



NEW YORK MEDICAL COLLEGE

A M E M B E R O F T O U R O U N I V E R S I T Y

School of Health Sciences and Practice

Department of Rehabilitation Sciences DIVISION OF SPEECH-LANGUAGE PATHOLOGY SLP STUDENT HANDBOOK

Academic Year 2025-2026

Please Note:

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

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

Handbook Update August 2025

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Section 1

Overview of the Master of Science in Speech-Language Pathology

The Division of Speech-Language Pathology at New York Medical College (NYMC) is aligned with the College's mission to "educate clinical and public health professionals as well as researchers, to conduct biomedical and population-based research. Through its faculty and affiliated clinical partners, the College engenders a broad community that promotes an atmosphere of excellence, scholarship, and professionalism".

School of Health Sciences and Practice Mission and Values

Mission

The School of Health Sciences and Practice educates clinical and public health professionals as well as researchers to prepare them for practice and to positively impact human health and well-being. The School promotes an atmosphere of excellence, scholarship, and professionalism through its faculty and affiliated partners.

Vision

The School of Health Sciences and Practice will promote health science education, scholarship, and service to prepare and empower the next generation of health sciences and practice leaders to advance human health and well-being across a wide spectrum of settings.

Core Values

- ***Excellence*** – We believe in holding ourselves to high professional and academic standards. We are therefore committed to pursuing ambitious goals and quality assurance in our intellectual, educational and programmatic endeavors. We strive not to rest on our accomplishments, but rather to build on them to set new standards in our fields.
- ***Human Dignity*** – We believe that health science professionals must see their fellow citizens, constituents and patients as well as themselves first and foremost as people. This commitment to acknowledging and appreciating the entirety of a person will lead our students to develop professional and personal integrity.
- ***Intellectual Curiosity*** – We believe in the importance of a life-long commitment to intellectual curiosity that encourages individuals to not only seek to push beyond boundaries of research but also to question commonly held assumptions. By providing an atmosphere where students and faculty are encouraged to seek out, master and respond to the latest advances in their fields of study, we can further health sciences research and patient care.
- ***Service*** – We believe that health science education and research should not be pursued solely for the sake of intellectual edification. Rather, we are committed to the belief that health science education should be used to improve the lives of all citizens and benefit the communities we serve.

- **Person and Family Centered Care** – We believe that our broad student body and faculty is important to our mission of educating outstanding well-rounded health science professionals for the multicultural world of the 21st century. Our commitment to person and family centered care encompasses our accommodation for Jewish observance and culture, as we recognize the benefit of providing Jewish students the ability to become health science leaders in an environment where they do not have to choose between professional and personal values and obligations. This commitment extends to all members of the greater NYMC community on- and off- campus.
- **Integrity** – We believe that acting on our values in pursuit of our mission will keep us both true to our mission and to our values. We strive not only for a culture that complies with our norms and policies but to embed a culture of integrity into everything we do.

Division of Speech-Language Pathology Mission Statement

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

Division of Speech-Language Pathology Strategic Plan-*January 2022-January 2027*

The goal of the Division's strategic plan for this reporting period is to maintain current standards of excellence in academic and clinical training as a speech-language pathology program with an emphasis in medical speech-language pathology. This plan draws on the College's Strategic Plan (2022-2026) and the School of Health Sciences and Practice (SHSP) Strategic Plan (2022-2027). The Division identified specific aspects of the College and SHSP strategic plans to determine goals to meet or exceed the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) Standards and ensure that the students meet the Council for Certification in Audiology and Speech-Language Pathology 2020 CFCC Standards.

In pursuit of achieving our Mission and to align with the College and School of Health Sciences and Practice Strategic Plan and external certification standards, the Division identified goals in the following areas: Student Success; Innovative Faculty and Research; Community Partnerships; and Person and Family Centered Care.

Student Success

Goal 1: Student Support Services

The Division will:

- continue to enhance lines of communication with the Office of Student Academic Support and the Office of Mental Health and Wellness;
- increase the efficiency of the divisional advisement process.

Goal 2: eLearning

The Division will:

- continue to customize a learning management system (Canvas) rubric for in-person and synchronous remote courses to ensure consistency of information to students.

Goal 3: Interprofessional Education

The Division will:

- continue to coordinate and increase IPE activities with the Division of Physical Therapy and the Touro Dental School;
- facilitate student participation in, and document interprofessional activities available at externship sites.

Goal 4: Recruitment and Affordability

The Division will:

- enhance division program offerings by developing specialty tracks in Early Intervention and Pediatric Dysphagia;
- create and offer a sequence of prerequisite courses for students interested in pursuing a graduate degree in speech-language pathology;
- develop a speech-language pathology doctoral program.

Developed in support of NYMC Strategic Goals

Champion Excellence in Education and Person and Family Centered Care (Goals 1, 2, and 4)

Promote Biomedical Research and Innovation (Goal 1)

Focus on Community Outreach (Goal 1)

Elevate Transparency in Governance and Commitment to Ethics, Mission, Vision and Core Values (Goals 2,3)

Strategic Planning, Resource Development and Institutional Improvement (Goal 1)

Developed in support of SHSP Strategic Plan Goals

Student Success (Goals 1, 2, 3, 4)

CAA and CFCC Standards

Innovative Faculty and Research

Goal 1: Scholarship, Recognition, and Incentives

The Division will:

- establish expectations for teaching and research tracks.

Goal 2: Community of Scholars

The Division will:

- explore the possibility of developing an interdisciplinary clinic with other clinical programs on campus.

Goal 3: Physical Facilities

The Division will:

- annually assess classroom space and technology needs.

Goal 4: Leadership

The Division will:

- assess progress toward meeting the goals of the strategic plan twice a year and implement strategies to achieve goals not yet accomplished. This information will be shared with both the faculty and administration in an annual report;
- continue to practice a culture of shared governance and transparency in decision-making processes at the Division level.

Developed in support of NYMC Strategic Goals

Champion Excellence in Education and Person and Family Centered Care (Goal 3)

Promote Biomedical Research and Innovation (Goal 1)

Elevate Transparency in Governance and Commitment to Ethics, Mission, Vision and Core Values (Goal 1)

Strategic Planning, Resource Development and Institutional Improvement (Goals 2, 3)

Innovative Faculty and Research (Goals 1, 2, 3, 4)

CAA and CFCC Standards

Community Partnerships

Goal 1: Engagement and Outreach

The Division will:

- continue to provide speech-language and hearing screenings in the community;
- support student involvement in community-based opportunities;
- support student opportunities in international clinical experiences;
- continue to develop partnerships with community hospitals and health centers to enhance opportunities for clinical training and community services to support unmet needs in the community.

Goal 2: Visibility and Awareness

The Division will:

- increase visibility and awareness of the quality of our program to a larger region and various settings;
- monitor promotional materials to ensure that they are updated to highlight services/academic program offered.

Developed in support of NYMC Strategic Goals

Champion Excellence in Education and Person and Family Centered Care (Goal 2)

Focus on Community Outreach (Goal 1)

Strategic Planning, Resource Development and Institutional Improvement (Goals 2, 3)

Developed in support of SHSP Strategic Plan Goals

Community Partnerships (Goals 1,2)

CAA and CFCC Standards

Person and Family Centered Care

Goal 1: Student Population

- provide education about the SLP profession to various groups of students in cooperation with community partners and the division's NSSLHA organization to promote person and family-centered care in different settings.

Goal 2: Broad Range of Full-Time Faculty

- continue to have national and international searches for any open faculty position.

Goal 3: Curriculum and Learning Experiences

The Division will:

- continue to develop relationships with community hospitals serving various communities in the region;
- continue to review and enhance course materials to enhance the application of person and family-centered care in all learning-related activities.

Developed in support of NYMC Strategic Goals

Champion Excellence in Education and Person and Family Centered Care (Goal 1, 3)

Promote Biomedical Research and Innovation (Goal 1)

Focus on Community Outreach (Goal 1)

Elevate Transparency in Governance and Commitment to Ethics, Mission, Vision and Core Values (Goal 1,2)

Strategic Planning, Resource Development and Institutional Improvement (Goals 2, 3)

Developed in support of SHSP Strategic Plan Goals Person and Family Centered Care (Goals 1, 2, 3)

CAA and CFCC Standards

Graduate Program Overview

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

The M.S. program also offers an optional specialization track to support graduate students with an interest in advanced training in the areas of pediatric dysphagia and early intervention.

The full-time program is designed to be completed in five to six consecutive semesters starting in mid-August.

In addition to the master's program, the Division also offers a Post-Graduate Certificate in Pediatric Dysphagia.

