Please Note:
All students in the Department of Speech-Language Pathology are subject to the policies/procedures set forth in this handbook. If the handbook is revised, students are subject to the updated handbook policies/procedures. If any information in this handbook is inconsistent with College policy, the policy of the College prevails. New York Medical College reserves the right to change policies and procedures at any time and without prior notice. Errors and omissions in published documents (written or electronic) may be corrected at any time. This handbook is provided for informational purposes only and is not a contract.

Students are required to sign a document attesting to having received and read the Graduate Student Handbook.

Handbook Update 08-7-2018
Table of Contents

Department Faculty and Staff5

Section 1: Overview of the Master of Science in Speech-Language Pathology

School of Health Sciences and Practice Mission and Values

Department of Speech-language Pathology Mission Statement

Department of Speech Language Pathology Strategic Plan – January 2016-December 2018

Graduate Program Overview

Accreditation Status
Academic Program
Curriculum
Course Descriptions
Clinical Program
Academic Calendar
Advising
Comprehensive Exam
Program Electives
Essential Functions
Certification and Licensure
ASHA Certification
Licensure
Teacher Certification
Fingerprinting
Application Process and Requirements
Application Information
Application Process
Application Review
Degree and Transcripts
Prerequisite Courses
Tests
Personal Statement
Letters of Recommendation

Essential Functions

Essential Function Domain 1 - Communication
Essential Function Domain 2 – Motor
Essential Function Domain 3 – Intellectual/Cognitive
Essential Function Domain 4 – Sensory/Observational
Essential Function Domain 5 – Behavioral/Social

Student Financial Planning
Section 2: College, School and Program Policies

College Policies and Procedures

Privacy Rights of Students/Family Educational rights and Privacy Act (FERPA)
New York Medical College Record Retention Policy
Satisfactory Academic Progress Policy
New York Medical College Policy on Students with Disabilities
Statement of Non-Discrimination Policy
Sexual Harassment Policy
Hate/Biased-Related Crime Prevention Statement
Policy on Sexual and Gender-Based Misconduct and Policy for Alcohol and Drug Use Amnesty in Sexual Violence Cases
Policy on Victim and Survivors Student Bill of Rights, Reporting and Individual Rights and Resources Available Regarding Alleged Sexual Violence Incidents
New York Medical College Student Code of Academic Integrity and Professionalism
Policy of Professional Conduct in the Student-Student and Teacher-Student Relationship
Drug-Free School and Campus Policy
Smoke-Free Policy Statement
Policy for On Campus Sponsored Events Where Alcohol is to be Served
E-mail Usage and E-mail Security
Name Change Policy
Policy on Filming, Videotaping, Photography, and Visual or Audio Recordings
Policy of Fund Raising by Students or Registered Student Organizations
Policy on Campus Parking

School of Health Sciences and Practice Academic Policies

Academic Regulations
Student Grievance Procedure
Complaints Related to Accreditation Standards

Speech-Language Pathology Department Policies and Procedures

Guiding Principles of the Program
Learning Outcomes
Enrollment Requirements
Academic Prerequisites
Graduate Curriculum
Overseas Elective
Research Experience
Thesis
Comprehensive Examination
Student Portfolio
Academic Standing
Academic Advising
Academic and Clinical Remediation
Student Support Committee

Essential Function in Clinical Speech-Language Pathology

Essential Functions – Overview
Essential Function Domain 1 – Communication
Essential Function Domain 2 – Motor
Essential Function Domain 3 – Intellectual/Cognitive
Essential Function Domain 4 – Sensory/Observational
Essential Function Domain 5 – Behavioral/Social

Section 3: Professional Conduct

NYMC Student Code of Academic Integrity and Professionalism
School of Health Sciences and Practice Procedures for Addressing Violations of the Student Code of Academic Integrity and Professionalism
Scope of Practice and Code of Ethics
Respect
Attitude
Attendance
Ability to Work Independently & Demonstrate Learning Outcomes Individually
Ability to Work with Others
Appearance and Dress
Citizenship
Use of Social Media

Section 4: Student Resources

Student Health Service
Student Health Insurance
Student Disability Insurance
Dental Program
NYMC Insurance
Library
Office of Student Housing
Security and Safety
Academic Support
Student Mental Health and Wellness
Office of the University Registrar
Tuition and Financial Aid

Section 5: Clinical Program Policies and Procedures

Knowledge and Skill Competencies
Requirements to Participate in Clinical Activities
Clinical Program Policies
Expectations of Students in Clinical Settings
**Department Faculty and Staff**

**Kathleen Franklin, PhD, CCC-SLP**  
Department Chair and Associate Professor  
Chief, Division of Speech and Language Pathology at Boston Children’s Health Physicians  
Clinical Instructor at Boston Children’s Health Physicians  

BA, University of Nebraska, Lincoln  
MS, University of Nebraska, Lincoln  
PhD, University of Nebraska, Lincoln

**Kathleen M. Kaiser, MS, CCC-SLP, TSHH**  
Assistant Professor  
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Clinic Director, Boston Children’s Health Physicians  
Clinical Instructor at Boston Children’s Health Physicians  

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MS, Teachers College, Columbia University

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B.Sc., Mangalore University, Karnataka, India  
M.A., Delhi University, India  
M.Phil., Delhi University, India  
M.Phil., The Graduate Center, The City University of New York  
Ph.D., The Graduate Center, The City University of New York

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Clinical Educator at Boston Children’s Health Physicians  

BS, Brigham Young University  
MS, University of Utah
Barbara J. Leader, MA, CCC-SLP
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MA, Hunter College

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Director, Voice and Motor Speech Lab
BS, Bloomsburg State College
MS, Pennsylvania State University
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Luis F. Riquelme, PhD, CCC-SLP, BCS-S
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Director, Barrique SLP @ Center for Swallowing & Speech-Language Pathology
New York Presbyterian Brooklyn Methodist Hospital
Clinical Educator at New York Presbyterian Brooklyn Methodist Hospital
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Clinical Educator at Boston Children’s Health Physicians

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MA, St. John’s University

Staff

Yesenia Antepara
Patient/Clinical Coordinator
Department of Speech-Language Pathology
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Kimberly Benedon
Secretary for Clinical Education
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PhD, University of Connecticut

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MS, New York Medical College

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MS, Columbia University

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MS, New York University

Claudia Restrepo, MS, CCC-SLP  
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Alexandra Soyfer, MS, CCC-SLP  
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MA, University of Minnesota

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MS, New York Medical College

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MS, New York Medical College

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MA, Ohio University

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and Westchester Institute for Human Development

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MS, State University of New York, New Paltz

Bornstein, Rivka, AuD, CCC-A
BS, Lander College of Arts and Sciences, Touro College
AuD, The Graduate Center, City University of New York
Ferraro, Judith A., AuD, CCC-A
BS, Ithaca College
MS, Ithaca College
AuD, Arizona School of Health Sciences

McGee, Maureen, MS, CCC-A
BS, Mercy College
MS, Teachers College, Columbia University
Section 1
Overview of the Master of Science in Speech-Language Pathology

The Department of Speech-Language Pathology at New York Medical College (NYMC) is aligned with the College’s mission to educate physicians, scientists, public health specialists, and other healthcare professionals, and to conduct biomedical and population-based research. Through its faculty and affiliated clinical partners, the College provides service to its community in an atmosphere of excellence, scholarship and professionalism. NYMC believes that the rich diversity of its student body and faculty is important to its mission of educating outstanding health care professionals for the multicultural world of the 21st century.

School of Health Sciences and Practice Mission and Values

Mission
We prepare tomorrow’s leaders to preserve, protect, and improve the health of individuals, families and communities through education, investigation, practice and service.

NYMC Values
At NYMC, we teach that while being educated and skilled is critical to success, to truly make a difference and fulfill the duties and responsibilities that the medical and health service professions require, our students must also be compassionate. They must perform ethically and with empathy, delivering patient-centered care that provides emotional as well as physical benefits. To that end, we emphasize the following values that are infused throughout the curriculum and are an integral part of the overall culture at NYMC.

- **Humanism** – At the most basic level, our students must see their patients as people first. Though there may be a presenting illness or infirmity, focusing solely on the flaw can be dehumanizing, and can distance the care provider from the person he or she is treating. By learning early on that patients are more than just their problems, our students are able to provide compassionate care while engaging with and treating the whole person.

- **Cultural Competency** – Our community and the communities in which our students will learn to practice are diverse. Yet cultural competency is more than merely being respectful and accepting of difference. It’s also about being attuned to cultural values and cues. Language differences, beliefs about the body and medicine, varying socioeconomic and educational levels, and feelings of pride and shame relating to gender and ethnicity are present in every interaction. Being mindful – if not fluent – in these cultural issues can make all the difference in the world.

- **Intellectual Curiosity and Scientific Inquiry** – In their educations and in their careers, students are expected to seek out, master, and respond to the latest advances in their fields of study. At NYMC, we also educate students to be active participants and pioneers. Whether by conducting basic, clinical, or translational research, or simply
challenging assumptions and testing established practices in their work, our students are never to be satisfied with pat answers and the status quo.

- **Professionalism** – At all times – in thought, speech, and action; in presentation and in performance; with peers, colleagues, and patients – our students are expected to act professionally from day one. In other words, they must be always be ethical, respectful, conscientious, prepared and accountable. Everywhere they go, in everything they do, our students understand that they represent NYMC and their own personal and professional integrity.

- **Multiple Modes of Learning** – There are more ways to learn than simply through classroom and lab work. NYMC offers numerous opportunities for our students to enhance their curricular lessons, such as through student organizations, community service, research projects and internships. These activities help to build leadership skills, offer access to new knowledge and information, and enable students to broaden their perspectives and make friends and future professional contacts.

- **Aptitude for Patient Care** – The best reasons for providing patient care shouldn’t be a big paycheck. A strong desire to help people and the ability to provide exceptional care comprise the key traits every medical and health service professional should possess. Some of these things can be taught, but we find that NYMC students self-select our school because they truly wish to make a difference in people’s lives.

- **Interpersonal Skills** – In dealing with peers, faculty, and especially patients, it is essential to be an effective communicator. We expect our students to say what they mean, mean what they say, and be gracious, respectful, and flexible at all times. Strong interpersonal skills make students better able to work as part of a team and to engender support from fellow students and faculty.

**Department of Speech-Language Pathology Mission Statement**

The Department of Speech-Language Pathology prepares skilled clinicians who are committed to evidence-based and ethical practice in the delivery of speech-language and swallowing services in healthcare facilities and other professional settings. The curriculum focuses on an integration of research and clinical applications across academic and clinical coursework. The department supports and initiates the development of inter-professional practice skills within the college and in community-based clinical practice settings. The department promotes clinical excellence in the community through service activities and continuing professional education opportunities. The department affirms its commitment that graduates meet the standards for clinical certification through the American Speech-Language-Hearing Association.
Executive Summary

The goal of the department’s strategic plan for this reporting period is to maintain the current standards of excellence in academic and clinical training as a medically-based speech-language pathology program when faced with administrative demands to increase enrollment. Results from a faculty retreat held on January 27, 2016 identified a set of considerations to address specific threats to the quality of the program as a result of the steady increase in enrollment. These considerations include 1) modifying teaching/assessment practices without diluting the quality of academic coursework; 2) providing sufficient clinical training opportunities to meet the development of knowledge/skills required in medical speech-language pathology; 3) increasing staff and faculty to meeting the academic/clinical/administrative needs inherent in student cohort growth; and 4) ensuring adequate space for classroom/clinical activities and personnel. The strategic plan is aligned with Mission and Vision of New York Medical College as well as with the current Mission of the School of Health Sciences and Practice.

Strategic Plan Goals

In pursuit of achieving our Mission and to address threats to the quality of the program, the department identified goals in the following areas: Education; Clinical Training; Research; and Community Engagement.

Education

The Department will:

• educate students to become outstanding speech-language pathologists;
• provide and utilize existing inter-professional education opportunities;
• sponsor continuing education programs for practicing clinicians and clinical educators who provide graduate student training;
• provide educational opportunities with a multicultural perspective through graduate and alumni programs.

Clinical Training

The Department will:

• provide clinical training opportunities to ensure competence in medical speech-language pathology;
• broaden the clinical population/activities available through the department clinic;
• ensure clinical experiences across the lifespan;
• reinforce awareness and application of approaches to assessment and treatment of culturally and linguistically diverse populations.
**Research**

The Department will:

- conduct research projects including systematic reviews and thesis opportunities. promote excellence in the education of speech-language pathologists through basic and clinical research;
- promote the use of evidence-based practice principles in academic and clinical training;
- involve students in faculty

**Community Engagement**

The Department will:

- continue to provide speech-language screening in the community;
- support student involvement in community-based outreach opportunities.

The department’s yearly strategic plan progress report is available upon request.

**Graduate Program Overview**

The Department of Speech-Language Pathology offers the Master of Science (M.S.) degree and provides entry level professional education. The academic and clinical components are designed to prepare skilled clinicians who are committed to excellence in the delivery of speech-language pathology services in health care and other professional settings. Faculty and students use clinical and technological resources based on evidence-based practice principles to advance the field of communication sciences and disorders through research and clinical care. This full-time program is designed to be completed in five to six consecutive semesters starting in the fall. English is the language of instruction throughout the curriculum.

**Accreditation Status**

The Master of Science (M.S.) education program in speech-language pathology at New York Medical College is accredited by the Council on Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2017 or 301-296-5700. 

**Academic Program**

The academic coursework sequence occurs across all five semesters of the program. A sixth semester is available for students who require additional time to complete clinical requirements. Academic courses are intended to provide each student with the theoretical background knowledge and essential skills necessary to engage in supervised clinical practice as
a speech-language pathologist during the clinical fellowship experience resulting in eligibility for certification and licensure.

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**Curriculum**

**Class of 2019**

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SLPML 6001</td>
<td>Foundations of Speech, Language, and Cognition</td>
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<tr>
<td>SLPML 6008</td>
<td>Speech Sound Disorders</td>
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<td>SLPML 6010</td>
<td>Diagnostic Methods and Clinical Processes</td>
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<td>SLPML 6032</td>
<td>Neuroscience</td>
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<tr>
<td>SLPML 6045</td>
<td>Seminar in Professional Issues and Ethics I</td>
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<td>SLPML 6050</td>
<td>Diagnostic Lab</td>
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<td>SLPML 6066</td>
<td>Speech Science</td>
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<tr>
<td>SLPML 6069</td>
<td>Research Methods in Communication Disorders</td>
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<td>SLPML 6040</td>
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<td>SLPML 6004</td>
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<td>SLPML 6011</td>
<td>Voice Disorders</td>
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<tr>
<td>SLPML 6022</td>
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<td>Seminar in Professional Issues and Ethics III</td>
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<td>Seminar in Management of Medical Patients III</td>
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<td>External Practicum III or 6067 External Practicum: School Setting</td>
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**TOTAL (without electives)** | **71 credits**

**Electives**
Curriculum

Class of 2020

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<th>Electives</th>
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<td>SLPM 6068</td>
<td>Pediatric Dysphagia</td>
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<td>Adult Neurogenic Cognitive Disorders</td>
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<tr>
<td>SLPM 6031</td>
<td>Seminar in Counseling</td>
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<tr>
<td>SLPM 6053</td>
<td>AAC</td>
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<td>Seminar in Management of Medical Patients III</td>
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<td>Fluency Disorders</td>
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<tr>
<td>SLPM 6023</td>
<td>Aural Habilitation/Rehabilitation</td>
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<tr>
<td>SLPM 6029</td>
<td>Seminar in Early Intervention</td>
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<tr>
<td>SLPM 6047</td>
<td>Seminar in Professional Issues and Ethics III</td>
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<td>SLPM 6044</td>
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**TOTAL (without electives)** | 71 credits

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SLPM 7090 | Overseas elective | 1 |
SLPM 7091 | Research Experience | 1 |
SLPM 7094 | Thesis Research | 0 |
SLPM 7095 | Master’s Thesis | 3 |
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<td>Research Experience</td>
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Course Descriptions

SLPM 6001 Foundations of Speech, Language and Cognition
This course examines the normal development of phonology, morphology, syntax, semantics and pragmatics in children’s communication in the context of monolingual and bilingual populations. A comprehensive review of the theories of language development, acquisition, cultural and environmental factors contributing to language development will be provided. This information will establish a foundation for effective evaluation of both normal and disordered language as well as provide an understanding of how language affects academic achievement as well as social and emotional development.

SLPM 6004 Advanced Anatomy of the Speech and Hearing Mechanisms
The anatomy of speech and swallow is examined in detail. Students will develop an appreciation of how the relevant body systems (chest, lungs, heart, abdomen, neck, cranial cavity, cranial nerves, etc.) contribute to the speech, swallowing, and breathing mechanisms. This is achieved through an integrated didactic and laboratory experience. Students use cadaver dissection to reinforce concepts and help them gain a three dimensional understanding of the interplay of processes resulting in normal as well as abnormal function.

SLPM 6008 Speech Sound Disorders
This course surveys the theory, clinical effects, and management of phonological disorders related to native and second language acquisition. It also examines the management of articulatory disorders of a nonlinguistic character. Training in the use of the International Phonetic Alphabet to transcribe speech sounds is an important component of this course. Students develop facility in transcribing English as well as disordered speech.

SLPM 6009 Language Disorders of Children
This course examines the etiology of childhood disorders of language and communication as well as theoretical and practical approaches to the assessment and remediation of these disorders. Students gain knowledge of the influence of language and culture on the habilitation/rehabilitation of childhood language disorders.

SLPM 6010 Diagnostic Methods and Clinical Processes
SLPM 6050 Diagnostics Lab
This course examines theoretical and practical applications of current practices in the assessment and management of speech, language, and swallowing disorders across the lifespan. The primary focus is on assessment and intervention principles and practices that are applicable to a broad spectrum of individuals and disorders. The course emphasizes the development of skill in professional report writing. Lab sessions provide practical experience in administering and scoring formal and informal assessments, as well as developing appropriate assessment protocols for a variety of populations. Issues of cultural sensitivity, non-biased assessment and bilingualism are also introduced.
SLPM 6011 Voice Disorders
This course addresses methods of evaluating and remediating voice problems in children and adults that result from a disturbance or disruption in laryngeal function, including disorders caused by neurological conditions, phonotrauma, psychological factors and non-neurological organic processes. Cultural differences and preferences are considered.

SLPM 6012 Fluency Disorders
The course reviews contemporary theories pertaining to the nature, etiology, and treatment of disfluent speech. Factors to consider in differential diagnosis and prognosis are also considered. Therapeutic principles and management procedures for pre-school and school-aged children and adults are studied.

SLPM 6013 Neuromotor Speech Disorders
This course uses the background provided in Neuroscience to provide a through grounding in the neuropathologies of acquired and congenital motor speech disorders (the various forms of dysarthria and apraxia of speech). Using this grounding, the student will study rationales and procedures for the differential diagnosis and treatment of these disorders. Students will develop proficiency in the neurological examination as it pertains to speech and swallowing functions.

SLPM 6014 Dysphagia
This course provides a thorough understanding of normal swallow physiology and its related disorders across the lifespan. Etiological factors are reviewed. Instrumental diagnostic techniques are introduced, with strong emphasis on videofluoroscopy and nasoendoscopy. Further emphasis is given to multiple management issues in general, as well as by varied cultural groups. Evidence-based practice issues are incorporated into all aspects of the course. Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed. Course includes several practical assignments and clinical observations.

SLPM 6019 Adult Neurogenic Language Disorders
This course addresses the nature, assessment and remediation of language and communication disorders associated with syndromes of aphasia. Students gain knowledge of the effects of language and culture on the rehabilitation of adult-onset language disorders.

SLPM 6020 Adult Neurogenic Cognitive Disorders
This course reviews the nature, assessment, and remediation of cognitive, perceptual, and communication disorders associated with traumatic brain injury, right hemisphere dysfunction, and dementia. Associated nonlinguistic disorders such as coma, agitation, and neglect are considered. Discussions include cross-cultural and lifespan considerations in communication and the management of communication disorders.

SLPM 6022 Audiology
This course is an introduction into the assessment and identification of hearing loss, and to the etiologies of hearing loss. Class topics also include psychoacoustics, anatomy and physiology, and observational and clinical experiences. This course provides speech-language pathology
majors with the necessary knowledge and skills defined in the American Speech-Language Hearing Association (ASHA) guidelines and focuses strongly on aspects related to the speech-language pathologists’ scope-of-practice.

**SLPM 6023 Aural Habilitation/Rehabilitation**
This course focuses on the habilitation-rehabilitation of individuals with hearing impairments. Psychological, social, cultural and educational aspects of hearing impairment in children and adults are addressed. Varying procedures and rationales for management in a variety of settings are discussed. Course content includes amplification, counseling and habilitation/rehabilitation techniques for adults and children.

**SLPM 6029 Seminar in Early Intervention**
Seminar surveys the characteristics of infants, toddlers, and preschool children with, or at risk of developing, disabilities; working with families through various types of services while considering cultural and linguistic variables; providing parent training and support; the development of trans-disciplinary teams, the role of team members, and the development of teaming skills. Consultation, collaboration, and communication with other professionals and parents are covered in this course.

**SLPM 6031 Seminar in Counseling**
This seminar surveys major approaches to counseling within the context of communication disorders. Students examine the emotional and practical issues pertaining to the full range of communication disorders across the lifespan as they affect patients and their caregivers. Students study interviewing and counseling techniques for individuals, families and groups. The implications of multicultural and linguistic diversity for effective counseling are considered throughout the course. Ethical and professional issues relevant to counseling are brought into vivid focus as they are discussed in the context of students’ clinical experiences. At the close of the course, each student presents counseling information and resources pertaining to specific communication disorders.

**SLPM 6032 Neuroscience**
This course is designed to provide a foundation in the fundamentals of neuroanatomy and neurophysiology. Normal and disordered function will be addressed in the context of speech, language, and cognition.

**SLPM 6035 School-Based Speech-Language-Hearing Services**
This course examines federal and state laws concerning service delivery in a school setting. Students develop skills in working with general curriculum teachers and other specialists to meet the needs of communication-disordered students with the full range of disabilities and cultural considerations. Problem-based learning activities are used to explore creative and innovative means of assisting these children in accessing the general curriculum.

**SLPM 6040; 6041; 6042; 6043; 6044 Clinical Practicum Experiences**
1 credit per semester
Registration for clinical practicum experiences is required during each semester. Students
participate in a minimum of two internal clinical rotations at our on-campus clinic. Upon successful completion of the internal rotations, students participate in up to three different off-campus clinical rotations at hospitals, rehabilitation centers, schools, or private practices. Students must receive a passing grade in each practicum rotation in order to continue to the next practicum experience. Selected pediatric clock hours within these experiences may be counted toward the school based practica requirement for teacher certification.

SLPM 6045; 6046; 6047 Seminar in Professional Issues and Ethics
This seminar series includes discussion of the scope of practice in speech-language pathology and professionalism with a focus on supervision. Professional and ethical standards of practice are reinforced with a consideration of cultural differences. Perspectives on speech-language pathology relative to public health issues are covered.

SLPM 6053 Adaptive and Augmentative Communication Systems & Devices
This course is intended to facilitate an understanding and awareness of the communication options available to individuals who are unable to meet their daily communication needs through natural modes. The emphasis of this course is on determining appropriate technology supports that can be used to increase communication and daily functioning. The course covers characteristics of congenital and acquired communication disorders and cultural considerations; AAC and other assistive technology (AT) options and features; principles of AAC assessment; service delivery models; AAC intervention; funding; and current research in AAC.

SLPM 6062; 6063, 6064 Seminar in Management of Medical Patients I, II and III
This three-part seminar course introduces students to the scope of speech-language pathology practice in medical settings. It provides familiarity with speech-language cognitive and swallowing disorders commonly encountered in medical settings; as well as medically-oriented diagnostic, treatment and reporting practices. Students will also acquire familiarity with equipment and terminology employed in medical settings, and with elements of pathophysiology and pharmacology associated with speech-language disorders in medical settings. Specific content will include infection control practices, exposure to critical care units and pertinent equipment, working with laryngectomized individuals and gaining familiarity with tracheo-esophageal puncture and one-way valves, working with patients that are ventilator-dependent with/without speaking valves, understanding of syndromology and cranio-facial anomalies in the context of feeding/swallowing and communication. In addition, specific public health issues will be addressed, including: reimbursement practices, impact on clinical practice in a variety of settings, collaboration with other professionals.

SLPM 6066 Speech Science
This course encompasses an advanced study of the physiological functions responsible for the production of speech and the acoustic correlates of those functions. Topics include respiratory kinematics, phonatory dynamics, models of speech production and perception.

SLPM 6067 – External Practicum: School Setting
This semester of clinical practicum experience in speech-language pathology includes
experiences in diagnosis and treatment of speech-language disorders in a school setting. This course satisfies the practica requirement for teacher certification.

**SLPM 6068 Pediatric Dysphagia**
This course provides an understanding of pediatric feeding and swallowing disorders. Exploration of normal communication of the infant, toddler and preschooler with emphasis on a multidisciplinary approach. Evaluation procedures and recommendations will be addressed as well as evidence based therapeutic techniques. Counseling and parent training is discussed with consideration to cultural variables. Students become familiar with texture/characteristics of various foods and its impact on feeding and swallowing. Class encompasses overall developmental issues of the birth to preschool population.

