ADELPHI
UNIVERSITY

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

GRADUATE HANDBOOK
MS in Speech-Language Pathology

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

For further information about the programs in the Department of Communication Sciences and Disorders contact:

Reem Khamis-Dakwar, Ph.D.   Cindy Arroyo, D.A.
Department Chair   Graduate Program Director
khamis-dakwar@adelphi.edu   arroyo@adelphi.edu
516-877-4778   516-877-4768

Hy Weinberg Center- 1st floor (Lower Level)
Adelphi University
Garden City, New York 11530
516-877-4770
Fax: 516-877-4783
www.adelphi.edu

This Handbook is intended to inform students about the policies and procedures of the MS in SLP Program of Adelphi University. Please note that the policies and procedures covered in this manual are subject to change. Changes will be announced on the CSD Moodle page, e-mailed to students, and posted in the Department office. This manual serves as a supplement to Adelphi's *Bulletin* (available online at catalog.adelphi.edu), which contains the rules, regulations, and requirements applicable to all graduate students. Students are responsible for all information contained in the *Bulletin* and this Handbook.

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Note: A separate manual is available on the CSD Moodle page and in the Department office for information regarding 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 part of Adelphi University's Ruth S. Ammon School of Education. Students should thoroughly familiarize themselves with the policies and procedures of the University and the School. This information is available on the University website and in published forms.

The Department offers advanced education in normal communication processes; disorders of speech, language, hearing, and swallowing; and assessment and remediation strategies for disorders of human communication and swallowing. The MS in SLP is offered at the Garden City campus and at the Manhattan Center. The Manhattan site is located at 75 Varick Street, New York, NY, 11013, about 20 miles from Garden City. Clinical training is conducted in both in-house and external placements; all in-house clinical training is done at the Hy Weinberg Center for Communication Disorders on the Garden City campus as well as selected off-campus sites.

The Masters of Science in Communication Sciences and Disorders is a 63 credit program, offered across five consecutive semesters which requires two years of full time study (**including summer of first year**) to complete. There is no part-time study. Beginning in the fall semester of 2015, the tuition for the two-year M.S. in Communication Sciences and Disorders is charged as a flat rate across all programs and sites (see appendix I). That is, you are allowed to enroll in up to 17 credits of course work each semester and will be charged the equal installments in each semester (i.e. fall, spring, and summer semesters of year one and fall and spring semesters of year two) regardless if your credit load is 9 in the summer semester, or 12, 15 or 17 credits in the fall/spring semesters. Please be advised that this course work does not count toward enrollment for financial aid purposes and make sure you contact the financial aid office at Adelphi to check your financial aid status while taking courses outside of the 63 credits required for M.S. in speech language pathology.

The program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) through April 30, 2024. The department will be undergoing a re-accreditation site visit by the CAA in the spring semester of 2024.

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 program are employed in a variety of settings, including hospitals, clinics, schools, universities, and private practice.

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

In addition to the two 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.

The Department of Communication Sciences and Disorders admits and enrolls students 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 Student Access Office, Room 310 of the University Center (877-3806).

ACCREDITATION

The MS in SLP program at Adelphi University is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) through April 30, 2024. Any questions concerning accreditation may be addressed to the Graduate Program Director, Department Chair, or the CAA at:

Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850
p - 800.498.2071 or 301.296.5700

MASTER OF SCIENCE PROGRAM IN SPEECH LANGUAGE PATHOLOGY:

MISSION STATEMENT

The mission of the Department of Communication Sciences and 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.

The Masters of Science (MS) is a researched based program with a scientific background that includes the option of a thesis. Both a MS and a MA hold the same prestige when it comes to graduate programs for speech pathology, however, an MS can benefit an individual's research, analysis, and evaluation skills.

RUTH S. AMMON SCHOOL OF EDUCATION: CONCEPTUAL FRAMEWORK

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

Scholarship: We believe CSD professionals (i.e., student clinicians, faculty, clinical supervisors) must be scholar-clinicians 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) that include opportunities for supported reflection.

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

Inclusive Community: We believe that CSD students must be able to deliver culturally and linguistically sensitive services to people with disabilities across the lifespan. The best clinical decisions occur when professionals and families collaborate.

Wellness: We believe that learning is holistic. We must assess and treat the whole person, not just the speech, language, or hearing disorder. In addition, we teach about preventative and early interventions that can help minimize the severity of certain disorders.

Creativity/The Arts: We believe in the value of creativity in professional practice, especially in motivating interventions and nurturing the whole person.

PROGRAM GOALS AND OBJECTIVES

In accordance with the ASHA (2014) knowledge and skills standards for certification, the MS in SLP program prepares students in basic human communication and swallowing processes across the life span, and in communication and swallowing disorders and differences across the life span, including: articulation; fluency; voice and resonance; receptive and expressive language; hearing; swallowing; cognitive aspects of communication; social aspects of communication; and augmentative and alternative communication modalities.

The goal of the program is to produce professional and ethical clinicians who have the ability to competently evaluate, diagnose, and remediate disorders of speech, language, and swallowing across the life span and from culturally and linguistically diverse backgrounds.

STRATEGIC PLAN
2017-2020

- **Goal #1:** To increase engagement with the local and global communities

Goal #2: To continue as a center for excellence by integrating clinical training and scholarship
- **Goal #3:** Develop models of Interprofessional Participation (IPP)

DEPARTMENT PROGRAMS

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

Main Campus: Garden City
Cindy Arroyo, D.A., Graduate Program Director
Phone: 516-877-4768
E-mail: Arroyo@adelphi.edu

Additional Locations / Sunday Programs
Manhattan Campus: Robert Goldfarb, Ph.D., Coordinator
Phone: 516-877-4785
E-mail: goldfarb2@adelphi.edu

Garden City Sunday: Florence L. Myers, Ph.D., 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)

Angela Murphy
Phone: 516-877-3708
E-mail: amurphy@adelphi.edu

Undergraduate Program in Communication Sciences and Disorders
Susan H. Lederer, Ph.D., Coordinator
Phone: 516-877-4781
E-mail: lederer@adelphi.edu

Doctor of Philosophy (Ph.D.) in Speech-Language-Sciences and Disorders
Janet Schoepflinl, Ph.D., Coordinator
Phone: 516-877-4784
E-mail: Schoepflin@adelphi.edu

Doctor of Audiology (Ph.D.)
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 members listed below have the following areas of expertise and interest:

Cindy Arroyo, D.A., Associate Professor; child language acquisition and disorders; oral-motor function and disorders; augmentative and alternative communication (AAC)
Email address: arroyo@adelphi.edu

Dana Battaglia, Ph.D., Assistant Professor; child language disorders; autism
Email address: dbattaglia@adelphi.edu

Steven Cox, Ph.D., Assistant Professor; voice disorders
Email address: scox@adelphi.edu

Robert Goldfarb, Ph.D., Professor; adult neurogenic communication disorders; fluency disorders; differential diagnosis
Email address: goldfarb2@adelphi.edu

Reem Khamis-Dakwar, Ph.D., Associate Professor and Chair; language acquisition in a diglossic Community.
Email address: Khamis-Dakwar@adelphi.edu

