

**TEACHERS COLLEGE**

**COLUMBIA UNIVERSITY**

A Graduate School of Education, Health & Psychology

# **STUDENT HANDBOOK**

**Master of Science in  
Communication Sciences and Disorders  
Department of Biobehavioral  
Sciences**

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## STUDENT HANDBOOK

**2022-2023**

This Communication Sciences and Disorders (CSD) Program Handbook is meant to provide students with information about the policies and procedures of the Program and the Clinic in CSD. It only includes information about special program policies and procedures and is meant to be used as a supplement to the College Student 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.

### Introduction and Background

Welcome to the CSD program! We offer graduate degrees that focus on the study of all aspects of human communication and the prevention and treatment of its disorders across the lifespan. The programs offer advanced education and training in the processes of individual human communication (speech, hearing, language, literacy, and bilingualism), disorders of human communication, and swallowing and remedial procedures for such disorders. Graduates are prepared for positions in a variety of professional settings: educational settings, community speech and language centers, rehabilitation centers, hospital clinics, private practices, state departments of education, health departments, federal agencies, and colleges and universities. 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 on 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, neuroscience, and foreign language. 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 CSD is a rigorous, full-time program of study. All students enter with either an undergraduate degree in CSD or have completed the necessary prerequisites for graduate study after earning an undergraduate or graduate degree in some other academic area other than CSD.

All students must have completed the prerequisite courses before they begin the program in September. The required prerequisite courses to begin the program are: Human Language Development, Speech Science, Phonetics, Audiology, and Anatomy and Physiology of the Speech and Hearing Mechanism.

The Master of Science degree 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 New York State Education Department (NYSED) Teacher of Students with Speech and Language Disabilities (TSSLD) Certificate; and those who qualify may also earn the NYSED bilingual extension certificate.

The Communication Sciences and Disorders (CSD) program of Teachers College has an in-house training site - the Edward D. Mysak Clinic for Communication Disorders (Mysak Clinic). It has two major objectives:

1. To provide quality professional services to clients with speech, language, feeding/swallowing, and/or hearing disorders.
2. To train students to provide competent clinical services within the areas of communication sciences and disorders.

The philosophy of the Clinic maintains that these two objectives are compatible and mutually reinforcing; thus, maintaining high standards for client services will help achieve high standards in clinical training and vice-versa. To this end, it is the policy of the Clinic to follow guidelines for service and training set forth by the American Speech-Language-Hearing Association and the Council on Academic Accreditation (ASHA-CAA).

Students receive their first client assignment at the Mysak Clinic at Teachers College and are expected to manage a client at the Mysak Clinic for an entire semester. Students may be assigned more than one client during a given semester, based on the Clinical Instructor's judgment of the student's knowledge, skills, and experience. Also, students may be assigned clients at the Mysak Clinic in addition to an external field site. Students are eligible to continue client assignments at the Mysak Clinic until graduation, or as otherwise required by the Director of the Clinic.

## Mission

The graduate programs in Communication Sciences and Disorders are dedicated to the advancement of science and art associated with the study of all aspects of human communication, and the prevention and treatment of its disorders across the lifespan. The programs offer advanced education and training in the processes of individual human communication (speech, hearing, language, and literacy), disorders of human communication, and swallowing and remedial procedures for such disorders. Graduates are prepared for positions in a variety of professional settings: educational settings, community speech and language centers, rehabilitation centers, hospital clinics, private practices, state departments of education, health departments, federal agencies, and colleges and universities.

The Masters of Science program in Communication Sciences and Disorders aims to facilitate student development of the academic and clinical knowledge, skills and ethical awareness necessary to practice speech language pathology in increasingly diverse and multicultural societies in local and worldwide communities. Our mission is to educate a scholarly practitioner who is broadly trained across the scope of practice and who is grounded in the research base of our discipline and profession.

## Strategic Plan

Informed by our mission and the Teachers College's mission and strategic goals, the CSD strategic plan outlines the ways in which the Program intends to achieve its vision for the future. Although our vision statement extends to 2024, we recognize that strategic planning is an ongoing process whereby both its success and relevance must be assessed regularly to address ever-changing internal and external needs. Accordingly, the Program evaluates, and, when necessary, revises the strategic plan each academic year.

The 4 focus areas of the strategic plan are:

### **Focus Area 1: Research and Scholarship**

Goal 1 Statement: Promote faculty and students' engagement in research in Communication Sciences and Disorders. This goal aligns with Teachers College Institutional Goal 1: Engage in research on central issues facing education broadly defined.

### **Focus Area 2: Preparation of Speech-Language Pathologists**

Goal 2 Statement: Prepare highly qualified speech-language pathologists. This goal aligns with Teachers College Institutional Goal 2: Educate the current and next generation of leaders in education practice and policy.

### **Focus Area 3: Local, National, and International Visibility**

Goal 3 Statement: Increase the Program’s research, teaching, and service visibility locally, nationally, and internationally. This goal aligns with Teachers College Institutional Goal 3: Increase Teacher College’s impact—locally, nationally, and internationally.

### **Focus Area 4: Diversity**

Goal 4 Statement: Promote diversity, global engagement and culture of inclusion. This goal aligns with Teachers College Institutional Goal 4: Develop a diverse community with a shared mission.

For more information, including outcomes, indicators of success, and strategies for achievement, visit: <https://www.tc.columbia.edu/biobehavioral-sciences/communication-sciences-and-disorders/about/strategic-plan/>.

### **Accreditation**

Teachers College is accredited by the Middle States Commission on Higher Education. Teacher educator programs at Teachers College, including the CSD program, are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). The program in Communication Sciences and Disorders is accredited by the American Speech-Language-Hearing Association (ASHA). We work with the Office of Accreditation and Assessment to ensure compliance with the standards of these organizations and to monitor graduate clinicians’ progress and performance in the program. In addition, Teachers College has five learning goals that are met throughout the curriculum. Please refer to the CSD Assessment Plan Grid found in Appendix A.

### **Residency**

Completion of the program requirements in CSD 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 completed over five terms. It has typically not been possible for students to work full-time during the program. During the first year, students will participate in on-campus practicum experiences throughout the 3 semesters 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 five days per week. In order to accommodate all of 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.

### **Program Faculty and Staff**

Faculty and staff in the program may have more than one of the described roles. Please refer to the directory in Appendix B.

#### **Department Academic Faculty**

The academic faculty works with the Clinic Director and the clinical faculty and staff to integrate the academic curriculum with the practical clinical implementation. Information regarding the clinical performance of each student is discussed at program meetings so that faculty are kept aware of each student’s overall progress, both academically and clinically.

