

Master's Program in Speech-Language Pathology

Graduate Student Manual

Department of Communicative Disorders & Sciences

State University of New York Geneseo, NY

The graduate program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech Language Hearing Association (ASHA).

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GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY STATE UNIVERSITY OF NEW YORK at GENESEO

INTRODUCTION

Welcome to the Graduate Program in Speech-Language Pathology at the State University of New York at Geneseo. The graduate program is accredited by the Council on Academic Accreditation (CAA) of the American Speech Language Hearing Association (ASHA) and has an excellent reputation, receiving its first accreditation in 1970. The first degrees in Speech Pathology were granted in 1961 and it is noteworthy that these were the first degrees granted SUNY-wide. Our most recent accreditation review occurred in 2009 with the program receiving accreditation renewal through August 2017.

The primary goal of the program is to provide you with an intellectually rigorous, well rounded academic and clinical education. Our faculty is composed of four members holding Ph.D.'s in Speech-Language Pathology, one holding a Ph.D. in Speech and Hearing Science, and one holding an Au.D. in Audiology. In addition, full-time and part-time staff members provide outstanding clinical teaching and supervision. The department is also fortunate to have several adjunct faculty from local hospitals and other settings who provide supervision or teach courses in specialized areas.

It is our hope that you will find your experience at SUNY Geneseo as rewarding as have those who preceded you. SUNY Geneseo can boast of a long line of excellent clinicians and educators who have graduated from our program. Recent employment survey figures indicate that 100% of those who have graduated with a Master's degree in Speech-Language Pathology from SUNY Geneseo over the past 3 years are currently employed in the field. Our first-time PRAXIS exam pass rate is 99% over the past 5 years. The faculty and staff are here to help you through the process and to insure the quality of your training.

This guide is intended to acquaint you with the objectives and requirements of the graduate program in Speech-Language Pathology at Geneseo. Please refer to the 2009-2010 SUNY Geneseo Guide to Graduate Studies for further details (available online at http://www.geneseo.edu/webfm_send/743)

MISSION STATEMENT AND ACADEMIC/CLINICAL TRAINING GOALS OF THE GRADUATE PROGRAM

MISSION STATEMENT

The mission of the Department of Communicative Disorders and Sciences is to provide undergraduate and graduate students with, in accordance with the academic standards established by the Council on Academic Accreditation (CAA) and core values embodied by the college, a broad-based, comprehensive education in both the theoretical and practical aspects of Communicative Disorders and Sciences. The program strives to provide a rigorously challenging curriculum, with breadth and depth, based on a sound theoretical framework and high-quality research, and promote an active learning environment to foster intellectual engagement, critical thinking, self-reflection, and personal and professional growth. Through the department's campus-based Speech, Language and Hearing Clinics the program is further dedicated to the prevention, identification, assessment, and treatment of a wide array of communicative disorders affecting culturally and linguistically diverse populations and their families, across the lifespan. Faculty in the department are committed to the provision of high-quality academic and clinical teaching, scholarship, and service to the college and community. Academic and clinical experiences prepare students to be competent and compassionate professionals, and create a foundation for continued intellectual inquiry and life-long learning.

GENERAL PROGRAM OBJECTIVES

Academic courses and clinical practicum experiences are designed to achieve the specific behavioral outcomes listed below. Upon completion of the program students are expected to...

- 1) Recall information and demonstrate comprehension of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- 2) Recall information and demonstrate comprehension of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
- 3) Recall information and demonstrate comprehension of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of their anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of the disorders.

- 4) Complete diagnostic evaluations of speech, language, and hearing disorders in an ethical, legal, and safe manner for diverse populations of persons with communication and swallowing disorders in all age groups across the life span, including screening and prevention; collecting and integrating case history information, using appropriate evaluation procedures and adapting these as necessary; interpreting, integrating, & synthesizing evaluative data; reporting; and referring when necessary.
- 5) Plan and execute treatment programs in an ethical, legal, and safe manner for diverse populations of persons with communication and swallowing disorders in all age groups across the life span, including developing and implementing setting-appropriate intervention plans; selecting, developing, and using appropriate materials and instruments; measuring and evaluating; modifying plans, strategies, materials, and instruments when needed; reporting; and identifying and referring when appropriate.
- 6) Integrate current developments in methodology and technology into clinical practice.
- 7) Integrate clinical practice into academic, social and vocational contexts of persons served professionally.
- 8) Relate current trends in Speech-Language Pathology and Audiology to the historical development of the field.
- 9) Read critical reports of current research and following the principles of Evidence Based Practice, relate findings to the improvement of clinical performance.
- 10) Satisfy the academic and practicum requirements for obtaining the ASHA Certification of Clinical Competence, the New York State Professional License in Speech-Language Pathology, and New York State Certification as a Teacher of Students with Speech and Language Disabilities at the completion of the M.A. degree requirements.

These objectives are reflected in both program and course content.

EVALUATION MECHANISMS

To assess the program's effectiveness in reaching these goals the faculty will...

- Review student academic performance in graduate classes. (grades, written and oral assignments, projects, class participation).
- Review student performance in supervised practice. (development and preparation for therapy, execution of therapy, behavioral management, personal management, and professional demeanour).

• Review student performance on comprehensive examinations (ETS Praxis Speciality Examination in Speech-Language Pathology).

The Graduate Program Director will...

- Conduct exit interviews with graduate students during final advisement.
- Interview graduate off-campus practicum supervisors at the biennial supervisors' conference.
- Conduct a systemic biennial survey of off-campus practicum supervisors in the year when no supervisor conference is held.
- Conduct a systematic biennial survey of alumni.
- Conduct a systematic biennial survey of employers of alumni
- Consult with faculty of other universities on a regular basis.

The graduate director will collect these data and share them with the department faculty.

PROGRAM REQUIREMENTS

PREREQUISITE COURSEWORK

Students must complete a minimum of 51 hours of undergraduate coursework as prerequisites to the Master's degree program in Speech-Language Pathology. Prerequisite courses must include the following:

- 1. Three credits in Biological Sciences (human biology)
- 2. Three credits in Physical Sciences (Chemistry or Physics only)
- 3. Three credits in Mathematics/Statistics
- 4. Three credits in Behavioral and/or Social Sciences
- 5. Twenty-seven credits in Basic Communication Processes (at least 12 credits) and introductory Speech-Language Pathology courses (at least 12 credits). Basic Communication Process course distribution must include at least one course in each of three areas of Anatomical and Physiological Bases, Physical and Psychophysical Bases, and Linguistic and Psycholinguistic Bases of Communication.
- 6. Six credits of introductory courses in Audiology, including one course in Auditory Disorders and Assessment and one course in Aural Rehabilitation.
- 7. Two introductory Clinical Practicum courses. (CDSC 330, 331, 363 or equivalent).

Students accepted with undergraduate degrees from other institutions may be deficient in this coursework and must complete it prior to or concurrent with graduate courses. SUNY Geneseo requires that the first 25 hours of clinical practicum be completed under the supervision of the faculty of the department. This is accomplished through CDSC 330 and CDSC 331 for those lacking undergraduate clinical practicum. Incoming graduate students with no practicum experience can only begin in fall and must complete CDSC 330: Clinical Intervention I, and in some cases CDSC 331: Clinical Intervention II, prior to taking CDSC 420: Advanced Clinical Intervention.

