



LEHMAN  
COLLEGE

DEPARTMENT OF  
SPEECH-LANGUAGE-HEARING  
SCIENCES

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# Graduate Handbook

Department of Speech-Language-Hearing Sciences

Spring 2023

Christine Neumayer, M.A., Graduate Program Director  
Peggy Conner, Ph.D., Department Chair

## STATEMENT OF NONDISCRIMINATION

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

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

Our pledge to our students is to offer a quality education in a safe, welcoming environment. The faculty of the Department of Speech-Language-Hearing Sciences condemns all acts of racism and bias. We are committed to provide equitable access to education and opportunities for the multiple identities of those in our community. Fostering an atmosphere of inclusion and respect while we work to ensure an anti-racist culture and social practice in our program and professional interactions. Suggestions for changes to our current policies and curriculum that will better support this pledge are welcome and should be directed to the graduate program director, the department chair and/or the Diversity and Equity Committee. If students witness or are the recipient of microaggressions or other forms of bias or discrimination, please contact the graduate program director or department chair immediately.

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

## INTRODUCTION

Dear Student,

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

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

Professor Christine Neumayer  
Graduate Program Director  
Office: Room 217  
Office Phone: 718- 960-6773  
E-mail: christine.neumayer@lehman.cuny.edu

### Important websites:

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

- The Lehman College website: [www.lehman.cuny.edu](http://www.lehman.cuny.edu)
- Our Program Website: <http://www.lehman.edu/academics/health-human-services-nursing/speech-language-hearing-sciences/index.php>
- The Lehman College Graduate Bulletin: <https://lehman-graduate.catalog.cuny.edu/>
- The Office of Graduate Studies New Student: <https://www.lehman.edu/graduate-studies/new-students.php>
- The American Speech-Language-Hearing Association: <http://www.asha.org/>
- Scope of Practice in Speech-Language Pathology <http://www.asha.org/policy/SP2016-00343/>
- ASHA code of Ethics <http://www.asha.org/policy/ET2016-00342/>
- Cultural Competence  
[http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935230&section=Key\\_Issues](http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935230&section=Key_Issues)

Welcome to Lehman College, SLHS family.

Peggy S. Conner  
Department Chair

and

Christine L. Neumayer  
Graduate Program Director

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## **MISSION STATEMENTS**

### ***Lehman College***

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.

### ***The School of Health Sciences, Human Services, and Nursing***

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

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

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

### ***Graduate Program in Speech-Language Pathology***

The mission of the MA in Speech Language Pathology is to prepare students to provide evidence-based and culturally responsive services and honor the multiple identities and lived experiences of those in our community. Grounded in social justice and health equity, we seek to develop skilled leaders in our profession and expand high quality services in speech-language pathology for historically marginalized communities. Fundamental to our mission is ethical conduct, professional values, inclusivity, critical inquiry, and scholarship.

**Department of Speech-Language-Hearing Sciences:  
The Undergraduate Program in Speech Pathology & Audiology  
&  
The Graduate Program in Speech-Language Pathology**

**Strategic Plan 2022-2027**

**Objective 1: Prepare high-quality, culturally sensitive, diverse graduate students to assume the roles of speech-language pathologists in a global society and meet the workforce needs. *This goal aligns with Lehman College Institutional Goal # 1: Educate, Empower, and Engage Students to Participate in a Global Society and Meet Workforce Needs***

- a. Recruit well-prepared, motivated students of diverse ethnicity, gender, gender identity, cultures, ability and linguistic backgrounds
- b. Develop new admission criteria to improve the quality of the selection process for students and the inclusion of students from diverse cultural and linguistic backgrounds, ability, gender, and gender identity

**Objective 2: Recruit, support, and retain distinguished faculty and staff that are committed to excellence, equity, and culture inclusivity. This goal aligns with Lehman College Institutional Goal # 2: *Enhance Faculty and Staff Success***

- a. Hire new faculty and staff from diverse backgrounds, of the highest quality, committed to teaching, research, and service
- b. Support the professional development of faculty, staff, and clinical educators by sponsoring continuing education workshops
- c. Promote the efficient use of space, and ensure a well-maintained environment that supports teaching, research, learning, and a sense of community
- d. Recruit IT support personnel to support instruction, research labs, clinic education, and web design/application

**Objective 3: Reimagine the undergraduate program by implementing a more holistic approach to education, preparing students for professional vocation in speech, language, and hearing sciences/disorders, as well as related allied health professions. This goal aligns with Lehman College Institutional Goal # 3: *Sustain Growth, Vitality, and Institutional Effectiveness***

- a. Revise existing course content, objectives, and learning outcomes to align instructions across sections and instructors
- b. Offer elective courses in other allied health professional programs (e.g., exercise science, health services administration, public health, dietetics, foods, and nutrition, therapeutic recreation, etc.) to increase the employment possibilities for students upon graduation
- c. Administer annual assessment of student learning outcomes and student survey to analyze the current program, student, and vocational interests

- d. Improve student retention, progression, academic performance, and graduation rates to meet the global community and workforce needs

**Objective 4: Assess graduate program and develop new tracks of exceptional quality informed by a rigorous review process to meet the needs and technological changes in our industry and our society. This goal aligns with Lehman College Institutional Goal # 3: *Sustain Growth, Vitality, and Institutional Effectiveness***

- a. Administer annual assessment of student learning outcomes, student survey, and alumni survey to address the needs of the program, the field, and the student needs
- b. Reassess courses and electives to ensure inclusion of academic and clinical content that prepares the students to serve culturally diverse populations across the life span
- c. Develop an online graduate program in speech-language pathology
- d. Develop a M.A. to Ph.D. track

**Objective 5: Expand professional development of graduate, undergraduate students, and alumni engagement beyond the curricular requirements through active participation in the Lehman College NSSLHA chapter, faculty research, and the Alumni Mentorship Network. This goal aligns with Lehman College Institutional Goal # 4: *Embrace the Spirit of Community Engagement***

- a. Develop a peer undergrad-grad mentoring program
- b. Offer undergraduate teaching assistant opportunities to graduate students
- c. Promote student engagement in, and ongoing expansion of, student clubs: NSSLHA, Celebration of Accent and Culture Club, Spoken Word for the SLP, The SLP Research Club as well as engagement in the Interprofessional Student Council for HS2N
- d. Develop and implement a plan to promote greater alumni engagement in the undergraduate and graduate program through the Alumni Mentorship Network (AMN)



## **FULL TIME FACULTY**

### **Department of Speech-Language-Hearing Sciences**

**Diana Almodovar, Ph.D., CCC-SLP**

Undergraduate Program Advisor

**Academic Rank:** Doctoral Lecturer

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

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

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

Undergraduate Program Advisor

**Academic Rank:** Lecturer

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

**Research/Clinical Interests:** Early intervention; autism spectrum disorders

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

Undergraduate Assessment Coordinator

**Academic Rank:** Associate Professor

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

**Research/Clinical Interests:** Voice disorders; speech science

**Peggy Conner, Ph.D., CCC-SLP**

Department Chair

**Academic Rank:** Associate Professor

**Education:** B.S., Ithaca College, M.S., University of Wisconsin-Madison, Ph.D., The Graduate Center, CUNY

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

**Talita Fortunato-Tavares, Ph.D**

Bilingual Extension Director

**Academic Rank:** Assistant Professor

**Education:** Ph.D., The Graduate Center, CUNY

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

**Mira Goral, Ph.D., CCC-SLP**

Academic Rank: Professor

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

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

**Leslie Grubler, EdD, CCC-SLP**

Director of Clinical Education and Clinical Services

**Academic Rank:** Higher Education Officer

**Education:** B.A., English-Writing & Biology, Queens College; M.A., Speech-Language Pathology, Queens College, CUNY; EdD, Social Justice in Executive Leadership, St. John Fisher University

**Research/Clinical Interests:** Supervision and Student Clinician Development, Social Justice in Speech-Language Pathology, Student Clinicians with Disabilities, Disability and Inclusion, Informed Intuition, Classroom Pragmatics, Advocacy, Emergent Literacy and Early Childhood Intervention, Autism Spectrum Disorders Across the Lifespan.

