



**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**

**GRADUATE PROGRAM in Speech-Language Pathology**

**Accredited by the Council on Academic Accreditation of the  
American Speech-Language-Hearing Association**

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**\*\*Please note that the policies and procedures covered in this manual are subject to change.**

**Students are responsible for this information.**

## TABLE OF CONTENTS

Introduction	3
Ruth S. Ammon School of Education: Conceptual Framework	5
CSD Mission Statement	5
Academic Honesty (Honor Code)	6
CSD Code of Conduct	10
Programs	11
Faculty	12
Hy Weinberg Center for Communication Disorders	13
Requirements/Procedures for Admission	14
Academic Policies	15
Assessment of Student Performance	19
Professional Behaviors Documentation	22
Academic Concerns/Remediation Plan Form	23
Research Project Proposal Form	24
Portfolio	25
ASHA Certification/NYS Licensure	26
Department Opportunities	27
MS in Speech-Language Pathology Curriculum	28
Practicum for Students Concentrating in SLP	35
End of Program Checksheet	38

**Note: A separate advisement manual is available in the Department office for the New York State Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD), as well as the Bilingual Extension to the TSSLD.**

## INTRODUCTION

The Department of Communication Sciences and Disorders is housed in Adelphi University's Ruth S. Ammon School of Education. Students should thoroughly familiarize themselves with the policies and procedures of the University and School. This information is available on the University website and in the graduate bulletins, manuals, and viewbooks.

The Department offers advanced education in normal communication processes, disorders of speech, language and hearing, and remediation strategies for disorders of human communication. The Master of Science (MS) degree in Communication Sciences and Disorders (CSD) is available with a concentration in Speech-Language Pathology (SLP).

The Department provides students with the academic training and clinical experience necessary to qualify for New York State licensure in Speech-Language Pathology, certification by the American Speech-Language-Hearing Association (Certificate of Clinical Competence in Speech-Language Pathology) and certification by the New York State Department of Education (Teacher of Students with Speech and Language Disabilities). The Department also offers coursework leading to New York State certification as a Bilingual Teacher of Students with Speech and Language Disabilities. Graduates of the programs are employed in a variety of settings, including hospitals, clinics, schools, universities, and private practice.

The Department offers the master's program in Speech-Language Pathology at two additional locations, in addition to the Garden City campus. The Manhattan site is located at 75 Varick Street, New York, NY, 11013, about 20 miles from Garden City. The Suffolk county site is located on the campus of St. Joseph's College, 155 West Roe Boulevard, Patchogue, New York 11772, about 43 miles from Garden City. During summer sessions or as a result of extenuating circumstances, courses for students enrolled at the Manhattan Center or St. Joseph's College locations may be offered on days other than Sunday, or at the main campus in Garden City. The curriculum requirements and academic policies for all three locations are identical. Students must elect one of the three locations for their academic coursework.

The program of academic courses at Garden City is based on a 15-week semester (with most academic courses meeting from 4:00 pm to 6:00 pm and 6:00 pm to 8:00 pm during the week); the program of academic courses at the Manhattan Center and St. Joseph's College are based on an 8-week cycle (with academic courses during the academic year meeting Sundays 8:30 am to 12:15 pm and 1:00 pm to 4:45 pm). Regardless of a student's academic location, all in-house practica and clinical seminars are held at the Hy Weinberg Center for Communication Disorders on the Garden City campus. Clinical training is conducted in both in-house and external placements. All clinical practica follow the Garden City campus calendar or those of the externship site.

***Note: The calendar for clinical practicum — both on and off campus — may not be consistent with the academic calendar. Students enrolled in clinical practicum courses are required to be present at their practicum sites (whether on- or off-campus) according to the calendar set by that site.***

Students must submit applications for their enrollment in all practica to the Clinic Director (Dr. Bonnie Soman) and/or the Coordinator of Clinical Practice in the School Setting (Mrs. Deanna Glassmann) at the Garden City campus in a timely fashion (see “Practicum for Students Concentrating in SLP” in this manual or “Teacher Certification Handbook” for TSSLD and Bilingual Extension to the TSSLD). In order to expedite transmission of important information to students, the department frequently communicates with students via email. It is each student’s responsibility to ensure that the department has his/her current email address. (Students should email this information to Dr. Soman at [soman@adelphi.edu](mailto:soman@adelphi.edu) and to Mrs. Wishney in the program office at [wishney@adelphi.edu](mailto:wishney@adelphi.edu)). Students should check their Adelphi email daily, even if an alternative e-mail is regularly used.

The Department also offers a professional doctorate in speech-language pathology. The Doctor of Arts (D.A.) program is designed to prepare candidates for professional leadership roles in clinical administration and supervision, university teaching, and clinical research.

In addition to the programs mentioned above, the Department offers a professional doctorate in audiology. The Doctor of Audiology (Au.D.) program is a consortium program with Hofstra and St. John’s Universities.

Students enrolled in the Department of Communication Sciences and Disorders are treated without regard to gender, age, race, creed, sexual orientation, national origin, or disability. Students are encouraged to speak to their professors about accommodations they may need to produce an accessible learning environment. Further, students with documented disabilities are encouraged to seek support services through the Office of Disability Support Services, Room 310 of the University Center (877-3145).

## **RUTH S. AMMON SCHOOL OF EDUCATION: CONCEPTUAL FRAMEWORK**

The mission of the department is aligned with the School's six core values: scholarship, reflective practice, social justice, inclusive community, wellness, and creativity.

Scholarship: We believe CSD professionals must be scholars who value and engage in lifelong learning.

Reflective Practice: We believe learning should take place in meaningful contexts (e.g., through client studies in the classroom and clinical internships/externships) which include opportunities for supported reflection.

Social Justice: We believe that it is the role of CSD professionals to serve as advocates for all of our clients, regardless of age, disability, socioeconomic status, or ethnic background.

Inclusive Community: Given New York's diversity, we believe that CSD students must be able to deliver culturally and linguistically sensitive services to people with disabilities of all cultures and social classes across the lifespan. Clinical decision-making is best when professionals and families collaborate. Likewise collaboration in the classroom enhances learning.

Wellness: Learning is holistic. We must assess and treat the whole person, not just the speech, language, or hearing disorder. In addition, our students learn about preventative and early interventions which can help minimize the severity of certain disorders.

Creativity/The Arts: We believe in the value of creativity and artistic expression in our professional practice as it relates to intervention and nurturing the whole client.

## **MASTERS PROGRAM IN SPEECH LANGUAGE PATHOLOGY: MISSION STATEMENT**

The mission of the Department of Communication Sciences & Disorders (CSD), Master of Science (MS) program in Speech-Language Pathology (SLP), is to provide students with a strong understanding of the connections between the scientific bases of our discipline and its clinical practices. We strive to prepare the finest professional and ethical research-based clinicians who can assess and treat children and adults with communication disorders within our scope of practice and from diverse cultural and linguistic backgrounds.

## **ACADEMIC HONESTY**

### **Adelphi University Honor Code**

"The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals."

### **The Committee for Academic Honesty**

The Committee will have the responsibility to promote an atmosphere of academic honesty, working to educate the entire Adelphi Community. The Committee will develop and distribute materials including guidelines for promulgating the code of academic honesty through course syllabi, class discussion, and written guidelines to students on matters such as plagiarism.

In the case of infractions of the code of academic honesty, the Committee provides the members to investigate, to mediate, and if ultimately necessary, to constitute a formal Hearing Board.

The Committee will be made up of 12 students and 12 faculty members. Faculty will normally serve for terms of two years to help ensure continuity on the Committee. (In the initial year, half the faculty appointments will be made for one year and half for two. Thereafter all faculty appointments will be made for two years.) Students will serve for terms of one year, but those who desire may be reappointed for a second year by the Student Government Association. Members will normally be chosen in the spring for the coming year. The students will be chosen from names submitted to the Student Government Association. Students may volunteer or be nominated by any member of the university community. Faculty will be chosen from names submitted to the Faculty Senate. Faculty may volunteer or be nominated by any member of the university community. Those who volunteer or are nominated will be fully informed of the nature and seriousness of the committee's work before the selection process. Only those who agree to undertake the work will be considered. One of the 12 professors will serve as the procedural chair to handle rotating appointments, record-keeping, and so on. Student vacancies that occur during the year will be replaced during the year by the SGA; faculty vacancies will similarly be filled by the Faculty Senate. It is expected that the Faculty Senate and SGA will respectively provide a full slate of appointments each year. In the event that either body is unable to provide all the needed members, the Provost will have the power to supply additional members to make up the full complement. Although the Provost will expect to accept all members selected by the Senate and SGA, the Provost will have the ultimate power to reject candidates deemed unsuitable for the work of the Committee.

