-01	Goossens	CSD6500
	Wednesday 6-8:30pm	25	Speech/language intervention for hearing impaired	CSD6510-01	[TBD]	CSD6500
	Thursday: all day	5*	Clinic	CSD5230-01	Payne	CSD5220
	Thursday 6-6:50pm	25	Capstone	CSD7000-01	Payne	CSD5110, CSD5220
	Friday: all day	5*	Clinic	CSD5230-01	Payne	CSD5220

Capstone Project (CSD7000) can only be taken in the final semester.

Students who wish to be employed post-graduation as a Speech-Language Pathologist in the schools are recommended to take the elective course “Speech-Language Pathology in the Schools” in preparation for application for Teacher of Students with Speech and Language Disabilities (TSSLD).

Transfer Credit:

In order to get credit for work completed at another graduate program from a recognized and accredited institution of higher learning, the student must send a course description and an official transcript to the Graduate Program in Speech-Language Pathology. The Provost, the Director of the Program, and the Office of the Registrar must approve its acceptability and its appropriateness to the Master’s degree. Students who wish to apply for transfer of credit must file an “Application for Transfer Credit toward a Graduate Degree” form during their first semester in attendance. Regulations and procedures are available in the Office of the Registrar. Students already in attendance may take courses at other institutions (or at other schools of Yeshiva University) only under special circumstances and after they receive written permission from their Program Director and the Office of the Registrar. Requests for such permission are to be made on the Request for Permission for Graduate Work at Other Schools form available from the Office of the Registrar. Such credits are counted as transfer credits and are subject to all the above regulations.

No transfer credit is given for any course with a grade below B or a P grade. The Graduate Program will consider transfer of a maximum of 6 credits towards the Master’s degree.

Course Materials and Registration

Graduate students are expected to take academic courses in a specified sequence, enabling a unified educational program. Clinical practica begin during the second semester of graduate student, and continue for a total of four semesters.

Practicum sites will be varied in an effort to provide diverse clinical experiences across the age spectrum.

Students admitted to the program with clinical hours earned during prior study (undergraduate or graduate) may be considered for off-campus clinical placement beginning with CSD5200. Students admitted to the program without clinical hours earned during prior study may be considered for off-campus clinical placement beginning with CSD5210. Clinical externships will be arranged by the Clinic Coordinator.

During the course of clinical training (CSD5200, CSD5210, CSD5220, CSD5230), each student will be required to participate with the on-campus clinic in addition to off-campus practica. On-campus practica will use Electronic Medical Records (EMR). Students must adhere to HIPAA regulations at all times.

During clinical settings, students must remove “Speech Mechanism Piercings” (jewelry that resides on the tongue, lips, area around the lips, and/or protruding out of the nostrils), and all tattoos must be covered.

During clinical settings, students must refrain from use of perfumed personal products which may trigger an adverse allergic reaction by their patients and/or caregivers. In the academic setting, students must refrain from use of perfumed personal products which may trigger an adverse allergic reaction by their peers, faculty and/or staff.

Students are required to enroll in CALIPSO, a program which tracks clinical practica hours and achievement of knowledge and skills. Students will enter clinical clock hours daily or weekly dependent upon supervisor preference. These hours as approved will be added to the students total clock hours. The Clinic Coordinator will review clock hours at minimum once per semester. Directions on how to enter clinical clock hours can be found in the Student CALIPSO Guide in the appendix of the Student Handbook.

Faculty will provide students with the course syllabi at the beginning of the course and will maintain communication related to the course content and related course documents through the ANGEL course management and collaboration portal (<http://yu.edu/its/academic-computing/student-computing/eLearning/angel/>). This portal will allow faculty and students to manage course materials and to communicate quickly, easily, and effectively with their students. Course syllabi and documents are provided on this site, with students and faculty able to communicate via mail, message boards, chat rooms, and drop box to augment the in-class materials.

Research

The curriculum includes collaborative research for the students (participation in faculty research or participation in student-group research) to expand their impact within the health care profession. Students will participate in at least one research project (clinical or bench) during their graduate study. A faculty member will be assigned as Principle Investigator (PI) to student-driven research projects. Students should work with their assigned Research Adviser (faculty member assigned as PI) to develop the research project. (During coursework, students will also complete literature reviews to examine current

research and its application to the clinical setting.) Students are expected to present their research findings in Research Colloquium in the Program's Community events. Students are expected to submit their research to peer-reviewed state, national and/or international congresses. Some congresses mandate that accepted papers/posters be submitted to a specific peer-review journal.

Prior to working on a research project, students and faculty must take the Collaborative Institutional Training Initiative (CITI) computer-based training program. This web-based course is a mandated educational requirement for faculty and staff who participate in human subject research. It must be completed every 5 years online and students are required to submit proof of completion to the Department Office.

Students are expected to attend colloquia, research day and other academic conventions, talks and seminars organized by the Graduate Program in Speech-Language Pathology.

Registration of Courses

The Registrar's office will not register students with financial holds. Professors are unable to assign a grade to a student who is not registered. Therefore, a student whose registration is not complete will not get a grade even though he/she may have attended class. If there is a financial hold in effect, students should contact the Student Accounts Office, accounts@yu.edu or 212-960-5269. There is a \$65 registration fee each semester of study, and a \$50 departmental activity fee each semester of study. Graduate courses are \$1100 per credit. Some graduate courses also have a lab fee (CSD6001, CSD6501, CSD6210).

Attendance

Students are expected to attend all classes as scheduled. Those who are unable to attend a class session are responsible for notifying the classroom instructor that they will be absent and the student is responsible for making up the missed content. More than two absences from a class can raise concern as to the student's ability to complete the course requirements and may result in a failing grade for the course, at the instructor's discretion. The school calendar (see Appendix E) is organized so that the educational program does not conflict with the Sabbath and the major Jewish holidays.

Students are expected to maintain full-time status. Students with special circumstances may contact the Program Director to discuss part-time status possibilities; however, completion of the degree must be done within a total of five years of admission to the program. Change from full-time to part-time must be approved by the Program Director, Provost and the Office of the Registrar.

Leave of Absence

Students who are not registering for any courses during a semester are required to register for a leave of absence (there is no charge). Students who will be registering for a leave of absence must contact the Program office and arrange a meeting with the Program Director to formulate a plan for finishing coursework and reentering the cohort in an acceptable manner. Students cannot take a leave of absence for longer than a year—after a year students will have to reapply to the program.

Students who are absent from their program for more than two weeks must submit a letter to the Program Director requesting a leave of absence (LOA). The Program Director will forward his/her recommendation and the student's request along with appropriate documentation to the Registrar. The Registrar shall initiate the process if the LOA is granted, and the Program Director shall record the student's change in status from active to LOA. An LOA may be granted for up to one year and may not be renewed unless there are mitigating circumstances which will be determined by the Program Director in consultation with other university officials, if appropriate.

If a leave is taken for medical reasons, the department may require certification from a licensed healthcare professional attesting to a student's fitness to resume participation in the program.

A student who neither registers nor secures an official leave of absence for any semester will be considered as having withdrawn from the School. A student who wishes to resume studies will be required to apply for readmission.

Please note that under current Immigration and Naturalization Service regulations, foreign students in F-1 classification are not permitted to be on leave of absence.

Official Withdrawal

A student who is withdrawing from the University and does not expect to return at some future date should fill out an Application for Official Withdrawal form, available in the Registrar's Office. Completion of this form is necessary for the student's record to bear the notation that an official withdrawal was granted.

Student Responsibility

It is the responsibility of each student to ensure that all regulations have been observed, all fees paid, and all course requirements met, including prerequisites whenever required. The degree candidate should note that completion of the specified number of credits does not in itself satisfy degree requirements.

False or misleading statements on admission, registration, scholarship application, other School forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information requested by the School may result in disciplinary dismissal.

Graduation

It is the student's responsibility to apply for graduation in the first month of the final semester of study. All degree requirements (coursework, clinical practica, Capstone project) must be satisfactorily met to obtain the Master of Science in Speech-Language Pathology. In addition, students must take the national PRAXIS examination (see <http://www.asha.org/certification/praxis/>) prior to graduation. The PRAXIS exam is administered by the Educational Testing Service (ETS) and is offered in computer format throughout the year as a specialty area test of the National Teachers Examination. Students are recommended to take this examination during their final semester and all students are required to submit their scores to the program. The PRAXIS score does not affect graduation from the graduate program, but must be taken to apply for graduation.

Graduation forms are submitted to the Program Director. Graduation fee is \$150. Once payment is submitted to the Finance Office, students should advise the Program Director. No degrees are conferred without completing the Application for Graduation and payment of the graduation fee, even if the student does not intend to participate in commencement ceremonies. Graduation ceremony is in May and diplomas are mailed to the address noted on the graduation application by the Registrar's Office.

Financial Aid

Students seeking financial assistance from Yeshiva University who are U.S. citizens or eligible noncitizens are required to submit the Free Application for Federal Student Aid (FAFSA). Please see www.fafsa.ed.gov for more information and filing instructions. If you are an eligible noncitizen, please contact the International Student Advisor (Jennifer Golden) at 646-592-4203 or by email: jgolden1@yu.edu

Students who wish to teach in the NYC public school system may wish to consider application for a Board of Education scholarship (for more information, please see http://www.teachnycprograms.net/getpage.php?page_id=59)

New York State Guidelines

The State of New York mandates licensure for individuals practicing within the field of SLP. Individuals who provide speech services in a public school in New York State must also hold "Teacher Certification" as a TSSLD, which requires additional courses and filings beyond the standard State regulations. State regulations to practice as a speech-language pathologist include:

- be of good moral character;
- be at least 21 years of age;
- meet education requirements;
- meet examination requirements; and
- meet experience requirements.

Education Requirements: You must have obtained a graduate degree in SLP from a New York State registered licensure qualifying program, a program accredited by ASHA, or the equivalent. Your educational program must culminate with 75 semester hours of courses (at least 36 of the 75 semester hours must be at the graduate level) and the educational program must include a clinical practicum. Students who wish to obtain TSSLD must complete a school-based clinical practicum.

Requirements:

Human Communication Processes and Sciences [12 hours]: normal anatomy and physiology of speech and swallowing; cognitive and linguistic bases of language; and neural bases of speech, hearing, language and swallowing.

Professional Practice Areas in SLP [36 hours]: articulation/phonology; fluency; voice and resonance; receptive and expressive language; literacy; hearing; and swallowing.

Additional content or related areas [27 hours]: may add to above course requirements or related courses in audiology/aural rehabilitation; cognitive/psychosocial aspects of communication; cleft palate/craniofacial anomalies; augmentative and alternative communication; research methodology; counseling; professional issues; ethics; and infection control issues related to the prevention of communication disorders.

Practicum in SLP [400 clock hours under supervision]: including at least 375 clock hours in direct client contact; at least 25 clock hours in clinical observation; at least 325 hours at the graduate level.

Post-Master's Work Experience: You must complete a minimum of 36 weeks of supervised experiences in SLP. The experience cannot begin until after all requirements for the graduate degree are satisfied. The supervised experience must be completed within a four-year period with not more than two employers, and may be full-time or part-time. Full-time: At least 36 weeks of continuous employment consisting of at least 35 hours per week. Part-time: continuous period of employment of not less than six months, accumulated at the rate of not less than two days per week and consisting of not less than 12 hours per week with any one employer.

Examination Requirements: You must pass the Specialty Area test of the Praxis Series, Praxis II, administered by the Educational Testing Service (ETS) in your licensure area. New York State's acceptable passing score is 600. Request ETS scores to be sent to agency code **R7747**. The Praxis exam must be taken prior to graduation, and scores must be sent to the Graduate Program to be eligible for graduation.

You must file an Application for Licensure and the other forms indicated on the New York State Education website, along with the appropriate fee.

For more information, please see <http://www.op.nysed.gov/prof/slpa/speechlic.htm>

National Guidelines

The American Speech-Language-Hearing Association (ASHA) has established standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). The Clinical Fellowship Year (CFY) is completed following completion of graduate study, and is done at the discretion of the individual.

For more information on these important regulations, please see:

<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

The 2014 Standards for CCC-SLP are summarized below, and follow the information available on

Standard I: Degree

Applicant for CCC-SLP must have a master's, doctoral, or other recognized post-baccalaureate degree.

Standard II: Education Program

All graduate coursework and graduate clinical experience in speech-language pathology (SLP) must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country.