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

Graduate Program Director

**Academic Rank:** Lecturer

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

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

**Lynn Rosenberg, M.S., CCC-SLP**

Deputy Chair

**Academic Rank:** Lecturer

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

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

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

Undergraduate Program Director

**Academic Rank:** Associate Professor

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

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

**Gail Socolof, M.A., CCC-SLP**

**Academic Rank:** Substitute Lecturer

**Education:** University of Maryland

**Research/Clinical Interests:** Neurogenic communication disorders, clinical education, mentoring

**Caroline Spelman, M.A., CCC-SLP**

Associate Director of Clinical Education

**Academic Rank:** Higher Education Associate

**Education:** B.S., Geneseo, SUNY; M.A. University of Texas at Austin

**Research/Clinical Interests:** Multiculturalism/biculturalism, adult neurogenic, dysphagia

### Telephone Numbers/ Room Numbers

<u>Graduate Faculty</u>	<u>Program Role</u>	<u>Phone: 718-960-</u>	<u>Room</u>
Diana Almodovar	Undergraduate Advisor, Graduate Advisor	6772	215A
Mary Boylan	Undergraduate Advisor	8020	221
Stephen Cavallo	Undergraduate Assessment Coordinator, Graduate Advisor	8003	220
Peggy Conner	Department Chair, Graduate Advisor	8030	226
Talita Fortunato-Tavares	Bilingual Extension Director	7160	133
Mira Goral	Graduate Advisor	8460	219
Leslie Grubler	Director of Clinical Education	6084	B51
Christine Neumayer	Graduate Program Director, Graduate Advisor	6773	217
Lynn Rosenberg	Deputy Chair, Graduate Advisor	8116	222
Liat Seiger-Gardner	Undergraduate Program Director, Graduate Advisor	8028	216
Gail Socolof	Graduate Advisor		134
Caroline Spelman	Associate Director of Clinical Education	6085	B51

### Adjunct Faculty

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

### Office Hours:

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

**Department Administrative Assistant**

Sandra Baez-Hernandez ext. 8134 Room 228

**Speech & Hearing Center Assistant**

CadyAnn Parris-David ext. 8138 Room B50

**All Faculty Email Addresses**

Faculty can be reached by email. The email addresses for Lehman College faculty can be looked up here: <https://tmg-forms.lehman.edu/directory/index.jsp>

**Students' Email Addresses**

All correspondence to the students will be only via the Lehman email address. Please make sure to set up your email account as soon as possible.

For directions how to set up your email account, please go to:

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

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

## **CAMPUS RESOURCES FOR STUDENTS**

\*\*\*\*Administrative Virtual Office Hours: <http://www.lehman.edu/about/office-hours/>\*\*\*\*

### ***New Student Information***

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

***You will need three accounts for accessing campus resources. All accounts are accessed via this link: [www.lehman.edu/logins/](http://www.lehman.edu/logins/)***

### ***Lehman Email Account***

- *Email* – your main contact with the campus. All contact with your instructors, financial aid notices, CUNY updates, Blackboard announcements, etc. will be through this email. The faculty as well as the Graduate Program Director, will communicate with students ONLY via the Lehman email account so make sure to set up your Lehman account as soon as possible and check it frequently. ***Note that your Lehman email will not permit forwarding to an alternative email.***
- *Microsoft Office 365* – as a Lehman College student you are entitled to access Microsoft suite for up to 5 devices  
<http://www.lehman.edu/live/faq.php>  
<http://www.lehman.edu/faculty/john/software/software-office.html>
- *Lehman StudentConnect* – Access CUNYfirst, SkyDrive (cloud-based storage), Mobile Printing (use mobile device to schedule print job) find information regarding student events, class schedules, clubs, and more
- *Lehman 360* - GPA, academic standing, course schedule, financial aid, unofficial transcript, course schedule and books, transfer credits, digital ID card, and useful links

### ***CUNYfirst Account***

***Your login is typically firstname.lastname##@login.cuny.edu***

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

### ***CUNY Portal***

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

### ***Graduate Studies at Lehman College***

*Office of Graduate Studies*

*Interim Vice President – Richard Finger*

*Deputy Director - Takiyah Ali*

*Office Assistant – Patrice Pickett*

*Policies and Curriculum*

*Graduate Bulletin: <https://lehman-graduate.catalog.cuny.edu/>*

### ***The Office of Student Disability Services***

Information center and support services for students with disabilities. Disabilities include, but are not limited to, ADHD/ADD, hearing impairment, chronic medication condition, learning disability, mobility/orthopedic disability, psychological/psychiatric disability, substance abuse/chemical dependency, visual impairment, or other conditions that substantially limit one or

more major life activities. We encourage students to avail themselves of these services, even if your substantially limiting condition is temporary in nature.

Associate Director: Gabriella Kohler

Location: Shuster 238

Phone: 718-960-1980

[disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu)

website: <https://www.lehman.edu/student-disability-services/>

### ***The Office of Veterans and Military Affairs***

Resource center for veterans and dependents on topics related to VA benefits and academic affairs.

Director Luis Soltero Rodriguez

Location: Shuster 201

Phone: 718-960-7188/7369

[veterans.affairs@lehman.cuny.edu](mailto:veterans.affairs@lehman.cuny.edu)

### ***Counseling Center***

If you are experiencing personal and/or academic difficulties, confidential counseling services are available free of charge at the Counseling Center, Old Gym 114, phone: 718 960 8761

website: <http://www.lehman.edu/counseling-center/>

### ***Instructional Support Services Program (ISSP)***

The ISSP provides appointment-based and drop-in tutoring for coursework, as well as for general writing and academic skills workshops. To obtain more information about ISSP, please visit the Instructional Services Support Program at <https://www.lehman.edu/academics/instructional-support-services/index.php>, or call 718-960-8175.

