



# ADELPHI UNIVERSITY

## DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

### *UNDERGRADUATE PROGRAM*

*For further information about the Undergraduate Program in the Department of Communication Sciences and Disorders contact:*

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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.**

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# **Welcome to the Department of Communication Sciences & Disorders!**

## **INTRODUCTION**

The purpose of the baccalaureate program in Communication Sciences and Disorders is to provide pre-professional training in speech-language pathology and audiology within a strong liberal arts framework. The Department has held a longstanding tradition of excellence and high reputation among programs in the Metropolitan New York area.

Courses are selected to fulfill certain academic and practicum requirements for clinical certification from the American Speech-Language and Hearing Association, as well as to meet the academic requirements for New York State Certification for the Teacher of the Speech and Hearing Handicapped/Teacher of Students with Speech and Language Disabilities (optional). Student teaching, required for certification, can be obtained on the graduate level.

Through coursework and practicum experiences, as well as student activities such as the Adelphi chapter of the National Student Speech-Language-Hearing Association, students gain a strong grounding in their preprofessional training in preparation for graduate studies. Students are expected to maintain close contact with their advisors and achieve Department academic standards, as discussed under “Academic and Grading Policies.”

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.

## **THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS MISSION STATEMENT**

The Department of Communication Sciences & Disorders (CSD) houses four degree programs: Bachelor of Arts in CSD; Master of Science in Speech-Language Pathology; Doctor of Arts (D.A.) in Speech-Language Pathology; and Doctor of Audiology (Au.D.). The Au.D. program is a consortial program with Hofstra and St. John's Universities.

The undergraduate program is designed to prepare students for graduate school in speech-language pathology, audiology, and speech and hearing science. In addition to pre-professional preparation, academic coursework and clinical experiences are designed to help our students develop respect and awe for the complexity of the human body and the child's ability to acquire communication skills, and to understand the nature of communication disabilities across the lifespan and their effect on humanity.

Our graduate programs prepare students for professional licensure in NYS and certification by the American Speech-Language-Hearing Association (ASHA). Optional coursework and practicum is available to fulfill NYS requirements for Teacher of Students with Speech and Language Disabilities and its Bilingual Extension. The focus of the graduate curriculum 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 research-based clinicians who can assess and treat all people with communication disorders within our professional scope of practice.

Our two doctoral programs prepare students for roles as clinicians, teachers, scholars, and administrators. The curricula are guided by our strong belief that doctoral candidates must learn how to synthesize the literature, ask relevant new questions, and develop and implement methodologies to discover and report new findings.

## SCHOOL OF EDUCATION: CONCEPTUAL FRAMEWORK

The Department of Communication Sciences & Disorders is housed in Adelphi's School of Education. Our mission is aligned with the School's six core values: scholarship, reflective practice, social justice, inclusive communities, 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 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.

## **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.

## **PROGRAMS**

### **Master of Science in Communication Disorders**

#### **Concentration in Speech-Language Pathology**

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

Robert Goldfarb, Ph.D., Graduate Program Director

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

#### **Concentration in Speech-Language Pathology**

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

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

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

Fran Redstone, Ph.D., Coordinator

### **National Student Speech-Language-Hearing Association Chapter of the American Speech-Language-Hearing Association (NSSLHA)**

Cindy Arroyo, D.A., Advisor

### **Undergraduate Program in Communication Sciences & Disorders**

Susan H. Lederer, Ph.D., Coordinator

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

Lawrence J. Raphael, Ph.D., Coordinator

### **Doctor of Audiology**

Yula C. Serpanos, Ph.D., Coordinator

## **ABOUT THE FACULTY**

The faculty realize that teaching carries a great responsibility, that it entails not merely the transmission of knowledge, but requires the resourcefulness, flexibility, imagination, sensitivity, and skill to identify and tap each student's special talents. The faculty listed below reflect some of the variety of professional areas and interests of the full-time faculty in the Department.