GRADUATE COURSE REQUIREMENTS IN SPEECH-LANGUAGE PATHOLOGY

Students must complete a minimum of 56 hours of graduate coursework to be eligible for the Master's degree in Speech-Language Pathology.

Required Courses

Course No.	Course Title	Sem. Hrs.
CDSC 420	Advanced Clinical Intervention	3
CDSC 421	Diagnosis of Speech and Language Disorders	3
CDSC 434	Neurological Bases of Communication	3
CDSC 435	Research Design in Communication Disorders	3
One gradua	te-level course in Audiology	3
_	Clinical Instrumentation in Speech Disorders	3

Clinical Practicum in Audiology	1
Clinical Practicum in Speech-Language Assessment	3
Clinical Practicum in Speech-Language Intervention	1
Advanced Practicum in Speech Pathology	
(3 days/week - 2 semesters for 3 + 3 credits) and/or	6
Graduate Internship in Communication Disorders	
(4-5 days/week for 6 credits)	
	29
	Clinical Practicum in Speech-Language Assessment Clinical Practicum in Speech-Language Intervention Advanced Practicum in Speech Pathology (3 days/week - 2 semesters for 3 + 3 credits) and/or Graduate Internship in Communication Disorders

CDSC 420, 421, 582, and 583 are prerequisites to CDSC 585/587. Students must enroll in practicum and/or internship by advisement until they have completed all ASHA and SUNY Geneseo practicum hour requirements. CDSC 587 may be substituted for one semester of CDSC 585. It is important to note that this option increases the required graduate total to 59 credit hours.

Eight speech and language disorder courses

24

Students must have at least one undergraduate or graduate course in each of the following disorder areas: articulation/phonology, fluency, voice, language, and dysphagia. All graduate students are required to complete CDSC 541, 445, and 527.

Adult Language Disorders

I	∟an	gι	ıa	g	e

CDSC 541

CDSC 527

Addit Language Disorders
Severe Language Impairment
of the following:
Language Disorders in Children
Augmentative & Alternative Communication
e following courses:
Craniofacial anomalies
Advanced Articulation and Phonology Intervention
Speech and Language Disorders in Diverse Populations
Fluency Disorders
Neurogenic Speech Disorders
Voice Disorders and Alaryngeal Speech

CDSC 599, Directed Study, pre-approved by both the Program Director and Department Chair, may be taken in lieu of one of the non-required disorder courses listed above as long as the content of the directed study is different from course offerings.

Three credits of electives.	3
TOTAL	56

Dysphagia

ELECTIVE COURSES

An elective may include any of the following courses:

Any additional speech and language disorder course

Any pre-approved course outside the department

CDSC 436: Communicative Disorders Research

CDSC 470: Counseling in Communicative Disorders

Any additional audiology course

Three or fe wer credits of CDSC 599 (Directed Study)

CDSC 570: Seminar (may be taken more than once)

Six credits of thesis.

A maximum of 3 graduate hours outside the department is permitted within the 56 hours. Students should plan to complete required courses before taking any elective courses to ensure all ASHA and departmental requirements are met by graduation. Students wishing to take an elective outside the department must have <u>prior approval</u> of the Director of the Graduate Program.

TRANSFER OF CREDIT

The department allows a maximum of three semester hours of appropriate graduate coursework to be transferred from other accredited institutions of higher education, but no transfer course may be substituted for required courses in the SUNY Geneseo program.

TEACHER CERTIFICATION

Those students who enter the graduate program with Initial teacher certification from the State of New York as Teachers of the Speech and Hearing Handicapped are eligible for Professional certification upon receiving their Master's degree, applying to the Teacher Certification Office of the NYS Department of Education, and completing the required number of years of work experience in a school. Students who desire teacher certification but did not complete the requirements for Initial teacher certification at the undergraduate level may elect to pursue Initial/Professional teacher certification at the graduate level. This requires a third external practicum placement (CDSC 587) to complete the student teaching requirement. Once the Master's degree has been completed, Professional certification will be granted by the NYS Department of Education at the completion of 3 years of teaching experience. To qualify for teacher certification, graduate students must complete the following:

- 1) 12 credit hours of education courses, including INTD 203, CDSC 310, and CDSC 362, or their equivalents plus any of the following: CDSC 142, 240, 241, 242, and 261/262 or 361, or their equivalents
- 2) H&PE 350: Health & Safety Issues in Schools or its equivalent,
- 3) CDSC 587: Graduate Internship (student teaching) in addition to the required adult and child external placements (two semesters of CDSC 585: Advanced Practicum), and

4) Graduate Program in Speech-Language Pathology. The student should carefully plan his/her coursework in consultation with the Graduate Program Director.

EXAMINATIONS

- 1) Each student is required to pass a departmental examination on the ASHA requirements and Code of Ethics and on the New York State licensure and teacher certification requirements. This examination is given as part of the required CDSC 420 clinical practicum course.
- 2) Each student is required to pass an exit examination. Students have the option of taking either a departmental comprehensive (exit) examination <u>or</u> the National PRAXIS Examination in Speech-Language Pathology which is also required by ASHA for the Certificate of Clinical Competence and by New York State for licensure. This examination is administered by the Educational Testing Services (ETS) several times per year. Examination dates and registration information is available online at http://www.ets.org. As per college policy stated in the *Geneseo Guide to Graduate Studies*, the comprehensive examination and PRAXIS exam can only be taken by those students who possess a 3.0 GPA, and will have completed all required coursework and are within six hours of graduation by the end of the semester in which they take the examination.

PRAXIS Examination pass rates for recent graduates of the SUNY Geneseo program

	Number of students	Number of students	
	in the program	in the program who	Program
Year	taking the PRAXIS	passed the PRAXIS	Pass Rate
	exam	exam on the first	
		attempt	
2010	15	15	100%
2009	18	17	94%
2008	21	21	100%
2007	31	31	100%
2006	37	37	100%

THESIS OPTION

General information about the thesis option may be found in the 2009-2010 Geneseo Guide to Graduate Studies (http://www.geneseo.edu/webfm_send/743), and specific details concerning departmental procedures may be obtained from the Director of The Graduate Program in Speech-Language Pathology. Students interested in completing a thesis are encouraged to indicate so early on in their graduate program to allow ample time for planning and completion.

PROGRAM COMPLETION RATES

Of those students projected to graduate from the Master's program between 2008 and 2010, 100% completed all degree requirements, earning a Master's degree in Speech-Language Pathology. Of those who earned degrees, 98% completed the program within the prescribed timeframe for their specific academic track.

COLLEGE POLICIES

For information on college policies, refer to the 2009-2010 Guide to Graduate Studies, available online at http://www.geneseo.edu/webfm_send/743.

Information relative to the Family Educational Rights and Privacy Act (FERPA) can be obtained in the publication *Student Records and Students' Rights*, available online at http://www.geneseo.edu/~sancilio/Family_FERPA.pdf.