Standard III: Program of Study

The applicant for CCC-SLP must have completed a program of study with a minimum of 36 semester credit hours at the graduate level that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV and V.

Standard IV: Knowledge Outcomes

The applicant must have demonstrated knowledge of the biological sciences (biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science), physical sciences (physics, chemistry), statistics, and the social/behavioral sciences (psychology, sociology, anthropology, public health).

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlated in the following areas: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language in speaking, listening, reading, writing; hearing, including the impact on speech and language; swallowing; cognitive aspects of communication; social aspects of communication; augmentative and alternative communication modalities. It is expected that course work addressing the professional knowledge specified above will occur primarily at the graduate level.

The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

The applicant must have demonstrated knowledge of standards of ethical conduct.

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

The applicant must have demonstrated knowledge of contemporary professional issues.

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes: evaluation, intervention, and interaction and personal qualities.

The applicant for CCC-SLP must complete a minimum of 400 clock hours of supervised clinical experience in the practice of SLP. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in SLP by CAA.

Supervision must be provided by individuals who hold CCC-SLP. The amount of direct supervision (which must be in real time) must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in SLP. The passing score received at the time of application must not be more than 5 years old.

Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF). The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months.

The CF must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in SLP consistent with ASHA's current Scope of Practice in SLP. The CF must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently. In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP (30 certification maintenance hours of professional development during every 3-year maintenance interval). Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

Essential Functions

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and/or audiology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory/observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to dismissal from the program.

A. COMMUNICATION

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context. Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

B. MOTOR

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

C. INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

D. SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

- Recognize and adjust when a client and/or client's family does or does not understand the clinician's written and or verbal communication.
- Identify and discriminate a client's spoken responses
- Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of hearing instruments, used for assessment and treatment of patients.

E. BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- Display mature, empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

Student Requirements

You have chosen an important career in the health sciences. As a speech-language pathologist, you will have exposure to and influence upon a wide range of communication disorders, across the full age spectrum. It is important that persons admitted into graduate study in this field possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice in the profession.

All graduate students are expected to:

- Meet academic and clinical requirements of the program including all assessment requirements
- Strictly adhere to the Code of Ethics of the American Speech-Language-Hearing Association
- Comply with all student policies and procedures in this graduate handbook, the Yeshiva University Student Handbook, and the Yeshiva University catalogue
- Comply with all clinical facility policies and procedures when involved in clinical practicum experiences
- Maintain updated student health information and proof of personal health insurance coverage
- Update the program of any changes in address and telephone numbers

Graduate students in the Speech-Language Pathology must meet the following physical, professional and critical thinking skills throughout the program:

Physical Abilities

- Participate in professional responsibilities/activities for up to four-hour blocks of time with one or two breaks.
- Move independently to, from, and in work setting.
- Provide for one's own personal hygiene.
- Provide a safe environment for others in responding quickly to emergency situations including fire, choking, etc., and in application of universal precautions.
- Visually monitor patient responses and materials.
- Maintain attention and concentration for sufficient time to complete clinical activities for up to 4-hour blocks of time with one or two breaks.

• Speak intelligibly with an ability to appropriately model Standard American English speech sounds. *Graduate students will be screened for speech intelligibility. Those found to have inadequate speech clarity will be referred for articulation/foreign dialect therapy, and will be re-assessed in one semester. All students must pass the articulation/foreign dialect screening by the start of their clinical experience, and must maintain the required speech clarity skills throughout the semesters of clinical practica.)*

Professional Behavior and Demeanor

- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and development of appropriate relationships with patients and colleagues.
- Maintain composure and emotional stability in demanding situations.
- Adapt to changing environments and situations.
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener.
- Understand and respect supervisory authority.
- Maintain appropriate professional behavior, including punctuality and regular attendance.
- Demonstrate compassion, integrity, interest, and motivation in delivering professional responsibilities to other individuals.
- Participate in collaboration with other professionals.

Critical Thinking

- Manipulate screening, assessment, and therapy materials, including efficient and effective use of clinical materials and instrumentation.
- Demonstrate the mental capacity to learn and assimilate professional information, including the ability to read and comprehend professional literature and reports.
- Solve clinical problems through critical analysis.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Write discipline-specific papers and clinical reports.
- Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings.

English Language Proficiency

All applicants to the Graduate Program in Speech-Language Pathology whose native language is not English must demonstrate English language proficiency. No waivers of this requirement can be granted. This prerequisite knowledge is necessary for providing ethical and effective services to individuals with communication impairments and is necessary for the Essential Functions of successful implementation of clinical services with clients and exchange of information with other professionals.

Students with Disabilities

The graduate student in Speech-Language Pathology (SLP) must demonstrate skills sufficient to meet the professional demands well as the ability to meet the educational rigor of a Master's degree. Skills include communication, motor, intellectual, sensory/observational, and behavioral/social areas. The graduate student is required to demonstrate meeting these demands and the requirements of the graduate program. Students with certain disabilities may require accommodations in order to meet the educational demands, clinical demands, and essential functions required of all students. The graduate program in SLP is a clinically-based program and as such, some accommodations (e.g. extra response time) cannot be offered in clinical practicum settings. Students who feel they are unable to meet the communication, motor, intellectual, sensory/observational, or behavioral/social areas of the program must notify the appropriate faculty member(s) at the start of the semester to seek accommodations, and must be registered and verified as disabled by the Yeshiva University (YU) Office of Disabilities Services.

Students admitted to the graduate program in SLP at YU are obligated to meet the professional standards needed to successfully engage in the speech-language pathology profession. Students must be capable of becoming competent, caring speech-language pathologists, capable of doing benefit and not harm. The education of the graduate student in speech-language pathology requires acquisition and assimilation of knowledge, acquisition of skills, and development of judgment through clinical experiences in preparation for independent and appropriate care. Speech-language pathologists collaborate with other healthcare professionals, education specialists, clients and their caregivers.

The American Disabilities Act (ADA) requires “certain accommodations to persons with disabilities so that they may enjoy the same benefits, services and opportunities as those without disabilities.”

Individuals seeking admission to the Graduate program in Speech-Language Pathology must be able to perform the “essential functions” or the “essential eligibility requirements.” Pre-admission inquiry as to whether a person is disabled is not permitted. Students may be asked to review the essential functions and technical standards for admission and graduation to determine if they are able to meet those standards and functions needed to be successful as a student and as a future speech-language pathologist.

Students receiving accommodations are expected to meet the same academic standards as their non-disabled peers. The goal of the accommodations is to level the playing field for students with disabilities, and afford them equal access to obtaining the information being taught and demonstrating their knowledge of said information.

The Office of Disability Services (ODS) collaborates with faculty members and staff to best meet the needs of our students and encourages faculty members to create an environment that fosters education and growth for all kinds of learners.

Students with disabilities who will be requesting documented disability-related accommodations should make an appointment with the Office of Disability Services (tel: 646-592-4280, website <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>) during the first week of class. Once approved for accommodations, the student must then contact the respective faculty member for the course(s) to ensure the successful implementation of those accommodations approved by the ODS.

Students must submit a current accommodation letter from ODS for each course.

- Review ODS accommodation letter with student.
- Discuss options to accommodate student's testing needs which may include addressing issues related to extended time or testing in a reduced distraction location.
- Contact the Office of Disability Services (646-592-4280) to resolve any questions about classroom or testing accommodations.

Yeshiva University provides reasonable accommodations to students who submit documentation from a qualified professional to ODS in a timely fashion. Reasonable accommodations and other related services are individualized based on each student's disability-related documentation and needs, as well as YU program requirements. In graduate school, students with disabilities are responsible for self-identifying to the Office of Disability Services and requesting accommodations.

Accommodations include, but are not limited to:

- Testing accommodations
- Note-takers
- Use of a computer for exams
- Materials in alternate format
- Provision of assistive technology

Reasonable accommodations do not negate requirements for successful completion of a course or program, or the adherence to acceptable standards of behavior. It is important to note that some accommodations may not be appropriate in all courses. Applicants who have any questions about the technical standards and essential functions should contact Program Director Dr. Linda Carroll (Linda.Carroll@yu.edu) at 212-960-5400 ext. 6866. Further information about disabilities may be found at <http://www.ada.gov/infoline.htm>

Academic Integrity

The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in penalties which may include failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

Policy on Copyright: All members of the University community are responsible for complying with copyright laws (and other intellectual property and proprietary rights).

Academic Honesty: The healthcare professions require the highest standards of integrity. Students are expected to follow the university community's high standards of honesty and professionalism throughout the program. They are also expected to show seriousness and intellectual dedication, respect for the views and convictions of others, concern for the impact of advanced knowledge on society at large, regard for instructors, fellow students and the program as a whole and, above all, adherence to the highest ethical and moral standards in their personal and professional lives.

Research and Submitted Work: Maintenance of good standing while a student in the program is, in part, dependent on developing and maintaining standards of ethical and professional conduct. It is expected and assumed that all submissions of examinations, course assignments, capstone projects and other degree requirements are the student's own work and that any work by others included in student submissions will be fully credited and cited. Evidence to the contrary will result in penalties which may include failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

Plagiarism: Plagiarism is the use of the ideas, words or work of another without due attribution. Acts of plagiarism are inconsistent with scholarly and ethical inquiry, and represent an unacceptable breach of professional standards. When the instructor finds that a student's work is plagiarized the student will receive an F in the course; transcripts will accurately and permanently reflect a failing final grade. Additional sanctions may occur at the discretion of program faculty.

Falsification means manipulating, changing or misrepresenting research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

Fabrication means making up data, experiments or other significant information in proposing, conducting, or reporting research.

The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not explicitly credited to another are literally the student's own. Evidence to the contrary will result in penalties that may include failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

Professional Conduct

All students are bound by all applicable University policies and procedures. Graduate students in speech-language pathology must maintain the highest standards of ethical integrity and professional behavior. This includes respect for others, responsibility, accountability, professional skills, leadership, caring and compassion. Students are expected to honor their responsibilities to the health professions, to the Program, to the University, and to their faculty, clinical supervisors, peers and patients. In addition, and not by way of limitation, graduate students may not:

- violate the code of ethics in their respective profession;
- engage in an intimate relationship or sexual activity with clients/patients or others for whom

- they are responsible;
- engage in conduct that adversely reflects on the health professions or on the individual's fitness to serve professionally;
 - use any form of social media (e.g., LinkedIn, Twitter, Facebook, YouTube, and MySpace) to engage in any of the activities described in this Section or violate any University policy or procedure. The University may require that content distributed through social media that violates any of these standards be removed.

Lapses in professionalism may result in dismissal from the Graduate program.

Note: Students concerned about the proper method for attributing the work of other scholars are encouraged to consult with the instructor or with YU's Writing Center.

Academic Performance Standards

A successful career in healthcare begins in the academic and clinical environment, and extends to life-long adherence to the highest ethical and professional standards. As a graduate student in Speech-Language Pathology, students must meet the scholastic and clinical ability to successfully complete the course of student at Yeshiva University. If you experience academic or clinical difficulties, it is incumbent for you to consult with your course instructors, academic advisor and/or department chair as soon as a difficulty becomes apparent.

The Academic Performance policy outlined below describes the academic and clinical performance expected of students in the Graduate Program in Speech-Language Pathology. It also describes procedures in reviewing academic performance, including clinical skills and professional behavior, and addressing student appeals from decisions made by the Program.

In the event that a student is found by the Program Director and/or Provost to pose a danger to faculty, staff, employees, other students, or patients at clinical sites, the student may be temporarily suspended pending further review by the University. Students so suspended may be prohibited from entering University premises and/or the applicable clinical site until the situation is resolved and may further be required to undergo a psychiatric evaluation that may include a threat assessment, an anger management assessment and an analysis of whether the student can function effectively in the learning community of the University. Access to the University's Internet or other computer systems may also be suspended pending resolution of the situation.

Satisfactory Academic and Clinical Progress

Pre-registration is expected of each graduate student prior to start of the semester. A student may add or drop any course but needs to understand potential impact of this action on length of time to meet program requirements for the Master of Science. Students who withdraw prior to mid-point of the course are given the grade of Withdrew (W). Withdrawal from a course following mid-point of the course will result in a grade of Fail (F) for the course. Graduate students must have the written approval of the Program Director prior to adding or dropping a course. If a student wishes to withdraw from a course after the add/drop period, the request for withdrawal from a course must be made prior to mid-point of the course. Course withdrawals after the add/drop period requires the completion, with appropriate signatures, of a Course Withdrawal Form.

