This Program Handbook is meant to provide students with information about the policies and procedures of the Program in Communication Sciences and Disorders. It includes information only about special program policies and procedures and is meant to be used as a supplement to the College Handbook http://www.tc.columbia.edu/student-handbook/.

Every attempt has been made to cover program policies and procedures as completely as possible. Efforts have been made to ensure the accuracy of the information contained herein; however, accuracy is not guaranteed. The information presented in this handbook is subject to change from time to time, and the program reserves the right to depart without notice from any policy or procedure referred to in this handbook. This handbook is not intended to and should not be regarded as a contract between the program and any student or other person.

Table of Contents

Introduction and Background ........................................................................................................... 4
Accreditation ................................................................................................................................. 5
Residency ....................................................................................................................................... 5
Clinical Training ............................................................................................................................. 6
Advisement .................................................................................................................................... 6
  Faculty Advisor .......................................................................................................................... 6
  Program Plans ............................................................................................................................. 6
Registration .................................................................................................................................... 7
Course Equivalency ....................................................................................................................... 8
Comprehensive Exams ................................................................................................................ 8
E and S groups ............................................................................................................................... 8
Therapy Practicum ....................................................................................................................... 9
Out of State Placements ............................................................................................................... 10
Diagnostics .................................................................................................................................... 10
Hearing Practicum ....................................................................................................................... 10
ASHA Requirements ................................................................................................................... 12
New York State Teaching Certificate Requirements ................................................................. 13
New York State Licensing Requirements .................................................................................. 13
Bilingual/Multicultural Program Focus ....................................................................................... 14
Financial Assistance .................................................................................................................... 15
  Financial Aid ............................................................................................................................. 15
  Department of Education Scholarships ................................................................................... 15
  Work-Study ............................................................................................................................... 16
Academic Performance and Student Responsibilities ................................................................. 16
  Grades ...................................................................................................................................... 16
  Program Review and Remediation Plans ............................................................................... 16
  Withdrawal from Courses ..................................................................................................... 17
  Grade of “Incomplete” ........................................................................................................... 17
Attendance and Completion of Course Assignments................................................................. 18
Program Commitment to Diversity.......................................................................................... 18
Religious Observance................................................................................................................ 18
Students with Special Needs .................................................................................................... 19
Student Code of Conduct .......................................................................................................... 19
Program Statement on Plagiarism ........................................................................................... 19
Activation of the CUNIX ............................................................................................................ 20
CSD List ..................................................................................................................................... 20
Application for the M.S. Degree ............................................................................................... 21
Student Organizations – National Student Speech Language and Hearing Association (NSSLHA) .. 21
Student Complaints ................................................................................................................... 21
Appendix A: Program Directory .............................................................................................. 23
Academic Faculty ...................................................................................................................... 23
Clinical Instructors .................................................................................................................. 24
Clinic Secretary ........................................................................................................................ 24
Associated Faculty .................................................................................................................... 24
Appendix B: Courses Satisfying Normal Human Communication Areas ............................ 25
TEACHERS COLLEGE .............................................................................................................. 25
Appendix C: Program Plan 2016-2017 .................................................................................. 26
Introduction and Background

Welcome to the Master of Science Program in Communication Sciences and Disorders (CSD) in the Department of Biobehavioral Sciences at Teachers College, Columbia University. This program is designed to prepare students for careers as speech-language pathologists in a variety of settings: community speech and hearing centers; schools; medical centers, including rehabilitation hospitals and long term care facilities; and private practice. Teachers College is nationally ranked as one of the top schools in the country and our program is fully accredited by the American Speech-Language-Hearing Association's (ASHA) Council for Academic Accreditation (CAA).

Students in the program come from a variety of backgrounds. Some have undergraduate degrees from departments that have focused on normal and disordered speech, language, and hearing. Others have degrees in such varied fields as linguistics, psychology, education, biology, theater, and Spanish - to name only a few. Many come to graduate school directly from undergraduate programs; others have worked for a time before deciding to pursue graduate studies. All of our students share a common goal: to prepare for a career in Communication Sciences and Disorders.

The Program in Communication Sciences and Disorders at Teachers College is a rigorous, full-time program of study. To meet the academic and practicum requirements of the program, students with an undergraduate background in communication disorders typically need to take a minimum of 50 points (credits). Students with an undergraduate background can expect to complete the requirements in 2 years, including one summer. Students with little or no undergraduate background in communication disorders typically take a minimum of 74 points in order to complete the requirements. This requires two and a half years of study including two summers. Ultimately, the length of a student’s program is determined by completion of all academic and clinical training requirements.

The Masters of Science in CSD at Teachers College incorporates academic and practicum requirements for the ASHA Certification of Clinical Competence as well as departmental and college requirements. Students who complete the degree program are also eligible for New York State licensing in speech and language pathology. Students may also elect to qualify for the Teacher of Students with Speech and Language Disabilities (TSSLD) Certificate. Those who qualify may also earn the extension in bilingual speech-language pathology.


**Accreditation**

The CSD Program of Teachers College is accredited by several organizations: Middle States Commission on Higher Education, Council for the Accreditation of Educator Preparation (CAEP) [previously, National Council for the Accreditation of Teacher Education (NCATE)], and the American Speech-Language and Hearing Association (ASHA). Accreditation ensures that our professional education program meets national, state, and institutional standards for educating teachers of speech, language, and hearing. We work with the Office of Accreditation and Assessment to ensure compliance with the standards of these organizations and to monitor graduate clinician progress and performance in the program. In addition, Teachers College has five learning objectives that are met throughout the curriculum. Please refer to the CSD Standards Grid (Clinic Manual, Appendix A4) for more specific information.

