



New York Presbyterian Iona School of Health Sciences

Department of Communication Sciences and Disorders

Graduate Program in Communication Sciences and Disorders

**GRADUATE STUDENT HANDBOOK:
SPEECH-LANGUAGE PATHOLOGY
2022-2023**

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WELCOME

The Communication Sciences and Disorders Program at Iona University warmly welcomes you to your study of communication sciences and disorders. Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive- communication, and swallowing disorders in children and adults. SLPs work with people who have difficulty producing speech sounds correctly, cannot produce speech sounds or cannot produce them clearly; those with speech rhythm and fluency problems, such as stuttering; people with voice disorders, such as hoarseness or inappropriate pitch or loudness; those who have problems understanding or expressing language or the social rules of interaction, and those with cognitive communication impairments affecting attention, memory, or problem solving. SLPs also work with people who have feeding and swallowing difficulties. Providing the necessary help to individuals with communication disorders is a very rewarding experience. We appreciate that you will be joining us in our efforts to advance the practice of speech-language pathology. We thank you, and your future patients/clients and their families thank you.

The Department of Communication Sciences and Disorders in the New York Presbyterian Iona School of Health Sciences offers the Master of Arts Degree with a concentration in communication sciences and disorders. The purpose of this Master of Arts degree program is to provide aspiring professionals with a firm understanding of the normal processes of speech, language, and hearing; the competence to diagnose and treat the full range of communicative disorders in all age groups; and the opportunity to practice in a wide variety of clinical settings, including schools, hospitals, clinics, special treatment centers, and private practice. The M.A. is a professional program that emphasizes the knowledge and skills requisite to practice speech-language pathology in an effective, ethical, and inclusive manner. Graduation thus depends on completion of all academic requirements and the demonstration of sound clinical expertise. We look forward to guiding you through your academic and clinical studies and eagerly anticipate being able to count you among our professional colleagues.

Visit our website at: <https://www.iona.edu/academics/school-of-arts-science/departments/speech-communication/graduate-programs.aspx> for more information.

PROGRAM ACCREDITATION

American Speech-Language-Hearing Association



The American Speech-Language-Hearing Association (ASHA) is the professional, scientific, and credentialing association of more than 150,000 audiologists, speech-language pathologists, and speech, language, and hearing scientists. ASHA's mission is to ensure that all people with speech, language, and hearing disorders have access to quality services to help them communicate more effectively. For more information on ASHA, visit: <http://www.asha.org/>.

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association is recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as the only agency to accredit graduate education programs that provide entry-level professional preparation in speech-language pathology. In speech-language pathology, entry-level education must be achieved through a graduate program. In order for an individual to be eligible to apply for national certification with ASHA, a student must initiate and complete course work and clinical practicum at a CAA-accredited institution.

The Master of Arts program in speech-language pathology at Iona University is accredited by the **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)** of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland, 20850, (800) 498-2071 or (301) 296-5700.

Complaint Procedures

For information on filing a complaint about Iona's CSD graduate program to the CAA, please visit:

<http://www.asha.org/academic/accreditation/accredmanual/section8/#complaint2>

Council of the Academic Programs in Communication Sciences and Disorders

The Iona University Communication Sciences and Disorders program is also an active member of the Council of the Academic Programs in Communication Sciences and Disorders (CAPCSD). CAPCSD is an organization of more than 250 member programs that offer undergraduate and/or graduate degrees in Communication Sciences and Disorders. The mission of CAPCSD is to promote quality, accessibility and innovation in Communication Sciences and Disorders in higher education. For more information about CAPCSD, visit:

<http://www.capcsd.org/>

INTRODUCTION

The graduate program in Communication Sciences and Disorders is part of the Department of Communication Sciences and Disorders and is housed in the New York Presbyterian Iona School of Health Sciences School of Iona University. The Graduate CSD Handbook is designed to assist students with their course of study while at Iona University. The handbook is intended to assist in the design of the student's academic plan of study and to clearly delineate the program's requirements.

The Graduate CSD Handbook is not intended to replace the Graduate Catalog, but to supplement the general guidelines with information relative to this specific department. The Graduate Catalog details the official requirements for completion of the Master's Degree. The Graduate Catalog is available online at: [Iona University - Acalog ACMSTM](#)

In addition, the Graduate CSD Handbook is not intended to replace the Clinical Practicum Handbook. The Clinical Practicum handbook, detailing clinical policies and procedures, is required for students' use throughout his/her clinical practicum course work and is available at: [Student Clinic Handbook 2020-2021-1 \(iona.edu\)](#)

Every student is expected to be acquainted fully with the CSD Graduate Handbook (signature required), Clinical Practicum Handbook (signature required), and the Iona University Graduate Catalog.

We have attempted to cover departmental policies and procedures as completely as possible; however, the Graduate CSD Handbook is a living document and may be modified, with notice, at the discretion of the faculty. Additionally, the application of policies to particular cases may vary with the special circumstances related to individual students. As you progress through your program, you may experience additional questions and concerns that are not addressed formally in Departmental or University publications. In these cases, we encourage you to seek information from your academic or faculty advisors, the Graduate Program Director, or the Department Chairperson. Other academic and clinical faculty members are also available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

THE MISSION STATEMENT

The mission of the CSD Program at Iona University is to graduate entry-level clinicians who will adhere to the highest personal, professional, and ethical standards, employ best evidence practices, critical thinking, and self-analysis, demonstrate empathy, altruism, and accountability in their clinical practice, appreciate the value of continuing education, and aspire to provide outstanding clinical services for a diversity of individuals of all ages with communication and swallowing problems. The Program is dedicated to promoting the field of communication sciences and disorders and serving the greater community. In striving to fulfill this mission, the Program seeks to contribute substantially to the success of Iona University.

VALUES STATEMENT

The CSD Program embraces the values of a student-centered institution rooted in the tradition of the Christian Brothers. The following are key values:

- A graduate education rich in didactics and clinical experience that enables our graduates to prepare for excellence in the field of speech-language pathology
- Devotion to integrity, diversity, and freedom of inquiry
- Individualized attention to each student
- Faculty and student collaboration in teaching, learning, and research that enhances the department's intellectual life and that meets society's needs in the widely diverse areas of communication disorders
- Commitment to compassion and innovation
- Dedication to the full integration of academic and clinical experiences
- A culture of participatory and transparent decision making within the Department of Communication Sciences and Disorders
- Partnerships across University departments and within the greater community for the benefit of all.