Cumulative Grade Point Average

Each graduate student must maintain a minimum cumulative grade point average (GPA) of 3.0. Any grade less than a B in a course raises questions as to the student's ability to continue in the program. Any student who does not meet the minimum academic standard of 3.0 GPA in his/her first semester of study may be recommended for dismissal from the graduate program. Incomplete grades must be completed within one semester. No student may register with more than one "Incomplete" grade on his/her transcript. Students whose cumulative grade point average ("GPA") falls below 3.0

will be placed on academic probation. Academic probation is a period during which a student is permitted to improve academic performance that does not meet required standards.

Individual Course Grades

Successful completion of each and every course requirement and professional practicum is required. Any grade below “C” (2.0) will be considered as inability to meet the grade requirement, and will result in academic probation. Individual course failure(s) may result in prolongation of the graduate program of study. Students earning a grade of less than “C” will be required to repeat such course the next time the course is offered, and must earn a grade of “B” or better in the repeated course, and must maintain a GPA of 3.0 or higher. The student is only permitted one opportunity to repeat such course to meet academic standards. Students who do not repeat a failed course, or do not successfully pass such course on his/her second attempt, will be recommended for dismissal from the program. Any student who receives two grades of less than “C” in academic and/or clinical practica will be recommended for dismissal. Students who earn a grade of “C” or better may not repeat such course for credit. A student placed on probation must earn 3.0 GPA in the next two successive semesters to be removed from probation. If the student has fewer than two semesters remaining to complete the graduate program, the student may be dismissed. A student who fails any course will be automatically dropped from the program. Failure to earn the minimum GPA may result in recommendation of dismissal from the program. Any student who receives less than a passing grade of “B” in the Capstone Project will be recommended for dismissal.

Grading equivalence:

Letter Grade		Quality Points
A		4.000
A-		3.667
B+		3.333
B		3.000
B-		2.667
C+		2.333
C		2.000
C-		1.667
D+		1.333
D		1.000
D-		0.667
I	Incomplete	N/A
W	Withdrawal	N/A
G	Unoff. Withdrawal (Fail)	0
F	Fail	0

Appeal of Grades

The faculty has sole authority to give grades. A student may appeal a final course grade of “F” in writing directly to the Dean (or Provost) only after first discussing the matter with the instructor and his/her Program Director. The Dean (or Provost) may override an “F” grade only if they find extreme and egregious unfairness. An appeal of an “F” grade must be made in writing within 30 calendar days of receipt of the grade.

Grievance Policy & Procedure

Yeshiva University's Graduate Program in Speech-Language Pathology is committed to a policy of resolving all student grievances through a formal set of procedures designed to ensure that the student's issue or concern is resolved fairly. Step 1: Student should discuss their issue or concern directly with each individual faculty member.

Step 2: If the student thinks that their issue or concern is still unresolved by the faculty member they should discuss their issue or concern with their Program Director.

Step 3: If the Program Director cannot resolve the student's issue then the Program Director discusses the issue with a sub-committee of his or her program's faculty.

Step 4: Should the program sub-committee not be able to resolve the student's issue the student's concern is brought to the attention of a department committee of faculty from all programs chosen by the Dean (or Provost).

Step 5: Should the department committee not be able to resolve the student's issue the matter is resolved by the Dean (or Provost).

General Student Information

Student Clinician Preparedness

Professional Liability Insurance: Graduate students are required to obtain their own professional liability insurance prior to start of clinical placements. Low-cost professional liability is available through several companies. YU does not have a relationship with these companies, but they are the most common carriers for graduate student clinicians in the US. Please see the following websites/carriers: www.HPSO.com www.Proliability.com

Medical and Legal: Proof of immunizations, tetanus shot, and tuberculosis test is required for Clinical placements.

Background check is required prior to start of Clinical Placement. Some placements also require fingerprinting, criminal history check and history of Conviction of Child and Adult Abuse. Child Abuse Workshop is strongly recommended prior to start of clinical externship.

Students Records and Privacy Rights

Yeshiva University adheres to requirements regarding access to the educational records of our students in accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974, commonly referred to as the "Buckley Amendment." Students may also obtain copies of this policy upon request from the Registrar. Yeshiva University may revise the guidelines to conform to the law and college policies.

Records and Transcripts

In accordance with the provisions of FERPA, a transcript is not issued without the student's written request, except in a few circumstances in which the law allows or requires a transcript to be sent without the student's permission. Details are given in the University's FERPA policy statement, a copy of which may be obtained as described under Privacy Rights.

Records of students are sent only in the form of a transcript. No partial records are sent, nor ones listing only courses without grades. The fee for a transcript must be paid in advance (refer to Tuition and Fees section of this catalog). A transcript is not issued for a student who has an overdue debt to the University or has failed to return all books to its libraries. A student who wishes to change either a first or last name on School records must file a "Request for Change of Name on School Records" Form in the Registrar.

A student who believes that there is an error in his or her academic record (e.g., in a grade, average, credit value, or course description) must promptly call this to the attention of the Office of the Registrar. Even if there has been a mistake on the part of the University, no request for a correction will be considered unless the student notifies the Office of the Registrar within three months.

Pollack Library

Pollack Library (tel 646-592-4045) is a center for study and research activities at Yeshiva University's Wilf Campus, open from 9am to 1am during academic semesters (closed during Sabbath), and located at 2520 Amsterdam Avenue (entrance is on 185th Street). Occupying four levels in the Mendel Gottesman Library Building (levels 2 through 3A), the newly renovated Pollack Library offers a wide range of collections and services in support of University academic programs.

With its collection of over 317,000 physical volumes, and access to more than 50,000 electronic-journals, several hundred databases, and 428,000 electronic book titles shared with other libraries at the Wilf and Beren Campuses, the Pollack Library provides students and faculty members with a vast array of information sources. Computing (PC and MAC), wireless

access, scanning, copying and printing services, along with software tools such as Electronic Reserves and citation programs, support research and learning activities. Student study rooms are available for use.

Librarians work with students individually to assist them in assigned projects and teach classes to help guide students in the identification, selection, evaluation and use of information.

Student Lounges and Study Areas

There are a number of study areas available to students individually and for small groups on the Wilf campus. Within Belfer Hall, there is the SkyCafe (12th floor) which has ample study area and vending machines. There are limited student study cubicles available to our graduate students in 1313 Belfer Hall. There are numerous study areas and Study Rooms within Pollack library.

The Writing Center

Students are encouraged to avail themselves of the excellent resource for all writers through the specially trained faculty and peer tutors at the Writing Center, located at 202 Furst Hall. The Writing Center offers one-on-one sessions to interest students. For more information, contact the Writing Center at www.yu.edu/wilf/writingcenter.

Computer Labs

Yeshiva University has several computer lab locations on-campus, giving students access to computers (Windows, Mac and printers). For more information on room location and hours available, please see <http://yu.edu/its/academic-computing/student-computing/computer-labs/hours-locations/>

Information Technology Systems Security and Policy.

Students are responsible for adhering to the Yeshiva University requirements for internet/computer security, as outlined in the Technology Resource Computer Policy Handbook of Yeshiva University. Specific responsibilities are outlined in <http://yu.edu/its/>. Students must attest to their compliance with university policy for use and security of computers and internet information.

Student ID Cards

All new students must obtain an ID card through the security office located on 185th Street. ID cards can only be obtained 24-48 hours following the first semester's registration. Students must have their ID cards updated from the library to access the online library outside of the campus. ID card is required to enter many of the buildings at Yeshiva University.

Parking

Students must contact the security office directly to arrange for parking.

Housing and Transportation

There is no campus housing available to graduate students. Due to the large metropolitan area, there are many housing options available in the area and surrounding suburbs.

Yeshiva University is accessible by subway and public bus. **BY SUBWAY:** Subways lines are the 8th Avenue Line (A train) to 181st Street station. Use 184th and Overlook Terrace exit. Walk east on 184th Street to Amsterdam Avenue. IRT 7th Avenue Line (1 train) to 181st Street station. Exit to left. Walk north on S. Nicholas Avenue to 183th Street, east to Amsterdam Avenue. **BY BUS:** Madison Avenue Bus (M3) to St. Nicholas Avenue and 184th Street. Third Avenue Nus (M101) to Amsterdam and 184th Street. Third Avenue Bus (M98) to Amsterdam Avenue and 179th Street, walk north to YU (operates during rush hours only). Bronx Crosstown Busses (BX3, BX33, BX36) to Amsterdam Avenue and 181st Street, walk north to YU. There is also a YU shuttle from the Henry Beren campus (215 Lexington Avenue) to the Wilf campus.

BY CAR: WEST SIDE HIGHWAY: to George Washington Bridge; exit center lane (Cross-Bronx Expressway) to Amsterdam Avenue; exit north to YU. EAST RIVER DRIVE: Follow onto Harlem River Drive to 178th Street/Amsterdam Avenue, exit north to YU. ROBERT F KENNEDY BRIDGE: Take Manhattan spur to Harlem River Drive (northbound) to 178th Street/Amsterdam Avenue, exit north to YU. FROM WEST CHESTER: Saw mill River Parkway (southbound) to Henry Hudson Parkway, 181st Street exit east to Amsterdam Avenue, north to YU. FROM NEW JERSEY: GW Bridge (either level) to Amsterdam Avenue, exit north to YU. FROM THE BRONX: Cross-Bronx Expressway to Major Deegan-Amsterdam Avenue exit, follow signs to

Amsterdam Avenue, north to YU. FROM EASTERN LONG ISLAND: Throgs Neck Bridge to Cross-Bronx Expressway, to Major Deegan-Amsterdam Avenue exit, follow signs to Amsterdam Avenue, north to YU.

Student Contact Information

It is the student's responsibility to ensure that his/her email, phone numbers and mailing address are current. In the case of any changes, the student must notify the registrar, in addition to the Department office for Graduate Studies in Speech-Language Pathology. Women who have not officially changed their names (with the registrar's office) upon getting married, and are official Yeshiva students, must use their maiden names until such time that they officially complete the process. Their YU e-mail and ID#'s remain the same.

YU Email

Every YU student is given a YU email address at the first registration. Students must use the YU email to receive important correspondence from the program and to access the Angel and Moodle Course Management Systems. To find out exactly how the system has listed your name, go to www.yu.edu/findid. You will be prompted to enter your last name and your Social Security number (which is masked as you enter it). When you have the information, you can access your email through Gmail (Google email) by entering your full YU email address as your user name and enter your password.

Town Hall Meetings

Several times throughout the semester, the Director will hold optional town hall meetings. The director is then available to address any concern the students may have or the director may choose a specific timely topic. Students are urged to attend to obtain the latest information about the program.

Throughout the academic year, the President of Yeshiva University also holds an open town meeting for students, faculty and staff. Students are welcome to attend to learn more of the global University plans and progress toward meeting goals.

References/Recommendations

Master's students often request letters of recommendation from faculty for scholarships, honors and awards and jobs. Students should first obtain the permission of the faculty member before providing his/her name as a reference. This is common courtesy. There may be reasons a faculty member cannot or may not wish to serve as reference.

Career Development Center

The Career Development Center, located at 90 Laurel Hill Terrace, provides many resources to students. Services include assistance with writing your resume, looking at opportunities during and beyond college. For more information, please contact the Career Development Center at <http://www.yu.edu/career-center/>

Frequently Asked Questions

Q: When does my clinical training begin?

A: Clinical training begins in the second semester of study, and continues for 4 semesters.

Q: What classes have labs?

A: There are two courses with labs. Anatomy and Physiology of the Speech/Vocal Mechanism (CSD6000) has a lab taken concurrently (CSD6001), with the lab location sometimes at the Wilf campus, but with the cadaver dissection at the Resnick campus (Albert Einstein College of Medicine). Audiology for the SLP (CSD6500) also has a concurrent lab (CSD65001) which is held each week at Montefiore Medical Center in the Department of Otolaryngology-Head and Neck Surgery clinical space in the Medical Arts Pavilion at 3400 Bainbridge Avenue, Bronx, NY. The Montefiore facility is accessible by public transportation: #4 subway train to Mosholu Parkway; or "D" subway train to 205th Street; or Bronx public buses (Bx1, Bx10, Bx16, Bx28, Bx30, Bx34) or express bus from Manhattan (BxM4).

Q: Can I transfer credits from another SLP Program? What is the maximum credit transfer allowed?