Susan H. Lederer, Ph.D., Associate Professor; child language and literacy development and disorders; clinical skills
Email address: lederer@adelphi.edu

Ryan Lee James , Ph.D., Assistant Professor; child language and literacy development; cultural diversity, language development and poverty
Email address: rljames@adelphi.edu

Florence L. Myers, Ph.D., Professor; fluency disorders; child language development and disorders; diagnostic procedures; cultural diversity
Email address: fmyers@adelphi.edu

Ashwini Namasivayam-Mcdonals, Ph.D., Assistant Professor; dysphagia , dementia

Melissa Randazzo., Assistant Professor; cognitive neuroscience, multisensory integration; apraxia
Email address: mrandazzo@adelphi.edu

Elaine Sands, Ph.D., Associate Professor; aphasia and related language disorders; professional practice
Email address: sands@adelphi.edu

Janet R. Schoepflin, Ph.D., Professor; speech perception in individuals with hearing impairment; pediatric audiology; psychoacoustics
Email address: schoepfl@adelphi.edu

Yula C. Serpanos, Ph.D., Professor; auditory brainstem response testing; diagnostic audiometry; loudness growth assessment/estimation
Email address: serpanos@adelphi.edu

HY WEINBERG CENTER FOR COMMUNICATION DISORDERS

Anne Marie Skvarla, M.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 participate in a wide range of clinical activities within the Center, including the evaluation and treatment of individuals with communication disorders.   Housed at the Center 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/Clinical Supervisors

Dawn Cotter-Jenkins, M.A., CCC-SLP,   Clinical Supervisor   dcotter-jenkins@adelphi.edu

Deborah Friedman, M.S., CCC-SLP,   Clinical   Coordinator,   Speech-Language   Pathology dfriedman@adelphi.edu

Angela Murphy , M.A., CCC-SLP,   Coordinator of Clinical Practice in the Schools amurphy@adelphi.edu

Stephanie Montano, M.S., CCC-SLP,   Externship   Placement   Coordinator montano@adelphi.edu

Deborah Senzer, Au.D.   Clinical Coordinator, Audiology   dsenzer@adelphi.edu

Miriam Velsor, M.S., CCC-SLP,   Clinical Instructor   mvelsor@adelphi.edu

Part time supervisors:

Diane Davis, Au. D.

Gail Martocello-Flynn, M.S., CCC-SLP,

Jessica Ragno, M.S., CCC-SLP,

Tanya Rios, M.S., CCC-SLP,

Jessica Shaw, M.S., CCC-SLP,

Linda Tavella, M.S., CCC-SLP,

Christy Taveira, M.S., CCC-SLP

MASTER'S DEGREE IN COMMUNICATION DISORDERS

The Department of Communication Sciences and Disorders is one of three departments in Adelphi's Ruth S. Ammon School of Education. The Master of Science program in Communication Sciences and Disorders (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 swallowing.

The MS program in Communication Disorders (Speech-Language Pathology) at Adelphi University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). As such, the curriculum meets the ASHA (2014) standards for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology. All students receive academic training and clinical experiences necessary to qualify for certification by ASHA (CCC-SLP), New York State licensure in Speech-Language Pathology, and certification by the New York State Department of Education as a Teacher of Students with Speech and Language Disabilities (TSSLD). Coursework and practica are also available for those students wishing to pursue the optional Bilingual Extension to the TSSLD. Students are expected to consult closely with their advisors to ensure they meet all requirements for the CCC, New York State Licensure, and TSSLD certification, as well as the Bilingual Extension, if desired.

REQUIREMENTS AND PROCEDURES FOR ADMISSION

Applications for the MS in SLP program are accepted for fall admission only. The deadline for application materials is 2/15. All applicants to the master's degree program in Communication Disorders must take the Graduate Record Examination (GRE). Students applying to the MS 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 pre-requisites must be completed and graded before an application can be reviewed. 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. Prerequisite courses are typically offered during the day on the Garden City campus.

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

The table below lists the equivalent courses for each pre-requisite course in neighboring institutions.For any further information about the equivalence of a course you are taking, please contact CSD administrative assistant, Mrs. Maria Denicola with the details of the course.

Name of University	Prereq1: Speech and Hearing Science	Prereq2: Anatomy and Physiology of Speech Mechanism	Prereq3: Phonetics	Prereq4: Speech and Language Development	Prereq5: Audiology	Prereq6: Speech Language Pathology
Adelphi University	876-220 Introduction To Speech Science	0876-140 Anatomy And Physiology of The Speech Mechanism	0876-142 Phonetics	0876-144 Speech Language Development	0876-352 Clinical Audiology	0876-351 Survey of Speech Disorders
Brooklyn College	SPH 179: Speech Language and Hearing Science: Acoustics	SPH 178: Speech Language and Hearing Science:Anatomy and Physiology	SPH 13: Phonetics	SPH 31: Speech and language Development	SPH 281: Audiology I	SPH 381: Nature of Speech –Language Disorders
Georgetown University		CMDS 256: Anat and Phys of Spch and Hear Mecha	CMDS 240: Phonetics	LING 251: Lang Acq	CMDS 257: Intro to Audiology	CMDS 300: Lang Dis
SUNY Cortland	SHH 281: Speech Science		SHH 280: Phonetics	SHH 300: Normal Language Development	SHH 383: Basic Audiology	SHH 270: Intro To Comm Dis
Hunter	COMSC 61100: Intro to Sp Science OR COMSC 60900:Aud & Vestib Mechanism	COMSC 60800: Anta,Phys, Spch Pro	COMSC 60700: Phonetics American Language	CPMSC 60400: Intro Lang Sci	COMSC 64000: Intro to Audiology	COMSC 62000: Intro:Spch/Lang Pth
St Joseph's	SPC 220: Sound and auditory mechanism	SPC 410: Anatomy physiology and neurology of speech and hearing mechanism	SPC 212: Phonetics	SPC 218: Normal Language Development	SPC 340: Audiology	SPC 319: language Pathology 1, OR SPC 320: Speech Language Pathology II
Kings Borough Community College			SPE 04000: Phonetics	SPE 04100: Language Development		SPE 01600: Survey of SPC,Lang, and Hear Diso
Lehman College	SPV 249: Speech Science	SPV 247: Anatomy and Physiology of the Speech Mechanism	SPV 245: Articulatory Phonetics	SPV 221: Language Acquisition	SPV 328: Intro t Audiology	SPV 326: Speech Pathology :Functional Disorders SPV 327 Speech Pathology :Organic Disorders
Hofstra University	SPC103: Intro to Speech science	SPCH006: Anatomy and Physiology	SPCH 005A: Phonetics	SPCH102: Normal Language Development	SPCH 137: Intro. to Audiology	SPCH 131: Intro. to Communic. Disorders
MaryMount Manhattan College	SPCH 260: Speech and Hearing Science	SPCH 261: Anatomy and Physiology of the Speech and Hearing Mechanisms	SPCH 202: Phonetics	SPCH 251: Norm Lang Dev	SPCH 263: Audiology	SPCH 351 OR SPCH 352: Language Pathology I or II
Molloy College	COM 272: Introduction to speech science	COM 261: Anatomy and Physiology of speech mechanism	COM 273: Phonetics and vocal	COM 372: Language Acquisition	COM 370: Introduction to Audiology	COM 274: Introduction to speech Disorders

General Competency Courses: ASHA Certification

Please note that additional coursework in statistics, 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 any time prior to applying for ASHA certification. CLEP tests with a minimum grade of 50 are acceptable. Use code # 2003 to have scores sent to AU.