LEARNING GOALS

Graduate students enrolled in the CSD Program, upon completion, will:

- Engage in advanced academic coursework developing research-based and theoretical understanding of the field in order to become competent researchers and/or clinicians through thoughtful discussion and scientific investigation.
- Gain the knowledge and skills to be competent and compassionate speech language pathologists who effectively assess, diagnose, and treat persons with communicative disorders.
- Demonstrate maturity, responsibility, empathy, professionalism, and effective communication skills as guided by the American Speech-Language Hearing Association's (ASHA) Code of Ethics

ADMISSIONS POLICIES AND PROCEDURES

The CSD Graduate Program uses Communication Sciences and Disorders Computer Application System (CSDCAS) to collect all requirements for admission, which are as follows:

- a. Iona University Graduate Admission Application
- b. CSD Supplemental Application
- c. Three letters of Reference
- d. Graduate Record Exam (GRE) Scores (recommended, not required)
- e. Resume
- f. Brief Video

The most successful candidates will have completed all pre-requisite coursework requirements, written a well-organized and unique personal statement, obtained three strong letters of reference, scored between a 140-160 on each section of the GRE, earned a minimum 3.3 grade point average for all major courses, and documented a myriad of work and extracurricular experiences on their resume.

The application process will begin when the University has received all of the above material through CSDCAS. Completed applications will be reviewed by a Graduate Admissions Counselor and Iona University faculty members. Faculty members will independently evaluate each application and assign a rating based on a judgment of the applicant's overall potential for successful graduate study based on the documents submitted with the student's application. Students will receive information about their admissions' status within the spring semester of their application.

Conditional Acceptance & Support Plans

If all prerequisites are not complete at time of admission, applicants will receive a conditional admittance until all prerequisite courses are complete.

If applicants earned less than a B, but higher than a D+, in a prerequisite course and/or have a GPA lower than a B, a support plan for the applicant's first semester of study will be implemented. Prerequisites with less than a C cannot be accepted. Support plans may include the following: seminars addressing challenging content for the applicant, 1:1 meetings with the program director to enhance study and organizational skills, registration for a 1-credit support class (CSD 599) and other colloquia to support the applicant's transition to graduate studies in CSD.

Transfer Credit

A student wishing to apply credit earned at another institution of higher education to a master's degree at Iona University must obtain a New York Presbyterian Iona School of Health Science

Graduate Programs Transfer Credit Authorization form from the Admissions' office. This form requires the signature of the Department Chairperson or Graduate Program Director and a representative from the Dean's office. The student must also have an official transcript from the other institution sent to the Admissions office. It is strongly recommended that students have transfer credit approved prior to enrolling. Coursework must have been completed within the past five years with a minimum grade of B, and may

not have been used for any other degree program at any other college/ university. Course work must be clearly delineated at the graduate level and directly relate to the concentration of Speech- Language Pathology. A maximum of six (6) credits from other institutions may be transferred for credit towards the graduate degree with a concentration in in Speech- Language Pathology.

English Language Competency

The Iona University CSD Graduate Program will follow the Iona University Graduate Admissions English Language Policy, which is stated on Iona's website:

<https://www.iona.edu/admissions/international-students/international-application-process/graduate-arts-science.aspx>

The English Language Policy is as follow:

- ☐ IBT TOEFL: 80 or better, OR
- ☐ IELTS: 6.5 or better

CURRICULUM

Degree Completion

The Master of Arts degree program in Speech-Language Pathology is a competency-based program. Therefore, students are expected to achieve a minimum competency level of B in required didactic courses and clinical education practicum.

The minimum graduate requirements for the Master of Arts degree program in Speech-Language Pathology are:

- 58 semester hours of course work, consisting of, at a minimum
 - 45 required semester hours (15 courses) in the Speech-Language Pathology curriculum, and
 - 13 required semester hours in clinical practicum (5 practicum courses)
- an overall graduate grade point average of at least 3.00 (A=4.00) with a minimum competency level of B in all courses and clinical practicum;
- 400 clock hours of clinical observation and practicum with individual clients. Clock hours must be distributed as follows:
 - Clinical Observation (25 clock hours minimum) prior to beginning initial clinical practicum
 - Clinical Practicum consisting of direct client/patient contact (375 clock hours minimum), at least 325 clock hours at the graduate level.

Sample Typical Program

Fall Semester 1

CSD 515 Language Disorders in Children
CSD 505 Neuroanatomy and Physiology
CSD 603 Advanced Speech Sound Disorders
CSD 610 Practicum 1

Spring Semester 1

CSD 500 Language Disorders in Adults
CSD 615 Evaluation Procedures for Diagnostic Purposes in Speech-Language Pathology
CSD 524 Dysphagia in Adults and Children
CSD 611 Practicum 2

Summer

CSD 519 Language Development and Disorders in School-Age Children
CSD 521 Augmentative and Alternative Communication
CSD 580 Clinical Communication
CSD 612 Practicum 3

Fall Semester 2

CSD 570 Aural Rehabilitation
CSD 517 Research Methods in Speech and Hearing

CSD 581 Cognitive Communication and Aging
CSD 613 Practicum 4

Spring Semester 2

CSD 501 Voice Disorders
CSD 575 Fluency Disorders
CSD 527 Social Communication Development and Disorder
CSD 614 Practicum 5

Program Duration

Students are required to spend a minimum of five semesters (including the summer semester between the first and second years) to complete the requirements for the M.A. degree. Any of the following is likely to require extension of the minimum duration for completion of the program of study and delay graduation:

- ☐ Unsatisfactory performance in academic courses
- ☐ Unsatisfactory performance in clinic practica or externship assignments
- ☐ Violation of the ASHA Code of Ethics.

If it is necessary for the graduate student to alter his/her graduate education by reducing the number of courses and/or clinical assignments during one or more semesters due to illness, family situations, etc., the duration of his/her graduate education is automatically extended and he/she should not expect to graduate according to the originally projected graduation date. Students who accept clinical practicum placements that require preliminary training or other commitments that extend the residency period beyond the duration of graduate study specified above should not expect to graduate according to the originally projected graduation date.