A: Following review of the requested course transfer, the Registrar handles transcript transfer. The transferred course must match the course content and semester hours within the YU program curriculum. Course credits must be from a CAA-accredited graduate program in SLP, and must have an earned grade of B or higher. A maximum of 6 graduate credits are allowed to be transferred.

Q: Can I carry forward clinical hours from another SLP program? What is the maximum clinical hour transfer allowed?

A: Up to 75 clinical contact hours (diagnostic and/or therapy) may be carried forward from previous clinical activities, provided that those clinical hours were supervised by a clinician holding CCC-SLP at the time of the service delivery. A copy of those signed clinical hours must be provided to the Program.

Q: What research opportunities are available to me?

A: Each Professor has his/her own research interests. The department will communicate a list of current faculty research projects at the beginning of each term (and updated as necessary during the term). Students will indicate each term their preference for participation in the various faculty research projects. Students are also expected to generate their own small-group research projects, mentored by the faculty, executed during the graduate program, and presented at research colloquia and scientific congresses.

Q: Are there opportunities to earn money while in graduate school? Can I work?

A: Part-time employment is feasible for highly-organized students wishing to work during the school year. There may be research assistantships available (where you can earn a stipend).

Q: What student groups are available to me?

A: The YU student chapter of the New York Student Speech-Language Pathology Association is the primary graduate student group for our Program. There are a number of student groups also available throughout the YU community.

2016-2017 Academic Calendar: Graduate Program in Speech-Language Pathology

	Fall 2016	Spring 2017	Summer 2017
Orientation and academic boot camp	August 28, 2016	n/a	n/a
Classes begin	August 29, 2016	January 17, 2017	May 22, 2017
Last day to withdraw from course	September 16, 2016	February 3, 2017	June 16, 2017
Classes end	December 21, 2016	May 9, 2017	August 17, 2017
Practicum begins	n/a	Week of January 23	Week of May 22
Practicum ends	n/a	Week of May 1	Week of August 7
Midterm Clinical evaluation	n/a	Week of March 6	Week of July 10
Final Clinical Evaluation	n/a	Week of May 1	Week of August 7
No classes held	Rosh Hashanah: October 3-4 Yom Kippur: October 12 Sukkot: October 17-18 Thanksgiving: November 26-27	Pesach: April 11-18	Shavuot: May 31-June 1 Independence Day: July 4

Important Contacts

If you have questions or need clarification of the issues covered within this handbook, please consult with the office, the faculty, and the staff of the Master's Program who are prepared to help make your educational and clinical experience exceptional at the Graduate Program in Speech-Language Pathology Education and Administration.

Program Director

The Program Director coordinates the academic and clinical program, and has administrative responsibilities for the program as a whole. Together with the program faculty, the Program Director determines the policies, procedures, and curriculum for the Graduate Program. The Program Director's role is to assist the student with programmatic and administrative issues and to facilitate the student's progress throughout the course of study. Each newly admitted student is advised by a full-time faculty member within the Program.

Clinic Coordinator

The Clinic Coordinator coordinates and oversees the clinical portion of the Master's degree, including placement of the graduate student for clinical training. The Clinic Coordinator also participates in teaching of clinical courses within the program.

Director of Graduate Program in Speech-Language Pathology

Linda Carroll PhD CCC-SLP ASHA/F
Belfer Hall 546
2495 Amsterdam Avenue, New York, NY 10033
212-960-5400 x6866
Linda.Carroll@yu.edu

Clinic Coordinator

Raquel Payne MS CCC-SLP
2495 Amsterdam Avenue, New York, NY 10033
212-960-5400

Program Coordinator

Margarita Martinez BM
Belfer Hall 545

2495 Amsterdam Avenue, New York, NY 10033
212-960-5400 x6865
Margarita.Martinez@yu.edu

Full-time Faculty:

Linda Carroll PhD CCC-SLP ASHA/F
Marissa Barrera MPhil CCC-SLP (PhD to be completed May 2016)
Amitava Biswas PhD
[TBD] PhD CCC-SLP
Raquel Payne MS CCC-SLP
Michaela Medved MS CCC-SLP

Adjunct Faculty:

Laura Tocci AuD CCC-A
Carol Goossens PhD CCC-SLP
Melin Tan MD

Provost and Vice-President for Academic Affairs

Selma Botman PhD
Belfer Hall
2495 Amsterdam Avenue, New York, NY 10033
212-960-5400

YU Global Support

Matthew B. Polaniecki
Educational Technology Specialist
212-960-5400, ex. 5435
matthew.polaniecki@yu.edu

E-Mail Support and Academic Computing

Ben Rodriguez

Academic Computing
Belfer Hall 1315
2495 Amsterdam Avenue, New York, NY 10033
212-960-5438
angelsupport@yu.edu

Registrar's Office

212-960-5274
registrar@yu.edu

Student Accounts

212-960-5269
accounts@yu.edu

APPENDIX A: Attestation of Essential Functions

APPENDIX B: Medical Release

APPENDIX C: Student Records and Privacy Rights of Students

APPENDIX D: List of Graduate Courses

APPENDIX E: Schedule of Classes

APPENDIX F: Course descriptions

APPENDIX G: Student CALIPSO Guide

APPENDIX H: Clinical forms

Appendix I: Harassment policy

APPENDIX J: Department Organizational Chart

APPENDIX K: Faculty Contact Sheet

APPENDIX L: Vision and Mission for YU and the Program

APPENDIX A:



Yeshiva University[®]

Graduate Program in Speech-Language Pathology

By signing this, I certify that I have read and understand the “Essential Functions of Speech and Hearing Sciences Education” and I understand that should I fail to meet and/or maintain the Essential Functions, I may be subject to action against me by the University, including but not limited to dismissal.

Signature of Applicant

Date

Return this page to:
Program Director
Graduate Program in Speech-Language Pathology
Yeshiva University
546 Belfer Hall, 500 W 185 Street
New York, NY 10033

Reference: Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2007).

[updated December 21, 2015]

APPENDIX B:



Yeshiva University®

Graduate Program in Speech-Language Pathology

Medical Release:

Student Name:	
Banner #	
Immunization History:	Note: copy of test results is required
Date of most recent TB test	
Date of most recent tetanus immunization	
Date of most recent MMR immunization	
Name / Telephone of Primary Care Physician:	Name: Tel:
Name / Telephone of Emergency Contact Individual	Name: Tel:

Within the last 6 months, have you been diagnosed or received treatment for an infectious disease?

Yes No

If yes, please give details and current status:

APPENDIX C

Student Records and Privacy Rights of Students

In accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 (Section 438 of the General Education Provisions Act, 20 USC 1232g), commonly referred to as the "Buckley Amendment," we take this opportunity to inform you of the policies with regards to the educational records of our students. These policies have recently been examined to assure compliance with FERPA, and are made available to you in accordance with its provisions. Students may obtain copies of this statement upon request from the Registrar. Revisions may be published from time to time to conform to the law and college policies.

A. Definitions of terms used in the act

1. "Students" includes individuals who are, or have been, in attendance in the Graduate program. FERPA does not apply to records of applicants who were accepted but did not attend the institution or who were rejected
2. "Financial Aid" means a payment of funds provided to an individual which is conditioned on the individual's attendance at an educational agency or institution.
3. "Educational Record" refers to educational information on the student recorded in any medium.

B. Type and Location of Records kept at Yeshiva University

1. The primary record of graduate students is the record kept in Registrar's office.
2. In addition to the primary record maintained by the appropriate Registrar, educational records may be kept for Graduate Program in Speech-Language Pathology graduate students by Program Directors, course leaders, committees and subcommittees of the department, advisors, and faculty. Inquiries concerning these records should be made in writing to the appropriate person, individual, department or administrative office.
3. Records pertaining to student finances are kept in the Student Finance Office and are in the charge of the Student Finance Officer. Inquiries from students concerning these records should be made in writing to the head of the Student Finance Office.

C. Inspection and Review of Records

1. Students may inspect and review their education records upon written request to the person in charge of the records, as listed above. That person will comply in a timely manner; under the current law, this must be done within forty-five days of the written request. Students may also review their unofficial transcript and history of courses taken by accessing their record through MyYU (Banner-web). Individual student password is required for access.
2. Students have the right to review and inspect all documents in the records except:
 - a. Confidential evaluations and letters of recommendation filed before January 1, 1975
 - b. Evaluations and recommendations filed after January 1, 1975 if the student has waived the right to see them
 - c. Those documents classified by FERPA as non-educational records including:
 - I. Records maintained personally by instructional, supervisory or administrative personnel that are not available to others
 - II. Records created or maintained by a physician, psychiatrist or psychologist acting in a professional capacity
 - III. Records containing only information relating to a person after that person is no longer a student at the University.
 - IV. Records, such as those which may be maintained by the College's Office of General Counsel, the confidentiality of which is protected by law.
 - V. Those portions of the Educational Record that contain information about other students.
3. If, after inspecting and reviewing their records, students have any questions about them, they may request an oral or written explanation and interpretation.

D. Correction of Records

1. If, after inspecting and reviewing his or her records, the student believes information contained in them is inaccurate, misleading or violates their privacy or other rights, he or she may request in writing that the office which contains those records amend them.
2. That office must reach a decision and inform the students making such requests of the decision in writing, within a reasonable period of time.
3. If the office refuses to amend the record in accordance with a student's request, the student has the right to a hearing.
4. This hearing will be conducted by a committee appointed by the Program Director of the Graduate Program in Speech-Language Pathology, consisting of persons who do not have a direct interest in the outcome of the hearing.
5. The hearing will be held within a reasonable period of time after the student has made the request and the student will be given notice of the date, place, and time, reasonably in advance of the hearing.
6. Students will be afforded a full and fair opportunity to present evidence relevant to the issue raised, and may be assisted or represented by individuals of their own choice at their own expense, including an attorney.
7. The committee will make its decision in writing within a reasonable period of time after the conclusion of the hearing.
8. The decision of the committee will be based solely upon the evidence presented at the hearing and will include a summary of the decision and reason for the decision.
9. If, as a result of the hearing, the committee supports the complaint of the student, the education records of the students will be amended accordingly and the student will be so informed.
10. If the committee decides against the student, the student has the right to place in the record a statement commenting on the information in the record and/or stating their reasons for disagreeing with the decision. This explanation will be maintained by the University as part of the education record of the student as long as those records are maintained, and whenever a copy of those records are sent to any party, the explanation will accompany them.

E. Disclosure of Information from Records

1. No office maintaining an education record of students will disclose any personally identifiable information from that record to anyone other than the individual students themselves without the written consent of the student, unless consent is not required by law.
2. The primary record of graduate students may be disclosed without their written consent to faculty members, school officers and student advisors within the department who have a legitimate educational interest in the information. This includes advisors, mentors, potential mentors identified by the student, Student Advisory Committees, and Departmental Education Committees.
3. The Graduate Program in Speech-Language Pathology reserves the right to forward a student's educational records to another school in which it understands that the student is currently enrolled, or seeks, or intends to enroll, without the written consent of the student.
4. The records of students may be disclosed without their written consent to those federal and state government agencies and officials to whom information is specifically required to be reported or disclosed by law.
5. The records of students may be disclosed without their written consent to an agency to which students have applied for, or from which they have received financial aid.
6. The records of students may be disclosed without their written consent to certain educational agencies and institutions conducting studies, provided that the studies are conducted in a manner which will not permit the personal identification of students by individuals other than representatives of the organization and that the information will be destroyed when no longer needed for the purpose for which the study was conducted.
7. The records of students will be disclosed without their written consent as required to comply with a judicial order or subpoena. However the student will be given 10 days advance written notice at the address on file with the request before the records are supplied.
8. The records of students may be disclosed without their written consent in a health or safety emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

F. Directory Information

The following information related to the student is considered "directory information": student name, Yeshiva University email address, campus address, date and place of birth, participation in officially recognized activities, dates of attendance, degrees and awards received and similar information. The school may disclose directory information without the student's consent unless the student informs the Registrar in writing that any or all such information about the student is not to be made public without his or her written permission.