Accreditation Status

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

Accreditation Period: April 1, 2020 – March 31, 2028

Academic Program

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

Curriculum

Fall 1 (Y1T1)		Credits	Faculty
Bootcamp/Clinical Readiness Series (Section I)			
SLPM6001	Foundations of Speech, Language, and Cognition	2	Georgan
N/A	Phonetics Boot camp	0	Grover
SLPM6071	Clinical Methods I	1	Franklin
Section II			
SLPM6008	Speech Sound Disorders	3	Georgan
SLPM6010	Diagnostic Methods and Clinical Processes	3	Franklin
SLPM6045	Seminar in Professional Issues and Ethics I	1	Blanco
SLPM6062	Seminar in Management of Medical Patients I	2	Wills
SLPM6069	Research Methods in Communication Disorders	2	Campanelli
SLPM6066	Speech Science	3	Campanelli
SLPM6072	Clinical Methods II	1	Franklin
SLPM6040	Internal Practicum I	1	Blanco
Spring 1 (Y1T2)			
SLPM6004	Advanced Anatomy of the Speech and Hearing Mechanisms	4	Peters
SLPM6009	Language Disorders of Children	3	Georgan
SLPM6014	Dysphagia (Lab)	3	Rickard
SLPM6029	Seminar in Early Intervention	2	Pipala/Yoegel
SLPM6032	Neuroscience	3	Campanelli
SLPM6073	Clinical Methods III	1	Franklin
SLPM6041	Internal Practicum II	1	Blanco
Summer (Y2T1)			
SLPM6011	Voice Disorders	2	Murphy Estes
SLPM6035	School-based Speech-Language-Hearing Services	3	Franklin
SLPM6046	Seminar in Professional Issues and Ethics II	1	Blanco
SLPM6053	AAC	3	Franklin
SLPM6063	Seminar in Management of Medical Patients II	2	Rickard
SLPM6068	Pediatric Dysphagia	3	Tahhan-Jackson
SLPM6042	External Practicum: Healthcare Practice Setting	1	Blanco
SLPM6043	External Practicum: Modules for Medical Competencies		
SLPM6044	External Practicum		
SLPM6067	External Practicum: School Setting		
Fall 2 (Y2T2)			
SLPM6013	Neuromotor Speech Disorders	3	TBD
SLPM6019	Adult Neurogenic Language Disorders	3	Rickard
SLPM6031	Seminar in Counseling	2	Grover
SLPM6042	External Practicum: Healthcare Practice Setting	1	Blanco
SLPM6043	External Practicum: Modules for Medical Competencies		
SLPM6044	External Practicum		
SLPM6067	External Practicum: School Setting		
Spring 2 (Y2T3)			
SLPM6012	Fluency Disorders	3	Georgan
SLPM6020	Adult Neurogenic Cognitive Disorders	3	Franklin
SLPM6047	Seminar in Professional Issues and Ethics III	1	Blanco
SLPM6064	Seminar in Management of Medical Patients III	2	Stoddard and D'Auria
SLPM6042	External Practicum: Healthcare Practice Setting	1	Blanco
SLPM6043	External Practicum: Modules for Medical Competencies		
SLPM6044	External Practicum		
SLPM6067	External Practicum: School Setting		
		70	
SLPM7090	Overseas elective	1	Faculty
SLPM7091	Research Experience	1	Faculty

Course Descriptions

SLPM 6001 Foundations of Speech, Language and Cognition

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

SLPM 6004 Advanced Anatomy of the Speech and Hearing Mechanisms

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

SLPM 6008 Speech Sound Disorders

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

SLPM 6009 Language Disorders of Children

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

SLPM 6010 Diagnostic Methods and Clinical Processes

This course examines the diagnostic process and the nature of assessment in the differential diagnosis of communication disorders across populations. There is a focus on understanding both psychometric assessment characteristics and constraints in the use of norm-referenced and other measurement means including dynamic, authentic, and curriculum-based assessment. The nature of cross cultural and cross linguistic aspects in assessment is examined as it impacts the assessment process and the differential diagnosis of a communication disorder. The development of skills in professional writing is also a core feature of this course.

SLPM 6011 Voice Disorders

This course addresses methods of evaluating and remediating voice problems in children and adults that result from laryngeal disfunction, including disorders caused by neurological conditions, phonotrauma, psychological factors, and non-neurological organic processes. Cultural differences and preferences are considered.

SLPM 6012 Fluency Disorders

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

SLPM 6013 Neuromotor Speech Disorders

This course uses the background provided in Neuroscience to provide a through grounding in the neuropathologies of acquired and congenital motor speech disorders (the various forms of dysarthria and apraxia

of speech). The student will study rationales and procedures for the differential diagnosis and treatment of these disorders.

SLPM 6014 Dysphagia

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

SLPM 6019 Adult Neurogenic Language Disorders

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

SLPM 6020 Adult Neurogenic Cognitive Disorders

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

SLPM 6029 Seminar in Early Intervention

This seminar focuses on the following when working with infants, toddlers, and preschool children with, or at risk of developing, disabilities: working with families through various types of services while considering cultural and linguistic variables; providing parent training and support; the development of trans-disciplinary teams, the role of team members, and the development of teamwork skills. Consultation, collaboration, and communication with other professionals and parents are also addressed.

SLPM 6031 Seminar in Counseling

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

SLPM 6032 Neuroscience

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

SLPM 6035 School-Based Speech-Language-Hearing Services

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

SLPM 6040; 6041; 6042; 6043; 6044; 6067 Clinical Practicum Experiences 1 credit per semester

Registration for clinical practicum experiences is required during each semester. Students participate in a minimum of two internal clinical rotations at our on-campus clinic. Upon successful completion of the internal rotations, students participate in three different off-campus clinical rotations at hospitals, rehabilitation centers, schools, or private practices. Students must receive a passing grade in each practicum rotation to continue to the next practicum experience. Selected pediatric clock hours within these experiences may be counted toward the school-based practicum requirement for teacher certification.

SLPM 6045; 6046; 6047 Seminar in Professional Issues and Ethics

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

SLPM 6053 Augmentative and Alternative Communication (AAC)

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

SLPM 6062; 6063, 6064 Seminar in Management of Medical Patients I, II and III

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

Management of Medical Patients III will address the knowledge and skills required by speech-language pathologists in the area of hearing, to include the impact on speech and language. Topics will include an overview of the anatomy/physiology of hearing, acoustic, perceptual concepts of sounds, and etiologies that result in hearing loss. Students will learn screening procedures consistent with the Scope of Practice in Speech-Language Pathology and referral criteria for pediatric, adult, and geriatric populations. The course will also include habilitation and rehabilitation of individuals with hearing loss. Psychological, social, and educational aspects of hearing loss in children and adults are addressed. Processes for management of hearing loss are discussed to include amplification, counseling, and treatment strategies.

SLPM 6066 Speech Science

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

SLPM 6068 Pediatric Dysphagia

This course provides an understanding of pediatric feeding and swallowing disorders. Exploration of normal

communication of the infant, toddler and preschooler is addressed, with emphasis on a multidisciplinary approach. Evaluation procedures and recommendations will be highlighted as well as evidence-based therapeutic techniques. Counseling and parent training is discussed with consideration of cultural variables. Students become familiar with texture/characteristics of various foods and its impact on feeding and swallowing. The class encompasses overall developmental issues of the birth to preschool population.

SLPM 6069 Research Methods in Communication Disorders

This course is designed to help students learn to critically analyze research in communication sciences and disorders. Critiques will include consideration of statistical analyses, subject selection criteria, ethics, strength of evidence, and potential threats to validity. The course is geared toward the application of the PICO framework (i.e., person, intervention, contrasting intervention, outcome) to clinical practice.

SLPM 6071, 6072, 6073 Clinical Methods I, II, III

This course examines practical applications of current assessment and evidence-based treatment processes of speech-language/cognitive communication disorders. The primary focus is on principles and practices that are applicable to a broad spectrum of individuals and disorders. The course emphasizes the PICO framework (i.e., person, intervention, contrasting intervention, outcome) in the overarching principles and sequences of the assessment and intervention processes as well as the development of skills in professional writing.

PROGRAM ELECTIVES

SLPM 7090 Overseas Elective

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

Students are responsible to pay for airfare and meals; shared costs will be assessed for hotel and transportation at the site.

SLPM 7091 Research Experience

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

Students interested in pursuing research experience should initiate a discussion with an assigned academic advisor.

Clinical Program

The clinical practicum sequence occurs across all semesters of the program. The first two semesters of clinical work occur in the Division's on-site clinic, the Boston Children's Health Physicians Division of Speech-Language Pathology. Students work with academic and clinical faculty in the development of knowledge and skills in planning/execution of diagnostic and treatment strategies with pediatric and adult patients. Opportunities are available for individual and group treatment. The program offers three external rotation opportunities that occur during semesters three, four, and five. Students are provided with experiences that cover the lifespan across a variety of clinical settings including at least one healthcare setting (e.g., acute care

hospital, acute, subacute, or long-term rehabilitation facility, pediatric inpatient facility, outpatient medical setting, etc.). Other clinical environments include public and private schools, preschools, early intervention, private practices, pediatric and adult outpatient centers. One external rotation consists of a combination of inpatient and outpatient medically-based experiences designed to provide students with a wide variety of foundational skills in medically-based speech-language pathology. These include inpatient and outpatient instrumental swallow studies (adult and pediatric); inpatient and outpatient evaluations (adult and pediatric); experience in the Critical Care unit, to include trach/vent (adult); inpatient and outpatient language groups (adult and pediatric); as well as outpatient therapy at the on-campus clinic. Students participate in inpatient and outpatient experiences in audiology as well. All these experiences are competency-based.

Academic Calendar

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

Advising

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

Comprehensive Exam

Graduate students are required to complete a summative evaluation in the form of a comprehensive examination. The comprehensive exam occurs within the spring semester of the final year of the graduate program. Specific details of the comprehensive exam are described in Section Two, page 49 of this handbook.

Program Electives

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

Essential Functions

“In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experiences. However, there are skills that are most inherent and should be present when a student begins the program.”