**Residency**

Completion of the program requirements in Communication Sciences and Disorders involves a significant time commitment. Students must be available for required coursework and Practicum experiences that are offered during the day and into the evenings. The program is designed as a full-time course of study. It has typically not been possible for students to work at the same time as they are engaged in the program.

During the first year, students will participate in on-campus Practicum experiences throughout their enrollment and must be available for observation assignments, treatment of on-site clients, and related supervisory meetings. Once assigned to field placements, students will be expected to be present in their externship location up to four days per week. In order to accommodate all the Practicum requirements, flexibility regarding scheduling is necessary.

Students are required to be in residency during the summer. Practicum is ongoing during the summer months and some courses are available only during the summer.
Clinical Training

Instruction in the areas of speech-language pathology and audiology includes formal course work (lectures, seminars, colloquia) and practicum training experiences. The formal course work within each area is supplemented by direct experiences with clients within the Edward D. Mysak Clinic for Communication Disorders. Students engaged in Practicum are supervised individually and in groups by the faculty and staff of the program.

Opportunities for practical clinical experiences also exist in approximately 120 selected affiliated facilities including community speech and hearing centers, schools, medical centers, and private practices. Please note that specific coursework may be required before a student is considered eligible for specific clinical assignments.

The program’s Clinic Laboratory is used to train students in the application of precision instrumentation for objective measurement of the phonatory, articulatory, and fluency dimensions of speech behavior. The laboratory is an integral element in the diagnostic and treatment services provided by the Mysak Clinic and enhances opportunities for clinical research.

Advisement

Faculty Advisor

All students will be assigned an academic advisor to assist with course selection. During the first Fall semester, the advisor will assist the student in organizing an overall plan of study to ensure that requirements for the Masters of Science degree and professional credentialing are met. The advisor is also available for consultation for questions about the program, to assist with any special problems that may arise, and should be your first point of contact in mediating any difficulties. You have the right to change advisors, if you choose. To do this, please contact the Program Director, Dr. Lisa Edmonds.

Program Plans

There are two program plans that specify the courses you will take each semester. One is for students with a CSD background or for students without a CSD background who have taken the
required prerequisites. The other plan is for students without a background. You should meet with
your advisor in the first semester to verify your plan and to determine how to resolve any questions
you may have. If you have some, but not all of the prerequisites, your advisor will work with you on
adapting the plan.

The Program Plan must be signed by the advisor and prior to graduation the Program Plan must be
submitted to the Program Director for review and signature. Each student must submit the first
draft of a Program Plan to the program office by the end of the first Fall semester or once 12
points have been completed within the program. Once approved, the student’s advisor must sign
the program plan. A student may make changes to his/her program plan only in consultation and
agreement with his/her faculty advisor. Approved changes must be signed and dated by the
student’s faculty advisor.

The Program Plan specifies the coursework that students are expected to complete each semester. It
is the responsibility of the student to register for the coursework that is designated in the Program
Plan each semester and to meet with his or her advisor to revise the plan as necessary. Following the
approved plan of study ensures completion of all requirements for the Masters of Science degree, as
well the requirements for certification and licensing in a timely fashion.

Registration
Students can register for courses online and/or in person once they receive their PIN number. PIN
numbers are distributed during the initial advising meeting. An advisor’s signature is not necessary in
order to register.

Academic and Practicum Requirements

Academic Requirements

Students progress through the program in two cohorts: those with a bachelor’s degree in CSD or SLP
and those with a bachelor’s degree in a related field. Those students who have a bachelor’s degree
in a related field, but who have taken some pre-requisite classes, will be assigned to the appropriate
cohort based on their previous academic and clinical experiences. The cohorts and the order in
which the classes are to be taken are outlined in the Program Plan in Appendix C. The Program
Plan contains information to guide you about required and elective courses.
Because the curriculum and the accreditation requirements are subject to change, there may be some modifications in number of points for existing courses and new courses or experiences may be developed during the academic year. Program plans are flexible enough to accommodate such changes; however, all modifications must be approved and signed by the academic advisor.

**Course Equivalency**

To waive a required course, the student must have taken equivalent coursework elsewhere prior to enrolling at Teachers College. This can be demonstrated by producing the relevant course syllabus for inspection and approval by the current TC instructor. If the instructor agrees that you have covered equivalent material, he or she will email your faculty advisor to confirm this. Any such substitutions must be marked on your Program Plan and approved by your faculty advisor.

**Comprehensive Exams**

In their final semester, students must complete a comprehensive examination. This is a 5-hour examination in essay format. The exam is administered by computer. The content of the examination covers normal human communication processes as well as principles and practice of assessment and intervention for a variety of disorders affecting communication and swallowing. Students are only eligible take the comprehensive exams after they have completed all of their academic coursework or no earlier than the semester in which they are completing their academic coursework.

Students who do not pass the exam or portions of the exam on the first administration will be required to re-take the exam, or portions of the exam. If the exam is not successfully passed in its entirety upon a second attempt the student will not be eligible for graduation.