TSSLD

Additional coursework may be required for TSSLD certification. Students should consult the TSSLD manual and Mrs. Murphy, the TSSLD Coordinator, to determine whether all requirements have been met.

IMPORTANT: YOU MUST VERIFY THAT YOU HAVE COMPLETED ALL PRE-REQUISITE COURSEWORK (GENERAL COMPETENCY COURSES AND FOUNDATIONAL COURSES) WITH YOUR ADVISOR BY THE END OF YOUR FIRST YEAR IN GRADUATE SCHOOL. FAILURE TO DO SO MAY POSTPONE YOUR STUDENT TEACHING AND FINAL GRADUATION DATE.

The MS in SLP is a 63 credit program, requiring two full years of full-time study (**including one summer**). No part-time study is permitted. Academic coursework is offered in Garden City and in Adelphi's Manhattan Center. Clinical training (and the associated seminars) for all students, regardless of academic program location, is offered on the Garden City campus. Students must be available for clinical placement during weekdays for externship and student teaching usually completed in the second academic year. Students should plan their schedules with this information in mind.

Academic coursework in Garden City is offered in two formats: (1) a 15-week semester (with most academic courses meeting from 2:00-4:00, 4:00 pm to 6:00 pm and 6:00 pm to 8:00 pm four days a week); and (2) academic courses in 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). The program of academic courses at the Manhattan Center is based on an 8-week cycle, again with academic courses during the academic year meeting Sundays 8:30 am to 12:15 pm and 1:00 pm to 4:45 pm.   Most of the academic coursework at the Manhattan Center is offered in a hybrid/blended format. The tuition, curriculum requirements and academic policies for all three programs (Garden City weekday, Garden City Sunday, and Manhattan) are identical. Students must elect one of the three programs for their academic coursework; cross-program registrations are permitted only in special circumstances and with approval of the student's academic advisor and the department chair.

During summer sessions or as a result of extenuating circumstances, courses for students enrolled at the Manhattan Center or in the Garden City Sunday program may be offered on days other than Sunday, or at the main campus in Garden City.

Clinical training is conducted in both in-house and external placements. Regardless of a student's academic program, **all in-house practicum courses and clinical seminars are offered in the Hy Weinberg Center on the Garden City campus, as well as at affiliated facilities (e.g. Hollis, Adelphi Academy), under the direct supervision of the HWC clinical faculty.**

Note: **The calendars for in-house and external clinical practica 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.**

ORIENTATION, ADVISEMENT, AND REGISTRATION

Upon acceptance to the program, students are assigned an academic advisor. In the summer prior to beginning the program, the student meets with his/her advisor to schedule classes for the first semester. At this meeting, the advisor will complete the speech screening form to determine the student's oral communication proficiency and to determine if referral to the Hy Weinberg Center for evaluation and possible treatment is warranted.

During the summer and prior to the beginning of the fall semester, a mandatory orientation and informational meeting is held for all incoming students. At this meeting, students are informed of departmental policies and procedures, financial aid requirements, clinical training policies and procedures, TSSLD requirements, and ASHA certification and state licensure requirements. Students are also instructed how to access the department's Moodle page to download the Graduate Manual and other relevant materials.

All students must meet with their advisors during the registration planning period **EVERY** semester to discuss and document (on the academic advisement form) academic and clinical progress toward program completion, and to schedule courses and practicum assignments for the next semester; more frequent advisory meetings are encouraged. Students should also regularly check their progress toward program completion on the university's

electronic system, Degree Audit, which tracks the completion of all required courses and practica and which is used for graduation clearance. While the academic advisor maintains the academic advisement sheet in the student's file, the student must complete the ASHA Knowledge and Skills Acquisition (KASA) form, which is kept in his/her portfolio (for review by the advisor prior to graduation). **Based on alumni input, we strongly recommend you to complete the KASA form at the start of each semester during the orientation meeting as it makes it easier to fill in as you go throughout the specific classes.**

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 the clinic director or the externship/student teaching coordinators for a clinical practicum does not ensure that a student is registered for the appropriate clinical course. It is the student's responsibility to verify his/her registration during the **first week** of each semester. If a student is not properly registered for any course (academic or clinical) by the end of the drop-add period, that student may not receive credit for the course, possibly extending the time required to complete the graduate program

Two additional mandatory group meetings are held for general student advisement and information-sharing, one of which occurs at the end of the first year of study and one of which occurs near the end of the program of study. The first of these two meetings presents information about externship expectations and requirements, and the second informs students about the procedures required for graduation and for obtaining ASHA certification, NY State licensure, and TSSLD certification.

ACADEMIC POLICIES

Academic Honesty and Integrity
Students are expected to maintain the highest level of academic integrity, including class attendance, as outlined in course syllabi. Cheating and other forms of academic dishonesty will not be tolerated and will result in disciplinary action, including dismissal from the program.

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 Code of Academic Honesty and Integrity
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.
10. Other forms of academic dishonesty

Please note: This department holds its students to the highest degree of academic honesty. Students who violate academic integrity *by any means* will be subject to the strictest possible penalties, including **dismissal from the program**.

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 the "Guidelines on Professional Behavior & Use of Technology" in Appendix A and the "Professional Behaviors Documentation Form" in Appendix B). Lack of professionalism can result in dismissal from the program.

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, religious observance, or other purposes must consult with their instructors as early in the semester/cycle as possible about how to make up work.

Grading Policies

Students must familiarize themselves with the departmental grading standards. The following policies apply to all students enrolled in the MS 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 dismissed from the program.

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.

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.

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 student may also be asked to repeat a practicum course if the department feels that the student may benefit from additional practice. A second grade of C (C+, C, or C-) in a practicum 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, 662, 663, 664, 665, 666, 667.

The following clinical practicum course is graded on a Pass/Fail basis:
SPH 668

STUDENTS MUST PLAN TO BE AVAIALBLE FOR AT LEAST 3-4 DAYS DURING THE REGULAR ACADEMIC YEAR (FALL & SPRING SEMESTERS) TO COMPLETE IN-HOUSE CLINICAL COURSES AND OFF-CAMPUS PRACTICA.

GENERAL INFORMATION

Email account

Information for students is posted on the department's Moodle page and sent electronically to their Adelphi e-mail address. Students must use their Adelphi University e-mail account. If this is not possible, students must officially change their e-mail address with Adelphi University, not just with the Department of Communication Sciences and Disorders. The department is not responsible for messages missed by students using alternative e-mail addresses.