**SLPM 6069 Research Methods in Communication Disorders**
This course is designed to help students learn to critically analyze research in communication sciences and disorders. Critiques will include consideration of statistical analyses, subject selection criteria, ethics, strength of evidence, and potential fatal flaws.

**SLPM 7090 Overseas elective**
This elective course will focus on the ongoing development of clinical skills in measurement and evaluation procedures for adults with speech, language, and/or swallowing disorders in a variety of locations outside the United States proper. This will include approved international and territorial sites. Students will engage in collaborative projects with other students at the site, as well as explore the delivery of speech-language pathology, and other healthcare services to adult and pediatric populations in a variety of settings.

**SLPM 7094 Thesis Research (For class of 2019 only)**
This course is for students completing the thesis option. Please refer to SLPM 7095 Thesis for information.

**SLPM 7095 Thesis  (For class of 2019 only)**
The preparation of the master’s thesis provides the student with the opportunity to develop expertise in a topic through independent research and integration of skills acquired by the student through coursework. The thesis includes the formulation and articulation of one or more research questions, the development of methods to carry out the inquiry, and the results of the research. Some aspect of the research must be original, whether it is the topic itself or the reinterpretation of others’ findings. While primarily a learning experience, the thesis should be of a quality and form that can be further refined for publication.

**SLPM 7091 Research Experience**
Students selecting this option will complete an extensive review of existing literature or complete a clinical research project on a specific topic in an area endorsed by a faculty mentor. Students may be participating in components of clinical research, inter-professional education opportunities, or community-based initiatives. Finished products will include a compilation of the information and presentation of the project in selected local and/or regional venues.
Clinical Program

The clinical practicum sequence occurs across all semesters of the program. The first two semesters of clinical work occur in the department’s on-site clinic, Boston Children’s Health Physicians Division of Speech-Language Pathology. Students work with academic and clinical faculty in the development of knowledge and skills in planning/execution of diagnostic and treatment strategies with pediatric and adult patients. Opportunities are available for individual and group treatment. The program offers three external rotation opportunities that occur during semesters three, four, and five. Students are provided with experiences that cover the lifespan across a variety of clinical settings to include at least one healthcare setting (e.g., acute care hospital, acute, subacute, or long-term rehabilitation facility, pediatric inpatient facility, outpatient medical setting, etc.). Other clinical environments include public and private schools, preschools, Early Intervention, private practices, pediatric and adult outpatient centers. One external rotation consists of a combination of inpatient and outpatient medically-based experiences designed to provide students with a wide variety of foundational skills in medically-based speech-language pathology. These include: inpatient and outpatient instrumental swallow studies (adult and pediatric); inpatient and outpatient evaluations (adult and pediatric); experience in Critical Care unit, to include trach/vent (adult), inpatient and outpatient language groups (adult and pediatric) as well as outpatient therapy at the on-campus clinic. Students participate in inpatient and outpatient experiences in Audiology as well. All of these experiences are competency-based.

Academic Calendar

The Department of Speech-Language Pathology sets a calendar each year, which may differ from the published New York Medical College calendar. The full-year academic calendar is provided to incoming graduate students at or before orientation. Students should be aware that clinical experiences may not follow the academic calendar. Clinic time during a semester may be extended due to the schedule maintained by the site, weather or other unexpected closures, or if a student requires more opportunities to achieve competency and/or required hours. Such extensions will be achieved through mutual agreement with the clinical site.

Advising

Graduate students are assigned an academic advisor. Specific details of advising are described in Section Two of this handbook.

Comprehensive Exam
Graduate students are required to complete a summative evaluation in the form of a comprehensive examination. The comprehensive exam occurs in the final semester of the graduate program. Specific details of the comprehensive exam are described in Section Two of this handbook.

**Program Electives**

Graduate students have several optional electives; these are offered in addition to the standard curriculum. They include a clinical experience overseas, research experience, and a thesis option. Specific details on program electives are described in Chapter Two of this handbook.

**Overseas Elective (1 credit)**

Students who choose to select this elective course will focus on the ongoing development of clinical skills in measurement and evaluation procedures for adults with speech, language, and/or swallowing disorders in a variety of locations outside the United States proper. This will include approved international and territorial sites. Students will engage in collaborative projects with other students at the site, as well as explore the delivery of speech-language pathology, and other healthcare services to adult and pediatric populations in a variety of settings. Students are responsible to pay for airfare and meals; shared costs will be assessed for hotel and transportation at the site.

**Research Experience (1 credit)**

Students selecting this option will complete a research project in an area identified by a faculty mentor. Individuals or work groups may participate in components of clinical research, interprofessional education opportunities, or community-based initiatives. Students will complete work guided by a faculty mentor. Finished products will include a document summarizing the findings of the information and a presentation of the project in selected local and/or regional venues. Students interested in pursuing research experience should initiate a discussion with assigned academic advisor.

**Thesis (3 credits) (For the Class of 2019 only)**

The preparation of the master’s thesis provides the student with the opportunity to develop expertise in a topic through independent research and integration of skills acquired by the student through coursework. The thesis includes the formulation and articulation of one or more research questions, the development of methods to carry out the inquiry, and the results of the research. Some aspect of the research must be original, whether it is the topic itself or the reinterpretation of others’ findings. While primarily a learning experience, the thesis should be of a quality and form that can be further refined for publication. Students interested in the thesis option should initiate a discussion with assigned academic advisor.

**Essential Functions**
“In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have 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 licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experiences. However, there are skills that are most inherent and should be present when a student begins the program.”

Source: Council of Academic Programs in Communication Sciences and Disorders, 2007

Admitted students are required to review and acknowledge capacity to fulfill these essential functions. Failure to meet or maintain the Essential Functions may result in a recommendation for dismissal from the program. The Essential Functions are fully described at the end of this document.

Certification and Licensure

New York Medical College makes no guarantees regarding an individual’s ability to obtain licensure, certification, or employment.

ASHA Certification

Successful completion of the academic and clinical requirements of the speech-language pathology master’s program prepare graduates for entry-level practice. Upon completion of a clinical fellowship (after graduation) graduates are eligible for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The ASHA Standards for Certification can be found on the association website: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/

Licensure

Students who complete the Master of Science degree in Speech-Language Pathology will also have completed academic and clinical requirements required for licensure in Speech-Language Pathology from the New York State Office of the Professions Division of Professional Licensing Services. Information and instructions for New York licensure are available online: http://www.op.nysed.gov/prof/slp/a/

Students who plan to seek licensure in another state should consult the licensing agency in that state for further information. ASHA maintains links for state contacts and licensing requirements at: http://www.asha.org/advocacy/state/
Teacher Certification

The academic and clinical requirements of the speech-language pathology program meet the requirements for the Initial Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) in New York. In addition to the academic and clinical training components of the program, graduates must complete the following:
Workshops – Child Abuse Identification, School Violence Prevention, Autism – online workshops;
Training – Dignity for All Students Act (DASA) – on campus training;
Test – Educating All Students (EAS) – students arrange completion at an approved testing site.

Fingerprinting

Additional information is available at:
http://www.highered.nysed.gov/tcert/certificate/rightpathway.html#nine
Students who plan to seek teacher certification in another state should consult the state education department in that state for further information.

Application Process and Requirements

The School of Health Sciences and Practice at New York Medical College invites applications from individuals interested in entering the professional field of speech-language pathology. Applications are accepted from those holding a Bachelor’s degree. The staff in the Office of Admissions in the School of Health Sciences and Practice is available to provide information and answers questions during the admission and financial aid process. They offer ongoing support throughout the application process.

Michelle Novotny
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Application Information

The Department of Speech-Language Pathology at New York Medical College participates in the Communication Sciences and Disorders (CSD) Centralized Application Service (CSDCAS). All
applicants are required to apply online through https://CSDCAS.liaisoncas.com/applicant-ux/#/login. It is important that your application materials submitted to CSDCAS at least 3-4 weeks prior to the application deadline. CSDCAS needs at least that much time to process your application.

**Application Process**

Items to submit directly to CSDCAS:
1) Application with application fee
2) Official transcripts for all colleges/universities attended
   Requirement for international applicants – foreign transcript evaluation
3) Prerequisites
4) GRE test scores  (Program code: 6973)
   (Additional requirement for international applicants – TOEFL/ITLTS scores)
5) Personal statement (details below)
6) Three (3) letters of recommendation (at least one must be from a professor)

**Application Review**

The application review process begins immediately after the application deadline. Decisions are made after all applications are reviewed. A department Admissions Committee is charged with careful review of all completed applications. Applications are initially reviewed by at a member of the faculty in the Department of Speech-Language Pathology. Applicants who receive a favorable rating from the faculty review are invited to campus for an additional set of activities. Recommendations are made by the department’s Admissions Committee comprised of department academic and clinical faculty.

**Degree and Transcripts**

Applicants must have a Bachelor's degree from a regionally accredited U.S. college or university. International applicants must meet the international equivalent.

**U.S. Transcripts:** Applicants must submit transcripts from all undergraduate institutions attended; transcripts for any post-graduate credit hours must be submitted, as well.

**Foreign Transcripts:** International applicants who did not receive an undergraduate or graduate degree in the United States must submit an evaluation of their degree transcript conducted by World Education Services (WES). This credential evaluation must document minimum
equivalency of a U.S. baccalaureate. The transcript evaluation should include a conversion to U.S. credit hours and grades.

**Official transcripts for all colleges/universities attended must be uploaded to CSDCAS.**

### Prerequisite Courses

There are two sets of prerequisite course requirements that must be completed prior to beginning the program.

**ASHA Requirements**

- **Biological Sciences – at least 1 course** - Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)

- **Physical Sciences - at least 1 course** - Acceptable courses in physics or chemistry

*Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied*

- **Social Sciences - at least 2 courses** - Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.

- **Statistics Course- at least 1 course** - Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

**Department of Speech-Language Pathology Requirements**

- A course in phonetics with phonetic transcription component.
- A course in anatomy and physiology of speech or speech/hearing.
- A course in child development/child language development.

Prerequisite courses do not need to be completed in order to apply to the program; however, all prerequisite courses must be satisfactorily completed prior to starting the program.

Applicants can contact the Office of Admissions with specific questions about whether certain courses meet prerequisite requirements.

### Tests

**GRE**

The general test is required for admission. Score reports can be obtained by contacting
Educational Testing Service (See www.ets.org). The CSDCAS program code for NYMC Speech-Language Pathology program is 6973.

Applicants are encouraged to take the GRE at least 2 months before the application deadline to ensure that scores are available during the application review process. Applications are not complete without the official GRE scores and will delay review.

An official GRE score report must be uploaded to CSDCAS.

TOEFL/IELTS
A career in speech-language pathology requires a high level of facility with the English language. In order to ensure success, TOEFL or IELTS scores are required for the following students:
- Those whose first language is not English;
- Those from countries where English is one of the official languages, but not necessarily the first language of the majority of the population;
- Those from countries where English is not a native language, although available as a language of instruction at all or some levels of schooling;
- Those whose transcripts are not in English or are from schools in non-English speaking countries.

The TOEFL minimum cumulative score is 96 (IBT: no score lower than 24 in each of the four (4) sections.

The IELTS minimum score is Band 7.
For more information on these tests, contact Educational Testing Service (http://www.toefl.org) TOEFL, PO Box 6151, Princeton, NJ 08541-6000; telephone (609) 921-9000; email: toefl@ets.org.
Personal Statement

Applicants are asked to write a personal statement of approximately 750 words that address the following:

Discuss personal characteristics and experiences that led to your decision to pursue a graduate degree in speech-language pathology. Specifically address the ways in which the medically-based speech-language pathology program at New York Medical College can help you achieve your career goals.

The Personal Statement must be uploaded to CSDCAS.

Letters of Recommendation

Three recommendation letters are required for admission. At least one recommendation must be from a faculty member from whom you have taken at least one course. No recommendations from on-line course instructors are accepted.

Letters of Recommendation must be uploaded to CSDCAS.

Essential Functions

Overview

The Department of Speech-Language Pathology at New York Medical College prepares skilled clinicians who are committed to evidence-based and ethical practice in the delivery of speech-language and swallowing services in healthcare facilities and other professional settings. The curriculum is focused on an integration of research and clinical applications across academic and clinical coursework. The department supports and initiates the development of inter-professional practice skills within the college and in community-based settings. The department promotes clinical excellence in the community through service activities and continuing professional education opportunities. The department affirms its commitment that graduates meet the standards for clinical certification through the American Speech-Language-Hearing Association. Toward this end, graduate students must demonstrate essential functions for the education and practice of speech-language pathology.

“In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have 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 licensure and national certification. Many of these skills can be learned and developed during the course of
the graduate program through coursework and clinical experiences. The starred items (*), however, are skills that are most inherent and should be present when a student begins the program.”

Source: Council of Academic Programs in Communication Sciences and Disorders, 2007
**Essential Function Domain 1 - Communication**

A student must possess adequate communication skills to:

- Communicate proficiently in both spoken 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.

**Essential Function Domain 2 - 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 protocols 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.).

**Essential Function Domain 3 – 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 judgements 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 independent decisions.

**Essential Function Domain 4 – 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 area of semantics, pragmatics, syntax, morphology and phonology, hearing, swallowing, cognition, and social interaction related to communication.
✓ Identify the need for alternative modalities of communication.
✓ Visualize and discriminate anatomic structures and imaging findings (e.g., MBSS, FEES, etc.).
✓ Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
✓ Recognize when a client’s family does or does not understand the clinician’s written and/or verbal communication.

**Essential Function Domain 5 – 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, races, religions, sexual orientations, 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.

During orientation, students are asked to attest that they have read and understand the essential functions of a speech language pathologist.

Student Financial Planning

The Office of Student Financial Planning at New York Medical College offers students a financial program that assists them with their decision making before, during and even after they have graduated from New York Medical College. The Office strives to help students find and understand the numerous financial resources available and how these resources will impact their lives. Our goal is to sharpen your financial literacy, avoid costly mistakes and help you make sound and educated financial choices.

The Financial Aid deadline occurs in late April for the new academic year. All required financial aid steps and required forms must be completed and submitted to the Office of Student Financial Planning by this date. These steps include completing a Free Application for Federal Student Aid (FAFSA). If borrowing federal student loans, a promissory note must be filed. Any additional required documents/online processes required by the financial aid office must be submitted. More detailed information is available on the NYMC website at: http://www.nymc.edu/current-students/office-of-student-financial-planning/apply-for-financial-aid/school-of-health-sciences-and-practice/
Privacy Rights of Students/Family Educational Rights and Privacy Act (FERPA)

It is the policy of New York Medical College to protect information contained in students' records from unauthorized disclosures and to comply in all respects with the provisions of the Family Educational Rights and Privacy Act of 1974 and its associated regulations. Students should be aware of the College’s policy on the rights to privacy related to students provided here and available at:

http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/current-students-academic-policies/-FERPA.pdf

Confidentiality of Student Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), with which New York Medical College complies, was enacted to protect the privacy of education records, to establish the right of students to review their education records, and to provide guidelines for correction of inaccurate or misleading statements. “Education records,” as defined in the law, include records, files, documents, or other materials in hard copy or in electronic format, maintained by NYMC or a party acting on its behalf, which contain information directly related to a student. There are a number of types of records that are specifically excluded from the scope of the Act, such as records maintained personally by faculty or staff that are not available to others, medical records maintained by the university’s health service, and employment records. FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed. A student will ordinarily not be provided with copies of any part of his record other than his transcript, unless the inability to obtain copies would effectively prevent him from exercising his right to inspect and review his education records.

2. The right to request an amendment to the student’s education records that the student believes is inaccurate, misleading, or in violation of the student’s rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed,
and specify why it is inaccurate. If the College decides not to amend the record as requested by
the student, the College will notify the student of the decision and advise the student of his or
her right to a hearing regarding the request for amendment. Additional information regarding
the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable
information contained in the student’s education records. FERPA authorizes disclosure without
consent in specific circumstances including:

a. One exception that permits disclosure without consent is disclosure to school officials
with legitimate educational interests. A school official is a person employed by the
College in an administrative, supervisory, academic or research, or support staff position
(including law enforcement unit personnel and health staff); a person or company with
whom the College has contracted (such as an attorney, auditor, or collection agent); a
person serving on the Board of Trustees; or a student serving on an official committee,
such as a disciplinary or grievance committee, or assisting another school official in
performing his or her tasks. A school official has a legitimate educational interest if the
official needs to review an education record in order to fulfill his or her professional
responsibility. Requests for access to student educational records are vetted by the
custodian of the record and the employee’s supervisor (where appropriate), in
consultation with the Registrar.

b. A second exception that permits disclosure without consent is disclosure of “directory
information.” NYMC has established the following student information as public or
directory information, which may be disclosed by the institution at its discretion:

Name
Address
E-mail address
Telephone number
Date and Place of birth
School or program attended
Major field of study
Photographic, video, or electronic images
Classification (year level)
Dates of enrollment
Full- or part-time enrollment status
Expected year of graduation
Degrees, honors and awards conferred and their dates
Most recent educational agency or school attended
Residency or other post-completion placements
User ID or other unique personal identifier used to communicate in electronic systems
but only if the identifier cannot be used to gain access to education records
Annual yearbook and graduation programs
Membership in registered student clubs and organizations

Students may request that NYMC withhold release of their directory information by notifying the Registrar's Office in writing. Please be advised that such a request will make this information unavailable to prospective employers, licensing boards, insurance companies, and others to whom you may want this information known or verified. Thus it is recommended that students carefully consider whether personal privacy concerns outweigh the potential inconvenience of having directory information withheld.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by NYMC to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Confidentiality of Student Health Records (HIPAA)
NYMC is committed to protecting the privacy and security of personal health information concerning our employees and students. As such, NYMC is fully compliant with the New York State Health Insurance Portability and Accountability Act (HIPAA). Students should be aware of the College’s policy on the rights to privacy related to student health and mental health information provided here and available at:
https://www.omh.ny.gov/omhweb/hipaa/phi_protection.html

HIPAA Privacy Rules for the Protection of Health and Mental Health Information
(Note: The information provided below is a summary and intended for general informational purposes. Mental health providers and other covered entities should not rely on this summary as a source of legal information or advice and should consult with their own attorney or HIPAA Privacy Officer for specific guidance.)

Introduction:
This document provides guidance about key elements of the requirements of the Health Insurance Portability and Accountability Act (HIPAA), federal legislation passed in 1996 which requires providers of health care (including mental health care) to ensure the privacy of patient records and health information. HIPAA required the federal Department of Health and Human Services (HHS) to develop regulations to implement these privacy requirements, called the Privacy Rule, which became effective on April 14, 2003. State statutes which provide more stringent protections of health care privacy remain in effect even after HIPAA, and therefore this document includes a few relevant references to requirements in New York State’s mental health confidentiality statute (section 33.13 of the Mental Hygiene Law).

General:
The HIPAA Privacy Rule (45 CFR Parts 160 and 164) provides the first comprehensive Federal protection for the privacy of health and mental health information. The Rule is intended to provide strong legal protections to ensure the privacy of individual health information, without interfering with patient access to treatment, health care operations, or quality of care. The Privacy Rule applies to “covered entities” which generally includes health plans and health care
providers who transmit health information in electronic form. Covered entities include almost all health and mental health care providers, whether they are outpatient, residential or inpatient providers, as well as other persons or organizations that bill or are paid for health care.
Basic Principles of the Privacy Rule:

The Privacy Rule protects all “protected health information” (PHI), including individually identifiable health or mental health information held or transmitted by a covered entity in any format, including electronic, paper, or oral statements.

A major purpose of the Privacy Rule is to define and limit the circumstances under which an individual's PHI may be used or disclosed by covered entities. Generally, a covered entity may not use or disclose PHI to others, except:

as the Privacy Rule permits or requires; or

as authorized by the person (or personal representative) who is the subject of the health information. A HIPAA-compliant Authorization must contain specific information required by the Privacy Rules.

A covered entity must provide individuals (or their personal representatives) with access to their own PHI (unless there are permitted grounds for denial), and must provide an accounting of the disclosures of their PHI to others, upon their request.

The Privacy Rule supersedes State law, but State laws which provide greater privacy protections or which give individuals greater access to their own PHI remain in effect.
(Note: One must consult not only HIPAA but also other relevant federal privacy laws (such as regulations pertaining to Medicaid and federally funded substance abuse treatment programs), as well as State privacy laws (including the Mental Hygiene Law- section 33.13, the Public Health Law, the Education Law licensing provisions, and the Civil Practice Laws and Rules), to determine whether a disclosure of medical information is permissible in a given circumstance.)

Permitted Uses or Disclosures of PHI Without Authorization:

Extensive provisions of the Privacy Rule describe circumstances under which covered entities are permitted to use or disclose PHI, without the authorization of the individual who is the subject of the protected information. These purposes include, but are not limited to, the following:

A covered entity may disclose PHI to the individual who is the subject of the information.

A covered entity may use and disclose protected health information for its own “treatment, payment, and health care operations.”

Treatment is the provision, coordination, or management of health care and related services for an individual, including consultation between providers and referral of an individual to another provider for health care.
Payment includes activities of a health care provider to obtain payment or to receive reimbursement for the provision of health care to an individual.

Health care operations include functions such as: (a) quality assessment and improvement; (b) competency assessment, including performance evaluation, credentialing, and accreditation; (c) medical reviews, audits, or legal services; (d) specified insurance functions; and (e) business planning, management, and general administration.

Permission may be obtained from the individual who is the subject of the information or by circumstances that clearly indicate an individual with capacity has the opportunity to object to the disclosure but does not express an objection. Providers may also rely on an individual's informal permission to disclose health information to an individual's family, relatives, close personal friends, or to other persons identified by the individual, limited to information directly related to such person's involvement.

When an individual is incapacitated or in an emergency, providers sometimes may use or disclose PHI, without authorization, when it is in the best interests of the individual, as determined by health care provider in the exercise of clinical judgment. The PHI that may be disclosed under this provision includes the patient's name, location in a health care provider's facility, and limited and general information regarding the person's condition.

Providers may use and disclose PHI without a person's authorization when the use or disclosure of PHI is required by law, including State statute or court order.

Providers generally may disclose PHI to State and Federal public health authorities to prevent or control disease, injury, or disability, and to government authorities authorized to receive reports of child abuse and neglect.

Providers may disclose PHI to appropriate government authorities in limited circumstances regarding victims of abuse, neglect, or domestic violence.

Providers may disclose PHI to health oversight agencies, (e.g., the government agency which licenses the provider), for legally authorized health oversight activities, such as audits and investigations.

PHI may be disclosed in a judicial or administrative proceeding if the request is pursuant to a court order, subpoena, or other lawful process (note that "more stringent" NYS Mental Hygiene law requires a court order for disclosure of mental health information in these circumstances).

Providers may generally disclose PHI to law enforcement when:

Required by law, or pursuant to a court order, subpoena, or an “administrative request,” such as a subpoena or summons (Note: the "more stringent" NYS Mental Hygiene Law section 33.13 requires a court order for disclosure of mental health information in these circumstances). The information sought must be relevant and limited to the inquiry.
To identify or locate a suspect, fugitive, material witness or missing person (Note: under Mental Hygiene Law section 33.13 this information is limited to “identifying data concerning hospitalization”).

In response to a law enforcement request for information about a victim of a crime (Note: under Mental Hygiene Law section 33.13 this information is limited to “identifying data concerning hospitalization”).

To alert law enforcement about criminal conduct on the premises of a HIPAA covered entity. Providers may disclose PHI that they believe necessary to prevent or lessen a serious and imminent physical threat to a person or the public, when such disclosure is made to someone they believe can prevent or lessen the threat (including the target of the threat). An authorization is not required to use or disclose PHI to certain government programs providing public benefits or for enrollment in government benefit programs if the sharing of information is required or expressly authorized by statute or regulation, or other limited circumstances

“Minimum Necessary” Rule:
A covered entity must make reasonable efforts to use, request, or disclose to others only the minimum amount of PHI which is needed to accomplish the intended purpose of the use, request or disclosure. When the minimum necessary standard applies, a covered entity may not use, disclose, or request a person's entire medical record, unless it can specifically justify that the entire record is reasonably needed.

The minimum necessary standard does not apply under the following circumstances:

- disclosure to a health care provider for treatment;
- disclosure to an individual (or personal representative) who is the subject of the information;
- use or disclosure made pursuant to an Authorization by the person (or personal representative);
- use or disclosure that is required by law; or
- disclosure to HHS for investigation, compliance review or enforcement.

Penalties for Violation of HIPAA:

- Civil monetary penalties: HHS may impose civil money penalties on a covered entity of $100 per failure to comply with a Privacy Rule requirement- not to exceed $25,000 per calendar year for multiple violations of the same Privacy Rule requirement. Generally, HHS may not impose civil monetary penalties when a violation is due to reasonable cause, there was no “willful neglect,” and the covered entity corrected the violation within 30 days of when it knew (or should have known) of the violation.