Continuous Enrollment

Students who fail to complete all academic or clinical requirements in the minimum time periods described above must maintain continuous enrollment as a condition of their continued candidacy for the graduate degree.

Leaves of Absence, Withdrawals, & Readmission

Students will follow the University policies in regards to leaves of absence and withdrawals, all which are stated in the Iona University Graduate Catalog. It should be noted that since CSD courses are offered only once per academic year and require a certain sequence in order to optimize learning, a leave or withdrawal will put the student significantly behind in his or her plan of study. For example, if a student withdraws from all courses during the Fall semester, the student will not be able to rejoin the program until the following Fall.

Students who have been inactive for one year (two semesters) or more must file an application for readmission and remit a reapplication fee. Students should note that requests for readmission will be reviewed under the admission requirements in place at the time that the request is submitted. Please see the Graduate Catalog and the Office of Graduate Admission for additional information.

Student Records

Student progress toward acquiring competencies required for graduation and certification (i.e., CAA standards & CFCC standards) will be documented using a web-based tracking application, CALIPSO, to enable you to have access at any time to your academic and clinical progress through the program. In addition, during each academic term, you and the graduate program director will update your progress by the graduate program using the KASA feature in CALIPSO. This form will summarize your progress through the program. It will also help you verify that your degree completion is on track and that the prerequisites for your Clinical Fellowship (CF) are up-to-date.

Upon graduation, students are provided with their academic and clinical records (i.e., all clinical documents; documents in CALIPSO). Records are maintained in a locked cabinet in the CSD department. If alumni are in need of their records, a formal request to the CSD Program Director should be made. Paper records are maintained for 5 years and CALIPSO records are maintained for 8 years. The program director and department administrative assistant have access to paper records; the program director and clinic director have access to the CALIPSO records.

In addition, current students and graduates may obtain an official transcript by visiting:

[Transcripts & Enrollment Verification | Iona University](#)

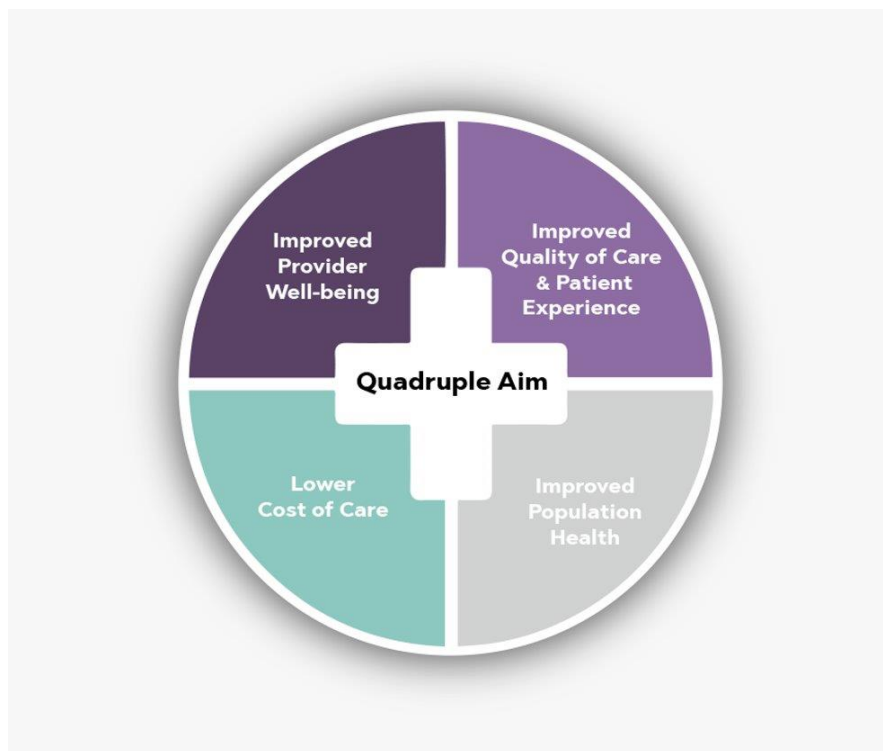
The CSD program follows all University policies and procedures in regards to student records. Please contact the Provost office for additional information about University policy.

Inter-Professional Education at Iona University

All CSD Students participate in the Iona University Inter-Professional Education (IPE) Curriculum which are academic modules built into courses across the Graduate CSD Curriculum.

IPE is defined as educational activities where “...two or more professions (students, residents and health workers) learn with, about, and from each other to enable effective collaboration and improve health outcomes.” (World Health Organization, 2010). While IPE has its roots in healthcare, it is not exclusive to healthcare delivery and is applicable to a range of practice settings including education. At Iona University, Faculty in Communication Sciences and Disability (CSD), Education, Marriage and Family, Nursing, Occupational Therapy, School Psychology, Mental Health Counseling, and Social Work programs have collaborated on developing the Iona University IPE curriculum.

IPE prepares pre-professional students for interprofessional collaborative practice which has been demonstrated to impact positively what is known as the Quadruple Aim of healthcare (Institute of Healthcare Improvement, 2007, Bodenheimer & Sinsky, 2014).



This illustration indicates that interprofessional education (and collaborative practice) contributes to enhanced provider well-being, which leads to improved quality of care and patient experience, which contributes to improved population health, which reduces the cost of care.

The **mission** of the Iona University IPE Initiative is to prepare professional degree students for competent interprofessional collaboration, characterized by cultural and professional humility, in a broad range of practice settings. As such, our graduates will be reflective practitioners who are:

- Aware of how their personal and professional positionalities influence and impact upon their relationships with other professionals and those they serve
- Committed to client-centered interprofessional practice
- Skilled in interprofessional communication that fosters high quality, integrated service delivery
- Capable of delivering trauma-informed, culturally-sustaining services within their practice communities
- Adept in the use of self-care strategies that allow them to persist in their professions

- Poised to serve as effective change agents in the pursuit of social, economic, and environmental justice

The Iona University IPE Curriculum includes an introductory module, a case-based curriculum, and opportunities to participate in IPE service learning and fieldwork experiences.