ADMISSIONS PROCESS

The graduate program offers several points of entry during the calendar year. Students who have earned an undergraduate degree in Communicative Disorders and Sciences or Speech-Language Pathology <u>and</u> have obtained direct clinical experience at the undergraduate level by taking a minimum of two clinical practicum courses can enter the graduate program in the spring (mid January) or summer (mid June). Those with no undergraduate clinical experience must begin in the fall (late August).

Prospective students should be cognizant of the fact that the graduate program at Geneseo is full-time, requiring student commitment throughout the calendar year. Graduate students are required to take courses and complete practicum assignments during the spring, summer, and fall semesters. Classes are held during the day and in the evening. Off-campus clinical practicum and internships require a full-day commitment, ranging from 3 to 5 days per week. Students are not precluded from taking on a part time job when enrolled in the graduate program as long as they are able to meet *all* of the attendance/participation requirements for academic classes and practicum.

DOCUMENTS REQUIRED FOR ADMISSION

Prospective students must submit the following documentation to the Office of Graduate Studies by the specified application deadline in order to be considered for admission:

- Graduate Admission Application with \$50 application fee
- Official transcripts from all institutions of higher education attended
- Official Graduate Record Examination (GRE) scores (Verbal, Quantitative, Analytical Writing)
- Two letters of recommendation that focus on academic potential for graduate studies and personal character

APPLICATION DEADLINES

October 1st for Spring (January) admission February 1st for Summer and Fall admission

INTERVIEWS

Following departmental review, those applicants deemed as highly qualified will be scheduled for an on-campus interview. During the interview, applicants will receive a tour of the college and department, meet with current graduate students, and participate in individual and group question and answer sessions with faculty.

FINAL DESCISIONS

Once the interview process has been completed, all applicants will be informed of the faculty's decision in writing within approximately 7-10 days.

ADVISEMENT

PLAN OF STUDY AND FINAL ADVISEMENT FORMS

Just prior to beginning the graduate program, students will meet with the Graduate Director to plan their individualized program. At this mandatory meeting, each student will develop a long range Plan of Study based on the specific track identified. Course selection is not immutable and will depend on one's individual progress through the curriculum. For example, a student who needs additional work to develop their clinical skills may be ineligible for an external practicum during the semester in which it was originally planned. Tracks may not be changed without the approval of both the Graduate Program Director and the Department Chair. The Plan of Study Form will act as a guidesheet to keep students apprised of their progress toward meeting ASHA and program requirements.

Students must keep in close contact with the Graduate Director throughout their course of study at Geneseo. Each student is required to meet with the Graduate Director at least once a semester for academic advisement and plan their program in accordance with their own needs for fulfilment of ASHA requirements. Students should not register for courses for the upcoming semester until *after* they have met with the Graduate Director for academic advising.

At the conclusion of a student's last semester in the graduate program, they will meet with the Graduate Director for final advisement. During this meeting all records will be reviewed to verify that the student has met the academic and clinical requirements for the Master's degree in Speech-Language Pathology, and all requirements for ASHA certification (CCC) in Speech-Language Pathology. At this time students will complete the ASHA Certification and Membership Application and the New York State License Application which must be signed by the Department Chair after all requirements are completed. Students will work closely with the Program Director in completing these forms. Those seeking New York State Teacher Certification will be advised of and guided through the online application procedure.

ENROLLMENT POLICY

Students accepted for summer admittance must begin their graduate program in the second session of summer school (beginning in mid-June) and take CDSC 420. They must attend the third summer session as well. First session and select second session courses are reserved for those who have been in the graduate program for at least one full semester. Incoming graduate students with no practicum experience at the undergraduate level can only begin in the fall and must complete CDSC 330, and at the discretion of the Department Chair and Graduate Director, CDSC 331, prior to taking CDSC 420.

The graduate program is a full-time program of study. Full time status is 12 graduate credit hours or four 3-credit courses per semester. Although students may enroll for 13-15

graduate credit hours in a given semester, they may not enroll in five 3-credit graduate academic courses.

GRADUATE PRACTICUM

REQUIREMENTS

Graduate students must complete at least two external practicum placements – one adult placement and one child placement. Those who are pursuing Initial/Professional New York State Teacher Certification but did not fulfill the state-required student teaching practicum requirement at the undergraduate level, must complete a third external placement.

All external placements, including requests for additional clinical experience outside the student's current practicum site, must be approved in advance by the Department Chair to ensure the availability of appropriate supervision and sufficient liability coverage. For ethical reasons, students cannot obtain clinical hours at sites where a sibling attends or a family member/relative is employed. Students can enroll in CDSC 585: Advanced Practicum in Speech Pathology (3 credits) twice for a total of six credits, or in both CDSC 585 and CDSC 587: Graduate Internship in Communication Disorders (6 credits) for a total of nine credits. With the former, students must earn a minimum of 56 credit hours to complete the program. With the later, 59 credits are required. CDSC 420, 421, 582, and 583 are prerequisites to CDSC 585/587 although in some cases CDSC 582 can be taken concurrently with CDSC 585/587. Students must enroll in practicum and/or internship by advisement until they have completed all ASHA CCC practicum hour requirements. No more than six hours of practicum/internship (CDSC 585/587) may be used to fulfill the degree requirement of 56 hours.

The first practicum for students who were undergraduates at a college other than Geneseo and who did NOT take an undergraduate clinical practicum course will be an assignment in the campus Speech and Language Clinic through CDSC 330, and if it is determined that additional undergraduate practicum is needed, CDSC 331. This will be followed by on-campus practicum through CDSC 420, CDSC 581, CDSC 582 and 583. Graduate students who participated in undergraduate practicum at a college other than Geneseo will fulfill their on-campus practicum in the campus Speech, Language and Hearing Clinics through a combination of CDSC 420, CDSC 581, CDSC 582, and 583.

Geneseo offers practicum and internship experiences to graduate students in a variety of off-campus facilities during the spring and fall semesters. In accordance with ASHA educational program accreditation standards, students may not begin practicum until 25 hours of observation with an ASHA CCC-SLP holder have been completed and documented in writing. Students may not begin off-campus graduate practicum (CDSC 585/587) until they have completed:

- 1) at least 25 hours of practicum under the direct supervision of a Geneseo faculty member in the campus Speech, Language and Hearing Clinics,
- 2) CDSC 420, 421, 581, 582, and 583. (NOTE: although CDSC 582 is usually taken prior to a student's first external practicum placement, in some cases it may be taken concurrently).

The following department requirements also must be met in all external practicum experiences:

- 1) Practicum must be conducted during the semester in which the student registers for CDSC 585/587.
- 2) During each off-campus practicum the student must acquire at least 100 practicum clock hours unless client availability is limited.
- 3) Each practicum must be at least 12 weeks in duration, even if a student achieves their minimum hour requirements before the designated ending date.
- 4) Practicum clock hours will not be counted unless the graduate student has had at least one visit from a department faculty/staff liaison.
- 5) Practicum must be 3 days/week at the discretion of the placement site. Graduate internships (e.g. student teaching placements) are 4-5 days/week at the discretion of the placement site.

Given the nature of the SUNY Geneseo program requirements, and the department and ASHA practicum requirements, requests for external practicum (CDSC 585) and internships (CDSC 587) during the summer cannot be accommodated.