### **The Code of Academic Honesty**

The code of academic honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work

4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one's own that is not one's own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

### **Procedures to Handle Violations**

The approach to handling reported violations is generally a progressive one. That is, the procedure is designed to allow choices at various stages based on the severity of the charge or facts that emerge from the proceedings. Although the work will normally be done by the Committee as outlined here, the Provost will have the authority to convene an ad hoc committee to handle charges when the matter is urgent and the standing committee is unable to meet. In such cases the Provost will seek as far as possible to secure both student and faculty representation on the ad hoc hearing committee.

The detailed procedures outlined below are intended and envisioned primarily for undergraduate violations. Graduate students are held to a higher standard: they are typically older, more experienced, and often engaged in study in areas where human health and welfare could be seriously affected by academic dishonesty. Graduate violations should be reported (by professors or students) to the Dean. The student's Dean will have the power to set a penalty, including immediate expulsion from the program (and therefore from the university). If the graduate student contests the facts, he or she may ask for a hearing with the Committee for Academic Honesty. If the Committee upholds the violation, the Committee will impose the penalty recommended by the Dean. Graduate students will be clearly and formally informed of this policy and of the severity of violations of the code of academic honesty upon enrollment.

Any student who observes or suspects a violation is encouraged to report the violation to the appropriate professor, to any member of the Committee for Academic Honesty, or to the Provost's Office, which will forward the charge to the Committee. A professor who observes or suspects a violation may wish to begin by talking with the accused student or students. As has always been the case, professors have the right and the power to adjust grades on the basis of academic dishonesty. However whether or not the professor and student agree on the facts or the grade, either may choose to go to the Committee for Academic Honesty.

**Note:** Professors are required to report directly to the Provost's Office all instances of academic dishonesty. This particularly includes those cases in which the student and professor resolve the matter without requesting any action from the Committee for Academic Honesty. Even though a case of admitted dishonesty may be resolved by stern admonition and/or an agreed on penalty in the form of a grade, a record must be kept so that the professor and the Provost can know whether or not the student has any history of academic dishonesty. Students who wish to contest the claims against them or the decision of the Provost's Office may request a hearing with the Hearing Board. When the Committee receives notification of a suspected violation, the chair

will appoint one of the 12 professors serving to undertake the role of mediator and/or fact finder. The fact finder will begin the investigation as expeditiously as possible, but whenever possible no later than a week after receiving the charge.

The appointed professor will first check to see if the accused student has any recorded violations in the records of the Committee maintained in the Provost's Office. If the student has no record of reported violations, the investigator will approach the accused student and the person or persons who have suspected the student and begin the investigation hoping to find grounds for mediation. If upon investigation it emerges that there are no prior violations and the offense is not egregious, the investigator may attempt to see if all parties can be brought into agreement about the facts of the situation and if a solution can be found which would not require the involvement of a Hearing Board. If no such solution can be reached a hearing will be required, and the professor will proceed to gather facts from all parties concerned. Likewise, if the accused student has any recorded violations, a hearing will be required and the fact-finder will begin the investigation with a view to preparing the case for a hearing. When the investigation is complete, the fact-finder will summarize the case in writing. This summary will be provided to the parties involved in the suspected violation and to the Chair of the Committee on Academic Honesty. The chair will contact the remaining 22 members of the Committee (10 other professors and 12 students) for the purpose of convening a Hearing Board. The Chair will bear in mind that a finding of the Committee requires a minimum of 10 votes, 4 of which must be cast by student members. The hearing is chaired by the fact-finder, who does not cast a vote.

Students may present their own case or have a faculty advocate represent them. They cannot be advised by parents or lawyers during the hearing. Character witnesses will be limited to two, whose statements will normally simply be submitted in writing. The Hearing Board itself may call expert witnesses as deemed useful in addition to material witnesses. The person alleging a violation will be present and the student accused will be present. All members of the Hearing Board present are entitled to ask questions of anyone speaking for either side. If a student refuses to attend a Hearing, the Hearing can and will be held without the student present. The fact-finder will present whatever facts may have been found that might make a case on the student's behalf.

After the presentations and questions are concluded the Board will deliberate in private. After deliberation votes will be cast by written ballot. The chair will tally the votes before all the members. A minimum of two-thirds will be required to affirm a violation. In Committee hearings, the presumption will be of innocence and the burden of proof will fall squarely on the person alleging a violation. A vote to affirm a violation should be based on clear and convincing evidence.

If two-thirds or more of a minimum of 10 voting members (with at least four students present and voting) vote to find a violation, the Board will then proceed to consider a penalty. The following range of penalties is within the power of the Board to impose:

(i) If the violation is the first offense to come before the Board and only involves the work of the student in question, that is, it does not involve the sabotage of someone else's work or such theft or damage has harmed another student, the minimum penalty will be probation for one semester after that in which the violation occurred. (Depending on the timing of the hearing, this penalty and others may be imposed immediately to include the semester in which the violation occurred).

This will be true even when the student is remorseful or the offense is deemed relatively minor. The probation does not appear on the student's transcript nor does it become part of any permanent record publicly available. Therefore if the student is never again found in violation, there are no permanent consequences to this penalty. It is understood that any proven violation during the probationary period will result in expulsion. If the violation is deemed grievous and/or the student is without proper remorse, the Committee may impose a more severe penalty such as more lengthy probation or even suspension. The Board may choose whether the suspension applies to the semester in which the offense was committed (and may in some cases then entail a retroactive loss of the semester's credit) or is to apply to an up-coming semester.

(ii) If the violation is a second offense but one not incurred while the student is on probation or if the offense involves damage to the work of another student, the minimum penalty will be suspension either for the semester during which the offense occurred or for the next semester. If the offense is judged particularly grievous and/or the student is without proper remorse, the Board may opt for a more severe penalty, longer suspension or even expulsion.

(iii) If the violation is committed during a probationary period or is a third offense, the automatic penalty will be expulsion from the university.

After the Hearing Board has considered the possible penalty, the Chair will determine what seems to be the penalty thought most reasonable by the majority. There will then be a second vote by written ballot whether or not to impose this penalty. A majority of votes will serve to impose the penalty. If there is no majority, discussion will continue and another penalty will be suggested by the chair and voted on. In case a majority does not emerge, the minimum penalty as indicated above will be automatically imposed. It will be the responsibility of the Provost to make sure that any penalty imposed is carried out.

Decisions against a student may be appealed to the Provost, except in the case of extraordinary circumstances, within seven business days of the original finding. Normally the Provost will only consider appeals on grounds of procedural violation or unreasonableness of penalty. The Provost's Office will be authorized to set a penalty for the student in question. A finding by the Hearing Board that no violation has occurred cannot be appealed further.

The Chair will keep written records of the Hearing. The hearing will also be tape-recorded. These written and audio records are confidential and will be maintained in the Provost's Office. The proceedings themselves and the penalty of probation are not a part of the student record. The record of a sole offense will be expunged upon graduation.

## **Communication Sciences & Disorders Code of Conduct**

We hold our students to the highest standards of professional behavior in both academic and clinical settings. Consistent attendance, punctuality, preparation, and participation are expected. In class, we expect alert and active listening and thoughtful contributions to classroom discussions.

Classroom behaviors that interfere with the instructor's ability to conduct the class or ability of students to benefit from instruction will not be tolerated. (See University Statement on Academic Honesty and Integrity.) Such behaviors include, but are not limited to:

- Lack of respect for instructor and/or classmates
- Engaging in conversations with classmates
- Using cellphones/pagers (including text messaging)
- Using laptops for work unrelated to class
- Nodding off
- Taking frequent and lengthy breaks

Failure to comply with the CSD Department Code of Conduct will result in a meeting with the instructor and possible request to leave the class.

Repeated failures to comply with the CSD Department Code of Conduct may result in a lowered grade (at the discretion of the instructor) or dismissal from the program.