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

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

Certification and Licensure

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

ASHA Certification

Successful completion of the academic and clinical requirements of the speech-language pathology master's program prepares graduates for entry-level practice. Upon completion of a clinical fellowship (after graduation) graduates are eligible for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The ASHA Standards for Certification can be found on the association website: <https://www.asha.org/certification/2020-slp-certification-standards/>

Licensure

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

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

Teacher Certification

The academic and clinical requirements of the speech-language pathology program meet the requirements for the Initial Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) in New York. In addition to the academic and clinical training components of the program, graduates must complete the following:

Workshops – Child Abuse Identification- online workshops;

Training – Dignity for All Students Act (DASA) – on campus training;

Test – Educating All Students (EAS) – students arrange completion at an approved testing site.

Fingerprinting

Additional information is available at: <http://www.highered.nysed.gov/tcert/certificate/rightpathway.html#nine>

Students who plan to seek teacher certification in another state should consult the state education division in that state for further information.

Application Process and Requirements

The School of Health Sciences and Practice at New York Medical College invites applications from individuals interested in entering the professional field of speech-language pathology. Applications are accepted from those holding a bachelor's degree.

The staff in the Office of Admissions in the School of Health Sciences and Practice is available to provide information and answer questions during the admission and financial aid process. They offer ongoing support throughout the application process.

Michelle Novotny Associate Dean for Enrollment Management, School of Health Sciences and Practice Room 316 New York Medical College (914) 594-3941 MNovotny@nymc.edu	Nicholas M. Sekkas Director of Recruitment School of Health Sciences and Practice Room 316 New York Medical College (914) 594-4510 nsekkas@nymc.edu
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Application Information

The Division of Speech-Language Pathology at New York Medical College participates in the Communication Sciences and Disorders (CSD) Centralized Application Service (CSDCAS). All applicants are required to apply online through <https://CSDCAS.liaisoncas.com/applicant-ux/#/login>.

It is important that your application materials be submitted to CSDCAS at least 3-4 weeks prior to the application deadline. CSDCAS needs at least that much time to process your application.

Application Process

Items to submit directly to CSDCAS:

- 1) Application with application fee
- 2) Official transcripts for all colleges/universities attended
Requirement for international applicants – foreign transcript evaluation
- 3) Evidence of prerequisites completion
- 4) Additional requirement for international applicants – TOEFL/IELTS scores
- 5) Personal statement (details below)
- 6) Three (3) letters of recommendation (at least two must be from a professor)

Application Review

The application review process begins immediately after the application deadline. Decisions are made after all applications are reviewed.

A Division's Admissions Committee is charged with a careful review of all completed applications.

Applications are initially reviewed by a member of the faculty in the Division of Speech-Language Pathology.

Applicants who receive a favorable rating from the faculty review are invited to campus for an additional set of

activities. Recommendations are then made by the Division's Admissions Committee to the Office of Admissions.

Degree and Transcripts

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

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

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

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

Prerequisite Courses

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

ASHA Prerequisites Requirements

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

Physical Sciences - at least one course - acceptable courses in physics or chemistry. Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied.

Statistics - at least one course - research methodology courses in communication sciences and disorders may not be used to satisfy the statistics requirement.

Social Sciences - at least two courses - acceptable courses include psychology, sociology, anthropology, or public health.

Division of Speech-Language Pathology Prerequisite Requirements

One course in phonetics with phonetics transcription component.

One course in anatomy and physiology of speech or speech-hearing.

One course in child development/child language development.

One course in audiology.

One course in speech science (recommended).

Courses devoted to the teaching of any of the above topics (teacher education courses) may not be used to satisfy these requirements.

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

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

Tests

For applicants whose first language is not English

TOEFL/ IELTS

A career in speech-language pathology requires a high level of facility with the English language. To ensure success, TOEFL or IELTS scores are required for the following students:

those whose first language is not English;

those from countries where English is one of the official languages, but not necessarily the first language of the majority of the population;

those from countries where English is not a native language, although available as a language of instruction at all or some levels of schooling; and

those whose transcripts are not in English or are from schools in non-English speaking countries.

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

The IELTS minimum score is Band 7.

For more information on these tests, contact Educational Testing Service (<http://www.toefl.org>) TOEFL, PO Box 6151, Princeton, NJ 08541-6000; telephone (609) 921-9000; email: toefl@ets.org.

Personal Statement

The program provides prompts for applicants to write their personal statement.

The Personal Statement must be uploaded to CSDCAS.

Letters of Recommendation

Three recommendation letters are required for admission. At least two recommendations must be from a faculty member from whom you have taken at least one course. Recommendations from on-line course instructors are accepted when appropriate. For example, if you have taken prerequisite courses in an online format, you attended an online university, a large portion of your undergraduate course work was delivered online, etc.

Letters of Recommendation must be uploaded to CSDCAS.

Core Functions in Speech-Language Pathology (Academic and Clinical)

Overview

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

The Division is committed to assisting qualified students with disabilities through reasonable means and accommodations to complete the master's degree in Speech-Language Pathology. Students who need accommodation to meet the core functions of speech-language pathology should contact the Office of Academic Support. It serves as a resource to students at the College and is the designee to evaluate and process all applications from students seeking appropriate and reasonable accommodation by the College. Information about the Office of Student Academic Support is available to interested individuals at <https://www.nymc.edu/departments/office-of-academic-excellence/>

The following core functions represent skills that individuals are “expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice”.

Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. [www.capcsd.org](https://growthzonesitesprod.azureedge.net/wp-content/uploads/sites/1023/2023/04/Core-Functions-for-AUD-and-SLP.pdf).
<https://growthzonesitesprod.azureedge.net/wp-content/uploads/sites/1023/2023/04/Core-Functions-for-AUD-and-SLP.pdf>

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of various backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others.

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a broad community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such person and family centered care while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions

- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

Glossary

Cultural responsivity involves “understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction” (*ASHA, 2017*) and includes incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices”

Evidence-based practice involves “integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences”. (*Evidence-Based Practice in Psychology, n.d.*).

American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal].

<https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/>.

Evidence-Based Practice in Psychology. (n.d.). <https://www.apa.org>. Retrieved March 3, 2023, from

<https://www.apa.org/practice/resources/evidence>

This Document should be cited as: Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. www.capsd.org. <https://growthzonesitesprod.azureedge.net/wp-content/uploads/sites/1023/2023/04/Core-Functions-for-AUD-and-SLP.pdf>

Student Financial Planning

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

The Financial Aid deadline occurs in late April for the new academic year. All required financial aid steps and required forms must be completed and submitted to the Office of Student Financial Planning by this date. These steps include completing a Free Application for Federal Student Aid (FAFSA). If borrowing federal student loans, a promissory note must be filed. Any additional required documents/online processes required by the financial aid office must be submitted. More detailed information is available on the NYMC website at:

<https://www.nymc.edu/admissions--aid/financial-aid/>

Section 2

College, School and Program Policies

College Policies and Procedures

Privacy Rights of Students/Family Educational Rights and Privacy Act (FERPA)

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

<https://www.nymc.edu/departments/registrar/ferpa/>

Confidentiality of Student Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), with which New York Medical College complies, was enacted to protect the privacy of education records, to establish the right of students to review their education records, and to provide guidelines for correction of inaccurate or misleading statements.

“Education records,” as defined in the law, include records, files, documents, or other materials in hard copy or in electronic format, maintained by NYMC or a party acting on its behalf, which contain information directly related to a student. There are a number of types of records that are specifically excluded from the scope of the Act, such as records maintained personally by faculty or staff that are not available to others, medical records maintained by the university's health service, and employment records.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic Division, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed. A student will ordinarily not be provided with copies of any part of his record other than his transcript, unless the inability to obtain copies would effectively prevent him from exercising his right to inspect and review his education records.
2. The right to request an amendment to the student's education records that the student believes is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

Name

Address

E-mail address

Telephone number

Date and Place of birth

School or program attended

Major field of study

Photographic, video, or electronic images

Classification (year level)

Dates of enrollment

Full- or part-time enrollment status

Expected year of graduation

Degrees, honors and awards conferred and their dates

Most recent educational agency or school attended

Residency or other post-completion placements

User ID or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records

Annual yearbook and graduation programs

Membership in registered student clubs and organizations

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

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

Confidentiality of Student Health Records (HIPAA)

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

HIPAA Privacy Rules for the Protection of Health and Mental Health Information

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

Introduction:

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

General:

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

Basic Principles of the Privacy Rule:

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

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

as the Privacy Rule permits or requires; or

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

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

The Privacy Rule supersedes State law, but State laws which provide greater privacy protections or which give individuals greater access to their own PHI remain in effect.

(Note: One must consult not only HIPAA but also other relevant federal privacy laws (such as regulations pertaining to Medicaid and federally funded substance abuse treatment programs), as well as State privacy laws (including the Mental Hygiene Law- section 33.13, the Public Health Law, the Education Law licensing provisions, and the Civil Practice Laws and Rules), to determine whether a disclosure of medical information is permissible in a given circumstance.)

Permitted Uses or Disclosures of PHI Without Authorization:

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

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

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

Treatment is the provision, coordination, or management of health care and related services for an individual, including consultation between providers and referral of an individual to another provider for health care.

Payment includes activities of a health care provider to obtain payment or to receive reimbursement for the provision of health care to an individual.

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

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

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

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

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

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

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

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

Providers may generally disclose PHI to law enforcement when:

Required by law, or pursuant to a court order, subpoena, or an “administrative request,” such as a subpoena or summons (Note: the "more stringent" NYS Mental Hygiene Law section 33.13 requires a court order for disclosure of mental health information in these circumstances). The information sought must be relevant and limited to the inquiry.