#### **Program Director**

The Program Director is responsible for overseeing all facets of the program including student admissions, registration and course scheduling, accreditation, program development, faculty and student concerns, and student performance. Additionally, the Program Director assures that the program adheres to all Department and College policies and procedures.

### Director of the Edward D. Mysak Clinic for Communication Disorders (Mysak Clinic)

The Clinic Director is responsible for managing all aspects of the students' practical training program: practicum experiences, field placements, and diagnostics. The Clinic Director acts as a liaison between the academic faculty and the clinical training program to ensure quality client service and student training. In addition, the Clinic Director oversees the Clinical Instructors and is responsible for implementing Program and Department policies in the clinic.

### Assistant Director of the Edward D. Mysak Clinic for Communication Disorders

The Assistant Director is responsible for assisting in the coordination of services and training activities within the Mysak Clinic, for teaching the Introduction to Clinic Methods Course (Entry or "E" group), for assisting in direct supervision of Clinical Instructors and students, and for monitoring all client/clinician matches.

### Chief Clinical Supervisor

The Chief Clinical Supervisor directly supervises students enrolled in Practicum within the Mysak Clinic, engages in direct supervision of Clinical Instructors, and assists in administrative organization of the Mysak Clinic.

### Diagnostic Coordinator

The Diagnostic Coordinator is responsible for overseeing the planning of the Diagnostic course (BBSQ 5312 - Diagnostic Methods and Practice in Speech-Language Pathology) and scheduling of all diagnostic evaluations.

### Placement Coordinator

The Placement Coordinator is responsible for coordinating, arranging, and communicating with students about their external placements. The Placement Coordinator also serves as a liaison with all placement supervisors and communicates with them throughout the semester.

### Clinical Instructor

The full time Clinical Instructor assumes direct responsibility for a specified number of clients and supervises the students providing services to these clients.

### Part-time Clinical Instructors

Part-time Clinical Instructors assist in student supervision and Diagnostics instruction.

### Clinic Secretary

The Clinic Secretary acts as the receptionist, provides clerical services, and assists in certain administrative tasks.

### Program Manager

The Program Manager is responsible for all aspects of program operations including fiscal oversight, admissions, alumni relations, marketing, and events planning.

## 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 program plan to ensure that requirements for the Master of Science degree and professional credentialing are met (Appendix C). The advisor is also available for consultation for questions about the program, to assist with any special problems that may arise, and should be the students' first point of contact in mediating any difficulties. Students have the right to change advisors, if they choose. To do this, students should contact the Program Director.

### Program Plans

Following the approved program plan ensures completion of all requirements for the Master of Science degree, as well the requirements for certification and licensing in a timely fashion. Each student must submit the first draft of a Program

Plan to their advisor 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. Students should plan to meet with their advisor each semester. Students may make changes to their program plan only in consultation and agreement with their faculty advisor. Approved changes must be signed and dated by their advisor. The Program Plan specifies the coursework that students are expected to complete each semester. It is the responsibility of the students to register for the classes designated in the Program Plan each semester.

## Registration

Students can register for courses online and/or in person once they receive their PIN (Personal Information Numbers). PINs are distributed each semester. An advisor's signature is not necessary in order to register.

## Academic and Clinical Practicum Requirements

### Academic Requirements

To meet the academic and practicum requirements of the program, most students complete the program in five semesters, including one summer. The program typically requires from 55 to 58 graduate credits, depending on whether bilingual certification is obtained. Ultimately, the length of a student's program is determined by completion of all academic and clinical training requirements and the recommendation of the academic and clinical training faculty.

Students progress through the program in two cohorts. Assignment to each cohort is made randomly. 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 students about required and elective courses. In addition to identifying courses within the program and out of program courses required by Teachers College, the Program Plan lists pre-requisite courses in the liberal arts required for ASHA certification as well as courses required for NYS certification as Teacher of Students with Speech and Language Disabilities. Satisfaction of ASHA requirements are verified by the student's academic advisor. The NYS teacher certification requirements are evaluated and verified by the Office of Teacher Education (OTE) at Teachers College. Satisfaction of these requirements are the responsibility of students.

Because the curriculum and the accreditation requirements are subject to change, there may be some modifications in the number of points for existing courses; and new and existing 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 Teachers College instructor. If the instructor agrees that the student has covered equivalent material, they will email the faculty advisor to confirm this. Any such substitutions must be marked on the Program Plan and approved by the faculty advisor. Typically, core courses such as Language Disorders in Children and Articulation Disorders need to be taken at Teachers College, even if the student completed similar courses previously.

### Comprehensive Exams

In their final semester, students must complete a Comprehensive Examination. This is a 5-hour examination in essay format, administered on a 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 eligible to take the Comprehensive Exam 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.

## Clinical Training

Students must enroll in clinical practicum every semester during the entire duration of the program. The formal coursework within each area is supplemented by direct experiences with clients starting at the Mysak Clinic. Students engaged in Practicum are supervised individually and in groups by the Academic and Clinical faculty of the program.

Opportunities for clinical experiences also exist in approximately 130 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.

## ASHA Requirements

The American Speech, Language, and Hearing Association (ASHA) outlines the number of hours required to graduate and to become eligible to enter a Clinical Fellowship (CF) in its annual manual. Currently, 400 hours that demonstrate the breadth and depth of the field of CSD are mandated by ASHA. Twenty-five of the hours must be guided clinical observation, and 375 must be direct patient/client contact. Students should become acquainted with the ASHA guidelines for their year (<https://www.asha.org/certification/2020-slp-certification-standards/>).

All clinical hours are recorded using CALIPSO, which is the CSD-approved system to track hours. At the end of the semester, the Clinical Instructor approves the student's hours in CALIPSO. All students will be enrolled in CALIPSO at the beginning of their program. The Program will cover the cost of the registration.

For more details regarding policies and procedures related to practicum assignments, please refer to the Placement Policy and Procedure Manual on Canvas.

## Therapy Practicum

Students must enroll in Practicum every fall, spring, and summer session, during which E-group (Clinical Methods) or an on-site and/or external experience is assigned. This requirement begins during the first semester at Teachers College (Fall Practicum - BBSQ 5331) and continues during each subsequent semester (Spring Practicum - BBSQ 5332). This includes at least one summer [BBSQ 5315 (Summer A+/-B)]. Teachers College's Office of Teacher Education, also requires that all students enroll in the school practicum course (BBSQ 5210 - Practicum in School Speech-Language Pathology), for one semester, to meet the TSSLD requirement. Students should refer to the Program Plan for details regarding registration of all practica.