Bodenheimer, T. & Sinsky, C. (2014). From triple to quadruple aim: Care of the patient requires care of the provider. *Ann. Fam Med*, 12(6): 573-6. Doi: 10.1370/afm.1713.

EVALUATION OF STUDENT PERFORMANCE

All classroom assessment measures will reflect the individual course goals and objectives, which will be provided in writing and distributed to all students during the first week of each class. All course objectives must be directly related to the program's learning goals. Evaluation by written examination, aural examination, oral presentation, group activities, projects, research papers, and competency testing are among some of the techniques to be used by the faculty. Clinical practicum performance will be evaluated based on specific objectives determined by each practice setting.

Knowledge and Skills Acquisition

Knowledge and Skills Competence

The current MA in Speech-Language Pathology curriculum is in accordance with the Council for Clinical Certification in Audiology and Speech-Language Pathology's (CFCC) 2020 standards and the CAA's 2017 standards. The course sequence has been reviewed and adapted to comply with these standards to provide you with multiple opportunities to acquire and demonstrate competency in all the knowledge and skills areas. Every course syllabus will list a set of standards (i.e., knowledge and/or skills) that will be met upon successful completion of the course. The department has set a competency of 80% or better on each of the assessments aimed at fulfilling the standards. (See Knowledge and Skills Summary in Appendix.) Additionally, in order to demonstrate acquisition of these knowledge and skills, the status of all graduate students is monitored in formative and summative manners. Formative assessment is on-going and examples of formative assessment include quizzes, homework assignments, projects, papers, and mid-term assessments in academic and clinical courses, clinical supervisor comments on diagnostic reports, weekly therapy plans, and long-term therapy plans. Examples of summative assessment are final assessments and grades in academic and clinical courses, supervisor's comments on end of semester progress reports, ratings of clinical skills using the evaluation form in CALIPSO and a comprehensive examination required for graduation. Iona's graduate program in speech-language pathology is designed to assess and track students' ongoing progress in both the academic and clinical components of their programs.

Knowledge and Skills Remediation Plan

If a student fails to achieve the minimum competency level specified for a given assessment within a course, the instructor will provide the student an opportunity to remediate the knowledge/skill area. Such remediation might entail retaking a part or all of the assessment or completing another assessment specifically designed to address the specific knowledge and/or skills area. The faculty member will provide a time-line for completing the remediation. Unless stated otherwise, students are required to complete the remediation prior to the commencement of the next semester/Graduation. The remediation is offered as a means of ensuring that students achieve a minimum level of competency on all standards. ***Any improvements in knowledge and/or skill as a consequence of the remediation plan will not be considered towards the final course grade.*** A note of the remediation offered to each student and the outcome of the process will be documented in the student's file (see Appendix B), in accordance with the Department's knowledge and skills-tracking process. All remediation plans, along with student's achievement of knowledge and skills, will be posted by the Program Director to the student's CALIPSO account each semester.

Policy on Examinations

All examinations or skill/competency evaluations shall be stated and dated clearly in each course outline at the start of the semester. If the course schedule must be revised, the instructor will provide adequate notice. Unless stated in the course outline, there will be no repeat testing for failed student performance. Students will only be excused from any type of performance evaluation with a documented reason for the absence. Any student who must be absent from an exam must notify the course instructor in advance. Documentation for the absence must be given to the course instructor. In the event of an emergency, the student must make every effort to contact the instructor on the day of the exam using the contact information provided in the head of the syllabus for the class, and must provide written documentation immediately upon returning to the University. Make-up examinations will be scheduled at the discretion of the course instructor. The student must coordinate with the instructor with regard to suitable date and conditions of any make-up examination or other form of performance evaluation.

Policy on Written Assignments

All written materials submitted in fulfillment of the Speech-Language Pathology program's coursework and other obligations must meet professional standards. Each written document submitted must be clearly legible, complete, and concise and must meet the requirements and criteria established by the course instructor or clinical supervisor. The writing skills of a professional must efficiently and effectively communicate critical information needed by the reader. The professional standard established for the Speech- Language Pathology program is the sixth edition of the Publication Manual of the American Psychological Association. Unless otherwise stated, all written assignments must be typed or electronically printed. Each student is responsible for proofreading all written work for both content and style before submission. Students are expected to produce original work. Proper citations of reference materials must be made at all times. Any student representing another student's work as her or his own shall be subject to disciplinary action.

Grades

The graduate degree program in Speech-Language Pathology is a competency-based program. Therefore, students are expected to achieve a minimum competency level of “B” in all required courses. Grades are earned as follows:

A	93-100	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	73-76
B	83-86	F	<73

If a student receives a grade of “C+” (or lower) in a required course, he/she must meet with the Program Director prior to beginning additional course work.

1. Students who receive a grade other than “A,” or “B” in a course taken for credit toward the graduate degree must comply with a competency-based remediation plan agreed to by the student and a group of CSD faculty. If after one remediation the student has still not met all competencies addressed in the course, the student's faculty group may opt to deny the student clinical practicum until competency is met.
2. If a student's overall (cumulative) GPA falls to 2.99 or lower, he/she will not receive any clinical assignments (practicum or externship) until the GPA meets or exceeds 3.00.

Appeal of Grades

The student has the right to appeal any decision relating to student performance evaluations. The student must first meet with the course instructor who graded the assignment and discuss the concerns. If the problem cannot be resolved, the student may request a meeting with the CSD Program Director and the CSD Department Chair for further guidance in resolving the problem. In the event that a student cannot resolve the matter at the department level, the student may appeal to the Dean's Office of the New York Presbyterian Iona School of Health Science.

REMEDIATION OF STUDENT PERFORMANCE

Satisfactory Academic Progress Monitoring

- A. Initial advisement meeting with Program Director: During the summer prior to entrance into the Iona University CSD graduate program, students attend a meeting with the program director. During this meeting, students are given the CSD Graduate Handbook and review the curriculum and expectations of the CSD Graduate program.
- B. Mid-semester & end-of-semester check-in for each class: All syllabi for academic courses include learning outcomes linked to specific CFCC standards. Each professor will advise students about their progress about meeting the learning outcomes for the class during the middle of the semester and then again at the end of the semester. Typically, students who have earned a grade of “B” or better in the class will have met the class’s learning outcomes.
- C. Semester meeting with Program Director: Students are required to meet with the Program Director at least once during each semester to review academic coursework plans and progress towards achieving expected knowledge and skills.
- D. End of year meeting with CSD Program Director: At the end of year 1 and then again at the end of year 2 (exit interview), students meet with the CSD Program Director and review their progress in regards to program learning goals and expected knowledge and skills. During these meetings, students will be provided feedback from academic and clinical faculty and be provided an opportunity to ask questions and provide feedback about the program. During students’ final meeting (at the end of year 2 study), students will provide updated contact information (i.e., phone number & non-Iona email), as well as Praxis and employment updates.