> The procedure for accessing the department's Moodle page is as follows:
> Go to the Adelphi website (www.adelphi.edu)
> Click on eCampus (or key in www.ecampus.adelphi.edu)
> Login
> Click on the Moodle icon
> Scroll down and click on CSD/HWC Department Site
> Open individual messages

Student Concerns

Student concerns or complaints regarding grades or course-related matters 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 the matter is still unresolved, students can file a petition to request a hearing by the School of Education Review Board (Chair is Professor William Niles, 877-4406).

For any concerns related to accreditation, students may contact ASHA's Council on Academic Accreditation (CAA) at 2200 Research Boulevard #310, Rockville, MD 20850; phone number (800) 498-2071 or (301) 296-5700. The complaint process to ASHA's Council on Academic Accreditation may be found at the following link:
http://www.asha.org/academic/accreditation/accredmanual/section8.htm

Accommodations and Adaptations Needed

If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact the Student Access Office (SAO) at 516-877-3806 or send an email to sao@adelphi.edu. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL Interpreters or Transcription Services."

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 the second week of September for December and January graduates, the second week of October for May graduates, and the second week of June for August graduates; please confirm dates with the Registrar). Applications may be completed online or in hard copy from the Office of the Registrar.

ASSESSMENT OF STUDENT PERFORMANCE

1. **Knowledge and Skills Acquisition**
   In accordance with the ASHA (2014) 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. **We highly recommended the KASA form be filled out for each class during each semester.** In addition, clinical hours will be tracked using CALIPSO, an electronic documentation system. You will be trained on CALIPSO in your first clinical practicum. Even though clinical hours are documented on CALIPSO, students are asked to keep the original paper copy for their records, to provide one for their academic file, and one for their clinical file.

   The KASA form, Graduate Advisement form, and CALIPSO are used to document a student's progress toward completion of the ASHA CCC requirements. Advisement forms are kept in your academic file and clinical hours are kept electronically in CALIPSO. **Students must maintain their own copies of all of these documents, including the KASA form, which should be kept in your portfolio** (see "Portfolio Forms" in Appendix C for further information). You can obtain copies of the KASA and Graduate Advisement forms from the department office; you will be trained on CALIPSO during your first clinical experience. We require that students maintain copies of this information in their portfolio.

2. **Assessment and Remediation of Written or Oral Communication Deficiencies**
   According to the Position Statement of the ASHA Joint Subcommittee of the Executive Board on English Language Proficiency (see http://www.asha.org/policy/PS1998-00117.htm), students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the nonacceptance of individuals into higher education programs or into the professions solely on the basis of the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.

   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 advisors during the initial advisement meeting. Written skills will be assessed initially in SPH 648, with ongoing oral and written assessment by course instructors. The Department's Moodle page contains writing resources for students, including tips and activities to improve written communication skills. 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 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 in 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.

3. **Faculty Assessment of Academic and Professional Behaviors**
Instructors will assess a student's mastery of knowledge and skills within individual courses. If necessary, students will be required to complete a remediation plan (see "Academic Concerns/Remediation Plan Form" in Appendix D) designed by the instructor to assure the student has gained at least minimal competency in all content areas.

4. **Portfolios**
A portfolio is a professional tool (3-ring binder) 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.

Your portfolio should include the items shown in the check sheet in Appendix C. The reflective essays you write in your second year demonstrate self-knowledge and growth. From the larger portfolio, a smaller one can be developed for use during employment interviews.

The portfolio will be submitted twice during your graduate program.
- **At the end of SPH 660**, submit your portfolio to the Clinic Director. This is a course requirement. You must include the mid-program self-reflection rubric.
- **Within two weeks after the comps,** submit your portfolio with your final self-reflection rubric, short essay, and exit survey. You will be given the exit survey 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 THE CLIENT'S NAME, ADDRESS, TELEPHONE NUMBER, DOB, ETC.

5. **Comprehensive Examination**
All students are required to pass a Comprehensive Examination in order to earn the master's degree. The M.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. Once approved, the student must bring the signed form to the Department office to register for the exam.

The exam can only be taken **during or after the semester in which all academic requirements are met**.

If a student fails the comprehensive examination, that student will be required to complete remediation(s) in the weak area(s). Remediation(s) will be individually tailored to the needs of the student by the faculty member overseeing the remediation(s).

6. **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 the "Research Project Proposal Form" (see Appendix E).

   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 4th semester. The following elements are required:
     - Written document
     - Proposal to Adelphi's student research conference or another professional conference (e.g., NYSSLHA)
     - Discussion of project at a friendly defense with mentor, advisor, and at least one other faculty member
     - Presentation to students in the current semester of SPH 670

ASHA CERTIFICATION & NEW YORK STATE (NYS) LICENSURE

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

When 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 his/her professional education and clinical practica. The Praxis exam consists of multiple choice questions. Passing of the Praxis exam is required in order to obtain ASHA certification and NYS licensure. Students should enter the codes for **Adelphi, ASHA, and the NYS Office of Professions (for TSSLD)** so that Praxis scores are sent to all three entities.

Note: **Students should complete all coursework prior to sitting for the Praxis Examination.**

ASHA Certification and 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 should be downloaded from the ASHA and NYS websites or requested directly from the respective sources. Forms must be completed by students and given to the Graduate Program Director **no later than July 15th** for May and August graduation dates so that the forms can be completed by the Graduate Program Director by the **August 31st deadline**.

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, Moodle page, and bulletin boards post Clinical Fellowship opportunities.

M.S. IN COMMUNICATION DISORDERS: SPEECH-LANGUAGE PATHOLOGY CURRICULUM (63 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, New York State Licensure in Speech-Language Pathology, and NY State certification as a Teacher of Students with Speech and Language Disabilities (TSSLD). 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 of full time study **(including summer year one**), 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 (63 credits)
Academic (All 3 credits)
SPH 604   Speech-Language Pathology in a School Setting
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 676   Language Assessment/ Intervention: Autism Spectrum Disorders

HED 610 (1 cr)   Health Prep for Teachers

Clinical Practica *(and Clinical Seminars)*
SPH 648   Clinical Practice in Speech-Language Pathology I   (2 credits)
SPH 660   Clinical Practice in Speech Language Pathology II   (2 credits)
SPH 662   Clinical Practice in Speech Language Pathology (Externship)   (2 credits)
SPH 674/675 Clinical Practice in the Schools/Clinical practicum
                in Bilingual Speech Pathology   (3 credits)
SPH 666   Clinical Practice in Diagnostics   (1 credit)
SPH 668   Clinical Practice in Audiology   (1 credit)

PRACTICUM FOR STUDENTS CONCENTRATING IN SLP

The following policy adheres to the ASHA 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology.

ASHA Standard V-C: "**Only direct contact with the client or the client's family in assessment, management, and/or counseling, may be counted as ASHA clock-hours.** Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. In rare circumstances, it is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV."