The practicum experience may include any 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 Mysak Clinic
- assignment to field placements/externships

Assignment and participation in each of the practicum experiences is determined by and at the discretion of the Clinic Director and the Placement Coordinator. Students continue in practicum until a satisfactory level of clinical competence appropriate for entry into a Clinical Fellowship has been demonstrated. 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 complete formative and pass summative assessments 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 two different offsite placements.

Note: Effective January 1, 2022, at least 50% of supervised clinical practicum must be provided on site and in person for purposes of ASHA certification, as opposed to telehealth. Students who begin their graduate program at a CAA-accredited program (such as TC) on or before December 31, 2022 may engage in telepractice and telesupervision using the 2022 guidelines (above) for the entirety of their graduate academic and clinical practicum experience.

### On-Site Clinical Practica (E- and S-Groups)

Upon entry into the program, students will enroll in the Introduction to Clinic Methods course (sometimes referred to as E-group or Entry-group - BBSQ 5331) for observation, supervision, and training experiences in the Clinic. E-Group serves as a forum for students to be introduced to basic clinical theory and practice, become acquainted with clinical procedures and requirements, obtain required observation hours (25 hours), and initiate client services. Upon successful completion of the E-Group, students will transition into the Mysak Clinic and participate in a supervision group (S-group). These groups foster students' clinical growth through peer interaction, direct supervision, case review and collaboration, and video observation. Students are assigned to S-Group every semester in which they have a clinic assignment.

Each student may be responsible for a variety of clients, depending upon several factors (e.g., schedule, coursework completed, skills, experiences requested/recommended, and Academic faculty and Clinical Instructor feedback). Clinic assignments (schedules) will not interfere with academic courses. Students are expected to prioritize practicum over other non-academic responsibilities, including work.

### External Field Placements

Students complete at least two different off-site placements; external to the on-site Mysak Clinic. Students are eligible for external placements after they have successfully completed their first on-site Practicum at the Mysak Clinic providing direct clinical services. Participation in one of the international experiences will be considered a placement only in exceptional circumstances and with prior faculty approval (see International Programs section of this Handbook).

One of the two external placements may be a medical placement. Due to the large number of students enrolled in the program, the availability of sites, and other factors (e.g., other graduate programs in the city), only one medical placement is allowed for each student. Specific placements are not guaranteed because the program depends on the community supervisors; however, efforts will be made to honor the requests of each student.

The Placement Coordinator, in conjunction with the Clinic Director, determines if a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student. Following initial contact, the clinical site completes a questionnaire that details supervisor credentials, service delivery modes, typical caseload/populations served, typical duties, and an estimation of the time commitment. The Placement Coordinator reviews the questionnaire and determines if the site is appropriate.

The clinical experiences undertaken by each student may vary from case to case, at the discretion of the program. The student's performance in the field placement is reviewed at midterm and end of the semester using the Clinical Performance Evaluation Form on CALIPSO.

At the end of the semester, students are required to submit a Field Placement Evaluation via CALIPSO. The student's feedback, in conjunction with the student's midterm and final evaluation, is used to verify that educational objectives were met. Additionally, the Clinic Director reviews contact hours submitted via CALIPSO to ensure depth and breadth of experiences.

### *Field Placement Assignment Procedures*

At the beginning of the first spring semester (prior to a placement), the students will attend an orientation to placement meeting with the Placement Coordinator. That meeting will summarize the policies and procedures regarding assignment and completion of placements. It will also provide an opportunity for students to ask questions about the process and specific placements.

A field placement questionnaire will be requested shortly after the beginning of the first spring and second fall semesters. The questionnaire is to be completed by all students who anticipate a field placement for the following semester and returned by the specified due date. Failure to submit a completed survey by the due date may result in a student not being assigned a placement, which will delay completion of the program. Failure to submit a completed survey by the due date may result in a student being assigned a placement based on availability, which could delay completion of the program. After receiving the questionnaire, students should refer to the CALIPSO Externship Site for more information about specific sites with which students have been previously assigned. It should be noted that additional placements with which the Program has affiliation agreements may be available. Any expenses incurred to meet site requirements (lab test, drug test, medical examinations, etc.) are the student's responsibilities.

Additional guidelines:

- DO NOT contact sites without approval from the Placement Coordinator.
- DO NOT select sites in which you have immediate family or relatives as employees.
- DO NOT pull any strings or favors to attain placement in a specific site.

The Placement Coordinator will then review all of the submitted questionnaires. Student responses are then sorted by specific requests, student availability, performance in academic and clinical coursework, location/commute time, languages spoken, prior experiences, and supervisory needs. The Placement Coordinator then makes an appropriate match for each student, in conjunction with the Clinic Director.

#### *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 their 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, their transcript, and their 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. Additionally, an affiliation agreement must be in place by the time the student starts the placement.

#### *Diagnostics*

Students are required to enroll in three semesters of the 1-credit Diagnostic Methods course (BBSQ 5312). During each semester, students will work in groups with the supervising SLP to plan and deliver a diagnostic assessment, analyze the results, and produce a diagnostic report with impressions and recommendations. Students are expected to apply knowledge and skills obtained from academic coursework while planning and implementing evaluations. Students will gain experience interacting with clients and caregivers, conducting interviews, administering and scoring standardized and non-standardized assessments, and implementing diagnostics methods in order to make clinical recommendations and write professional reports.

#### *International Programs*

Students have 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 individuals with disabilities. Each international experience combines clinical and academic work, and there are specific registration requirements for each. Not all international experiences are available in each academic year and the location of the trips may change based on a variety of factors. Generally, second year students may go on the Ghana trip and first year students with advanced Spanish skills may go on the Latin America trip. Generally, about half of the students go on one of the international trips. Participation in an international trip is not required. The selection of students who go on the trips is made by Dr. Crowley. Students are responsible for the costs of airfare, accommodations, and any additional travel expenses.

During these trips, students generally receive anywhere from 20 to 50 supervised clinical hours. However, the number depends on the particular trip and the possible clinical experiences. Dr. Crowley invites additional clinical supervisors 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 provided during a meeting or course in the fall to the first-year students and on the program website.

Participation in an international trip can be counted as an external clinical placement only with expressed written consent of the advisor, with notification to the Placement Coordinator, Clinic Director, and Program Director.