**Practicum Requirements**

**E and S groups**

On entry into the program, students will be assigned to an E (Entry-level) group for observation, supervision and training experiences in the Clinic. E group designation will be either A (Advanced – for those who completed an undergraduate major or the majority of prerequisite coursework in
Communication Sciences and Disorders or Speech-Language Pathology (i.e. have substantial background in Speech-Language Pathology from their undergraduate experiences]) or B (Beginner – for those who have little or no undergraduate training and experience in the field). E group determination is made by the faculty and is final and non-negotiable.

One to two semesters of E group is required before transition into S (Supervision) group. The function of S group is to provide supervision and support within the program as students experience clinical placements and externships.

**Therapy Practicum**

Students must enroll in Practicum every fall, spring, and summer session during which a clinic or externship experience is assigned. This requirement begins during the first semester at TC (Fall Practicum is BBSQ 5331) and continues during each subsequent semester (Spring Practicum is BBSQ 5332). This includes at least one summer [BBSQ 5315 (Summer A) or BBSQ 5316 (Summer B)]. In each semester, the practicum experience may include any or all of the following:

- observation of live and videotaped clinical sessions
- participation in discussion groups
- attending E / S group meetings with peers and supervisors
- assignment to clients at the Edward D. Mysak Clinic for Communication Disorders
- assignment to field placements

Assignment and participation in each of these practicum experiences is determined by and at the discretion of the Clinic Director and Clinical Faculty.

Students continue in practicum until a satisfactory level of clinical competence appropriate for entry into the Clinical Fellowship has been demonstrated. Students without a background in the field typically enroll for six or seven semesters of Practicum, while students with a background tend to enroll for five or six semesters of Practicum. To meet ASHA requirements, students must accrue a **minimum of 400 supervised clinical hours** in a range of service delivery sites. To meet program requirements, students must meet clinic standards and pass clinic reviews associated with each
clinical assignment on- and off-campus. Supervised hours may be accrued in the Mysak Clinic, at off-campus placement sites, and in international settings. Students will participate in supervised clinical training experiences in the Mysak Clinic as well as at least three different offsite placements.

**Out of State Placements**

Placements outside of the NYC Metropolitan area are arranged only under exceptional circumstances. If the student has made exceptional progress, including consistently strong grades in practicum throughout his/her training, an out-of-state placement may be approved for the final placement only. The student must submit a written request supported by a strong rationale, his or her transcript, and have his or her faculty advisor’s approval. Decisions are made by the faculty at large. In such cases where an out of state placement is approved, it is the student’s responsibility to secure a placement. Decisions regarding the appropriateness of the site are made by the faculty at large.

**Diagnostics**

Students are required to enroll in one semester of BBSQ 5312 (Diagnostic Methods and Practice in Speech-Language Pathology). Prior to registration in Diagnostics, the following must be completed successfully: at least one full 16-week semester of off-campus placement, BBSQ 5111 (Assessment and Evaluation), and academic coursework and therapy practicum experiences in a variety of disorder areas. Assignment to Diagnostics is also determined by and at the discretion of the Clinic Director. This experience will include a variety of disorder types in both children and adults.

**Hearing Practicum**

Students are required to enroll in BBSQ 5343 (Hearing Measurement). This is a one-semester, one-point practicum that fulfills TC’s requirement of 20 clinical hours in hearing and aural habilitation. Students are expected to take BBSQ 5343 in their first semester of eligibility. See the Program Plan for when BBSQ is offered.

**International Programs**

Communication Sciences and Disorders Student Handbook 2016-2017
For over a decade, Dr. Cate Crowley has offered students international opportunities in Latin America and Africa. Students provide supervised clinical services and collaborate with local professionals to build capacity to support the development of functional communication for people with disabilities. Each international experience combines clinical and academic work, and there are specific registration requirements for each, summarized here. Not all international experiences are available in each academic year and the location of the trips may change based on a variety of factors.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Semester Offered</th>
<th>Academic Registration</th>
<th>Clinical Registration</th>
<th>International Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin America</td>
<td>Summer A</td>
<td>BBSQ 5001 (2 credits)</td>
<td>BBSQ 5337-001 (1 credit)</td>
<td>Dr. Crowley</td>
</tr>
<tr>
<td>Ghana</td>
<td>Winter intersession (register in Fall)</td>
<td>BBSQ 5002 (2 credits)</td>
<td>None</td>
<td>Dr. Crowley</td>
</tr>
</tbody>
</table>

Generally second years go on the Ghana trip and first years with advanced Spanish skills go on the Latin American trip. There are not enough spaces for every student but thus far every student who has wanted to go on a trip has found a seat. Generally about half of the students go on one of the international trips. No one is required to participate in an international trip. The selection of students who go on the trips is within the sole discretion of Dr. Crowley.

During these trips students generally receive anywhere from 20 to 50 supervised clinical hours. But the number depends on the particular trip and the possible clinical experiences. Dr. Crowley invites additional clinical supervisors who come on the trips so that students receive adequate clinical supervision by ASHA certified SLPs.

Students who participate in an International trip can count the 2-credit academic registration as their 2-credit elective. More information about the international programs is scheduled during a meeting or course in the fall to the first years and on the program website. Participation in an International trip can only be counted as an external clinical placement with expressed written consent by the advisor with notification to the clinical practicum coordinator, clinic director and program director.

**Credentialing Requirements**
ASHA Requirements

The program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). As such, graduates from the program receive approval to begin the ASHA Clinical Fellowship upon recommendation of the Program Coordinator.