### ***Book Orders & Bookstore***

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

### ***Campus Security & Personal Safety***

If you witness or experience behavior that threatens any individual or property in the campus, please do not hesitate to contact Public Safety immediately at their emergency number (718) 960-7777. <http://www.lehman.edu/provost/public-safety.php>

### ***Career Services Center***

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

## ***Blackboard***

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

Familiarity with the **Blackboard system is essential and** can be accessed with your CUNYFirst username and password through the login page: <http://www.lehman.edu/logins/>  
For information on using blackboard go to: <http://www.lehman.edu/itr/blackboard.php>  
Course and departmental communication occurs through Blackboard and competency in accessing and using it effectively is the student's responsibility. For questions and further information contact [help.desk@lehman.cuny.edu](mailto:help.desk@lehman.cuny.edu) or for advanced troubleshooting contact Stephen Castellano at [stephen.castellano@lehman.cuny.edu](mailto:stephen.castellano@lehman.cuny.edu)

Your main resource for information about the MA in SLP at Lehman College will be through our program's organization site on Blackboard. The *Graduate Program in Speech-Language Pathology* is located under *Organizations* on Blackboard. Note the folders on the left-hand menu contain information about course schedules, advisement, clinic, NSSLHA, Bilingual Extension, Externships, etc. Announcements are posted on a regular basis to inform you of recent events, job postings, workshops, and other updates. Please read through these carefully when they arrive in your email's inbox.

## **STUDENT PARTICIPATION IN RESEARCH**

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

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

### ***How we meet ASHA requirements:***

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

I. ASHA 2020 Standards and Implementation Procedures for Certificate of Clinical Competence in Speech-Language Pathology: among the most important features of the standards for entry-level practice are the following requirements (see ASHA web site for all 2020 Standards: <https://www.asha.org/certification/2020-slp-certification-standards/>)

**A. Education Program and Program of Study. The graduate education in speech-language pathology must be initiated and completed in a program accredited by the Council on**

**Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (Standard II).**

The applicant for certification must have completed a program of study (a minimum of 36 semester hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes (Standard III). The Lehman Graduate program in SLP is 63-72 credits, dependent upon the track selected, which means that most full-time students can complete the program in 2 1/2 years.

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

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

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

Students must complete a minimum of 400 clock hours of supervised practicum, of which at least 375 hours must be in direct client/patient contact and 25 in clinical observation; a minimum of 325 hours of practicum experience must be obtained at the graduate level. In the new student survey please note if you do not have 25 guided hours in clinical observation. Arrangements for completion of this requirement will be made under the supervision of a full-time faculty member and may require course enrollment. These hours must be completed prior to the first clinical practicum.

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

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

**Undergraduate Course Requirements for Certification:**

**You must have completed a bachelor's degree in speech-language pathology or a bachelor's degree in another field plus the 18 credits of pre-requisite coursework required for admission to our program. In addition, the following courses or course equivalents must be completed *within one year of full-time study or 28 credits of graduate coursework.***

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



- **1 course in the physical sciences:** \*PHY 141: Sound, Speech, and Music; 3 cr. 2 hrs lecture, 1hr lab  
A course in physics or chemistry is required.
- **1 course in the social sciences:** \* PSY 166 General Psychology; 3 credits: 3 hrs  
SOC 166 Fundamentals of Sociology; 3 credits: 3 hrs; SOC 227 Sociology of the Family; 3 credits: 3 hrs  
Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.
- **1 course in statistics:** \* PSY 226: Statistical Methods in Psychology; 4 credits: 4 hrs  
Math 132: Introduction to Statistics; 4 credits: 4 hrs  
A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

For a complete listing of acceptable courses see the descriptions on the ASHA website :  
<https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>

### ***Course Requirements***

We offer several specialization choices within the Master of Arts program dependent upon your interests and career goals. According to ASHA guidelines, you must demonstrate core competencies across the main areas of knowledge and skills to receive your certification. Our first priority is to ensure you meet those requirements.

In addition to the core competencies, *if you would like to specialize in a particular area of speech-language pathology*, please ensure that your advisor, graduate program director, clinic director and externship coordinator are all aware of your interests and needs.

Below we outline the major requirements for the MA and the MA with teacher certification, the MA with Bilingual Extension (required for working with bilingual populations in New York State), and a specialty track in Early Intervention as part of our Academic Partnership with the New York City Department of Health Bureau of Early Intervention. The required course list is followed by a tentative schedule and course listing for each specialization.

**Required Courses for Master of Arts in Speech-Language Pathology**  
*39 credits of core courses*

<b>Course Number</b>	<b>Credits</b>
SPE 700      Introduction to Research Methods	3
SPE 701      Professional & Ethical Issues in SLP	1
SPE 705      Speech Science	2
SPE 717      Neuroanatomy & Physiology for Communication Disorders	3
SPE 718      Phonology & Articulation	3
SPE 719      Audiology & Aural Rehabilitation for the SLP	3
SPE 721      Early Childhood Language Disorders	3
SPE 722      Lang. Disorders in School Age	3
SPE 723      Fluency Disorders	3
SPE 725      Diagnostic & Clinical Methods	3
SPE 726#     Aphasia – Related Disorders	3
SPE 727#     Voice Disorders	3
SPE 739#     Dysphagia	3
SPE 736#     Motor Speech Disorders	3

AND

*6 credits of electives* 6

1.5-credit electives

SPE 709      Speech-Language Pathology in Educational Settings	
SPE 711      Counseling in Speech-Language Pathology	
SPE 714      Topics in Speech-Language Pathology	
SPE 748      Augmentative and Alternative Communication (AAC)	
SPE 755      Autism Spectrum Disorders and Related Disorders	
SPE 756      Advanced Clinical Methods and Clinical Writing	

3.0-credit electives

SPE 703      Theory and Application of Bilingualism to Speech Language Pathology	
SPE 735      Seminar in Speech-Language Pathology	
SPE 754      Medical Speech Language Pathology	
SPE 757      Topics in Early Intervention	

AND

*18 credits of clinical courses*

*Two of each of the following clinical courses*

❖ a. SPE 729    Clinical Practicum (3 credits x 2)	6
❖ b. SPE 734    Diagnostic Practicum (3 credits x 2)	6
❖ c. SPE 730    Externship (3 credits x 2)	6

Total: *63 credits*

PLEASE NOTE:

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

# These courses have pre-requisites or co-requisites; check catalogue or advisor for specifics.

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

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

**Course Schedules:**

**I. MA in Speech-Language Pathology (63 credits)**

Semester / Courses	Credits	Total Credits	Comments
<b>Spring 2023</b>			† You must take all 4 clinical courses in order to be eligible to enter clinic in the following semester (i.e., 718, 721, 722, 725 are prerequisite courses for SPE 729).  *725 is a prerequisite course for 734.
SPE 718 Phonology & Articulation Dis.†	3		
SPE 721 Early Childhood Communication & Language Dis.†	3		
SPE 722 Language Disorders in School Age Children†	3		
SPE 725 Diagnostic and Clinical Methods in Speech-Language Pathology* †	3		
SPE 700 Introduction to Research Methods	3		
	<b>15</b>	<b>15</b>	
<b>Summer 2023</b>			
SPE 717 Neuroanatomy and Physiology for Communication Disorders	3		SPE 717 is a prerequisite for SPE 736 & 739
SPE 719 Audiology & Aural Rehab	3		SPE 717 is needed prior to Medical SLP
SPE 701 Professional and Ethical Issues in SLP	1		
	<b>7</b>	<b>22</b>	
<b>Fall 2023</b>			
SPE 726 Aphasia and Related Language Disorders*	3		SPE 726 is a prerequisite for the Aphasia Clinic
SPE 729 Clinical Practicum (I)	3		
SPE 705 Speech Science	2		
SPE 723 Fluency Disorders	3		
	<b>11</b>	<b>33</b>	
<b>Winter 2024</b>			
Elective*	1.5-3		Optional time to take elective
		<b>36</b>	
<b>Spring 2024</b>			
SPE 729 Clinical Practicum (II)	3		
SPE 734 Diagnostic Practicum (I)	3		
SPE 739 Dysphagia	3		
SPE 736 Motor Speech Disorders	3		
	<b>12</b>	<b>48</b>	
<b>Summer 2024</b>			