## DEPARTMENT PROGRAMS

### **Master of Science in Communication Disorders Concentration in Speech-Language Pathology**

#### **Main Campus: Garden City**

Robert Goldfarb, Ph.D., Graduate Program Director

Phone: 516-877-4785

E-mail: goldfarb2@adelphi.edu

#### **Additional Locations / Sunday Programs**

**Manhattan Campus:** Robert Goldfarb, Ph.D., Program Coordinator

Phone: 516-877-4785

E-mail: goldfarb2@adelphi.edu

**St. Joseph's College Campus:** Florence L. Myers, Ph.D., Program Coordinator

Phone: 516-877-4780

E-mail: fmyers@adelphi.edu

### **Teacher Certification Programs (Teacher of Students with Speech and Language Disabilities and its Bilingual Extension)**

Fran Redstone, Ph.D., Coordinator

Phone: 516-877-4776

E-mail: redstone@adelphi.edu

### **Undergraduate Program in Communication Disorders**

Susan H. Lederer, Ph.D., Coordinator

Phone: 516-877-4781

E-mail: lederer@adelphi.edu

### **Doctor of Arts in Communication Disorders**

Lawrence J. Raphael, Ph.D., Coordinator

Phone: 516-877-4784

E-mail: raphael@adelphi.edu

### **Doctor of Audiology**

Yula C. Serpanos, Ph.D., Coordinator

Phone: 516-877-4774

E-mail: serpanos@adelphi.edu

## ABOUT THE FACULTY

The faculty realizes that teaching carries a great responsibility; that it entails not merely the transmission of knowledge, but also requires the resourcefulness, flexibility, imagination, sensitivity, and skill to identify and tap each student's special talents.

### Full-time Faculty

The full-time faculty listed below have the following areas of expertise and interest:

**Cindy Arroyo, D.A.**, Assistant Professor: child language acquisition and disorders; oral-motor function and disorders; phonology

**Robert Goldfarb, Ph.D.**, Professor, Graduate Program Director: adult neurogenic communication disorders; fluency disorders; differential diagnosis

**Reem Khamis-Dakwar, Ph.D.**, Assistant Professor: language acquisition in a diglossic community

**Susan H. Lederer, Ph.D.**, Associate Professor: child language acquisition and disorders; phonological development and disorders; clinical skills

**Florence L. Myers, Ph.D.**, Professor: fluency disorders; child language development and disorders; diagnostic procedures; cultural diversity

**Lawrence J. Raphael, Ph.D.**, Professor: speech production and perception, linguistics; research methods

**Fran Redstone, Ph.D.**, Associate Professor: motor speech disorders in children; cerebral palsy; anatomy and physiology

**Elaine Sands, Ph.D.**, Associate Professor: aphasia and related language disorders; professional practice

**Janet R. Schoepflin, Ph.D.**, Chair, Associate Professor: speech perception in individuals with hearing impairment; pediatric audiology; psychoacoustics

**Yula C. Serpanos, Ph.D.**, Associate Professor: auditory brainstem response testing; diagnostic audiometry; loudness growth assessment/estimation

## **HY WEINBERG CENTER FOR COMMUNICATION DISORDERS**

### **Bonnie Soman, D.A., Director**

The Hy Weinberg Center for Communication Disorders is organized to facilitate clinical education, research, and clinical services. Students enrolled in the M.S. and Au.D. degree programs in communication disorders participate in a wide range of clinical activities within the Center, including the evaluation and treatment of individuals with communication disorders. Housed at the Hy Weinberg Center for Communication Disorders are acoustic and physiologic instrumentation systems for the objective evaluation of voice, speech, and hearing that serve to enhance the quality of research, clinical education, and services provided at the Center. Clinical education emphasizes the application of current theoretical principles to the organization and administration of clinical procedures.

### **Clinical Coordinators**

Deborah Friedman, M.S., Clinical Coordinator, Speech-Language Pathology

Deborah Senzer, Au.D., Clinical Coordinator, Audiology

Stephanie Montano, M.S., Externship Placement Coordinator

Deanna Glassmann, M.A., Coordinator of Student Teaching

## **MASTER'S DEGREE IN COMMUNICATION DISORDERS**

The Master of Science program in Communication Disorders (concentration in Speech-Language Pathology) provides academic and practicum experiences basic to the development of clinical competence in the evaluation, diagnosis, and remediation of disorders of speech, language and hearing.

The program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). As such, the curriculum meets the ASHA (2005) standards for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology. All students are expected to familiarize themselves with Department and University requirements and regulations, and to consult closely with their advisors in order to fulfill both academic and practicum requirements leading to the Certificate of Clinical Competence (CCC) of ASHA and to New York State Licensure.

Students are expected to adhere to the University policies regarding academic integrity, including class attendance, as outlined in course syllabi.

### **REQUIREMENTS AND PROCEDURES FOR ADMISSION**

All applicants to the master's degree program in Communication Disorders must take the Graduate Record Examination (GRE). Students applying to the M.S. degree program in Communication Disorders who have not received undergraduate training in communication disorders are required first to complete a minimum of 18 credits in undergraduate prerequisite courses or their equivalent (see below), as approved by the department. At least 4 of the 6 prerequisites must be completed and graded in order to apply. All master's degree students accepted provisionally pending completion of undergraduate prerequisite courses must complete these courses at Adelphi, and receive grades of B- or better in all prerequisite courses in order to matriculate. Students who complete undergraduate prerequisite courses at an institution other than Adelphi University must similarly earn grades of B- or better in all courses. Students who have been accepted provisionally but have any grades of C (or C+, C-) IN PREREQUISITE COURSES will not be allowed into the graduate program, unless they have re-taken the course and obtained a grade of B- or better. Prerequisite courses are typically offered during the day on the Garden City campus. Students may take prerequisite courses at other institutions with prior approval of the department.

Pre-Requisite Courses:

SPE 138 Sound and the Auditory Mechanism (audiologists must take 138)

*or*

SPE 220 Introduction to Speech Science

SPE 140 Anatomy and Physiology of the Speech Mechanism

SPE 142 Phonetics

SPE 144 Development of Speech and Language  
*or*  
SPH 602 Speech and Language Development

SPE 350 Survey of Developmental Language Disorders  
*or*  
SPE 351 Survey of Speech Disorders  
*or*  
SPE 410 Survey of Acquired Neurological Disorders

SPE 352 Clinical Audiology

### **General Competency Courses: ASHA Certification**

**Please note that additional coursework in math, and in the biological, physical and social/behavioral sciences is required for ASHA certification. Following a transcript review and consultation with your advisor, you may be required to complete any missing coursework. These courses may be taken at any accredited college. CLEP tests with a minimum grade of 50 are also acceptable. Information concerning CLEP exams is available at <http://www.collegeboard.com/student/testing/clep/exams.html>. Use code # 2003 to have scores sent to AU.**

## **ACADEMIC POLICIES**

### **Academic Honesty and Integrity**

Students are expected to maintain the highest level of academic integrity. Cheating and other forms of academic dishonesty will not be tolerated and will result in disciplinary action. (See Honor Code at the beginning of the Graduate Manual)

### **Campus Affiliation**

Students in Speech-Language Pathology must take academic coursework at the program site to which they were admitted (i.e., Manhattan Center, St. Joseph's College, or Garden City). Exceptions are granted only with prior approval of the student's academic advisor. Students enrolled at the Manhattan Center or St. Joseph's College locations are required to take their in-house clinical practica and all clinical seminars in Garden City.

### **Transfer of Credits**

A maximum of 6 credits for courses (with a grade of B- or better) taken *prior* to admission to the program may be transferred for graduate credit with the approval of the Department.

### **Professional Behaviors**

We hold our students to the highest standards for professional behavior in both academic (specified in course syllabi) and clinical (see clinician's manual) settings. Students' professional behaviors are continuously monitored by academic and clinical faculty (see "Professional Behaviors" form on page 22 of this manual). Lack of professionalism can result in dismissal from the program.

## **Grading Policies**

Students must familiarize themselves with the departmental grading standards. The following policies apply to all students enrolled in M.S. degree program.

### **Academic Courses**

If a student earns a grade of F in a graduate course at any time, the student will be dismissed from the program.

If a student earns two grades of C (C+, C, or C-) within the first 24 credits of graduate course work (SPH courses), the student will be dismissed from the program.