In accordance with ASHA educational program accreditation standards, the department requires students to undertake practicum experiences only at approved off-campus facilities that through written agreements are formally affiliated with the department at the time of the student's placement. Although student input is actively sought in the planning process, assignment each semester is at the discretion of the Graduate Program Director and Department Chair in accordance with placement availability and scheduling contingencies.

TRACKS

Graduate students fall into three easily identifiable practicum tracks based on their undergraduate educational experiences:

- 1) Those with a Bachelors degree in Speech and Language Disabilities from SUNY Geneseo and practicum experience,
- 2) Those with a Bachelors degree in Speech-Language Pathology from other institutions and practicum experience,
- 3) Those with a Bachelors degree in Speech-Language Pathology from SUNY Geneseo or other institutions and no practicum experience, and
- 4) Those with a Bachelors degree in another field.

Those with a Bachelor's degree in degree in Speech and Language Disabilities from SUNY Geneseo and practicum experience (Can begin in summer or spring)

Former SUNY Geneseo undergraduates (teacher certification track) have already completed 25 hours of observation and 25 hours of clinical experience under the direct supervision of the SUNY Geneseo instructional staff. Prior to placement in an off-campus practicum, students must complete CDSC 420: Advanced Clinical Intervention. In addition, they must enroll in CDSC 582, Clinical Practicum in Speech-Language Assessment, prior to or concurrent with off campus practicum. Students are also required to enroll in CDSC 581 and 583, one credit clinical experiences in the SUNY Geneseo Speech, Language and Hearing Clinics prior to their first external practicum placement. These clinical experiences offer students the opportunity to strengthen existing skills and to widen their knowledge through diagnostic and intervention experiences in speech-language pathology and/or audiology. Upon completion of CDSC 420 and CDSC 421, Diagnosis in Speech and Language Disorders, enrollment in CDSC 581, 582, and 583, and completion of 18 hours of coursework, these students may enroll in CDSC 585 or CDSC 587 for two successive semesters.

Those with a Bachelors degree in Speech-Language Pathology from other institutions and practicum experience (Can begin in summer or spring)

Students with Bachelors degrees in Speech-Language Pathology from other institutions must have completed 25 hours of observation and must complete 25 hours of clinical experience under the direct supervision of the SUNY Geneseo instructional staff. Most incoming students have documented proof of 25 hours of observation from their former college or university.

Prior to placement in an off-campus practicum, students must complete CDSC 420: Advanced Clinical Intervention. In addition, they must enroll in CDSC 582: Clinical Practicum in Speech-Language Assessment, prior to or concurrent with off campus practicum, and CDSc 581 and 583, one credit clinical experiences in the SUNY Geneseo Speech, Language and Hearing Clinics. These clinical experiences offer students the opportunity to strengthen existing skills and to widen their knowledge through diagnostic and intervention experiences in speech-language pathology and/or audiology. Upon completion of CDSC 420 and CDSC 421: Diagnosis in Speech and Language Disorders, enrollment in CDSC 581, 582 and 583, completion of 18 hours of coursework, and 25 hours of clinical experience under the direct supervision of the SUNY Geneseo instructional staff, these students may enroll in CDSC 585 or CDSC 587 for two successive semesters (three for those student teaching at the graduate level).

Those with a Bachelors degree in Speech-Language Pathology from other institutions but no practicum experience (Must begin in the fall)

Students with Bachelors degrees in Speech-Language Pathology from other institutions must have completed 25 hours of observation and must complete 25 hours of clinical experience under the direct supervision of the SUNY Geneseo instructional staff. Most

incoming students have documented proof of 25 hours of observation from their former college or university.

Students must complete CDSC 330: Clinical Intervention I, and at the discretion of the Department Chair and Graduate Director: CDSC 331: Clinical Intervention II, prior to taking CDSC 420. Each student enrolled in CDSC 330 and 331 is assigned a clinic supervisor who is a member of the department instructional staff. Prior to placement in an off-campus practicum, students must complete CDSC 420: Advanced Clinical Intervention. In addition, they must enroll in CDSC 582: Clinical Practicum in Speech-Language Assessment, prior to or concurrent with off campus practicum, and CDSC 581 and 583, one credit clinical experiences in the SUNY Geneseo Speech, Language and Hearing Clinics. These clinical experiences offer students the opportunity to strengthen existing skills and to widen their knowledge through diagnostic and intervention experiences in speech-language pathology and/or audiology. Upon completion of CDSC 420 and CDSC 421, Diagnosis in Speech and Language Disorders, enrollment in CDSC 581, 582 and 583, completion of 18 hours of coursework, and 25 hours of clinical experience under the direct supervision of the SUNY Geneseo instructional staff, these students may enroll in CDSC 585 or CDSC 587 for two successive semesters (three for those student teaching at the graduate level)...

Those with a Bachelors degree in another field (Must begin in the fall)

Students with Bachelors degrees in other fields must complete 48 hours of prerequisite coursework, including the 25 hours of observation and enrollment in CDSC 330, Clinical Intervention I, and CDSC 331, Clinical Intervention II. Each student enrolled in CDSC 330 and 331 is assigned a clinic supervisor who is a member of the department instructional staff.

Prior to placement in an off-campus practicum, students must complete CDSC 420: Advanced Clinical Intervention. In addition, they must enroll in CDSC 582: Clinical Practicum in Speech-Language Assessment, prior to or concurrent with off campus practicum, CDSC 581 and 583, one credit clinical experiences in the SUNY Geneseo Speech, Language and Hearing Clinics. These clinical experiences offer students the opportunity to strengthen existing skills and to widen their knowledge through diagnostic and intervention experiences in speech-language pathology and/or audiology. Upon completion of CDSC 420 and CDSC 421: Diagnosis in Speech and Language Disorders, enrollment in CDSC 581, 582 and 583, completion of 18 hours of coursework, and 25 hours of clinical experience under the direct supervision of the SUNY Geneseo instructional staff, these students may enroll in CDSC 585 or CDSC 587 for two successive semesters (three for those student teaching at the graduate level)..

AFFILIATED PRACTICUM FACILITIES

Allegany ARC

Canandaigua Central School

Cerebral Palsy Association, Rochester (Adult/Child)

Clinical Associates of the Finger Lakes

Clyde-Savannah Central School

Continuing Developmental Services

Dansville Central School

FF Thompson Hospital

Finger Lakes Developmental Disabilities Service Organization

Genesee Valley BOCES

Geneseo Central School

Greece Central School

Happiness House

Helen Hayes Hospital

Hilton Central School

LEEP, Liverpool Elementary School

Livingston-Wyoming ARC, KidStart

Livonia Central School

Mary Cariola Children's Center

Monroe #1 BOCES

Monroe ARC

Monroe Community Hospital

Mt. Morris Central School

Pathways Day Services

Perry Central School

Presbyterian Home

Rainbow Preschool

Rochester City School District

Rochester School for the Deaf

Seneca-Cayuga ARC

St. Ann's Community, Rehabilitation Department/Speech

Stepping Stones Learning Center

Strong Memorial Hospital, Speech Clinic

SUNY Geneseo English for Speakers of Other Languages Center

Unity Health

Upstate Cerebral Palsy

Wayland-Cohocton Central School

Wayne Finger Lakes BOCES, Midlakes Education Center

Webster Central School

Wyoming County Community Health System

Graduate Program Tracks

NOTE: Bolded courses indicate those that must be taken at that time in the track.