Student Learning Outcomes (SLOs)

SLOs for each course for each student are tracked by the course professor. Each professor will report the student’s achievement of each course SLO at the end of the semester to the program director. If a student does not achieve a particular SLO, regardless of final grade in the course, the student will be supported by a remediation plan.

Student Remediation Plans

- ☐ If a student earns a grade of a “C+” or a “C” in any graduate CSD course, the student will meet with the CSD advisory faculty group, consisting typically of the program director and at least one other faculty member, possibly the course instructor. During the meeting, a remediation plan will be recommended, most likely focusing on organization and improvement of study skills.
- ☐ If a student earns a grade of a “C+” or a “C” in any two graduate CSD courses, the student will meet with the CSD advisory faculty group. A remediation plan will be created that involves coursework to ensure the student comprehends the material from the two courses. A committee will grade the assignments. The student may be required to retake the courses.
- ☐ If a student earns a grade of an “F” in any graduate CSD course, a CSD faculty advisory group will be formulated. The group will discuss remediation and possibly termination from the program. If a remediation plan is created, the student will have to adhere to the plan while retaking the class. The class must be retaken.

- If a student earns a grade of an “F” in any two graduate CSD courses, the student will not be permitted to continue in the program.
- If a student fails to meet clinical requirements and follow clinical protocol including the ASHA Code of Ethics, he/she will be required to stay on-campus for Clinic or must be assigned at least one client in the Iona Clinic for further support with clinical professionalism. The decisions about which action will be taken for the student in violation will be based on discussions between the clinical faculty, the graduate director, and the student. The decision will be reported to the department chair with explanation.
- If a student earns less than a B in any clinical practicum course, the hours earned within the course will not be applied to the student’s total clinical hours. The student may have to retake the clinical practicum course in order to obtain the necessary practicum hours for program completion. Please see the Iona University Speech, Language, and Hearing Clinic Handbook for further information.
- If a student violates the ASHA code of ethics in *any* course, program termination, repetition of the course, and/or remediation planning may all be considered by a CSD advisory faculty group.
- In addition, the CSD program adheres to the Iona University policy about graduate grade point average, which is outlined in the Iona University Graduate Catalog. CSD graduate students with less than a 3.0 GPA may be placed on probation (and therefore limit their ability to enroll in a full semester of coursework) or be dismissed from the University.

Note: An occurrence of any of the above situations may impact a student’s progression in the program and ultimately the student’s program completion date.

CLINICAL PRACTICA

The Communication Sciences and Disorders Program in the Department of Communication Sciences and Disorders at Iona University provides clinical opportunities for the graduate student at the on-site clinic and off-site professional placements.

While our clinic serves as a training opportunity for our students, every case is closely supervised with a clinical teaching component. Supervision is conducted by certified Speech Language Pathologists and Audiologist who are members of the American Speech and Language Hearing Association and licensed to work in New York State. The clinic provides therapeutic and diagnostic services for children and adults in the areas of speech, language, and swallowing services. Services include but not limited to articulation and phonological disorders/delays, dysphagia, language delays, traumatic brain injury, aphasia, voice, cognitive-communication, hearing, and fluency disorders.

The CSD graduate student must complete a minimum of 400 clinical hours of supervised experience including a minimum of 25 hours of observation and 375 hours of direct client contact. Students will participate in professional placements concurrent with their academic programming. The Clinic Director will review the student's academic and clinical experience in order to determine the appropriate placement for the student's level of knowledge and skills to date. Students will be exposed to a variety of settings, populations, and backgrounds. Professional activities may include but not limited to formal evaluations, medical rounds, interdisciplinary meetings, parent education, screenings, report writing, and in-services. Practicum placements provide the students hands on experience in order to meet the standards set forth by the American-Speech-Language-Hearing Association.

The CSD Practicum Student will complete the following Clinical Practicum Series:

CSD 610-Clinical Practicum I:	Fall Semester 1
CSD 611-Clinical Practicum II:	Spring Semester 1
CSD 612-Clinical Practicum III:	Summer Semester 1
CSD 613-Clinical Practicum IV:	Fall Semester 2
CSD 614-Clinical Practicum V:	Spring Semester 2

All students will be required to complete 25 hours of observation prior to the start of their Fall 1 semester. The beginning clinical student will provide direct client care for individuals with a mild to moderate communication disorders and/or delay. The experienced entry-level clinical students will provide services to individuals with mild to severe communication disorders and/or delays. Individual and group therapy services as well as diagnostic training will be implemented. All clinical students will participate in weekly clinical seminars to develop clinical knowledge and skills, research based therapy, professional issues, and developing written and oral communication skills. Clinical practicum caseloads will reflect the CSD student's academic programming.

The advanced CSD graduate student will complete a minimum of two off-site placements. Students will be exposed to a variety of populations and severities in schools, hospitals, or

private practice. Students will work with clients from across the age span and culturally and linguistically diverse backgrounds. Students will complete professional activities may include but not limited to formal evaluations, medical rounds, interdisciplinary meetings, parent education, screenings, report writing, and in-services. Seminar meetings will be required for the off-site student in order to develop knowledge and skills for various professional settings.

COMPREHENSIVE AND PRAXIS EXAMS

CSD Graduate Program Comprehensive Exam

The CSD Graduate Program requires that all master's degree students complete a Comprehensive Examination in partial fulfillment of the master's degree in Communication Sciences and Disorders.

Procedure

Each student is required to take the departmental comprehensive examination towards the end of his or her second to last semester of the master's program. This examination will require that the student integrate material from various undergraduate and graduate courses.

Pass/Fail

A passing score on the comprehensive exam is a 70%.