To identify or locate a suspect, fugitive, material witness or missing person (Note: under Mental Hygiene Law section 33.13 this information is limited to “identifying data concerning hospitalization”).

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

To alert law enforcement about criminal conduct on the premises of a HIPAA covered entity.

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

“Minimum Necessary” Rule:

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

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

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

Penalties for Violation of HIPAA:

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

- **Criminal Penalties.** A person who knowingly obtains or discloses individually identifiable health information in violation of HIPAA could face a fine of \$50,000 and imprisonment for up to one year. If the wrongful conduct involves “false pretenses” the criminal penalties could increase up to a fine of \$100,000 and up to five years imprisonment. A fine of up to \$250,000 and up to ten years imprisonment could be imposed if the wrongful conduct involves the intent to sell, transfer, or use individually identifiable health information “for commercial advantage, personal gain, or malicious harm.”
- To view the entire Privacy Rule, or for other information about how it applies, visit the website of the HHS, Office of Civil Rights at: <https://www.hhs.gov/programs/hipaa/index.html>

New York Medical College Record Retention Policy

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

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

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

Satisfactory Academic Progress Policy

Satisfactory Academic Progress (SAP) ensures students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work towards a degree for them to qualify to receive financial assistance through all Touro College and University System (Touro) eligible Title IV federal financial aid programs, including New York Medical College (NYMC). Conformance to Touro’s SAP policy ensures students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. The full policy is available in [Appendix B](#).

New York Medical College Policy on Students with Disabilities

The purpose of this policy is to reaffirm New York Medical College’s commitment to comply with the laws regarding equal opportunity for all qualified students with disabilities who have identified themselves to the College in a timely manner as individuals with a disability in all aspects of campus life. The Policy on Student with Disabilities is available in [Appendix C](#).

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

Services to get their requested accommodations approved. The Application for Accommodation for is available in [Appendix D](#).

Statement of Non-Discrimination Policy

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

The College is an Equal Educational and Employment Opportunity Institution. It is the policy of the College to provide equality of educational and employment opportunity for all persons regardless of as race, religion, sex, color, national or ethnic origin, creed, age, disability, sexual orientation, gender, pregnancy, veteran status or any other any status or condition protected by applicable federal, state, or local law - except where sex, age, or ability represent bona fide educational or employment qualifications. The College is committed to recruiting, employing, and promoting individuals based on job-related qualifications and to engage in good-faith efforts to achieve employment parity when necessary.

All policies of the College regarding admissions, employment and educational programs and activities are established and administered in conformity with applicable federal and state laws specifically including Title IX, Age Discrimination Act of 1975, Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder prohibiting practices or policies in admissions, education programs, or employment that are in any way discriminatory on the basis of sex, age and disability, respectively. This policy can be viewed in [Appendix E](#).

Sexual and Gender Based Misconduct

NYMC is committed to providing all students and employees an environment free from conduct constituting harassment and to discipline any student or employee who violates this policy. You can view the College's policy located in [Appendix F](#).

Hate/Biased-Related Crime Prevention Statement

Under the New York State Hate Crimes Prevention Act of 2000, the College is required to inform students about the provisions of the law and how hate crimes (also known as bias-related crimes) can be prevented on campus. The new law helps reinforce the message that hate crimes will not be tolerated. The College's policy can be reviewed in [Appendix G](#).

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

This policy and its procedures is intended to provide for the process and procedures for the prompt and equitable resolution of complaints of sexual and gender-based misconduct and to reaffirm the commitment of NYMC to ensure a safe and non-discriminatory educational environment in accordance with Title IX, the Violence Against Women Act, Article 129-B of the New York State Education Law, Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act, and other applicable federal and state laws. You can view the College's policy in [Appendix H](#).

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

I. Purpose

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

II. Policy

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

III. Student Bill of Rights

All students of the College have the following rights regarding alleged sexual violence incidents:

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

IV. Response to Reports-Reporting Individual Rights The College shall ensure that all reporting individuals are advised of their right to:

- Notify College's Campus Security, local law enforcement and/or state police;
- Have emergency access to a Title IX Coordinator or other duly authorized representative of the College trained in interviewing victims of sexual assault who shall be available upon the first instance of disclosure by a reporting individual to provide information regarding options to proceed, and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible, and detailing that the criminal justice process utilizes different standards of proof of evidence and that any questions about

whether a specific incident violated the penal law should be addressed to law enforcement or to the District Attorney. Such College representative shall also explain whether he or she is authorized to offer the reporting individual confidentiality or privacy, and shall inform the reporting individual of other reporting options;

- Disclose confidentially the incident to representatives of the College, who may offer confidentiality pursuant to applicable laws and can assist in obtaining services for reporting individuals;
- Disclose confidentially the incident and obtain services from the state or local government;
- Disclose the incident to College representatives who can offer privacy or confidentiality, as appropriate, and can assist in obtaining resources for reporting individuals;
- File a report of sexual assault, domestic violence, dating violence, and/or stalking and the right to consult with a Title IX Coordinator or other duly authorized representative of the College for information and assistance. Reports shall be investigated in accordance with College policy and a reporting individual's identity shall remain private at all times if said reporting individual wishes to maintain privacy;
- Disclose, if the accused is an employee of the College, the incident to the College's Human Resources Authority or the right to request that a confidential or private employee assist in reporting to the appropriate Human Resources Authority of the College;
- Receive assistance from appropriate College representatives in initiating legal proceedings in Family Court or Civil Court; and,
- Withdraw a complaint or involvement from the College's process at any time.

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

In addition to the above, the College shall ensure that, at a minimum, at the first instance of disclosure by a reporting individual to a Title IX Coordinator or other authorized College representative, the following information is presented to the reporting individual:

"YOU HAVE THE RIGHT TO MAKE A REPORT TO THE COLLEGE'S CAMPUS SECURITY, LOCAL LAW ENFORCEMENT, AND/OR STATE POLICE OR CHOOSE NOT TO REPORT; TO REPORT THE INCIDENT TO THE COLLEGE; TO BE PROTECTED BY THE COLLEGE FROM RETALIATION FOR REPORTING AN INCIDENT; AND TO RECEIVE ASSISTANCE AND RESOURCES FROM THE COLLEGE."

You may view the entire policy in [Appendix I](#).

New York Medical College Student Code of Academic Integrity and Professionalism

Academic integrity is essential in any educational endeavor, and it is expected at all times from both students and faculty. By accepting admission to New York Medical College, students commit to the ideals, ethics and conduct of their profession and of the institution. The Student Code of Academic Integrity and Professionalism outlines responsibilities and expected behaviors. Suspected violations of the Student Code of Academic Integrity and Professionalism are investigated in accordance with established procedures as well as the guidelines of the relevant academic program, and may lead to dismissal from the school. View the Student Code of Academic Integrity and Professionalism in [Appendix J](#)

View the Procedures for Addressing Violations of the Student Code of Academic Integrity and Professionalism in [Appendix K](#).

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

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

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

Drug-Free School and Campus Policy

New York Medical College recognizes its special responsibility to prevent the illicit use of drug or alcohol on college premises by faculty, students and employees. The effects of drug or alcohol dependency compromise work and academic performance as well as health care. This, therefore, is to advise that the College, in consultation with faculty, the Deans' offices and appropriate administration, has developed and adopted a Drug Prevention Program which reaffirms our policy regarding the use of drugs and alcohol and provides specific information in compliance with the Drug-Free Schools and Communities Act Amendments of 1989. You may view the policy in [Appendix M](#).

No Camping Policy

New York Medical College ("NYMC" or "College") is committed to maintaining a clean, aesthetically pleasing, healthy and safe work, educational and living environment in order to efficiently carry out its educational mission. This policy enables the College to control its buildings and grounds consistent with the College's policies on use of facilities, which prohibit the use of College property or buildings for purposes unrelated to the regular programs and activities of the College. You can view the College's policy in [Appendix N](#).

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

Students are expected to know and follow all applicable state and federal laws and College policies and procedures. All on-campus student sponsored events where alcohol is served require the prior approval of the Office of Student Affairs. The complete policy is available in [Appendix O](#).

Network Security and Email Usage

Information on Network Security is available in [Appendix P](#).

Name Change Policy

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

Policy on Filming, Videotaping, Photography, and Visual or Audio Recordings

It is the policy of New York Medical College to require advance written permission from the Office of Public Relations prior to the taking, publication or dissemination of any photograph, film, videotape or recording of

NYMC buildings, facilities, property, student, faculty or employee. No commercial filming, videotaping, photography, or visual or audio recording is permitted without the express written permission of the Office of Public Relations. Permission for still photography (still or digital) will be granted only for the personal use of students, parents, alumni, faculty, staff and trustees of the College. Photography, videotaping or recording authorized by the College which is intended for public affairs purposes will be coordinated with the Office of Public Relations and in accordance with College policies. Similar photography, videotaping or other recordings which is intended for educational purposes will be coordinated by the Office of Student Affairs for the School of Medicine or the appropriate Dean for the College's other schools, in consultation with the College's Office of Public Relations.

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

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

Policy on Fund Raising by Students or Registered Student Organizations

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

Policy on Campus Parking

The policy on campus parking is available in [Appendix S](#).

School of Health Sciences and Practice Academic Policies and Procedures

Academic Regulations

Academic regulations are located in the School of Health Sciences and Practice Catalog and are updated on an annual basis. In the catalog you will find information on the following topics. The full text of this information is available in [Appendix T](#).