ASHA’s Council for Clinical Certification currently requires that students complete basic science coursework in biology and physical sciences, a statistics course, and at least 36 credit hours in professional coursework, as well as completing a minimum of 400 supervised clinical hours within clinical service sites. Student Program Plans are developed to ensure that students meet ASHA requirements upon graduation from Teachers College. Specific details about the CSD program’s compliance with TC’s learning goals and outcomes and ASHA Standards for Clinical Certification are provided in the CSD Standards Grid (Clinic Manual, Appendix A4).

To be eligible for the Certificate of Clinical Competence in Speech-Language Pathology, students will need to take the Praxis examination in Speech-Language Pathology. More information about the Praxis exam can be found on the ASHA website: http://www.asha.org/certification/praxis/. The Educational Testing Service offers this objective examination in computer format throughout the year as a specialty area test of the National Teachers Examination. Students typically opt to take this examination during their final semester so that they may combine study for this exam with study for the program’s comprehensive examination. Students are required to take the Praxis exam prior to graduation and to submit their scores to the program. A student’s score on the Praxis exam bears no consequence on graduation from the program but evidence that the exam has been taken must be provided in order for the student to be eligible for graduation.

Following graduation, students will also need to complete a nine-month clinical fellowship experience as part of the certification requirements. This supervised work experience is independent of the Masters program. All academic and clinical requirements for the Masters degree must be completed before the start of the clinical fellowship experience.

All of the requirements for ASHA Certification in Speech-Language Pathology are detailed on ASHA’s website: http://www.asha.org/certification/SLPCertification.htm. You may also contact ASHA at any time for further information: ASHA Action Center 1-800-498-2071.

Communication Sciences and Disorders Student Handbook 2016-2017
New York State Teaching Certificate Requirements

The Teachers College program for preparing Teachers of Students with Speech and Language Disabilities (the TSSLD) is approved by the New York State Education Department. Students who wish to obtain the TSSLD must take a course in Schools Speech-Language Hearing Program (BBSQ 5041), offered during spring and summer B sessions, and must also register for a School Practicum (BBSQ 5120 or 5121) at some time during their clinical training.

As part of the requirements, students must pass the New York State Teacher Certification Examination. Students must also provide proof of having completed a workshop in child abuse detection and a workshop in violence prevention. Students must also complete a 6-hour training in providing a safe and inclusive school environment mandated by the Dignity Act. These workshops may be offered through Teachers College, Columbia University; however, they are not offered through this program or department. Upon graduation, interested students should file an application for the teaching certificate through the Office of the Registrar at Teachers College.

Additional information about Teacher Certification and the TSSLD can be obtained through the Teachers College Office of Teacher Education: http://www.tc.columbia.edu/ote/.

New York State Licensing Requirements

The program in Communication Sciences and Disorders at Teachers College is registered by the New York State Education Department. Therefore, graduates of the Masters program qualify for New York State Licensing. In addition to the course and practicum requirements, students must achieve a passing score on the Praxis Examination in Speech-Language Pathology. Students must also complete a supervised work experience after completing the requirements for the Masters degree. Note that if this work experience takes place within the State of New York, the supervisor must hold a New York State license (unless that site has been exempt from this requirement). For supervised work experiences outside of the State of New York or in exempt settings, the supervisor may hold either a New York State license or the ASHA Certificate of Clinical Competence.

These requirements are described fully in the Speech-Language-Pathology and Audiology Handbook published by the Division of Professional Licensing Services of the New York State Department of Education: http://www.op.nysed.gov/prof/slpa/.
Bilingual/Multicultural Program Focus

The master’s program at Teachers College has a bilingual/multicultural focus infused throughout the coursework and clinical experiences. The program also offers bilingual students the opportunity to meet the requirements of the New York State bilingual extension certificate.

Under New York State Education Department regulations, a person who provides bilingual speech-language services under the TSSLD teaching certificate for preschoolers through high school is required to have the bilingual extension certificate to the TSSLD. This includes working in a school district, in a preschool for children with disabilities, and even in a private practice where funding comes from the NYC Department of Education or the NYS Education Department.

Here at Teachers College, the requirements for the NYS bilingual extension certificate are integrated into the requirements for the Master’s of Science Program in Communication Sciences and Disorders, with the only addition, a required three-credit course “Communication Disorders in Bilingual/Bicultural Children”. The following are the requirements for the New York State Education Department bilingual extension certificate:

- BBSQ 5041 Schools Speech-Language Hearing Program
- BBSQ 5111 Assessment & Evaluation
- BBSQ 5115 Language Disorders in Children
- BBSQ 5120 Communication Disorders in Bilingual/Bicultural Children
- Completion of 50 hours of bilingual therapy/evaluations with children and/or adolescents supervised by a certified speech-language pathologist who holds the TSSLD and the bilingual extension to the TSSLD. These hours are part of the 400 minimum hours required by ASHA and are not additional hours. In the event that no supervisor is available who is bilingually-certified in the language the student speaks and/or the supervisor does not have patients/clients on his or her caseload who speak that language, the student must notify the clinic placement coordinator and meet with Dr. Crowley to arrange an appropriate experience. Speakers of Spanish and the Chinese languages are expected to have all 50 hours completed under a bilingually-certified speech-language pathologist.
• A passing score on the NYS Education Department’s Bilingual Education Assessment (the “BEA”) that tests the student’s proficiency in English and the non-English language. The student must pass this test before his/her last semester at Teachers College. Once a student meets the academic and supervised field experience requirements once, the student can add on additional languages simply by taking the BEA in the additional languages. No additional coursework or supervised field experience is necessary.