Electives*	1.5-6.0		(6 credits total are needed)
	<b>3</b>	<b>51</b>	
<b>Fall 2024</b>			
SPE 730 Externship (I)	3		
SPE 734 Diagnostic Practicum (II)	3		
	<b>6</b>	<b>57</b>	
<b>Spring 2025</b>			
SPE 730 Externship (II)	3		
SPE 727 Voice Disorders	3		
	<b>6</b>	<b>63</b>	

Anticipated Graduation June 1, 2025

6 credits of electives are required and typically offered during the summer and winter sessions  
 Elective Choices

1.5-credit electives

- SPE 709 Speech-Language Pathology in Educational Settings
- SPE 711 Counseling in Speech-Language Pathology
- SPE 714 Topics in Speech-Language Pathology:
  - Clinical Observation
  - Pediatric Feeding
  - Cognitive Rehabilitation
- SPE 748 Augmentative and Alternative Communication (AAC)
- SPE 755 Autism Spectrum Disorders and Related Disorders
- SPE 756 Advanced Clinical Methods and Clinical Writing

3.0-credit electives

- SPE 703 Theory and Application of Bilingualism to Speech Language Pathology
- SPE 735 Seminar in Speech-Language Pathology
- SPE 754 Medical Speech Language Pathology
- SPE 757 Topics in Early Intervention
- SPE 758 Global Initiatives in Speech- Language Pathology

**II. MA in Speech-Language Pathology (66 credits) + TSSLD (optional 6 additional credits)**

Semester / Courses	Credits	Total Credits	Comments
<b>Spring 2023</b>			† You must take all 4 clinical courses in order to be eligible to enter clinic in the following semester (i.e., 718, 721, 722, 725 are prerequisite courses for SPE 729).  *725 is a prerequisite course for 734.
SPE 718 Phonology & Articulation Dis.†	3		
SPE 721 Early Childhood Communication & Language Dis.†	3		
SPE 722 Language Disorders in School Age Children†	3		
SPE 725 Diagnostic and Clinical Methods in Speech-Language Pathology* †	3		
SPE 700 Introduction to Research Methods	3		
	<b>15</b>	<b>15</b>	
<b>Summer 2023</b>			These are two undergraduate requirements in education for the TSSLD
If you plan to pursue LC's TSSLD, consider taking ECE 301 or 302	(3)		
SPE 717 Neuroanatomy for Communication Disorders	3		SPE 717 is a prerequisite for SPE 736 & 739
SPE 719 Audiology & Aural Rehab	3		SPE 717 is needed prior to Medical SLP
SPE 701 Professional Affairs	1		
	<b>7</b>	<b>22</b>	
<b>Fall 2023</b>			
SPE 726 Aphasia and Related Language Disorders*	3		SPE 726 is a prerequisite for the Aphasia Clinic
SPE 729 Clinical Practicum (I)	3		
SPE 705 Speech Science	2		
SPE 723 Fluency Disorders	3		
	<b>11</b>	<b>33</b>	
<b>Winter 2024</b>			
If you plan to pursue LC's TSSLD, consider taking SPE 530 Elective*	(3) 1.5-3.0		Optional time to take elective
	<b>3</b>	<b>36</b>	
<b>Spring 2024</b>			
SPE 729 Clinical Practicum (II)	3		
SPE 734 Diagnostic Practicum (I)	3		
SPE 739 Dysphagia	3		
SPE 736 Motor Speech Disorders	3		
	<b>12</b>	<b>48</b>	
<b>Summer 2024</b>			

If pursuing the LC TSSLD consider taking SPE 530, ECE 301 or 302	(3-6)		
Electives*	1.5-6.0		(6 credits total are needed)
	<b>6</b>	<b>54</b>	
<b>Fall 2024</b>			
SPE 730 Externship (I)	3		
SPE 734 Diagnostic Practicum (II)	3		
	<b>6</b>	<b>60</b>	
<b>Spring 2025</b>			
SPE 730 Externship (II)	3		
SPE 727 Voice Disorders	3		
	<b>6</b>	<b>66</b>	

Anticipated Graduation June 1, 2025

6 credits of electives are required and typically offered during the summer and winter sessions  
 Elective Choices \*See pages 21-22 for elective options

**TSSLD Coursework (required in our approved program)**

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

\* These courses are not currently required, as the content is covered by our MA curriculum.

\*\* Undergraduate courses

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

Students may opt to complete their TSSLD through the ASHA Pathway or through Lehman College.

**Lehman College Pathway**

Our graduate program in Speech-Language Pathology is a registered teacher certification program by the New York State Department of Education. Students who have completed the Lehman College program are considered qualified candidates for the teaching certificate for students with speech-language disabilities (TSSLD) if they complete the requirements listed here. In addition to the 63 credits of coursework required for the M.A., students will be expected to complete the four

core requirements listed below. After completing all of the requirements, students meet with the Office of Teacher Certification for a review. That office forwards to the NY State Department of Education a recommendation that the candidate receive their TSSLD.

The Office of Teacher Certification assists in securing the teaching certificate for qualified candidates who have completed one of the College's registered education programs. That office maintains resources on teacher credentialing, provides information on New York State Certificate regulations and Teacher Examinations. If you are interested in pursuing the TSSLD you must contact Vanessa Jones below to open a file for you.

<http://www.lehman.edu/academics/education/certificates-exams/certification-advisement.php>

Certification Contact:

**Vanessa Jones**, Certification Assistant

**Email address:** [teacher.certification@lehman.cuny.edu](mailto:teacher.certification@lehman.cuny.edu)

**Phone number:** 718 960-8423

**Fax:** 718 960-7855

**Office:** Carman Hall, Room B-33

**The core requirements for the TSSLD at Lehman College:**

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

**For more information please go to:**

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

**ASHA Pathway:**

To apply for the TSSLD through the ASHA Pathway, you must apply directly to the NYS DOE through the TEACH system when you have completed all the requirements. The requirements for the ASHA Pathway are the same as above with the exception of the five courses (1). Note that processing time for certification via this pathway can be up to four months.