Track #1: Summer admits with no deficiencies in prerequisite coursework and direct clinical experience at the undergraduate level

<u>Summer</u>		Grad Credits
Second session CDSC 42		3
Third Session		3
CDSC 42		3
CDSC 43	8 8	3
TOTAL	- 1 (VIII 010 g -VIII 2 W0 V0 01 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9
<u>Fall</u>		
Three 3-credit co	ourses from the following	9
CDSC 445	Severe Language Impairment	
CDSC 449	Speech and Language Disorders in Diverse Populations	
CDSC 452	Pediatric Audiology	
CDSC 470	Counseling in Communicative Disorders	
CDSC 522	Neurogenic Speech Disorders	
CDSC 527	Dysphagia	
CDSC 528	Augmentative and Alternative Communication	
CDSC 541	Adult Language Disorders	
Three 1-credit co	ourses	3
CDSC 570	Seminar:	
CDSC 581	Clinical Practicum in Audiology	
CDSC 583	Clinical Practicum in Speech-language Intervention	
CDSC 582	Clinical Practicum in Speech-Language Assessment	3
	(Could take in Spring)	
TOTAL		15/24
Spring		_
	ourses from the following	9
CDSC 443	Advanced Articulation and Phonology Intervention	
CDSC 445	Severe Language Impairment	
CDSC 447	Language Disorders in Children	
CDSC 455	Educational Audiology	
CDSC 519	Fluency Disorders	
CDSC 527	Dysphagia	
CDSC 541	Adult Language Disorders	_
One 1-credit cou		1
CDSC 570	Seminar:	
CDSC 582	Clinical Practicum in Speech-Language Assessment (If I taken in the fall)	not

CDSC 587 TOTAL	Graduate Internship in Communication Disorders	13/37
Summer		
First Session		
CDSC 435	Research Design in Communication Disorders	3
CDSC 533	3 Clinical Instrumentation in Speech Disorders	
Second Session	on -	
CDSC 423	3 Craniofacial Anomalies	3
CDSC 520	Voice Disorders and Alaryngeal Speech	3
TOTAL	• • •	12/49
<u>Fall</u>		
One 3-credit cour	rse from the following	3
CDSC 436	Communicative Disorders Research	
CDSC 445	Severe Language Impairment	
CDSC 449	Speech and Language Disorders in Diverse Populations	
CDSC 452	Pediatric Audiology	
CDSC 470	Counseling in Communicative Disorders	
CDSC 522	Neurogenic Speech Disorders	
CDSC 527	Dysphagia	
CDSC 528	Augmentative and Alternative Communication	
CDSC 541	Adult Language Disorders	
One 1-credit cou	rses	
CDSC 570	Seminar:	1
CDSC 585	Advanced Practicum in Speech Pathology	3
CDSC 587	Graduate Internship in Communication Disorders	
TOTAL	-	7/56

Advanced Practicum in Speech Pathology

3

CDSC 585

NOTE: A third external practicum (CDSC 587) is required if the student is pursuing Teacher Certification and did not student teach at the undergraduate level.

Track #2: January admits with no prerequisite deficiencies and direct clinical experience at the undergraduate level

Spring		Grad Credits
	ourses from the following	9
CDSC 443	Advanced Articulation and Phonology Intervention	
CDSC 445	Severe Language Impairment	
CDSC 447	Language Disorders in Children	
CDSC 455	Educational Audiology	
CDSC 519	Fluency Disorders	
CDSC 527	Dysphagia	
CDSC 541	Adult Language Disorders	
Three 1-credit co	ourses	3
CDSC 570	Seminar:	
CDSC 581	Clinical Practicum in Audiology	
CDSC 583	Clinical Practicum in Speech-language Intervention	
CDSC 582	Clinical Practicum in Speech-Language Assessment	3
TOTAL		15
C		
<u>Summer</u>		
First Session	5 D	2
CDSC 43	8	3
CDSC 53		3
Second Session CDSC 42		2
		3
CDSC 52 CDSC 42	<i>v</i> 8 1	3 3
		3
Third Session CDSC 42		2
CDSC 42 CDSC 43	8 1 8 8	3 3
TOTAL	4 Neurological Bases of Communication	21/36
IOIAL		21/30
Fall		
Three 3-credit co	ourses from the following	9
CDSC 436	Communicative Disorders Research	
CDSC 445	Severe Language Impairment	
CDSC 449	Speech and Language Disorders in Diverse Populations	,
CDSC 452	Pediatric Audiology	
CDSC 470	Counseling in Communicative Disorders	
CDSC 522	Neurogenic Speech Disorders	
CDSC 527	Dysphagia	
CDSC 528	Augmentative and Alternative Communication	
CDSC 541	Adult Language Disorders	
One 1-credit cou	<u> </u>	1
CDSC 570	Seminar:	
CDSC 585	Advanced Practicum in Speech Pathology	3
CDSC 587	Graduate Internship in Communication Disorders	

TOTAL		13/49
Spring		
One 3-credit cou	rrses from the following	3
CDSC 436	Communicative Disorders Research	
CDSC 443	Advanced Articulation and Phonology Intervention	
CDSC 445	Severe Language Impairment	
CDSC 447	Language Disorders in Children	
CDSC 455	Educational Audiology	
CDSC 519	Fluency Disorders	
CDSC 527	Dysphagia	
CDSC 541	Adult Language Disorders	
One 1-credit cou	ırse	
CDSC 570	Seminar:	1
CDSC 581	Clinical Practicum in Audiology	
CDSC 583	Clinical Practicum in Speech-language Intervention	
CDSC 585	Advanced Practicum in Speech Pathology	
CDSC 587	Graduate Internship in Communication Disorders	
TOTAL		7/56

NOTE: A third external practicum (CDSC 587) is required if the student is pursuing Teacher Certification and did not student teach at the undergraduate level.

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Track #3: Fall admits from undergrad SLP Programs with \underline{NO} direct clinical practicum experience.

Fall		Grad Credits
CDSC 330	Clinical Intervention I (Undergrad course)	(3)
INTD 203	Social Foundations of Education (Undergrad course)	(3)
CDSC 599	DS: Literacy Acquisition (If desire teacher cert.)	3
One 3-credit cou	rse from the following	3
CDSC 445	Severe Language Impairment	
CDSC 449	Speech and Language Disorders in Diverse Populations	
CDSC 452	Pediatric Audiology	
CDSC 470	Counseling in Communicative Disorders	
CDSC 522	Neurogenic Speech Disorders	
CDSC 527	Dysphagia	
CDSC 528	Augmentative and Alternative Communication	
CDSC 541	Adult Language Disorders	
1-credit courses		
CDSC 570	Seminar:	
TOTAL	~~~~~~	6
		· ·
<u>Spring</u>		
CDSC 331	Clinical Intervention II (Undergrad course)	(3)
CDSC 362	Professional services (Undergrad course)	(3)
Three 3-credit co	ourses from the following	9
CDSC 436	Communicative Disorders Research	
CDSC 443	Advanced Articulation and Phonology Intervention	
CDSC 445	Severe Language Impairment	
CDSC 447	Language Disorders in Children	
CDSC 455	Educational Audiology	
CDSC 519	Fluency Disorders	
CDSC 527	Dysphagia	
CDSC 541	Adult Language Disorders	
1-credit courses		
CDSC 570	Seminar:	
CDSC 581	Clinical Practicum in Audiology	
TOTAL		6/15
C		
Summer Services		
First Session CDSC 43	5 Degeoush Degion in Communication Discussion	•
	8	3
CDSC 533		
Second Session CDSC 42.		2
		3
CDSC 520	<i>v</i> 8 1	3
CDSC 420		3
Third Session		2
CDSC 42	1 Diagnosis of Speech and Language Disorders	3