Please note that students must officially register for the bilingual extension by choosing “MS-CSDB-DU” on their application to the program. A student may decide that he or she wants to change that registration while at TC. This change does not affect courses or placements but becomes important for graduation and/or when the student applies for the NYCDOE scholarship. Registration into or out of the bilingual option can be completed by filling out a change of major/program form that is available on the Registrar’s website: http://www.tc.columbia.edu/registrar. This form must be signed by the faculty advisor and returned to the Office of Admissions.

Financial Assistance

Financial Aid

Financial aid is awarded by the department in collaboration with the Office of Financial Aid. Several types of aid are available, although an individual student will only be awarded one type of aid. Assistance may be in the form of Teachers College General Scholarships or Teachers College Minority Scholarships. Additional information about applying for financial aid is available through the Teachers College Office of Financial Aid: http://www.tc.columbia.edu/financialaid. Students may also speak to their faculty advisors for more information.

Department of Education Scholarships

Also available to Teachers College students is the New York City Department of Education Incentive Scholarship. This Scholarship is obtained from the NYC Department of Education through an application and interview process. This scholarship is separate from Teachers College scholarships and financial aid. For more information please contact the New York City Department of Education recruitment office directly: http://www.teachnycprograms.net/getpage.php?page_id=59.
Work-Study

Work-study funding may be made available to the program, clinic, or to an individual faculty member for the hiring of students to assist with administrative functions, courses, or research. Only students who have been determined as eligible for work-study can take advantage of these funds. Information about applying for work-study is available through the Teachers College Office of Financial Aid: http://www.tc.columbia.edu/financialaid/index.asp?Id=Student+Employment&Info=Federal+Work+Study+(FWS).

Academic Performance and Student Responsibilities

Grades

All courses taken within the department are taken for a letter grade. Out-of-department courses may be taken pass/fail. Students who receive a grade of C or lower in a course within the department, including practicum (on and off campus assignments) will be placed on academic probation and provided a remediation plan. Courses, in or out of the department, in which a student has earned a grade of C or lower will not be counted towards the completion of program requirements and must be repeated for a C+ or higher. Students will have only one opportunity to repeat any course or practicum. Note that these performance standards differ from the general standards specified in the Teachers College catalog. Additionally, per Teachers College policy, a student who accumulates 8 points of "C-" or lower can no longer continue study at Teachers College and may not receive a degree or diploma.

Program Review and Remediation Plans

All students are reviewed each semester at mid-semester and semester's end by the faculty at large during a formal faculty meeting. Following this review, if a student fails to achieve ASHA Standards or Program Learning Outcomes as measured in his or her clinical and academic coursework, the student will be provided with a written remediation plan outlining specific expectations for his or her successful completion of the standards or learning outcomes. Remediation plans are implemented when a student earns a grade of C or below in any course or practicum.
If a student requires remediation there are several steps that will be followed:

1. The instructor will inform the student that he or she did not meet an ASHA standard or learning outcome.
2. The instructor will notify the Program Director regarding the insufficiencies.
3. The instructor and student will meet to discuss areas of weakness, specific expectations for improved performance, and a specific timeline for completion of improvements.
4. The Program Coordinator, with input from the instructor, will create a remediation plan and meet with the student to discuss the remediation plan and will each sign a copy of the remediation plan.
5. A copy of the remediation plan will be provided to the student and the signed original will be placed in the student’s file.
6. Successful completion of the remediation plan will indicate that the student has met the ASHA standard or learning outcome.
7. If the student does not successfully complete the remediation plan or the student elects not to complete the remediation plan, then the student will not be permitted to continue in the program and will not be recommended for graduation from the program or ASHA certification as a speech-language pathologist.

Withdrawal from Courses

Students may drop a course without penalty during the first few weeks of the semester. The exact deadline for dropping a course is specified on the academic calendar for each semester. Withdrawal at a later date must be arranged through the Registrar and is only to be used in cases of hardship. Withdrawal cannot be used to avoid a poor or failing grade. Students should meet with their faculty advisor before making a final decision to either drop or withdraw from a course as this will have consequences for their program and may necessitate a program plan revision.

Grade of “Incomplete”

Assignment of an “incomplete” is at the discretion of the course instructor. An “incomplete” may be used in cases where the student has met the attendance requirement but has not completed course assignments for reasons that are acceptable to the course instructor. This decision must be discussed with the student’s faculty advisor prior to the end of the grading period. An “incomplete”
cannot be used to avoid a poor grade. Although the college sets a maximum term of one year for completion of coursework, the instructor may require that coursework be completed sooner. The final grade will be recorded on the student’s permanent transcript, replacing the grade of “incomplete,” with a transcript notation indicating the date that the grade of “incomplete” was replaced by a final grade.

Attendance and Completion of Course Assignments

Students are expected to attend all classes for which they are registered and to complete all course assignments and examinations on time. Students may be assigned a failing grade if these expectations are not met.

Program Commitment to Diversity

The CSD Program upholds Teachers College and Columbia University’s policies on diversity and sexual respect. We support TC’s mission to function as an institution that actively attracts, supports and retains diverse students, faculty and staff at all levels, demonstrated through its commitment to social justice, its respectful and vibrant community and its encouragement and support of each individual in the achievement of his or her full potential.