### **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

**Robert Goldfarb, Ph.D.**, Professor: adult language disorders (aphasia, dementia, schizophrenia); fluency disorders (including differential diagnosis)

**Reem Khamis-Dakwar, Ph.D.**, Assistant Professor: language acquisition and disorders in multicultural populations, EEG testing

**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: communication sciences and disorders; speech production and perception, linguistics

**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: diagnostic behavioral and electrophysiologic audiometry, loudness growth assessment/estimation

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

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

The Hy Weinberg Center for Communication Disorders at Adelphi University is organized to facilitate clinical training, research, and clinical services. Students enrolled in the undergraduate program in communication disorders participate in clinical activities within the Center, which include observation and treatment of individuals with communication disorders. Housed at the Hy Weinberg Center for Communication Disorders are state-of-the-art acoustic and physiologic instrumentation systems for the evaluation of voice, speech and hearing that serve to enhance the quality of research, clinical training, and services provided at the Center. Student clinical training emphasizes the application of current theoretical principles to the organization and administration of clinical procedures.

### **CLINICAL INSTRUCTORS**

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

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

Christine Hague, M.A., Clinical Instructor

Stephanie Montano, M.S., Externship Placement Coordinator

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

## BACHELOR OF ARTS DEGREE IN COMMUNICATION DISORDERS

### Advisement Process

When a student declares Communication Sciences and Disorders as a major, an advisor will be assigned to the student. You will work closely with the advisor throughout your program of study. Since students are ultimately responsible for their own program, you are asked to acquaint yourselves with the content of this manual, as well as with the Adelphi University Undergraduate Bulletin. The typical advisement process consists of the following:

1. The Directory of Classes for an upcoming semester is available during the second half of the preceding semester. Faculty will post sign-up sheets for advisement appointments by their doors when the Directory of Classes is published and the general pre-registration period is announced. This is a time when you and your advisor review progress for your current semester and project coursework to take for the following semester.
2. Registration is conducted on-line using the C.L.A.S.S. electronic registration system, which is available through the university website at [www.adelphi.edu](http://www.adelphi.edu). Once students plan their schedules in consultation with their advisor, students are responsible for entering their courses on the C.L.A.S.S. system. Advisor approval is required. Please note that some other programs may require departmental approval for specific courses taken outside the major; students will be responsible for obtaining this.
3. Students requiring information regarding financial aid should consult with the Student Financial Aid office (Levermore Lower Level). The “Information Desk” is open every day for questions and assistance. See “Student Financial Services” below.
4. Advisement for transfer students requires extra care to ensure that the maximum number of credits can be appropriately transferred to their program of studies at Adelphi University. Articulation programs are available with most of the area community colleges, whereby many of the courses taken at these community colleges are recognized by Adelphi as equivalent courses. Because you are declaring your major later than the freshman year, please be aware of the possibility of having to take more than the required 120 credits for graduation with a B.A. degree in Communication Disorders and of having to extend your term at Adelphi by one or two semesters.
5. Advisement for students on academic probation or who may be at risk for academic probation also require extra care. It is the student’s responsibility to consult with the advisor if s/he is at risk for probation. Please read the current “University Undergraduate Bulletin” for university-wide and department academic standards.
6. The typical program of study for students majoring in Communication Disorders is summarized on the following three pages, incorporating the University’s General Education Requirements. Consult with your advisor regarding equivalent courses if you are a transfer student from another college.

### **\*\*NOTE\*\***

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

## **MECHANISMS FOR COMMUNICATING WITH STUDENTS**

### **Message Board:**

The Department of Communication Sciences and Disorders maintains a “Message Board.” This will serve to inform all of our students regarding opportunities, due dates, etc. related to your academic or clinical coursework.