- Enrollment Status
- Student Category Definitions
- Transcripts and Release of Information
- Student Grade Reports
- System of Grades
- Calculating Grade Point Average (GPA)

Course Evaluations
Incomplete Grades (Policy available in [Appendix U](#))
Course Audit
Student Withdrawal from a One or More Courses
Withdrawal from the Program
Repeating Courses
Satisfactory Academic Progress
Satisfactory Academic Progress and Good Academic Standing

Students are required to maintain *Satisfactory Academic Progress* (SAP) towards a degree at all times. View this policy in [Appendix V](#).

Transfer of Credits
Leave of Absence, Maintenance of Matriculation and Reapplication (Policy available in [Appendix W](#))
Change of Address
Application to Graduate (Policy on Participation in Commencement Exercises is available in [Appendix X](#))
Comprehensive Exam Requirements

Student Grievance Procedure

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

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

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

Complaints Related to Accreditation Standards

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

The Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310

Rockville, MD 20850
Phone: (800) 498-2071
Email: accreditation@asha.org
Website: <http://caa.asha.org/>

Speech-Language Pathology Division Policies and Procedures

Guiding Principles of the Program

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

Learning Outcomes

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

1. **Professional Practice Competencies**

Student will demonstrate the following attributes and abilities:

Accountability
Integrity
Effective Communication Skills
Clinical Reasoning
Evidence-Based Practice
Concern for Individuals Served
Cultural Competence
Professional Duty
Collaborative Practice

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

Student will demonstrate knowledge of the:

- discipline of human communication sciences and disorders;
- basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- ability to integrate information pertaining to normal and abnormal human development across the life span;
- nature of communication and swallowing processes in
 - articulation;
 - fluency;
 - voice and resonance, including respiration and phonation;
 - receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in

speaking, listening, reading, writing, and manual modalities;
hearing, including the impact on speech and language;
swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
social aspects of communication (e.g., behavioral and social skills affecting communication);
augmentative and alternative communication.

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

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

Students will demonstrate knowledge of:

principles and methods of identification of communication and swallowing disorders and differences;
principles and methods of prevention of communication and swallowing disorders.

4. **Evaluation of Speech, Language, and Swallowing Disorders and Differences**

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

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

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

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

articulation;
fluency;
voice and resonance, including respiration and phonation;
receptive and expressive language (phonology, morphology, syntax, semantics,

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

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

Students will demonstrate:

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

Source: Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. Council on Academic Accreditation. Approved February 2016 – Effective August 1, 2017

Enrollment Requirements

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

Academic Prerequisites

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

ASHA Prerequisites Requirements

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

Physical Sciences - at least one course - acceptable courses in physics or chemistry. Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied.

Statistics - at least one course - research methodology courses in communication sciences and disorders may not be used to satisfy the statistics requirement.

Social Sciences - at least two courses - acceptable course include psychology, sociology, anthropology, or public health.

Division of Speech-Language Pathology Prerequisite Requirements

- One course in phonetics with phonetics transcription component
- One course in anatomy and physiology of speech or speech-hearing
- One course in child development/child language development
- One overview course in communication disorders
- One course in speech science (recommended)

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

Graduate Curriculum

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

In addition to the required courses in the curriculum, the program offers two elective opportunities.

Overseas Elective

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

Research Experience

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

Comprehensive Examination

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

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

The exam is a summative assessment conducted during the second semester of the second year.

Student Portfolio

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

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

Academic Standing

Successful Progression through the academic program

First-semester Extended Program

A student will be placed in the Extended Program if the overall GPA is below 3.0 at the end of the first fall semester. The student will get a letter from the Dean's office stating that the student is placed in the Extended Program. The extended program means that the student will take fewer courses per semester, which will extend their academic and clinical program to eight semesters instead of the typical five-six semesters; however, the student will pay the tuition for the regular program of five semesters.

Criteria for dismissal from extended program

A student in the extended program must achieve an overall cumulative GPA of 3.0 in order to graduate. Academic and clinical progress will be reviewed by the Division Chief and Director of Clinical Education on a semester-by-semester basis. If a student in the extended program attains a cumulative GPA that falls below 3.0 at the end of any semester, they may be dismissed from the program.

Regular program second and subsequent semester successful progress

If a student achieves an overall cumulative GPA of less than 3.0 in any semester after the first, the student will be placed on academic probation. Students on academic probation will need to achieve and maintain a cumulative GPA of 3.0 or better in subsequent semesters in order to demonstrate satisfactory academic and clinical progress. Academic and clinical progress will be reviewed by the Division Chief and Director of Clinical Education on a semester-by-semester basis. If the student's overall cumulative GPA has fallen below 3.0 in any semester after the first spring, the student is at risk for not meeting the required cumulative 3.0 for graduation which could lead to dismissal from the program. Students should reference the SHSP Satisfactory Academic Progress policy for implications related to financial aid. A student placed on academic probation will be notified by the Dean's office by mail. This letter will instruct the student to consult with the division chief to determine what steps must be taken to regain good academic standing.

Course failure

If a student fails a single academic course despite remediations, but has an overall GPA of 3.0 or higher, the student will be required to leave the program for one year and retake the course the following year. If a student

successfully completes the repeated course, the student will be readmitted into the program at the beginning of the next semester. A student who fails a repeated course will be dismissed from the program. A second academic course failure, either in the same semester or across multiple semesters, will lead to dismissal from the program.

If a student fails a clinical practicum for the first time, they will be required to repeat the clinical practicum. A second clinical practicum failure will lead to dismissal from the program.

If a student fails one academic or one clinical practicum and has a GPA of less than 3.0, the student will be dismissed from the program.

If a student fails one academic and one clinical practicum in the same semester and has a GPA of 3.0 or more, the student will be required to leave the program for one year and retake both the academic course and clinical practicum the following year.

Students will be expected to demonstrate reasonable levels of performance in Core Functions as defined by the Council on Academic Programs in Communication Sciences and Disorders (CAPCSD) located in the Speech-Language Pathology Graduate Student Handbook.

A student placed on academic probation will be notified by the vice dean by mail. This letter will instruct the student to consult with the division chair or program director to determine what steps must be taken to regain good academic standing. The student will be required to consult with the division chief/program director for appropriate course selections and other strategies to rectify the academic deficiency.

Clinic Probation

Graduate clinicians are enrolled in clinical practicum course each semester and are expected to progress through their clinical work, meeting or exceeding minimum performance levels for successive clinical placements. A grade of B- or better is required to pass a clinical practicum course. A graduate clinician who does not meet minimum levels of clinical and professional performance in a clinical education course will receive a grade of "fail." A graduate clinician who fails is required to repeat the practicum. Clinical clock hours will NOT be awarded to graduate clinicians who receive a "fail" grade for a clinical practicum.

A graduate clinician who is re-taking a failed clinical practicum course will be placed on clinical probation. A graduate clinician placed on clinical probation will be notified by the Vice Dean by mail. This letter will instruct the graduate clinician to consult with the DCE and Division Chief to determine what steps must be taken to regain adequate academic and clinical standing. A student on clinical probation will be required to successfully complete a Clinic Remediation Plan. The plan will be written to provide specific goals and objectives for clinical knowledge and skills that must be demonstrated during the remediation semester. The formal plan will be developed with the DCE, appropriate CEs, and the graduate clinician, and approved by the Division Chief. There may also be a recommendation to postpone a clinical externship if warranted.

A student who fails the same clinical practicum course twice, or who fails any two clinical practicum courses, will be dismissed from the program.

A student will not be verified as successfully completing the knowledge and skills required by the American Speech-Language-Hearing Association (ASHA) required as part of the application for the Certificate of Clinical Competence (CCC) in speech-language pathology if, in the opinion of the faculty, that student does not demonstrate acceptable clinical skills. Discussions with graduate clinician may be initiated by the CE or DCE for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or

disruptive or other unprofessional behavior. Such discussions will be documented in the graduate clinician's academic file. Regardless of the reason, the goal of these discussions will generally be to help the graduate clinician to resolve the situation (e.g., review of professional behavior expectations to help them modify their behavior). If warranted, a clinic remediation plan may include (but need not be limited to) specific expectations for graduate clinician behavior, referral to the Division Chief, referral for evaluation of violations of the NYMC Student Code of Academic Integrity and Professionalism, or referral to the Office of Academic Support.

Any student placed on academic or clinical probation may continue to receive Title IV aid for the first such semester or payment period while in this status. Students who remain in probation status for subsequent semesters, however, will not be eligible to receive Title IV aid for those subsequent semesters or payment periods.

A student who is dismissed will not be readmitted.

Frequency of Monitoring

Academic and clinical progress is reviewed by the Division Chief and the Vice Dean, documented and reported to the Dean at a minimum at the end of each semester in which the student is enrolled, or upon a student's returning from leave of absence.

Appeal

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

Academic and Clinical Advising

Students are assigned to an individual academic advisor during the first few weeks of classes.

Individual Academic Advisor: Each student is assigned an academic advisor. The academic advisor meets with all advisees within two weeks of the first semester of Year 1 as a group. This meeting outlines the purpose and expectations of the individual advising meetings.

The academic advisor will hold individual advising meetings two times (one mandatory, one optional) during the semester or as often as needed. Students are encouraged to meet with their academic advisor, as needed, throughout the program, to seek advice or to clarify information. Documentation of advising meetings is completed in Degree Works on the TouroOne site.

Advising by Other Faculty: There will be instances when students may seek information or guidance from a faculty member other than their assigned academic advisor. In such cases, the faculty member will determine the need to share the information with the main advisor or Division Chief. These meetings should be documented as advising notes in Degree Works on the TouroOne site.