Students are encouraged to visit the website for the Office of the Vice President for Community and Diversity Affairs (http://www.tc.columbia.edu/diversity/) to learn more about the policies, programs and resources available for all members of the TC community.

Religious Observance

The CSD Program upholds TC’s policy on religious observance. It is the policy of Teachers College to respect its members’ observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate Department Chair or Director. If an additional appeal is needed, it may be taken to the Provost.
**Students with Special Needs**

Special needs of students are not considered as a factor in admission decisions. Teachers College and the program maintain a nondiscriminatory policy with respect to students and employees. As stated in the Teachers College Catalog, "...Teachers College affirms that it admits students and selects employees regardless of their race, color, creed or religion, sex, sexual orientation, national origin, age, disability [emphasis added] and thereafter accords them all the rights and privileges generally made available to students and employees at the school." Teachers College policy is to support equal access for students with disabilities, and that policy is followed within the program.

The program attempts to make reasonable accommodations for students with documented disabilities for both classroom and clinical activities and responsibilities. Students who need accommodations are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registering with the office. OASID is located at 163 Thorndike Hall and can be reached by email: oasid@tc.columbia.edu, or phone: (212) 678-3689

When accommodations are needed, it is the student’s responsibility to contact OASID to register. One the student registers, OASID will communicate with the student and the student's instructor(s) to develop an appropriate plan for accommodations. Accommodations are made consistent with the recommendations of the OASID. Services are available only to students who are registered and submit appropriate documentation. The Program Coordinator, Clinic Director or academic advisor will be happy to discuss specific needs with each student individually.

**Student Code of Conduct**

Students are expected to uphold the code of student conduct as specified in the College’s Policy & Procedures on Student Academic Integrity and Misconduct published on the Office of Enrollment and Student Services Student Handbook website. Any student found to be in violation of the code of student conduct is subject to disciplinary action according to TC’s Code of Conduct: [http://www.tc.columbia.edu/student-handbook/college-policies/](http://www.tc.columbia.edu/student-handbook/college-policies/).

**Program Statement on Plagiarism**

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating or misrepresentation of academic
records may be subject to academic discipline. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College. For additional information on the College's policy regarding Academic Dishonesty, please refer to the College Handbook: http://www.tc.columbia.edu/student-handbook/.

Activation of the CUNIX

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia Gmail account. As official communications from the College (e.g. information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc.) will be sent to students' Columbia email account, students are responsible for reading email there.

ONLY TC Gmail is to be used for clinical communication. Personal email accounts may not be used for any reason for clinic communication and should not be linked to TC Gmail. In order for the clinic to maintain compliance with confidentiality policies regarding electronic communication, all clinical email communication must be done via the closed and protected server of TC Gmail. You may not forward your TC Gmail to another private email address such as Yahoo, Hotmail, non-TC Gmail etc. Forwarding confidential clinical information to a non-TC email address will result in suspension of clinical privileges. One possible consequence of this action is that you may lose clinical hours; in turn, this can affect your graduation date.

CSD List

Additionally, you are required to subscribe to the TC SLP listserv for the program. The email list is the primary means of communication between students, program faculty and clinical faculty. Instructions to subscribe to the list can be found at: https://lists.columbia.edu/mailman/listinfo/csd-list.

Please note that you will not be able to post to the list from an unsubscribed email address. The list only accepts email from the address you used to subscribe. You must use your TC Gmail address to subscribe. If you have problems subscribing or using the SLP list, please contact the slp listserv administrator, Ms. Lindsay Milgram at milgram@tc.columbia.edu.
Application for the M.S. Degree

Students submit an application for the M.S. degree during their last semester by the deadline listed in the academic calendar. All courses, except those for which the student is currently registered, must be completed at the time of application. Application forms are available from the Registrar’s website: http://www.tc.columbia.edu/registrar/. The forms must be completed and submitted to the faculty advisor for review and signature. To expedite review of the application, the student should bring his/her advisor a completed Program Plan, a record of earned grades, and a record of the current semester registration.

Following successful completion of the program’s comprehensive examination, an addendum to the application is submitted to the Registrar by the department. This form is attached to the application for graduation. Please leave this completed form in the academic office (1152B Thorndike Hall) to be signed by the Program Director.

Student Organizations – National Student Speech Language and Hearing Association (NSSLHA)

Students are advised to join the National Student Speech-Language and Hearing Association (NSSLHA). NSSLHA is the student organization affiliated with ASHA. Becoming a member of NSSLHA provides graduate clinicians with access to current literature and to receive ASHA publications. Membership enables graduate clinicians to become involved in the field at a national level and offers graduate clinicians valuable discounts on liability insurance and future ASHA membership dues. Graduate clinicians are encouraged to join. TC has an active NSSLHA chapter that offers a variety of programming throughout the year. The TC NSSLHA board is elected by the current board at the beginning of each spring semester and serves for a calendar year. Information about additional benefits of membership and application forms is available by contacting NSSLHA at www.asha.org/members/nsslha/ or the board of TC NSSLHA at tc.nsslha@tc.columbia.edu, in the department office.

Student Complaints
In the event of a complaint, the student's first step should be to discuss the issue, if possible, with the person against whom they hold a complaint. If the issue cannot be addressed this way, the student should discuss the matter with their faculty advisor and/or the Program Coordinator.