CDSC 434	Neurological Bases of Communication	3
TOTAL		21/36
Fall		
	ourses from the following	9
CDSC 436	Communicative Disorders Research	
CDSC 445	Severe Language Impairment	
CDSC 449	Speech and Language Disorders in Diverse Populations	
CDSC 452	Pediatric Audiology	
CDSC 470	Counseling in Communicative Disorders	
CDSC 522	Neurogenic Speech Disorders	
CDSC 527	Dysphagia	
CDSC 528	Augmentative and Alternative Communication	
CDSC 541	Adult Language Disorders	
1-credit courses		2
CDSC 570	Seminar:	
CDSC 581	Clinical Practicum in Audiology	
CDSC 583	Clinical Practicum in Speech-language Intervention	
CDSC 582	Clinical Practicum in Speech-Language Assessment	3
CDSC 585	Advanced Practicum in Speech Pathology	
CDSC 587	Graduate Internship in Communication Disorders	
TOTAL		14/50
Spring		
	from the following	
CDSC 436	Communicative Disorders Research	
CDSC 443	Advanced Articulation and Phonology Intervention	
CDSC 445	Severe Language Impairment	
CDSC 447	Language Disorders in Children	
CDSC 455	Educational Audiology	
CDSC 519	Fluency Disorders	
CDSC 527	Dysphagia	
CDSC 541	Adult Language Disorders	
1-credit courses		
CDSC 570	Seminar:	
CDSC 585	Advanced Practicum in Speech Pathology	
CDSC 587	Graduate Internship in Communication Disorders	
TOTAL	•	3/53
Fall CD CC 505		2157
CDSC 585	Advanced Practicum in Speech Pathology	3/56
NOTE: A third e pursuing Teache	external practicum (CDSC 587) is required if the student is r Certification	

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Track #4: Students with a bachelor's degree in another academic disciplines (NOT SLP or Communicative Disorders)

Fall		
$\overline{\text{CDSC}}$ 142	Introduction to Communication Disorders (Undergrad course)	(3)
CDSC 150	Phonetics (Undergrad course)	(3)
CDSC 221	Anatomy & Physiology of the Speech Mechanism (Undrgrd crs)	(3)
CDSC 228	Language Acquisition (Undergrad course)	(3)
CDSC 259	Speech & Hearing Science (Undergrad course)	(3)
g :		
Spring CDSC 240	Language Intervention (Undergrad course)	(3)
CDSC 243	Fluency Disorders (Undergrad course)	(3)
CDSC 244	Voice Disorders (Undergrad course)	(3)
CDSC 242	Articulation & Phonological Disorders (Undergrad course)	(3)
CDSC 261	Auditory Disorders and Assessment (Undergrad course)	(3)
CDSC 262	Auditory Disorders and Assessment Lab (Undergrad course)	(1)
CDSC 202	riddiory Disorders and rissessment Eds (Ondergrad course)	(1)
Summer	Grad C	redits
Second Session	on	
CDSC	2423 Craniofacial Anomalies	3
CDSC		
CDSC TOTAL		3 6
TOTAL		3
	2 526 Voice Disorders and Alaryngeal Speech	3 6
TOTAL Fall		3 6 (3)
TOTAL Fall CDSC 330 CDSC 362	C 526 Voice Disorders and Alaryngeal Speech Clinical Intervention I (Undergrad course)	3 6
TOTAL Fall CDSC 330 CDSC 362	C 526 Voice Disorders and Alaryngeal Speech Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following	3 6 (3) (3)
TOTAL Fall CDSC 330 CDSC 362 Two 3-credit	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 43	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 43 CDSC 44	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC Pediatric Audiology	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 43. CDSC 44. CDSC 45.	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC Pediatric Audiology Counseling in Communicative Disorders	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 430 CDSC 440 CDSC 450 CDSC 470	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC Pediatric Audiology Counseling in Communicative Disorders Neurogenic Speech Disorders	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 43 CDSC 44 CDSC 45 CDSC 47 CDSC 52	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC Pediatric Audiology Counseling in Communicative Disorders Neurogenic Speech Disorders Dysphagia	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 43. CDSC 44. CDSC 45. CDSC 47. CDSC 52. CDSC 52.	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC Pediatric Audiology Counseling in Communicative Disorders Neurogenic Speech Disorders Dysphagia Augmentative and Alternative Communication	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 43 CDSC 44 CDSC 45 CDSC 47 CDSC 52 CDSC 52 CDSC 52	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC Pediatric Audiology Counseling in Communicative Disorders Neurogenic Speech Disorders Dysphagia Augmentative and Alternative Communication Adult Language Disorders	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 43 CDSC 44 CDSC 45 CDSC 47 CDSC 52 CDSC 52 CDSC 52 CDSC 54 1-credit cour CDSC 58	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC Pediatric Audiology Counseling in Communicative Disorders Neurogenic Speech Disorders Dysphagia Augmentative and Alternative Communication Adult Language Disorders Clinical Practicum in Audiology	3 6 (3) (3)
Fall CDSC 330 CDSC 362 Two 3-credit CDSC 43. CDSC 44. CDSC 45. CDSC 52. CDSC 52. CDSC 52. CDSC 54 1-credit cour	Clinical Intervention I (Undergrad course) Aural Rehabilitation (Undergrad course) course from the following Communicative Disorders Research Severe Language Impairment & AAC Pediatric Audiology Counseling in Communicative Disorders Neurogenic Speech Disorders Dysphagia Augmentative and Alternative Communication Adult Language Disorders Clinical Practicum in Audiology Seminar:	3 6 (3) (3)