## Credentialing Requirements

### ASHA Requirements

Because the Master's program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA), graduates receive approval to begin the ASHA Clinical Fellowship upon recommendation of the Program Director. ASHA's Council for Clinical Certification currently requires that all students complete basic science coursework in biology, chemistry or physics, a psychology course, a statistics course, and at least 36 credit hours in professional coursework, as well as a minimum of 400 supervised clinical hours within clinical service sites. Students must have received a grade of C or better in the basic science coursework to meet the ASHA requirements.

Student Program Plans are developed to ensure that students meet ASHA requirements upon graduation from Teachers College. 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 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. 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, paid clinical fellowship experience as part of the certification requirements. This supervised work experience is independent of the Master's program. All academic and clinical requirements for the Master's degree must be completed before the start of the clinical fellowship experience.

All of the requirements for ASHA Certificate of Clinical Competence in Speech-Language Pathology are detailed on ASHA's website: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>. Students may also contact ASHA at any time for further information: ASHA Action Center 1-800-498-2071 or <https://www.asha.org/about/contacts/>.

### New York State Teaching Certificate Requirements

The CSD program at Teachers College is approved by the New York State Education Department as leading to the certification as Teacher of Students with Speech and Language Disabilities (TSSLD). Students who wish to obtain the TSSLD certification must take a course in School Speech-Language-Hearing Programs (BBSQ5041), typically offered during summer sessions, and must also register for a School Practicum (BBSQ 5210) in the semester stated in the Program Plan (Appendix C).

As part of the requirements, students must pass the New York State Teacher Certification Examination(s). Students must also provide proof of having completed a workshop in child abuse detection and a workshop in violence prevention, and 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 our program or department. Upon graduation, interested students should file an application for the teaching certificate through the Office of Teacher Education. Additional undergraduate liberal arts coursework required for NYS teacher

certification must be evaluated and verified by Teacher College's Office of Teacher Education. Such coursework is in addition to the required undergraduate and graduate coursework for the program in CSD. Additional information about teacher certification is available 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 as New York State Licensure-qualifying. In addition to the course and practicum requirements, students must achieve a passing score on the Praxis Examination in Speech-Language Pathology in order to be eligible for a clinical fellowship and licensure. Students must also complete a supervised work experience after completing the requirements for the Master's 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 Education Department: <http://www.op.nysed.gov/prof/slpa/>.

### Bilingual/Multicultural Program Requirements

The Master's program in Communication Sciences and Disorders 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 academic and clinical requirements of the New York State bilingual extension to a teaching certificate. (In addition to completing the requirements for the TSSLD, students must also pass the NYSED Bilingual Education Assessment, a test of language proficiency).

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 linked to the TSSLD. This includes clinical experiences working in a school district, in a preschool for children with disabilities, approved early intervention experiences, and even in a private practice where funding comes from the NYC Department of Education or the NYS Education Department.

These requirements for the NYSED bilingual extension to a teaching certificate are integrated into the requirements for the Master of Science Program in Communication Sciences and Disorders, with the only addition of a required three-credit course, Communication Disorders in Bilingual/Bicultural Children (BBSQ 5120). The following are the requirements for the NYSED bilingual extension certificate:

- BBSQ 5041 School Speech-Language-Hearing Programs
- 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 their caseload who speak that language, the student must meet with the Placement Coordinator to arrange an appropriate experience. Speakers of Spanish and of Chinese languages are expected to have all 50 hours completed under supervision of a bilingual-certified speech-language pathologist.
- When a bilingual placement in a student's bilingual language cannot be found, it may be possible to have one of the bilingual clinic supervisors or Dr. Crowley supervise the bilingual part of the placement. The student would

write a weekly description of the particular bilingual/bicultural issues that arise and how the student applies what they are learning to those issues. This reflective journal must be written concurrently with the placement experiences and cannot be done retroactively. Approval for this supervised journal approach for the bilingual hours must be discussed and approved by the Placement Coordinator.

- 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 does not receive the NYSED bilingual extension certificate until they have passed the BEA.
  - The student can take the BEA anytime during the program, and it is recommended that they pass this test by the end of the student's last semester at Teachers College. Those who need additional time to pass the BEA after graduation should speak with Dr. Crowley. According to NYSED regulations, once a student has the bilingual extension in one language, the student can add more languages simply by taking the BEA in the additional languages.

It should be noted that students must officially register for the bilingual extension by choosing "MS-CSDB-DU" on their application to the program. Students may decide that they want to change that registration while at Teachers College. This change does not affect courses or placements but becomes important for graduation if/when the student applies for the New York City Department of Education 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 the Registrar.

### 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 their advisor a completed Program Plan, a record of earned grades, and a record of the current semester registration.

Students must meet with their advisor each semester to ensure that the Degree Audit information is up-to-date. The Degree Audit also must be updated following successful completion of the program's Comprehensive Examination to confirm with the Registrar that all requirements for graduation are met.

## Academic and Clinical Performance

### Grades

All courses taken within and outside the department are taken for a letter grade. 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. For the courses required by the TSSLD and Bilingual Extension Certificate (i.e., BBSQ 5111 - Assessment and Evaluation, BBSQ 5041 - School Speech-Language-Hearing Programs, BBSQ 5120 - Communication Disorders in Bilingual/Bicultural Children, and BBSQ 5210 - Practicum in School Speech-Language Pathology), C+ or lower will not be counted towards the completion of program requirements and must be repeated for a B- or higher. All other in- or out- of department courses 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.

## Assessment of Student's Clinical Skills

Students' development of clinical skills is assessed on an on-going basis throughout the semester and documented via CALIPSO and a number of forms (i.e., Mentor Sheet, Session Feedback, and midterm/final Clinical Performance Evaluation via CALIPSO). CALIPSO is the Program's electronic system for tracking clinical hours and assessing performance. The evaluation forms allow Clinical Instructors to rate performance along a continuum of expectations based on level of experience. Clinical competencies evaluated are expected to develop gradually over the course of the supervised practicum program and to culminate in a performance level appropriate for entry into the Clinical Fellowship. It is expected that the quantity, specificity, and frequency of supervision will shift to support growing independence, as the student progresses through the varied practicum experiences. Students are encouraged to take initiative to develop their knowledge and skills and to seek feedback to improve their skills.

Formative and summative assessment and feedback is disseminated to students in the following ways:

### Formative Assessment

#### Mentor Sheets (Mysak Clinic Practica)

The Mentor Sheet is a way for the Clinical Instructor and student to outline expectations and goals regarding professional growth throughout the semester. The Mentor Sheet is reviewed at three points during the semester (i.e., Initial, Midterm, and Final conferences). Review during midterm and final conferences focuses on facilitating students' self-reflection on professional growth and progress towards personal and supervisory goals. Completion of the Mentor Sheet each semester is required to track professional growth and student progress over time.