Clinical hours may not be "rounded-up." For example, if a student clinician works directly with a client for 50 minutes, the student earns 50 minutes not one hour. A more detailed explanation of the manner in which ASHA counts clinical experience may be found at **http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/**

Clinical hours may be earned at the HWC as follows:
1. **Individual client**:
    a. 1:1 assignment: 100% of the clinical hours earned in direct client contact.
    b. Co-clinicians: 1:1 per student clinician time spent in direct client contact. (i.e., *Student A* 20 minutes; *Student B* 25 minutes)
2. **Groups**: (TOT; KID; Pre-Read; Friend Talk; Aphasia; Social/Pragmatic)
    a. Student clinicians are typically assigned to 1 client in the group. They will earn clinical hours for the time they spend working in direct contact with their assigned client during the group session.
    b. If the assigned client is absent/drops out, then the student clinician will be assigned to collaborate with a co-clinician. Each individual student clinician will earn clinical hours based on the 1:1 time they spend in direct contact, during that session, with the client.
3. **Diagnostic Teams**:
    a. Students are typically split into 2 groups: Testing / Observers
    b. Observers: Earn no clinical hours. Observation hours may be earned.
    c. Testing Group:
        i. Earn clinical hours for the 1:1 time they spend in direct contact with the client. i.e., evaluation with administration of GFTA-2:
            1. Student A: *Case History* 15 minutes; *Sounds in Words* 15 minutes;
            2. Student B: *Sounds in Sentences* 20 minutes
            3. Student C: *Oral Motor Exam* 15 minutes
            4. Student D: *Counseling parent* 20 minutes
    d. Clinical hours earned must be documented immediately at the conclusion of the session.
    e. Clinical hours will not be assigned for "mock" or practice evaluations on each other.

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, in general, students are required to provide full-time availability for their outside clinical placements during a regular academic semesterdepending on the particular site and needs and requirements and scheduling agreements made between the supervisor and student.

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.

Practicum Policies

> *Please note that students need to be approved by the Clinic Director for all clinical practica.*
>
> *Students should maintain careful records of all their clinical hours. At the end of each semester, hours will be entered into the CALIPSO tracking system, but students should maintain a paper copy of their hours for their own records. The program does not maintain copies of individual student records beyond 5 years.*

- **Pre-requisites**
  SPH 648 is a pre-requisite for SPH 660.
  SPH 603 & SPH 610 are pre- or co-requisites for SPH 660.
  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 practica (SPH 648 and 660), students must provide at least 15 hours per week over three days during which the clinic is open for scheduling of clients. Limited availability may eliminate the student from clinical practicum in that semester and could extend the student's program.

  Students taking an 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 email on/before the date/time provided by the clinic director in her electronic communication with students.

- **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.** In addition, all students must be available for externship placement on a full-time basis in either the fall or spring semester of the second year. externship/student teaching is usually completed during the regular academic year and 3-4 full days are typically required but it is dependent on the specific site.

  Students must take SPH 611 (Motor Speech Disorders), SPH 624 (Acquired Language Disorders), and SPH 636 (Dysphagia: Evaluation and Management) prior to any adult placement. Prior completion of SPH 638 (Diagnostic Procedures in SLP) is recommended.

  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
  -date of admission to the graduate program
  -student availability during site's preferred times

- **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 <u>all</u> practicum courses in which you are enrolled during a given semester.

Note:
- Full-time students follow the academic courses in sequence
- Most courses are offered in a hybrid/blended format
- Practica are additional and are not included in this flow sheet

First-Year Coursework

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)

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

Spring
Cycle III (8 weeks)

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

Cycle IV (8 weeks)

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

Summer (Courses offered weekday in Garden City)

Sequence	Course #	Course Title	Time
	604	Speech-Language Pathology in a School Setting	TBD
	HED 610	Health Prep for Teachers	TBD

Second-Year Coursework

Fall
Cycle I (8 weeks)

Sequence	Course #	Course Title	Time
9	646	Oral Motor Function: Child	8:30-12:15
10	636	Voice Disorders	1:00 -4:45

Cycle II (8 weeks)

Sequence	Course #	Course Title	Time
11	630	Dysphagia: Evaluation and Management	8:30-12:15
12	620	Fluency Disorders	1:00-4:45

Spring
Cycle III (8 weeks)

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

Cycle IV (8 weeks)

Sequence	Course #	Course Title	Time
15	606	Advanced Clinical Audiology	8:30-12:15
16	676	Language Assmnt/Intrvntn Autism	1:00-4:45

Note:
- Full-time students follow the academic courses in sequence
- Practica are additional and are not included in this flow sheet

First-Year Coursework

<u>**Fall**</u>
Cycle I (8 weeks)

Sequence	Course #	Course Title	Time
1	603	Language Disorders in Children I	8:30-12:15
2	613	Advanced Anatomy Physiology & Neurology	1:00 - 4:45

Cycle II (8 weeks)

Sequence	Course #	Course Title	Time
3	670	Research Seminar	8:30-12:15
4	638	Language Disorders in Children II	1:00 - 4:45

<u>**Spring**</u>
Cycle III (8 weeks)

Sequence	Course #	Course Title	Time
5	634	Diagnostic Procedures Speech-Lang Path	8:30-12:15
6	610	Speech Disorders in Children	1:00-4:45

Cycle IV (8 weeks)

Sequence	Course #	Course Title	Time
7	624	Acquired Language Disorders	8:30-12:15
8	611	Motor Speech Disorders	1:00 -4:45

<u>**Summer (Courses offered weekday in Garden City)**</u>

Sequence	Course #	Course Title	Time
	604	Speech-Language Pathology in a School Setting	TBD
	HED 610	Health Prep for Teachers	TBD

Second-Year Coursework

Fall
Cycle I (8 weeks)

Sequence	Course #	Course Title	Time
9	636	Dysphagia: Evaluation and Management	8:30-12:15
10	600	Speech and Hearing Science	1:00 -4:45

Cycle II (8 weeks)

Sequence	Course #	Course Title	Time
11	646	Oral Motor Function	8:30-12:15
12	606	Audiologic Assessment & Rehabilitation	1:00-4:45

Spring
Cycle III (8 weeks)

Sequence	Course #	Course Title	Time
13	620	Fluency Disorders es	8:30-12:15
14	630	Voice Disorders	1:00-4:45

Cycle IV (8 weeks)

Sequence	Course #	Course Title	Time
15	676	Language Assmnt/Intrvntn Autism	8:30-12:15
16	672	Comm. Systems for Individuals with Disabilities	1:00-4:45

Note:
• Full-time students follow the academic courses in sequence

First-Year Coursework

Fall, Year I

Course #	Course Title
603-100	Language Disorders in Children I
613-100	Advanced Anatomy Physiology & Neurology
624-100	Acquired Language Disorders
610-100	Speech Disorders in Children
648	Clinical Practice in Speech-Language Pathology I (2 credits)

Spring Year I |

Course #	Course Title
636-100	Dysphagia: Evaluation and Management
638-100	Language Disorders in Children II
676-100	Language Assmnt/Intrvntn Autism
634-100	Diagnostic Procedures Speech-Lang Path
660-100	Clinical Practice in Speech Language Pathology II (2 credits)

Summer, Year I

Course #	Course Title
604-100	Speech-Language Pathology in a School Setting
HED 610-100	Health Prep for Teachers
666-100*/668-100	Clinical practica in diagnostics /Clinical Practice in Audiology
646/676/672/630/606/670/620	One course will be offered to assure students have full load for financial loan