Following is the procedure for accessing this Message Board:

- Go to the Adelphi website ([www.adelphi.edu](http://www.adelphi.edu))
- Click on eCampus (or type in the address line [ecampus.adelphi.edu](http://ecampus.adelphi.edu))
- Log in with your Adelphi username and password
- Click on Message Boards
- Scroll down to Communication Sciences and Disorders
- Click on Broadcast
- Open individual messages

Although it has been our policy until now to communicate with students via each student’s personal email address, it has become rather cumbersome to continue communicating in this way. All information that had, in the past, been provided via email will now be available on the Message Board. It will be each student’s responsibility to access this Message Board regularly (at least once a week) in order to remain informed and up-to-date.

### **E-mail:**

It is necessary, on occasion, to communicate with an individual student. We will continue to do so via email using students’ University-provided email addresses for this purpose. Therefore, in addition to regularly accessing our Message Board, each student must frequently read his/her Adelphi University email.

## **Academic and Grading Policies**

### **1. Students must maintain a minimum overall GPA of 3.0:**

- If a student's GPA falls below 3.0, the student will be placed on academic probation for one semester.
- If a 3.0 overall GPA is not achieved by the end of the probationary semester, the student will be dismissed from the major.

### **2. C grade policies:**

- Grades of C (C-, C, C+) in any two courses within the first 21 credits of SPE courses or Linguistics 103 will result in dismissal from the major.
- Students who earn a second grade of C (C-, C, C+), after earning the first C within the first 21 credits, or two grades of C (C-, C, C+) between 22 and 45 credits of SPE courses of Linguistics 103, will be required to repeat the course(s) and earn (a) grade(s) of B- or better.
- No more than one C grade (C-, C, C+) in English Composition/SPE 201 will be permitted. If a second C grade (C-, C, C+) in English Composition/SPE 201 is obtained, the course must be retaken until a grade of B- or better is earned.

### **3. A grade of D or F in any 3-credit SPE or LIN 103 will result in dismissal from the major.**

## **Academic Honesty and Integrity**

The University, as well as our Department, upholds a strict policy. 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 Adelphi University's complete policy on academic honesty and integrity on the website: <http://academics.adelphi.edu/academicintegrity/>).

## **Academic Concerns / Remediation Plan**

Instructors will assess a student's mastery of knowledge and skills (including oral and written) within individual courses. If necessary, students will complete a remediation plan designed by the instructor to assure the student has gained minimal competency in all areas of evaluation (see the CSD Academic Concerns / Remediation Plan form at the end of this manual).

## **Kappa Delta Pi Honor Society**

Kappa Delta Pi, an honor society in education, invites graduating students to apply for recognition. To be considered for membership, undergraduates must have taken more than 50 credits (12 in professional education courses) and have earned a GPA greater than 3.75. For complete membership requirements and an application, contact the School of Education department at (516) 877- 4100.

## **Oral and Written Communication Skills**

Students are expected to demonstrate adequate oral and written communication skills. Students' oral and written communication skills will be screened upon entry and throughout

their undergraduate program. If deemed necessary, students will be asked to obtain a complete speech-language and/or written language evaluation and follow through on any recommendations. Criteria for proficiency consist of achievement of therapeutic goals. These evaluations are provided at the Hy Weinberg Center for Communication Disorders at no cost to the student.

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.

### **Professional Behaviors**

We hold our students to the highest standards for professional behavior in both academic (see CSD Code of Conduct specified in the beginning of this manual and on course syllabi, and Adelphi University's Code of Conduct for students on the website: <http://academics.adelphi.edu/policies/conduct.php>) and clinical (see clinician's manual) settings.

Students' professional behaviors are continuously monitored by academic and clinical faculty, and will be documented (see the CSD Professional Behaviors Documentation form at the end of this manual). 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.

### **Procedures for Graduation/Applying to Graduate Schools**

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 first week of June for August graduates; please confirm dates with Registrar). Deadlines for applications are posted online on a semester to semester basis and can be downloaded online at <http://ecampus.adelphi.edu/registrar/graduation.php>. Forms are also available at the Office of the University Registrar, Levermore Hall, lower level Room 8.