#### Supervisory Meeting

Clinical Instructors meet regularly with students to provide formative feedback regarding clinical progress and to address questions and concerns about case management as they arise. Clinical Instructors and students should meet in a timely manner following each session to reflect and discuss feedback regarding clinical performance. Additional meetings may be scheduled by the Clinical Instructor and/or student as needed or according to clinical internship/externship expectations.

#### Initial Mentor Meeting

The Initial Mentor Meeting occurs at the beginning of the semester as a verbal exchange between the Clinical Instructor and student. During this time, the Clinical Instructor and student will set personal learning goals and review practicum expectations. The Clinical Instructor and student will also review the assigned case file(s) to establish an initial plan for the client(s) assigned.

### Summative Assessment

#### Midterm Conference

The Midterm Conference occurs at mid-semester and is a verbal exchange between the Clinical Instructor and student. In advance of the Midterm Conference, the Clinical Instructor completes the Midterm Clinical Performance Evaluation form via CALIPSO to provide a summative rating of clinical performance to that point. The student reviews and discusses the Midterm Evaluation form; during this discussion, formative feedback is provided to highlight strengths and areas needing development. In addition, the Clinical Instructor and student review the Mentor Sheet, to facilitate student self-reflection on progress toward set goals and expectations.

#### Final Conference

The Final Conference is held at the close of the semester. In advance of the Final Conference, the Clinical Instructor completes the Final Clinical Performance Evaluation form via CALIPSO to provide a summative rating of clinical performance during the semester. The Clinical Instructor and student review and discuss the Final Evaluation form; during this discussion, feedback is provided to highlight strengths and areas needing development during the subsequent

semester. In addition, the Clinical Instructor and student review the Mentor Sheet, to facilitate student self-reflection on progress toward set goals and expectations.

### Program Review and Remediation Plans

All students' progress and performance are reviewed each semester at mid-semester and semester's end, or during the semester if needed, by the faculty at large during a formal faculty meeting. Following this review, if a student fails to achieve the ASHA-CAA Knowledge and Skills or Program Learning Outcomes as measured in the student's academic or clinical coursework, the student will be provided with a written remediation plan outlining specific expectations for the successful achievement of the standards or learning outcomes.

Remediation plans are implemented when a student has a grade of C or below in any course or practicum at mid-semester or semester's end.

If a student requires remediation for an academic course there are several steps that will be followed:

1. The instructor will inform the student that they did not meet an ASHA-CAA Knowledge or Skills 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 difficulty, specific expectations for improved performance, and a specific timeline for completion of improvements.
4. The Program Director, with input from the instructor, will create a remediation plan and then will meet with the student to discuss the remediation plan. They 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, 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.

If a student requires remediation for a clinical course, several steps will be followed:

1. The Clinical Instructor will inform the student that an ASHA-CAA Knowledge or Skill standard or learning outcome is not being met.
2. The Clinical Instructor and student will meet with the Clinic Director to discuss the plan for remediation and a written plan will be provided. The plan will identify areas for further development, specific expectations for improved performance, and a specific timeline for completion of improvements.
3. The Clinic Director, student, Clinical Instructor, and/or advisor will each sign a copy of the remediation plan.
4. A copy of the remediation plan will be provided to the student and the signed original will be placed in the student's file.
5. Successful completion of the remediation plan will indicate that the student has met the ASHA-CAA Knowledge and Skills standard or learning outcome.
6. 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.

Clinical remediation plans may require the student to remain in or return to the on-site clinic for a semester or more. Any student completing a remediation plan may not advance in their clinical practicum/placement, or may be removed from the practica, until successful completion of the remediation plan.

Please note that clinical performance includes dispositions related to professional demeanor and behaviors in addition to the knowledge and skills required for practice. It is expected that students:

- Make acceptable progress in clinical practicum as documented by the standard clinical practicum evaluations used by clinical instructors and field supervisors;
- Uphold clinical standards and confidentiality including those outlined by the American Speech-Language-Hearing Association (ASHA), the Mysak Clinic Confidentiality Policies, Health Insurance Portability and Accountability Act (HIPAA) if required by external placements, and the Family Educational Rights and Privacy Act (FERPA).

## 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 and delay in graduation.

## 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.

## Plagiarism

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, or engage in cheating or misrepresentation of academic records may be subject to academic discipline. Sanctions may include dismissal from the College for violation of Teachers College 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 Student Handbook: <http://www.tc.columbia.edu/student-handbook/>.

## 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/>.

Additionally, students may complete the emergency funding form found on the Canvas Advising site for consideration of Program-specific scholarship funds and points.

### Department of Education Scholarships

Also available to Teachers College students is the New York City Department of Education Incentive Scholarship Program. 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](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:

<https://www.tc.columbia.edu/admission/financial-aid/types-of-aid/federal-work-study/>

## Program Commitment to Diversity

The CSD Program upholds Teachers College and Columbia University's policies on diversity and supports 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 their full potential. Students are encouraged to visit the website for the Office of the Vice President for Diversity and Community Affairs (<http://www.tc.columbia.edu/diversity/>) to learn more about the policies, programs and resources available for all members of the Teachers College community.

## Non-Discrimination Policy

Consistent with Teachers College's Non-Discrimination policy, the CSD Program including the Mysak Clinic is committed to providing a working, learning, and living environment free from discrimination and harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, Teachers College and the CSD Program including the Mysak Clinic do not discriminate on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, marital or partnership status, citizenship or immigration status, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status in the administration of its admissions policies, educational policies, employment, scholarship, loan, and other College-administered programs; treatment, or in access to College programs or activities.

Students with concerns about possible discrimination may wish to speak with Vice Provost for Student Affairs Tom Rock, 163 Building 528, (212) 678-3083, Vice President for Diversity and Community Affairs Janice Robinson, 128 Zankel, (212) 678-3391, or confidentially to the Ombuds Officer, [ombuds@tc.columbia.edu](mailto:ombuds@tc.columbia.edu), (212) 678-3084.

## Religious Observance

The CSD Program upholds Teachers College'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 Program Director. If an additional appeal is needed, it may be taken to the Provost.

<https://www.tc.columbia.edu/policylibrary/policies/religious-observance-1242110/>

## Students with Disabilities

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 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). OASID is located at 301 Zankel and can be reached by email: [oasid@tc.columbia.edu](mailto:oasid@tc.columbia.edu), or phone: (212) 678-3689.