Unsuccessful Performance on the Comprehensive Examination

Students who fail the comprehensive examination will be required to retake it the following semester. Prior to retaking the examination, the student will need to meet with the Program Director to discuss area(s) of weakness. The student will then follow the procedures in place to re-register for the examination.

If a student needs to re-take the Comprehensive Examination more than once, he or she will need to meet with the Program Director. A remediation plan will be put into place and the student's graduation will be postponed. No student will be allowed more than three attempts to pass the comprehensive examination. If the student does not pass the Comprehensive Examination after three attempts, the student will be dismissed from the program.

PRAXIS Exam

In order to obtain certification in the field of speech-language pathology, all students must take the National Examination in Speech-Language Pathology (*PRAXIS*). The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of Speech-Language Pathology and Audiology. A passing score of 162 is required. This exam is administered by NTE and should be taken after all required academic work is completed. Therefore, students should plan on taking the exam during the last semester of study. Each student must indicate on the registration form that the score is to be sent to the CSD Program of the Dept. of Speech Communication Studies at Iona University (#0220-Iona College's CSD Grad Program-SLP), because the CSD Program Director must complete and sign necessary paperwork for each student's application for the Certification of Clinical Competence (CCC-SLP). The CSD Graduate Program's comprehensive examination must be taken prior to taking the PRAXIS examination.

Registration information and booklets including *Test at a Glance*, *General Information* and

Study Tips, Reducing Test Anxiety, and others may be obtained online at: <http://www.ets.org>. There are now specific study guides for the examinations that you can order when you register. The Praxis materials will provide examples of former questions that are no longer used in the testing. In addition, several students have reported the following sources to be helpful:

Lof, G. L. & Johnson, A. F. (2015). *National Speech-Language Pathology Examination Review and Study Guide*. Evanston, IL: TherapyEd.

Lass, N. J. (2013). *Review of Speech and Hearing Sciences*. St. Louis: Mosby-Elsevier.

Payne, K. T. (2000). *How to Prepare for the Praxis Examination in Speech-Language Pathology*. San Diego: Singular.

Roseberry-McKibbin, C., & Hegde, M. N. (2006). *An Advanced Review of Speech-Language Pathology*, 2nd ed. Austin, TX: ProEd.

Ruscello, D. M. (2010). *Mosby's Review Questions for the Speech-Language Pathology Praxis Examination*. St. Louis: Mosby.

CFY AND CCC LICENSURE

After earning a M.A. in CSD from Iona University, students are eligible to locate a Clinical Fellowship (CF) mentor and setting. During the final practicum course (CSD 614) and during advisement meetings with the Program Director, information will be provided about CF's and transitioning from a CF to a CCC. To find out more, please visit: <http://www.asha.org/certification/Clinical-Fellowship/> for more information.

STATE LICENSURE

In addition to the practice requirements of ASHA, state licensure is generally required. In the state of New York, the New York State Board of Education licenses SLPs. It is critical to note that each state has different licensing requirements, and therefore, every student is responsible for contacting the licensing board of the state in which they intend to practice for information and the necessary application. An overview of general state licensure requirements is available at:

<http://www.nsslha.org/about/legislation-advocacy/state/>.

Information about New York State licensure for SLPs can be found at:

<http://www.op.nysed.gov/prof/slpa/speechlic.htm>.

New York State also requires the *Teacher of Students with Speech and Language Disabilities certificate (TSSLD)*. This certificate is required by New York State (NYS) for speech-language pathologists wishing to work with school-aged children in a school setting. The certificate is also necessary for individuals working in facilities receiving funding from the Department of Education. Students graduating Iona University's CSD graduate program are eligible to apply for the certificate using the "ASHA pathway." After appropriate clinical clock hours with school-aged clients have been met, students may submit the form "TSSLD Hours' Verification Form" to the Program Director (Appendix). To find out more about the TSSLD certificate, visit:

<http://www.highered.nysed.gov/tcert/teach/login.html>.

PROGRAM EXPECTATIONS OF GRADUATE STUDENTS

Code of Ethics

All students are responsible for being familiar with the Code of Ethics of the American Speech-Language-Hearing Association (ASHA), which can be accessed at <https://www.asha.org/Code-of-Ethics/>, as well as the Practice Guidelines of the New York State Dept. of Education, available through their website at <http://www.op.nysed.gov/prof/slpa/speechpracticeguide.htm>. In accordance with ASHA, it is the position of the graduate CSD program that professional competence in providing services to individuals with communication disorders requires cultural competence as well. The Program thus supports ASHA's position statement on [Cultural Competence in Professional Service Delivery](#) and encourages all students and professionals to use ASHA's [Cultural Competence Checklist: Service Delivery](#). In addition, students must possess fundamental sensory/observational, communication, motor, intellectual/cognitive, and social/behavioral abilities that will allow them to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function effectively in a broad variety of clinical situations, and to render competent patient/client care. These abilities are described in more detail in the document Essential Functions for Students in the M.S. Program in Speech-Language Pathology, available at: <http://csd.wvu.edu/r/download/148819>. When working in the Iona University Speech Language, and Hearing Clinic, or in any off-campus clinical site, students are expected to perform all duties in a professional manner and to observe appropriate infection control procedures. Accordingly, students are expected to conform to U.S. Centers for Disease Control and Prevention guidelines (<http://csd.wvu.edu/r/download/154404>) regarding infection prevention and minimum expectations for safe care.

Academic Honesty

The CSD Graduate Program has a zero tolerance for any violation of academic honesty and/or academic misconduct. As stated in the Graduate Catalog, at the start of each term, professors will state their policy on intellectual dishonesty on the syllabus that they distribute. It is the student's responsibility to understand the definitions of academic dishonesty and misconduct. A full explanation of the Iona University Code of Conduct may be found on the Iona website at: <http://www.iona.edu/studentlife/divisionSD/judicial/procedures.cfm#code>.