If a student earns a second grade of C (C+, C, or C-) after the first 24 credits of graduate academic course work (SPH courses), the student will be required to retake one of the courses in which a grade of C was earned. The student must earn a grade of B- or better in this course in order to remain in the program. The grade earned when the course is repeated does not replace the original course grade on the student's record. If a student earns any additional grades of C (C+, C, C-) in any academic coursework offered by the Department, the student will be required to retake the course and earn a grade of B- or better.

If the GPA falls below 3.0, the student will be placed on academic probation, with one semester to attain this required level.

The grading policies above exclude courses taken outside of the Department of Communication Sciences and Disorders, and any 500 level courses within the Department. If a student receives a grade of C (C+, C, or C-) or F, the student is responsible for notifying and arranging to meet with his or her academic advisor. Appeal procedures can be obtained from the Department office.

### **Clinical Practica**

If a student earns a practicum grade of C (C+, C, or C-), the practicum must be repeated with a grade of B- or better. A student may not register for any other course until the practicum course is successfully completed (B- or better). A second grade of C (C+, C, or C-) will result in dismissal from the graduate program. If a student earns a grade of F in a practicum course, the student will be dismissed from the graduate program. Appeal procedures can be obtained from the Department.

Letter grades are assigned for the following clinical practicum courses:  
SPH 648, 660, 666, 667.

The following clinical practicum courses are graded on a Pass/Fail basis:  
SPH 661, 662, 663, 664, 665, 668, 669.

**STUDENTS MUST PLAN ON AT LEAST ONE SEMESTER OF FULL-TIME RESIDENCY TO COMPLETE AT LEAST ONE OF THE TWO REQUIRED OFF-CAMPUS PRACTICA.**

### **Class Attendance**

Students must adhere to University requirements for class attendance as stipulated in course syllabi. Students who must miss class sessions for medical reasons or for religious observance must consult with their instructors as early in the semester/cycle as possible about how to make up work.

### **Advisement**

All students are assigned a faculty advisor. Students are responsible for scheduling regular advisement meetings at least once during each academic semester in order to plan course schedules. Students are required to meet with their advisor face-to-face during the 1<sup>st</sup> semester to complete the oral assessment/speech screening form to determine the student's oral communication proficiency and to determine if referral to the Hy Weinberg Center for evaluation and treatment is recommended. In addition, the student should meet with his/her advisor at any time questions or concerns arise. As per ASHA standards, students must document acquired knowledge and skill areas for ASHA certification. A knowledge and skills acquisition (KASA) form will be maintained by the academic advisor and the student.

**Note: The Department of Communication Sciences and Disorders is not responsible for errors in advisement if students advise themselves or change courses, practica, or programs without consulting with their academic advisors.**

### **Registration**

Following advisement, students are responsible for making certain that their course registrations each semester are accurate and complete *at the beginning of each semester*. Both academic and clinical courses require registration. Clearance by Dr. Soman or the externship/student teaching coordinators for a clinical practicum does not ensure that a student is registered for the appropriate clinical course. Students **MUST** click on "Submit" on the e-registration page to officially register. It is the student's responsibility to verify his/her registration during the first week of each semester.

### **Email account**

Students must use the Adelphi University email account (AU Gmail). If this is not possible, students must officially change email address with Adelphi University, not just with the Department of Communication Sciences and Disorders

### **Correspondence/Information to Students**

Information for students will be sent electronically to their Adelphi email address.

The department must be notified if a student wishes to receive email at another preferred address; however the department is not responsible for messages missed by students using alternative e-mail addresses. Information is also posted on the bulletin boards in front of the department and clinical offices on the Garden City campus and on the department's electronic message board.

The procedure for accessing the Message Board is as follows:

- Go to the Adelphi website ([www.adelphi.edu](http://www.adelphi.edu))
- Click on eCampus (or key in [www.ecampus.adelphi.edu](http://www.ecampus.adelphi.edu))
- Log in

Click on Message Boards  
Scroll down to Communication Sciences and Disorders  
Click on Message from CSD  
Open individual messages

### **Graduate Orientation**

The department conducts two mandatory orientation meetings for students in the program. The first of these is a new student orientation held during the first week of the fall semester on the Garden City campus. All entering students are required to attend this meeting. The second orientation is conducted during the last semester of graduate study and is designed to inform students about the procedures for obtaining NY State licensure, ASHA certification, and TSSLD certification. All graduating students are required to attend.

### **Assessment and Remediation of Written or Oral Communication Deficiencies**

As mandated by the American Speech-Language-Hearing Association, the written and oral communication skills of all students will be assessed.

Students' oral communication skills will be screened by their academic advisor during the initial advisement meeting. Written skills will be assessed initially in SPH 648, with ongoing oral and written assessment by course instructors. If deemed necessary, students will be asked to obtain a complete speech-language and/or written language evaluation and to follow through on any recommendations, which may include referral to the Hy Weinberg Center and/or registering for SPE 201 (Scientific and Professional Writing in CSD) or attending Adelphi's writing center. Criteria for proficiency consist of achievement of therapeutic goals or passing SPE 201. The speech-language evaluations are provided at the Hy Weinberg Center for Communication Disorders at no cost to the student.

International students must have a 550 or better on the paper-based Test of English as a Foreign Language Exam (TOEFL) or 213 or better on the computer-based version or 80 on the internet-based exam or completion of Adelphi's English Language Services (ELS) program level XII, unless there is a demonstrated competence while attending an American institution (taken from Adelphi University International Admissions Office procedure and as it appears on our TESOL Handbook). English proficiency is also assessed by the oral speech evaluation (and referral); by faculty assessment of the admissions essay; and by a formative written assessment in SPH 648.

In order to maintain status as a degree candidate, students must comply with recommendations concerning oral communication and/or written language ability that are put forth by the Department. Students are to keep their advisors informed of attendance and progress made.

### **Student Concerns**

Student concerns or complaints should be directed first to the student's instructor; if unresolved, students should discuss the matter with their Academic Advisor and the Department Chair. If still unresolved, students can file a petition to request a hearing by the School of Education Review Board (Professor William Niles, 877-4406). Students may also contact ASHA's Council on Academic Accreditation (CAA) at (301) 897-5700 extension 4140 or 4142. The complaint process to ASHA's Council on Academic Accreditation may be found at the following link: <http://www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm>

### **Students with Disabilities**

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, University Center (3<sup>rd</sup> floor). Please inform the instructor at the beginning of the semester of the need for any necessary accommodations and special seating arrangements.

### **Use of Student Work**

The Communication Sciences and Disorders program undergoes periodic review by accreditation agencies and the State Education Department. For these purposes samples of students' work are made available to those professionals conducting the review. If you do not wish to have your work made available for these purposes, please inform the instructor at the beginning of the semester. Your cooperation is greatly appreciated.

### **Graduation**

Students must apply for graduation by the date set by the University (typically second week of September for January graduates, second week of October for May graduates, and second week of June for August graduates; please confirm dates with Registrar). Forms are available at the Registrar. See attached checksheet for other information.

Kappa Delta Pi, an honor society in education, invites graduating students to apply for recognition. In your last semester, submit a sample session plan and your transcript to Dr. Laraine Wallawitz, RSASOE, Harvey Hall.

### **ASSESSMENT OF STUDENT PERFORMANCE**

In accordance with the ASHA (2005) certification standards, formative and summative assessments will be used during the student's course of study to monitor progress toward completion of the ASHA CCC requirements. The Knowledge and Skills Acquisition (KASA) form was developed by ASHA for this purpose. The KASA form was used to create a template for our program which documents where each knowledge area and skill area is acquired in specific courses, practica, lab or research experiences. We have developed an abbreviated form (Graduate Advisement form) to be used by the advisor and student to cross-reference the academic and practicum courses with the ASHA Standards listed on the KASA form. In addition, a clinical hour form is used by the Clinic Director to monitor the student's clinical experiences.

The KASA form, Graduate Advisement form, and clinical hour form are used to document a student's progress toward completion of the ASHA CCC requirements. Advisement forms and clinical hours will be kept in your academic and clinical files. Students must maintain their own copies of all of these documents, including KASA form, which should be kept in your portfolio (see "Portfolio" forms on pages 25 and 26 of this manual for further information). You can obtain copies of these forms through the department (KASA and Graduate Advisement forms) and clinic (clinic hour form) offices, or they can be mailed to you at your request (department office: 516-877-4770; clinic office: 516-877-4850). We require that students maintain this information in the portfolio.