When accommodations are needed, it is the student’s responsibility to contact OASID to register. Once 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 Director, Clinic Director, or academic advisor will be happy to discuss specific needs with each student individually.

## Complaint Reporting

### Bias-Related Incidents

Teachers College is dedicated to the promotion of equity, excellence, and the free exchange of ideas in education. Bias related incidents are those involving language and/or behavior which demonstrate bias against persons because of their actual or perceived color, disability, ethnicity, gender, gender identity and expression, national origin, race, religion, and/or sexual orientation. The Program also acknowledges that not all language and/or behavior that may be perceived as offensive to some is a bias-related incident, and instead may be an important part of an open exchange of controversial ideas and differing views at an academic institution. For more information, see:

<http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/grievance-procedures>

### Procedure to Report Program or Clinic Concerns

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 have a complaint. If the issue cannot be resolved in this way, the student should discuss the matter with the Clinic Director (if involving a clinical or placement supervisor) or the Program Director. If the complaint is related to the Program Director, the complaint should be taken to the Department Chair. If the student is interested in making a formal complaint, the complaint will be documented in a CSD Concerns Form. The information will remain private and will only be shared with the Program Director.

The specific steps associated with the formal complaint are described below:

1. Initial report of the issue/concern.
2. The Program/Clinic Director initiates the CSD Concerns Form (anonymous).
3. The student reviews and approves the form (student’s signature is optional).
4. If appropriate, the Clinic Director discusses the issue/concern with the Program Director.
5. When appropriate, discussion of the issue/concern with the person against whom there is a complaint (privately), if the student approves.
6. Investigation of the issue/concern.
7. Resolution plan documented in CSD Concerns Form.
8. All parties informed of the resolution plan.
9. Follow up two weeks after the resolution meeting/plan.
10. Finalize the CSD Concerns Form.

A written record of the student complaint will be stored in a folder on the CSD program secure drive to which only the Program Director and Department Chair will have access. If a resolution cannot be reached through the CSD Concern Form, Teachers College offers several possible avenues by which to resolve a complaint, informally and formally. It may be reported to any of the following offices and/or administrators by email or in person:

- Office of the Vice President for Diversity and Community Affairs;
- College Ombuds (confidential – to seek guidance about next steps);
- Vice Provost for Academic Affairs;
- Vice Provost for Student Affairs;
- Office of Access and Services for Individuals with Disabilities;
- Human Resources;
- Office of International Affairs

Additionally, the Program in Communication Sciences and Disorders is accredited by the Council on 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. Complaints about any accredited program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public to the Council on 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: <https://caa.asha.org/ask-the-caa/accreditation-and-certification/>

## Electronic Storage, Communication, and Confidentiality

Teachers College and Google have an agreement in place that allows Teachers College-affiliated centers and departments with access to Protected Health Information (PHI) to use specially configured Google Apps accounts. This agreement, known as a Business Associate Agreement (BAA), protects PHI in accordance with the HIPAA guidelines. The Google accounts have been configured following Google guidelines to protect PHI from unwanted access and exposure.

Additionally, Teachers College has a BAA in place with Dropbox that protects PHI. The BAA applies to all Dropbox accounts provisioned by Teachers College’s Dropbox instance.

The Mysak Clinic uses the HIPAA-compliant Titanium Electronic Medical Records (“Titanium EMR” or Titanium) for clinical documentation. Student and client records are stored via a secure platform.

## 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 Teachers College 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 Teachers College 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 Teachers College Gmail. Students may not forward your Teachers College Gmail to another private email address such as Yahoo, Hotmail, non-TC Gmail etc. Forwarding confidential clinical information to a non-Teachers College 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.

It is strongly recommended that students add a confidentiality statement, such as the one below, to their TC Gmail account:

“This message (including any attachments) may contain confidential information and is intended only for use of the Addressee. This information is Privileged and Confidential and is protected by law. If you are not the intended recipient,

you are hereby notified that any dissemination of the communication, including disclosure, copying, or distribution of this message or taking any action based on it is strictly prohibited. If you have received this communication in error, please erase all copies of the message and its attachments and notify us immediately at (212) 678-3409.”

For more information on the Teachers College Email Use Policy visit

<https://www.tc.columbia.edu/policylibrary/policies/email-use-1227361/>.

## CSD Canvas Advising Site

All students are added to a CSD Canvas advising site following program admission. This Canvas site is the primary means of communication between students, program faculty, and clinical faculty. Specific policies and procedures are available via the CSD Canvas Advising Site. Students are responsible for adhering to all policies and procedures posted on the CSD Canvas Advising Site.

## Mysak Clinic Confidentiality Policies

The Mysak Clinic is not a covered entity under the Health Insurance Portability and Accountability Act (HIPAA) and is not required by law to follow the requirements of the HIPAA. However, the Mysak Clinic is committed to protecting the privacy of our clients' information and has created specific Confidentiality Policies (Appendix D) that must be upheld by all Clinic Instructors, Staff and students.

Students are often requested to submit clinical writing samples as part of the interview process for an off-site placement. To maintain compliance with the Mysak Clinic's confidentiality policies, students must de-identify all documentation shared with non-Mysak Clinic staff/faculty, following the guidelines outlined in Appendix E. More specific information regarding confidentiality is provided in Appendix D. These two forms must be completed and signed by each student during their participation in E-group.

To maintain confidentiality and security of patient information, students and Clinical Instructors must adhere to the following:

- Only Teachers College Gmail is to be used for correspondence with the Mysak Clinic.
- Students will review the Mysak Clinic's Email policy with clients and their caregivers to ensure understanding of and compliance with the Mysak Clinic's Confidentiality policies.

## Confidentiality /FERPA

The Family Educational Rights and Privacy Act (FERPA) gives “students” a right of access to their "education records.” It also limits the disclosure of a student's education records by the College without the student's written permission.

[\(http://www.tc.columbia.edu/policylibrary/associate-provost-enrollment-services/student-records-and-family-education-rights-and-privacy-act-ferpa-statement/\)](http://www.tc.columbia.edu/policylibrary/associate-provost-enrollment-services/student-records-and-family-education-rights-and-privacy-act-ferpa-statement/)

## Health and Safety Protocols

While participating in clinical practicum experiences, graduate clinicians are expected to work closely with clients. As such, graduate clinicians must be in good health, and free from health impairment which may pose a potential risk to others. The CSD Program, including the Mysak Clinic, will follow all safety guidelines as set forth by Teachers College, Columbia University. Students must adhere to College guidelines (<https://www.tc.columbia.edu/preparedness/campus-life-during-covid-19/health--safety-guidelines/>) in addition to the Mysak Clinic's Health and Safety Protocols and Procedures Appendix F.