*pending availability

Second year coursework

Fall, year 2

Course #	Course Title
620-100	Fluency Disorders
670-100	Research Methods in Communication Sciences and Disorders
611-100	Motor Speech Disorders
646-100	Oral Motor Function of the Developmentally Delayed Child
674/661	Clinical Practice in Schools or other facility (3 credits)

Note: One of the academic courses in the Fall, year 2 cohort may be taken in the summer of year 1, based on summer offerings

Attempts to take clinical practica courses SPH 666/668 based on availability

Spring, year 2

Course #	Course Title
600-100	Speech and Hearing Science
606-100	Audiologic Assessment and (Re)habilitation for the SLP
672-100	Comm. Systems for Individuals with Disabilities
630-100	Voice Disorders
674/662	Clinical Practice in Speech Language Pathology (2 credits)

*'SPH 666/668 will be taken at this semester if was not taken earlier

GARDEN CITY WEEKDAY PROGRAM SEQUENCE: COHORT B
Academic Course Sequence

Note:
- Full-time students follow the academic courses in sequence

First-Year Coursework

Fall, Year I

Course #	Course Title
603-200	Language Disorders in Children I
613-200	Advanced Anatomy Physiology & Neurology
624-200	Acquired Language Disorders
610-200	Speech Disorders in Children
676-200	Language Assmnt/Intrvntn Autism

Spring Year I |

Course #	Course Title
636-200	Dysphagia: Evaluation and Management
638-200	Language Disorders in Children II
648-200	Clinical Practice in Speech-Language Pathology I (2 credits)
634-200	Diagnostic Procedures Speech-Lang Path
646-200	Oral Motor Function of the Developmentally Delayed Child

Summer, Year I

Course #	Course Title
604-200	Speech-Language Pathology in a School Setting
HED 610-200	Health Prep for Teachers
660	Clinical Practice in Speech Language Pathology II (2 credits)
666-200*/668-200*	Clinical practica in diagnostics /Clinical Practice in Audiology*
646/676/672/630/606/670/620	One course will be offered and you may choose to take it in the summer

<u>*pending availability</u>

Second year coursework
Fall, year 2

Course #	Course Title
620-200	Fluency Disorders
670-200	Research Methods in Communication Sciences and Disorders
611-200	Motor Speech Disorders
672-200	Comm. Systems for Individuals with Disabilities
674/661	Clinical Practice in Schools or other facility (3 credits)

Note: One of the academic courses in the Fall, year 2 cohort may be taken in the summer of year 1, based on summer offerings

Attempts to take clinical practica courses SPH 666/668 based on availability

Spring, year 2

Course #	Course Title
600-200	Speech and Hearing Science
606-200	Audiologic Assessment and (Re)habilitation for the SLP
630-200	Voice Disorders
674/662	Clinical Practice in Speech Language Pathology (2 credits)

*'SPH 666/668 will be taken at this semester if was not taken earlier

<h1 style="text-align:center">DEPARTMENT OPPORTUNITIES</h1>

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 teach in the NY City Public School system for 2 years for each 1 year of scholarship. The service obligation is currently two years for every year that the scholarship is awarded, but is subject to change at the discretion of the NYC DOE. Applications are available at www.teachny.com. For further information, contact the TSSLD Coordinator, Ms. Murphy, 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 online application. Assistantships are **NOT** available to students whose tuition is paid, even in part, by tuition vouchers.
   Please note: Tuition vouchers are assigned to specific individuals or agencies, and should not be used by any other individuals. Students should **NOT** purchase tuition vouchers from anyone under any circumstances.
   Please note: Students receiving the Adelphi University Alumni Scholarship should look into the limitations with a Graduate Assistantship.

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 and universities.

You are encouraged to join the Adelphi chapter. Benefits include reduced fees for ASHA certification, convention registration, and access to ASHA journals. The current membership fee is $60. You can download an application at 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.

<div style="text-align:center">

Chapter Advisor
Stephanie Montano,M.S.
Phone: 516-877-4854
E-mail: montano@adelphi.edu

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Research
All faculty members conduct research in their respective areas of expertise (see page 8). Students who wish to participate in research should contact the faculty member in the specific area of interest.

New York State Speech-Language-Hearing Association (NYSSLHA) www.nysslha.org
The New York State Speech-Language-Hearing Association (NYSSLHA) is a professional association that promotes advocacy and public awareness for all speech-language pathologists and audiologists in New York

State and encourages the use of best practices within those professions through support of legislative initiatives and professional development opportunities. The Association offers student memberships at a discounted rate, and students are strongly encouraged to join.

Long Island Speech-Language-Hearing Association (LISHA)   www.lisha.org
The Long Island Speech-Language-Hearing Association (LISHA) is the largest regional speech-language-hearing association in the country. The Association provides its members with opportunities for increasing knowledge in the communication field and promotes high professional standards for its members. LISHA is also a resource for the community, providing information on speech, language and hearing disorders in children and adults, and on legislation affecting individuals with disabilities. Student memberships are offered at a discounted rate.

Kappa Delta Pi
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 the KDP advisor in the RSASOE.

GUIDELINES ON PROFESSIONAL BEHAVIOR AND THE USE OF TECHNOLOGY

We hold our students to the highest standards of professional behavior in both academic and clinical settings. In class, we expect consistent attendance, punctuality, preparation, participation with active listening and thoughtful contributions to classroom discussions, and cooperation on any collaborative assignments.

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.

We expect all students to be familiar with the ASHA Code of Ethics and to abide by its principles and practices.

 In addition, students are expected to adhere to the following guidelines on the use of technology:

1. CELL PHONES : All cell phones, beepers, Bluetooth etc. must be turned OFF during class. **TEXT MESSAGING DURING CLASS IS NOT PERMITTED.** In case of an emergency, you may have your phone on VIBRATE. For those cases that require you to be in contact with someone due to an EMERGENCY, inform the professor before class, be considerate and sit close to the door to avoid disruptions. If you must take a call due to an emergency, you must LEAVE THE ROOM; the professor will not repeat anything that you missed while you were out of the room.

2. ENTERTAINMENT DEVICES: iPods, smart phones, Blackberries, and other entertainment devices are not to be used during class lectures.

3. LAPTOPS: If using your laptops during class, it should be for TYPING YOUR LECTURE NOTES for that particular lecture. It should not be used for any other purposes (e.g., social media) unless otherwise indicated by your professor.

4. EMAIL: So that the sender's identity is clear, all email must be sent from your university account. Email is supposed to be used sparingly and is not meant to replace classroom discussion and interactions. If you have a question regarding the lecture material, you should bring it up in class for the group to participate and benefit from the learning experience. In fact, several students might have the same questions on the same topic. Ask class-related questions during lecture time and make an APPOINTMENT if your concerns need a longer session.

Clinical reports on clients sent to supervisors for editing MUST BE DE-IDENTIFIED. Students are advised to adhere to the Clinic's policies and procedures for the protection of the privacy rights of clients.

For those circumstances (e.g., personal issues, scheduling appointments, etc.) in which email may indeed be useful and practical, don't expect a reply from your professor on WEEKENDS or HOLIDAYS.

5. ELECTRONIC POSTINGS: Students may not electronically post (e.g., YouTube, Facebook, email) program-related activities without administrative permission.