G. Right of Complaint

If a student feels that the Graduate Program in Speech-Language Pathology is not complying with the requirements of the Family Educational Rights and Privacy Act of 1974, or the regulations issued by the Department of Health, Education and Welfare implementing that Act, he, or she may file a complaint in writing with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202-5920

APPENDIX D

Course Descriptions and Pre-requisites

Semester	Day/Time	# students	Course	Course# and section	Faculty	Pre-requisite course
Fall 1	Monday 9-11:30am	25	Acoustics and psychoacoustics	CSD6100-01	Carroll	n/a
	Tuesday 8:30-10:10am	25	Audiology for the SLP	CSD6500-01	Tocci	n/a
	Tuesday 11-11:50am	25	Intro to clinical SLP	CSD5000-01	Medved	n/a
	Tuesday 1-2:40pm	25	Anatomy & Physiology of the speech/vocal mechanism	CSD6000-01	Biswas	n/a
	Wednesday 9-11:30am	25	Child language development, usage and literacy	CSD6400-01	[TBD]	n/a
	Wednesday 12-12:50pm	25	Professional issues/Topics: level 1	CSD5000-01	Barrera	n/a
	Thursday 1-2:40pm	25	Anatomy & Physiology of the speech/vocal mechanism: lab	CSD6001-01	Biswas	n/a
Thursday 5-7pm	25	Audiology for the SLP: lab	CSD6501-01	Tocci	n/a	
Spring 1	Monday: all day	5*	Clinic	CSD5200-01	Payne	CSD5000, CSD5100
	Tuesday 9-10:40 am	25	Diagnostic Methods	CSD5300-01	Medved	CSD5000
	Tuesday 11-11:50am	6	Clinical Case Conference (section 1)	CSD5201-01	Medved	CSD5000
	Tuesday 11-11:50am	6	Clinical Case Conference (section 2)	CSD5201-02	[TBD]	CSD5000
	Tuesday 12:30-3 pm	25	Neuromotor speech disorders	CSD6110-01	Barrera	CSD5000, CSD6000
	Wednesday 8:30-11am	25	Voice Disorders	CSD6200-01	Carroll	CSD5000, CSD6000
	Wednesday 12-1:40pm	25	Pediatric swallow and airway	CSD6300-01	Barrera	CSD5000, CSD6000
	Wednesday 2-2:50pm	6	Clinical Case Conference (section 3)	CSD5201-03	Carroll	CSD5000
	Wednesday 2-2:50pm	6	Clinical Case Conference (section 4)	CSD5201-04	Payne	CSD5000
	Thursday: all day	5*	Clinic	CSD5200-01	Payne	CSD5000
Friday: all day	5*	Clinic	CSD5200-01	Payne	CSD5000	
Summer	Monday: 8am-1pm	5*	Clinic	CSD5210-01	Payne	CSD5200
	Wednesday 8-8:50am	6	Clinical Case Conference (section 1)	CSD5211-01	Medved	CSD5201
	Monday 3:30-6pm	25	Alaryngeal, head/neck cancer, endoscopy	CSD6210-01	Tan	CSD6000, CSD6200
	Tuesday 8am-3pm	5*	Clinic	CSD5210-01	Payne	CSD5200
	Wednesday 10-10:50am	6	Clinical Case Conference (section 2)	CSD5211-02	Carroll	CSD5201
	Tuesday 5:30-8:30pm	25	Syndromes and craniofacial anomalies	CSD6120-01	Barrera	CSD6000, CSD6110
	Wednesday 8am-12pm	5*	Clinic	CSD5210-01	Payne	CSD5200
	Wednesday 11-11:50am	6	Clinical Case Conference (section 3)	CSD5211-03	Carroll	CSD5201
	Wednesday 11-11:50am	6	Clinical Case Conference (section 4)	CSD5211-04	[TBD]	CSD5201
	Wednesday 12:30-4:30pm	25	Geriatric dysphagia and airway management	CSD6310-01	Barrera	CSD6300, CSD6000
Wednesday 5:30-8:30pm	20	SLP in the schools	CSD5600-01	[TBD]	CSD5000	
Thursday: all day	5*	Clinic	CSD5210-01	Payne	CSD5200	
Friday: all day	5*	Clinic	CSD5210-01	Payne	CSD5200	
Fall 2	Monday: all day	5*	Clinic	CSD5220-01	Payne	CSD5210
	Tuesday 8am-12pm	5*	Clinic	CSD5220-01	Payne	CSD5210
	Tuesday 1-3:30pm	25	Counseling and communicating with patients and families	CSD5400-01	[TBD]	CSD5000
	Tuesday 4-4:50pm	6	Clinical Case Conference (section 1)	CSD5221-01	[TBD]	CSD5211
	Tuesday 4-4:50pm	6	Clinical Case Conference (section 2)	CSD5221-02	Barrera	CSD5211
	Tuesday 6-8:30pm	25	Cognitive and higher level language disorders	CSD6430-01	[TBD]	CSD5000
	Wednesday 8am-12pm	5*	Clinic	CSD5220-01	Payne	CSD5210
	Wednesday 12-12:50pm	25	Professional Issues/Topics: level 2	CSD5110-01	Medved	CSD5100
	Wednesday 1-3:30pm	25	Aphasia	CSD6420-01	Barrera	CSD5000
	Wednesday 4-4:50pm	6	Clinical Case Conferences (section 3)	CSD5221-03	Carroll	CSD5211
Wednesday 4-4:50pm	6	Clinical Case Conferences (section 4)	CSD5221-04	[TBD]	CSD5211	
Wednesday 6-8pm	25	Research methods and critical assessment of the literature	CSD6600-01	Biswas	CSD5000	
Thursday: all day	5*	Clinic	CSD5220-01	Payne	CSD5210	
Friday: all day	5*	Clinic	CSD5220-01	Payne	CSD5210	
Spring 2	Monday: all day	5*	Clinic	CSD5230-01	Payne	CSD5220
	Monday 6-8:30pm	25	Stuttering	CSD6130-01	Biswas	CSD6110
	Tuesday 8am-2pm	5*	Clinic	CSD5230-01	Payne	CSD5220
	Tuesday 3-3:50pm	6	Clinical Case Conference (section 1)	CSD5231-01	[TBD]	CSD5221
	Tuesday 3-3:50pm	6	Clinical Case Conference (section 2)	CSD5231-02	Payne	CSD5221
	Tuesday 4-4:50pm	25	Master Clinician series	CSD5500-01	Payne	CSD5220, CSD5000
	Tuesday 5-5:50pm	6	Clinical Case Conference (section 3)	CSD5231-03	Barrera	CSD5221
	Wednesday 8-11am	5*	Clinic	CSD5230-01	Payne	CSD5220
	Wednesday 10-10:50am	6	Clinical Case Conference (section 4)	CSD5231-04	Barrera	CSD5221
	Wednesday 11:10am-12pm	25	Professional issues/Topics: level 3	CSD5120-01	Carroll	CSD5110
Wednesday 12:30-3pm	25	Augmentative/Alternative communication	CSD6440-01	Goossens	CSD6500	
Wednesday 6-8:30pm	25	Speech/language intervention for hearing impaired	CSD6510-01	[TBD]	CSD6500	

Thursday: all day	5*	Clinic	CSD5230-01	Payne	CSD5220
Thursday 6-6:50pm	25	Capstone	CSD7000-01	Payne	CSD5110, CSD5220
Friday: all day	5*	Clinic	CSD5230-01	Payne	CSD5220

APPENDIX E: Schedule of Classes

Student class and clinic schedule: *(note: research time must also be scheduled)*

Semester	Day/Time	Course	Course#
Fall 1	Monday 9-11:30am	Acoustics and psychoacoustics	CSD6100
	Tuesday 8:30-10:10am	Audiology for the SLP	CSD6500
	Tuesday 11-11:50am	Intro to clinical SLP	CSD5000
	Tuesday 1-2:40pm	Anatomy & Physiology of the speech/vocal mechanism	CSD6000
	Wednesday 9-11:30am	Child language development, usage and literacy	CSD6400
	Wednesday 12-12:50pm	Professional issues/Topics: level 1	CSD5000
	Thursday 1-2:40pm Thursday 5-7pm	Anatomy & Physiology of the speech/vocal mechanism: lab Audiology for the SLP: lab	CSD6001 CSD6501
Spring 1	Monday: all day	Clinic	CSD5200
	Tuesday 9-10:40 am	Diagnostic Methods	CSD5300
	Tuesday 11-11:50am	Clinical case conferences (sections 1,2)	CSD5201
	Tuesday 12:30-3 pm	Neuromotor speech disorders	CSD6110
	Wednesday 8:30-11am	Voice Disorders	CSD6200
	Wednesday 12-1:40pm	Pediatric swallow and airway	CSD6300
	Wednesday 2-2:50pm	Clinical case conferences (sections 3,4)	CSD5201
Thursday: all day	Clinic	CSD5200	
Friday: all day	Clinic	CSD5200	
Summer	Monday: 8am-1pm	Clinic	CSD5210
	Monday 12-12:50pm	Clinical case conferences (section 1)	CSD5211
	Monday 3:30-6pm	Alaryngeal, head/neck cancer, endoscopy	CSD6210
	Tuesday 8am-3pm	Clinic	CSD5210
	Tuesday 4-4:50pm	Clinical case conferences (section 2)	CSD5211
	Tuesday 5:30-8:30pm	Syndromes and craniofacial anomalies	CSD6120
	Wednesday 8am-12pm	Clinic	CSD5210
	Wednesday 10-10:50am	Clinical case conferences (section 3)	CSD5211
	Wednesday 11-11:50am	Clinical case conferences (section 4)	CSD5211
	Wednesday 12:30-4:30pm	Geriatric dysphagia and airway management	CSD6310
Wednesday 5:30-8:30pm	SLP in the schools	CSD5600	
Thursday: all day	Clinic	CSD5210	
Friday: all day	Clinic	CSD5210	
Fall 2	Monday: all day	Clinic	CSD5220
	Tuesday 8am-12pm	Clinic	CSD5220
	Tuesday 1-3:30pm	Counseling and communicating with patients and families	CSD5400
	Tuesday 4-4:50pm	Clinical case conferences (sections 1,2)	CSD5221
	Tuesday 6-8:30pm	Cognitive and higher level language disorders	CSD6430
	Wednesday 8am-12pm	Clinic	CSD5220
	Wednesday 12-12:50pm	Professional Issues/Topics: level 2	CSD5110
	Wednesday 1-3:30pm	Aphasia	CSD6420
	Wednesday 4-4:50pm	Clinical case conferences (sections 3,4)	CSD5221
	Wednesday 6-8pm	Research methods and critical assessment of the literature	CSD6600
Thursday: all day	Clinic	CSD5220	
Friday: all day	Clinic	CSD5220	
Spring 2	Monday: all day	Clinic	CSD5230
	Monday 6-8:30pm	Stuttering	CSD6130
	Tuesday 8am-2pm	Clinic	CSD5230
	Tuesday 3-3:50pm	Clinical case conferences (sections 1,2)	CSD5231
	Tuesday 4-4:50pm	Master Clinician series	CSD5500
	Tuesday 5-5:50pm	Clinical case conferences (section 3)	CSD5231
	Wednesday 8-11am	Clinic	CSD5230
	Wednesday 10-10:50am	Clinical case conferences (section 4)	CSD5231
Wednesday 11:10am-12pm	Professional issues/Topics: level 3	CSD5120	
Wednesday 12:30-3pm	Augmentative/Alternative communication	CSD6440	

Wednesday 6-8:30pm	Speech/language intervention for hearing impaired	CSD6510
Thursday: all day	Clinic	CSD5230
Thursday 6-6:50pm	Capstone	CSD7000
Friday: all day	Clinic	CSD5230

(updated February 3, 2016)