Group Advising Sessions: Group advising occurs with the Division Chief and Director of Clinical Education three times per semester and as often as necessary. These sessions are distributed throughout the semester: within the first few weeks of the semester; at midterm; and prior to finals week. Group advising sessions are designed to review various policies, procedures and topics that are pertinent to the graduate cohort. Documentation of group advising sessions will consist of a session agenda and notes from each advising group faculty team; this information will be posted in each students' advising file in Degree Works.

FALL TERM SLP I AND SLP II

Group Advising Meeting 1:

- Review of NYMC Code of Academic Integrity and Professionalism with knowledge verification by student signature;
- Review of Essential Functions with knowledge verification by student signature;
- Verification of receipt and knowledge of content of Student Handbook (or updates) and Clinic Handbook (or updates) by student signature;
- The signed verification form will be maintained in the students' academic record;
- Completion of Academic Plan of Study signed by the student and advisor; the original added to the student' academic file and a copy provided to the student. The plan will be updated, as needed.
- Open forums

Group Advising Meeting 2:

- Open forum

Group Advising Meeting 3:

- Registration for next semester
- Review of finals schedule
- Review of end of semester academic and clinical rotation wrap-up
- Open forum

SPRING TERM SLP I

Group Advising Meeting 1:

- Open forum

Group Advising Meeting 2:

- Open forum

Group Advising Meeting 3:

- Registration for next semester
- Review of finals schedule
- Review of end of semester academic and clinical rotation wrap-up
- Open forum

SPRING TERM SLP II

Group Advising Meeting 1:

- Open forum

Group Advising Meeting 2:

- Graduation updates
- Open forum

Group Advising Meeting 3:

- Graduation updates
- Open forum
- Review of end of semester academic and clinical rotation wrap-up
- Open forum

Documentation of group advising sessions will consist of a session agenda and notes from each advising group faculty team; this information will be posted in each student's advising file in Degree Works.

Clinic Advising

The Director of Clinical Education works with all students on clinical placement considerations and monitors the clinical performance for both on-campus and off-campus clinical experiences.

Individual Clinic Advisor: Students meet with the Director of Clinical Education during the second semester of the program to discuss externship placements and to discuss a tentative sequence of placement activities. The director continues to meet with students in subsequent semesters to update information and further refine external rotation activities.

Group Advising Sessions

Group advising in the area of clinical education will be at the same time as the academic advising session. Topics related to clinical education will be provided by the Director of Clinical Education and will focus on clinic policies, procedures, and other topics relevant to the graduate cohort. Documentation of clinic group advising will consist of a session agenda.

Academic and Clinical Remediation

The Division of Speech-Language Pathology is committed to students acquiring the knowledge and skills needed to be effective speech-language pathologists. For academic and clinical practicum courses, this is intended to ensure that students: (1) master the totality of course content; (2) demonstrate mastery of competencies associated with particular courses; (3) fully understand what it means to behave in an ethical and professional manner; and (4) are not surprised by a substandard grade at the end of the term. Mastery of these competencies must be documented as part of the Division's verification to ASHA at the conclusion of your graduate training. Failure to demonstrate mastery will require remediation to demonstrate achievement of course objectives.

Remediation Process

Students must demonstrate success in acquiring academic and clinical knowledge and skills/competencies throughout the program of study. Mastery of these competencies must be documented as part of the division's verification to ASHA at the conclusion of your graduate training. Failure to demonstrate mastery will require remediation to demonstrate achievement of course objectives.

If a student scores less than 80%, they must contact the professor within seven days of receiving their grade, to discuss what contributed to their grade and discuss strategies to implement that may improve their performance. The student will be required to complete a written and/or verbal remediation, as determined by the professor.

If a student scores less than 70%, they will complete the remediation, and then meet with the division chief and may be referred to the Office of Academic Excellence for assistance with strategies to improve their academic performance.

The student will have two opportunities following the initial meeting to complete the remediation for a grade change. If the student completes the written and verbal remediation with 100% accuracy as determined by the professor, their grade on the assignment will be increased by up to 10 points up to a maximum grade of 80% on the activity.

Please note:

- 1) The student will only be allowed two remediation attempts following the initial meeting with the professor. If the student does not achieve 100% accuracy in two attempts, their grade will remain unchanged.
- 2) If the student does not contact the professor to meet within 7 days, they will still be required to remediate the assignment, but their grade will not be changed.
- 3) If a student requires remediation in more than one assignment or assessment, they may be referred to the Office of Academic Excellence.
- 4) If a remediation needs to be completed for a final exam, assignment, or project there may not be time to complete the required remediation before grades are submitted to the Registrar's Office. In this instance, a student will receive a grade of IP (in progress) to allow sufficient time to complete the remediation activity. Once the remediation is completed, a grade will be submitted to replace the IP grade.
- 5) For courses in the Clinical Readiness Series, if a student scores less than 80%, they will contact the professor within **two** days of receiving their grade, to discuss what contributed to their grade and discuss strategies to implement that may improve their performance. The student will be required to complete a written and/or verbal remediation, as determined by the professor.

For students who require additional support for academic or clinical concerns, a course-specific remediation plan will be implemented. For course content or competency-related issues, course-specific remediation plans may include (but need not be limited to) retaking the course, retaking relevant portions of an exam, taking an alternative exam, redoing a project in whole or in part, completing a competency-assessment activity or demonstrating competency in clinical performance. The completion of such plans will not generally change the student's grade on the exam or project or the final grade in the course. In the case of other issues, such as behavioral or professional issues, specific remediation plans may include (but need not be limited to) set expectations for student behavior, referral to the Division Chief, referral for evaluation of violations of the NYMC Student Code of Academic Integrity and Professionalism, or referral to the Office of Student Academic Support. Any time such a remediation plan is initiated, it will be generated by the Division Chief/Director of

Clinical Education, with consultation from the instructor(s) and advisor, and communicated in writing to the student. The plan will include a written statement of the knowledge or skill area requiring remediation, a brief description of the remediation action plan (any work, assignments or evaluations required) and deadlines for completion. Failure to complete any remediation plan successfully or any pattern of concerns across courses may lead to the initiation of a formal review based on the SHSP Satisfactory Academic Progress Policy. See Appendix Z in this section of the handbook for a copy of the Individual Remediation Plan form.

Student Support

The division provides many levels of support to facilitate student success. The support process is typically initiated through the remediation process used in academic courses. When warranted, a student is referred to the Office of Academic Success. For students who require additional support for academic or clinical concerns, a course-specific remediation plan will be implemented with division-level academic or clinical faculty.

Extended Program

Background Information

In the 2019-2020 academic year, the Division of Speech-Language Pathology established an Extended Program to support students having difficulty meeting academic and/or clinical standards of the full-time program. The goal of the Extended Program is to identify students early in the program and to support their successful completion of the program.

In the Extended Program, students complete the same curriculum as the full-time cohort but at a slower pace. The curriculum is modified for these individuals so that they complete the program in eight semesters rather than the typical five-six semesters. The Extended Program was approved by the School of Health Sciences and Practice Curriculum Committee and Academic Policy Committee. Students enrolled in the Extended Program continue to be eligible for financial aid.

Process

During the first semester of the program, all students are made aware of the Extended SLP Program during a group advising meeting and provided with details outlining the curriculum and conditions for movement to the Extended SLP Program. Students are also advised that the Extended SLP Program is an option for *any* student if they feel that they may benefit from a slower-paced graduate program.

A student is notified at the end of the first semester if the cumulative GPA is below a 3.0. A GPA below 3.0 places a student in the extended program and on an academic probation status as outlined in the Policy on Satisfactory Academic Progress in the School of Health Sciences and Practice.

Extended Program Curriculum Sequence

To successfully complete the Extended Program, a student is required to achieve a GPA that is greater than a 3.0 each semester of enrollment until your cumulative GPA reaches a 3.0 or better. To remain in the program, a student must maintain at least a 3.0 cumulative GPA, and earn a B or better in each clinical practicum experience. The curriculum sequence for the Extended SLP Program is provided to students as part of the onboarding process for moving to the Extended SLP Program.

Monitoring Student Progress

Students in the Extended Program regularly meet weekly (semesters 2, 3, 4 and 5) and bi-weekly (semesters 6, 7, and 8) with the academic advisor and the Division Chief. These meetings are held to discuss student progress and to make referrals to other school programs (Office of Academic Support or Office of Mental Health and Wellness) as needed. This team also provides academic advising to the students enrolled in the Extended

Program. Contained within the advising process is assisting students in registration each semester to ensure that they register for the correct courses.

The Division Chief reviews grade reports and transcripts at the end of each semester to ensure that students in the Extended Program are achieving the academic benchmarks outlined. Progress is reviewed with students during the individual meetings.