Instructors will assess a student's mastery of knowledge and skills within individual courses. If

necessary, students will complete a remediation plan (see “Remediation Form” on page 23 of this manual) designed by the instructor to assure the student has gained minimal competency in all areas of evaluation.

### **Comprehensive Examination**

All students (except those completing the research project option—see below) are required to pass a Comprehensive Examination during the semester in which they complete their academic coursework in order to earn the master's degree. The Master’s Comprehensive Examination is offered three times a year (Fall, Spring, Summer) at the Garden City Campus.

Students are to obtain approval from their academic advisor during pre-registration advisement the semester prior to taking the exam. If eligible, the student must bring the signed form to the Department office to register for the exam.

If a student fails the comprehensive examination, a remediation plan will be implemented by the Graduate Program Director, who will also determine when the remediation has been successfully completed.

### **Graduate Student Research Project**

Students can elect to do a research project as an alternative to the traditional comprehensive examination. The research project, equivalent to a Master’s thesis, requires a mentor’s approval of a student’s proposal, which is then forwarded to the faculty of the Department of Communication Sciences and Disorders for further discussion and approval.

Interested students must enroll in SPH 670 (Research Methods) in the first or second semester of the program at any campus. By the end of the second semester, students must meet with their academic advisor to discuss their interest in conducting research. Together the student and advisor will identify a possible full-time faculty member who can serve as the mentor. The student will then meet with the identified mentor, research the area of interest, decide upon a research question, and submit a project proposal (see Project Proposal Form on page 24 of this manual).

After the project proposal is approved, the procedures below are followed:

- Submit application for IRB approval.
- Agree to a timeline.
- By the end of the third semester, the mentor will greenlight the project or recommend that the traditional comprehensive examination be taken.
- Complete project in 4<sup>th</sup> semester. Submit:
  - Written document
  - Proposal to Adelphi’s student research conference or another conference (e.g., NYSSLHA)
  - Discuss project at a friendly defense with mentor, advisor, and one other faculty member
  - Present to students in the current semester of SPH 670

**Adelphi University**  
**Communication Sciences & Disorders**  
**Professional Behaviors Documentation**

*Instructors: Please use this form to document concerns about professional behaviors in the classroom. Meet with the student and document outcome. Both student and instructor sign. Return to Department Chair.*

Student's name: \_\_\_\_\_

Instructor's name: \_\_\_\_\_

Course (# and name): \_\_\_\_\_

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

Area of concern:

attendance (specify): \_\_\_\_\_

lateness (specify) \_\_\_\_\_

late or missing assignments \_\_\_\_\_

in-class behavior including inattention, chattiness, lack of participation (specify):  
\_\_\_\_\_  
\_\_\_\_\_

collaboration difficulties (describe) :  
\_\_\_\_\_  
\_\_\_\_\_

lack of respect (describe):  
\_\_\_\_\_  
\_\_\_\_\_

academic honesty (describe)  
\_\_\_\_\_  
\_\_\_\_\_

Other  
\_\_\_\_\_  
\_\_\_\_\_

How addressed?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's signature/date

\_\_\_\_\_  
Instructor's signature/date

**Adelphi University**  
**Communication Sciences & Disorders**  
**Academic Concerns/Remediation Plan**

*Instructors: Please use this form to develop a remediation plan for any student who has not met minimum competency (as determined by you) on any of your assessments (e.g., test, paper, presentation, case study). Include concerns about oral and/or written language. Once the remediation activity has been completed to your satisfaction, please sign-off and return to the Department Chair. Thank you.*

Student's name: \_\_\_\_\_

Instructor's name: \_\_\_\_\_

Course (# and name): \_\_\_\_\_

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

Assessment of concern (include oral and/or writing skills):

\_\_\_\_\_  
\_\_\_\_\_

Remediation plan:

Oral assessment

Written assessment

Other (describe):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outcome of remediation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Instructor's signature/date

\_\_\_\_\_  
Student's signature/date

**Adelphi University**  
**Communication Sciences & Disorders**  
**Research Project Proposal**

Title of Project:

Principal Investigator (include name, telephone, email)

Faculty Advisor

Brief Description of the Project's Purposes (approximately 100 words)

References (at least 5 articles in refereed journals published within the last 10 years)

Planned Dates for Initiation and Completion of the Project

Number of Participants

Characteristics of Participants

Method of Recruitment

Brief Description of the Project's Methods (approximately 100 words)

Experimental Design (dependent measures, manipulated variables, control conditions)  
(approximately 100 words)

Estimated Time Commitment Required of the Participants

Any Potential Risks, Discomforts, or Stresses and the Precautions Taken to Minimize Them

Signatures of Faculty Advisor and Department Chair

**Adelphi University**  
**Department of Communication Sciences & Disorders**  
**Graduate Program in Speech-Language Pathology**

**PORTFOLIO**

*What is a portfolio and why do we require one?*

- A portfolio is a storage/organizational tool (a 3-ring binder or accordion folder) to hold completed artifacts (e.g., samples of graded/scored clinical and academic assignments, recommendations) which demonstrate your learning and progress toward mastery of knowledge, skills, and attitudes necessary for clinical competency as a speech-language pathologist in all settings.
- Reflective essays near the beginning and at the end of your program demonstrate growth
- From the larger portfolio, a smaller one can be developed for use during employment interviews.

*What should my portfolio include?*

- See attached checksheet

*When should I submit my portfolio?*

- You will submit your portfolio twice during your graduate program
  - **At the end of SPH 660**, submit your portfolio to Dr. Soman. This is a course requirement. You must include the mid-program self-reflection rubric.
  - **On the day of the comps**, submit your portfolio with your final self-reflection rubric and exit survey. You will be given these when you sign up for the comps.

**PLEASE REMEMBER THAT ALL DOCUMENTS INCLUDED IN YOUR PORTFOLIO MUST PRESERVE CLIENT CONFIDENTIALITY. NO PROTECTED HEALTH INFORMATION (PHI) MAY APPEAR ANYWHERE. THIS INCLUDES SUCH THINGS AS CLIENT'S NAME, ADDRESS, TELEPHONE NUMBER, ETC.**

**Adelphi University**  
**Department of Communication Sciences & Disorders**  
**Graduate Program in Speech-Language Pathology**

**PORTFOLIO CHECKSHEET**

**FOR ALL CSD students**

- Checksheet
- CSD Mission Statement
- Current transcript
- Admissions essay
- FORMATIVE SPEECH EVALUATION FORM
- ASHA Knowledge and Skills Assessment (KASA) completed by you
- SPH 648: Clinical Practicum in SLP (Hy Weinberg Center)
- SPH 660: Clinical Practicum in SLP (Hy Weinberg Center)
  - \* One client study (treatment plan, one lesson plan with reflection of lesson, progress note, single subject research/evidence based practice project)
  - \* All supervisor evaluations and summary rubric
  - \* Self-reflection rubric with essay
  - \*evidence based practice
- Your choice of three (3) individual graded papers/projects (e.g., narrative analysis, therapy plan, augmentative project, clinical case studies, parent education materials)
- Comps (preparation samples)
- Final self-reflection rubric and essay
- Exit survey
- Praxis report (if taken prior to graduation)

**FOR INITIAL TSSLD CANDIDATES ONLY**

- SPH 561: School observation/interview and rubric
- Student teaching application essay
- LAST and ATS-W scores (must be taken prior to SPH 674/675)
- SPH 674/675: Clinical Practice in a School Setting/Bilingual School Setting
  - One client study (IEP, lesson plan with reflection, progress note)
  - One diagnostic report (either from 674/675 or SPH 666 or SPH 662)
  - Cooperating Teacher Evaluations
  - University Supervisor Evaluations

**FOR ALL OTHER CANDIDATES (CURRENT TSHH/TSSLD HOLDERS OR NON-TEACHER TRACK STUDENTS)**

- SPH 661 or 662: Clinical Practice in SLP
- One client study (IFSP or IEP or Treatment Plan, a session plan with reflection)
- One diagnostic report (either from this course or SPH 666)
- Supervisor evaluations

**FOR ALL CANDIDATES: ADDITIONAL RECOMMENDED ARTIFACTS**

- Evidence from volunteer work or unique experiences
- Your resume
- Letters of recommendation

## ASHA CERTIFICATION & NEW YORK STATE (NYS) LICENSURE

Upon graduation, it is the student's responsibility to apply for ASHA certification and/or NYS licensure, and to ensure that current ASHA/NYS requirements have been met. Application forms can be obtained in the department office, downloaded from the website, or requested directly from the respective sources.