- Criminal Penalties. A person who knowingly obtains or discloses individually identifiable health information in violation of HIPAA could face a fine of $50,000 and imprisonment for up to one year. If the wrongful conduct involves “false pretenses” the criminal penalties could increase up to a fine of $100,000 and up to five years imprisonment. A
fine of up to $250,000 and up to ten years imprisonment could be imposed if the wrongful conduct involves the intent to sell, transfer, or use individually identifiable health information “for commercial advantage, personal gain, or malicious harm.”

- To view the entire Privacy Rule, or for other information about how it applies, visit the website of the HHS, Office of Civil Rights at: [http://www.hhs.gov/ocr/hipaa/](http://www.hhs.gov/ocr/hipaa/).

Read more about HIPAA.

**New York Medical College Record Retention Policy**

The purpose of this policy is to ensure the integrity and security of all documents and records created, received or maintained in the course of institutional business, protect the interests of faculty, employees, students and of the College, facilitate appropriate access to such documents and records, preserve the confidentiality of such records, as applicable, reduce the cost of record maintenance and to inform all faculty, employees and administrators of the New York Medical College of the standards, requirements and responsibilities for the management, retention and disposition of all records of the College. In compliance with the College’s record retention policy, academic records are maintained for 4 years after graduation or date of last attendance for admitted students. Student application records are maintained for 4 years for those not admitted to a program in the School of Health Sciences and Practice. The full policy is available in Appendix A of this handbook and can be viewed online at: [https://legacy.nymc.edu/universitypolicies/Record_Retention_Policy_08-07.pdf](https://legacy.nymc.edu/universitypolicies/Record_Retention_Policy_08-07.pdf)

Enrolled students have access to their academic and clinical records at any time during their enrollment in the program. Written requests can be made to academic advisor or department chair.

Upon graduation, the university’s Registrar’s Office maintains a permanent record of student transcripts and clinical clock hours.

**Satisfactory Academic Progress Policy**

Satisfactory Academic Progress ("SAP") ensures students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work towards a degree in order for them to qualify to receive financial assistance through all Touro College and University System ("Touro") eligible Title IV federal financial aid programs, including New York Medical College ("NYMC"). Conformance to Touro’s SAP policy ensures students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. The full policy is available in Appendix B of this handbook and can be viewed online at: [http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/SatisfactoryAcademicProgressPolicy.pdf](http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/SatisfactoryAcademicProgressPolicy.pdf)
New York Medical College Policy on Students with Disabilities

The purpose of this policy is to reaffirm New York Medical College’s commitment to comply with the laws regarding equal opportunity for all qualified students with disabilities who have identified themselves to the College in a timely manner as individuals with a disability in all aspects of campus life. The Policy on Student with Disabilities is available in Appendix C of this handbook and can be viewed online at: https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/current-students-academic-policies/-PolicyonStudentswithDisabilities.pdf

NYMC fully supports students personally with a breadth of services to address any goals, needs, special concerns or questions they may have. Whether of an academic, emotional, physical, social, spiritual or financial nature, we offer compassionate staff, valuable resources and supportive advice and counseling. Any student requiring accommodations due to a diagnosed disability or illness should make an appointment with Disability Services to get their requested accommodations approved.

The Application for Accommodation is available in Appendix D and can be viewed online at: http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/RegistrationandApplicationforAccommodation.pdf

Statement of Non-Discrimination Policy

It is the policy of the College that no person shall be denied admission to any education program or activity on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, religion, sex, color, national or ethnic origin, creed, age, disability, sexual orientation, gender, pregnancy, veteran status or any other any status or condition protected by applicable federal, state, or local law. Under Title IX, any educational institution receiving Federal financial assistance must notify the school community of its nondiscrimination policy and the name and contact information for its Title IX coordinator, and adopt and publish grievance procedures providing for the prompt and equitable resolution of sex discrimination complaints. Every member of the College community should also be aware that it is the policy of the College to prohibit all forms of sexual and gender-based discrimination and misconduct, that such behavior violates both law and this Policy, that the College shall respond promptly and effectively to reports of violations of this Policy and shall take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this Policy.

The College is an Equal Educational and Employment Opportunity Institution. It is the policy of the College to provide equality of educational and employment opportunity for all persons regardless of as race, religion, sex, color, national or ethnic origin, creed, age, disability, sexual orientation, gender, pregnancy, veteran status or any other any status or condition protected by applicable federal, state, or local law - except where sex, age, or ability represent bona fide educational or employment qualifications. The College is committed to recruiting, employing, and promoting individuals based on job-related qualifications and to engage in good-faith efforts to achieve employment parity when necessary.
All policies of the College regarding admissions, employment and educational programs and activities are established and administered in conformity with applicable federal and state laws specifically including Title IX, Age Discrimination Act of 1975, Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder prohibiting practices or policies in admissions, education programs, or employment that are in any way discriminatory on the basis of sex, age and disability, respectively. This policy can be viewed in Appendix E and online at: https://legacy.nymc.edu/universitypolicies/StatementofNon-DiscriminationPolicy.pdf

For further information or complaint procedures, contact the following individuals:

Employees can contact Ms. Theresa R. Haviland, Deputy Title IX Coordinator, in Human Resources at (914) 594-4560 or by email at TERRI_HAVILAND@NYMC.EDU

Students can contact Mr. Tony Sozzo, the Deputy Title IX Coordinator, in Student Affairs in Valhalla at (914) 594-4491 or by email at SOZZO@NYMC.EDU

Employees and students can also contact Ms. Katherine Dillon Smith, M.S.W., the Title IX Coordinator at (914) 594-4527 or by email at Katherine Dillon@NYMC.EDU

Gladys M. Ayala, M.D., is the Section 504 Coordinator for individuals with Disabilities and can be contacted at (914) 594-4498 or by email at GLADYS A_YALA@NYMC.EDU

Sexual Harassment Policy

NYMC is committed to providing all students and employees an environment free from conduct constituting harassment and to discipline any student or employee who violates this policy. You can view the College’s policy located in Appendix F or online at: https://legacy.nymc.edu/universitypolicies/SexualHarassmentPolicy.pdf

Hate/Biased-Related Crime Prevention Statement

Under the New York State Hate Crimes Prevention Act of 2000, the College is required to inform students about the provisions of the law and how hate crimes (also known as bias-related crimes) can be prevented on campus. The new law helps reinforce the message that hate crimes will not be tolerated. The College’s policy can be reviewed in Appendix G or online at: https://legacy.nymc.edu/depthome/ogc/hate_crime.asp

Policy on Sexual and Gender-Based Misconduct and Policy for Alcohol and Drug Use Amnesty in Sexual Violence Cases

This policy and its procedures is intended to provide for the process and procedures for the prompt and equitable resolution of complaints of sexual and gender-based misconduct and to reaffirm the commitment of NYMC to ensure a safe and non-discriminatory educational environment in accordance with Title IX, the Violence Against Women Act, Article 129-B of the

Policy on Victim and Survivors Student Bill of Rights, Reporting and Individual Rights and Resources Available Regarding Alleged Sexual Violence Incidents

I. Purpose
The purpose of this policy is to affirm the commitment of New York Medical College ("College") to comply with applicable federal, state and local laws and regulations including with Article 129-B of the New York State Education Law.

II. Policy
It is the policy of the College to incorporate the Victim and Survivors Student Bill of Rights ("Student Bill of Rights") as set forth below as part of the College's code of conduct, to distribute the Student Bill of Rights annually to the College’s students, to post it on the College's website and in the College's Student Housing facilities and other College's building on its campus and include links or information to file a report and seek a response. It is also the policy of the College to advise reporting individuals of their rights and to provide information on resources available to them as described in this Policy.

III. Student Bill of Rights
All students of the College have the following rights regarding alleged sexual violence incidents:
• Make a report to local law enforcement and/or state police;
• Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
• Make a decision about whether or not to disclose a crime or incident and participate in the judicial or conduct process and/or criminal justice process free from pressure by the College;
• Participate in a process that is fair, impartial and provides adequate notice and a meaningful opportunity to be heard;
• Be treated with dignity and to receive from College courteous, fair and respectful health care and counselling services, where available;
• Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such a crimes or violations;
• Describe the incident to as few College representatives as practicable and not be required to unnecessarily repeat a description of the incident;
• Be protected from retaliation by the College, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the College;
• Access to at least on level of appeal of a determination;
• Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent through the judicial or conduct process including during all meetings
related to such process;
• Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the College.

IV. Response to Reports—Reporting Individual Rights
The College shall ensure that all reporting individuals are advised of their right to:
• Notify College's Campus Security, local law enforcement and/or state police;
• Have emergency access to a Title IX Coordinator or other duly authorized representative of the College trained in interviewing victims of sexual assault who shall be available upon the first instance of disclosure by a reporting individual to provide information regarding options to proceed, and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible, and detailing that the criminal justice process utilizes different standards of proof of evidence and that any questions about whether a specific incident violated the penal law should be addressed to law enforcement or to the District Attorney. Such College representative shall also explain whether he or she is authorized to offer the reporting individual confidentiality or privacy, and shall inform the reporting individual of other reporting options;
• Disclose confidentially the incident to representatives of the College, who may offer confidentiality pursuant to applicable laws and can assist in obtaining services for reporting individuals;
• Disclose confidentially the incident and obtain services from the state or local government;
• Disclose the incident to College representatives who can offer privacy or confidentiality, as appropriate, and can assist in obtaining resources for reporting individuals;
• File a report of sexual assault, domestic violence, dating violence, and/or stalking and the right to consult with a Title IX Coordinator or other duly authorized representative of the College for information and assistance. Reports shall be investigated in accordance with College policy and a reporting individual’s identity shall remain private at all times if said reporting individual wishes to maintain privacy;
• Disclose, if the accused is an employee of the College, the incident to the College's Human Resources Authority or the right to request that a confidential or private employee assist in reporting to the appropriate Human Resources Authority of the College;
• Receive assistance from appropriate College representatives in initiating legal proceedings in Family Court or Civil Court; and,
• Withdraw a complaint or involvement from the College's process at any time.

The College shall ensure that reporting individuals are informed that, if any individual discloses information through a public awareness event such as candlelight vigils, protests, or other public event, the College is not obliged to begin an investigation based on such information. The College may use such information provided at such an event to inform its efforts for additional education and prevention efforts.

In addition to the above, the College shall ensure that, at a minimum, at the first instance of disclosure by a reporting individual to a Title IX Coordinator or other authorized College representative, the following information is presented to the reporting individual:
"YOU HAVE THE RIGHT TO MAKE A REPORT TO THE COLLEGE'S CAMPUS SECURITY, LOCAL LAW ENFORCEMENT, AND/OR STATE POLICE OR CHOOSE NOT TO REPORT; TO REPORT THE INCIDENT TO THE COLLEGE; TO BE PROTECTED BY THE COLLEGE FROM RETALIATION FOR REPORTING AN INCIDENT; AND TO RECEIVE ASSISTANCE AND RESOURCES FROM THE COLLEGE."

You may view the entire policy in Appendix I of this handbook or online at: https://legacy.nymc.edu/universitypolicies/VictimandSurvivorsStudentBillofRights.pdf

**New York Medical College Student Code of Academic Integrity and Professionalism**

Academic integrity is essential in any educational endeavor and it is expected at all times from both students and faculty. By accepting admission to New York Medical College, students commit to the ideals, ethics and conduct of their profession and of the institution. The Student Code of Academic Integrity and Professionalism outlines responsibilities and expected behaviors. Suspected violations of the Student Code of Academic Integrity and Professionalism are investigated in accordance with established Procedures as well as the guidelines of the relevant academic program and may lead to dismissal from the school. View the Student Code of Academic Integrity and Professionalism in Appendix J or at: http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/shsp/StudentCodeofAcaIntegrity.pdf

View the Procedures for Addressing Violations of the Student Code of Academic Integrity and Professionalism in Appendix K or at: http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/shsp/StudentCodeofAcaIntegrity.pdf

**Students in the Department of Speech-Language Pathology are required to sign a document to attest that they have read this policy and will abide by its principles. The policy is available in Appendix H.**

**Policy on Professional Conduct in the Student-Student and Teacher-Student Relationship**

This policy outlines guidelines for the proper behavior of students and teachers within the College towards each other. You can find this policy in Appendix L.

**Drug-Free School and Campus Policy**

New York Medical College recognizes its special responsibility to prevent the illicit use of drug or alcohol on College premises by faculty, students and employees. The effects of drug or alcohol dependency compromise work and academic performance as well as health care. This, therefore, is to advise that the College, in consultation with faculty, the Deans’ offices and appropriate administration, has developed and adopted a Drug prevention Program which reaffirms our policy regarding the use of drugs and alcohol and provides specific information in compliance with the Drug-Free Schools and Communities Act Amendments of 1989. This policy is available in Appendix M or online at: https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/Drug-freeSchoolandCampusPolicy.pdf
Smoke-Free Policy Statement

It is the policy of New York Medical College to maintain a smoke-free environment at all of its owned and leased premises, including the inside and outside areas at Grasslands housing and dormitories, the outdoor enclosed work areas as provided herein, outdoor events sponsored by the College and in all vehicles owned and operated by the College. You can view the College’s policy in Appendix N or online at: https://legacy.nymc.edu/AdminProcManual/HR/HR505%20Smoke%20Free%20Policy%20Statement.pdf

Policy for On Campus Student Sponsored Events Where Alcohol is to be Served

Students are expected to know and follow all applicable state and federal laws and College policies and procedures. All on-campus student sponsored events where alcohol is served requires the prior approval of the Office of Student Affairs. The complete policy is available in Appendix O and online at: https://legacy.nymc.edu/universitypolicies/Alcohol_Policy.pdf

E-mail Usage and E-mail Security

It is the policy of New York Medical College to:
1. Provide e-mail access to the users of the College network.
2. Prevent users from sending harassing, obscene or threatening e-mail messages to other users.
3. Secure e-mail from unauthorized access.
4. Provide users a method to post advertisements, commercial notices or inquiries such as “Items For Sale” or “Apartments for Rent” in public folders.

Procedures

A. General
1. E-mail users are prohibited from:
   a. Engaging in forgery or in attempts to read mail of other users.
   b. Sending harassing, obscene or threatening e-mail messages to other users.
   c. Sending copyrighted materials via e-mail not within fair use guidelines or without prior permission from author or publisher.
   d. Deleting or copying files (excluding the X: drive) on the College network.
2. Advertisements such as “Items For Sale” MAY NOT BE sent to any public group. These items may only be posted on Distribution Group – ADVERTISEMENTS.
3. All inquiries or notices, including commercial notices, such as: “Housing Wanted, “Jokes and Humor”, “Ride Sharing”, “Lost and Found”, etc. MAY NOT BE sent to any public group. These items must be posted in the Distribution Group – ANNOUNCEMENTS.
4. The users are advised to change their network password frequently and not to disclose their network password to others to protect their mailboxes from unauthorized access.
5. Users sending confidential messages via e-mail or Internet do so at their own risk since mail
either way should not be considered secure.
6. Users should check their e-mail daily and delete unwanted messages since they take up disk space.
7. The e-mail system will automatically delete all messages, both read and unread, that are over 90 days old.
8. Users wanting to keep their messages for future reference should save their messages to their local hard disk drive, other back-up media or their X: drive. Note: The space on X: drive is limited to 100MB (megabytes) per user.

B. Statement of enforcement
1. Noncompliance with this Policy will result in the following actions:
   a. First Offense: User will be warned by Information Services Department to abide by the College’s policies and procedures.
   b. Second Offense: User’s access to e-mail will be disabled for a period of 1 week.
   c. Third Offense: User’s access to e-mail will be disabled for a period of 1 month. d. Any Offense Thereafter: User’s access to the College network and e-mail will be disabled for a period of 1 year.

C. Exceptions
1. All exceptions to this Policy require a written authorization from the appropriate Dean or Vice President or designee and an approval from the Vice Provost, Administration and Finance.

Responsibility

A. Students and individuals employed or affiliated with New York Medical College who have access to the College network and e-mail are responsible to comply with the provisions of this policy.
B. Information Services Department staff is responsible to provide advice and guidance with respect to the interpretation and administration of this policy.

You can view this policy in Appendix P of this handbook or online at:

Name Change Policy

All currently enrolled students, male or female, will be granted the opportunity to change their names on college records when they produce evidence showing the name change is official. A certified copy of a court order or a marriage certificate or a dissolution decree reflecting the new name in full is the evidence required to support an official name changes. Students are required to present documentation to the Office of the Registrar.

Policy on Filming, Videotaping, Photography, and Visual or Audio Recordings
It is the policy of New York Medical College to require advance written permission from the Office of Public Relations prior to the taking, publication or dissemination of any photograph, film, videotape or recording of NYMC buildings, facilitates, property, student, faculty or employee. No commercial filming, videotaping, photography, or visual or audio recording is permitted without the express written permission of the Office of Public Relations. Permission for still photography (still or digital) will be granted only for the personal use of students, parents, alumni, faculty, staff and trustees of the College. Photography, videotaping or recording authorized by the College which is intended for public affairs purposes will be coordinated with the Office of Public Relations and in accordance with College policies. Similar photography, videotaping or other recordings which is intended for educational purposes will be coordinated by the Office of Student Affairs for the School of Medicine or the appropriate Dean for the College’s other schools, in consultation with the College’s Office of Public Relations.

It is also the policy of New York Medical College to prohibit the taking, publication or dissemination of any photograph, film, videotape, digital image or other visual or audio recording of any cadaver donated or otherwise provided to or by the College. These human remains are to be treated with respect for their humanity and gratitude for their contribution to the advancement of medical education; to act otherwise, served no educational or scientific purpose.

Furthermore, it is the policy of the College to prohibit the taking, publication or dissemination or other use of any photography, videotape, digital image or other visual or audio recording of any patient without prior written consent of such patient. This protects the privacy of patients and is consistent with the Health Insurance Portability and Accountability Act (HIPAA) standards and codes.

The full policy is available in Appendix Q of this handbook and is available online at: https://legacy.nymc.edu/universitypolicies/PolicyonFilmingVideotapingPhotographandVisualorAudioRecordings.pdf

**Policy on Fund Raising by Students or Registered Student Organizations**

It is the policy of New York Medical College to require prior written authorization by the Office of Student Affairs or appropriate Dean prior to any student or registered student organization undertaking a fund raising event for the benefit of a not-for-profit registered Charitable Organization, association, or cause. Such event must also comply with all College policies and procedures. Nothing in this policy limits the ability of an individual to make personal contributions.

The full policy is available in Appendix R of this handbook and is available online at: https://legacy.nymc.edu/universitypolicies/PolicyonFundRaisingbyStudentsorRegisteredStudentOrganizations.pdf

**Policy on Campus Parking**
It is the policy of the College to offer vehicle parking to employees, contractors, volunteers, and visitors at no cost and to students on a fee basis subject to the requirements of this policy. The College assumes no liability for loss or damage to any vehicle or its contents nor liability for damage to persons or property for any parked or moving vehicle on campus.

The full policy is available in Appendix S of this handbook and is available online at: http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/CampusParkingPolicy.pdf

**School of Health Sciences and Practice Academic Policies and Procedures**

**Academic Regulations**

Academic regulations are located in the School of Health Sciences and Practice Catalog and are updated on an annual basis. In the catalog you will find information on the following topics. The full text of this information is available in Appendix T or online at:

- Enrollment Status
- Student Category Definitions
- Transcripts and Release of Information
- Student Grade Reports
- System of Grades
- Calculating Grade Point Average (GPA)
- Course Evaluations
- Incomplete Coursework (Policy available in Appendix U)
- Course Audit
- Student Withdrawal from a One or More Courses
- Withdrawal from the Program
- Repeating Courses
- Satisfactory Academic Progress
- Satisfactory Academic Progress and Good Academic Standing
- Students are required to maintain **Satisfactory Academic Progress** (SAP) towards a degree at all times. View this policy in Appendix V of the document or online at: http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/shsp/shsp-policies/PolicyonSatisfactoryAcademicProgressintheSchoolofHealthSciencesandPractice9.7.16.pdf
- Transfer of Credits
- Leave of Absence, Maintenance of Matriculation and Reapplication (Policy available in Appendix W)
- Change of Address
- Application to Graduate (Policy on Participation in Commencement Exercises is available in Appendix X)
- Comprehensive Exam Requirements
Student Grievance Procedure

A student who believes that he or she has not received equitable treatment by a member of the faculty may register a formal grievance. Grievances concerning course grades are appropriate only when the grade constitutes one of a number of factors that, together, may represent a pattern of inequitable treatment of the student. In all cases, course instructors have final responsibility for assigning course grades.

The grievance will typically be submitted in writing to the appropriate department chair. If the department chair is the source of the grievance, the student will submit the grievance to the vice dean. In either case, the written grievance must include the relevant facts surrounding the grievance and any supporting materials.

If the department chair is not the subject of the grievance, he or she will take steps necessary to investigate details of the grievance. If the department chair is the subject of the grievance, the vice dean will take all steps necessary to investigate details of the grievance. Such steps may include, but are not limited to, interviewing the student and faculty member, reviewing supporting documentation, and soliciting external, blinded review of materials by the individuals with appropriate expertise. Within 30 days of receipt of the written grievance, and after consideration of all available and relevant facts surrounding the grievance, the department chair or vice dean will propose a resolution to the grievance. The student may either accept the proffered resolution or appeal the decision.

View the Student Grievance Procedures in Appendix Y or at: http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/shsp/shsp-policies/SHSPStudentGrievance.pdf

Complaints Related to Accreditation Standards

Students with concerns related to any aspect of the program’s compliance with accreditation standards may at any time voice their concerns directly to the Council on Academic Accreditation (CAA). The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and include supporting data for the complaint. The CAA requires that the complainant exhaust all institutional grievance and review mechanisms before submitting a complaint to the CAA. Submissions should be addressed to:

The Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
Phone: (800) 498-2071
Speech-Language Pathology Department Policies and Procedures

Guiding Principles of the Program

- Speech-Language Pathologists must acquire skills to fill an expanding role in health care settings.
- Academic and clinical training must be highly integrated.
- Foundations of clinical practice are rooted in medical, natural, and behavioral sciences.
- Faculty contributions to the knowledge base of the field enhance their effectiveness as educators.
- Speech-Language Pathologists must advocate for persons with communication disorders and their families.
- Speech-Language Pathologists must be prepared to address the health care needs of diverse populations.
- Continuing education is a professional responsibility.

Learning Outcomes

Each student will acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist.

1. **Professional Practice Competencies**
   Student will demonstrate the following attributes and abilities:
   - Accountability
   - Integrity
   - Effective Communication Skills
   - Clinical Reasoning
   - Evidence-Based Practice
   - Concern for Individuals Served
   - Cultural Competence
   - Professional Duty
   - Collaborative Practice

2. **Foundations of Speech-Language Pathology Practice**
   Student will demonstrate knowledge of the:
   -- discipline of human communication sciences and disorders;
   -- basic human communication and swallowing processes, including the appropriate
biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
--ability to integrate information pertaining to normal and abnormal human development across the life span;
--nature of communication and swallowing processes in articulation;
fluency;
voice and resonance, including respiration and phonation;
receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
hearing, including the impact on speech and language;
swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
social aspects of communication (e.g., behavioral and social skills affecting communication);
augmentative and alternative communication.

--knowledge of the above elements includes each of the following:
etiology of the disorders or differences;
characteristics of the disorders or differences;
underlying anatomical and physiological characteristics of the disorder or differences;
acoustic characteristics of the disorders or differences;
psychological characteristics of the disorders or differences;
developmental nature of disorders or differences;
linguistic characteristics of the disorders or differences;
cultural characteristics of the disorders or differences.

3. **Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences**
Students will demonstrate knowledge of:
principles and methods of identification of communication and swallowing disorders and differences;
principles and methods of prevention of communication and swallowing disorders.

4. **Evaluation of Speech, Language, and Swallowing Disorders and Differences**
Students will demonstrate knowledge and skills in assessment across the life span for disorders and differences associated with:
articulation;
fluency;
voice and resonance, including respiration and phonation;
receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;

hearing, including the impact on speech and language;

swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);

cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);

social aspects of communication (e.g., behavioral and social skills affecting communication);

augmentative and alternative communication.

5. **Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms**

Students will demonstrate knowledge and skills in assessment across the life span for disorders and differences associated with:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- social aspects of communication (e.g., behavioral and social skills affecting communication);
- augmentative and alternative communication.

6. **General Knowledge and Skills Applicable to Professional Practice**

Students will demonstrate:

- ethical conduct;
- integration and application of knowledge of the interdependence of speech, language, and hearing;
- engage in contemporary professional issues and advocacy;
- processes of clinical education and supervision;
- professionalism and professional behavior in keeping with the expectations of the speech-language pathologist;
- interaction skills and personal qualities, including counseling and collaboration;
- self-evaluation of effectiveness of practice.

*Source: Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language*
Enrollment Requirements

Registration in the graduate program is conditional upon completion of all academic prerequisite course requirements set forth by the American Speech-Language-Hearing Association (ASHA) for certification and the NYMC graduate program. These requirements are expected to be completed prior to the start of the graduate program.