For more information please go to:

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



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

MA in SLP with Bilingual Extension (72 credits) + 6 credits TSSLD (78 credits)

Semester / Courses	Credits	Total Credits	Comments
<b>Spring 2023</b>			† You must take all 4 clinical courses in order to be eligible to enter clinic in the following semester (i.e., 718, 721, 722, 725 are prerequisite courses for SPE 729).  *725 is a prerequisite course for 734.
SPE 718 Phonology & Articulation Dis.†	3		
SPE 721 Early Childhood Communication & Language Dis.†	3		
SPE 722 Language Disorders in School Age Children†	3		
SPE 725 Diagnostic Techniques in Speech-Language Pathology* †	3		
SPE 700 Evidence-Based Practice & Research Methods	3		
	<b>15</b>	<b>15</b>	
<b>Summer 2023</b>			
ECE 301 or 302 if not taken previously	(3)		Required for LC TSSLD
SPE 717 Advanced Anatomy	3		SPE 717 is a prerequisite for SPE 736 & 739
SPE 719 Audiology & Aural Rehab	3		
ECE 709 Foundation of Bilingual-Bicultural Education	3		
SPE 701 Professional Affairs	1		
	<b>13</b>	<b>28</b>	
<b>Fall 2023</b>			
SPE 726 Aphasia and Related Language Disorders*	3		SPE 726 is a prerequisite for the Aphasia Clinic
SPE 729 Clinical Practicum (I)	3		
SPE 705 Speech Science	2		
SPE 723 Fluency Disorders	3		
	<b>11</b>	<b>36</b>	
<b>Winter 2024</b>			
SPE 530 Organization of Speech and Hearing Program in the Schools	3		This course may be taken in winter or in summer
Elective*			Optional time to take elective
	<b>3</b>	<b>39</b>	
<b>Spring 2024</b>			
SPE 729 Clinical Practicum (II)	3		
SPE 734 Diagnostic Practicum (I)	3		
SPE 739 Dysphagia	3		
SPE 736 Motor Speech Disorders	3		

	12	51	
<b>Summer 2024</b>			
ECE 301 or 302 if not taken previously	(3)		Required for LC TSSLD
SPE 703 Theory and Application of Bilingualism to SLP*	3		Speech Science is a prerequisite for Voice Disorders
Elective*	3		Three credits of elective needed.
EDE/EDC 727 Teaching English as a Second Language (Birth-6)	3		
	<b>12</b>	<b>63</b>	
<b>Fall 2024</b>			
SPE 730 Externship (I)	3		
SPE 734 Diagnostic Practicum (II)	3		
	<b>6</b>	<b>66</b>	
<b>Spring 2025</b>			
SPE 730 Externship (II)	3		
SPE 727 Voice Disorders	3		
	<b>6</b>	<b>78</b>	

Anticipated Graduation June 1, 2025

6 credits of electives are required and typically offered during the summer and winter sessions  
 Elective Choices

\*See pages 21-22 for elective options

**TSSLD Coursework (required in our approved program)**

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

\* These courses are not currently required, as the content is covered by our MA curriculum.

\*\* Undergraduate courses

**TSSLD Coursework + Bilingual Extension (BE) Coursework**

*In addition to the required above TSSLD*

Required BE Coursework	Credits	The TSSLD courses are offered online during winter and summer sessions.			
*SPE 703 Theory and Application of Bilingualism to SLP	3				
Choose one sequence of education courses					
EDC 709 Foundation of Bilingual-Bicultural Education (B-2) <b>and</b> EDC 727 Teaching English as a second language (B-2)	6	or	EDC 709 Foundation of Bilingual-Bicultural Education (1-6) <b>and</b> EDC 727 Teaching English as a second language (1-6)	or	ESC 759 Foundation of Bilingual-Bicultural Education (7-12) <b>and</b> ESC 761 Teaching English as a second language (7-12)
Total credits	9				

\*will count towards 3 credits of the required elective credits

**The requirements for the TSSLD + BE at Lehman College:**

- (1) The above core requirements for the TSSLD.

In addition to:

- (2) Nine additional credits (6 credits EDE and 3 credits SPE)
- (3) One externship in elementary and/or secondary school is required and at least 150 hours of clinical practicum (in-house clinical + externships) with school-age students with speech and language disabilities in early childhood, middle childhood, and adolescence. ***Of the 150 hours 50 should be evaluating and treating bilingual students.***
- (4) NY State Exam:

[Bilingual Education Assessment \(BEA\)](#)

**IV. Early Childhood Intervention Specialty Track**

**Academic Partnership – NYC Department of Health Bureau of Early Intervention**

Our Academic Partnership offers a unique opportunity for students to specialize in working with young children 0-3 years old, preparing them for an early intervention position. This track requires no additional coursework, but one elective course must be SPE 757. One clinical SPE 729 and one diagnostic practicum SPE 734 must be in Early Childhood Intervention and one Externship placement must be an early childhood placement.

**1<sup>st</sup> Semester**

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

**2<sup>nd</sup> or 3<sup>rd</sup> Semester (1<sup>st</sup> or 2<sup>nd</sup> in-house Clinic)**

SPE 729 Early Childhood Clinic (3 credits) and

SPE 757 Topics in Early Intervention

**4<sup>th</sup> Semester (1<sup>st</sup> Diagnostic Clinic)**

SPE 734 Early Childhood Diagnostics

**4<sup>th</sup> or 5<sup>th</sup> Semester (1<sup>st</sup> or 2<sup>nd</sup> Externship)**

SPE 730 Early Intervention Setting (Home or Center Based – 1 of 2 Externships)

## **CLINICAL PRACTICUM AND EXTERNSHIP:**

***Clinic policy*** (please also see the Speech and Hearing Center’s Policies and Procedures Manual for additional information)

### ***Preparing for clinic:***

During the first semester of the graduate program, students are required to attend the two day pre-clinic seminar across two days – see Pre-Clinic Schedule at the beginning of each semester. The seminar will be scheduled by the Clinic Director. The seminar is an introduction to the clinical practicum (SPE 729) and prepares the students for their first clinical experience. The topics to be covered include, among others, professional report writing, data collection for clinical assessment, writing a treatment plan, goal writing, counseling, as well as all clinic policies and procedures. **Students MUST attend the seminar in order to be eligible to enroll in SPE 729 (clinical practicum).** In addition, students must have completed 25 hours of guided observations prior to their first clinical practicum. If you have not completed these hours prior to the start of your graduate studies you must make arrangements with the graduate program director to enroll in a guided observations seminar.

### ***Clinic and Externship Placements***

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

1. You must have an average of a B or better in SPE 718, SPE 721, SPE 722, & SPE 725 and have accrued 25 hours of clinical observation (in-house clinic, schools, hospitals, skilled nursing facilities) in order to register for your first practicum experience. Any grade less than a B requires remediation prior to entering the clinical practicum.
2. You must obtain a B or better in your first clinical, diagnostic practicum, SPE 729 and SPE 734, in order to re-enroll for the second practicum. Should you need to repeat SPE 729 or SPE 734, you will be limited to taking one additional course, which should not be SPE 734 or SPE 730 (Diagnostic Practicum and/or Externship Practicum). The reason for this rule is to assure that sufficient effort can be devoted to enhancing your clinical and writing skills.