Plagiarism

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author/person and the representation of them as one's own original work. Cheating and plagiarism subvert both the purpose of the University and the experience students derive from being at Iona. They are offenses, which harm the offender and the students who do not cheat. The Iona community, therefore, pledges itself to do all in its power to prevent cheating and plagiarism, and to impose impartial sanctions upon those who harm themselves, their fellow students, and the entire community by academic dishonesty. Sanction and Appeals: At the beginning of each semester, professors shall state

their policy with regard to intellectual dishonesty on the syllabi and course requirement forms they distribute. This policy shall include the penalty to be imposed when cheating is discovered: penalties may include failure for a given assignment or failure in the course. It is the Iona University policy that students who are given a failing grade as a result of cheating, plagiarism, or academic dishonesty are not permitted to withdraw from the class. Faculty members will report all incidents of cheating and plagiarism to the dean. After the first offense, the student will be required to complete an instructional program on intellectual dishonesty. After the second offense, the student will no longer qualify for a degree with honors, and the student may be suspended from the University. In any allegation of intellectual dishonesty, every effort will be made to ensure justice: in all cases, educational assistance rather than adversarial proceeding will be sought. Appeal: If, in conformity with this policy, a sanction is imposed, students may appeal, first to the professor who discovered the offense; second to the department chair; and then to the academic dean of the division involved. The decision of the academic dean is final. A student has the right to appeal the academic dean's decision to the provost if, and only if, the sanction involves a suspension from class or dismissal from the University. In such appeals, the decision of the provost is final.

Attendance: All students are required to attend all classes. Attendance at class and laboratory sessions is recorded from the first day of the semester. Students will be held responsible for the entire content of each course. Instructors are not required to provide a substitute test or quiz if students are absent from the class session during which the test or quiz is given. If students are absent from laboratory periods, field trips and similar class sessions, they cannot expect that any special arrangements (e.g., setting up laboratory apparatuses) will be made for them to complete work that was missed. Students are expected to accept personal responsibility for absences, and are responsible for fulfilling all requirements and completing all assignments made in each course. While class absence may be explained it is never excused. Professors may weigh class absence in the class grade as they see fit. Failure to attend class may result in a failure of the class for attendance (FA), when the student has missed 20% or more of the total class meetings. The FA grade weighs as an F would in the final official transcript.

Course and Teacher Evaluation (CTE): Iona University uses an on-line CTE system. This system is administered by an outside company and all of the data is collected confidentially. No student name or information will be linked to any feedback received by the instructor. The information collected will be compiled in aggregate form by the agency and distributed back to the Iona administration and faculty, with select information made available to students who complete the CTE. Your feedback in this process is an essential part of improving our course offerings and instructional effectiveness. We want and value your point of view. Note that you will receive several emails at your Iona email account about how and when the CTE will be administered with instructions how to process.

Use of Personal Electronic Devices in the Classroom and Clinic

Unless otherwise directed by the course instructor or clinical supervisor, it is the policy of the Communication Sciences and Disorders Program that:

- ❑ Cell phones should be silenced and put away during all class periods, and that students are not to leave class with the purpose of checking them;
- ❑ All listening devices (ie: Air Pods) should be removed prior to academic experiences beginning;
- ❑ While laptops and similar devices such as tablet computers may be permitted for purposes of note-taking, activities including (but not limited to) web browsing, texting, and any form of social networking are prohibited during class periods unless specifically part of an activity as directed by the class professor;
- ❑ In addition to cell phones and computers, no technology, including (but not limited to) smartphones and e-book readers, should be at or near students' seats during any in-class test, quiz, or other form of learning assessment; and
- ❑ Students who require assistive technology must present documentation from Disability Services to the course instructor at the beginning of the semester.

Use of a Written Project for More Than One Class

The purpose of assigning written projects (such as term papers, research proposals, and seminar presentations) as a part of course requirements is to provide a specific type of learning experience in a given area. Occasionally students are enrolled in related courses, each of which includes such a requirement. Under those circumstances there may be considerable overlap between the assignments.

It is the general policy of the department that the same written document should not be used to satisfy requirements of more than one course. Separate documents should be completed, which may be related to each other in topic, but which should be different in scope, form, and detail.

Students wishing to develop papers in related areas for different courses should discuss the assignments and their intentions with the instructors of both courses. Agreement as to the appropriateness of the student's plan should be achieved before the projects are accomplished. Otherwise, the student may be required to complete another project in order to obtain credit for one of the courses.

Research Standards

The student may not use the name or stationery of the University in connection with personal research, without the sponsorship of a member of the Graduate Faculty. This permission is freely and generously given, but the Department insists upon its right to determine the context in which its name is used. Research involving human subjects must meet the guidelines of the Iona University Human Subjects Institutional Review Board (IRB). The student should be sure to consult his or her advisor to assure these guidelines are followed. Complete information on the policies and procedures of the IRB may be found on the Iona University website at:

<http://www.iona.edu/Academics/Academic-Resources-Advising/Institutional-Review-Board.aspx>

ESSENTIAL FUNCTIONS FOR STUDENTS IN THE M.A. PROGRAM IN SPEECH-LANGUAGE PATHOLOGY¹

The graduate program in Communication Sciences and Disorders at Iona University is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions required of the professional program in speech-language pathology. It is the policy of Iona University to comply with the Americans with Disabilities Act, Section 504 of the Civil Rights Restoration Act of 1973, and all state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified and competent individual with a disability shall be denied access to or participation in services, programs, and activities solely on the basis of the disability. In accordance with federal regulations established by the Americans with Disabilities Act (ADA), the following standards are described to assist each student or candidate in evaluating his or her prospect for academic and clinical success. When a student's ability to perform is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions described.

Sensory/Observational Abilities

Students must be capable of acquiring a defined level of required information as presented through educational experiences in both basic arts and sciences and clinical sciences. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include oral presentation, printed material, visual media, and live demonstrations. Consequently, students must have the potential to demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance. Students must have adequate sensory and observational abilities to recognize disorders of speech fluency; abnormal articulation; abnormal voice, resonance, and respiration characteristics; oral and

¹ The material in this section on Essential Functions has been adapted from:

American Speech-Language-Hearing Association. (1998). Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations [Technical Report]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2011). Cultural competence in professional service delivery [Professional Issues Statement]. Available from www.asha.org/policy.

Hayes, L., et al. (2005). Essential functions checklist. Communication Sciences and Disorders, College of Health Professions, Medical University of South Carolina, Charleston, SC.

Katz, J. R., Woods, S. L., Cameron, C. A., & Milam, S. (2004). Essential qualifications for nursing students. *Nursing Outlook*, 52, 277-288.