Failure to comply with the program Guidelines on Professional Behavior and the Use of Technology will result in a meeting with the instructor and possible request to leave the class. Repeated failures to comply with these guidelines may result in a lowered grade (at the discretion of the instructor) or dismissal from the program.

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

PORTFOLIO CHECK SHEET (Also available on the department's Moodle page)

INTRODUCTION

The purpose of the portfolio is to create a collection of documents that demonstrate reflective and evidence based practices during your time as a graduate student. This is meant to be a living document, evolving as you progress through your studies.

PROFESSIONAL ORGANIZATION
□ 1-inch (3-ring) binder
□ Sheet protectors
□ Typewritten tabs (use of dividers, treated as a book with chapters)
□ Double sided copying
□ Order of documents aligned with portfolio check sheet, with headings on each document
   that are identical to those below in this rubric
□ Include photos of activities (NOT CLIENTS) as appropriate and when possible.

GENERAL INFORMATION
□ Portfolio Check sheet
□ Most recent transcript
□ KASA form (completed as of this date)

GRADED REFLECTIVE CLIENT STUDIES (download instructions from MOODLE)
Please note the following:
Client studies for 648 & 660 are based on ONE session.
Client studies for 662/674/675 (Externships) are based on working with a client <u>over the course of a semester</u>.

Client study note: Details can be downloaded from MOODLE. You will complete four (4) client studies: One in SPH 648; an EBP project in SPH 660; and one in each of your two externships. The goal is to study different types of clients (e.g., age, disorder, diversity). If you have an adult or a culturally/linguistically diverse client in SPH 648 or 660, please choose that client. If you must do all studies on children, choose clients with different disorders, ages, diversity.

□ SPH 648: Hy Weinberg Center (One treatment plan, session plan, and progress report for same
   client, with reflection and graded rubric)   Note: IF YOU ARE TREATING AN ADULT CLIENT,
   CHOOSE THIS CLIENT FOR THIS CLIENT STUDY.
□ SPH 660: Hy Weinberg Center (Evidence Based Practice project, with a reflection and graded
   rubric)
□ SPH 674, 675: Student Teaching
□ SPH 662: Clinical Practice Externship

DIAGNOSTIC REPORT
□ One diagnostic report

SELF-REFLECTIONS (download "self-evaluation" from MOODLE)
□ Mid-program reflective rubric with reflective essay and two goals.
□ Final reflective rubric and reflective essay including reference to two mid-program goals
   PLUS two new goals for CF experience.

DOCUMENTATION OF ETHICS (IV-E) AND CONTEMPORARY PROFESSIONAL ISSUES (IV-G)
□ I have read the ASHA Code of Ethics (signature & date) _____
□ I have read the ASHA Scope of Practice Policy (2007)
   (signature & date) _____
□ I have read the ASHA Cultural and Linguistic Competence paper (2004/2013)
   (signature & date)_____
□ I have read the HIPPA/FERPA documentation
   (signature & date) (SPH 648)_____
□ NIH human subjects certificate in portfolio (SPH 670)

DOCUMENTATION OF DEPARTMENTAL POLICIES/PROCEDURES AND CREDENTIALING (IV-H)
□ I have read the Graduate manual
   (signature/date) _____
□ I have read the Clinic manual
   (signature/date) _____
□ I have read the TSSLD manual
   (signature/date) _____

ADDITIONAL INFORMATION (optional)
□ Resume
□ Supervisor evaluations (1 in-house, 1 externship)
□ EASscores
   (Intend to take on: _____)
□ Praxis scores
   (Intend to take on: _____)

Scoring:
1 = Unsatisfactory (late, disorganized, missing many necessary components)
2 = Fair (missing three necessary components)
3 = Acceptable (missing 1-2 necessary components, and/or not well organized, neat, thorough)
3.5 = Satisfactory (complete, on-time, somewhat organized, not highly detailed/thorough)
4 = Excellent (complete, thorough, neat, on-time, well organized)

COMMENTS:

_____

_____

_____

PLEASE NOTE: YOUR EXIT SURVEY IS DUE WHEN YOU HAND IN YOUR FINAL PORTFOLIO

Adelphi University
Communication Sciences & Disorders

Mid-program Self-reflection Rubric

Directions:

1. **Given your academic and clinical preparation to date, rate yourself on each of the ASHA standard areas as follows:**

   1 = strongly agree   2 = agree   3 = neutral   4 = disagree   5=strongly disagree
   N/A = not applicable yet (for mid- program students only)

2. **On a separate piece of paper, respond to the appropriate question below:**

   Based on your ratings, choose two (2) areas you wish to strengthen during the second half of your program. Explain why you chose them and how you plan to achieve these goals.

Name: _____ Date: _____

ASHA STANDARD	KNOWLEDGE	SKILLS	DISPOSITIONS
NATURE of NORMAL	I have adequate knowledge of the nature of normal speech, language, hearing, and human development ☐	I know how to seek information I need using traditional and electronic library resources ☐	I am motivated to learn ☐
NATURE OF THE DISORDERS	I have adequate knowledge of the nature of speech, language, hearing disorders across the lifespan. ☐		
ASSESSMENT	I have adequate knowledge of the principles and methods of assessment across disorders. ☐	I am able to plan and conduct assessment sessions, interpret data, and report results ☐	I interact professionally and respect clients and supervisors ☐
INTERVENTION	I have adequate knowledge of intervention principles ☐	I can plan and implement therapy sessions (i.e., choose goals, treatment strategies, activities/materials) ☐	

Name: _____

CRITICAL REFLECTION: SESSION		I can critically reflect on my assessment findings and therapy results and use these insights to plan/modify accordingly ☐	I am motivated to seek and respect supervisor feedback ☐
CRITICAL REFLECTION: SELF		I can critically reflect on my assessment and therapy skills and use these insights to modify my behavior ☐	
EVIDENCE BASED PRACTICE (EBP)	I understand the principles of EBP ☐	I can find and use theoretical and empirical evidence to support clinical decisions ☐	I am motivated to use EBP ☐
ORAL COMMUNICATION		My oral communication skills meet professional standards. ☐	I am motivated to improve my personal communication skills ☐
WRITTEN COMMUNICATION		My written communication skills meet professional standards ☐	I am motivated to improve my personal writing skills ☐
COLLABORATION	I am aware of roles that professionals from other disciplines play on a client's team ☐	I am able to collaborate well with other students and other professionals ☐	I respect the value of collaboration among professionals and families. ☐

Name: _____

CODE OF ETHICS	I have read and understand ASHA's Code of Ethics	I can practice within the guidelines of the Code of Ethics	I believe that the welfare of the client is paramount
HOLISTIC VIEW OF CLIENT	I understand we treat a person, not a disability	I can use a client's strengths to help facilitate communication growth	I have a holistic view of the patient/client as communication affects all aspects of the patient/client as communication affects all aspects of client and family life
TECHNOLOGY	I have knowledge of the basic technologies in the field (e.g., audiometry, AAC, CSL)	I have basic technology skills for general practice	I am motivated to use technology when appropriate and continue to learn as new innovations become available.
COUNSELING/ADVOCATING	I have basic knowledge of counseling principles in the discipline	I have basic skills in counseling	I am compassionate and strive to improve my counseling skills throughout my professional career

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.