Academic Prerequisites

The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) requires that all applicants successfully completed the following courses before starting the program:

ASHA Requirements

- **Biological Sciences – at least 1 course** - Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- **Physical Sciences - at least 1 course** - Acceptable courses in physics or chemistry
- **Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied**
- **Social Sciences - at least 2 courses** - Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.
- **Statistics Course - at least 1 course** - Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

Department of Speech-Language Pathology Requirements

- A course in phonetics with phonetic transcription component.
- A course in anatomy and physiology of speech or speech/hearing.
- A course in child development/child language development.

All prerequisite courses must be satisfactorily completed prior to starting the program.

Graduate Curriculum

The graduate curriculum and course descriptions can be found in Section 1 of this handbook.

In addition to the required courses in the curriculum, the program offers three elective opportunities.
**Overseas Elective**
This elective course will focus on the ongoing development of clinical skills in measurement and evaluation procedures for adults with speech, language, and/or swallowing disorders in a variety of locations outside the United States proper. This will include approved international and territorial sites. Students will engage in collaborative projects with other students at the site, as well as explore the delivery of speech-language pathology, and other healthcare services to adult and pediatric populations in a variety of settings.

**Research Experience**
Students selecting this option will complete an extensive review of existing literature or complete a clinical research project on a specific topic in an area endorsed by a faculty mentor. Students may be participating in components of clinical research, inter-professional education opportunities, or community-based initiatives. Finished products will include a compilation of the information and presentation of the project in selected local and/or regional venues.

**Thesis** *(For the Class of 2019 only)*
The preparation of the master’s thesis provides the student with the opportunity to develop expertise in a topic through independent research and integration of skills acquired by the student through coursework. The thesis includes the formulation and articulation of one or more research questions, the development of methods to carry out the inquiry, and the results of the research. Some aspect of the research must be original, whether it is the topic itself or the reinterpretation of others’ findings. While primarily a learning experience, the thesis should be of a quality and form that can be further refined for publication. Before beginning work on the thesis, students should meet with their Department Chair/Program Advisor to share topic ideas and to “officially” begin the thesis writing process.

Only a student with a GPA of 3.8 or higher will be approved to begin a thesis. A student must maintain this minimum GPA in subsequent semesters in order to continue in the thesis process. If the GPA is not maintained, a student may not complete the thesis.

**Comprehensive Examination**
Students complete a comprehensive exam as a summative evaluation. Successful completion of this exam is a requirement for graduation.

The examination has both a written and oral component designed to evaluate students’ ability to apply knowledge and skills to develop a comprehensive assessment and treatment plan that reflects an appreciation for interdisciplinary care. The comprehensive exam uses a case-based approach to allow students to demonstrate the use of the evidence-base, critical and flexible thinking, and the capacity to integrate new learning in clinical decision-making.

The exam is a full-day summative assessment with a written component (open source) and an oral component that typically takes place in the spring term of the second year of the graduate program. Student must pass both components of the exam.
Student Portfolio

Students are required to maintain a portfolio each semester of the program. Updates are expected in the following areas:

- Resume – This document should contain current information about you and must contain sections describing your clinical experiences for each semester you are in clinic
- Program of Study – This should list the courses you have had/are currently enrolled in along with a description
- Clinical Activities – Include examples of clinical writing (e.g., evaluation reports, SOAP notes, lesson plans, self-reflections, etc.) and clinic activities/materials created. The
- Academic Writing – This section should contain examples of work completed within various courses. This might include brochures, case studies, responses to competency questions, term papers, etc. PowerPoint presentations prepared for classroom activities should be included as well.
- Clock Hours – An up-to-date summary of your clinical clock hours must be included.

Academic Standing

Students are required to maintain Satisfactory Academic Standing (SAT) toward a degree at all times across four components:

1. A grade point average (GPA) that meets or exceeds the defined graduation standard of 3.0 - A Satisfactory Grade Point Average for good academic standing is a B average as represented by an overall GPA of 3.00 or above. Students pursuing the MPH degree must also achieve a minimum grade of B in program core and required courses. Courses in which a grade of B is not attained may have to be repeated at the discretion of the program director or department chair.

2. Satisfactory completion of all clinical education requirements - Satisfactory completion of clinical education requirements requires students to achieve a passing grade or a GPA of 3.00 or above, depending on their program, in all clinical education requirements.

3. Adherence to the Student Code of Academic Integrity and Professionalism in all settings (classroom, clinic, practicum sites, offices, & laboratories) - Adherence to professional conduct standards requires students to comply with the Student Code of Academic Integrity and Professionalism and the applicable Professional Code of Ethics and/or Scope of Practice.
4. **Timely fulfillment of degree requirements** - Timely fulfillment of degree requirements requires completion of degree requirements within the stated time limits, maintenance of continuous enrollment and enrollment in the courses needed for graduation.

MS, SLP – 2 years (A year is defined as consecutive fall, spring, and summer semesters)

Under extraordinary circumstances, an extension of time limits to fulfill degree requirements may be granted by the Dean upon recommendation of the Vice Dean.

A student who meets all components is said to be in Good Academic Standing. Students must be in good academic standing to continue their studies and receive a degree.

**Procedures for SLP**

1. **Academic Warning:** A student will be placed in warning status if the overall GPA falls between 2.70 and 3.0 at the end of the first fall semester. Students on academic warning status will not be allowed to continue in practicum during the warning period. Any student who pass a course with a grade of C or C- or who do not demonstrate mastery of course-related knowledge and skills will be required to successfully complete an academic remediation plan. The plan will be developed by the faculty member and student and approved by the department chair.

A student who has been placed into warning status will be notified by the Vice Dean by mail. This letter will instruct the student to consult with the department chair to determine what steps must be taken to regain good academic standing. The student will be required to consult with his/her department chair or program director for appropriate course selections or other strategies to rectify their academic deficiency. The student may continue to receive Title IV aid.

2. **Academic Probation:** A student will be placed on academic probation if the overall GPA falls below 2.70 at the end of the first fall semester or if the overall GPA falls below 3.0 at the end of the first spring, first summer, or second fall semesters. Students on academic probation will not be allowed to continue in practicum during the probation period and will be required to successfully complete an academic remediation plan. The plan will be developed by the faculty member(s) and student and approved by the department chair. Students on academic probation at the end of first spring, first summer, or second fall semesters may be dismissed from the program.

A student placed on academic probation will be notified by the Vice Dean by mail. This letter will instruct the student to consult with his/her department chair to determine what steps must be taken to regain good academic standing. The student will be required to consult with his/her department chair or program director for appropriate course selections or other strategies to rectify their academic deficiency.
3. **Clinical Probation**: Students are enrolled in clinical practica each semester and are expected to progress through their clinical work meeting or exceeding minimum performance levels for successive clinical placements to include attainment of the expected level of accomplishment in “essential function” for speech-language pathology, as defined in the Speech-Language Pathology Student Handbook. The grading scale for clinical practicum is A, A-, B+, B, and F. A successful clinical practicum experience is defined as completion of 15 hours with a grade of B or higher. Students who receive a grade of F in a clinical practicum will be placed on probation and will be required to repeat the practicum. Students on clinical probation will be required to successfully complete a Clinic Remediation Plan. The plan will be written to provide specific goals and objectives for clinical knowledge and skills that must be demonstrated during the remediation semester. The formal plan will be developed with the clinical education director, appropriate clinical educator(s), and the student and approved by the department chair. The grading standards will be the same as in a regular practicum. If, at the end of the repeated practicum, the student receives an F or below, that student will be dismissed from the program.

A student placed on clinical probation will be notified by the Vice Dean by mail. This letter will instruct the student to consult with his/her department chair to determine what steps must be taken to regain good academic standing. The student will be required to consult with his/her department chair or program director for appropriate course selections or other strategies to rectify their academic deficiency.

A student will not be certified for graduation from the program if, in the opinion of the faculty, that student does not demonstrate acceptable clinical skills. The student may be permitted to enroll in one additional clinical practicum in order to demonstrate a level of clinical knowledge and skills acceptable to the faculty. Failure to demonstrate acceptable clinical knowledge and skills during the additional practicum experience will result in dismissal from the program.

Any student placed on academic or clinical probation may continue to receive Title IV aid for the first such semester or payment period while in this status. Students who remain in probation status for subsequent semesters, however, will not be eligible to receive Title IV aid for those subsequent semesters or payment periods. Reclassification to warning status during the probation period may be considered as a sign of adequate progress towards restoration of good academic standing, as outlined in the terms of the individual student’s probation, and will restore the student’s eligibility for Title IV aid dependent upon other factors such as financial need and enrollment status.

4. **Dismissal**: If a student fails a required course in the speech-language pathology curriculum, he or she will be dismissed from the program unless able to demonstrate that the failure was not part of a pattern of poor academic performance in academic courses. If allowed to continue (by approval of the faculty of the Department of Speech-
Language Pathology), the student may be granted a one-year leave of absence, subject to approval by the Department Chair and the Dean, and resume the program the next time the failed course is offered. If the leave of absence is approved, the student will, upon returning, enroll in only the previously failed course and will be considered to be in academic probation status (see above). The student will not participate in clinical activities while remediating the failed course. The student will not be eligible to graduate until the clinical experience deficit is made-up.

If a student fails a second, different course after successfully completing a course remediation, that student will be dismissed from the program.

If a student fails two or more courses in a semester, that student will be dismissed from the program. This includes academic coursework as well as clinical practicum.

Students who fail a repeated clinical practicum (grade of F) will be dismissed from the program.

Any student who has been dismissed will be notified by the Vice Dean by mail. The letter will advise the student of the right to appeal and the deadline for submitting a request for an appeal. Dismissal will become effective four weeks from the date of the letter.

A student who is dismissed will not be readmitted.

5 Frequency of Monitoring: Academic and clinical progress is reviewed by the department chair and the Vice Dean, documented and reported to the Dean at a minimum at the end of each semester in which the student is enrolled, or upon a student’s returning from leave of absence.

6 Appeal: Any appeal of dismissal should be directed to the Vice Dean and must be post-marked no later than ten (10) business days after the date of the dismissal letter. The appeal must be in writing and must detail the basis for challenging the finding of facts and/or the sanctions imposed. The Vice Dean will appoint and convene an ad hoc Faculty Committee within ten (10) business days of the receipt of the appeal letter to review all material. The student shall be notified of the date, time and place of the Committee meeting at which the student shall have the right to appear. Legal representation is not permitted at this meeting. In the event that the student fails to attend without cause, the Committee shall proceed in his/her absence. The Committee will present its findings and recommendation to the Vice Dean who will notify the student about the outcome of the appeal within ten (10) business days of the meeting, with a copy of the notification letter to the Dean. The student shall have the right to appeal the decision of the Committee by submitting a letter directly to the Dean within ten (10) business days of receipt of the decision of the Committee. The Dean shall review all of the relevant material and issue his decision within ten (10) business days from the date of receipt of the student’s letter. This resolution is final.
**Academic and Clinical Advising**

**Academic Advising**  
Students are assigned to an advising group and an individual academic advisor during the first few weeks of classes.  
**Individual Academic Advisor:** Each student is assigned an academic advisor. The advisor will ensure that the student has completed a **Plan of Study**, verify that academic prerequisites courses have been completed, and will monitor completion of 25 required observation hours. Students are encouraged to meet with their academic advisor, as needed, throughout the program to seek advice or to clarify information. Documentation of advising meeting will be completed using a **Student Advising Form** for inclusion in the student academic file.  
Students are required to meet with academic advisors approximately three weeks before the end of a semester to review course registration for the next term. This is to ensure that students register for the correct courses and clinical practicum experiences.  
**Group Advising Sessions**  
Each student is assigned to an advising group that is led by a team of academic and clinical faculty. Group advising occurs three times per semester and as often as necessary. These sessions are distributed throughout the semester; within the first few weeks of the semester, at midterms and prior to finals week. Group advising sessions are designed to review various policies, procedures and topics that are pertinent to the graduate cohort. Documentation of group advising sessions will consist of a session agenda.  

**Clinic Advising**  
The Director of Clinical Education works with all students on clinical placement considerations and monitors the clinical performance for both on-campus and off-campus clinical experiences.  
**Individual Clinic Advisor:** Students meet with the Director of Clinical Education during the second semester of the program to discuss externship placements and to discuss a tentative sequence of placement activities. The Director continues to meet with students in subsequent semesters to update information and further refine external rotation activities.  
**Group Advising Sessions**  
Group advising in the area of clinical education will be at the same time as the academic advising session. Topics related to clinical education will be provided by the Director of Clinical Education and will focus on clinic policies, procedures, and other topics relevant to the graduate cohort. Documentation of clinic group advising will consist of a session agenda.  

**Academic and Clinical Remediation**  
The Department of Speech-Language Pathology is committed to students acquiring the knowledge and skills needed to be effective speech-language pathologists. For academic and clinical practicum courses, this is intended to ensure that students (1) master the totality of course content, (2) demonstrate mastery of competencies associated with particular courses, (3) fully understand what it means to behave in an ethical and professional manner, and (4) are not surprised by a substandard grade at the end of the term. To achieve these goals: any time a student achieves a grade of below 80% on any assignment, paper, quiz, exam, or project within a particular course or fails to demonstrate a competency required for an academic or clinical
course, the student should initiate a meeting to discuss the situation with the course instructor. Such discussions will generally be held in person. Such discussions will also generally be noted in the student’s school file. Discussions with students (again generally to be held in person) may also be initiated by the course instructor/clinical educator for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or disruptive or other unprofessional behavior either in or outside of class or clinic. Such discussions will be documented in the student’s academic file. Regardless of the reason, the goal of these discussions will generally be to help the student to resolve the situation (e.g., to allow them to demonstrate mastery of the particular course content or competency involved; to help them modify their behavior). This will often include the development of a course-specific remediation plan. For course content or competency-related issues, course-specific remediation plans may include (but need not be limited to) retaking the course, retaking relevant portions of an exam, taking an alternative exam, redoing a project in whole or in part, completing a competency-assessment activity or demonstrating competency in clinical performance. The completion of such plans will not generally change the student’s grade on the exam or project or the final grade in the course. In cases of behavior issues, course specific remediation plans may include (but need not be limited to) set expectations for student behavior, referral to the Department Chair, referral for evaluation of violations of the NYMC Student Code of Academic Integrity and Professionalism, or referral to the Office of University Academic Support Programs. Any time such a remediation plan is initiated, it will be generated by the instructor, advisor, and communicated in writing to the student. The plan will include a written statement of the knowledge or skill area requiring remediation, a brief description of the remediation action plan (any work, assignments or evaluations required) and deadlines for completion. Failure to complete any remediation plan successfully or any pattern of concerns across courses may lead to the initiation of a formal review based on the SHSP Satisfactory Academic Progress Policy. See Appendix Z in this section of the handbook for a copy of the Individual Remediation Plan form.

**Student Support Committee**

A formal referral to the Student Support Committee is made when students may require additional support beyond what is provided by an instructor generated academic or clinical remediation plan.

**Committee Charge:** to provide on-going direction for students in remediation for academic and/or clinical deficiencies.

**Committee Format:**
Chair: the chair of the committee will be appointed on an annual basis by the Chair of the Speech-Language Pathology Department. Responsibilities of the chair will include oversight of sub-committees
Sub-committees will be formed [2 members each] to work with individual students in academic and/or clinical remediation.
Members of the sub-committees shall rotate from within faculty of the Department of Speech-Language Pathology. Departmental Chair, academic advisor for specific student and Director of Clinical Education (in cases of clinical deficiencies) shall be excluded from sub-committee membership.

**Identification of students:**
Academic and clinical faculty will identify students not meeting academic standards and/or not achieving clinical proficiency as outlined by an existing remediation plan. Such students will be referred to the chair of the Student Support Committee.

**Sub-Committee process:**
Sub-Committee will meet with referring academic and/or clinical faculty and review/re-work the remediation plan.

Sub-Committee will seek information from student regarding perceived needs for support and direction relative to the remediation plan.
Sub-Committee will obtain feedback on a weekly basis from clinical supervisors regarding student’s clinical performance and development of competencies (for those students on clinic remediation).

The remediation plan will be developed detailing the expectations for student performance. This plan may reflect a negotiated compromise to balance the needs of the student with the availability and needs of the faculty. Student will sign off on plan.

Sub-committee will meet with student bi-weekly to monitor and document progress on plan. For students receiving services from the Office of University Academic Support Programs, documentation will be made available to them for purposes of continuity. Documentation for other identified students will be managed internally by the department.

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**Essential Functions in Clinical Speech-Language Pathology**

Approved by Department of SLP on May 22, 2017

**Essential Functions - Overview**

The Department of Speech-Language Pathology at New York Medical College prepares skilled clinicians who are committed to evidence-based and ethical practice in the delivery of speech-language and swallowing services in healthcare facilities and other professional settings. The curriculum is focused on an integration of research and clinical applications across academic and clinical coursework. The department supports and initiates the development of inter-professional practice skills within the college and in community-based settings. The department promotes clinical excellence in the community through service activities and
continuing professional education opportunities. The department affirms its commitment that graduates meet the standards for clinical certification through the American Speech-Language-Hearing Association. Toward this end, graduate students must demonstrate essential functions for the education and practice of speech-language pathology. The Department is committed to assisting qualified students with disabilities through reasonable means and accommodations to complete the Master's degree in Speech-Language Pathology. Students who need accommodations to meet the essential functions of speech-language pathology should contact the Office of Academic Supports. It serves as a resource to students at the College and is the designee to evaluate and process all applications from students seeking appropriate and reasonable accommodation by the College. Information about the Office of Academic Supports is available to interested individuals at https://www.nymc.edu/school-of-medicine-som/advising-and-mentorship/academic-support/.

“In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have 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 licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experiences. The starred items (*), however, are skills that are most inherent and should be present when a student begins the program.”

Source: Council of Academic Programs in Communication Sciences and Disorders, 2007

**Essential Function Domain 1 - Communication**

A student must possess adequate communication skills to:

- Communicate proficiently in both spoken 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.

**Essential Function Domain 2 - 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 protocols 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.).

**Essential Function Domain 3 – 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 judgements 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 independent decisions.

**Essential Function Domain 4 – 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 area of semantics, pragmatics, syntax, morphology and phonology, hearing, swallowing, cognition, and social interaction related to communication.
✓ Identify the need for alternative modalities of communication.
✓ Visualize and discriminate anatomic structures and imaging findings (e.g., MBSS, FEES, etc.).
✓ Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
✓ Recognize when a client’s family does or does not understand the clinician’s written and/or verbal communication.

**Essential Function Domain 5 – 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.
Section 3
Professional Conduct

Overview

Students must represent the program at all times by exhibiting professionalism, ethical behavior, and reporting any occurrence of unprofessional behavior.

NYMC Student Code of Academic Integrity and Professionalism

Academic integrity and respect for the dignity of the individual are essential in any educational endeavor. In scholarly endeavors, all participants must commit themselves to truthfulness and honesty in the search for new insight and knowledge. In addition, honesty, integrity and respect in all interactions with colleagues, peers, teachers and support staff, as well as with patients and their families, are essential professional attributes. As a community devoted to the health sciences, professionalism is a core value. The attitudes and behaviors described by the term professionalism serve as the foundation of the expectations that society has of us as members of the medical and health sciences community. Therefore, as professionals, practitioners, scientists and students, we value attitudes, behaviors and habits expected of professionals – e.g., commitments to high standards of competence and performance; integrity, honesty and ethical behavior; respect for all individuals regardless of gender, sexual orientation, race, religion, age, national origin, marital status, veteran status, disability, or occupation or level of training; meeting responsibilities and commitments; excellent communication skills, reflecting behaviors expected of professionals; maintaining appropriate relations with patients, colleagues and others; managing conflicts of interest; continuous self-improvement; and honoring the trust that is placed in us by society. By accepting admission to New York Medical College, students commit to the ideals, ethics and appropriate conduct of their chosen profession. The full Student Code of Academic Integrity and Professionalism is available in Appendix A of this section of the handbook or online at http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/shsp/StudentCodeofAcademicIntegrity.pdf

School of Health Sciences and Practice Procedures for Addressing Violations of the Student Code of Academic Integrity and Professionalism

Violations of Student Code of Academic Integrity and Professionalism, including failure to report violations of student conduct or professionalism, may result in the student being subject to disciplinary action. The document – Procedures for Addressing Violations of the Student Code of Academic Integrity and Professionalism - is available in Appendix B of this section of the handbook or online at http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/shsp/Procedures-Student_Code_of_Academic_Integrity_and_Professionalism.pdf

ASHA Scope of Practice and Code of Ethics
Students are expected to understand the framework of the discipline of speech-language pathology practice, the domains of service delivery, and the domains of professional practice. The Scope of Practice document is an official policy of the American Speech-Language-Hearing Association defining the breadth of practice within the discipline. This document is available in Appendix C of this section of the handbook and online at http://www.asha.org/policy/SP2016-00343/

Students are required to adhere to the most recent version of the American Speech-Language-Hearing Association (ASHA) Code of Ethics. Students should become well acquainted with the Code of Ethics so that the judgments and decisions made as a graduate student form a solid ethical foundation for their future clinical practice as speech-language pathologists. Questions or concerns regarding the Code of Ethics or considerations of ethical behavior may be directed to any faculty member. The ASHA Code of Ethics is available in Appendix D of this section of the handbook and online at http://www.asha.org/Code-of-Ethics/

The main principles of the Code of Ethics are:

**Principle of Ethics I**
Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

**Principle of Ethics II**
Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

**Principle of Ethics III**
Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

**Principle of Ethics IV**
Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the profession’s self-imposed standards.

**Respect**
Respect for others is essential in therapeutic and professional relationships. The Department of Speech-Language Pathology recognizes that students, staff, faculty, and clients each bring individual cultural experiences, belief systems, and biases. In all interactions, members of the Department of Speech-Language Pathology are expected to demonstrate respect for others and uphold the College policy of nondiscrimination.

**Attitude**
Students are expected to possess and demonstrate personal qualities of honesty, dedication, responsibility, flexibility, compassion, sensitivity to differences and diversity, inclusiveness, and a positive outlook. Students are expected to: treat faculty, clients, clinical educators, staff, and
peers with respect; display a willingness to learn; be able to accept constructive feedback; be punctual; and, be respectful of others in the classroom learning environment.

**Attendance**

Students are expected to attend all scheduled classes, labs, clinics, and mandatory program-related meetings (e.g., orientation), unless excused in advance by the instructor. Absences and tardiness may negatively impact demonstration of required competencies and professionalism, including grades assigned in academic or clinical courses.

**Ability to Work Independently & Demonstrate Learning Outcomes Individually**

Students are expected to initiate and pursue study independently and to accept responsibility for their own learning. All assessments of student knowledge and skill must be the student’s own work unless group submission is specified by the instructor. Prior to submission, it is each student’s responsibility to seek clarification about whether projects or assessments are expected to be completed individually or may be completed collaboratively. Under no circumstances may a student share their NYMC log in credentials with another student or provide access to another student to online learning or assessment platforms (e.g., Blackboard).

**Ability to Work with Others**

Students are expected to cooperate, participate, share information, and show respect for fellow students and colleagues when learning. When group projects or assessments are assigned it is expected that each member of the group will contribute as an active and respectful collaborator.

**Appearance and Dress**

Students are expected to display a confident and mature professional demeanor and to observe professional guidelines for cleanliness and appropriate dress at all times. See also expectations for professional appearance required in all clinical settings (see Section 4 of this handbook).

**Citizenship**

Students are expected to demonstrate the attributes expected of a professional in all interactions within the Department of Speech-Language Pathology and when representing the Department in the community. Students are expected to uphold the college’s non-discrimination policy at all times. As future professionals it is expected that throughout their enrollment students will adhere to city, state, and federal laws and regulations. Any student convicted of a misdemeanor or felony during their enrollment will be evaluated under the NYMC Student Code of Academic Integrity and Professionalism.

**Use of Social Media**

The Department of Speech-Language Pathology recognizes that social networking websites and applications are important and frequently used means of communication, collaboration, and
networking. As future professionals, students are strongly advised to consider that, regardless of privacy settings, all information on social networking web sites may be viewed by clients, clients’ family members, colleagues, and current and prospective employers.

Students are advised against accepting social media connections with clients or members of client’s families. The following actions are strictly forbidden and will result in evaluation under the NYMC Student Code of Academic Integrity and Professionalism and typically will lead to dismissal from the program.

Any unauthorized release of client information protected by Health Insurance Portability and Accountability Act (HIPAA) or the Family Educational Rights and Privacy Act (FERPA) including but not limited to:

- Revealing the personal health or educational information of other persons, and this includes any identifying information including name, date of birth, age, diagnosis, gender, gender identity, race, ethnicity, contact information or clinic identity numbers, any images of the individual, or any other means through which an individual could be identified.
- Conveying private (protected) academic information of clients seen in educational settings or those of another student in the Department of Speech-Language Pathology, including but not limited to: course, exam, or assignment grades; narrative evaluations; adverse academic actions; professional behavior checklists or contracts; or clinical performance evaluations to any party within or outside the program.

Any misrepresentation of role or credentials including but not limited to:

- When posting information on social network sites, presenting themselves as an official representative or spokesperson for NYMC, the Department, or any affiliate organization;
- inflating or misrepresenting academic or clinical credentials in on-line or face-to-face environments;
- Representing themselves as another person, real or fictitious, or otherwise attempt to obscure their identity as a means to circumvent the prohibitions included in this handbook.