APPENDIX F: Course Descriptions

Course #	Course Title	Course Description	Semester hrs
CSD5000	Introduction to speech-language pathology	Course focuses on development of treatment plans, establishment of evidence-based treatment objectives, tracking of treatment efficacy, record keeping, ethical professional behavior, and problem solving in a clinical setting	1
CSD5100	Professional issues/topics in SLP: Level 1	The first level of the Professional Issues/Topics in SLP addresses the issues facing the graduate clinician in their practicum sites, as they embark on evaluation and remediation of disorders affecting communication. Skills needed for rehabilitation settings, populations, and age of the client will be addressed, as well as interaction with the health care team. Professional and ethical responsibilities will be a central focus of the course.	1
CSD5110	Professional issues/topics in SLP: Level 2	The second level of the Professional Issues/Topics in SLP focuses on case management, research principles in clinical practice, use of evidence-based practice, counseling and updates on new healthcare regulation. CSD5110 will include guest speakers to inform the graduate clinician on specific aspects the SLP faces across work settings and across disorders.	1
CSD5120	Professional issues/topics in SLP: Level 3	The third level of the Professional Issues/topics in SLP focuses on coding and billing for services, advocacy for coverage and payment, healthcare regulations/reform affecting our profession, professionalism, ethical conduct, credentialing, and contemporary professional issues.	1
CSD5200	Externship: Level 1	Full-time or part-time clinical practicum experience at a medical setting, school, group practice, private practice, or non-profit organization with diagnostic and therapeutic participation in speech/language pathology. Clinical practicum may be on-campus and/or off-campus. Must also enroll in CSD5201.	1
CSD5210	Externship: Level 2	Full-time or part-time clinical practicum experience at a medical setting, school, group practice, private practice, or non-profit organization with diagnostic and therapeutic participation in speech/language pathology. Clinical practicum may be on-campus and/or off-campus. Must also enroll in CSD5211.	1
CSD5220	Externship: Level 3	Full-time or part-time clinical practicum experience at a medical setting, school, group practice, private practice, or non-profit organization with diagnostic and therapeutic participation in speech/language pathology. Clinical practicum may be on-campus and/or off-campus. Must also enroll in CSD5221.	1
CSD5230	Externship: Level 4	Full-time or part-time clinical practicum experience at a medical setting, school, group practice, private practice, or non-profit organization with diagnostic and therapeutic participation in speech/language pathology. Clinical practicum may be on-campus and/or off-campus. Must also enroll in CSD5231.	1
CSD5201	Clinical case conference: Level 1	Weekly small group clinical conferences to support and augment on-campus or off-campus clinical practicum experience.	0
CSD5211	Clinical case conference: Level 2	Weekly small group clinical conferences to support and augment on-campus or off-campus clinical practicum experience.	0
CSD5221	Clinical case conference: Level 3	Weekly small group clinical conferences to support and augment on-campus or off-campus clinical practicum experience.	0

CSD5231	Clinical case conference: Level 4	Weekly small group clinical conferences to support and augment on-campus or off-campus clinical practicum experience.	0
CSD5300	Diagnostic methods in SLP	The philosophy and implementation of procedures for appraisal of communication disorders with emphasis upon the case history, interviewing, assessment (administration, scoring and interpretation of data obtained from observation and from diagnostic instruments used to evaluate language, cognition, articulation, fluency, voice and swallowing), diagnostic impressions, and development of a treatment plan. Observation of and participation in diagnostic sessions is required.	2
CSD5400	Communicating with patients and families	Course provides an overview of the personal and family emotional; impact of communication disorders, the need to provide healthy patient/professional dynamics to facilitate evaluation and rehabilitation, and acquisition of knowledge and skills related to appropriate communication with patients and their families/caregivers in clinical settings. Critiquing of videotaped sessions with clients/patients and clinical reports will be included.	3
CSD5500	Master clinician observations	Course provides problem-based learning using video and audio presentations of complex clinical cases. The Master Clinician course guides the student clinician through a variety of disorders, evaluated and treated by experienced master clinicians, allowing student to gain greater insight on advanced clinical management. Completion of a minimum of three externships prior to this course is required to ensure meaningful observations of specific assessment and intervention principles, including layering and depth of diagnostic assessment by these master clinicians who think “in the box” and “outside the box” for optimum assessment and management of disorders.	1
CSD5600	SLP in the schools (<i>elective course</i>)	This course explores the organization, management and administration of a school speech-language pathology program. This course is required for students seeking New York State certification as a Teacher of Students With Speech and Language Disabilities	3
CSD6000	Anatomy and Physiology of the speech/vocal mechanism	Study of the anatomical and physiological structures that underlie the vocal mechanism, as well as the basic properties of cells, tissues and systems common to all parts of the body, and examination of disease and pathologic conditions that relate to speech/voice. Lecture is augmented by lab dissection (SLP 6001) at Einstein School of Medicine in which students are exposed to dissections of cadaveric material.	2
CSD6001	Lab: Anatomy and physiology of the speech/vocal mechanism	Laboratory dissection of cadaveric material, conducted chiefly at Einstein College of Medicine to augment didactic course CSD6000.	2
CSD6100	Acoustics and psychoacoustics	This course addresses analysis of sound patterns and vocal production, perceptual aspects of acoustic patterns, examination of physiological and acoustic bases of speech, psychological aspects of acoustics, as well as critical analysis of voice quality. Interpretation of acoustic features across the lifespan and across modes of phonation (speaking, singing), both normal and abnormal, will be a central focus of the course.	3
CSD6110	Neuromotor speech disorders	This course examines neural anatomy of speech, with in-depth evaluation, analysis and remediation of motor speech disorders, including but not limited to dysarthria, apraxia and phonological disorders. Perceptual ratings of speech samples and subjective analysis of speech tendencies in children and adults is emphasized. The importance of research in motor speech disorders will be examined, including “hot topics” in current research for speech disorders across the lifespan.	3
CSD6120	Syndromes and craniofacial anomalies	This course examines the impact of syndromes, genetic defects, and trauma in the success of communication, with specific attention to speech	3

		production. Case analyses, etiologic factors, and review of pertinent research for orofacial anomalies, including cleft palate, are included.	
CSD6130	Stuttering and related fluency disorders	This course covers advanced theories and techniques of diagnosis and treatment of stuttering behaviors in children and adults. Case analyses, etiologic factors, and review of pertinent research are included.	3
CSD6200	Voice disorders	This course addresses assessment and management of voice and respiratory diseases affecting oral communication and activities of daily living, focusing on perceptual, acoustic, aerodynamic and stroboscopic assessment, and the planning of goals/rationale/procedure for disorders affecting voice and respiration across the lifespan, population, and cultures. Case analyses, etiologic factors, and review of pertinent research in voice disorders are included.	3
CSD6210	Alaryngeal speech, head/neck cancer, and endoscopy	This course addresses the anatomical, physical, and psychological impact for the patient with head/neck cancer and/or laryngectomy, management of head/neck cancer, as well as the principles and use of endoscopy by the SLP.	2
CSD6300	Pediatric swallow and airway management	This course provides students with knowledge and resources necessary to effectively evaluate and treat feeding, swallowing and breathing disorders in medically complex infants and children in medical, school, and home settings. Normal and abnormal anatomy/physiology affecting swallow and airway assessment and management from infancy through childhood will be included. Case analyses, etiologic factors, and review of pertinent research in swallow and airway management are included.	2
CSD6310	Geriatric dysphagia and airway management	This course provides students with knowledge and resources necessary to effectively evaluate and treat feeding, swallowing and breathing disorders in medically complex adults in medical, school, and home settings. Normal and abnormal anatomy/physiology affecting swallow and airway assessment and management from adult through geriatric. Case analyses, etiologic factors, and review of pertinent research in swallow and airway management are included.	3
CSD6400	Child language development, usage and literacy	This course addresses Child language acquisition, development and foundations of literacy from infancy thru school age. Includes neurological, psychological, developmental, linguistic and cultural bases; speech/language developmental milestones; and the relationship of language and literacy. Students will learn about common models of language processing and the latest advances in neuroimaging studies on language processing in the brain.	3
CSD6410	Child language disorders	This course addresses the wide variety of congenital and acquired language delays and disorders seen in the pediatric population; confronts current issues in the identification, research literature in child language disorders, and multicultural issues affecting assessment and management of children with language and literacy disorders.	3
CSD6420	Aphasia rehabilitation	This course addresses evaluation, diagnosis, and treatment of adults with aphasia, current theories of language processing and of acquired language breakdown subsequent to neuropathology. Case analyses, etiologic factors, and review of pertinent research in aphasia are included.	3
CSD6430	Cognitive and higher level language disorders	This course addresses evaluation and management of processing disorders, autistic spectrum disorders, pragmatic language impairment disorders, specific language impairment and neurobehavioral disorders. Communication impairment from brain injury will be covered, as well as transdisciplinary approaches to cognitive disorders. Current issues in the field related to management of associated communication disorders as well as the importance of research in the field of cognitive disorders are discussed.	3
CSD6440	Augmentative and	This course reviews the history and theory of non-speech communication,	3

	alternative communication	diagnosis, intervention, and current research; survey of issues pertinent to the use of unaided and aided augmentative and alternative communication, as well as advocacy for those patients. Case analyses, etiologic factors, and review of pertinent research are included. This course offers a detailed investigation of varied populations, implementation of high-tech, low-tech and no-tech solutions, partner training and development of measurable goals.	
CSD6500	Audiology for SLP	This course examines the bioacoustics of human communication and hearing including neuroanatomy, anatomy/physiology of the auditory systems, pathology of the auditory systems, acoustic behavior, psychophysical procedures, auditory dysfunction, anatomical and physiological studies associated with different categories of cochlear insult and central auditory nervous system function. Hearing tests and testing instruments, case finding and referral, interpretation of hearing test results, and organization of hearing conservation programs. Course requires CSD6501.	2
CSD6501	Lab: Audiology for SLP	Hands-on application of hearing tests and testing instruments	2
CSD6510	Speech/language intervention for hearing impaired	Course examines the theory and clinical intervention for patients with hearing loss and a speech/language deficit. The impact of hearing disorders on communication is examined, including attention to receptive errors, speech/voice quality, and modification of treatment goals to account for underlying hearing deficit. The role of the SLP as a member of the cochlear implant team and/or deaf education is addressed. Case analyses, etiologic factors, and review of pertinent research are included.	3
CSD6600	Research methods and critical assessment of the literature	This course focuses on application of design and analysis of research in Speech-Language pathology, and includes sample peer reviews as well as critique of recent research articles. Review of granting agencies, funding sources, grants and guided experience on grant writing is also included.	3
CSD7000	Capstone Project	This course serves as part of the comprehensive assessment of knowledge and skills for the graduate clinician, determining academic and clinical knowledge, applied to specific cases that are representative of the complexity expected of an individual who is prepared to enter the profession of speech-language pathology. The course is individually tailored to the degree candidate, taking into consideration the student's expressed area for Clinical Fellowship.	1

Student CALIPSO Instructions

CALIPSO Instructions for Students
https://www.calipsoclient.com/you

Step 1: Register as a Student User on CALIPSO

- Before registering, have available the PIN provided by the YU Clinic Coordinator via email
- Go to <https://www.calipsoclient.com/you>
- Click on “Student” registration link located below the login button
- Complete the requested information, being sure to enter your “school” email address, and record your password in a secure location. Click “Register Account.”
- Please note: **PIN numbers are valid for 40 days**. Contact the Clinic Coordinator for a new PIN if 40 days has lapsed since receiving the registration email.

Step 2: Login to CALIPSO

- To login, go to <https://www.calipsoclient.com/you> and login to CALIPSO using your school email and **password that you created for yourself during the registration process** (Step 1 above).
- Upon logging in for the first time, you will be prompted to pay the student fee (\$*) and to provide consent for the release of information to clinical practicum sites.

Step 3: Enter Contact Information

- Click on “Student Information”
- Click on “Contact Info” and then “Edit” for each corresponding address
- Enter your local, permanent, and emergency contact information. Enter “rotation” contact information when on externships. Return to this link to update as necessary.
- Click “Home” located within the blue stripe to return to the home page.

Step 4: View Immunization and Compliance Records

Before each semester, click on “Student Information” and then “Compliance/Immunizations” to view a record of compliance and immunization records.

- Missing or expired records are highlighted in red.
- To create a document to save and/or print, click “PDF” located within the blue stripe
- An electronic file of the original documents can be accessed, if uploaded by the Clinic Coordinator, by clicking “Files” located within the blue stripe.
- Click “Home” located within the blue stripe to return to the home page

Step 5: View/Upload Clinical Placement Files

- The file management feature allows you to upload any type of file (e.g. Word, PDF, JPEG, audio/video) to share with your clinical supervisor or Clinic Coordinator.

- Click on “Student Information” and then “Clinical Placement” to upload your own file and/or view a file uploaded by your supervisor or Clinic Coordinator.
- **First, select a folder by clicking on the folder name or create a new folder or subfolder.** To create a new folder or subfolder, type in desired folder name in the “Add folder” field and press “create.”
- **Upload a file** by pressing the “Browse” button, selecting a file, completing the requested fields, and clicking “upload.” The upload fields will display if you have selected an unrestricted folder. **Set the file permission** by choosing “Public” for supervisor and Clinic Coordinator access, or “Private” for Clinic Coordinator access only.
- **Move files** by dragging and dropping from one folder to another.
- **Rename folders** by clicking the “rename” link to the right of the folder name
- **Delete files** by clicking on the “delete” button next to the file name. **Delete folders** by deleting all files from the folder. Once all the files within the folder have been deleted, a “delete” link will appear to the right of the folder name.