Students should begin to explore options and criteria for graduate school admissions in the junior year. Please note that the criteria for admissions and due dates of applications may vary among programs. The Graduate Record Exam (GRE) may be required; you may need to prepare for this examination in advance. Contact [www.GRE.org](http://www.GRE.org) for further information regarding the GRE.

**Although you are ultimately responsible for your own education, the faculty are here to be your mentors and teachers. Arrange an appointment with your professor or your advisor if you have questions or concerns about your curriculum.**

**We welcome you to our Department.**

## **TRANSFER/CHANGE OF MAJOR ADVISEMENT GUIDELINES**

1. Any transfer student with an A.S. or an A.A. degree (but not A.A.S. degree) is exempt from GED requirements.  
**Please note that technical associates degrees are not exempt.**
2. All other transfers must meet all GED requirements as follows:
  - A. Must have an English Composition course on their transcript.
  - B. Students who transfer with less than 30 credits must take Freshman Seminar, Freshman Orientation, 2<sup>nd</sup> Competency, and must meet all distribution requirements.
  - C. Students who transfer in with 30-59 credits are exempt from Freshman Seminar, Freshman Orientation. They must complete 2<sup>nd</sup> Competency and Distribution requirements.
  - D. Students who transfer in with 60 or more credits but no AA or AS degree are exempt from Freshman Seminar, Freshman Orientation and 2<sup>nd</sup> Competency. They must take (or transfer in) 3 credits of math, 3 credits of Sci, 6 in Social Sci., and 12 credits in some combination of Humanities and Arts.
  - E. All petitions from students for any waivers of General Education requirements should be given to the Associate Dean of Arts and Sciences.
3. Need 56 credits in residence to compete for Latin Honors

### **NOTE:**

**Transfer students may need to take one or more additional semesters of study, depending on the number and types of credits they transfer. Consult with your advisor regarding which courses can be transferred.**

## **THE NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)**

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.

The department maintains a chapter of NSSLHA and encourages all students to join. The chapter invites speakers to meetings to speak about professional or clinical topics relevant to the field, and sponsors various fundraisers and social activities during which students can become more acquainted with the faculty and with each other. NSSLHA members also receive subscription to professional journals published by the American Speech-Language-Hearing Association as well as a discount on registration fees to local, state or national conventions. See a current officer of NSSLHA for an application form and join!

### **OPTIONAL COURSEWORK TOWARDS FULFILMENT OF NEW YORK STATE TEACHER OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES (TSSLD) CERTIFICATION.**

SPE 561: Speech-Language Pathology in a School Setting

EST 304: Community, School, and Society

HED 610: Health Preparation for Teachers\*

### **OPTIONAL COURSEWORK TOWARDS FULFILMENT OF BILINGUAL EXTENSION/SLP**

Graduate courses leading toward the bilingual extension are available to seniors by advisement.

\*600 level courses may be taken in senior year with permission

### **CLINICAL COURSES**

SPE 355: Introduction to the Clinical Process (3)

Course meets weekly for 2 ½ hours. In addition, students are expected to observe at the Hy Weinberg Center for Communication Disorders approximately 2 hours per week for a total of 25 hours minimum.

SPE 356: Clinical Practice in Speech-Language Pathology (2)

Students meet weekly for one-hour seminar. In addition, they will be assigned 1-2 clients and/or groups per week.

SPE 357: Clinical Practice in Audiology (1)

Students will be assigned 1-2 sessions per week.

#### **Note:**

Please be advised that the number of hours required for the above courses does not necessarily coincide with the number of credits.

## INFORMATIVE NOTES FOR MAJORS

The University offers a number of resources and services. The following information quoted or abstracted from the Academic Advisement Handbook for Faculty summarizes some of the resources and services designed to assist students:

### **Academic Services and Retention** (Levermore 303, ext. 3150)

Academic advisement, appeals and special requests take place primarily within the department. However, this office can also provide information on particular problems or questions related to academic matters.

### **Admissions** (Levermore 100, ext. 3050)

Admissions assists in evaluating transfer credits, pre-college course work and AP credits for new freshmen and transfers. For any requested credits, either pre-college or transfer, students must submit transcripts and relevant information.