If a student contracts a known communicable disease, it is the responsibility of that student and faculty to carry out the following policy, to reduce the spread of infection:

1. Students with a known communicable disease should advise the supervising faculty member of the condition, so that proper precautions may be taken.
2. No student will be denied the opportunity to complete an experience because of a contagious disease; however, the student may be requested to defer or move to a different experience (e.g., telehealth), to reduce disease transmission.
3. All student health information is confidential and may not be released to anyone without written permission by the student.
4. No student will be discriminated against because of health status; however, unreasonable risk to other individuals should be avoided.

## Universal Precautions

Students and Clinical Instructors are expected to exercise universal precautions when working with clients and when utilizing materials and treatment rooms. Specific details will be reviewed in E- and S-Groups and Diagnostics classes each semester. For information and required training for COVID-19 safety, please refer to the TC Preparedness page (<https://www.tc.columbia.edu/preparedness/>), as well as the Mysak Clinic's Health and Safety Protocols and Procedures (Appendix F).

## Immunization Requirements

Students are required to provide evidence of proper immunization to the clinic at the beginning of every academic year – this is in addition to the College required immunizations (<https://www.tc.columbia.edu/insurance-immunization-records/>). Documentation should be uploaded to CALIPSO at the start of each semester. Students will not be allowed to work with clients in the Clinic until all documentation has been presented. The New York City Department of Health requires the following medical precautions for all health care professionals:

- Vaccination against measles, mumps and rubella (MMR) and COVID-19. You must submit proof of this vaccination to Teachers College in order to register for classes; please see the admitted student website for more information. (<https://www.tc.columbia.edu/insurance-immunization-records/>)
- Annual certification of negative results of tuberculosis (PPD or Mantoux test; tine test is not sufficient). In case of positive results, medical follow-up is required. Students with permanent positive results due to prior exposure must annually present a physician's statement indicating that they are not contagious as verified by chest x-ray.

In addition, the Department of Health recommends vaccination against Hepatitis B for health care professionals. In order to work with clients in the Mysak Clinic, students will be required to submit proof of completion of the Hepatitis B series or sign the waiver of responsibility if they have not been immunized against Hepatitis B. This waiver can be obtained from the Clinic Director. It is suggested that students discuss vaccination with their personal physician to make an informed decision.

Some field placements may require students to obtain additional vaccinations, at the student's expense, deemed necessary by the facility to which they are assigned.

Note: Teachers College students who have paid the Columbia Health Fee (charged to all students registered for 12 or more credits for the fall semester) are eligible to receive vaccinations, PPD testing, and MMR titers free of charge at the Columbia Health Center. Appointments can be scheduled online at <http://health.columbia.edu> or by phone at (212) 854-2284. A complete list of services and fees can be viewed at <https://health.columbia.edu/content/cost-service>

## Criminal Background Checks and Fingerprinting

All students are required to complete one placement in the schools. All school systems require a background check using a specific vendor. The CSD program will pay up to \$150 to each student to cover the cost of fingerprinting. This is only for school placements, and all students will receive notification to start the process.

An increasing number of placement sites are requiring criminal background checks prior to accepting a student for that field experience. The cost of such procedures is the responsibility of the student. Students should refer to the Placement Policy and Procedures Manual (Appendix G) for information on vendors for background checks.

## Supervision of Minor Children on Campus

The Mysak Clinic provides regular services to minors. Every organization hosting minors on Teachers College campus is required to comply with the “Policy and Guidelines for the Supervision of Minor Children on Campus.” (<http://www.tc.columbia.edu/policylibrary/public-safety/minors---policies-and-guidelines-for-the-supervision-of-minor-children-on-campus/>).

## Liability Insurance

Teachers College maintains liability coverage for students while they are enrolled in Clinical Practicum. The Placement Coordinator will contact Teachers College’s Risk Management Officer and request liability coverage specific to the student and the facility where the placement will be completed.

## Emergency Clinic Procedures

All individuals associated with the Mysak Clinic must be familiar with the emergency procedures followed by the Clinic and by Teachers College in the event that there is an evacuation. Specific procedures will be reviewed in E- and S-Groups and Diagnostics classes each semester. In case of emergency within the College, students must call 212-678-3333 or if using a Teachers College phone, 3333, to allow for localization of the incident within the College. For more information, please refer to Appendix H.

## Clinical Practicum-specific Policies and Procedures

This section of the manual has been prepared to familiarize students with specific policies and procedures of the Clinical Practicum and the Mysak Clinic.

The Mysak Clinic has a variety of resources available to Graduate Clinicians. These include books, journals, assessments and therapeutic materials. All clinic materials must be signed out. There are specific reservation and sign out procedures for assessments, including for the use in BBSQ 5312 Diagnostic Methods and Practice in Speech-Language Pathology (Appendix I). Specific materials housed or belonging to clinical faculty can be signed out through individual instructors. Information regarding the access of the Clinic’s digital subscriptions, including Q-Global, can be found in Appendix J.

The Clinic’s copy machine is for clinic business only. Printing for academic coursework or personal copies is prohibited. Printing services are also available to Teachers College students through the library and Academic Computing located in Horace Mann.

It should be noted that duplication of copyrighted materials is strictly regulated by Federal law. The unlawful duplication of therapy materials, diagnostic materials, and textbook chapters is considered a violation of law as well as unethical behavior. Students should refer to [www.copyright.com](http://www.copyright.com) and familiarize themselves with the fair use guidelines to avoid unlawful and unethical behavior

(<https://www.tc.columbia.edu/policylibrary/policies/copyright-for-electronic-media-1227351/>)

## Client Charts

The students are responsible for maintaining accurate and current clinical records in accordance with the Confidentiality Policies of the Mysak Clinic (Appendix D).

Students will only have access to the charts for patients to whom they are providing direct service that semester via the Titanium EMR system. Titanium is only available on computers in the Mysak Clinic. No documents from the chart can be printed, photographed, or copied. The student is responsible for accessing the file in a private setting, where the information cannot be seen by others.

## Practicum (E -Group, S-Group and Diagnostic) Course Evaluation Forms

At the end of each semester, students are encouraged to submit evaluations for their in-house clinic experiences. These questionnaires will be completed electronically as a survey or through CALIPSO. Links to the survey will be provided through an email at the end of each semester. These surveys are anonymous and request feedback about a variety of aspects of the functioning of the Mysak Clinic and the specific practicum section completed. Results will be used for quality improvement (i.e., staff development, curriculum revisions, systems organization).