Any threat or implication of threat to others including, but not limited to:

- Threatening or presenting statements that imply threats to anyone including but not limited to fellow students, faculty, peers, staff, clients, caregivers, clinical supervisors, or groups of individuals such as linguistic or cultural groups.

Additionally, the actions listed below may be considered a violation of Student Code of Academic Integrity and Professionalism and will result in evaluation under the Code.

- Posting or sharing of statements or photographs that imply disrespect for any person, group of persons, or identities as included in the College nondiscrimination policy or its equivalent.
• Displays of information including personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
• Displays of personal engagement in illegal activities including use of illegal recreational drugs.
• Posting of potentially bullying, inflammatory, discriminatory, threatening, or unflattering material on another individual’s social media site.
Student Health Services

The office handles internal medicine problems and is staffed by a nurse practitioner and a medical director. The nurse practitioner is able to diagnose and treat most common illnesses as well as prescribe medications.

Staff:

Marisa A. Montecalvo, M.D. Director, Health Services

Rochelle G. Saks, MPA Administrator, Health Services

Katherine Kowalski, N.P. Nurse Practitioner

Mailing Address:
New York Medical College Health Services Basic Sciences Building Valhalla, NY 10595

Walk-in Clinic Office Hours:
Monday – Thursday 8:30 a.m. – 4:30 p.m.
Friday – 8:30 – 3:00 p.m. (From October 1st through March 31st).
The nurse practitioner is unavailable between 1:00 – 2:00 p.m. daily. Physicals are by appointment only

Main Phone Number: 914-594-4234
Medical Director: 914-594-4236
Nurse Practitioner: 914-594-4237
Administrator: 914-594-4235
Office Fax: 914-594-4692
After Hours:
If you need medical attention after 4:30 p.m. the following medical services are available to you:

The Westchester Medical Group – Urgent Care Centers
(They are affiliated with White Plains Hospital) 210
Westchester Avenue White Plains, NY Phone: 914-681-3100

Hours:
Open: Monday – Friday 9:00 a.m. – 9:00 p.m.
Saturday & Sunday 9:00 a.m. – 5:00 p.m.
The Urgent Care Center accepts walk-in patients anytime during its regular hours, no appointment is needed.

Minute Clinic – Located within CVS pharmacy. They are staffed with licensed nurse practitioners and physician assistants, board certified, most insurance accepted, open 7 days a week. No appointment needed, walk right in.

Hours: Monday – Friday 8:00 a.m. – 8:00 p.m.
Saturday & Sunday 10:00 a.m. – 4:00 p.m.
Phone: 1-866-389-2727 - http://www.minuteclinic.com

Westchester Locations:
375 White Plains Rd, Eastchester
1310 Boston Post Rd., Larchmont
2000 Commerce St., Yorktown

Pharmacy:
Bradhurst Pharmacy, Inc.
Cedarwood Hall Valhalla, NY
Phone: 914-345-3838 (on campus)

Atrium Pharmacy
19 Bradhurst Ave. Hawthorne, NY
Phone: 914-345-0070

New York City Locations

D.O.C.S.
55 E. 34th St (between Madison/Park)
(212) 252-6000

Hours:
Walk In Hours: No appt necessary
Monday-Thursday: 8 AM to 8 PM
Friday: 9 AM to 7 PM
Saturday: 9 AM to 3 PM
Sunday: 9 AM to 2 PM
Holidays: 9 AM to 1 PM

D.O.C.S.
202 W. 23rd St. (at 7th Ave. Chelsea)
(212) 352-2600

Hours:
Walk-In Hours: No appt necessary
Open 24 hrs a day/365 days a year including Holidays.
** They do accept NYMC student health insurance [Empire BC/BS PPO]

Metropolitan Hospital

Location:
1901 First Ave (between 97th & 99th Sts.)
New York, New York 10029
Phone:
Fast Track Direct Line: (212) 423-6466

Hours:
Daily from 7:00 a.m. to 8:00 p.m.

St. Joseph’s Hospital

For students on the SJH campus, SJHS Employee Health Office handles non-emergent family medicine problems.

Contact:
Michael Delisi, M.D., Chairman, Family Medicine;
Director, Employee Health Services

Location:
Employee Health Office
1135 Broad Street
Clifton, NJ

Hours:
Monday –Friday 8:30 a.m. to 4:30 p.m.

Phone: 973.754.4100

For emergencies, students are seen through the SJH Emergency Department.

Contact:
Mark Rosenberg, D.O., Chairman,
Emergency Medicine

Location:
SJH Emergency Department
703 Main Street
Paterson, NJ
Hours: 24/7
Phone: 973.754.2222
Immunization Policy

Medically documented evidence of delivery of immunization or blood titers indicating immunity for the following immunizations must be reported to the New York Medical College Health Services by August 1st. Students must sign a release of records form. This form’s authorization is limited to verification of health screening and immunization records only and allows the Director of Clinical Education to proceed with clinical experience placements for students in adherence with agreements with agencies and facilities. Student should be aware that specific sites may have health clearance requirements beyond those required by the College; participation at those sites require that students submit to additional health clearance requirements at their own expense.

Requirements

1. **History and Physical**
   Completed by student and health care provider.

2. **Tuberculosis Screening**
   A tuberculin skin test (TST or interferon gamma release assay QuantiFERONr.-TB) within one year is required. If either is positive (TST>10mm induration):
   - Chest x-ray performed after the test was known to be positive is required;
   - Provide any dates of tuberculosis treatment.

3. **Measles, Mumps, Rubella (MMR)**
   Beginning on or after the first birthday, two measles (at least 28 days apart), one mumps and one rubella vaccination OR lab documentation of positive IgG antibody to measles, mumps, rubella.

4. **Hepatitis B virus (HBV)**
   Documentation of a full series (three HBV vaccinations PLUS positive HBV surface antibody that is a quantitative result. HBV vaccine non responders must begin a revaccination series or provide laboratory documentation of prior HBV infection.

5. **Varicella (Chickenpox)**
   Documentation of two varicella vaccinations OR laboratory documentation of positive IGG antibody to varicella.

6. **Tetanus-Diphtheria-Pertussis**
   Documentation of a booster within ten years. One booster as an adult is to include a cellular pertussis (Tdap), instead of tentanus-diphtheria (Td) alone.

7. **Polio Vaccine**
   Documentation of the last polio booster.

8. **Meningococcal Vaccine ACWY**
   Meningococcal vaccination is recommended (especially for anyone living in a dormitory) but not required. You will be required to complete a form indicating vaccine receipt or declination.
In addition, for the following immunization by NYS law, in clinical facilities, one must show proof of vaccination or wear a surgical face mask when influenza season is present.

1. **Annual influenza (flu) vaccine**
   Students should retain a copy of their immunization records and health form and support documentation of updates to Health Services. Students should also note that clinical placement sites (and future employers) may require evidence of immunization and may require other immunizations in addition to those listed above.

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### Needle Stick/Exposure Information

The safety of our students in both an educational and clinical setting is of utmost importance to New York Medical College. Students, faculty and staff, both at Valhalla campus and at our affiliate partner sites, are asked to familiarize themselves with the policies and procedures regarding needle sticks and exposure to blood and body fluids.

Costs incurred at affiliated hospitals for needlestick incidents are paid by the hospital. If a bill is sent to a student erroneously, he or she should not pay it. Arrangements for payment can be made through the associate dean or medical director's office of the hospital.

### Needlestick Policy and Procedures for all Students at Affiliated Hospitals

To the student, in the event of a needlestick:

1. In the event of a needlestick, the student is to immediately wash the area scrubbing the skin with soap and water. If there is no obvious laceration or major abrasion, the student may choose to wash with a germicidal soap.
2. Between 9 a.m. and 5 p.m., the student should report immediately to the Employee Health Services office at the affiliated hospital, except at Metropolitan Hospital Center, where the student should report to the Terence Cardinal Cooke Employee Health Service.
3. Between 5 p.m. and 9 a.m., the student should report immediately to the emergency room physician at the affiliated hospital.
4. The student is to report all pertinent data to the treating physician about the exposure and information on source patient. This includes but is not limited to how exposure occurred, what body fluids were involved, the social and medical history, HIV antibody status, hepatitis B surface antigen status, and hepatitis C antibody status of source patient if available. For effective treatment of any potential HIV infection, it is imperative to initiate prophylactic treatment within two hours of the incident.
5. The student should expect to have blood drawn by the affiliated hospital for baseline results of hepatitis B surface antibody, hepatitis C antibody, HIV antibody and possibly other recommended tests.
6. If there is an index of suspicion regarding the source patient's HIV status, a 48-hour supply of prophylactic medications will be provided to the student free of charge. If a needlestick occurs on a Friday, a three-day allowance will be provided until follow up care is done on the following Monday at NYMC Health Services or at Terence Cardinal Cooke Health Care Center.
7. The student is to report to either the NYMC Health Service in the Basic Science Building (914) 594-4234 or to the TCC Health Care Center at 1249 Fifth Avenue (the corner of 5th Ave. & 105th St.), (212) 360-3640 the next working day.
8. When the student reports to Health Services at either location, a complete evaluation will be made and the student will be able to discuss any questions or concerns he or she may have.
9. It is strongly recommended that the student continue taking medication as prescribed until a final determination is made.
10. Some hospitals require the student to follow up with them directly. If this is the case, follow-up information can be forwarded to the NYMC Health Service.

It is extremely important that students follow these guidelines and report incidents promptly. This will help to avoid later problems that could occur later with the student's health, or with bills that accidentally go to the student from the hospital where the incident occurred.

Policy on Students Infected With Blood-borne Pathogens

I. POLICY
   It is the policy of New York Medical College (NYMC) to have standardized procedures for the management of students infected with blood borne pathogens because of the history of the potential risk of provider-to-patient transmission of blood borne pathogens.

II. PURPOSE
   To define the procedures for the management of students infected with blood borne pathogens.

III. SCOPE
   Students in the School of Medicine.

IV. DEFINITIONS
   - Blood borne pathogen: Blood borne pathogen is a microorganism in the blood that can cause illness in humans. For this policy, blood borne pathogens are limited to human immunodeficiency virus (HIV-1), hepatitis C virus (HCV) and hepatitis B virus (HBV).
   - Standard Precautions: Infection prevention guidelines by the Centers for Disease Control and Prevention (CDC) based on the principle that all blood, body fluids, secretions (except sweat), excretions, non-intact skin and mucous membranes may contain transmissible infectious agents (ref 1). Standard precautions defines a set of practices for hand hygiene, safe injection practices and use of gloves, gown, mask, eye protection or face shield depending upon anticipated exposure.
   - Provider to patient transmission risk: The risk that an infection will be acquired by a patient due to transmission of a pathogen from a health care provider. For blood borne pathogens, this risk depends upon 3 conditions: (a) the health care provider must have sufficient virus circulating in their bloodstream, (b) the health care provider must have an injury (e.g. puncture wound) or condition (e.g. non intact skin) that allows exposure of his/her blood to other infectious body fluids, (c) the provider's blood or infectious body fluid must come in direct contact with a patient's
wound, traumatized tissue, mucous membrane, or similar portal of entry during an exposure-prone procedure (ref 2).

- **Exposure prone procedures**: Procedures known or likely to pose an increased risk of percutaneous injury to a healthcare provider and thus pose a risk of blood borne virus transmission. Procedures have been classified as Category 1: minimal risk of blood-borne virus transmission; Category 2: procedures in which blood-borne virus transmission is theoretically possible but unlikely; Category 3: procedures in which there is a definite risk of blood-borne virus transmission (ref 3) (see Appendix 1).

V. **POLICY AUTHOR(S)**
- New York Medical College Health Services

VI. **VI. RELATED POLICIES**
1. Blood and Body Fluid Exposure (Needlestick)
2. New York Medical College Policy on Students with Disabilities

VII. **VII. PROCEDURE(S)**
1. **Mandatory Infection Prevention and Control Training**:
   a. Before working with patients, all medical students must complete course work or training in infection control practices in accordance with NYSDOH Public Health Law 239 (ref 4). The course must be a New York State Education Department approved syllabus and course provider.
   b. The requirement above (section 1 a) is particularly relevant to this policy because appropriate use of Standard Precautions and Infection Prevention practices is considered adequate to prevent transmission of blood borne pathogens from health care workers infected with blood borne pathogens. Situations requiring additional measures are detailed below in section 3.

2. **Students identified with HIV-1, HCV or HBV**:
   a. In accordance with NYSDOH policy (3), mandatory screening of healthcare personnel for blood borne pathogens is not recommended.
   b. Students may be identified as infected with HIV-1, HCV or HBV through disclosure in the medical history.
   c. As part of the medical and vaccination history, all students are required to show documented immunity to HBV or to receive HBV vaccination. Students without serologic immunity to HBV who have received HBV vaccination are given a second series of HBV vaccination or evaluated for chronic HBV infection, in accordance with CDC guidelines (ref 5).
   d. In the event of a possible exposure, students are tested for HIV-1, HCV and HBV infection in accordance with the NYMC Blood and Body Fluid Exposure (Needlestick) policy.
e. Students may request voluntary testing for HIV-1 HCV and HBV infection at any time and are encouraged to seek testing if there is any potential exposure to a blood borne pathogen.

f. Students may disclose the presence of HIV-1, HCV or HBV infection to an Associate Dean of Student Affairs. In such a case, the student is informed that the information will be disclosed to Health Services for further evaluation and management.

3. **Management of Students Infected with HIV-1, HCV or HBV:**
   
   **Role of Health Services**
   
   a. Health Services will advise the student to have a viral load performed and, in the case of HBV infection, a Hepatitis e Antigen and Hepatitis e Antibody.
   
   b. The student will be referred to an Infectious Diseases physician for ongoing management of HIV-1, HCV, or HBV or to a hepatologist for management of HCV, HBV if the student is not already under the care of such a provider.
   
   c. In accordance with NYSDOH law, the infection will be reported as required by the Communicable Disease Reporting Requirements (ref 7).
   
   d. The student will be advised to have a viral load performed every six months, to monitor the status of potential infectivity, in accordance with national guidelines (ref 2, 3).
   
   e. Health Services will provide the student with a copy of the current NYSDOH policy statement (ref 6) and guidelines from the CDC (ref 2) and the Society of Health Care Epidemiologists of America (SHEA) (ref 3) regarding serial viral load tests and potential practice restrictions. In summary the current guidance is:
      
      i. In accordance with the NYSDOH, HIV-1, HCV or HBV infection alone does not justify limiting a healthcare worker's professional duties (ref 6).
      
      ii. Restriction of a healthcare worker's professional duties due to infection with HIV-1, HCV, or HBV infection is recommended based upon a viral load consistent with an increased risk of transmission, the performance of exposure-prone procedures, and other factors that may increase the risk of provider-to patient transmission such as poor infection control technique, exudative skin lesions, lack of adherence to proper technique, mental confusion, or a prior incident of transmission of a blood borne pathogen to a patient (ref 2,3,6).
   
   f. Health Services will inform the student that there is a professional and ethical obligation to evaluate how the presence of a chronic HIV-1, HCV or HBV infection may affect clinical training, the care of patients and future career choice.
i. Health Services will inform the student that all cases of students with HIV-1, HCV or HBV infection are disclosed to the Senior Associate Dean for Student Affairs in a de-identified manner. Disclosure of a de-identified student will lead to convening an Expert Review Panel. The responsibilities of the Expert Review Panel is to review the viral load results and general clinical responsibilities of the student to determine if there is a need for any clinical practice modification or restriction, in accordance with published guidelines (ref 2,3).

ii. If the Expert Review Panel determines that a student will need a restriction of clinical activity, Health Services will inform the student of the need to disclose the student’s name to the Senior Associate Dean for Student Affairs and will be required to submit an application for accommodations in accordance with the NYMC Policy on Students with Disabilities.

iii. Students with a chronic blood-borne infection are required to seek career counseling. This process can be initiated when the student discloses the presence of HIV, HCV or HBV infection to the Senior Associate Dean for Student Affairs.

4. Role of Student Affairs, School of Medicine:
   a. To assist with provision of a clear understanding of the current state NYSDOH policy and national guidelines regarding health care workers with HIV-1, HCV, or HBV infection.
   b. To convene an Expert Review Panel to review de-identified information regarding the student's viral load or other markers or clinical conditions indicative of infectivity and the clinical activities of the student. Members of such a panel may include, but are not limited to, persons who perform exposure prone procedures, contact personnel in particular clinical departments that perform exposure prone procedures, an Infection Control expert, an Infectious Diseases physician, a hepatologist, Health Services.
   c. To provide appropriate career counseling and to provide guidance for any potential impact on clinical training in accordance with current guidelines.
   d. General recommendations regarding participation in clinical activities:
      i. Students should not be prohibited from participating in patient care activities solely on the basis of HIV-1, HCV or HBV infection.
      ii. Restriction of a clinical activity may be required based upon high viral load in situations of exposure prone procedures (see Appendix 1).
      iii. A documented lack of adherence to Standard Precautions may lead to a restriction in clinical activity.
   e. On a cases by case basis, when needed, advise the student regarding the NYMC Policy on Students with Disabilities.
5. **Responsibilities of the Student with HIV-1, HCV or HBV infection:**
   a. To inform Health Services of the presence of HIV-1, HCV or HBV infection.
   b. To complete the tests recommended by Health Services for further evaluation of HIV-1, HCV, or HBV infection. In the case of a blood or body fluid exposure, to complete the tests as outlined in the NYCM Blood and Body Fluid Exposure (Needle stick) policy.
   c. To seek appropriate career counseling.
   d. To meet with the Senior Associate Dean for Student Affairs if the Expert Review Panel determines any restriction of clinical activity is needed.
   e. To comply with any modification or restriction of clinical activity.

VIII. REFERENCES

**LCME Standard 12.8: Student Exposure Policies / Procedures**

A medical school has policies in place that effectively address medical student exposure to infectious and environmental hazards, including:

- The education of medical students about methods of prevention.
- The procedures for care and treatment after exposure, including a definition of financial responsibility.
- The effects of infectious and environmental disease or disability on medical student learning activities.

All registered medical students (including visiting students) are informed of these policies before undertaking any educational activities that would place them at risk.

**Student Health Insurance**

For the 2017-2018 school year New York Medical College will be implementing a new Student Insurance Waiver/Enrollment Process. HSA Consulting, Inc., our Student Insurance Plan Administrator, will now be processing your enrollment and waiver submissions through an online process. The Bursar’s office will no longer accept any paper submissions. The NYMC Student Health Insurance Website address is https://app.hsac.com/nymc

Here you will find all the information for the NYMC Student Insurance Plan, Enrollment and Waiver Process, and essential documents for the insurance plan.

HSA Consulting, Inc., will be your source for all insurance related questions, enrollment requests, waiver submissions and approvals, assistance with your insurance if you are enrolled in the NYMC student insurance plan including ID cards, coverage questions, claims issues, checking for provider networks.

The 2017-2018 NYMC Student Health Insurance Plan will be offered by United Healthcare Student Resources. The 2017-2018 NYMC student health insurance proposed plan design is a
PPO plan, with in-network and out-of-network benefits, it is an ACA compliant Platinum level plan.

The 2017-2018 NYMC student insurance plan is still pending final Approval by the State of New York so we are unable to release full details of the plan. The premium for the 2017-2018 plan year will be $5,430.00. The 2017-2018 NYMC Student Health Insurance plan will have a $100 deductible, 100% coinsurance after your deductible is met. As soon as we have state approval we will immediately release the final 2017-2018 Summary of Benefits.

The Open Enrollment and Waiver Period for the 2017-2018 NYMC Student Health Insurance Plan is now open. Once enrolled or waived, your status cannot change during the semester unless you have a loss of coverage because of a Qualifying Life Event and need to enroll in the student plan. If you are enrolled in the student plan you will remain enrolled for the semester to which you are enrolled. You may waive or enroll per semester, please refer to your programs academic calendar for specific dates. Insurance premium will also be billed to your student account by semesters as determined by your program. You will be notified of additional open enrollment and waiver periods throughout the year.

If you do not want to change your insurance status during the policy year your enrollment or waiver will continue through until 06/30/2018.

2017-2018 NYMC Enrollment Process

All students are automatically enrolled in the NYMC - Sponsored Student Health Insurance Plan and the premium charge is added to the student account until a waiver request is submitted and approved. Enrollment and the insurance charge will be waived if proof of other acceptable health insurance is provided by submitting an online waiver before the waiver deadline of June 30, 2017.

- To expedite enrollment in the NYMC Sponsored Student Health Plan, please see instructions below
- You will automatically be enrolled in the NYMC student health plan after the waiver period ends.
- Students who lose coverage midterm are required to submit an enrollment request within 30 days of the date of loss of prior coverage for enrollment in the NYMC - Sponsored Student Health Insurance Plan.

2017-2018 NYMC Waiver Process

Maintaining health insurance coverage is mandatory for all full-time NYMC students and all students MUST be covered by a domestic health insurance plan. All students are required to enroll in the NYMC - Sponsored Student Health Insurance Plan unless an acceptable Waiver is provided in a timely manner. The acceptable coverage to waive the NYMC - Sponsored Student Health Insurance Plan must have comprehensive coverage throughout the United States. Your plan must have a provider network for primary care, specialty, hospital and diagnostics care in
New York or in states where students are designated for rotations. HMO plans only qualify for the state in which you are residing, in New York you must have a New York HMO. Plans that qualify to waive the NYMC student health insurance plan are:

- Parent's Employer Group plan
- Spouse's Employer Group plan
- Partner's Employer Group Plan
- COBRA
- Military/Veterans Benefits - Tricare
- New York Medicaid - Student must live in New York the entire academic year
- Medicare

Individual health plans are acceptable by exception and will only be considered with a minimum of the following benefits:

- Must be Metallic Tier Level Silver or higher
- Deductible Maximum of $1,000 per Individual
- Unlimited Lifetime Benefits

Coverage must be in force for the entire school term

If you are currently enrolled in the NYMC Student Insurance Plan for the 2016-2017 Policy Year and would like to remain enrolled for the 2017-2018 Policy Year:

As soon as we can provide you detailed information for the 2017-2018 Policy year we will send you an email. If you decide to continue your enrollment in the NYMC student insurance plan for 2017-2018, you will need to submit an online enrollment request, no later than June 30, 2017. Once you submit your enrollment request, you will receive a confirmation email via the enrollment system. Please allow 3-5 business days for processing. When we have completed your enrollment we will provide you an email with further details in regards to plan information and receiving your student id card. To submit your enrollment request please follow the link below and click the “ENROLL” tab at the top of the page: https://app.hsac.com/nymc

If you have a current waiver on file and would like to waive for the 2017-2018 Policy Year:

You must submit your waiver submission through the online submission website, no later than June 30, 2017. You will receive a confirmation email via the online system once your submission is completed. Your insurance information will be reviewed and verified that it meets the requirements set forth by NYMC to waive the student health insurance plan. Please allow 3-5 business days for processing. You will receive an email from HSAC with confirmation that your waiver has been approved, declined or further information is needed. If further information is needed please respond to the email by the response time requested in the email. If you submit a waiver and it is not approved by the deadline of June 30, 2017, you will be automatically enrolled and charged for the NYMC student health insurance plan. To submit your waiver request, please follow the link below and click the “Waiver” tab at the top of the page:
If you are NOT currently enrolled and want to enroll in the NYMC Student Health Plan for the 2017-2018 Policy Year:

If you would like to enroll in the NYMC student health insurance plan, open enrollment will take place through June 30, 2017 with an effective date of July 1, 2017 for continuing students. If your start date at NYMC is other than July 1, 2017 your effective date for insurance coverage will be your start date at NYMC. To submit your enrollment request, please follow the link below and click the “ENROLL” tab from the home page:
https://app.hsac.com/nymc

If you are NOT currently waived and have insurance that meets the requirements to waive the NYMC Student Health Plan for the 2017-2018 Policy year:

For those students that currently have insurance that meets the requirements to waive the NYMC student insurance plan and have NOT already waived the school plan, you will need to submit your current insurance information along with a copy of the front and back of your insurance card. Copies of your insurance identification card may be uploaded to the portal. You will receive a confirmation email via the online system that your waiver information was received. Please allow 3-5 business days for processing. Failure to waive the NYMC Student Health Insurance Plan by June 30, 2017 will result in your automatic enrollment in the NYMC Student Insurance plan. To submit your waiver please follow the link below and click on the “WAIVER” tab from the home page:
https://app.hsac.com/nymc

If you are currently insured by another health plan please take the time to compare your benefits and cost to the 2017-2018 NYMC student health insurance plan. The NYMC 2017-2018 health plan offers very comprehensive benefits and the cost for the group coverage may be lower than your current plan. Remember, once you waive you will need an involuntary loss of coverage to enroll in the student health plan after the annual open enrollment period has ended. If you find that the NYMC plan better meets your medical and financial needs than your current plan, voluntary termination does not make you eligible for enrollment after the annual enrollment period has ended. Enrollment in the NYMC student insurance plan is on an semester basis, once enrolled you will remain enrolled until the end of each semester term.

HSA Consulting, Inc. is the group administrator for the student health plan and will verify the waiver information to ensure all students are currently, and remain, in compliance with NYMC’s health insurance requirements. All information submitted is confidential and utilized for verification of health insurance only.