Step 6a: Enter Daily Clock Hours

- Click on the “Clockhours” link located on the lobby page or the “Student Information” link, then “Clockhours.”
- Click on the “Daily clockhours” link located within the blue stripe
- Click on the “Add new daily clockhour” link.
- Complete the requested information and click “save.”
- Record clock hours and click “save” located at the bottom of the screen. You will receive a “Clockhour saved” message

To add clock hours for a “**different**” supervisor, clinical setting, or semester:

- Repeat above steps to enter additional clock hours gained under a different supervisor, clinical setting, or semester.

To add additional clock hours to the “**same**” record:

- Click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”
- Click the “Copy” button located next to the date of a previous entry.
- Record the new clock hours (changing the date if necessary) and click “save” located at the bottom of the screen. You will receive a “Clockhour saved” message.

To **view/edit** daily clockhours, click on the “Daily clockhours” link located within the blue stripe.

- Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”
- Select the desired entry by clicking on the link displaying the entry date located along the top of the chart. Make desired changes and click “save”
- Please note: Supervisors are not notified and are not required to approve daily clock hour submissions.

Step 6b: Submit Clock Hours for Supervisor Approval

- Click on the “Daily clockhours” link located within the blue stripe.

- Select the record you wish to view (posted by supervisor, semester, and course) from the drop-down menu and click “Show.”
- Check the box (located beside the entry date) for all the dates you wish to submit for approval, then click “Submit selected clockhours for supervisor approval.” Clock hours logged for the dates selected will be consolidated into one record for supervisor approval. The designated supervisor will receive an automatically generated e-mail requesting approval of the clock hour record.
- Please note: Daily entries cannot be edited once approved. However, if you delete the entry from the “Clockhour list” link prior to approval, daily hours may be resubmitted.
- View consolidated clock hour entries by clicking “Clockhours list” located within the blue stripe.

Step 7: View Clinical Performance Evaluations

- Click on “Student Information” and the “Evaluations.”
- As clinical performance evaluations are completed on you by your supervisors, the evaluations will automatically post to this link.
- View a desired evaluation by clicking on the “current evaluation” link highlighted in blue.

Step 8: View Cumulative Evaluation

- Click on “Student Information” and the “Cumulative evaluation” to view a summary of your clinical competency across the 9 disorder areas.
- Upon graduation, you must demonstrate competency for all clinical competencies listed on the form.
- Please make note of any areas of deficiency which are highlighted in orange.

Step 9: View Performance Summary

- Click on “Student Information” and the “Performance summary” to view a summary of your clinical performance across all clinical courses to date.

Step 10: View My Checklist

- Click on “Student Information” and then “My Checklist” to view your progress in meeting the clinical requirements for graduation.
- Upon graduation, all requirements should have been met, represented with a green check mark.

Step 11: Complete Self-Evaluation

- At the completion of each clinical course or as directed by the Clinic Coordinator, complete a self-evaluation.
- From the lobby page, click on the “Self-evaluations” link.
- Click on “New self-evaluation.”
- Complete required fields designated with an asterisk and press “save.”
- Continue completing self-evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, check the “final submission” box and click “save.”
- Receive message stating “evaluation recorded.”
- Please note: you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation is saved, the status will change from “in progress” to “final.”

- To view the evaluation, click “Evaluations list” located within the blue stripe.

Step 12: Complete Supervisor Feedback Form

- At the completion of each clinical course or as directed by the Clinic Coordinator, complete feedback for each clinical supervisor.
- From the lobby page, click “Supervisor feedback forms.”
- Click “New supervisor feedback.”
- Complete the form and click “Submit feedback.”
- Your completed feedback form will be posted for Clinic Coordinator approval. Once approved, feedback will be posted for the clinical supervisor to view. Until approved, the feedback may be edited by clicking on “View/edit.”

Step 13: View Site Information Forms

- The “Site Information Forms” link located on the lobby page displays pertinent information on the sites/facilities that your school affiliates with for clinical placements.
- To view available information, identify the desired site and click “View” located in the fifth column under submitted.
- Please note: “In progress” forms are not accessible to students; only “submitted” forms are accessible to students.

APPENDIX H: Clinical Forms



Student Name	Practicum Site	Projected Graduate Date

Indicate Client initials, age, sex, hours and diagnosis for each clinical encounter
Dx code: A=Articulation; VR= Voice/Resonance, F=Fluency, L=Language, Sw=Swallowing; C=Cognitive, SO=Social, CM=Communication modalities, H=Hearing

Date	Evaluation							Treatment						
	Preschool	Hrs	Child	Hrs	Adult	Hrs	Total DX Hrs	Preschool	Hrs	Child	Hrs	Adult	Hrs	Total Tx Hrs
eg: 09/08/14	KL,3 , ♂,L	2	ME,7 ♀,A	2			4.0			BB,12 ♀,F AM, 6 ♂,A	1.0 0.5	ML, 28 ♀,VR	.50	2.0
SUM														

I have personally supervised the above student in accordance with ASHA regulations.

Supervisor Name (print)	Supervisor Signature	ASHA #	Date

Verification by Department:

Faculty name (print)	Faculty Signature	Title

[Form 200]

Student Name:

DOS:

Client Initials:

Clinical Self-Assessment form: Diagnostic Session [Form 201]

Yes/No		How and why this goal was successful	How and why this goals was inadequately met; and what you will change/adapt next occurrence
	Conducted screening and prevention procedures (including prevention activities)		
	Collected case history information and integrated information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals		
	Selected and administered appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures		
	Adapted evaluation procedures to meet client/patient needs		
	Interpreted, integrated, and synthesized all information to develop diagnoses and make appropriate recommendations for intervention		
	Completed administrative and reporting functions necessary to support evaluation		
	Referred clients/patients for appropriate services		

Interaction and Personal Qualities: *Did you....*

Yes	No	
		Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
		Collaborate with other professionals in case management
		Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
		Adhere to the ASHA Code of Ethics

Name 3 things that worked:

Name 3 things that did not work as well as planned or needed:

Other comments on effectiveness of Diagnostic Session:

Student Name:

DOS:

Client Initials:

Clinical Self-Assessment form: Therapy Session [Form 202]

Yes/No	General goals	How and why this goal was successful	How and why this goals was inadequately met; and what you will change/adapt next occurrence
	Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process		
	Implement intervention plans (involve clients/patients and relevant others in the intervention process)		
	Select or develop and use appropriate materials and instrumentation for prevention and intervention		
	Measure and evaluate clients'/patients' performance and progress		
	Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients		
	Complete administrative and reporting functions necessary to support intervention		
	Identify and refer clients/patients for services as appropriate		
Yes/No	SPECIFIC SESSION GOALS	How and why this goal was successful	How and why this goals was inadequately met; and what you will change/adapt next occurrence

Interaction and Personal Qualities: *Did you....*

Yes	No	
		Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
		Collaborate with other professionals in case management
		Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
		Adhere to the ASHA Code of Ethics

Name 3 things that worked:

Name 3 things that did not work as well as planned or needed:

Other comments on effectiveness of Therapy Session:

APPENDIX I: YU Harassment Policy

Internal Complaints:

YU is committed to maintaining an academic, work and living environment in which all individuals are treated with respect and dignity. Everyone at the University has the right to work and learn in an environment that promotes equal opportunities for all. Where discrimination or harassment has occurred, the University will act promptly to stop the discrimination or harassment, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.

This Policy applies to all University faculty, administration, athletic personnel, and other staff, whether full-time or part-time, students, employees of contracted service providers, volunteers, and visitors, and covers their treatment of each other as well as others with whom they come into contact at the University and/or at University-sponsored and affiliated activities and events. The University's disciplinary authority may not extend to third parties who are not students or employees of the University, however, a complaint that such a person engaged in a violation of this Policy will be investigated in accordance with this Policy as will a complaint made to the University by a third party if such complaint is connected to the University's education programs or activities. This Policy protects all afore-mentioned people and applies to conduct that occurs on University premises and/or at University-sponsored and affiliated activities and events, whether on University premises or at other locations. The University may also address off-campus behavior that occurs other than at University-sponsored or affiliated events if it determines that the behavior, or the continued presence of the accused perpetrator, impairs, obstructs, substantially interferes with or adversely affects the mission, processes or functions of the University. Unlawful discrimination or harassment includes discrimination or harassment based on race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity, citizenship status or any other characteristics protected by any applicable law, ordinance, or regulation. Discrimination or harassment in any form is a violation of this Policy and will be dealt with seriously, promptly, and thoroughly.

YU prohibits discriminatory practice and harassment of any kind and in any form. Complaints may be made to the University's Title IX Coordinator (Renee Coker), Security Department, Dean of Students, a member of the Unlawful Harassment Panel, Office of Human Resources, Office of General Counsel or Confidential Compliance Hotline. Complaints also may be made to any other University personnel identified as "campus security authorities". There is no time limit on when a complaint can be made. No University employee may discourage an individual from making a complaint. Any University employee with any knowledge of a violation of the Policy must report the incident to the Title IX Coordinator (Renee Coker), Security Department, Dean of Students, a member of the Unlawful Harassment Panel, Office of Human Resources, or Office of the General Counsel, even if the actual victim of such discrimination or harassment is not interested in filing a formal complaint. The University will respond to all complaints promptly, thoroughly and impartially. The University may take reasonable and prudent interim measures to protect the parties involved and the University community. Complaints of discrimination or harassment will be overseen by the Title IX Coordinator (Renee Coker), and an impartial investigation will be commenced upon receipt of a complaint or upon receiving information which the University determines on its own warrants further investigation. All members of the University community must cooperate with investigations or be subject to disciplinary action. Retaliation is prohibited against anyone who in good faith filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. Those who knowingly make a false report will be subject to serious disciplinary action.

The complainant will be immediately advised of the policies and procedures of the school for dealing with unlawful harassment, as described herein, and may choose to proceed with the informal resolution or to pursue a formal review. The

informal resolution approach is available to resolve incidents that may not be so serious that the University must intervene in a formal way and where the complainant does not wish to pursue a formal complaint but wants to end the discrimination/harassment. Mediation is not an option for resolution in cases involving allegations of sexual abuse/assault. Any individual who wishes to pursue the formal resolution process as described herein must file a complaint of discrimination or harassment with the University's Diversity and Affirmative Action Officer, stating the nature of the alleged discrimination/harassment, the individual(s) accused and the relief requested. If the individual making the complaint withdraws it, no further action will be taken unless the University determines it is legally obligated to do so or deems the allegations serious enough to warrant further action.

The University will endeavor to fully resolve all formal complaints generally within 60 business days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint.

The procedures outlined in this Policy do not apply when a party seeks resolution of a complaint in a court or administrative agency.

The Title IX Coordinator will maintain records of all complaints (both formal and informal), investigations, findings (including the basis for those findings) and appeals. These records will be kept on file in accordance with the University's records and retention policy. The Title IX Coordinator will notify the parties of the final outcome of the investigation in writing, including referral to the appropriate disciplinary procedures and any actions the University will take to eliminate the hostile environment and prevent recurrence, and also will discuss any action to be taken with respect to all student reports of discrimination or harassment with the appropriate disciplinary authority. In addition, if someone other than the Title IX Coordinator engaged in the investigation, the Title IX Coordinator will be kept apprised of the progress of the investigation and the ultimate results, and the Title IX Coordinator will maintain records of the results, and will consult with the appropriate disciplinary authority with regard to the appropriate sanction. In any situation in which the designated disciplinary authority has a conflict of interest in deciding the appropriate sanction or is otherwise not available to action, the investigative findings will be referred to the Office of the President for appropriate action.

The Title IV Coordinator is Renee Coker (718-430-3771, renee.coker@einstein.yu.edu) .

University Security Department: <http://yu.edu/safety-security/>

Dean of Students: <http://yu.edu/student-life/contact-us/>

Unlawful Harassment Panel: <http://yu.edu/hr/harass-panel/>

Office of Human Resources: <http://yu.edu/hr/>

Office of the General Counsel: <http://yu.edu.ogc/>

The University's Confidential Compliance Hotline at 866-447-5250, or via the web at <https://www.integrity-helpline.com/yu.jsp>

External Complaints:

External Complaints should be filed with the University's Diversity and Affirmative Action Officer (Ms. Renee Coker at 718-430-3771, renee.coker@einstein.yu.edu), which is located on the Resnick campus, 1300 Morris Park Avenue, Belfer Educational Center for Health Sciences, Room 1206, Bronx, NY 10461.