Spring		
CDSC 331	Clinical Intervention II (Undergrad course)	(3)
	ses from the following	9
CDSC 436	Communicative Disorders Research	
CDSC 443	Advanced Articulation and Phonology Intervention	
CDSC 445	Severe Language Impairment	
CDSC 447	Language Disorders in Children	
CDSC 455	Educational Audiology	
CDSC 519	Fluency Disorders	
CDSC 527	Dysphagia	
CDSC 541	Adult Language Disorders	
1-credit courses		
CDSC 581	Clinical Practicum in Audiology	
CDSC 570	Seminar:	
TOTAL		9/21
Summer		
First Session		
CDSC 435	Research Design in Communication Disorders	3
CDSC 533	Clinical Instrumentation in Speech Disorders	3
Second Session		
CDSC 420	Advanced Clinical Intervention	3
Third Session		
CDSC 421	Diagnosis of Speech and Language Disorders	
CDSC 434	Neurological Bases of Communication	3
TOTAL	Treat orogical Buses of Communication	15/36
101112		10,00
<u>Fall</u>		
Two 3-credit course	s from the following	6
CDSC 436	Communicative Disorders Research	
CDSC 445	Severe Language Impairment	
CDSC 452	Pediatric Audiology	
CDSC 470	Counseling in Communicative Disorders	
CDSC 522	Neurogenic Speech Disorders	
CDSC 527	Dysphagia	
CDSC 528	Augmentative and Alternative Communication	
CDSC 541	Adult Language Disorders	
1-credit courses		3
CDSC 570	Seminar:	Č
CDSC 581	Clinical Practicum in Audiology	
CDSC 583	Clinical Practicum in Speech-language Intervention	
CDSC 582	Clinical Practicum in Speech-Language Assessment	3
CDSC 585	Advanced Practicum in Speech Pathology	3
TOTAL	Advanced Fracticum in Special Latitology	12/49
IOIAL		14/47

Spring			
3-credit courses from the following			
CDSC 436	Communicative Disorders Research		
CDSC 443	Advanced Articulation and Phonology Intervention		
CDSC 445	Severe Language Impairmrnt		
CDSC 447	Language Disorders in Children		
CDSC 455	Educational Audiology		
CDSC 519	Fluency Disorders		
CDSC 527	Dysphagia		
CDSC 541	Adult Language Disorders		
CDSC 570	Seminar:	1	
CDSC 585	Advanced Practicum in Speech Pathology	3	
TOTAL		4/53	
Fall			
CDSC 585	Advanced Practicum in Speech Pathology	3/56	
	_		

NOTE: A third external practicum (CDSC 587) is required if the student is pursuing Teacher Certification

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ASHA/NYS Dept of Education/SUNY Geneseo Program Requirements

ASHA

Course Hour Distribution

At least 75 semester credit hours overall in required courses

At least 36 hours at the graduate level.

At least 3 hours in physical sciences.

At least 3 hours in biological sciences.

At least 3 hours in mathematics/statistics.

At least 3 hours in behavioral and social sciences.

Coursework in basic communication processes and swallowing to include biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Coursework in the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, development, and linguistic and cultural correlates.

Coursework in the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, development, and linguistic and cultural correlates.

Coursework in the standards of ethical conduct, processes used in research and the integration of research principles into evidence-based clinical practice, contemporary professional issues, and certification, speciality recognition, licensure, and other relevant professional credentials.

ASHA Skills Outcomes/Clinic Clock Hour Distribution

At least 25 hours of observation prior to beginning clinical practicum.

Supervision by a current ASHA CCC'ed SLP never less than 25% of the direct client/patient contact time.

Disorder courses are to be taken prior to diagnostics and intervention with specific disorder populations.

Specific Hour Requirement Minimums	Supervised	
Hours		
Overall Total (Supervised clinical experience)	400	
Observation prior to practicum	25	
Practicum Total (Direct client/patient contact)	375	
Graduate Practicum in Speech-Language Pathology	325 of 375	

NYS Licensure

State Education Dept, Division of Professional Licensing Services

Course Hour Distribution

At least 12 hours in basic communication processes

At least 24 hours in speech-language pathology, including at least 6 hours in language, plus 6 hours in Audiology

At least 18 additional hours in the above or related areas

Practicum Specific Hour Requirement Minimums Overall total (Supervised clinical experience) Graduate Practicum in Speech-Language Pathology Audiology Supervised Hours 300 150 20

NYS Teaching Certification Requirements for Graduate Students

At least 12 hours of educational coursework:

CDSC 362

INTD 203

CDSC 310

Selected educational or CDSC courses

H&PE 350: Health & Safety Issues in Schools

CDSC 587: Internship.

One graduate practicum must be in an educational institution and be an internship. This usually means a total of 59 vs. 56 hours for the masters degree because one of the three hour practicums is replaced by a six hour internship.

See Dr. House (Department Chair) for particulars.

SUNY Geneseo Graduate Program Requirements

Coursework

Minimum of 51 hours of undergraduate **PREREQUISITE COURSEWORK** including

At least 3 hours in physical sciences (Physics or Chemistry).

At least 3 hours in biological sciences.

At least 3 hours in Statistics.

At least 3 hours in behavioral and social sciences.

At least 15 hours in basic communication processes and swallowing to include *speech/voice science*, biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

At least 12 hours in the nature of speech, language, and communication disorders and differences and swallowing disorders and in the principles

and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, development, and linguistic and cultural correlates.

At least 6 hours in the nature of hearing, and communication disorders and differences and in the principles and methods of prevention, assessment, and intervention for people with communication, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, development, and linguistic and cultural correlates.

At least 6 hours of clinical practicum.

Minimum of 56 hours of **GRADUATE COURSEWORK** including:

 illinaili of 50 flours of	GRADENTE COCKSE WORTH merdanig.
CDSC 420	Advanced Clinical Intervention
CDSC 421	Diagnosis of Speech and Language Disorders
CDSC 435	Research Design in Communication Disorders
A graduate course in	Audiology
CDSC 434	Neurological Bases of Communication
CDSC 533	Clinical Instrumentation in Speech Disorders
CDSC 581	Clinical Practicum in Audiology
CDSC 583	Clinical Practicum in Speech-Language Intervention
CDSC 582	Clinical Practicum in Speech-Language Assessment
CDSC 585	Advanced Practicum in Speech Pathology (Taken twice
	and/or
CDSC 587	Graduate Internship in Communication Disorders
Eight speech and lang	guage disorder courses.

Language

CDSC 541 Adult Language Disorders
CDSC 445 Severe Language Impairment
And at least one other language course

Speech: At least two courses CDSC 527 Dysphagia

Three elective credits.

Practicum Requirement

First 25 hours must be under the direct supervision of SUNY Geneseo faculty/staff. Fifty hours of supervised clinical practicum in each of 3 different sites. Minimums

mmums_	
Overall Total (Supervised clinical experience)	400
Observation prior to practicum	25
Practicum Total (Direct client/patient contact)	375 ¹
Graduate Practicum in Speech-Language Pathology	$325 \text{ of } 375^2$
Evaluation (Majority may <u>not</u> be screening)	
Speech disorders in children	$20^{\ 3}$
Speech disorders in adults	$20^{\ 3}$
Language disorders in children	$20^{\ 3}$
Language disorders in adults	$20^{\ 3}$

Treatment

Speech disorders in children	$20^{\ 3}$
Speech disorders in adults	$20^{\ 3}$
Language disorders in children	$20^{\ 3}$
Language disorders in adults	$20^{\ 3}$
Practicum in Audiology	20^{4}

Notes:

At least 50 hours in each of three settings.

First 25 hours supervised directly by instructional staff at SUNY Geneseo.

Geneseo graduates may use undergraduate clinical practicum to fulfill this requirement.

3 At least 25% must be directly supervised.

4 Should not all be supervised by SLP.

Minimum Competence Requirements for Graduate Students

Graduate students must maintain a minimum GPA of 3.0 throughout the program with no single course letter grade below C. Students who earn a grade of C- or below in a graduate course must repeat that course. As previously described, the program reserves the right to postpone placement in an external practicum site if it is determined that the student is not yet sufficiently prepared.