Appendices for Section 2

Appendix A: New York Medical College Record Retention Policy

<https://www.nymc.edu/policies/administrative-policies/record-retention-policy/>

Appendix B: Satisfactory Academic Progress Policy

<https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/>

Appendix C: Policy on students with Disabilities

<https://www.nymc.edu/policies/administrative-policies/student-accommodations-and-accessibility/>

Appendix D: Request for Accommodations

<https://www.nymc.edu/departments/office-of-academic-excellence/>

Appendix E: Statement on Non-Discrimination Policy

<https://www.touro.edu/title-ix-policy/>

Appendix F: Sexual Misconduct Policy

<https://www.touro.edu/sexual-misconduct-policy/>

Appendix G: Hate/Biased-related Crime Prevention Statement

<https://www.nymc.edu/departments/public-safety/bias--hate-crimes/#:~:text=Victims%20or%20witnesses%20should%20report,further%20investigation%20and%20legal%20action.>

Appendix H: Policy on Sexual and Gender-Based Misconduct and Policy on Alcohol and Drug Use Amnesty in Sexual Violence Cases

<https://www.touro.edu/title-ix-policy/>

Appendix I: Policy on Victim and Survivors Student Bill of Rights, Reporting and Individual Rights and resources Available Regarding Alleged Sexual Violence Incidents

https://www.touro.edu/media/touro-college/pdf/policies/TOURO_UNIVERSITY_Title_IX_Complaint_Form20230609.pdf

Appendix J: NYMC Student Code of Academic Integrity and Professionalism

<https://www.nymc.edu/policies/administrative-policies/student-code-of-academic-integrity/>

Appendix K: Procedures for Addressing Violations of the Student Code of Academic Integrity and Professionalism

<https://www.nymc.edu/policies/administrative-policies/student-code-of-academic-integrity/>

Appendix L: Policy on Professional Conduct in the Student-Student and Teacher-Student Relationship

<https://nycollege.edu/student-code-of-conduct-policy/>

Appendix M: Drug-Free School and Campus Policy

<https://www.nymc.edu/policies/public-safety/drug-free-school-and-campus-policy/>

Appendix N: No Camping Policy

<https://www.nymc.edu/policies/public-safety/no-camping-policy/>

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

<https://www.nymc.edu/policies/administrative-policies/student-sponsored-where-alcohol-is/>

Appendix P: Network Security

<https://www.nymc.edu/policies/administrative-policies/student-sponsored-where-alcohol-is/>

Appendix Q: Policy on filming, Videotaping, Photography, and Visual or Audio recordings

<https://www.nymc.edu/policies/administrative-policies/filming-videophotography-and-visual-or-audio/>

Appendix R: Policy on Fund Raising by Students or Registered Student Organizations

<https://www.nymc.edu/policies/administrative-policies/fund-raising-or-registered-student-organizations/>

Appendix S: Policy on Campus Parking

<https://www.nymc.edu/policies/public-safety/parking-permit-eligibility/>

Appendix T: SHSP Academic Regulations

<https://www.nymc.edu/policies/shsp-policies/shsp-academic-regulations/>

Appendix U: Policy on Incomplete Grades in the SHSP

<https://www.nymc.edu/policies/shsp-policies/shsp-policy-on-incomplete-and-in-progress-grades/>

Appendix V: Policy on Satisfactory Academic Progress in the SHSP

<https://www.nymc.edu/policies/shsp-policies/shsp-policy-on-satisfactory-academic-progress/>

Appendix W: Leave of Absence, Maintenance of Matriculation and Reapplication

<https://www.nymc.edu/policies/shsp-policies/shsp-policy-on-leave-of-absences/>

Appendix X: Policy on Participation in Commencement Exercises in the School of Health Sciences and Practice

<https://www.nymc.edu/policies/shsp-policies/shsp-policy-on-participation-commencement/>

Appendix Y: Student Grievance Procedures

<https://www.nymc.edu/policies/shsp-policies/student-grievance-procedure/>

Appendix Z: Academic and Clinical Remediation Plan

Division document attached

Appendix Z: Academic and Clinical Remediation Plan



At Risk Remediation Plan

Student Name:	Date:
Semester:	Instructor:
Course Name:	Course Number:
Initiation Date:	Remediation Type: Academic or Clinical

Course Objectives to be Remediated
1.
2.
3.
4.

Remediation Objectives/Activities/Timeline
1.
2.
3.
4.

Student Responsibilities

- 1.
- 2.
- 3.
- 4.

Student Acknowledgement

I, _____, understand the Remediation Plan for course _____, and I agree to comply with the requirements of this remediation.

Student Signature: _____ Date: _____

Program Director/Director of Clinical Education Signature: _____

Remediation Completed

Student Signature: _____ Date: _____

Program Director/Director of Clinical Education Signature: _____

Section 3

Professional Conduct

Overview

Students must always favorably represent the program by exhibiting professionalism, ethical behavior, and reporting any occurrence of unprofessional behavior.

NYMC Student Code of Academic Integrity and Professionalism

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

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

Violations of Student Code of Academic Integrity and Professionalism, including failure to report violations of student conduct or professionalism, may result in the student being subject to disciplinary action. The document -Procedures for Addressing Violations of the Student Code of Academic Integrity and Professionalism-is available in [Appendix B](#).

ASHA Scope of Practice and Code of Ethics

Students are expected to understand the framework of the discipline of speech-language pathology practice, the domains of service delivery, and the domains of professional practice. The Scope of Practice document is an official policy of the American Speech-Language-Hearing Association defining the breadth of practice within the discipline. This document is available in [Appendix C](#).

Students are required to adhere to the most recent version of the American Speech-Language-Hearing Association (ASHA) Code of Ethics. Students should become well acquainted with the Code of Ethics so that the judgments and decisions made as a graduate student form a solid ethical foundation for their future clinical

practice as speech-language pathologists. Questions or concerns regarding the Code of Ethics or considerations of ethical behavior may be directed to any faculty member. The ASHA Code of Ethics is available in [Appendix D](#).

The main principles of the **Code of Ethics** are:

Principle of Ethics I

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

Principle of Ethics II

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

Principle of Ethics III

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

Principle of Ethics IV

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

Respect

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

Attitude

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

Attendance

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

Ability to Work Independently and Demonstrate Learning Outcomes Individually

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

Ability to Work with Others

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

Appearance and Dress

Students are expected to display a confident and mature professional demeanor and to observe professional guidelines for cleanliness and appropriate dress at all times. See also expectations for professional appearance required in all clinical settings. This topic is addressed in the Clinic Handbook.

Citizenship

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

Use of Social Media

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

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

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

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

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

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

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

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

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

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

New York Medical College's Social Media Policy Statement

In keeping with New York Medical College's (NYMC) and Touro College and University System's policies on student online conduct, College staff members do not "police" online social networks, and the College is firmly committed to the principle of free speech. However, when the College receives a report of inappropriate online conduct, we are obligated to investigate; this is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The College has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

Appendices for Section 3

Appendix A: NYMC Student Code of Academic Integrity and Professionalism

<https://www.nymc.edu/policies/public-safety/drug-free-school-and-campus-policy/>

Appendix B: SHSP Procedures for Addressing violations of the Student Code of Academic Integrity and Professionalism

<https://www.nymc.edu/policies/public-safety/drug-free-school-and-campus-policy/>

Appendix C: ASHA Scope of Practice in Speech-Language Pathology

<https://www.asha.org/policy/sp2016-00343/>

Appendix D: ASHA Code of Ethics

<https://www.asha.org/policy/code-of-ethics/>

Section 4

Student Resources

NYMC Health Services

Please note that Health Services visits are by appointment only.

Health Services
Basic Sciences Building
New York Medical College
40 Sunshine Cottage Road
Valhalla, NY 10595

Phone Number: (914) 594-4234

Office Fax: (914) 594-4692

Email: health_services@nymc.edu

Clinic Office Hours:

Monday – Friday* 8:30 a.m. – 4:30 p.m.

*From October 1 through March 31, Clinic closes at 3:00 p.m. on Fridays

Staff

Marisa A. Montecalvo, M.D., director of health services and professor of medicine
(914) 594-4236

Katherine Kowalski, ANP, nurse practitioner
(914) 594-4237

Rochelle G. Saks, M.P.A., administrator
(914) 594-4235

Office of Academic Excellence

Contact Us

Sunshine Cottage, Suite 213-222A
New York Medical College
40 Sunshine Cottage Road
Valhalla, NY 10595

Phone: (914) 594-3880

General Email: academicsupport@nymc.edu

Accommodations & Accessibility Email: nymc-studentaccommodations@nymc.edu

Writing Email: nymc-writingsupport@nymc.edu

Business Hours

October 1 through March 31:

9:00 AM to 5:00 PM, Monday - Thursday

9:00 AM to 3:00 PM, Friday

April 1 through September 30:

9:00 AM to 5:00 PM, Monday - Friday

Office of Student Mental Health and Wellness (SMHW)

To learn more about the clinical staff, office hours, and location, and to schedule an appointment, please visit:

Office of Student Mental Health & Wellness | New York Medical College

<https://www.nymc.edu/life-at-nymc/mental-health--wellness/>

When scheduling appointments, please include the following in your email. if you need to cancel or reschedule, please notify us at least 24 hours in advance.

- Full name
- Email address (must be NYMC or TCDM email)
- School
- Reason for contacting/scheduling an appointment for
- Ideal day/time of appointment (please provide several)

Location: 19 Skyline Drive, 2N-D21

*All services are available via telehealth and in-person, by appointment only.
Same-day appointments are possible.*

Bursar

The Office of the Bursar is responsible for:

- Billing and collection of tuition, fees.
- Billing and overseeing SHIP (Student Health Insurance Plan).
- Helping with student account inquiries.
- Processing financial aid and overpayment refunds.
- Administration of escrow accounts.
- Third Party Scholarship billing.
- Posting approved employee tuition remission.
- Posting all paper check payments and wires.

Office of the Bursar

40 Sunshine Cottage, Suites 115B & 115C

Please call during the regular business hours listed below. Students who wish to speak to a staff member have the option to:

Call (914) 594-4471 during regular business hours. Join us on our zoom hours* (e-mail bursar@nymc.edu for our up-to-date hours)

Request a zoom appointment.