3. If a student receives two final grades in SPE 729, SPE 734, or SPE 730 of B – or less, or two INCs that have not been satisfied by the timeframe of CUNY policy, or withdraws (W) twice from either SPE 729, SPE 734, or SPE 730, or any combination of the three, and has no medical reason, the student will no longer be able to continue in the program.
4. You must obtain B or better (B- or lower is unsatisfactory) in both SPE 729 and one section of SPE 734 in order to enroll in SPE 730 and a B or better must be obtained the first time SPE 730 is taken in order to enroll for it the second time (remember that SPE 729 & SPE 730 are each taken twice). **The maximum number of times a student can enroll in SPE 729 is three times unless the student failed SPE 729 two consecutive times, at which point the student will be asked to leave the program.**
5. For both 729 and 730, the university has purchased a policy for liability insurance through the New York State Office of General Services and Cool Insurance Agency Inc. The policy offers both, general liability coverage, which protects the university against third-party claims, as well as student professional liability coverage.
6. The Associate Director of Clinical Education will arrange your externship experience while working with you to ensure you will be exposed to variety of clients (disorders and ages). Please review the clinic and externship handbooks for further information. **Please do not contact sites directly; your externship must be arranged by the Associate Director of Clinical Education.**
7. ASHA requires that you complete 400 hours of clinical experience. We will design your practicum experiences to ensure that you meet the standards. You should keep track of your clinical hours during practicum experiences using the summary sheets you are expected to complete each semester. These are to be maintained as your files at home which your advisor will periodically review and are needed for your final portfolio.
8. Students interested in pursuing the TSSLD certificate **must** have one externship in elementary, secondary, and/or a preschool. The students **must** have at least **150** hours of clinical practicum (in-house clinical + externships) that include experience with students with speech and language disabilities in preschool, middle childhood, and adolescence.
9. Students entering their externship must sign a contract with the externship site stating the start and end date of the externship, the number of days and the hours expected from the student to attend. **There will be NO changes allowed to this contract once the student started the externship. Students who attempt to leave an externship before the agreed upon end date, risk receiving a failing grade.**
10. Keep first and last drafts of one report per clinic (clinical practicum and diagnostic practicum) for formative and summative assessments. These are maintained in your student folder which your advisor will periodically review.
11. You may take a diagnostic practicum and a clinical practicum or externship at the same time, but you cannot be enrolled in a clinical practicum and an externship at the same time,

nor can you be enrolled in two externships in one summer. Diagnostic Practicum cannot be taken during your first semester of clinical practicum.

12. Up to 12 credits may be transferred from another accredited CAA program to the graduate program – but these must be equivalent to Lehman courses and approved by the Program Director and the Dean of Graduate Studies.

## ADVISEMENT AND REGISTRATION

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

**Advisement:** Each semester about midway through we hold advisement week, during which you will meet with your assigned advisor to discuss your progress toward the degree and the courses you will take the following term. In order to register for subsequent semesters, you must make an appointment with your graduate advisor. A list of advisees and advisors is posted on the Graduate Program page on Blackboard. Advisees should make an appointment on Navigate. ***You will not be allowed to register until you meet with your advisor.*** No other advisor can give you permission. Advisement is not done through email! Make sure you meet with your advisor in the designated appointment time and do not wait for the last day of registration.

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

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

### **Registration For Classes**

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

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

### ***Class Schedules:***

The department chair, in consultation with the deputy chair, clinic director, and the graduate program director, schedules classes. After the approval of the Dean of HS2N, the classes are posted in the department and on CUNYfirst. The schedule will usually be available mid-November (for the Spring semester), mid-April (for the Summer and Fall semesters) and late April (for the Summer semester). *Class days and times may vary from semester to semester dependent upon instructor needs and scheduling conflicts among classes.*

### ***Considerations for Scheduling:***

***Enrollment in clinic is a commitment to the clients who will be assigned to you. Do not enroll in a section of clinic or diagnostics if you anticipate you will be absent due to personal circumstances on the days that section will meet. Consult with Prof. Grubler if you have any questions. See the Clinic Policies and Procedures Manual for complete details.***

1. If you are planning to enroll in SPE 729, Clinical Practicum:
  - ❖ ***Students in their first semester*** need to complete the online Clinic Request Form (on BB) and submit it to the Clinic Director by the requested date. Please keep an eye out for the Blackboard announcement. Failure to submit the request form by the due date may result in the student not being given a clinical practicum placement. Although students indicate their first choice on the clinic form, there is no guarantee of a first-choice placement. Students may not specify a specific clinical instructor. First semester clinic students may not request the Adult Neurogenic Clinic. NOTE: Students with no adult experience in their first clinical practicum will be given priority for enrollment in the Adult Neurogenic Clinic in their second semester.
  - ❖ ***Students in their second semester of clinic*** will need to complete and submit the clinic request form by the due date, which will be posted on blackboard each semester. *Second semester clinic students are given priority for the adult clinical practicum provided they have not taken the Across the Lifespan Clinic and treated an adult client in their first semester.* No student may have the same supervisor for both clinical practicum sections.
2. If you are planning to enroll in SPE 734, Diagnostic Practicum:
  - ❖ Students must complete an online Diagnostic Practicum Request Form each semester (on BB). Failure to submit the form by the requested due date may result in not being assigned to a diagnostic practicum. Although students will indicate their first choice on the clinic form, there is no guarantee that they will be assigned to their first choice.
  - ❖ No student may have the same supervisor for both diagnostic practicum sections.

### ***Advisement Meetings:***

Once you have your clinic assignment, you should then meet with your advisor to receive permission for your non-clinic courses. The Clinic Director will provide permission for SPE 729, SPE 734, and SPE 730. Remember you must have your clinic assignment **before** you see your advisor. In other words, plan your course schedule around your clinic assignment. Pre-requisites for Clinical Practicum (SPE 729 and SPE 730) are as follows;

SPE 718	Phonology & Articulation
SPE 721	Early Childhood Language Disorders



SPE 722	Language Disorders in School Age Children
SPE 725	Diagnostic Techniques
SPE 726	Aphasia & Related Disorders (for Adult Neurogenic Clinic)
SPE 734	Diagnostic Practicum (completion of one Diagnostic Practicum is required prior to SPE 730)

During your first advisement meeting, please bring the following items with you when you see your advisor:

1. your most recent transcript of your Lehman grades and copies of transcripts from your undergraduate programs and/or pre-requisite grades
2. a list of what courses you are now taking
3. the completed student advisement form (see appendix)
4. a completed pre-registration form (see appendix)
5. proof of completion (transcript) of the ASHA social, biological, and physical science courses as well as the stats course requirements OR your plan for completion of these requirements

Second year student advisement, please bring the following items with you when you see your advisor:

1. bring “working” portfolios with their filled in KASA and documents such as clinical questions from your clinical courses, signed practicum hours, etc.