In addition to the master's degree in Speech-Language Pathology, successful completion of the Praxis exam and a Clinical Fellowship are required for ASHA certification and/or NYS licensure:

### **Praxis Exam**

In addition to preparing for the M.S. comprehensive exam, students must also review all coursework to successfully take the Praxis exam.. The Praxis exam is a national examination in speech-language pathology designed to assess the applicant's mastery of knowledge and professional concepts and issues to which the applicant has been exposed throughout professional education and clinical practicum. The Praxis exam consists of multiple choice questions. Passing of the Praxis exam (current passing score is 600) is required in order to obtain ASHA certification and NYS licensure.

***Note:* Students should complete all coursework prior to sitting for the Praxis Examination. It is recommended that students take the Praxis Exam in the same semester in which they take their comprehensive examination.**

### **Clinical Fellowship**

The Clinical Fellowship is a supervised professional clinical experience which is an important transitional phase between supervised graduate-level practicum and the independent delivery of services. Students are responsible for securing their own Clinical Fellowship placement; the department office and bulletin boards post Clinical Fellowship opportunities.

## DEPARTMENT OPPORTUNITIES

The Department of Communication Sciences and Disorders offers several additional opportunities for students:

### **New York State Certification as Teacher of Students with Speech and Language Disabilities (TSSLD) and TSSLD-Bilingual Extension-(optional)**

The Department offers academic and clinical coursework to satisfy the NYS requirements for Teacher of Students with Speech and Language Disabilities and its Bilingual Extension. These requirements will be integrated into your master's program. TSSLD candidates must meet with Dr. Redstone in the first semester at Adelphi to plan their program. For details, please refer to the Teacher Certification manual.

### **New York City Department of Education Scholarship Program**

The Department participates in the NYC DOE Scholarship Program, which provides tuition payment for students pursuing the master's degree in speech-language pathology and TSSLD. Upon completion of the degree, participants are required to work in the NY City Public School system. The service obligation is two years for every year that the scholarship is awarded. Applications are available in the department office or at [www.teachny.com](http://www.teachny.com). For further information, contact Dr. Redstone or see our TSSLD Handbook.

### **Graduate Assistantships**

Tuition remission is available for graduate assistantships which involve clerical, clinical or research responsibilities. Students who are interested should fill out an application in the department office.

### **National Student Speech-Language-Hearing Association**

The Department is a chapter of the National Student Speech Language Hearing Association (NSSLHA), a pre-professional membership association for students interested in the study of communication sciences and disorders. NSSLHA is the national organization for graduate and undergraduate students interested in the study of normal & disordered human communication. NSSLHA is the only official national student association recognized by ASHA. NSSLHA has approximately 13,000 members with chapters at more than 300 colleges & universities.

You are encouraged to join the Adelphi chapter. Benefits include reduced fees for ASHA certification, convention registration, and receipt of ASHA journals. The current membership fee is \$60. You can download an application at [www.ASHA.org](http://www.ASHA.org) and return it to the NSSLHA Chapter President in the NSSLHA mail box in HWC, room 117. We will keep you informed of chapter meetings and events via email. Our chapter has adopted the Hy Weinberg Center as its charity and raises funds during the year for clinic supplies for your use. Please join us as a member.

#### **Chapter Advisor**

Cindy Arroyo, D.A.

Phone: 516-877-4768

E-mail: [arroyo@adelphi.edu](mailto:arroyo@adelphi.edu)

## **New York State Speech-Language-Hearing Association (NYSSLHA)**

[www.nysslha.org](http://www.nysslha.org)

## **Long Island Speech-Language-Hearing Association (LISHA)**

[www.lisha.org](http://www.lisha.org)

Students are encouraged to join both the state and local associations, the purposes of which are to represent the membership and to enhance, safeguard, and advocate for the professions. Student membership fees are significantly discounted and include many benefits, such as legislative advocacy, networking opportunities, professional development conferences and workshops, and scholarship opportunities.

### **Research**

All faculty members conduct research in their respective areas of expertise (see page 7). Students who wish to participate in research should contact the faculty member in the specific area of interest.

### **Neurophysiology in Speech-Language Pathology Laboratory**

The department maintains an EEG laboratory, directed by Dr. Reem Khamis-Dakwar. Students interested in pursuing this research opportunity should contact Dr. Khamis-Dakwar directly.

## **M.S. IN SPEECH-LANGUAGE PATHOLOGY CURRICULUM (56-57 Credits)**

The following requirements for the M.S. Degree fulfill coursework and practicum requirements for the Certificate of Clinical Competence (CCC) of the American Speech-Language-Hearing Association and New York State Licensure in Speech-Language Pathology. Although courses at all of our sites are offered so as to allow a full-time student to complete the academic coursework for the master's degree in two years (including summers), completion of all clinical practica may require additional time in the program. All students (particularly those with limited availability for practica) should anticipate this possibility.

### **Required Courses (56-57 credits)**

#### **Academic**

SPH 600	Speech and Hearing Science
SPH 603	Language Disorders in Children I
SPH 606	Audiologic Assessment and (Re)habilitation for the SLP
SPH 610	Speech Disorders in Children
SPH 611	Motor Speech Disorders
SPH 613	Advanced Anatomy, Physiology, and Neurology
SPH 620	Fluency Disorders
SPH 624	Language Disorders in Adults
SPH 630	Voice Disorders
SPH 634	Diagnostic Procedures in Speech-Language Pathology
SPH 636	Dysphagia: Evaluation and Management
SPH 638	Language Disorders in Children II
SPH 646	Oral Motor Function of the Developmentally Delayed Child
SPH 670	Research Methods in Communication Sciences and Disorders

- SPH 672      Communication Systems for Individuals with Severe Disability
- SPH 673      Language Assessment/ Intervention: Autism Spectrum Disorders

**Clinical Practica (and Clinical Seminars)**

- SPH 648      Clinical Practice in Speech-Language Pathology I
- SPH 660      Clinical Practice in Speech Language Pathology II
- SPH 661      Clinical Practice in Speech Language Pathology (Externship)
- Or
- SPH 674      Clinical Practice in the Schools
- SPH 662      Clinical Practice in Speech Language Pathology (Externship)
- SPH 666      Clinical Practice in Diagnostics
- SPH 668      Clinical Practice in Audiology

**Advisement Guidelines**

Courses have been grouped into three categories. Where possible, students are advised to take courses in the first column early in their course of study, followed by courses in the second and third columns, respectively. Students who intend to earn the New York State Certification as a Teacher of Students with Speech and Language Disabilities should seek advisement from Dr. Redstone, the Coordinator of Teacher Certification programs, for additional academic and clinical coursework.