Contact

bursar@nymc.edu

(914) 594-4471

40 Sunshine Cottage, Suites 115B & 115C
Valhalla, NY 10595

Registrar

We are here to assist you with your academic needs and inquiries. Please feel free to reach out to us using the contact information provided below.

Contact Information

Office of the Registrar
New York Medical College
Administration Building, Room 127
40 Sunshine Cottage Road
Valhalla, NY 10595

Phone: (914) 594-4495

Fax: (914) 594-3752

E-Mail: Registrar@nymc.edu

Office Hours:

April to September

Monday - Friday: 9:00 a.m. to 5:00 p.m.

October to March

Monday - Thursday: 9:00 a.m. to 5:00 p.m.

Friday: 9:00 a.m. to 3:00 p.m.

Open Zoom Monday - Friday 9 a.m. to noon

Housing and Residential Life

All students who are enrolled full-time at New York Medical College are eligible to live in our on-campus student housing, which we call Grasslands I and Grasslands II. Learn more about the [housing options](#) that NYMC offers.

Feel free to contact us with any questions concerning student housing.

Contact Information

Office of Student & Residential Life

Sunshine Cottage, Room 116

New York Medical College

40 Sunshine Cottage Rd

Valhalla, NY 10595

housing@nymc.edu

(914) 594- 4832

Office Hours:

October 1 through March 31 (Fall/Winter):

9:00 a.m. - 5:00 p.m., Monday - Thursday

9:00 a.m. - 3:00 p.m., Friday

April 1 through September 30 (Spring/Summer):

9:00 a.m. - 5:00 p.m., Monday - Friday

Staff:

Katherine Dillon Smith, M.S.W.

Director of Student & Residential Life

Katherine_Dillon@NYMC.edu

(914) 594-4527

Information Technology

The Office of Information Technology's objective is to maintain and enhance the quality, reliability, accessibility, and security of all campus-wide information applications and services that support students, faculty, and staff in ways that maintain the mission of the College.

In the event of an emergency or significant problem with critical IT resources during non-business hours--holidays, or any other time the college is closed--support is available by calling the IT Helpdesk and following the directions.

Emergency support coverage during non-business hours is limited to situations that are critical needs that cannot wait until the next business day.

Contact Information

19 Skyline Drive

2N-F31

Phone Number: (914) 594-2000

Email: helpdesk@nymc.edu

Fax: (914) 594-2001

The fastest way to submit a support ticket is by emailing helpdesk@nymc.edu.

Phillip Capozzi, M.D., Library Services

The Phillip Capozzi, M.D., Library serves all faculty, students, employees, and sponsored residents and fellows of the New York Medical College.

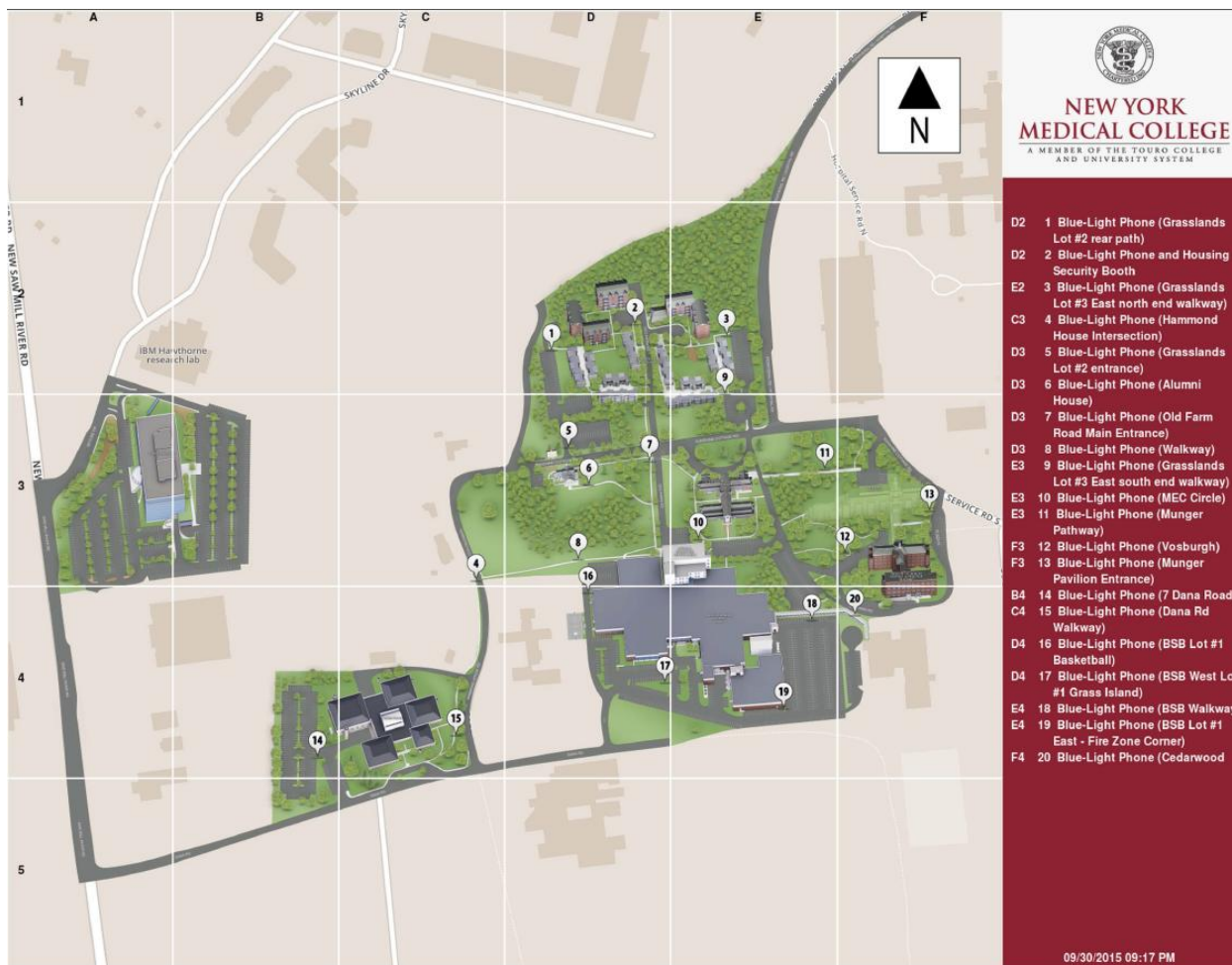
Office of Public Safety

NYMC is deeply committed to fostering a safe and secure academic community. Any form of criminal or illicit activity, including sexual assault and other sex offenses, on campus will not be tolerated. All alleged criminal conduct is promptly reported to the appropriate enforcement authorities. Following a thorough investigation by the College, any student, faculty member, or employee found to have violated our policies may be subject to discipline, including but not limited to suspension, expulsion, dismissal, or termination of employment.

The deans of the various schools within NYMC play a pivotal role in promoting safety. They are responsible for coordinating and disseminating information related to sexual assault prevention measures as part of the student orientation process. By implementing these protocols, the office strives to maintain an environment where everyone can pursue academic excellence free from fear and with security.

Contact Information

Office of Public Safety
Basic Sciences Building
Valhalla, NY 10595
(914) 594-4226



Campus Security recognizes that student and staff safety are of utmost importance at NYMC. Crime can happen anywhere and it is because of this, the Campus Security Division has an ongoing program in safety education. A prepared College community is a safe community.

Office of Student Financial Planning

Funding your graduate education at New York Medical College is a noteworthy investment. This venture requires a great deal of time, energy and thought. The Office of Student Financial Planning at New York Medical College offers students a financial program that assists them with their decision making before, during and even after they have graduated from New York Medical College. The Office strives to help students find and understand the numerous financial resources available and how these resources will impact their lives. Our goal is to sharpen your financial literacy, avoid costly mistakes and help you make sound and educated financial choices. New York Medical College graduates have one of the lowest student loan default rates in the nation. We believe our students have benefited from the 50-plus combined years of expertise of the Student Financial Planning Office. The field of financial aid is always changing. Technological advances are upon us and students have the ability to take better ownership of their financial aid information via school and industry websites. However, keep in mind that the best source of financial aid information lies with the Office of Student Financial Planning and we are always happy to help.

Contact Information

New York Medical College
Office of Student Financial Planning
40 Sunshine Cottage Road
Valhalla, New York 10595
Phone Number: (914) 594-4492
Email address: nymcfinancialaid@nymc.edu

Office Hours:

- **October 1 through March 31**
9:00 AM - 5:00 PM Monday through Thursday
9:00 AM - 3:00 PM Friday
- **April 1 through September 30**
9:00 AM - 5:00 PM Monday through Friday

STAFF

Anthony M. Sozzo, M.A., M.S.Ed.
Associate Dean for Student Affairs
Director of Student Financial Planning and Student Activities
(914) 594-4494

Dominga Hidalgo, M.S.
Associate Director - Student Financial Planning
(914) 594-4492

Ashley Ruszczyk, M.S.
Associate Director - Student Financial Planning
(914) 594-4493

Off-campus Resources

Off-Campus Law Enforcement

- Dial 911 for emergencies
- Town of Mt. Pleasant Police: (914) 769-1941 or 911
- Westchester County District Attorney- Sex Crimes Bureau (914)-995-3000

Student Organizations

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

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

Alpha Eta National Honor Allied Health Honor Society

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

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