Please feel free to contact Karin Swanson at HSA Consulting, Inc. (888-978-8355) or email nymc@hsac.com with any questions regarding the waiver/enrollment process or the NYMC student health insurance plan.
**Student Disability Insurance**

A disability income protection plan designed for all medical students at New York Medical College is available at no additional cost. Each individual policy is non-cancelable, guaranteed renewable and portable. During residency education, coverage can be increased beyond the maximum monthly disability benefit of $1,500 available to medical students. Benefits are payable to age 65, include rehabilitation, and cover disability from the insured’s own occupation. The waiting period from the onset of disability to the payment of benefits is 180 days in accordance with the policy terms.

**Dental Program**

New York Medical College does not provide dental insurance coverage for students nor does it require students to be covered under a dental insurance plan. However, the College recognizes that dental health is important to individual wellbeing and therefore provides the following dental insurance provider information as a courtesy. Individual and family plans are available.

- Delta Dental Insurance
- Cigna Dental Plans

Please note that dental insurance premiums are the responsibility of the individual student and must be paid directly by the student. Dental insurance premiums may not be billed to a student's account.

**NYMC Insurance**

New York Medical College's insurance program is administered by the Office of the General Counsel. The essential components of the insurance program currently in place is as follows:

- Liability Insurance (including Hospital Professional and Medical Malpractice Liability)
- Property Insurance
- Director's and Officer's Liability
- Environmental Pollution Liability
- Pension and Trust Liability
- Fiduciary Liability
- Crime Insurance
- Business Auto Liability

The above insurance program and the specific limits and extent of each insurance coverage are subject to change at any time, without notice at the sole discretion of New York Medical College.
Claims Reporting Process

The following procedure is applicable in the event of any incident involving potential or actual personal injury or property damage occurring on College-owned or leased property. All claims are to be reported promptly, in writing, to the Office of the General Counsel, within forty-eight (48) hours of the incident. The Claim Form is to be used for such purpose. Examples of claims, or potential liabilities are situations such as: a slip and fall by a third party, any lawsuits, hazardous spills, thefts, fires or damage to equipment. Upon receipt, the Office of the General Counsel shall review the matter, make a determination as to whether or not the claim is covered under the College's insurance program, and, if appropriate, submit the claim to the applicable insurance carrier in accordance with policy requirements. All required and relevant documentation to support any claim submitted to the College's insurance carriers must be forwarded to the OGC no later than sixty (60) days after the date of the incident. It is noted that the Office of the General Counsel is the only department that is authorized to administer and handle insurance matters on behalf of New York Medical College.

Finally, the reporting requirements of this procedure to the Office of the General Counsel are in addition to all other incident reporting requirements of the College such as to the Security Department.

Certificate of Insurance

A Certificate of Insurance Request Form should be forwarded for consideration to the Office of the General Counsel for all certificates of insurance requested.

Should you have any questions on the above, please contact the General Counsel Office at (914) 594-4567.

Certificate of Insurance

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Should you have any questions on the above, please contact the General Counsel Office at (914) 594-4567.

Library

About the Library:
The Health Sciences Library (HSL) serves all faculty, students, employees, and sponsored residents and fellows of the New York Medical College.

Locations: The Main Health Sciences Library is in the junction between the Basic Sciences Building (BSB) and the Medical Education Center (MEC), right off the BSB Lobby and across from
the cafeteria. The Main Library consists of approximately 19,000 square feet, with an additional 3,033 square feet in the Skyline branch. The Skyline branch is in the Skyline Building at 19 Skyline Drive off of Route 9A in Hawthorne, NY.

Contact: Mailing address: Health Sciences Library | 15 Dana Road | Valhalla, NY 10595 Phone: Access Services 914-594-4200 | Reference: 914-594-4210 | Skyline Library: 914-594-2030 Director: Marie Ascher (marie_ascher@nymc.edu) Staff Directory | Departmental Liaisons

History: New York Homeopathic Medical College first opened a Library in 1885 at the behest of students and alumni when the college was at Flower Hospital. In 1972 the libraries of New York Medical College Flower and Fifth Avenue Hospitals and Westchester Academy of Medicine in Purchase, New York merged under an agreement signed by both parties. As of 2011, when New York Medical College became part of the Touro College and University System, all Touro faculty and students have onsite access to the library facilities and resources.

Consortia: The New York State Library has designated the Health Sciences Library as a Leader Electronic Doorway Library. The Library is also a Resource Library in the Middle Atlantic Region (MAR) of the National Network of Libraries of Medicine (NN/LM). The Library actively participates in the Online Computer Library Center (OCLC) global network and remains a full member of METRO, the New York metropolitan area library planning cooperative. Loansome Doc use is promoted and encouraged; we honor METRO card access for the public via local libraries. The Library is also a founding member of the HILOW+ library consortia, composed of health sciences libraries in the upper Westchester County and Hudson Valley region of New York State.

The Health Sciences Library (HSL) of New York Medical College (NYMC) is located in the Basic Sciences Building on the Valhalla, New York campus. A branch Media Library is located in the School of Health Sciences and Practice building.

Your library barcode acts as your library card. It serves as proof that you are a registered user of the NYMC Library. It is a sticker and should be appended to your NYMC or hospital ID card as appropriate. The barcode itself is used for checking out physical library materials and to authenticate your access electronic or remote.

All NYMC users are expected to show the appropriate ID and to follow all Library policies and procedures. Acceptance of a barcode assumes users understand and accept the terms of use including: timely return of materials, payment of fines and fees, appropriate use of electronic resources, and adherence to the HSL copyright policy. Privileges are not transferrable and may be suspended due to misuse, illegal use or other action deemed unprofessional or unethical per the NYMC honor code and the Provost, Dean or Associate Dean/Director of the Library.

The HSL is not open to the general public. Individuals may arrange for onsite access and/or borrowing through special memberships or via a METRO card (for specific titles only) from your local library. As a designated Resource Library in the National Network of Libraries of Medicine (NN/LM) and OCLC, the HSL provides fee-based document delivery services via fax, electronic and regular mail. Please contact the library at 914 594 4200 for more information.
LIBRARY ACCESS POLICY

I. FULL PRIVILEGES: Includes onsite, circulation, remote access, electronic and borrowing privileges.* Eligible users are defined as follows:

**Faculty** Eligible if included on the current faculty listings provided by the deans offices in the School of Medicine, the School of Basic Medical Sciences and/or the School of Health Sciences and Practice or designated on PeopleSoft. All adjunct or voluntary faculty must be verified by the appropriate deans office and/ or by the director of the HSL.

**Employee** Eligible if employed by NYMC, wearing a blue NYMC ID card, and can be verified by NYMC Human Resources or PeopleSoft, the NYMC administrative system.

**Student** Eligible if identified by a maroon NYMC ID, PeopleSoft, or verified by the Registrars’ listing, cancelled check or current receipt.

**Resident/Fellow** Eligible if the trainee is in a NYMC sponsored Graduate Medical Education (GME) program and is listed in the AAMC GMETrack database. All residents/fellows must have both an authorized program director’s signature and a NYMC account number as part of their registration information.

**Preceptor** Eligible if included on a master list provided by the Center for Primary Care Education and Research, School of Health Sciences and Practice or Family Medicine department on an annual, academic year basis (July-June).

**Other** Eligible on a short-term, temporary basis pending approval of the Associate Dean/Director of the Library.

*NOTE: Use of Library’s electronic resources requires Library Barcode

II. ACCESS PRIVILEGES: Includes onsite use of library and non-electronic materials

**NYMC Alumni** Eligible if graduated from any of the Schools of NYMC if verifiable by current Alumni Association membership card, by Alumni Association offices or by the Registrar’s Office.

**Special Members** Eligibility based on type and terms of membership. Special members may not use licensed databases remotely or check out journal volumes/issues.

**Other** METRO card access via yellow cards can be arranged from library to library.
## Library Hours

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## Office of Student Housing

**Welcome to the Office of Student & Residential Life at New York Medical College!**

Residence Life is more than just housing at New York Medical College. We are committed to the overall growth, development, and education of our residents. Our primary goal is to provide a safe, secure, comfortable environment while providing residents with opportunities to become involved, share ideas, and be part of a residential community.

The Office of Student & Residential Life strives to serve our residents as effectively as possible by providing various different housing options for full-time, matriculated medical and graduate students. We are committed to assisting you in making the most of your living experience and supporting you in achieving your educational goals. I encourage you to become an active member of your community and we look forward to meeting each of you during the course of the academic year. If we can be of any assistance to you please don’t hesitate to visit our or contact our office!

The Office of Student and Residential Life provides the below services to students:

- Acts as a liaison between building residents and other NYMC offices to ensure all appropriate services/maintenance are provided
- Oversees Student Clubs and Activities
- Coordinates all assignments, billing charges, move-in/out, housing lottery and maintain rosters/databases
- Handles disciplinary matters within the student housing
- Arranges and provide various recreational opportunities for students
- Creates workshops and resources for off-campus housing options; maintain off-campus housing listings
- Creates programs and events that foster a sense of community, and opportunities for integrative learning

**Office Hours:**

October 1 through March 31 (Fall/Winter):

- 9 to 5 PM, Monday, Wednesday, Thursday
- 9 to 7 PM, Tuesday
9 to 3 PM, Friday

April 1 through September 30 (Spring/Summer):
9 to 5 PM, Monday, Wednesday, Thursday, and Friday
9 to 7 PM, Tuesday

Security and Safety

NYMC SECURITY OFFICE (Not Confidential)
Located in Basic Sciences Building, Room 223, Valhalla, NY
Main: 914-594-4226, or Dial ext. 4226 from any campus phone

William Allison-Security, Director
Located in Basic Sciences Building, room 223B, Valhalla, NY
914 594-4577
Email: william_allison@nymc.edu

Kim Bologna, Weekday Shift Supervisor
Located in Basic Sciences Building, Room 223, Valhalla, NY
914 594-4662
Email: kim_bologna@nymc.edu

Charles Longo, Evening Supervisor
Located in Basic Sciences Building, Room 223, Valhalla, NY
914 594-4339
Email: charlie_longo@nymc.edu

Blue Light Program

The College has 16 blue light emergency phone towers located on the Valhalla campus walkways and parking lots and in the student housing complex. These phones are used to report emergencies to security. The phones are easily recognized by the steady blue light at the top of the tower and the word "Emergency" on all 4 sides. Each phone has an identifying number and usage instructions just below the silver faceplate. Pressing the red button on the silver phone face plate automatically 3 dials in to a central number in the security office. The phone number and location is displayed on a monitor. If the phone is not answered immediately by security the call is automatically forwarded to Westchester County Department of Public Safety. Upon activation of the phone, the blue light goes from steady to a flashing strobe to alert others in the area and to guide emergency responders. Persons using these phones should make every effort to speak in a loud and clear voice.

Security Department

The Department is responsible for overall campus security, emergency response, investigations, crime prevention campus shuttle, and management of the parking permit and identification
badge program. The department is staffed by a director, (1) associate director, (1) assistant director, (16) full time and (9) part time uniformed security officers. All security staff are employees of the College. All security officers are New York State licensed security officers who receive (8) hours of pre-employment training, (16) hours of on the job training and (8) hours of annual refresher training as required by New York State. Additionally, officers receive training annually in CPR/AED, fire extinguisher usage, response to hazardous materials emergencies and threat awareness. The College is a New York State approved security guard training school and both the Director and Associate and Assistant Directors are certified security guard instructors. The security staff are not armed and do not have police or peace officer arrest powers. Officers are assigned to both fixed and motor patrols. Primary law enforcement jurisdiction for student housing lies with the Mt. Pleasant Police Department. The rest of the campus is under the jurisdiction of the Westchester County Department of Public Safety. The security director works closely with both of these police agencies on matters affecting the campus including criminal investigations, crime prevention and emergency.

It is the policy of the university to promote the safety and security of the academic community on campus; to prohibit any criminal or illicit activities including sexual assault or other sex offenses; to report any alleged criminal conduct to the appropriate enforcement authorities and to discipline any student, faculty member or employee after the university has conducted its investigation of the alleged conduct. Discipline may include suspension, expulsion, dismissal or termination of employment.

The deans of the respective schools within the university are responsible for the coordination and dissemination of information regarding sexual assault prevention measures during the student orientation process.

Mr. William Allison is the Director of Security and he can be reached at 914-594-4577. The Security Office is located in the Basic Sciences Building on the Valhalla campus. The telephone is 914-594-4226.

360 Stay Safe Visit our 360 Stay Safe website (login required) to view our online training program that helps students, faculty and staff create a safe and healthy campus community where they take care of themselves, look out for one another, and make choices for the greater good.

Annual Security and Fire Safety Report ("Clery Act")

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or Clery Act, mandates that all Title IV educational institutions, without exception, prepare, publish and distribute an Annual Security and Fire Safety Report. This report consists of two basic parts: disclosure of the College’s crime statistics for the past three years; and information about the College’s current campus security policies. Prospective students and employees are entitled to request and receive a copy of the New York Medical College’s Annual Security and Fire Safety Report which is available by clicking here.
Campus Security Policy and Program

I. Purpose

In compliance with the Crime Awareness and Campus Security Act of November 8, 1990, and the New York State Amendments to Section 6450 of the Education Law, the College, in consultation with faculty, students, and appropriate administrative offices, has developed and adopted a program that reaffirms our policies regarding sexual assault prevention, crime awareness, and campus security procedures.

II. Policy

It is the policy of New York Medical College to promote the safety and security of all faculty, students and employees on College premises, to prohibit any criminal or illicit activities including sexual assault or other sex offenses, to report any alleged criminal conduct to the appropriate enforcement authorities, and to discipline any faculty, student or employee after conviction of a criminal offense, which may include suspension, expulsion, dismissal or termination of employment. In the case of a student, an ad hoc faculty committee shall be appointed by the respective dean of the medical school or graduate schools to review, report and make recommendations to the respective dean.

III. Program

To promote awareness of and facilitate prevention of sexual assault offenses, the College shall provide specific information to incoming students about sexual assault prevention measures. Such information shall include the legal sanctions and applicable penalties under applicable laws, ordinances and regulations on sex offenses, the campus security procedures for dealing with sex offenses, and the identification and availability of counseling and support services. The respective deans of the School of Medicine, the Graduate School of Basic Medical Sciences or the School of Health Sciences and Practice shall each be responsible for the coordination and dissemination of this information in the student orientation processes.

The College has established an advisory committee on campus security consisting of the following six members, at least half of whom shall be female:

Two designated by the President of the Faculty Senate
One designated by the President of the Student Senate of the Medical School
One designated by the President of the Graduate Student Association of the Graduate School of Basic Medical Sciences
The Dean of the School of Health Sciences and Practice
The Senior Associate Dean for Student Affairs, or other designee of the Dean of the School of Medicine, who shall chair the committee
The Committee shall review campus security policies and procedures for educating the campus community, including security personnel and those persons who advise or supervise students about sexual assault, personal safety and crime prevention, for reporting sexual assaults and referring complaints to appropriate authorities, and for counseling victims. The Committee shall make recommendations to the President.

The Committee will provide upon request all campus crime statistics as reported to the United States Department of Education. For campus crime statistics, please refer to the United States Department of Education web site at www.ope.ed.gov/security/.

IV. Criminal and Legal Penalties

The criminal and legal penalties for the commission of sex offenses range from maximum imprisonment sentences of 3 months to 25 years depending on the type and seriousness of the offense involved. Additional specific information is contained in Attachment A.

V. Firearms

The possession of firearms is strictly prohibited on NYMC property and in affiliated hospitals.

VI. Responsibilities

It is the responsibility of all faculty, students and employees to report all incidents of alleged criminal conduct to the College's Security Department and to cooperate fully with regard to the specific details of such incidents.

The College's Security Department shall investigate such incidents and, as necessary, report the matter to local enforcement authorities. The Security Department shall also maintain records of all reported incidents and shall collect information on reported criminal offense and arrest statistics on the College's Valhalla campus, as required by federal law. Such information, together with relevant campus security procedures shall annually be published and distributed, through appropriate publications or mailings, to faculty, students and employees and to any applicant for enrollment upon written request.

Policy on Issuing Timely Warnings

I. PURPOSE
The purpose of this policy is to provide guidelines for the issuing of timely warnings in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act "Clery Act".

II. POLICY

It is the policy of New York Medical College to issue timely warnings, also known as security notices, for any Clery Act crime (as defined below) or a similar type of situation that is reported to campus security or is brought to the attention of campus security by law enforcement and is considered to present a serious or continuing threat to faculty, staff or students.

III. SCOPE

This policy applies to all faculty; staff and students on the Valhalla campus.

IV. DEFINITIONS

A Clery Act crime is defined as follows:

1. Criminal Homicide  
   a) murder and non-negligent manslaughter  
   b) negligent manslaughter

2. Sex Offenses  
   a) forcible  
   b) non-forcible

3. Robbery

4. Aggravated Assault

5. Burglary  
   a) There is evidence of unlawful entry (trespass), which may be forcible or not involve force  
   b) Unlawful entry must be of a structure -having four (4) walls, a roof and a door  
   c) There is evidence that the entry was made in order to commit a felony or theft

6. Motor Vehicle Theft

7. Arson

V. PROCEDURES

A. The NYMC Security Director or his designee shall make the decision whether to issue a timely warning on a case-by-case basis. The decision making process may involve consultation with members of the NYMC senior leadership. Timely warnings shall be issued as soon as possible after the Security Department is notified; however, the release is subject to the availability of accurate facts concerning the incident. Criteria to be evaluated include:
1. Nature of the crime;
2. The continuing danger to the campus community
3. The potential risk of compromising law enforcement efforts.

B. Timely warnings shall include all information that would promote safety and would aid in the prevention of similar crimes, including, but not limited to:

1. Succinct statement of the incident
2. Possible connection to previous incidents if applicable
3. Date and time the warning is released
4. Descriptions, photographs or composite drawings of a suspect at large
5. Descriptions of any vehicles involved
6. Recommended actions if suspect is seen
7. Contact information if you have knowledge about the incident/investigation
8. Precautions for the campus community to protect itself
9. Crime prevention suggestions to prevent similar incidents

C. Timely warnings shall be issued to the campus community via email. In addition, the Security Director may elect to post fliers in various areas on the Valhalla campus.

D. Timely warnings shall be updated as new or more accurate information becomes available.

E. Timely warnings shall be numbered sequentially beginning January 1 of each year and can be viewed at [https://legacy.nymc.edu/universitypolicies/PolicyonIssuingTimelyWarnings.pdf](https://legacy.nymc.edu/universitypolicies/PolicyonIssuingTimelyWarnings.pdf)

V. EFFECTIVE DATE
   In effective

VI. POLICY RESPONSIBILITIES

Security Director - responsible for working in conjunction with NYMC senior leadership and local law enforcement to issue timely warnings to the campus community.

VII. POLICY MANAGEMENT

Responsible Executive: Senior Vice President for Finance and Chief Financial Officer
Responsible Officer: Director of Security; Director of Student Affairs; Registrar
Responsible Office: Campus Security Department

Any questions regarding the interpretation or application of this policy should be referred to the Office of the General Counsel.
The purpose of the Office of Academic Support Programs is to foster a better learning environment for, and provide resources to all students at New York Medical College. Programs are designed to help students study more effectively and become more self-sufficient and proactive in their learning. These programs include: peer tutoring, workshops given periodically to address study techniques, a study partner match service, one-on-one academic support advice and assistance in making study plans, and standardized test preparation lectures and workshops.

The Director is also the College designee to evaluate and process all applications from students seeking appropriate and reasonable accommodation by the College as stated in the Institution’s Policy on Students with Disabilities. The office will provide support to students who identify themselves as needing special accommodations, per the ADA, and communicate those needs to the dean and course directors.

**Support Services Offered:**
- Learning style surveys (VARK) are administered at the start of medical school to help each student determine his/her most effective approach(es) to learning.
- One-on-one appointments (in-person, skype, or phone)
- Study Skills and Text-Taking Strategies Workshops
- Time and Stress Management Workshops.
- Peer-Tutoring Program
- Study Partner Match Program
- Peer-Mentorship Program
- Exam and Other Accommodations (Students with Disabilities)

All students need assistance at some point in their academic career and there are many staff and faculty available at NYMC to assist you.

**Student Mental Health and Wellness**

**Student Mental Health Services**

**Contact:**

**Reon Baird-Feldman, Ph.D.**
Clinical Psychologist
Assistant Professor of Psychiatry
Co-Director, Student Mental Health & Wellness Services
David Stern, M.D.
Psychiatrist
Assistant Professor of Psychiatry
Co-Director, Student Mental Health & Wellness Services
19 Skyline Drive, Rm. 2S-D46
Hawthorne, NY
(914) 594-2543
E-mail: David_Stern@nymc.edu

Robin Hershkowitz, LCSW
Licensed Clinical Social Worker
Student Mental Health & Wellness Services
19 Skyline Drive, Rm. 2S-D52
Hawthorne, NY
(914) 594-2577
E-mail: rershko4@nymc.edu

Shira Borkon
Mental Health Counseling Intern
Student Mental Health & Wellness Services
19 Skyline Drive, Rm. 2S-K06
Hawthorne, NY
(914) 594-2538
E-mail: shira_borkon@nymc.edu

Mental health services are available to all medical students. All services are free and completely confidential. No records are transmitted to the school or to family members. Services are available throughout the year and early morning and evening hours are available.

Office of the University Registrar
Eileen Romero, Interim Registrar
Jessica Ready-Jackson, Senior Coordinator, School of Medicine
Teresa Bradshaw, Coordinator, School of Health Sciences and Practice

- Maintains educational and demographic data on every student
- Records required and selective course enrollment, including current enrollment, final grades and credits earned
• Records awards and honors received, disciplinary actions imposed, withdrawals, dismissals, repetition of courses and transfers
• Processes transcripts
• Records official name changes
• Processes enrollment verification
• Processes applications for USMLE, Step 1
• Processes loan deferments and state licensure forms
• Records and verifies degrees conferred

Registration Process and Timing

In the summer prior to their arrival on campus, newly accepted students receive information regarding registration and orientation from the Registrar’s and Student Affairs Offices.

First and second year students take a set curriculum and are pre-registered by the Registrar’s Office for these courses.

Third year students participate in a lottery during the spring of their second year, which determines the location and timing of their required clerkships for the third year. The Registrar’s Office registers students for this assigned schedule. Students who have reason to request a change in schedule can submit a request for consideration by the Student Affairs Office.

The fourth year curriculum allows for required and elective courses, both clinical and nonclinical in nature. The specific courses a student will take is defined by the Academic Track he/she has declared, reflecting the student’s desired field of medical practice upon graduation. Required clerkships in the fourth year are assigned by lottery and pre-registered by the Registrar’s Office. To add or drop elective courses, students should submit an add/drop form to Student Affairs through their e-portfolio account. Students interested in doing electives at “away” sites should apply for those through the VSAS system during their third year.

To finalize their registration, students must make satisfactory payment arrangements with the Bursar’s Office prior to the start of each semester. Prior to the beginning of each academic year, students should review their contact information (address, phone, and emergency) on file and make updates as needed. This can be done through the Student Self Service Portal.

Only registered students are allowed access to campus services, facilities, and the school network and email system.

Registration Holds

In the event that a student fails to satisfy requirements for documentation or payment, the appropriate university office will place a hold preventing further registration. Students should
check the Student Self Service Portal regularly to see if any holds have been placed on their account. The portal will indicate the type of hold and the appropriate office to contact to resolve the hold.

Enrollment Status

New York Medical College’s School of Medicine curriculum is designed to be a full-time program of study. Students who wish to register for a reduced schedule (whether for health, academic, or other reasons) must have special approval from the Dean of Student Affairs.

Student Access to Grades

Grades for individual courses and clerkships are made available to students online (through the learning management system and/or ePortfolio). Students can view their transcript, including all final grades, through the student self-service portal found at https://isweb.nymc.edu/isportal/login.aspx

Transcripts and Release of Information

An official transcript carries the Registrar’s signature and the NYMC seal, and documents a student's permanent academic record at the college. Students may have a transcript mailed to the address of their choosing (including other educational institutions and hospitals) by submitting an official request to the Office of the Registrar. Transcripts are not issued for students with outstanding debts to NYMC. For additional information visit: https://exchange.parchment.com/send/adds/index.php?main_page=login&s_id=6MzwhdjpvCln5UxB

The release of transcripts and other pieces of a student’s educational record is governed by The Family Education Rights and Privacy Act of 1974 (FERPA) and its associated regulations.

Tuition and Financial Aid

Bursar’s Office
Bursar: Karin Ahyoung
(914) 594-4319
Responsibilities of this office:
• Administer health insurance benefits for the student group policy
• Responsible for collection of monies paid by students for tuition, housing, fees, and health insurance
• Applies federal, state and university financial aid to student accounts and reimbursement for living expenses
• Oversees 2,000 loan accounts in repayment for graduates with both governmental and NYMC loans
• Conducts exit interviews
• Processes loan deferment forms
• Negotiates repayment plans
• Counsels and assists students and graduates with financial and insurance problems

Note:

All graduating SOM students and some program specific graduates of our other schools must fill out the **Exit Interview Form** (please check your school's policies for this requirement).