### ***Grade Requirements:***

**Overall Grades:** An overall GPA of 3.0 or better must be maintained. Otherwise students will be placed on probation by the Graduate Studies Advisor with enrollment restrictions. **An average GPA of 2.75 or less in the first semester for full-time students or the first 15 credits for part-time students will result in a student being counseled out of the program.**

**Clinic and Externships:** For grade requirements, please refer to the Policies and Procedure Manual for SPE 729 and SPE 734 and the Student Externship Manual for SPE 730

### **Incompletes, Dropping Courses and Withdrawals:**

**Incompletes:** Students cannot choose to take an INC in any graduate course. It must be discussed with their instructor or clinical educator, and advisor. The student must demonstrate a documented extenuating circumstance. An INC is awarded only if the course requirement has not been completed for good and sufficient reasons and when there is a reasonable expectation that the student can successfully complete the requirements of the course. For an instructor to grant an INC, the student must have met the instructor's attendance requirements in the course and have a passing semester average. If the instructor chooses to issue an INC grade, the student has one calendar year to complete and submit the work to the professor. After one year, if the registrar's office does not receive a change of grade form, the INC will turn to a FIN (failure to complete) and it is equivalent to an F. If two or more INC and FIN grades are acquired a graduate student will receive a hold, issued by the Office of Graduate Studies, that will prevent registration for insufficient progress towards degree completion. The stop will be removed once the student satisfies incomplete coursework.

**Dropping Courses and Withdrawals:** If you need to drop a course you must do so in collaboration with your academic advisor. If you need to go part-time, contact your advisor as well as the graduate program director to revise your study plan. For students who withdraw after the drop/add period, a grade of W (withdrawal without penalty) is assigned when the student *officially* withdraws from a course. Students must complete the withdrawal process themselves, since the procedure requires a student signature. No faculty member or program advisor can withdraw a student from a course. See the academic calendar for deadlines to withdraw from courses.

<https://www.lehman.edu/graduate-studies/policies-procedures.php>

*If a need arises to alter the plan of study during clinical training, only withdrawal from academic coursework will be permitted. The integrity of the clinical experience will be prioritized.*

### ***Academic Integrity***

The College has a policy, posted on its Website [www.lehman.cuny.edu](http://www.lehman.cuny.edu) and in the College's graduate Bulletin, on Academic Integrity.

<https://lehman-graduate.catalog.cuny.edu/graduate-programs-and-policies/academic-probation/academic-integrity>

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

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

### ***Academic Probation (from the online bulletin)***

“Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 or more graduate credits, those whose GPA falls to or below a 2.50 (2.70 or lower in some programs) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.”

The complete policy is listed here: <https://lehman-graduate.catalog.cuny.edu/graduate-programs-and-policies/academic-probation/good-academic-standing>

## **REMEDIATION PLAN**

### ***Academic, Clinical, and Practicum Courses***

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

At the completion of the remediation period, the student's knowledge and skills for that course will be rated as Satisfactory or Requires Further Remediation. The satisfactory acquisition of the knowledge and skills is equivalent to the grade of "B" or better, while the need for further remediation indicates that a student has not achieved the necessary knowledge and skills to complete the course and a second remediation plan is required. If a second remediation plan is required, this process must be repeated during the next semester. It should be noted that the original grade of B- or lower will remain on the student's transcript. Syllabi should include a statement indicating that a course grade of "B" or better means that students have met all the knowledge and skills associated with the course.

All remediation plans must be placed in the student's KASA portfolio by the student and in the Navigate advisement system by the advisor. Having completed the remediation plan, the student has either acquired the necessary knowledge and skills for that KASA indicator or has not met the requirements.

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

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

### *Clinic enrollment*

If a B- is earned in any of the core courses the student cannot enroll in any practicum courses (SPE 729, SPE 734, SPE 730) until the remediation has been successfully completed.

## **REQUIREMENTS FOR GRADUATION & YOUR PORTFOLIO**

### ***Graduation Dates:***

There are four-degree conferral dates:

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



### ***Graduation Requirements:***

- ✓ Successful completion of all graduate coursework including clinical courses and externship placements.
- ✓ Attendance at two full-day workshops or a total of 12 hours (1.2 CEUs) of pre-approved smaller workshops
- ✓ Portfolio review as outlined below.

You will need documentation that you have met ASHA certification standards for your certification. (See the following ASHA website: <https://www.asha.org/certification/2020-slp-certification-standards/>). The required documents will make up your graduate portfolio which you collect after each semester. A portfolio review by your advisor will be conducted in the last semester or the summer you complete your graduate work and successful completion is required for graduation. See Blackboard for portfolio checklist and forms.

### ***Portfolio Requirements:***

All students prepare a digital portfolio of work completed during the graduate program which will be reviewed and approved by the academic advisor. All documentation requirements are listed and detailed on the graduate program organization site.

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

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

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

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

Knowledge and Skills Acquisition (KASA): The second way your advisor assesses Standard V-A is by reviewing your signed skills lists (the big 9s) for assessment and intervention. These

should be signed after each practicum and externship. In order to acquire the skill of *communication modalities* (skill 9) students must either: (1) attend an annual continuing education course on augmentative and alternative communication (AAC), (2) take an elective in AAC, or (3) show evidence from clinical practicum that AAC was utilized during therapy.

Remediation Plan: Should you require a remediation plan to demonstrate competencies for of the KASA competencies please include the plan in your portfolio.

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

Continuing Education Workshops: Students are required to attend *at least two* annual full-day continuing education (CE) workshops during the student's academic years or a total of 12 hours of shorter pre-approved workshops. Students are encouraged to attend all departmental CE workshops, In addition, a variety of student workshops is offered throughout each semester (e.g., see workshop calendar posted on Blackboard). Workshops offered by the department are free for students. Please note that workshops required for clinic, diagnostic, and externship practicums will not count toward this requirement. This includes but is not limited to IPE HHS CUNY Simulations, HIPAA, Infection Control Webinar, Introduction to Telepractice and Hanen workshops. Seminars, or continuing education held outside our department need prior advisor approval to fulfill this requirement, please consult with your advisor. Consider these 12 CEUs as an opportunity to enhance your resume and should be of interest to you!

Portfolio Review - Familiarity with the 2020 Standards: Expect to be asked questions pertaining to the 2020 Standards during the review of your portfolio. You are advised to find documents on ASHA's websites that will help you answer questions based on these standards. Your oral responses will also help your advisor judge your ability to communicate as required in Standard V-A. Please organize your portfolio in a way that is easy for your advisor to review and use the guidelines on Blackboard for assembling a digital portfolio.

## COMPLAINTS & SUGGESTIONS

### Complaint Process in Academic Courses:

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

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

For more information consult the Lehman College website or the Graduate Bulletin. Other academic complaints can be addressed to the Graduate Program Director and/or the Chair.

### Suggestions

The Graduate Program Director has an open-door policy for communicating complaints and suggestions. Informal discussions during graduate meetings, trainings, seminars, and workshops often yield new ideas and recommendations. The department and the clinic have locked suggestion boxes for students and staff and clients. In addition, suggestions made by students on the annual student survey are reviewed by the faculty and initiated when appropriate.