**GARDEN CITY CAMPUS**

Sequencing of Courses

<u>Early</u>	<u>Middle</u>	<u>Late</u>
SPH 600	SPH 660-668	SPH 666-668
SPH 603	SPH 600	SPH 630
SPH 606	SPH 606	SPH 611
SPH 610	SPH 611	SPH 624
SPH 611	SPH 620	SPH 646
SPH 613	SPH 624	SPH 661
	SPH 634	SPH 662
SPH 660	SPH 636	SPH 372
SPH 634	SPH 638	SPH 673
SPH 648	SPH 646	SPH 674/675
SPH 670	SPH 561	
SPH 673	SPH 670	
	SPH 672	
	SPH 674/675	

**ST. JOSEPH'S COLLEGE SITE M.S. DEGREE PROGRAM SEQUENCE  
Academic Course Sequence**

**Fall Admission**

**Note:**

- Full-time students would follow the recommended courses in numerical sequence
- There are 16 academic courses
- Practica are additional and are not included in this flow sheet
- Will graduate in summer

**Year 1**

**Fall**

**Cycle I (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>1</b>	<b>624</b>	Acquired Language Disorders	8:30-12-15
<b>2</b>	<b>600</b>	Speech and Hearing Science	1:00 -4:45

**Cycle II (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>3</b>	<b>610</b>	Speech Disorders in Children	8:30-12-15
<b>4</b>	<b>611</b>	Motor Speech Disorders	1:00 -4:45

**Spring**

**Cycle III (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>5</b>	<b>634</b>	Diagnostic Procedures Speech-Lang Path	8:30-12-15
<b>6</b>	<b>673</b>	Language Assmnt/Intrvntn in Autism	Online

**Cycle IV (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>7</b>	<b>603</b>	Language Disorders in Children I	8:30-12-15
<b>8</b>	<b>606</b>	Advanced Clinical Audiology	1:00 -4:45

**Year 2**

**Fall**

**Cycle I (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>9</b>	<b>613</b>	Advanced Anatomy Physiology & Neurology	8:30-12-15
<b>10</b>	<b>646</b>	Oral Motor Function: Child	1:00 -4:45

**Cycle II (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>11</b>	<b>673</b>		Online
<b>12</b>	<b>630</b>	Voice Disorders	1:00 -4:45

**Spring**

**Cycle III (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>13</b>	<b>636</b>	Dysphagia: Evaluation and Management	8:30-12-15
<b>14</b>	<b>620</b>	Fluency	1:00 -4:45

**Cycle IV (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>15</b>	<b>672</b>	Comm. Systems for Individuals with Disabilities	8:30-12-15
<b>16</b>	<b>670</b>	Research Seminar	1:00 -4:45

**ST. JOSEPH'S COLLEGE SITE M.S. DEGREE PROGRAM SEQUENCE**  
Academic Course Sequence

**Spring Admission** (Discontinued as of Fall 2009)

**Year 1**

**Spring**

**Cycle III (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>1</b>	<b>634</b>	Diagnostic Procedures Speech-Lang Path	8:30-12-15
<b>2</b>	<b>673</b>	Language Assmnt/Intrvntn Autism	Online

**Cycle IV (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>3</b>	<b>603</b>	Language Disorders in Children I	8:30-12:15
<b>4</b>	<b>606</b>	Advanced Clinical Audiology	1:00 -4:45

**Fall**

**Cycle I (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>5</b>	<b>624</b>	Acquired Language Disorders	8:30-12:15
<b>6</b>	<b>600</b>	Speech and Hearing Science	1:00 -4:45

**Cycle II (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>7</b>	<b>610</b>	Speech Disorders in Children	8:30-12:15
<b>8</b>	<b>611</b>	Motor Speech Disorders	1:00 -4:45

## Year 2

### Spring

#### Cycle III (8 weeks)

Sequence	Course #	Course Title	Time
9	636	Dysphagia: Evaluation and Management	8:30-12:15
10	620	Fluency disorders	1:00 -4:45

#### Cycle IV (8 weeks)

Sequence	Course #	Course Title	Time
11	672	Comm. Systems for Individuals with Disabilities	8:30-12:15
12	670	Research	1:00 -4:45

### Fall

#### Cycle I (8 weeks)

Sequence	Course #	Course Title	Time
13	613	Advanced Anatomy Physiology & Neurology	8:30-12:15
14	646	Oral Motor Function: Child	1:00-4:45

#### Cycle II (8 weeks)

Sequence	Course #	Course Title	Time
15	630	Voice Disorders	8:30-12:15
16	638	Language Disorders in Children II	1:00 -4:45

## MANHATTAN CENTER SITE M.S. DEGREE PROGRAM SEQUENCE Academic Course Sequence

### Fall Admission

#### Note:

- Full-time students would follow the recommended courses in numerical sequence
- There are 16 academic courses
- Practica are additional and are not included in this flow sheet
- Will graduate in summer

## Year 1

### Fall

#### Cycle I (8 weeks)

Sequence	Course #	Course Title	Time
1	603	Language Disorders in Children I	8:30-12:15
2	611	Motor Speech Disorders	1:00 -4:45

**Cycle II (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>3</b>	<b>638</b>	Language Disorders in Children II	8:30-12:15
<b>4</b>	<b>624</b>	Acquired Language Disorders	1:00 -4:45

**Spring****Cycle III (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>5</b>	<b>613</b>	Advanced Anatomy Physiology & Neurology	8:30-12:15
<b>6</b>	<b>610</b>	Speech Disorders in Children	1:00 -4:45

**Cycle IV (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>7</b>	<b>600</b>	Speech and Hearing Science	8:30-12:15
<b>8</b>	<b>634</b>	Diagnostic Procedures Speech-Lang Path	1:00 -4:45

**Year 2****Fall****Cycle I (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>9</b>	<b>646</b>	Oral Motor Function:Child	8:30-12:15
<b>10</b>	<b>636</b>	Dysphagia: Evaluation and Management	1:00 -4:45

**Cycle II (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>11</b>	<b>630</b>	Voice Disorders	8:30-12:15
<b>12</b>	<b>620</b>	Fluency disorders	1:00 -4:45

**Spring****Cycle III (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>13</b>	<b>672</b>	Comm. Systems for Individuals with Disabilities	8:30-12:15
<b>14</b>	<b>670</b>	Research Seminar	1:00 -4:45

**Cycle IV (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>15</b>	<b>606</b>	Advanced Clinical Audiology	8:30-12:15
<b>16</b>	<b>673</b>	Language Assmnt/Intrvntn Autism	Online

**MANHATTAN CENTER SITE M.S. DEGREE PROGRAM SEQUENCE  
Academic Course Sequence**

**Spring Admission** (Discontinued as of Fall 2009)

**Year 1**

**Spring**

**Cycle III (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>1</b>	<b>613</b>	Advanced Anatomy Physiology & Neurology	8:30-12:15
<b>2</b>	<b>610</b>	Speech Disorders in Children	1:00 -4:45

**Cycle IV (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>3</b>	<b>600</b>	Speech and Hearing Science	8:30-12-15
<b>4</b>	<b>634</b>	Diagnostic Procedures Speech-Lang Path	1:00 -4:45

**Fall**

**Cycle I (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>5</b>	<b>603</b>	Language Disorders in Children I	8:30-12-15
<b>6</b>	<b>611</b>	Motor Speech Disorders	1:00 -4:45

**Cycle II (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>7</b>	<b>638</b>	Language Disorders in Children II	8:30-12-15
<b>8</b>	<b>624</b>	Acquired Language Disorders	1:00 -4:45

**Year 2**

**Spring**

**Cycle III (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>9</b>	<b>672</b>	Comm. Systems for Individuals with Disabilities	8:30-12-15
<b>10</b>	<b>670</b>	Research Seminar	1:00 -4:45

**Cycle IV (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>11</b>	<b>606</b>	Advanced Clinical Audiology	8:30-12-15
<b>12</b>	<b>673</b>	Language Assmnt/Intrvntn Autism	Online

**Fall**

**Cycle I (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>13</b>	<b>646</b>	Oral Motor Function:Child	8:30-12-15
<b>14</b>	<b>636</b>	Dysphagia: Evaluation and Management	1:00 -4:45

**Cycle II (8 weeks)**

<b>Sequence</b>	<b>Course #</b>	<b>Course Title</b>	<b>Time</b>
<b>15</b>	<b>630</b>	Voice Disorders	8:30-12-15
<b>16</b>	<b>620</b>	Fluency disorders	1:00 -4:45

**PRACTICUM FOR STUDENTS CONCENTRATING IN SLP**

Students must successfully complete SPH 648 (Clinical Seminar in Speech-Language Pathology) prior to enrolling in SPH 660. Students who have not completed 25 hours of clinical observation (as required by ASHA) will do so as part of this seminar course. Students may be required to enroll in additional practicum courses beyond those required as part of the program. This will be determined by the Clinic Director in conjunction with the student’s clinical instructors.

Students should be aware that outside practicum sites determine scheduling, and that such scheduling may not be standard for all sites. Additionally, students are required to provide full-time availability for at least one of their outside clinical placements during a regular academic semester (fall or spring). This availability must be during the week (Monday – Friday) and include daytime hours (9am – 4 pm). If a student plans to complete a placement in a hospital or rehabilitation setting, the residency must take place for that placement.