The complainant will be immediately advised of the policies and procedures of the school for dealing with unlawful harassment, as described herein, and may choose to proceed with the informal resolution or to pursue a formal review. The informal resolution approach is available to resolve incidents that may not be so serious that the University must intervene in a formal way and where the complainant does not wish to pursue a formal complaint but wants to end the discrimination/harassment. Mediation is not an option for resolution in cases involving allegations of sexual abuse/assault. Any individual who wishes to pursue the formal resolution process as described herein must file a complaint of discrimination or harassment with the University's Diversity and Affirmative Action Officer, stating the nature of the alleged discrimination/harassment, the individual(s) accused and the relief requested. If the individual making the complaint withdraws it, no further action will be taken unless the University determines it is legally obligated to do so or deems the allegations serious enough to warrant further action.

- Every effort will be made, consistent with the need to discharge the University's legal responsibilities, to respect the wishes of the complainant regarding further investigation. A complaint will not be pursued without the complainant's explicit authorization unless the University is legally obligated to do so or, in its judgment, the allegations are serious enough to warrant further action.
- Any attempt to penalize a complainant for initiating a good faith complaint through any form of retaliation is strictly prohibited and will be treated as a separate incident subject to review. Where, however, a complaint is determined to have been initiated in bad faith and/or on a knowingly false basis, such action may be the basis for appropriate disciplinary action against the complainant.
- A complaint should be filed promptly after the alleged incident. Complainants should recognize that as time goes by an investigation becomes more difficult. Memories may become unreliable, information and witnesses may become unavailable. Promptness in filing complaints is therefore encouraged as it may be essential to proper and fair resolution.

The University will endeavor to fully resolve all formal complaints generally within 60 business days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint.

The procedures outlined in this Policy do not apply when a party seeks resolution of a complaint in a court or administrative agency.

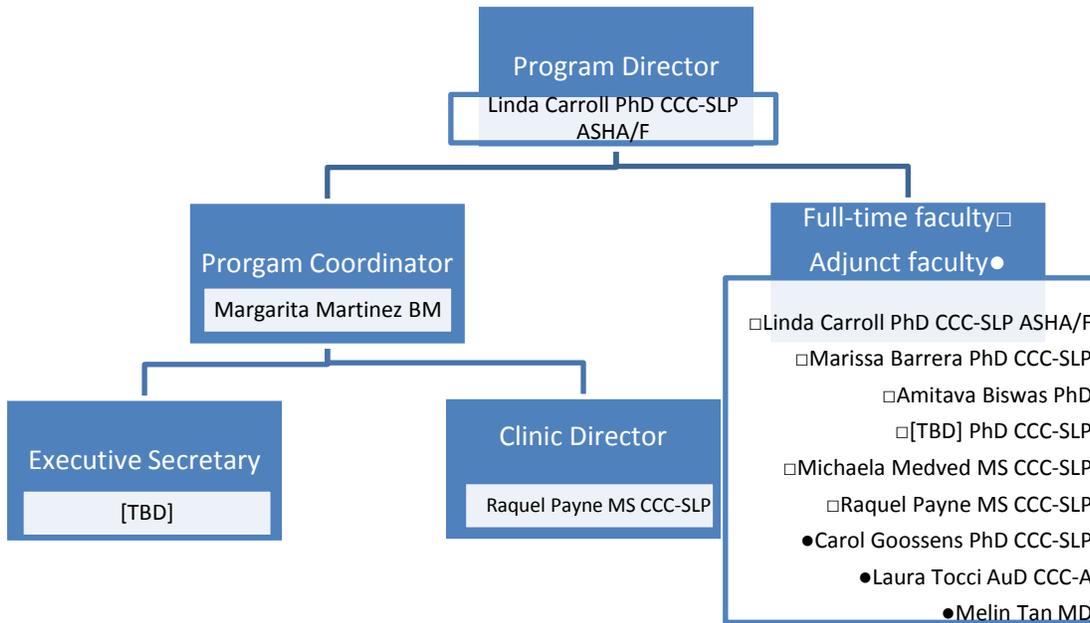
Maintenance of external complaint records is the same as maintenance of internal complaint records (see above "Internal Complaints").

Complaints of discrimination or harassment will be overseen by the University's Diversity and Affirmative Action Officer (who also serves as the Title IX Coordinator), and an impartial investigation will be commenced upon receipt of a complaint or upon receiving information which the University determines on its own warrants further investigation. All members of the University community must cooperate with investigations or be subject to disciplinary action. The University will endeavor to fully resolve all formal complaints generally within 60 business days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint.

The University will respond to all complaints promptly, thoroughly and impartially. The University may take reasonable and prudent interim measures to protect the alleged victim, the reporter (if different than the alleged victim), the respondent (i.e., the person against whom a reports has been filed), and all third party witnesses pending resolution of the complaint, including but not limited to, restrictions on contact, bans from areas of campus, and changes to academic or living situations. The University will also consider the safety of all others in the University community when making decisions regarding appropriate interim measures. All parties to a complaint will be informed of any interim measures taken by the University.

Findings and recommendations concerning students will be promptly referred to the applicable Dean of Students or his/her counterpart of the accused student's school for consideration of appropriate disciplinary action. Findings and recommendations concerning all represented and non-represented employees will be promptly referred to the Chief Human Resources Officer for consideration of appropriate disciplinary action. Findings and recommendations regarding faculty will be promptly referred to the provost for consideration of appropriate disciplinary action.

APPENDIX J: Organization Charts



Key: □=Full-time Faculty; ●=Adjunct Faculty

APPENDIX K: FACULTY CONTACT SHEET

Faculty	Email	Phone	Office location	Office Hours
Marissa Barrera PhD CCC-SLP	TBD	TBD Cell: 917-952-0633	TBD	TBD
Amitava Biswas PhD	TBD	TBD	TBD	TBD
Linda Carroll PhD CCC-SLP ASHA/F	Linda.Carroll@yu.edu	212-960-5400 x6866 Cell: 646-644-3379	Belfer Hall 546	Mon 1-3pm Wed 3-4pm
Carol Goossens PhD CCC-SLP		TBD	TBD	TBD
Michaela Medved MS CCC-SLP	TBD	TBD	TBD	TBD
Raquel Payne MS CCC-SLP	TBD	TBD	TBD	TBD
Melin Tan MD	MTanGel@montefiore.org	718-920-4646 Cell: 646-221-3162	TBD	TBD
Laura Tocci AuD CCC-A	LTocci@montefiore.org	TBD	TBD	TBD
[TBD] PhD CCC-SLP	TBD	TBD	TBD	TBD

APPENDIX L: Vision and Mission Statements for YU and the Program

Vision of the Program

The vision of our program is to prepare excellent, thoughtful, ethical speech-language pathologists ready to serve and advance the management of medically-complex individuals with communication and/or swallowing deficits. Creation of this program expands the current educational and clinical training opportunities existing at the undergraduate speech-language pathology and audiology program (Stern College for Women), addresses the deficit of available medical speech-language pathology programs, and serves the specific population of the Washington Heights and Bronx region of New York City.

Mission of the Program

The mission of the Graduate Program in Speech-Language Pathology is to prepare speech-language pathology clinicians to serve as qualified, knowledgeable, and ethical practitioners ready for employment in diverse health-care settings, including the medical speech-language pathology. Through a strong knowledge base, diverse clinical training, and research opportunities, our students and faculty can bring wisdom to assessment and management of individuals with communication and/or swallow deficits.

Components to mission: Small graduate program with rigorous academic coursework (including depth of courses related to swallow, airway, voice and high language/cognitive disorders), comprehensive training opportunities, and research opportunities.

Focus areas:

1. Diverse coursework, clinical placements and research opportunities to meet the needs of the medical speech-language pathologist capable of serving general and specialized needs in Speech-Language Pathology.
2. Evidence-based research to contribute to Speech-Language Pathology
3. Diverse clinical training opportunities in the community of Washington Heights and the Bronx regions of NYC.

Student Learning Outcomes

Student Learning Outcomes were developed the necessary knowledge and skills and current scope of practice, particularly for those students seeking a career in medical speech-language pathology

Goal 1: Students will demonstrate principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.	
Subgoal 1A: Graduate students in speech-language pathology will be able to evaluate communication and swallow function.	
Timeline	End of 1 st year (3 rd semester of study)
Assessment methods	Diagnostic methods 2 semesters of Clinical externship 2 semesters of Clinical Case Conferences
Objectives	Students will be able to choose appropriate evaluation instruments. Students will be able to develop evaluation methods accounting for cultural, ethical and socioeconomic constraints for the individual. Students will be able to employ evidence-based practice and knowledge of current research to analyze behaviors and disorders.
Subgoal 1B: Graduate students will be able to develop appropriate treatment plans for communication and swallow	

	disorders.
Timeline	End of 5 th semester of study
Assessment methods	<p>Communicating with patients and families</p> <p>Introduction to Clinical Speech-Language Pathology</p> <p>4 semesters of Clinical externship</p> <p>4 semesters of Clinical Case Conferences</p> <p>Capstone project</p> <p>Child language disorders</p> <p>Neuromotor speech disorders</p> <p>Voice disorders</p> <p>Pediatric swallow/airway</p> <p>Alaryngeal speech/head and neck cancer/endoscopy</p> <p>Geriatric dysphagia/airway</p> <p>Syndromes/Craniofacial anomalies</p> <p>Cognitive/Higher level language disorders</p> <p>Aphasia rehabilitation</p> <p>Stuttering/Fluency related disorders</p> <p>Speech/Language for hearing impaired</p> <p>Augmentative/Alternative communication</p> <p>400 clinical hours</p>
Objectives	<p>Students will be able to develop appropriate treatment goals.</p> <p>Students will be able to develop evaluation methods accounting for cultural, ethical and socioeconomic constraints for the individual.</p> <p>Students will be able to employ evidence-based practice and knowledge of current research to analyze behaviors and disorders.</p>
	Subgoal 1C: Graduate students will be able to conduct research accounting in culturally, ethnically, socioeconomically, geographically, and otherwise diverse groups.
Timeline	End of 4 th semester of study
Assessment methods	<p>Diagnostic methods</p> <p>Research methods</p> <p>3 semesters of Clinical externship</p> <p>3 semesters of Clinical Case Conferences</p> <p>Communicating with patients and families</p> <p>300 clinical hours</p>
Objectives	<p>Students will be able to recognize specific cultural correlates for the ethnically diverse, socio-economically-reduced urban population who are in need of services to address communication and swallowing deficits.</p> <p>Students will be able to appropriately appraise the effects of urban life when developing viable evaluation and treatment plans for the disadvantaged, ethnically diverse population.</p> <p>Students will be able to understand the need to further current research for individuals within this population sector.</p>
Goal 2: Students will demonstrate knowledge of contemporary professional issues and be able to produce research capable of contributing to the scientific body of knowledge in the field of speech-language pathology applied to diverse disorders and healthcare settings.	
Timeline	End of 4 th semester of study
Assessment methods	<p>Research methods</p> <p>Communicating with patients and families</p> <p>3 semesters of Clinical Externship</p> <p>3 semesters of Clinical Case Conferences</p> <p>300 clinical hours</p>
Objectives	Students will be able to recognize the research deficits for evidence-based assessment and management of communication and swallow deficits among the urban population, particularly

	<p>those individuals who are challenged with health care choices.</p> <p>Students will be able to appreciate the need for master and doctoral study to improve the scientific body of research for diverse populations.</p> <p>Students will be able to design and execute a research project contributing to the scientific body of knowledge pertaining to assessment and management of communication disorders as it relates to the ethnically diverse urban population.</p>
<p>Goal 3: Students will demonstrate standards of ethical conduct and will be able to apply necessary professional standards and ethics in their clinical work and research.</p>	
Timeline	End of 5 th semester of study
Assessment methods	<p>Capstone project</p> <p>Diagnostic methods</p> <p>Research methods</p> <p>3 semesters of Professional issues/Topics in SLP</p> <p>3 semesters of Clinical externship</p> <p>3 semesters of Clinical Case Conferences</p> <p>400 clinical hours</p>
Objectives	<p>Students will be able to recognize the professional standards and ethics in Speech-Language Pathology.</p> <p>Students will be able to appreciate the importance of professional standards and ethics in clinical research.</p> <p>Students will be able to adhere to professional standards and ethics.</p>