## Student Organizations

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 allows students access to ASHA resources including ASHA publications. Membership enables students to become involved in the field at a national level and offers students valuable discounts on liability insurance and future ASHA membership dues.

Teachers College 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 one calendar year. Information about additional benefits of membership and application forms is available by contacting NSSLHA at <https://www.nsslha.org/> or the board of TC NSSLHA at [tc.nsslha@tc.columbia.edu](mailto:tc.nsslha@tc.columbia.edu).

## Student Code of Conduct

Students are expected to uphold the code of student conduct as specified in the College's Policy and Procedures on Student Academic Integrity and Misconduct published on the Office of Enrollment and Student Services Student Handbook website (<https://www.tc.columbia.edu/policylibrary/student-conduct-code/>). 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.

Students are also expected to uphold the ASHA Code of Ethics (<https://www.asha.org/Code-of-Ethics/> and published on the Canvas CSD Advising Site). The Code of Ethics reflects what SLPs value as professionals and establishes expectations for scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

## Professional Criteria for Students

A Master's degree in Communication Sciences and Disorders is the "entry-level" degree for the profession and is included in the requirements for the Certificate of Clinical Competence (CCC) awarded by the American Speech-Language-Hearing Association (ASHA). Candidates for the degree must demonstrate professional behaviors that will enable them to function in a broad variety of clinical environments and to interact appropriately with other professionals, clients, family members, and colleagues. Students are expected to uphold all of the Teachers College and CSD Program policies during clinical practicum experiences both on- and off-campus, reviewed in detail in the Teachers College Student Handbook.

It is expected that students demonstrate professional skills from the outset of practicum, regardless of the level of prior experience, in all clinical and professionally related environments. Additionally, students are expected to develop

competency in professional behaviors over the course of their clinical experiences to be eligible for graduation; development of professional practice competencies will be considered as part of a student's formative and summative assessment during clinical experiences on- and off-campus. (<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>). In order to meet the standards set forth by the CAA, students must demonstrate mastery of the following professional practice competencies.

### Accountability

- Practice in a manner that is consistent with the professional codes of ethics and the scope of practice documents for the profession of audiology.
- Adhere to federal, state, and institutional regulations and policies that are related to care provided by audiologists.
- Understand the professional's fiduciary responsibility for each individual served.
- Understand the various models of delivery of audiologic services (e.g., hospital, private practice, education, etc.).
- Use self-reflection to understand the effects of his or her actions and make changes accordingly.
- Understand the health care and education landscapes and how to facilitate access to services.
- Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.
- Integrity
- Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers.
- Understand and use best professional practices as they relate to maintenance of confidentiality for all individuals in accordance with requirements of the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

### Effective Communication Skills

- Use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.
- Communicate—with patients, families, communities, interprofessional team colleagues, and other professionals caring for individuals—in a responsive and responsible manner that supports a team approach to maximize care outcomes.

### Clinical Reasoning

- Use valid scientific and clinical evidence in decision making regarding assessment and intervention.
- Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
- Use clinical judgment and self-reflection to enhance clinical reasoning.

### Evidence-Based Practice

- Access sources of information to support clinical decisions regarding assessment and intervention and management.
- Critically evaluate information sources and apply that information to appropriate populations.
- Integrate evidence in the provision of audiologic services.

### Concern for Individuals Served

- Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care.
- Encourage active involvement of the individual in his or her own care.

## Cultural Competence

- Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
- Understand the impact of the cultural and linguistic variables of the individuals served on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
- Understand the interaction of cultural and linguistic variables between the caregivers and the individual served in order to maximize service delivery.
- Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, physical and sensory abilities) and how they relate to clinical services.
- Understand the role of manual and other communication systems and the use of sign and spoken interpreters/transliterators and assistive technology to deliver the highest quality care.

## Professional Duty

- Engage in self-assessment to improve his or her effectiveness in the delivery of clinical services.
- Understand the roles and importance of professional organizations in advocating for the rights of access to comprehensive audiologic services.
- Understand the role of clinical teaching and clinical modeling, as well as supervision of students and other support personnel.
- Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.
- Understand and use the knowledge of one's own role and the roles of other professionals to appropriately assess and address the needs of the individuals and populations served.

## Collaborative Practice

- Understand how to apply values and principles of interprofessional team dynamics.
- Understand how to perform effectively in different interprofessional team roles to plan and deliver care—centered on the individual served—that is safe, timely, efficient, effective, and equitable.

## Communication Proficiency

The Communication Sciences and Disorders Program promotes linguistic diversity and views the use of different languages and dialects among its students as an asset to our academic and professional community. This is consistent with the official position of the American Speech-Language-Hearing Association (1998). (<https://www.asha.org/policy/ps1998-00117/>)

All graduate students whose degrees are received from a postsecondary institution where English is not the principal language of instruction, or their native language is not English, have to obtain a passing score on the Test of English as a Foreign Language (TOEFL) before admission. Upon admission, all graduate students must meet the Essential Functions of Performance for Clinical Practicums, which include proficiency in written and spoken English.

The procedure to follow when a student does not meet this Essential Function is as follows:

- The Clinical Instructor identifies the student as not meeting the Essential Function.
- Clinical Instructor alerts the student's academic advisor and Program Director (if identified in an academic setting) or Clinic Director (if identified as a part of clinical practicums).

- A conference will be held with the Clinical Instructor(s) assigned to the student, Clinic and Program Director(s), and student's advisor to review the concern(s) with the student and determine a recommended course of action. A Clinical Remediation Plan may be developed to guide the next steps.
- Documentation of the conference and recommended course of action will be placed in the student's file. The Clinical Remediation Plan is meant to be a collaborative process in order to help the student achieve success in their clinical practicum settings.
- Resources may include:
  - Enrolling in an intensive English program such as The Community Language Program offered at Teachers College (<https://www.tc.columbia.edu/communitylanguage/>) or The Columbia University English Language Program (<https://sps.columbia.edu/academics/english-language-programs>)
  - Participating in individualized tutorials for writing such as those offered by Teachers College Graduate Writing Center (<http://www.tc.columbia.edu/graduate-writing-center/>)
  - Working with an ESL tutor
  - Engaging in English conversation groups

A student's program may be longer than typical or their trajectory different in order to meet this essential function for clinical performance.

## Student Attestation

Students enrolled in the CSD Program at Teachers College accept the responsibilities outlined in the CSD Program Handbook, including all policies and procedures outlined in the CSD Canvas Advising Site. Students are required to sign the attestation in Appendix K during their first clinical practicum, E-Group.