Remediation

In cases where a student is not meeting the minimum competence requirements for the graduate program, he/she will be required to meet with the Director of the Graduate Program and the departmental Academic Standards Committee to discuss their status in the program, and identify and recommend specific strategies for remediation. Subsequent meetings with the Committee will be scheduled, as needed, to review the student's progress in following up on the prescribed course of action and to determine if additional strategies for remediation are warranted.

Accommodations

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should begin the process by contacting the Assistant Dean for Disability Service (Tabitha Buggie-Hunt, 105D Erwin, tbuggieh@geneseo.edu). The process for granting accommodations is as follows:

- 1. Student provides the Office of Disability Services (OSD) with complete documentation of their disability
- 2. Student meets with OSD to discuss and determine appropriate and reasonable accommodations
- 3. Student provides a letter outlining accommodations to his/her professors
- 4. Student signs a responsibility sheet outlining expectations (e.g. providing letters to professors/supervisors early in the semester)

For more information refer to the following website http://disability.geneseo.edu

Grievance Procedures for Graduate Students

The best method of addressing concerns regarding a grade or dealing with a situation where a student feels they were treated unfairly is to talk directly to the individual (e.g. professor, clinical supervisor) involved. In those cases where direct communication fails

to explain or resolve an issue to the student's satisfaction, it is recommended that they follow the protocol described below.

Grievance with a Faculty/Instructional Staff Member

A grievance with a faculty or instructional staff member should begin with that person. It is always important to begin with the "offending" person so that he or she can have the opportunity to rectify the situation or to provide an explanation or rationale. If the student does not feel that the faculty/instructional staff member has listened to their complaint, given it due consideration, or rectified or explained the situation, they should go the next higher level within the administrative structure. This structure is as follows:

Director of the Graduate Program	Douglas J. MacKenzie, Au.D.	245-5328
Department Chair	Linda I. House, Ph.D.	245-5328
Dean of the College	Mary F. Radosh, Ph.D.	245-5541

Grievance with an Off-Campus Clinical Supervisor

A grievance with an Off-Campus Clinical Supervisor should begin with that person. It is always important to begin with the "offending" person so that he or she can have the opportunity to rectify the situation or to provide an explanation or rationale. If the student does not feel that the faculty/instructional staff member has listened to your complaint, given it due consideration, or rectified or explained the situation, they should go the next higher level within the administrative structure. This structure is as follows:

SUNY Geneseo Supervisor/Liai	son	
Director of the Graduate Program	m Douglas J. MacKenzie, Au.D.	245-5328
Department Chair	Linda I. House, Ph.D.	245-5328
Dean of the College	Mary F. Radosh, Ph.D.	245-5541

Grievance over a Course Grade

Course grade grievances should follow the procedure given in the 2009-2010 SUNY Geneseo Guide to Graduate Studies

Grievance to the Council on Academic Accreditation

In rare instances students may feel that it is necessary to contact the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The CAA should only be contacted with the most serious of offenses such as those that violate current accreditation standards. For example, to allow a student to service clients without first completing the required 25 hours of observation is a violation of the ASHA standards. Many of these standards are explained in the first graduate student meeting. Other grievances to be directed to CAA would involve behavior in violation of the ASHA Code of Ethics. Obviously, receiving a poor test grade or practicum evaluation does not fall within these parameters.

As outlined above, the grievance procedure should begin with the person involved. The student should go through the administrative chain and contact the CAA *only if* their concerns regarding violations continue and efforts to resolve them internally have been exhausted. The CAA may be contacted at the following

Council on Academic Accreditation American Speech-Language-Hearing Association 10801 Rockville Pike Rockville, MD 20852 Phone: 301-897-5700

FAX: 301-571-5700

THINGS TO REMEMBER

- 1. This is a full-time graduate program.
- 2. A positive attitude, flexibility, passion for learning, and willingness to support your peers and the department are among the keys to success at the graduate level.
- 3. You MUST pass either the departmental comprehensive examination or the PRAXIS Exam in Speech-Language Pathology in order to graduate. When you register for the PRAXIS Exam, remember to include SUNY Geneseo's Department of Communicative Disorders and Sciences code (R0205) so we will receive your results directly from ETS. Also include the reporting codes for ASHA CCC (R5031) and NYS Licensure (R7747). As per college policy stated in the Geneseo Guide to Graduate Studies, the comprehensive exam and the PRAXIS Exam in Speech-Language Pathology can only be taken by those students who possess a 3.0 GPA and will have completed all required coursework and are within six hours of graduation by the end of the semester in which they take the examination.
- 4. You MUST pass a department test, taken during your first summer, on ASHA CCC requirements, certification and licensure, and ASHA Code of Ethics in order to graduate. Each student will be asked to sign that she/he has received this information.
- 5. You should meet with the Graduate Director at least once per semester to review and update your records (e.g. Plan of Study, clinical hours) and plan for the next semester.
- 6. Check your progress in meeting the minimum clinical hour requirements on a regular basis. If you are coming up short in a certain area, it is critical that you bring this to the Graduate Program Director's attention as soon as possible.
- 7. You MUST register to graduate (form is available in the Dean's Office) in the semester in which you plan to complete all degree requirements. If you would like your name to appear in the (May) Commencement Bulletin, this form should be completed in January.

- 8. Read descriptions of practicum sites carefully before choosing. Obviously you can't get child hours at an adult site! If it says that they want you five days/week, they want you five days/week. In addition, if you are interested in a hospital placement, you MUST indicate so at the beginning of your graduate program since these types of placements require significant planning in advance.
- 9. Before you graduate, you MUST meet with the Director of the Graduate Program for final advisement during the last week (usually Study Day) of your final semester.
- 10. ASHA Clinical Fellowship Year and NYS Supervised Experience requirements differ. Each student will be asked to sign documentation that she/he understands these differences.

Records of Practicum Hours

Practicum hours are recorded on daily log sheets as accrued and at the completion of the practicum or special project are compiled on the Supervised Clinical Experience: Semester Summary form (fondly referred to as the "Greensheet"). Students should consult the *Clinical Manual* for recording of hours in the appropriate categories. **Three** copies of the Greensheet are signed by both the student and supervisor. The student then places the Greensheets in the Director of the Graduate Program's mailbox. All Greensheets are signed by the Director and the hours added to the totals on the Supervised Clinical Experience forms. One Greensheet and Supervised Clinical Experience form is placed in the student's folder, one is used to compile clinical statistics for the program, and the other is returned to the student's mailbox. *It is the student's responsibility to check the Supervised Clinical Experience form to insure that hours have been placed in the correct spaces*.

Cultural and Individual Diversity

The Department of Communicative Disorders and Sciences at SUNY Geneseo seeks to create a richly diverse community where individuals from all backgrounds are accepted and differences are respected. The program strives to uphold one of SUNY Geneseo's core institutional values by fostering respect and appreciation for the broad spectrum of backgrounds, beliefs, talents, interests, and life choices of clients and their families, and student clinicians. Admission to the program is granted without regard to age, color, disability, marital status, national origin, gender, sexual orientation, religion, race, or status as a veteran.