If a resolution still cannot be reached, Teachers College offers several possible avenues by which to resolve a complaint, informally and formally. The Office of the Student Ombudsman (http://www.tc.columbia.edu/ombudsman/) can provide support and advice, as can the Office of the Vice President for Community and Diversity Affairs.

Additionally, the Program in Communication Sciences and Disorders is accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) accredits eligible clinical doctoral programs in audiology and master's degree programs in speech-language pathology. A complaint about any accredited program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Council of Academic Accreditation
American Speech-Language-Hearing Association
2200 Research Blvd.
Rockville, Maryland 20850-3289

Telephone: (301) 296-5700
Non-Member: (800) 638-8255
Fax: (301) 296-8580

Learn more about the CAA's policies, procedures, and opportunities to volunteer in accreditation-related activities, and recent initiatives of the CAA on their website:

http://www.asha.org/academic/accreditation/
Appendix A: Program Directory

Academic Faculty

Catherine J. Crowley, J.D., Ph.D., CCC-SLP  
Professor of Practice  
Coordinator, Bilingual/Multicultural Program Focus  
1054 Thorndike  
212-678-3890  
crowley@tc.columbia.edu

Lisa Edmonds, Ph.D. CCC-SLP  
Associate Professor  
Program Director  
1052A Thorndike  
212-678-3323  
edmonds@tc.columbia.edu

Carol Scheffner Hammer  
Associate Professor  
1159 Thorndike  
212-678-8242  
hammer@tc.columbia.edu

Erika Levy, Ph.D., CCC-SLP  
Associate Professor  
1050 Thorndike  
212-678-6656  
elevy@tc.columbia.edu

Jo Ann Nicholas, Ed.D., CCC-A  
Lecturer  
950A Thorndike  
212-678-3408  
nicholas@tc.columbia.edu

Michelle S. Troche  
Assistant Professor  
1054A Thorndike  
212-678-3953  
troche@tc.columbia.edu

Clinical Faculty

Bernadine Gagnon, M.S., CCC-SLP  
Chief Clinical Supervisor  
Mysak Clinic, Macy Hall 115  
212-678-3889  
gagnon@tc.columbia.edu

Lindsay Milgram, M.S, CCC-SLP  
Clinical Instructor  
Coordinator, Diagnostics  
Mysak Clinic, Macy Hall 119  
212-678-3410  
milgram@tc.columbia.edu

Elise Wagner, M.S., CCC-SLP  
Assistant Director, Mysak Clinic for Communication Disorders  
NSSLHA Advisor  
Mysak Clinic, Macy Hall 116  
212-678-3415  
emw2111@tc.columbia.edu

Comment [1]: I’m also the NSSLHA advisor and would like that reflected here.
Clinical Instructors

Lauren Liria, M.S., CCC-SLP
Lel2133@tc.columbia.edu

Alice Luna, M.S., CCC-SLP
Avl2120@tc.columbia.edu

Jennifer Thomas, M.S., CCC-SLP
Jar99@tc.columbia.edu

Julia Weksler, M.S., CCC-SLP
Jjw2177@tc.columbia.edu

Ashleigh Wishen, M.S., CCC-SLP
Apw2141@tc.columbia.edu

Associated Faculty

Rebecca Eisenberg, M.S., CCC-SLP
Instructor rli9@tc.columbia.edu

Karen Wexler, Ph.D., CCC-SLP, BRS-F
Adjunct Associate Professor kbw11@tc.columbia.edu

Kate Nealon M. Ed. CCC-SLP
Clinical Practice Coordinator kec2165@tc.columbia.edu
Appendix B: Courses Satisfying Normal Human Communication Areas

a) Anatomic and physiologic bases
   BBSQ 4031  Anatomy & Physiology for Speech Language & Hearing (3) (required)
   BBS 4032  Neuroscience of Human Speech and Language (2)

b) Physical and psychophysical bases
   BBSQ 4030  Speech Sciences (3) (required)
   A&HL 4101  Phonetics and Physiology (2-4)

c) Linguistic and psycholinguistic bases
   BBSQ 5044  Speech and Language Perception and Processing (2-3)
   HBSE 4079*  Language Development and Habilitation: The Foundations (2)
   HUDK 5024*  Language Development (2-3)
   HUDK 5090*  The Psychology of Language and Reading (2-3)
   HUDK 5091*  Applied Psycholinguistics (3)
   A&HL 4000*  The Study of Language (2-3)
   A&HL 4003*  Schools of Linguistics (3)
   A&HL 4005*  Semantic Systems and the Lexicon (3)
   A&HL 4014*  Gender, Language, and Education (2-3)
   A&HL 4104*  Discourse Analysis (3)
   A&HL 4087*  Introduction to Second Language Acquisition (3)
   A&HL 5061*  Advanced Spanish Syntax (3) (conducted in Spanish)
   A&HL 5085*  Advanced Syntax (3)

*Also counts as out of program
Appendix C: Program Plan 2016-2017

The Program Plan is a guide to classes, individualized for each student, based on prior coursework and professional interests. This document assures that students meet the Program’s Learning Goals as well as the American Speech-Language-Hearing Association’s (ASHA) 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. For more information about the Program’s Learning Goals and ASHA Standards, please refer to the documents provided in the Program’s Student Handbook as well as on the Program’s website.

There are two different program plans depending on prior coursework. Please meet with the Academic Advisor to discuss any specific questions you may have. Please note that this document is subject to change based on ongoing curricular revisions.