### Other Complaints

- A. Complaints about sexual harassment and discrimination should be directed to Dr. Jermaine Wright, Dr. Conrad Walker and Ms. Dugeidy Ortiz in the Office of Student Affairs <https://www.lehman.edu/student-affairs/student-concerns.php>
- B. Complaints and/or reporting of discrimination Mrs. Dawn Ewing- Morgan is the College affirmative action officer, coordinator for Title IX, which prohibits sex discrimination, the coordinator for the Age Discrimination Act and the ADA coordinator. She can be reached via email [dawn.ewing-morgan@lehman.cuny.edu](mailto:dawn.ewing-morgan@lehman.cuny.edu).
- C. Complaints about inequitable treatment, bias, or microaggressions should be reported to Dr. Peggy Connor, Co-Chair of the DEI Committee of the SLHS DEI Committee in the SLHS Department.
- D. Complaints for Professional Issues are to be directed to the ASHA Hotline: 800-498-2071.
- E. Practice issue complaints in NYS should be directed to the NY State Board for Speech Pathology: 518-486-4846.
- F. Complaints about the Program related to Standards must be signed and submitted in writing to: *Chair, CAA (Council of Academic Achievement)*  
*ASHA*  
*10801 Rockville Place*  
*Rockville, MD 20852*

## PRAXIS EXAM

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

### ***General Information***

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

### ***When should I take the exam?***

It is recommended that individuals register and take the Praxis exam *no earlier* than the completion of their graduate coursework and graduate clinical practicum or during their first year of clinical practice following graduation. Please set aside time to study and prepare for this exam. Applicants should take into consideration any state licensing requirements which may require a passing score on the Praxis.

### ***More information about the Praxis***

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

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

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

### ***Codes when taking the exam***

When *registering* for the exam, use these codes for sending your scores. If you need to send them after you've registered, you will be charged a fee for each recipient.

Code – R0200 Lehman College

Code – R5031 ASHA Certification

Code – R7747 Office of the Professions (NYS)



## **APPENDICES**

***Information for Current Students (FAQ)***

***Student Information Sheet – (For your first advisement session)***

***Graduate Student Pre-Registration Worksheet - (for advisement)***

***KASA Remediation Plan***

## *Information for Current Students*

### **Does the graduate program have a student association?**

Yes. Lehman College is a member of the National Student Speech-Language-Hearing Association ([NSSLHA](#)). The Lehman NSSLHA chapter has been the recipient of National Gold Honors seven years in a row with active undergraduate and graduate membership. We strongly encourage joining the Lehman College NSSLHA Chapter. Graduate students who are NSSLHA members in the 2 years prior to graduation receive a discount of \$225 off the initial dues and fees of ASHA membership.

### **Does the graduate program have a student lounge?**

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

### **How do I register for graduate classes?**

Permission for initial registration is given by the Graduate Program Director. At the beginning of your first semester you will be assigned a graduate advisor who will mentor you throughout your graduate studies. You must meet with your advisor during the pre-registration period, typically midway through each semester. Your advisor will give you permissions for the courses agreed upon, on CUNYfirst. Once you have permissions and the registration period has been opened, you can go ahead and enroll in the courses. Dates for registration are listed on the academic calendar.

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

No. To register for clinical practicum, you must complete the online form and documentation requested by the Director of the Speech and Hearing Center, Professor Leslie Grubler. Generally, clinic sections are assigned based on students' preparation (completed academic coursework). However, the Director may consider other factors in the determination of a student's assignment to a particular clinic section.

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

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

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

No. Only those professionals who have met the ASHA and state licensure requirements can practice as speech-language pathologists. New York State does not have speech-language pathology assistants.

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

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

**When can I take the PRAXIS Examination?** It is recommended that you do not take the PRAXIS exam before your last semester of study. The PRAXIS pass rate is reported to ASHA and must be posted on our website. Proper preparation for the PRAXIS exam is essential. Please speak to your advisor prior to registering for the PRAXIS exam.

**What professional credentials do I need to practice as a SLP?** Most students will be applying for three separate professional credentials to practice as a speech-language pathologist in New York State: NYS professional licensure awarded by the New York State Office of the Professions, teacher certification (TSSLD) authorized by the New York State Department of Education, and ASHA certification awarded by our national organization. During your last semester the graduate program director will review the procedures with you for these credentials. Note that if you are graduating September 1<sup>st</sup> and plan to work in the schools, the Lehman College TSSLD can be processed within 1 to 2 days of graduation. Other TSSLD pathways will take longer to process and may influence your job prospects.



Student Information Sheet

Name of Student \_\_\_\_\_ Empl ID # \_\_\_\_\_

Lehman E-mail: \_\_\_\_\_

Other email address: \_\_\_\_\_

Cell phone: \_\_\_\_\_ Other contact number(s) \_\_\_\_\_

Emergency Contact (name & number) \_\_\_\_\_

Student Home Address: \_\_\_\_\_

Undergraduate college: \_\_\_\_\_ Degree: \_\_\_\_\_ Major: \_\_\_\_\_

Pre-requisites courses from: \_\_\_\_\_

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

Undergraduate transcript from \_\_\_\_\_ Yes/no Name of college

Transcript of prerequisites from \_\_\_\_\_ Yes/no Name of college

Clinical observation hours (25) from \_\_\_\_\_ Yes/no ASHA certified SLPs

\_\_\_\_\_ ASHA certified SLPs

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

Biological Science course \_\_\_\_\_ Yes/no Name of course or CLEP

From \_\_\_\_\_ Name of college

Physical Science course \_\_\_\_\_ Yes/no Name of course or CLEP

From \_\_\_\_\_ Name of college

Social/behavioral Science course \_\_\_\_\_ Yes/no Name of course or CLEP

From \_\_\_\_\_ Name of college

Statistics course \_\_\_\_\_ Yes/no Name of course or CLEP

From \_\_\_\_\_



***GRADUATE STUDENT PRE-REGISTRATION WORKSHEET***

<b>Name</b>		<b>Status</b>	<b>Full-time</b>	<b>Part-time</b>
<b>EMPL ID #</b>		<b>Bilingual Extension</b>	<b>yes</b>	<b>no</b>
<b>Email</b>				
<b>Phone</b>			<b>Term</b>	<b>Year</b>
<b>Registration for: (circle one)</b>		<b>Starting semester</b>		
<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Expected Graduation</b>	

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<b>Sec</b>	<b>Title</b>	<b>Day</b>	<b>Time</b>	<b>Credits</b>	<b>Instructor</b>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**Total Number of Credits:** \_\_\_\_\_

\_\_\_\_\_  
**Signature of Advisor**



### ***KASA Remediation Plan***

Student \_\_\_\_\_

Student ID: \_\_\_\_\_

Course Number & Section: \_\_\_\_\_

Date: \_\_\_\_\_

Remediation First: \_\_\_\_\_ Second: \_\_\_\_\_

Semester: \_\_\_\_\_

Instructor/Supervisor: \_\_\_\_\_

Knowledge & skills to be remediated: \_\_\_\_\_

\_\_\_\_\_

Remediation plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of completion: \_\_\_\_\_

Remediation assessment Satisfactory \_\_\_\_\_

Unsatisfactory: Requires further remediation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Professor's Signature \_\_\_\_\_ Student's Signature \_\_\_\_\_