**The Office of the Bursar is responsible for:**
• billing and collection of Tuition, fees, housing, health insurance, dental insurance and the vision plan.
• approval and processing of refunds.
• billing and collection all in-house loans i.e. Perkins, New York Medical College and The Scholarship and Loan.

<table>
<thead>
<tr>
<th>Location:</th>
<th>For your convenience a <strong>Direct Deposit Box</strong> is located outside the Student Services wing. We have provided envelope for you to fill out and deposit your payment after hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Bursar’s Office is located on the first floor of the Administration Building (Sunshine Cottage) rooms 115 A, B and C.</td>
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</tr>
<tr>
<td>Hours:</td>
<td><strong>Where to send payments:</strong> You can send your payment along with the top portion of the bill to the following address, and be sure to include the student’s ID number on the check.</td>
</tr>
<tr>
<td><strong>October 1 through March 31 (Fall/Winter):</strong> 8:30 AM to 5 PM, Monday, Wednesday, Thursday 8:30 AM to 7 PM, Tuesday 8:30 AM to 3 PM, Friday</td>
<td>All checks should be made payable to <strong>New York Medical College.</strong></td>
</tr>
<tr>
<td><strong>April 1 through September 30 (Spring/Summer):</strong> 8:30 AM to 5 PM, Monday, Wednesday, Thursday, and Friday 8:30 AM to 7 PM, Tuesday</td>
<td>New York Medical College Office of the Bursar Administration Bldg. Room 115C Valhalla, New York 10595</td>
</tr>
<tr>
<td><strong>Telephone Numbers:</strong> Students who wish to speak to a representative may call (914) 594-4454 or (914) 594-4471 during business hours.</td>
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<tr>
<td><strong>Fax Number:</strong> (914) 594-3477</td>
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</tbody>
</table>

**Withdrawals and Refunds**

If a student terminates his or her medical college registration by official leave of absence or withdrawal, tuition will be charged for that tuition installment period according to the date written notice of such intended action is received in the Office of Student Affairs. The following
tuition schedule begins with the first full week of classes in the installment period and pertains to each subsequent week or fraction of a week.

Effective Fall 2017

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage of Full Tuition Charged for the Period</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>7</td>
<td>90%</td>
</tr>
<tr>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students who receive federal student aid are subject to both the general New York Medical College refund policy and a separate Federal Title IV Funds Refund Policy.

**Payment of Tuition and Fees**

Tuition and fees are due to be paid as follows:

- On the first day of school 1/2 of tuition and all fees for the academic year are due.
- On the first Monday of January the remaining 1/2 of tuition is due.

In addition, a late fee of $100.00 will be charged to accounts if payment is not received by the due date.

A charge of $25 plus expenses will be assessed for the first check returned by the bank as unpaid. All subsequent unpaid checks will result in a charge of $50 plus expenses. Unpaid checks will be regarded as "not received" for purposes of determining applicability of interest and late fee charges.

Any student whose account is in arrears will not be granted a degree or issued a transcript. Registration for the next academic year may only occur upon the recommendation of the Vice Dean for Medical Education and the Vice President of Finance.

**Registration**

All students, including entering students, must register at the specified times in the summer and pay all fees and one half of the annual tuition before undertaking their studies. The second half of tuition is due on the first Monday in January. Payment of tuition and fees should be made in the Office of the Bursar, Room 115, and Administration Building.
Financial Aid

Funding your graduate education at New York Medical College is a noteworthy investment. This venture requires a great deal of time, energy and thought. The Office of Student Financial Planning at New York Medical College offers students a financial program that assists them with their decision making before, during and even after they have graduated from New York Medical College. The Office strives to help students find and understand the numerous financial resources available and how these resources will impact their lives. Our goal is to sharpen your financial literacy, avoid costly mistakes and help you make sound and educated financial choices.

New York Medical College graduates have one of the lowest student loan default rates in the nation. We believe our students have benefited from the 50-plus combined years of expertise of the Student Financial Planning Office.

The field of financial aid is always changing. Technological advances are upon us and students have the ability to take better ownership of their financial aid information via school and industry websites. However, keep in mind that the best source of financial aid information lies with the Office of Student Financial Planning and we are always happy to help.

Anthony M. Sozzo, M.A., M.S. Ed.
Associate Dean for Student Affairs
Director of Student Financial Planning and Student Activities

Office Hours:

October 1 through March 31 (Fall/Winter):
9:00 AM - 5:00 PM, Monday, Wednesday and Thursday
9:00 AM - 7:00 PM, Tuesday
9:00 AM - 3:00 PM, Friday

April 1 through September 30 (Spring/Summer):
9:00 AM - 5:00 PM, Monday, Wednesday, Thursday and Friday
9:00 AM - 7:00 PM, Tuesday

Student Financial Planning

Introduction

Funding a graduate education is a noteworthy investment that utilizes a great deal of time and energy. The financial planning staff is eager to assist students in planning personal financial aid packages to help find and understand the financial resources available and how these resources
Financial aid programs are intended to help students pay for a students’ educational program at NYMC. Increases in tuition are inevitable during enrollment in medical school and financial planning should take this into account. The family contribution is determined by a federally approved uniform financial analysis system. The Free Application for Federal Student Aid (FAFSA) or Renewal form is the primary document utilized for this purpose. Any student wishing to be considered for all sources of financial aid must complete a FAFSA.

The Financial Aid Committee

The Financial Aid Committee annually reviews the policies and procedures for awarding financial aid to students at New York Medical College. In addition, the committee approves the financial aid student budgets used for awarding this aid. The Financial Aid Committee consists of members of the faculty, administration, and student body. The latter are elected each year by the Student Senate.

New York Medical College awards financial aid funds without regard to race, sex, color, national or ethnic origin, religion, age or physical handicap.

Student’s Rights

According to federal regulations, a student has the right to know:

1. What financial aid programs are available.
2. The deadlines for submitting applications for each of the available financial aid programs.
3. How financial aid is distributed.
4. How a student’s financial need is determined.
5. How much of the financial need has been met.
6. An explanation of the various programs in a student’s aid package.
7. The school’s tuition refund policy, this can be discussed with the student finance (Bursars) Office.
8. What portion of the financial aid package is a loan and must be repaid, and what portion is a grant or scholarship and not repayable.
9. The interest rate, the total amount that must be repaid, repayment procedures, the length of time to repay the loan and when repayment is to begin for loans awarded.
10. How the school determines satisfactory academic progress and the consequences of not achieving this.
11. All documents submitted to the Office of Student Financial Planning are confidential.

Student’s Responsibilities

The student’s responsibilities are to:

1. Maintain an excellent credit rating. Some student loans are considered consumer loans and are contingent upon your credit rating.
2. Read all information provided by the Office of Student Financial Planning.
3. Complete all documents required for awarding financial aid accurately and on time, before deadlines expire.
4. Provide correct information. Providing inaccurate financial data, in most cases, is a violation of federal law subject to penalty.
5. Supply any and all additional documentation, verification, corrections and/or new information requested by the Office of Student Financial Planning or the agency to which the application is submitted.
6. Start a personal financial aid file to keep copies of signed forms, other documentation and all pertinent correspondence.
7. Become aware of the terms of all the financial aid funds received.
8. Understand the responsibility for all signed documents.
9. Promptly notify the Office of Student Financial Planning in writing of any changes in financial situation since first completing the financial aid application process.
10. Understand fully the institution’s refund policy regarding withdrawal, leave of absence and dismissal. These can be discussed with the Student Finance (Bursars) Office.
11. Be aware of institutional standards for satisfactory academic progress.

The U.S. Department of Education requires that federal funds regulated by the U.S. Commissioner of Education be denied to students who are not making satisfactory progress toward a degree.

All applicants for financial aid are required to submit a signed statement of educational purpose which indicates that financial aid funds will be used solely for educational expenses. Registration with Selective Service will be checked through the Department of Education when the FAFSA is completed.

**Application Deadlines**

Financial aid is renewable on an annual basis. Each student receiving any type of financial aid must reapply annually. Continuing medical students must submit their FAFSA or a renewal FAFSA and other documents/loan applications to the Office of Student Financial Planning by the yearly set deadline. Any delay in processing the FAFSA application or any other financial aid form may significantly decrease the chance of receiving certain types of loans, due to the diminished availability of funds. Most, if not all, campus-based financial aid will be distributed before the fall semester begins. Those students who qualify to receive a NYMC award must sign the appropriate promissory notes in a timely manner. All promissory notes must be signed within three weeks or the student risks the loss of funds.

**Government and Private Loan Programs**

**Federal Family Education Loan Programs (FFELP)**
Federal Subsidized Stafford Loan

Eligible students must be U.S. citizens or permanent resident aliens, enrolled in or accepted for enrollment as at least half-time students in an accredited Health Services University. This is a long-term loan with no interest accumulating while a student. As of July 1, 2006 the interest is a fixed 6.8%. Repayment begins 6 months after the grace period, if a student did not consolidate their loans. The maximum amount that may be borrowed is $8,500 per class year, to a combined lifetime total of $65,500, including any loans from undergraduate study. Students must demonstrate financial need on data submitted on the FAFSA. A Federal Stafford Master Promissory Note can be printed from the NYMC On-line Financial Aid process. Subsidized Stafford loans are disbursed in two installments, one in the Fall and one in the Spring.

Federal Unsubsidized Stafford Loan

This enables graduate or professional students at federally approved schools to borrow $10,000 annually, to an aggregate limit of $189,125. Graduate and professional students can borrow this loan in addition to their Subsidized Stafford. A student may receive both Subsidized and Unsubsidized Federal Stafford Loans totaling the applicable Stafford loan limit set by Congress. However, if the student does not qualify for the full amount permitted under the Subsidized Stafford Loan Program, that amount may be converted into Unsubsidized Stafford Loan. The interest rate is the same as the Subsidized Stafford Loan. Students are billed quarterly for interest payments while in school; students may elect to have the interest accrue while in school. Repayment of loan principal is deferred only while students are attending school at least half-time. First time borrowers may apply using the Federal Stafford Master Promissory Note, printable from the NYMC On-line Financial Aid process. Unsubsidized Stafford loans are disbursed in two installments, one in the Fall and one in the Spring.

Total Higher Education—T.H.E.—Loan Program

Along with the Stafford loans, a private loan called T.H.E. is available. Repayment of these loans can be deferred for 36 months after medical school. Loans are electronically transmitted, eliminating loan checks. Total Higher Education offers competitive loan terms and the opportunity for students to receive financial benefits during their repayment phase.

Medical students may borrow up to the cost of education, minus any other aid, during their four years of school.

Applications can be printed from the NYMC On-line Financial Aid process and are also available in the Office of Student Financial Planning.
Federal Graduate Plus Loan

Students are allowed to borrow up to the cost of education minus any financial aid received for the academic year. Credit approval is based on federal standards, not credit scores. Original fees up to 4% exist on this loan. Interest rate is fixed at 8.5%. Since this loan is a federal loan it qualifies for federal consolidation, deferment and forbearance options after graduation or leaving school. This loan is forgivable upon death or permanent disability to the borrower.

Perkins Loan Program

These are long-term loans available to students enrolled full-time in approved institutions, based on need. A student may borrow up to a lifetime total of $40,000, including any amount borrowed for undergraduate study. Interest on the unpaid balance is at the rate of 5%, deferred while a student attends school. Repayment begins nine months after graduation or leaving school and may extend up to ten years. Payment is not required for up to three years of active U.S. military service, or service in the Peace Corps, Volunteers In Service To America (VISTA) or a similar national program.

New York State Programs

Tuition Assistance Program (TAP)

This is an entitlement program requiring no qualifying examination. An applicant must be a New York resident for at least one year prior to enrolling in school, and a U.S. citizen or permanent resident alien, enrolled full-time and matriculated at an approved New York State post-secondary institution. The maximum annual TAP award is determined by NYS Department of Education. Application is automatic through the FAFSA.

Outside Sources of Financial Aid

The Office of Student Financial Planning has obtained publications listing sources of financial aid from foundations and private individuals. This is available in the Office of Student Financial Planning. Research of outside sources through a reference library is also recommended.

Armed Forces

Health Professionals Scholarship Program

This scholarship program provides the Armed Forces (Army, Navy, and Air Force) with the majority of its physicians. The scholarships are competitive and require completion of an application, physical examination and an interview.

Scholarships are offered for two, three or four years. However, the minimum obligation is three years; therefore, students should apply before or during the first-year of medical school.
The scholarship pays tuition, student fees and mandatory health insurance premiums in full and reimburses students for all required texts, supplies and medical equipment. Upon acceptance of the scholarship, the recipient will be commissioned as an officer on reserve status and will be promoted upon graduation from medical school. Additionally, while in school, the student will receive a monthly stipend over $1,300.

Military scholarship recipients incur several obligations. They are required to serve one year of active duty for each year of scholarship support, an obligation usually served after residency. Additionally, participants must apply for a military internship, and if selected, must serve it. However, the military will not choose a student’s specialty. While in medical school, recipients must serve six weeks on active duty each year. This includes a mandatory officer indoctrination course and may include clerkship training in medicine, surgery or a military medical specialty (aerospace, submarine or field emergency medicine), depending on interest. Active duty training is both valuable and profitable.

Application deadlines are early in the fall. It is a good idea to speak with upperclassmen about suggestions for applying to and coping with the military bureaucracy. For further information contact:

U.S. Army: 53 Route 17 K, Time Plaza, Newburgh, NY 12550 (845) 565-2935

**Off-campus Resources**

**Off-Campus Law Enforcement**

- Dial 911 for emergencies
- Town of Mt. Pleasant Police: 914 769-194 or 911
- Westchester County Department of Public Safety: 914 864-7700 or 911
- Westchester County District Attorney- Sex Crimes Bureau 914-995-4172

**Off-Campus Advocacy, Counseling, and Health Services**

- Westchester County Victim Assistance Services - 24 hour rape crisis hotline 914 345-9111 or toll free at 1-855-827-2255
- Non crisis calls: New York State Coalition Against Sexual Assault 914345-3113
  Website: http://nyscasa.org/?q=responding/crisiscenters
- Safe Horizon 212-523-4728
- Gay and Lesbian Anti-Violence Project (24-hours) 212-714-1141
- Westchester County Medical Center Emergency Room: 914 493-7307
- Westchester County Family Justice Center-provides services for individuals who are victims of domestic violence, dating violence, sexual assault, and stalking (914) 995-3100
  Website: http://women.westchestergov.com/ domestic-violence
Student Organizations

NYMC Chapter of the National Student Speech-Language-Hearing Association

The Department of Speech-Language Pathology has a campus chapter of the National Student Speech-Language-Hearing Association. Membership is open to all enrolled students in the department. Each fall, during Orientation, the NYMC NSSLHA officers and faculty advisor meet with student to provide an overview of the chapter and goals for the upcoming academic year.

Alpha Eta National Honor Allied Health Honor Society

Chapter 83 of the Alpha Eta Society at Touro College and New York Medical College has been established in accordance with the national bylaws. The purpose of the society is to promote and recognize significant scholarship, exceptional leadership and contributions to the allied health professions.

- The following shall be eligible for election by the chapter to active membership to the society:
  Those graduate students who are enrolled in the occupational therapy, physician assistant, speech-language pathology and physical therapy programs leading to graduate degrees and are in their last year of enrollment in the allied health program;
- They shall have maintained an overall grade point average of 3.8 or better (out of 4.0) while enrolled in the allied health program on this campus. Students who meet the grade point requirement are eligible to apply for membership. Each academic program’s selection cannot exceed 20% of the eligible class’ population;
- They have shown capacity for leadership and achievement (i.e., promise for the profession) in their chosen Allied Health field;
- They have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.
Section 5
Clinical Program Policies and Procedures

Overview

New York Medical College’s clinical program is designed to give students multiple opportunities to gain clinical exposure and experience in various clinical settings. Clinical experiences are infused throughout the 5 semesters of the program and designed to provide students multiple opportunities to apply their knowledge and build clinical skills in a progressive fashion.

To enhance the integration of academic and clinical knowledge, students are engaged in clinical activities throughout their graduate program. Supervision and support is provided by ASHA certified, state licensed speech-language pathologists in the community, by adjunct clinical educators, and by New York Medical College faculty. Academic courses may also have a clinical component and/or lab associated with the course to facilitate practical application and practice of clinical skills.

The goal of the graduate program is that students will demonstrate at least entry-level competence for clinical practice at the time of graduation. Generally, it is expected that students will progress through the clinical program as outlined below:

SLPM 6040; SLPM6041 Internal Clinical Practicum
1 credit per semester
Students participate in a minimum of two internal clinical rotations at our on-campus clinic.

SLPM 6042; SLPM6043; SLPM 6044 External Clinical Practicum
1 credit per semester
Upon successful completion of the internal rotations, students participate in up to three different off-campus clinical rotations at hospitals, rehabilitation centers, schools, or private practices. Students must receive a passing grade in each practicum rotation in order to continue to the next practicum experience. Selected pediatric clock hours within these experiences may be counted toward the school based practica requirement for teacher certification. One external rotation consists of a combination of inpatient and outpatient medically-based experiences designed to provide students with a wide variety of foundational skills in medically-based speech-language pathology. These include: inpatient and outpatient instrumental swallow studies (adult and pediatric); inpatient and outpatient evaluations (adult and pediatric); experience in Critical Care unit, to include trach/vent (adult), inpatient and outpatient language groups (adult and pediatric) as well as outpatient therapy at the on-campus clinic. Students participate in inpatient and outpatient experiences in Audiology as well. All of these experiences are competency-based.
SLPM 6067 – External Practicum: School Setting
1 credit per semester
This semester of clinical practicum experience in speech-language pathology includes experiences in diagnosis and treatment of speech-language disorders in a school setting. This course satisfies the practica requirement for teacher certification.

Participation in clinical training is a required part of the curriculum and a requirement for graduation; therefore, denial by a clinical site for the student to participate in the clinical experience at that site for any reason may result in a delay of graduation or the inability to graduate from the program. The College makes no representations or warranties regarding a student’s ability to complete the program or obtain licensure, certification, or other professional credentialing.

Clinic Populations

During their program, graduate students will have practicum experiences with client populations across the lifespan and from culturally and linguistically diverse backgrounds, in addition to populations with various types and severities of communication and/or swallowing disorders, differences, and disabilities.

Knowledge and Skill Competencies

Graduate students must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve knowledge and skills outcomes in preparation for entry-level practice as described in Standard 3.0B by the Council on Academic Accreditation (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology available at:

http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf

These knowledge and skill outcomes include opportunities for students to acquire and demonstrate their learning in the nature of speech, language, hearing, swallowing, and communication disorders and differences including etiologies, characteristics, anatomic/physiologic, acoustic, psychological, developmental, linguistic, and cultural correlates across the following areas:

1. Professional Practice Competencies
   Student will demonstrate the following attributes and abilities:
   Accountability
   Integrity
   Effective Communication Skills
   Clinical Reasoning
Evidence-Based Practice
Concern for Individuals Served
Cultural Competence
Professional Duty
Collaborative Practice

2. **Foundations of Speech-Language Pathology Practice**

Student will demonstrate knowledge of the:
--discipline of human communication sciences and disorders;
--basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
--ability to integrate information pertaining to normal and abnormal human development across the life span;
--nature of communication and swallowing processes in
  articulation;
  fluency;
  voice and resonance, including respiration and phonation;
  receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
  hearing, including the impact on speech and language;
  swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
  cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
  social aspects of communication (e.g., behavioral and social skills affecting communication);
  augmentative and alternative communication.

--knowledge of the above elements includes each of the following:
  etiology of the disorders or differences;
  characteristics of the disorders or differences;
  underlying anatomical and physiological characteristics of the disorder or differences;
  acoustic characteristics of the disorders or differences;
  psychological characteristics of the disorders or differences;
  developmental nature of disorders or differences;
  linguistic characteristics of the disorders or differences;
  cultural characteristics of the disorders or differences.

3. **Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences**

Students will demonstrate knowledge of:
principles and methods of identification of communication and swallowing disorders
and differences;
principles and methods of prevention of communication and swallowing disorders.

4. **Evaluation of Speech, Language, and Swallowing Disorders and Differences**
Students will demonstrate knowledge and skills in assessment across the life span for disorders and differences associated with:
- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- social aspects of communication (e.g., behavioral and social skills affecting communication);
- augmentative and alternative communication.

5. **Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms**
Students will demonstrate knowledge and skills in assessment across the life span for disorders and differences associated with:
- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- social aspects of communication (e.g., behavioral and social skills affecting communication);
- augmentative and alternative communication.

6. **General Knowledge and Skills Applicable to Professional Practice**
Students will demonstrate:
- ethical conduct;
- integration and application of knowledge of the interdependence of speech, language, and hearing;
engage in contemporary professional issues and advocacy;
processes of clinical education and supervision;
professionalism and professional behavior in keeping with the expectations of
the speech-language pathologist;
interaction skills and personal qualities, including counseling and collaboration;
self-evaluation of effectiveness of practice.


Requirements to Participate in Clinical Activities

Essential Functions Form

All students are expected to read and return the Essential Functions Form with a signature acknowledging that the student has read, understands, and affirms capacity to fulfill the essential functions as described.

Documentation of Observation Hours

Standard V-C states:

The applicant for certification in speech-language pathology must complete a minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation:

Guided observation hours general precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student’s observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Students entering the speech-language pathology program at NYMC are required to have a minimum of 15 hours of observation. These hours should be turned in to the Director of Clinical Education during the first week of the semester. Hours can only be counted if they are verified by a certified speech-language pathologist. Documentation requires both the
supervising clinician’s name and ASHA certification number. If possible, submit original documents; make a copy for your records.

Additional observation hours will be accrued during the first semester of clinical practicum. Successful completion of observation hours should follow the process below:

1. Document each clinical observation experience using the Clinical Observation Report available in Appendix A of this section of the handbook.
2. Submit the observation report to the clinical educator who will validate the experience by signing the report and providing ASHA certification number. The clinical educator may require revisions of the observation report if information provided is not adequate or missing.
3. Submit the signed observation report to the Director of Clinical Education or designee who will maintain observation information and ultimately verify completion of all observation hours. It is suggested that you make copies of the documents for your records.
4. Failure to complete the required 25 observation hours by the end of the first semester of clinic will impact on your ability to engage in further clinical activities until they are completed.

Health Insurance

Health insurance is required for all students. Please see Section 4 Student Resources in this handbook for information on health insurance requirements and options.

Immunizations

Students are responsible for providing medically documented evidence of delivery of immunization or blood titers and must be reported to the New York Medical College Health Services by August 1\textsuperscript{st}. Students must sign a release of records form. This form’s authorization is limited to verification of health screening and immunization records only and allows the Director of Clinical Education to proceed with clinical experience placements for students in adherence with agreements with agencies and facilities. Student should be aware that specific sites may have health clearance requirements beyond those required by the College; participation at those sites require that students submit to additional health clearance requirements at their own expense.

NYMC Medical Clearance Requirements

(See section on Immunization Policy and Requirements)
Criminal Background Check

All graduate students are required to complete a national criminal background check through Typhon at their own cost.

At this time, background checks are complete during the first semester of the program prior to student being placed at outside clinical sites.

If, in the sole discretion of New York Medical College, the background check yields findings that could impact successful completion of the program, including access to clinical training sites, or diminish the likelihood of licensure, the Department Chair or the Director of Clinical Education may contact the student to request an explanation.

Background Checks for International Students

International students are required to provide evidence of background checks conducted in their home country and in the United States. Fees and timelines associated with international background check processes may exceed those published for domestic students. Processes and timelines for international student completion of background checks will be handled on a case-by-case basis.

CPR

All students in the graduate program are required to complete a CPR (adult and infant) training and maintain current certification for the duration of the program. Certification is valid for two years. Students are responsible for the course and certification fee. A student’s CPR certificate must be valid during all clinical experiences throughout the program, and the student is responsible for maintaining a record of this certification. Students must also provide a copy of their certificate to the program prior to the beginning of the first semester.

Mandatory OSHA Safety Training

Graduate students are required to complete Blood Borne/Airborne Pathogens Exposure, Infection Control Training, and OSHA Safety Guidelines, trainings as part of the requirements for clinical practica. This training occurs during Student Orientation. Students may be required by a clinical site to complete additional on-site training. Instructions for completing these requirements will be given to students by the Director of Clinical Education.

HIPAA/Privacy Training
Information that identifies patients or clients is held in confidence by clinical professionals and this assurance of confidentiality is an essential aspect of building trust between clients and healthcare professionals. Identifiers include name, address, date of birth, phone number, email address, record number, photographs, videos, clinic identification number/s, diagnoses, and any other information that could allow someone to identify the client/patient. Exceptions to confidentiality include specific written authorization from the client to release information as well as communication between students, supervisors, and other professionals managing that client in secure locations, certain communications for treatment, payment, or healthcare operations, or when a patient/client is believed to be in danger (from self or to others). Students who gain access to information about clients through indirect discussion, for example in a group supervision discussion, are required to uphold the confidentiality of that client.