**PROGRAM PLAN**
Incoming Class - Fall 2016

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Communication Sciences and Disorders Student Handbook 2016-2017
## COURSEWORK BY SEMESTER

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** Communication Disorders in Bilingual/Bicultural Children is a required course for students completing the bilingual extension (3 credits). It can be used as an elective (2 credits) for all other students. All students can take this course concurrently with Assessment and Evaluation.
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</tbody>
</table>

* *Communication Disorders in Bilingual Children is a required course for students completing the bilingual extension (3 credits). It can be used as an elective (2 credits) for all other students. All students can take this course concurrently with Assessment and Evaluation.*
OUT OF PROGRAM REQUIREMENT - ALL STUDENTS (Two TC courses of at least 2 credits each)
An out-of-program course is any course taken at TC that is not a BBSQ course. BBS and HUDK courses are out-of-program courses. All out-of-program courses must be taken at TC. BBSQ courses are in-program courses and do not meet the out-of-program requirement.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th># of Credits</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
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</table>

IN PROGRAM ELECTIVE REQUIREMENT ALL STUDENTS (At least one 2-credit BBSQ course)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th># of Credits</th>
<th>Grade</th>
<th>Semester</th>
<th>Year</th>
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</table>

ADDITIONAL REQUIREMENTS: TSSLD and ASHA
Any or all of the following courses in the following categories (Requirements for TSSLD, Basic Human Communication Courses, and Basic Sciences Coursework) may be satisfied by either equivalent undergraduate courses or graduate courses taken at TC or elsewhere. Courses in which a student has earned a grade of C or lower will not be counted towards completion of program requirements.

REQUIREMENTS FOR TSSLD
REQUIRED for NYS certification as a Teacher of Students with Speech and Language Disabilities.
The Schools Practicum and the Schools Course are required for all TC MS CSD students.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Semesters offered</th>
<th>Grad Credits</th>
<th>Undergrad credits</th>
<th>Grade</th>
<th>School</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBSQ 5210</td>
<td>School Practicum in SLP</td>
<td>Fall, Spring</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>BBSQ 5041</td>
<td>Schools Speech-Language-Hearing Programs</td>
<td>Summer A, Summer B</td>
<td>2</td>
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</table>

Additional TSSLD requirements (A total of 3 credits is required in each category)
Verified through transcript review by the Office of Teacher Education (OTE). Contact Faride Suarez (suarez2@tc.columbia.edu) for assistance.

Math (must be pure math, not classes in teaching methods or applied mathematics)

Science (must be pure science, usually in Biology, Chemistry, or Physics. Applied sciences will not be accepted)

History (can be in History, Economics, Political Science, Sociology and so on)

English (may be met with a course on writing or literature)

Foreign Language (must be a semester-long course in a language other than English, or CLEP)
### BASIC HUMAN COMMUNICATION COURSES (ASHA and TC requirements)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBSQ 4031</td>
<td>Anatomy &amp; Physiology for Speech, Language &amp; Hearing</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>BBSQ 4030</td>
<td>Speech Science</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>HUDK 5024</td>
<td>Language Development</td>
<td>Fall</td>
<td>2</td>
</tr>
</tbody>
</table>

### BASIC SCIENCE COURSEWORK (ASHA requirement)

Completion of this coursework is shown by transcript credit, which may include coursework, advanced placement, CLEP, or examination of equivalency. One course is required in each area.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th># of Credits</th>
<th>Grade</th>
<th>School</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biological Sciences</td>
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<td></td>
<td>Physical Sciences</td>
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<td></td>
<td>Social/Behavioral Sciences</td>
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<td></td>
<td>Statistics</td>
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</table>
SIGNATURES
Each student should meet with his or her advisor during the first academic semester to discuss his or her program plan. Your completed Program Plan will be kept on file in the Department Office (please see Yvonne Wallace, Room 1152B Thorndike Hall). You have the right to access your program plan in order to review your progress in the program at any time.

- To change your Program Plan: Obtain approval from your faculty advisor and indicate the change on the completed form.
- Your program plan should be reviewed at the mid-point of your program (e.g., the fall of your second year) with your advisor to assure that you are making acceptable progress in the program and to address any questions that you may have.
- At the end of the Program, while preparing Degree Application, complete ALL outstanding grades on Program Plan form. You must obtain the Program Coordinator’s signature to indicate program completion; this will only be provided if grades are indicated.

<table>
<thead>
<tr>
<th>Confirmation of Initial Program Plan Completion</th>
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<tbody>
<tr>
<td>Student Signature:</td>
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<tr>
<td>Date:</td>
</tr>
<tr>
<td>Advisor Signature:</td>
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<td>Date:</td>
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</table>

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<thead>
<tr>
<th>Mid-Program Review</th>
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</thead>
<tbody>
<tr>
<td>Student Signature:</td>
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<tr>
<td>Date:</td>
</tr>
<tr>
<td>Advisor Signature:</td>
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<tr>
<td>Date:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Confirmation of Program Plan Completion and Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Advisor Signature:</td>
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<td>Date:</td>
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</table>

<table>
<thead>
<tr>
<th>Confirmation of Program Completion (for Program Coordinator completion)</th>
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</thead>
<tbody>
<tr>
<td>To the best of my knowledge I confirm that all available grades have been provided and the Program Plan of Study was completed as indicated.</td>
</tr>
<tr>
<td>Program Coordinator Signature</td>
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</tbody>
</table>