### **Career Development Center** (Post Hall, ext. 3130)

The Career Development Center helps students to make informed choices about their academic programming towards their career goals. The Center offers career-related literature and career counselors as well as a resume builder for students.

### **Health Services** (Waldo Hall, ext. 6000)

The Health Services Center provides health care and health education for Adelphi students. A nurse is on duty 24 hours daily throughout the academic semesters.

### **Hy Weinberg Center for Communication Disorders** (Hy Weinberg Center, ext. 4850)

The Hy Weinberg Center for Communication Disorders (Speech and Hearing Center) provides evaluation and treatment services to students with a variety of speech, language or hearing problems. There is no cost to Adelphi students for these services.

### **International Student Services** (University Center, ext. 4990)

International Student Services provide a wide variety of services for international students and information about opportunities to study abroad.

### **Learning Center** (Earle Hall, ext. 3200)

The Learning Center conducts tutoring sessions, workshops and review courses to help with academic progress. Assistance is also provided for developing writing and quantitative skills. The Learning Center also houses a wide range of learning resources.

### **Office of Disability Support Service** (University Center 310, ext. 3145)

Students with special needs will find a variety of support services such as untimed tests, help with rooms or parking stickers, and books on tapes. Students are encouraged to speak with professors about any accommodations they may need to produce an accessible learning environment.

### **Psychological Services** (Hy Weinberg Center, ext. 4820)

The Center for Psychological Services provides confidential counseling for all Adelphi students. Individual, couple and group sessions, and psychological testing for learning disabilities are offered at no fee to Adelphi students.

**Registrar** (Levermore Lower Level, ext. 3300)

The Registrar's Office handles course registration, course changes, class schedules, transcripts, student academic records, changes of biographic and demographic data (addresses, name, major), graduation applications, and general information about course loads and policies. The staff directs students to appropriate offices for additional assistance or signatures.

**Student Counseling Center** (310 University Center, ext. 3646)

The Counseling Center provides personal counseling for undergraduate and graduate students, and serves as a referral source for crisis intervention. Day and evening hours are available.

**Student Financial Services: Collections/Cashiers**

The Collections/Cashiers office works with past due accounts and petitions relating to tuition. Any academic petition to waive a rule may impact payments.

**Student Financial Services: Financial Aid** (Levermore Lower Level, ext. 3080)

The Financial Aid office works with students needing financial aid. This includes state, federal and university grants and scholarships as well as assisting with billing concerns related to tuition and fees. Work-study is given through Financial Aid, and job listings are listed in Career Development. The Information Desk is open every day for questions and assistance. Financial Aid has a newsletter with up-to-date information and services. It runs workshops for students during the semester. Call for dates and times.

Many course changes can affect financial aid status. If there is any question about the impact of a course change (add/drop; withdrawal; change in credit load), please call the Information Desk for assistance and advice.

**Student Affairs** (University Center 106, ext. 3660)

The Dean of Student Affairs oversees areas related to co-curricular services and programs for students. Major areas included are: Residential Life and Housing, Health Services, Student Activities, Orientation, Commuter Student Affairs, Judicial Affairs, Cultural Resources (International Student Services and Study Abroad, Multicultural Affairs, Interfaith Center), Center for Students with Special Needs, Student Resource Center (Counseling, Referrals, Alcohol and Substance Abuse Prevention), University Center, Auxiliary Services (Dining Services, Bookstore, Conferences). For questions or information about these areas, contact the office of the Dean or staff in the appropriate area.

**Writing Center** (Earle Hall, Lower Level)

The Writing Center is a free service available to any Adelphi undergraduate or graduate student. The Center can help with essay assignments in all subjects, lab reports, cover letters, graduate school admissions essays, job applications, or any other written project you.