Students: Please note that no grade change will result from a satisfactory remediation.

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

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
END OF PROGRAM CHECKLIST

<u>Comprehensive Exam</u>
1. **Taken in semester in which student is graduating.** (Exam is given fall, spring and summer semesters.) Students must obtain approval from their academic advisor during pre-registration the semester before the exam will be taken.
2. After clearance, sign-up with Jill Wishney in the program office in the first week of the semester and receive guidelines, exit survey, and Self-Evaluation Rubric.
3. Within two weeks after the comps submit portfolio, completed Exit survey, and Self-Evaluation Rubric.

<u>Graduation</u>
1. You must apply for graduation online or in 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. All grades of "incomplete" must be replaced with letter grades before a student can be cleared for graduation.

<u>TSSLD</u>
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's certification officer will apply for you upon graduation.

<u>Praxis Exam</u>
1. The Praxis exam should be taken in your last semester. 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. In the middle of your final semester, schedule a meeting with the Clinic Director to create a Clinical Hours Summary, which will be placed in your student file.

Final Portfolio
1. Hand in your final portfolio within two weeks after the Comprehensive Exam
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 the 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
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
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.

ANSWERS TO FAQs ABOUT CLINICAL PRACTICUM

How many practicum courses will I take?

      2-3 semesters of externships (1 is student teaching, students may have a 3rd semester of an externship if 648 & 660 are taken during the first two semesters or if he/she chooses to stay an extra summer semester)

Is the calendar for clinic the same as for academic courses?

      Clinical and academic calendars often differ

      Clinic more closely follows the traditional 15 week Garden City academic calendar than the 8 week cycle program calendars

      Three clinic sessions/year: fall, spring, summer

      Summer clinic session is 12 weeks long (including orientation week and make-up week); typically runs from Memorial Day week through mid-August

      Fall and Spring clinic sessions 15 weeks long

      Externship site calendars may differ from Adelphi calendar; when at an externship, students follow externship site's calendar

How many hours do I need and where will I get them?

      Each student needs to accrue 375 'hands-on' clinical hours plus 25 observation hours

      50 "hands-on" hours earned at the undergraduate level may be applied toward the requirements for certification at the program's discretion

      The 25 observation hours may be completed at the undergraduate or graduate level

      Students can expect to earn approximately 75 of the required 'hands-on' hours during the various in-house practicum experiences

      Most of a student's practicum hours must be completed in externship placements

How much availability must I provide for my clinical work?

    a. 15 hours over 3 days (Not 14 over 2)

    b. 1 full day of availability is required for audiology practicum as well as diagnostic practicum

What do I need to know about scheduling of in-house practicum courses?

      Students are scheduled just prior to the start of each clinic session

      Clients are assigned according to the availability provided by each student

      If a student's availability has changed, the clinic director must be informed immediately; once a client is assigned, a student may not refuse the client because of a change of availability

      Students are required to pick up their clinic schedules and review assigned clients' clinical files during scheduled days just prior to the start of each clinic session

      Students are required to meet with each of their clinical supervisors during a scheduled "orientation week" at the start of each clinic session

      Students may be assigned additional clients at any time during a clinic session

Who keeps track of my clinical practicum hours?

      Students are responsible for having each practicum supervisor sign a practicum hour log

each semester

Students are responsible for maintaining their clinical hours on CALIPSO

Students are responsible for keeping a personal copy of their hours for their own files

All of the above responsibilities apply to observation hours as well as hands-on
practicum hours

How can I stay informed of opportunities, requirements, and deadlines in the program?

Clinical Practicum Handbook on CSD Moodle page

Messages delivered to students' AU e-mail boxes

Students should read email frequently

All practicum courses have an application process and require approval by the Clinic
Director; registration for clinical courses should be verified by the student each semester

Notices/deadlines for practicum applications posted on CSD Moodle and delivered to
students' AU email boxes

Message Board postings come from csd@academics.adelphi.edu

When will I take each practicum course?

648	Fall or Spring of first year
660	Spring or Summer of first year
1st externship	Summer of first year or Fall or Spring of second year
2nd externship	Fall, Spring, or Summer of second year
666 (Dx)	Summer of first year or any time during second year
668 (Aud)	Summer of first year or any time during second year
Pending availability	

Note that one of the externships is student teaching since we are a TSSLD program and that an optional 3rd externship is available if 648 & 660 are taken during the Fall & Spring of the first year, or if a student chooses to stay for an additional summer semester

American Speech-Language-Hearing Association
Code of Ethics

Available from www.asha.org/policy

Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices. The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

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

Rules of Ethics

A. Individuals shall provide all services competently.
B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.

D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.

E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.

G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.

H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.

I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.

K. Individuals shall not provide clinical services solely by correspondence.

L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.

M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.

N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.

O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

P. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.

Q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

Principle of Ethics II

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

Rules of Ethics

A.[Deleted effective June 1, 2014] Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.

B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.

C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.

D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.

E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.

B. Individuals shall not participate in professional activities that constitute a conflict of interest.

C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.

D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.

E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.

F. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

G. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

Rules of Ethics

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

B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.

D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.

E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.

G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.

I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.

K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.

L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.

N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

MESSAGE FROM THE DEAN

Dear Graduate Speech Language Pathology Student:

Welcome to the Ruth S. Ammon School of Education and our Department of Communication Sciences and Disorders. On behalf of the faculty and staff I wish you a very productive experience in our graduate program full of rich learning opportunities as you accomplish your professional career goals. I am certainly proud to be associated with such an outstanding group of students and equally proud of the national re-accreditation that our Master's program recently earned through the Council for Academic Accreditation.

As a reminder our program is offered across five consecutive semesters including a summer and this design allows you to enroll in up to 17 credits of course work each semester. You will be able to enroll in course work outside of the 63 credits of required course work. With new ASHA standards in inter professional education this design creates opportunities for you to enroll in elective courses such as counseling, autism, and neuroscience or complete a bilingual extension. If you take elective courses don't forget to run a Degree Audit via e-campus each semester and take to Student Financial Services as coursework that is not part of the 63 required degree credits cannot be used to determine your total enrollment for financial aid purposes.

Alongside this program design and in order to ensure that students have maximum flexibility in scheduling courses during the academic year and the summer, tuition for this Master's program is charged at a flat rate across all programs and sites. Tuition is billed in five consecutive semesters across two years. Please note that the graduate program coursework might include courses that you have already taken as an undergraduate, but you will still be billed the same flat rate tuition. There is no tuition increase once you begin your Master's program. If you have questions about billing and financial aid please reach out to our professional staff in Student Financial Services at 516 877-3080 or by email at financialservices@adelphi.edu.

As Dean of the School I am proud to be associated with the vision of excellence in professional preparation represented in this program and that you will embody as future speech language pathologists.

Sincerely
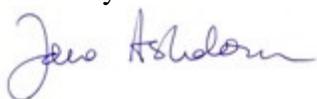
Jane Ashdown, Ph.D.
Dean and Professor.