The Health Insurance Portability and Accountability Act (HIPAA) was enacted by Congress in 1996. HIPAA enforces the protection of confidential information at all stages of healthcare delivery. Students are required to complete HIPAA and privacy training as part of the clinical orientation and then annually for the duration of their registration as a graduate student. It is each student’s responsibility to maintain documentation of completion of HIPAA/Privacy training. Information about HIPAA is provided during orientation, within coursework, and a HIPAA training is completed online through Boston Children’s Health Physicians as part of employee/student clinician orientation.

Some facilities may have stricter requirements relating to the handling or patient or other confidential information. Students are expected to familiarize themselves with and abide by the facility’s requirements for the handling of information. Some facilities may require additional privacy or confidentiality before beginning fieldwork.

**Confidentiality Tips**

1. Do not discuss your client by name except with your clinical supervisor, clinic staff or as necessary during clinical meetings.
2. Do not discuss the client in public areas e.g. elevator, waiting room, restrooms, stores, etc.
3. Do not mention your client’s name in class presentations or discussions.
4. Do not leave client reports, lesson plans, or other written information unattended.
5. Follow all the office rules regarding checking out and returning client folders and reports.
6. Do not take client folders home and do not remove information from them.
7. Do not discuss your client with others. Unless your client or your supervisor has approved the communication, do not discuss your client with other professionals or persons in other agencies.
8. Remind your observers that they should respect client confidentiality.
9. Obtain written consent to make recordings or take photographs of clients.
10. Comply with all clinic rules regarding release of information.
11. Honor client confidentiality during communications on the Internet.


**Research Ethics Training**

All students will be required to complete an online CITI training course in research ethics. This is required during the first semester of the Master’s degree program and is completed in the Research Methods in Communication Sciences course. Upon completion of the course, students must provide verification of completion to the course instructor for placement in the students permanent record. Students are reminded to keep a copy of the certificate of completion for their own records.

Students typically will not need to resubmit the documentation each time a new proposal is submitted. However, proposals sent to the Institutional Review Board will not be reviewed until all investigators listed on the proposal have completed the training.

**Consent to Disclose Student Information with Clinical Sites**

Students will be asked to allow Health Services and the Director of Clinical Education to share information with clinical sites, such as background check, immunization records, HIPAA training certificates, CPR certification, or other information. Authorizing release this information is voluntary. Students may revoke this consent at any time. Lack of consent may limit or delay internal and external clinical placements. Refusal to authorize release of information may impact a student’s ability to participate in required clinical experiences and may limit the student’s ability to complete the program and graduation requirements.

**Liability Insurance**

Liability insurance for students may be required by clinical sites. The College maintains professional liability insurance coverage for covered employees and students engaged in activities within the course and scope of the College’s programs. Clinical sites are provided with a liability insurance certificate prior to a student beginning a rotation at a site. Students may also choose to purchase additional personal liability insurance, which may be available via a broker or a student association.
Clinical Program Policies

Internal Rotation

During the first month of semester 1 you will receive your clinical assignments for the semester. During semester 2 you will receive your assignment before or during the first week of the semester. Once your assignment has been given, you should contact your clinical educator(s) to set up an initial planning meeting.

In the first two semesters of your clinical training you will be supervised by department faculty and clinical educators from the Division of Speech-Language Pathology of Boston Children’s Health Physicians and New York Presbytarian Brooklyn Methodist Hospital. These initial experiences are designed to give you individualized clinical education and support to develop your clinical skills before going off-campus. For each internal rotation, you will receive a letter grade of performance.

External Rotation

Students meet with the Director of Clinical Education to discuss clinical interests and to monitor the breadth and depth of their clinical experiences. While efforts are made to accommodate students’ specific interests, ultimately, the Director of Clinical Education and department faculty determine sites for each student, and no student is guaranteed experience in any specific setting type. Decisions about placements at various facilities are determined by ASHA mandated competencies, the student’s clinical needs, prior clinical performance, placement availability as well as interests of the student. Some clinical educators/sites require a preplacement interview and/or resume, specific coursework and a specific number of days on site. Students will be informed of these requirements as they apply.

Assigned clinical practicum placements are final and non-negotiable.

You may make requests for particular placements in advance or propose a practicum site to the Director of Clinical Education. However, students are not permitted to contact potential clinical educators regarding clinical placements without the express consent of the Director of Clinical Education, and any unapproved contact may result in disciplinary action.

Placements are approximately 14 weeks in the fall and spring semesters and 13 weeks in the summer. Clinical educators on site will do their best to provide students with the hours and experiences needed. However, a specific number of clock hours at any site cannot be guaranteed.
Students receive their clinic assignment from the Director of Clinical Education prior to or at the beginning of each semester. Efforts are made to notify students of their practicum assignments in a timely fashion. Students should be prepared to begin at any time during the designated semester dates. At times, there may be limited notice provided of practicum or externship start dates.

**Sites That Require Application**

In cases where the clinical site has its own application and interview process for students, the Director of Clinical Education will inform identified students for these sites about application processes, other requirements and timelines. Because placement opportunities sometimes arise with short turnaround times for applications, it is recommended that students maintain an updated resume and portfolio throughout the program.

If a student is offered a placement through an interview process the student is required to accept the placement.

**Clinical Clock Hours**

**Standard V-C:** The applicant for certification in speech-language pathology must complete a minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Students should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client’s family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through clinical simulation (CS) methods. Only the time spent in active engagement with the CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client’s family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session; depending on the specific responsibilities each student is assigned. Simply being present in the room, or for example, operating recording equipment is not considered clinical contact time.
While other clinical activities are required and contribute to student learning, such as team meetings, writing lesson plans, scoring tests, transcribing language samples, preparing treatment activities, documentation, and meetings with practicum clinical educators, these activities may not be counted as direct patient/client contact hours or “clock hours.” Debriefing activities are not counted toward clock hours.

The applicant must maintain documentation of time spent in supervised practicum, verified by the program.

**Clock hours will only be credited when a student receives a passing final grade.**

**Standard V-D:** At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

The **Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC)** defines 1 clinical practicum hour as equal to 60 minutes. When counting clinical practicum hours for purposes of ASHA certification, experiences/sessions that total less than 60 minutes (e.g., 45 minutes or 50 minutes) cannot be rounded up to count as 1 hour.

**DOCUMENTATION OF CLINICAL HOURS**

**Instructions for First Year Students**

1) Prior to your scheduled clinical activity, print a blank pdf worksheet from your Typhon account.

2) Following your clinical activity, fill in the worksheet with the relevant information (time with patient, diagnosis codes, procedure codes, etc.)

3) Have your clinical educator sign the worksheet, verifying that all information is correct.

4) Enter the information from the worksheet onto your Typhon account as a new entry. Be sure to adjust your entries for your varied clinical sites and clinical educators.

5) Turn your signed worksheet into Kim, who will compare the information on the worksheet with the entry on Typhon and will approve verified entries. (KEEP A COPY OF YOUR WORKSHEET FOR YOUR RECORDS).
6) If you receive a notification that your entry was not approved, please make the necessary corrections ASAP and notify Kim when these have been made.

REMEMBER THAT THE TYPHON SYSTEM REQUIRES THAT YOUR ENTRIES BE MADE WITHIN 7 DAYS OF YOUR CLINICAL ACTIVITY.

TYPHON WORKSHEETS MUST BE TURNED IN WEEKLY. LATE WORKSHEETS WILL NOT BE APPROVED.

DOCUMENTATION OF CLINICAL HOURS

Instructions for Second Year Students

1) Hours sheets for 2nd year students can be found on the Blackboard – Graduate Clinician Lounge. Please note that there are separate sheets for Evaluations and Treatment hours.

2) Following your clinical activity, fill in the worksheet with the relevant information pertaining to your daily sessions.

3) Have your clinical educator initial the individual entries on the worksheet, verifying that all information is correct, then sign the bottom of the form, including ASHA #.

4) Enter each session from the worksheet onto your Typhon account as a new entry. Be sure to adjust your entries for your varied clinical sites and clinical educators.

5) Turn your signed worksheet into Kim, who will compare the information on the worksheet with the entry on Typhon and will approve verified entries. (KEEP A COPY OF YOUR WORKSHEET FOR YOUR RECORDS).

6) If you receive a notification that your entry was not approved, please make the necessary corrections ASAP and notify Kim when these have been made.

REMEMBER THAT THE TYPHON SYSTEM REQUIRES THAT YOUR ENTRIES BE MADE WITHIN 7 DAYS OF YOUR CLINICAL ACTIVITY.

TYPHON WORKSHEETS MUST BE TURNED IN WEEKLY. LATE WORKSHEETS WILL NOT BE APPROVED.

Supervision

Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision 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.
Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The amount of direct supervision 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 in treatment and no less than 50% in diagnostics, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient. All observation and clinical practicum hours used to meet Standards V-C and V-D must be supervised by individuals who hold a current CCC in the professional area in which the observation and practicum hours are being obtained. Only the supervisor who actually observes the student in a clinical session is permitted to verify the credit given to the student for the clinical practicum hours.

Expectations of Students in Clinical Settings

Professional Attire/Physical Presentation and Professionalism

As a graduate clinician you are expected to be neat, clean, and well-groomed when representing our school and our profession to clients, clinical/academic faculty, and the community. You are also expected to use good taste to project a professional image when selecting the clothes you wear.

The following guidelines apply to you as you engage in clinically related activities. This includes direct client contact, clinical observations, supervision meetings, or any other activity that places you in a clinical situation. This policy applies to activities you engage in at the Division of Speech-Language Pathology, Boston Children’s Health Physicians and at external rotation sites. Please be aware that external rotation sites may adhere to a different dress code; you should check with your external placement supervisor for the dress code policy of that site.

The following types of clothing/accessories are NOT appropriate for clinical sites:

- Jeans
- Overalls
- Sweat shirts or sweat pants
- Shorts
- Leggings
- Halter
- Tank Tops
- Tee Shirts
- Workout clothes
- Extremes in necklines or hemlines
- Clothing that is too tight or clinging
• Visible undergarments

• Shoes must be clean and appropriate for a professional setting (Please note: in the hospital setting sandals and open-toed shoes are not acceptable. Sneakers are acceptable if clean and presentable).

• Strong perfumes are to be avoided since others may be sensitive to fragrances.

• Fingernails are to be kept clean and appropriate in length so as not to interfere with tasks. Fingernails should be no longer than 1/8 inch from fingertip.

• Excessive jewelry (multiplicity of rings, pins, and/or bracelets) may be distracting and interfere with your professional appearance.

• Tattoos should be covered when engaged in clinical activities.

• Acceptably pierced body parts include the earlobe(s) only; you may wear up to two (2) sets of earrings when engaged in clinical activities. Jewelry in other visibly pierced body parts should be covered/removed.

Be advised that failure to adhere to this dress code may result in cancellation of your scheduled clinical activity.

A three-tiered approach for compliance will be utilized, including:

First Offense: Verbal warning
Second Offense: Written notice
Third Offense: Removal from Clinical Rotation until compliance

It is also important that patients, families, visitors, and colleagues are able to easily identify students. Graduate students are given a New York Medical College identification badges and are required to wear this badge in an easily visible location during all clinical work while on campus.

Students are expected to conduct themselves in a professional manner and be present, prepared and ready to begin all clinic experiences (not just arriving) at the scheduled time on all scheduled days.

During internal and external rotations, students will maintain the daily schedule assigned by their clinical educators. Attendance requirements during clinical experiences include all professional events recommended by their clinical educators unless otherwise excused by clinical faculty. Examples may include evening parent-teacher conferences, IEP meetings, team conferences, and in-services.

Students are advised that daily clinic schedules may be variable and, at times, there is limited notice of clinical activities, such as meetings and schedule changes. Students are expected to exhibit professionalism and flexibility associated with all schedule changes.
Confidentiality and Security of Records

Graduate clinicians will comply with HIPAA and FERPA regulations for clinical placements and academic instruction, as well as any site-specific requirements, maintaining client privacy and confidentiality at all times. Appropriate procedures and policies include:

- Individual client cases may be discussed in the course of academic classes or in communication with subsequent clinicians treating a particular client in appropriate, private settings. Confidentiality is maintained whether the information is obtained through direct care for the client or through discussion in class or with other clinicians. Specific client identifiers should be avoided and are not permitted in written transfer of information outside a medical or educational record.

- Individual client cases are not to be discussed in informal settings such as clinic/school hallways, on social media, or with other individuals not affiliated with the program.

- Individual client cases may not be discussed with the client’s family members/caregivers without proper authorization or a recognized exception to HIPAA (e.g., the client is a minor and/or the caregiver is the appropriate legal representative, or an adult client has given consent).

- Client information in New York Medical College-supported clinical sites is stored securely in a HIPAA-compliant electronic record system in accordance with the guidelines and processes approved by Boston Children’s Health Physicians. During short term, on-campus programs or workshops paper records or data required must be housed in individual folders, kept in a locked cabinet, and removed only for client management purposes. Any documents to be retained are scanned and added to the electronic record and all paper is shredded once electronic notes and reports are approved by the supervisor.

Policy on Time Commitments at a Clinical Site

As a student clinician you are expected to fulfill your assigned commitments. Clinical rotations are typically 13-14 weeks in length and are based on a 3-day per week attendance, unless otherwise arranged in advance and with approval of the NYMC Director of Clinical Education. Please keep in mind the following:

1. The NYMC academic schedule is separate from your clinic rotation schedule. When you have time off from the college, it does not mean that you have time off from your clinical site;

2. If your clinical site has scheduled days off or the clinical educator takes time off and does not have someone to cover for him/her, you will have the time off without penalty. You must inform the NYMC Director of Clinical Education about these changes;
3. Student clinicians may not make changes to the clinical rotation schedule without approval of the NYMC Director of Clinical Education (Examples: arranging a 2-day rather than 3-day placement and extending the rotation; shortening a rotation; negotiating days off during a term and extending the rotation, etc.).

**Policy on Absence from a Clinical Site**

Students who become ill or must be absent from their duties for any reason, even for one day or part of a day, must notify their clinical educator, as well as the NYMC Director of Clinical Education. In the event of extended absences, the student must consult with the NYMC Director of Clinical Education and Department Chair. A cumulative absence of two days or more from a semester rotation, for any reason provided, could result in a grade of Incomplete, Withdrawal, or Fail unless the absence is approved ahead of time by the NYMC Director of Clinical Education in collaboration with the clinical educator.

The following constitute excused absences from clinic:

- **Student illness** - physician note may be required.
- **A personal emergency in the student’s immediate family**, such as death, hospitalization, or other emergency situation. In such cases, the student must contact clinical faculty and the site supervisor. Clinical faculty will consider the request and determine if excused.
- **Attendance at professional meetings**, provided that absence has been preapproved by clinical faculty at least one month in advance and typically prior to the start of the semester.

If illness or an emergency necessitates tardiness, absence, or early departure the student is responsible for notifying the clinical educator promptly. The student is then responsible for promptly informing Director of Clinical Education of absence in writing via email. Absences will be documented in your permanent record. Any discrepancy in reporting or underreporting of absences or tardiness may result in disciplinary action related to professional conduct.

Students are expected to make up all missed days. This may include extending the practicum beyond the original end date with the agreement of the host site and supervisor. The student is expected to take initiative in planning a make-up time for any and all absences. If the supervisor is not available to add make-up days, students should work with clinical faculty to identify alternative experiences. Make-up experiences arranged with clinical faculty are subject to availability. If make-up opportunities are not available, the student remains subject to grading and review conditions described below.
A single unexcused absence or multiple excused absences may result in a reduction in the clinic grade for the semester or an Incomplete until the site requirements are fulfilled.

**Policy on Student Resignation from an External Clinical Placement**

In the event that the student clinician decides to resign from the clinical placement, the student must submit a letter of resignation to the clinical educator, and submit a copy of that letter to the Director of Clinical Education.

If, in the opinion of the Director of Clinical Education: (1) the concerns reflect actions of the clinical educator and (2) the student clinician made a good faith effort to resolve concerns with the clinical educator prior to resigning the placement, the Director of Clinical Education will attempt to arrange an alternative placement for the student.

If, in the opinion of the Director of Clinical Education: (1) the clinical educator made a good faith effort to resolve the concerns and (2) the student clinician decided to resign the placement, the student may not be re-assigned to an alternative placement.

In either case, the Program cannot guarantee that a student who resigns a clinical placement will be placed at an alternative site.

Resignation from a clinical placement before the last date to withdraw from a course will result in a grade of Withdrawal (W) for the clinical practicum seminar. Resignation from a clinical placement after the last date to withdrawal from a course will result in a grade determined by the Director of Clinical Education, with input from the clinical educator. If a sufficient amount of clinical contact for assignment of a grade was not made during the practicum experience, the student will receive a grade of Incomplete (I) for that practicum experience.

An additional semester of clinical practicum experience must be undertaken by the student to remove a grade of Withdrawal or Incomplete. Undertaking the additional practicum experience may delay the student’s graduation from the Program.

In accord with Academic Regulations of the Program, if a student receives a grade of Fail in a clinical practicum course, that student will be allowed the opportunity to repeat the course one time. Repeating the clinical practicum course may delay the student’s graduation from the Program.

**Transportation and Housing**

It is the responsibility of all students to have reliable transportation and ensure they get to and from campus, attend off-campus clinical assignments, and participate in other school-related
activities as required. Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness to clinical experiences. Students may be required to travel outside the greater Westchester County area and must be prepared for associated commute times and costs of commuting (tolls, parking, etc.). Students are welcome to seek housing closer to clinical sites, however, the school does assistance with housing or tolls/parking associated with clinical placements.

**Evaluation of Student Performance for Internal and External Rotation Experiences**

There are various formal and informal mechanisms in place to evaluate the performance of students across the various clinical opportunities provided throughout the program. Students are evaluated by clinical supervisors across five (5) domains: Professional Competencies, Interaction and Personal Qualities, Diagnostic Competencies, Treatment Competencies, and Writing Competencies. Students are expected to show growth in each domain over the course of each semester. Clinical educators also report on performance related to ethics and professional behavior. See Appendix B for *Evaluation of Clinical Skills* forms.

**Internal Rotations**

**Clinical Educator Feedback to Student Clinician**

- The student clinician will receive feedback on clinical activities using a variety of methods to include verbal and written feedback. A scheduled individual or group conference with the clinical educator is another format for exchanging information on clinical performance.
- The student clinician during first and second semester clinical rotations will receive written feedback on clinical session performance for an unspecified number of clinical activities. This written feedback will be used in conjunction with the other methods described in the previous bullet.
- The student clinician during third, fourth and fifth semester clinical rotations may or may not receive written feedback beyond the midterm and final Evaluation of Clinical Skills form. It is expected that, in these cases, the clinical educator is providing feedback during regularly scheduled conferences and/or using ongoing verbal feedback.

**Student Clinician Self Reflection**

- The student clinician will engage in ongoing self-reflection. As one part of the self-reflection process, the student clinician will be asked to provide a written reflection of various aspects of the clinical process.
- The student clinician, during first and second semester clinical rotations, is required to write a self-reflection for each clinical encounter during the course of the semester.
• The student clinician, during third, fourth, and fifth semester clinical rotations, will work with the clinical educator to establish a timetable for providing written self-reflection feedback that is meaningful for the clinical site and expectations. See Appendix C for Graduate Clinician Self-Evaluation form.

**Evaluation of Clinical Skills Student Self Evaluation**

• The student clinician will rate her/his perceived level of comfort for the clinical competencies outlined in the Student Evaluation of Clinical Skills form (Appendix D) used by the clinical educator to rate performance at the midterm and final segments of clinical rotations.

• The student clinician will complete this form and have it available during the midterm and final clinical performance review meeting. At the midterm, students should outline clinical growth goals for the remainder of the semester.

• At both the midterm and final segments of a clinical rotation, this document should be kept by the student clinician for reference. A copy should be provided to NYMC at the end of the clinical rotation.

**External Rotations**

**Evaluation of Clinical Skills (standard form and medical setting form)**

• The clinical educator will complete an evaluation of the student clinician’s clinical performance at the midterm and final segments of the clinical rotation.

• Review and discussion of this evaluation will take place during a clinical performance review meeting. The document must be signed and dated by both the clinical educator and student clinician.

• For the midterm segment of the rotation, the original Evaluation of Clinical Skills form will be retained by the clinical educator to use for the final segment of the clinical rotation. A copy of the evaluation form should be provided to:
  o The student clinician
  o The Director of Clinical Education at NYMC

• For the final segment of the rotation, the original Evaluation of Clinical Skills form containing both midterm and final ratings should be provided to:
  o The student clinician who will turn it in at the “End of Semester Checkout” at NYMC

• A copy of the form should be provided to:
  o The student clinician
  o The clinical educator/clinical rotation site, if requested
All clinical experiences are graded on a standard grading rubric. During each semester a student is registered for clinic, a midterm and final evaluation will be completed by clinical educator and submitted to the Director of Clinical Education for review. Upon review of the final clinical education evaluation, the final grade is submitted by the Director of Clinical Education.

**Evaluation of Clinical Skills Student Self Evaluation**

For all external rotations (III, IV, V), completion of student self-evaluation is optional. It is expected that regardless of formal self-evaluation process, student clinicians and their clinical educators will engage in ongoing reflection of performance.

**Evaluation of Clinical Educator for Internal and External Rotation Experiences**

- The clinical educator will be evaluated by the student clinician at the final segment of the clinical rotation.
- The student clinician will be expected to have the form completed at the time of the final clinical performance review meeting with the clinical educator. This evaluation will be completed on Typhon and will be reviewed by the Director of Clinical Education.

At any point during a clinical rotation, if problems arise between a clinical educator and a student clinician appropriate steps should be taken. The Conflict Resolution Procedure will be followed. See Appendix E for the *Conflict Resolution Procedure*.

**Grading**

The use of regular evaluation of each student clinician’s performance provides direct benefits to the student, including:

1. Help to make the student aware of any problem areas and provide an opportunity for the student to seek assistance from the clinical educator and others in improving these skills;

2. By reviewing evaluations completed by clinical educators at mid-term and final during each semester, clinical educators can identify a student who may be exhibiting difficulty with clinical practice and assist them in a proactive manner.

Students are expected to seek assistance with any difficulty or potential problem area. To achieve a passing grade, all evaluation items pertaining to professional and ethical standards must by “Met” at midterm and final for every clinical assignment AND the student must demonstrate minimum skill competency expectations for each domain evaluated (as described above):
**Evaluation of Clinical Skills-Grading Guidance**

**Internal Rotation (Semesters 1 and 2)**
The grading parameters during these semesters are the following:
- Needs improvement
- Meets expectations
- Exceeds expectations

It is anticipated that the majority of graduate clinicians will meet expectations on the competencies measured. The graduate clinician who *Meets Expectations* performs successfully following specific directions and/or demonstration in the areas of:
- Chart review
- Diagnostic planning and implementation
- Treatment planning and implementation
- Written documentation

Student clinicians who cannot execute clinical tasks when provided with specific directions and/or demonstration fall under the grading parameter *Needs Improvement*. A student who performs well following more general directions (requires less support) *Exceeds Expectations*.

**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5-5.0</td>
<td>A</td>
</tr>
<tr>
<td>4.0-4.4</td>
<td>A-</td>
</tr>
<tr>
<td>3.5-3.9</td>
<td>B+</td>
</tr>
<tr>
<td>2.8-3.4</td>
<td>B</td>
</tr>
<tr>
<td>2.7 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

**External Rotation (Semesters 3, 4, 5)**

**Semester 3**
The grading parameters during this semester are the following:
- Needs improvement
- Meets expectations
- Exceeds expectations

It is anticipated that the majority of graduate clinicians will meet expectations on the competencies measured. The graduate clinician who *Meets Expectations needs general direction to perform effectively, with the exception of specialized populations specific to the rotation*, in the areas of:
- Chart review
- Diagnostic planning and implementation
- Treatment planning and implementation
- Written documentation
Graduate clinicians who cannot execute clinical tasks when provided with general directions fall under the grading parameter Needs Improvement. A student who performs with more independence (requires minimal to no support) Exceeds Expectations.

External Rotation
Semesters 4 and 5
The grading parameters during these semesters are the following:
Needs improvement
Meets expectations
Exceeds expectations

It is anticipated that the majority of graduate clinicians will meet expectations on the competencies measured. The graduate clinician who Meets Expectations demonstrates independence, takes initiative, and makes changes when appropriate in the areas of:
Chart review
Diagnostic planning and implementation
Treatment planning and implementation
Written documentation
Graduate clinicians who require general directions fall under the grading parameter Needs Improvement. A student who performs with independence (requires minimal to no support) Exceeds Expectations.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5-5.0</td>
<td>A</td>
</tr>
<tr>
<td>4.0-4.4</td>
<td>A-</td>
</tr>
<tr>
<td>3.5-3.9</td>
<td>B+</td>
</tr>
<tr>
<td>2.8-3.4</td>
<td>B</td>
</tr>
<tr>
<td>2.7 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Student clinicians who fall beneath established thresholds on the clinical competencies assessed or have one or more “no” responses in the areas of ethics and professionalism may receive a failing grade for clinic or may generate specific remediation goals for the student, even when a passing grade is assigned for the overall practicum assignment.

*Repeating a practicum or externship may result in a delay in completion of the degree.

Remediation in Clinical Performance

Please refer to Section 2 of this handbook under Academic and Clinical Remediation for information regarding clinical performance remediation.