**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:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

## Undergraduate Advisement Worksheet (120 credits)

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

home phone \_\_\_\_\_ cell phone \_\_\_\_\_

Address \_\_\_\_\_ email \_\_\_\_\_

SS # \_\_\_\_\_

	Credits	Sem Taken	Transfer COURSE #	Grade
<b>Freshman Fall (14 Credits)</b>				
SPE 100 The Speech-Language, & Hearing Professions	3			
BIO 203 or 204 The Human Body	4 GED/SCI			
ENG 107 Art and Craft of Writing	3 GED/Comp I			
Freshman Seminar	3			
Freshman Orientation	1			
<b>Freshman Spring (15-16 Credits)</b>				
SPE 142 Phonetics	3			
SPE 144 Development of Speech and Language	3			
SPE 110 Oral Comm in the Prof World or 112 Public Speaking	3 GED/Comp II			
Physical Science	3-4 GED/SCI			
Elective	3			
<b>Sophomore Fall (15 Credits)</b>				
SPE 138 Sound and the Auditory Mechanism	3			
SPE 140 Anatomy & Phys. of the Speech Mechanism	3			
LIN 103 Descriptive and Historical Linguistics	3 GED/HUM			
PSY 101 General Psychology	3 GED/SS			
GED Elective Arts	3 GED /ARTS			
<b>Sophomore Spring (15-16 Credits)</b>				
SPE 220 Introduction to Speech Science	3/4			
SPE 201 Scientific & Professional Writing in CSD	3			
EST 221/222 Processes of Learning or PSY 115/116 Dev. Psych	3			
Math 113/ PSY 137 Statistics	3			
Humanities elective	3 GED/HUM			
<b>Junior Fall (15 Credits)</b>				
Elective	3			
SPE 352 Clinical Audio logy	3			
SPE 350 Survey of Developmental Language Disorders	3			
SPE 355 Intro to the Clinical Process	3			
Elective	3			
<b>Junior Spring (17 Credits)</b>				
EST 304 Community, School, and Society (optional TSSLD)	3			
SPE 351 Survey of Speech Disorders	3			
SPE 353 Audiologic Rehabilitation	3			
SPE 356 Clinical Practice in Speech-Lang Pathology	2			
GED Elective Arts	3 GED/ARTS			
Elective	3			
<b>Senior Fall (16 Credits)</b>				
SPE 400 Current Issues in CSD	3			
SPE 410 Survey of Acquired Neurogenic Speech Disorders	3			
Social Science elective	3 GED/SS			
Related Elective	3			
SPE 521 Beginning Sign Language (optional)	3			
SPE 357 Clinical Practice in Audiology	1			
<b>Senior Spring (13 Credits)</b>				
SPE 522 Intermediate Sign Language (optional)	3			
HED 610 Health Prep for Teachers (optional TSSLD)	1			
SPE 561 SLP in a School Setting (optional TSSLD)	3			
Elective or EBE 601, 600, or 610 (optional bilingual TSSLD)	3			
Related Elective	3			

max 3 cr Phys Ed

## Undergraduate Advisement Worksheet General Education Requirements

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

Course	Credits	Semester Taken	Transferred
<i>Freshman Courses</i>			
Seminar	3		
Orientation I	1		
<i>Competency Courses</i>			
English 107: Art & Craft of Writing	3		
SPE 110 (Oral Comm) or 112 (Public Spk)	3		
<b><i>GED Arts (6cr from art/art history, communications, music, performing arts)</i></b>			
Arts elective	3		
Arts elective	3		
<b><i>GED Humanities (6cr from english, international studies, history, philosophy)</i></b>			
HUM ELECTIVE	3		
LIN 103	3		
<b><i>GED Social Sciences (6 cr from anthropology, economics, political science, psychology, sociology)</i></b>			
PSY 101	3		
PSY/ SOC elective OR DEV PSYCH	3		
<b><i>GED Natural Sciences &amp; Math (6cr from bio, chem, math &amp; computer, physics)</i></b>			
BIO 203 or 204	4		
PHYSICAL SCIENCE	3-4		

REV 12-4-07
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