**The calendar for clinical practicum – both on and off campus - may not be consistent with the academic calendar (see the Adelphi website for all academic calendars). Students enrolled in clinical practicum courses are required to be present at their practicum sites (whether on- or off-campus) according to the calendar set by that site.**

Client assignments for *in-house practica*:

- SPH 660: up to seven clients or group assignments, depending on client enrollment
- SPH 666: one two-hour diagnostic session per week
- SPH 668: one to two 1-1/2 hour sessions per week

**Practicum Policies**

***Please note that students need to obtain written permission from the Clinic Director for all practica.***

- **Pre-requisites**

- SPH 648 is a pre-requisite for SPH 660.
- SPH 603 & SPH 610 are pre- or co-requisites for SPH 660.
- SPH 606 is a pre-requisite for SPH 668.
- SPH 634 & 660 are pre-requisites for SPH 666.
- SPH 660 is a pre-requisite for 661 and 662.

A grade of B- or better in SPH 660 and approval of the student's clinical instructors and clinic director are required in order for a student to be placed at a clinical externship.

- **Students with undergraduate majors other than CSD**

Graduate students who were not undergraduate Communication Sciences and Disorders majors must take SPH 603 or SPH 638 and SPH 610 prior to SPH 660. These students must enroll in their first in-house practicum by the completion of 6 semester hours after completing these courses.

Students who were not undergraduate speech majors must have completed or be engaged in SPH 660 before applying for an outside clinical or school placement.

- **Scheduling and availability for practicum**

For in-house therapy practicum (SPH 660), students must provide at least 14 hours per week of available time during which the clinic is open for scheduling of clients.

Students taking in-house practicum during a summer session must be available for the entire eleven week summer clinic session.

Dates of the summer clinic session may differ from the summer academic calendar.

Students should check with the Clinic Director regarding summer session dates prior to registering.

Applications for all practicum courses must be submitted to the Clinic Director by the sixth week of the semester (Fall and Spring) prior to the start of the practicum experience.

- **Clinical externships**

The calendar (including starting/ending dates and number of days per week required) for a clinical externship is determined by the outside facility and may not be consistent with the University calendar. Students must comply with the requirements of the outside facility regarding days, dates, and times of attendance.

The Department cannot guarantee students a clinical externship during evening hours. **All students should expect to do their externships during daytime hours.**

Students must take SPH 611 (Motor Speech Disorders) and SPH 624 (Acquired Language Disorders) prior to any adult externship placement. In addition, students who have taken SPH 634 (Diagnostic Procedures in SLP) and 636 (Dysphagia: Evaluation and Management) will be given priority for placements in hospitals or adult rehabilitation centers. Manhattan Center and St. Joseph's College students interested in an adult placement should consult their advisor about taking 636 earlier in the sequence of courses.

Most hospital placements require that students be in the last semester of their graduate

curriculum. Additionally, students requesting an externship in a hospital or rehabilitation setting must provide full-time availability for such a placement during a regular academic semester (fall or spring), as per the department's residency requirement noted earlier.

Given the number of students in the program and the finite number of sites available, the following will be considered when making externship assignments:

- number of credits accrued
- full vs. part time status
- date of admission to the graduate program

- **Other information**

Successful completion of a practicum includes but is not limited to the receipt of a passing grade (B- or better). Students may be required to enroll in additional practicum coursework upon recommendation of the clinical instructors.

According to the Adelphi Controller's Office required insurance is currently provided for a fee of \$7.25. Students only pay one time in the summer (even if taking both summer sessions I and II). Students only pay when they have registered for a clinical/diagnostic practicum course during that semester. This fee provides professional liability insurance that covers you for all practicum courses in which you are enrolled during a given semester.

Only direct client contact can be counted as clinical hours.

For students pursuing TSSLD certification, SPH 674 or SPH 675 (Clinical Practice in a School Setting or Bilingual School Setting) will replace SPH 661. Please note this clinical course is 3-credits (not 2-credits as for 661) and includes a weekly evening seminar.

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
END OF PROGRAM CHECKLIST**

**Comprehensive Exam**

1. Taken in last semester of academic coursework. (given fall, spring and summer) Students must obtain approval from their academic advisor during pre-registration advisement the semester prior to taking the exam.
2. After clearance, sign-up with Jill in the program office in the first week of the semester and receive guidelines, exit survey, and Self-Evaluation Rubric.
3. On the day of the comps submit portfolio, completed Exit survey, and Self-Evaluation Rubric.

**Graduation**

1. You must apply for graduation at the Registrar's office in the lower level of Levermore Hall (fill out form and hand in to registrar). Deadlines for applications are posted online on a semester-to-semester basis at <http://ecampus.adelphi.edu/registrar/calendar.php>.
2. Your advisor will automatically evaluate you for approval for graduation in your last semester.

**TSSLD**

1. Schedule a meeting with Dr. Redstone during your last semester to be sure that you have met all requirements for TSSLD.
2. Fill out institutional recommendation form, which can be obtained from Maria. (Codes for form: TSSLD-9021; Institutional code- 401000; Program code- 24577)
3. Adelphi will apply for you on your behalf upon graduation.

**Praxis Exam**

1. The Praxis exam should be taken in your last semester of academic coursework. Study for the Praxis and the Comps at the same time. The Praxis can be taken or retaken after graduation, if needed.
2. You can register for the exam online at <http://www.ets.org>. Be sure to enter the code # 0189 for Adelphi University. If you forget to enter the code, please give the department a copy of the test results for your file (even if you have already graduated). The scores can be sent to the CSD department or faxed to 516-877-4783.

**IT IS IMPERATIVE THAT WE RECEIVE A COPY OF YOUR PRAXIS SCORES AS PER ASHA REQUIREMENT.**

3. According to NYS DOE website, they want the praxis score sent directly from ETS (R7747).
4. Send scores from ETS to ASHA (R5031). **If this isn't done on the day of the test, you will have to pay extra to have the scores sent.**

**Clinical Hours Summary**

1. Keep copies of all hours sheets.
2. At the start of your final semester, schedule a meeting with Dr. Soman to create a Clinical Hours Summary (Bring all copies to your meeting with Dr. Soman.).

**Final Portfolio**

1. Hand in your final portfolio on the day of the Comprehensive Exam (see attached portfolio

checklist).

2. Include your completed Exit Survey and Self-Evaluation Rubric.

### **NY State Licensure**

1. At the end of your final semester go to the NY State Office of the Professions website at <http://www.op.nysed.gov/speech.htm> to print an application for licensure. There are two parts to the application:
  - Form 1- Application for Licensure and First Registration
  - Form 2- Certification of Professional Education
2. Print and fill out both parts of the application and submit Form 2 of the completed application to the CSD department for signatures.
3. There is a tutorial available on our department website.

### **ASHA Certification (CCC)**

1. At the end of your final semester go to the ASHA website at <http://www.asha.org/NR/rdonlyres/543B3D0A-FF9E-4B31-B925-F982D085C287/0/MembershipCertificationApp.pdf> to print an application for certification.
2. Print and fill out the application (sections 1-5 & 19-21) and submit completed application to the CSD department for department signatures.
3. Because Adelphi is a CAA accredited University, it is not necessary to fill out sections 7-18 on the application.
4. REMEMBER TO PROVIDE US WITH A COPY OF YOUR PRAXIS SCORE REPORT.

### **CF Information**

1. ASHA CF guidelines and requirements can be found at [http://www.asha.org/about/membership-certification/handbooks/slp/slp\\_clinical\\_fellowship.htm](http://www.asha.org/about/membership-certification/handbooks/slp/slp_clinical_fellowship.htm)
2. A clinical fellowship rating form (to be filled out by you and your clinical supervisor) for ASHA can be found at: [http://www.asha.org/NR/rdonlyres/67AA979A-1A6B-41ED-B118-59F1C84816B3/%200/ClinicalFellowship\\_ReportRatingFormAud.pdf](http://www.asha.org/NR/rdonlyres/67AA979A-1A6B-41ED-B118-59F1C84816B3/%200/ClinicalFellowship_ReportRatingFormAud.pdf)
3. NY State CF guidelines and requirements can be found at <http://www.op.nysed.gov/speechlic.htm>
4. The clinical fellowship site must be identified to NY State by filling out the Identification of Supervisor and Site form at <http://www.op.nysed.gov/sla4a.pdf>

### **CLEP Exams**

For biological or physical science tests, use code 2003 to have scores sent to AU.  
The minimum acceptable passing score for our program is 50.