Seton Hall University (2011). Standards for essential functions. Speech-Language Pathology, School of Health and Medical Sciences, South Orange, NJ. Available at http://www.shu.edu/academics/gradmeded/ms-speech-language-pathology/upload/SLP_Essential_Functions.pdf

West Virginia University (2011). Essential Functions for Students in the M.S. Program in Speech-Language Pathology. Morgantown, WV. Available at <http://csd.wvu.edu/r/download/148819>.

written language disorders in the areas of semantics, pragmatics, syntax, morphology, and phonology; signs of hearing disorders; signs of cognitive disorders; and signs of abnormal social interaction related to communication disorders. In addition, students need to be able to visualize anatomic structures and discriminate findings on various imaging studies, as well as to discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests. Furthermore, students should have the potential to develop sufficient sensory (visual and auditory) function and motor coordination to safely and accurately assess and remediate patients using the equipment and materials of the profession.

Communication Abilities

Effective communication is critical for students to build relationships with faculty, advisors, fellow students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently and according to professional standards. Students are required to communicate proficiently in both oral and written English, at a level sufficient to meet curricular and clinical demands. Students must be able to elicit information, gather information, and describe findings verbally and in writing and this communication should be comprehensible by patients, professionals, and laypersons. In accordance with a technical report developed by ASHA's Joint Subcommittee of the Executive Board on English Language Proficiency (see Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations available at <http://www.asha.org/policy/TR1998-00154.htm>), students and professionals "who speak a nonstandard dialect or who speak with an accent" must, when modeling is necessary, be "able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem." Student dialect is screened during the admissions' process (i.e., personal video statement). If a student speaks with a nonstandard dialect of English and assistance or support is required, the student will be enrolled in accent reduction therapy. Students must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients. Furthermore, students must have the potential to effectively communicate judgments and treatment information and to observe, recognize and understand non-verbal behavior. In accordance with a professional issues statement developed by ASHA (see Cultural Competence in Professional Service Delivery available at <http://www.asha.org/policy/PI2011-00326.htm>), students and professionals must demonstrate "cultural competence" to be able to deliver clinically competent services to individuals with communication disorders.

Motor Abilities

Students must possess the motor functions needed to manipulate testing and treatment materials, manipulate equipment (such as prostheses, devices, or bed controls), or provide general and emergency treatment to clients. The motor capacities usually include the physical strength and coordination to safely handle and move clients; perform general and emergency procedures; or direct clients in various practice settings, according to the needs of professional practice in speech-language pathology.

Intellectual/Cognitive Abilities

Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, laboratory and fieldwork settings. Students must be able to comprehend, retain, integrate, synthesize, and apply information sufficient to meet curricular and clinical demands; identify relevant findings from history, evaluation, and data to formulate a diagnosis, prognosis, and management plan; and solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic planning, and therapeutic planning consistent with the principles of evidence-based practice in speech-language pathology. In some areas, this requires comprehension of three-dimensional relationships and understanding of the spatial relationships of structures. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

Behavioral and Social Abilities

Students must demonstrate emotional stability and display mature, empathic, and effective interpersonal relationships with students, patients, and health care workers. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical setting. Students must exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias. These individuals may be severely injured; they may be limited by cognitive, emotional and functional deficits; and their behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship. Students must be able to manage the use of time effectively and systematize actions to complete professional and technical tasks within realistic time constraints. Students must also be able to accept appropriate suggestions and constructive criticism and, if necessary, respond by modification of behavior. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are critical to complete the professional program in speech-language pathology.

Professional Responsibility

Students must have the capacity to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This may require ancillary training (e.g., CPR, first aid, infection control, evacuation procedures). It is each student's responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner. Students must exhibit adherence to policies of the University, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to their program's academic schedule, which may differ from the University's academic calendar and be subject to change at any time. During their academic tenure, students must learn and demonstrate knowledge of and commitment to the code of ethics

of their profession and behavior that reflects a sense of right and wrong in the context of care. Students are expected to take initiative to direct their own learning. They are required to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills. As students in the M.A. program with a concentration in Speech-Language Pathology, they accept and comply with the Department's mission in that they strive to become clinicians who "utilize evidence-based practice; adhere to the highest personal and professional ethical standards; employ critical thinking and self analysis; recognize the value of advanced and continuing education; demonstrate empathy, altruism, and accountability in their clinical practice; and aspire to provide exceptional quality of service for a diversity of persons of all ages with communication, swallowing, and balance disorders in an equitable and inclusive manner."

NOTES:

- Iona University is an Equal Opportunity/Affirmative Action Institution and is committed to social justice. The Communication Sciences and Disorders Program fully supports that commitment and expects to maintain a positive clinical and learning environment based upon open communication, mutual respect, and nondiscrimination. Our facility does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The Iona University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.
- Students with a disability who anticipate the need for any type of accommodation in order to participate in class or clinic are encouraged to make appropriate arrangements with the Director of Academic Support (914-633-2226).
- Students who are returning to the CSD program after a medical issue/leave, must contact the Assistant Dean for Student Academic Services (914-633-2207) and provide medical documentation and notification of any disabilities and/or accommodations required.
- For more information on Iona University's Policy on Accommodations for Students with Disabilities, please see the Office of the Ombudsperson page on the Iona University website at <http://www.iona.edu/About/Administrative-Offices-Departments/Office-of-the-Ombudsperson.aspx>

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ADDITIONAL UNIVERSITY & PROGRAM POLICIES

Family Educational Rights and Privacy Act (FERPA)

Students at Iona University benefit from the Family Educational Rights and Privacy Act of 1974. This Act, with which Iona University intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A more detailed explanation of rights afforded to students by FERPA can be found at:

<http://www.iona.edu/Student-Life/Student-Financial-Services/Registrar/FERPA.aspx>

Nondiscrimination and Harassment Policy

Iona University is an Equal Opportunity/Affirmative Action Institution and is committed to social justice. The Department of Communication Sciences and Disorders fully supports that commitment and expects to maintain a positive clinical and learning environment based upon open communication, mutual respect, non-harassment, and nondiscrimination. Our facility does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The Iona University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise [the course instructor] and make appropriate arrangements with the Office of Disability Services. For more information on Iona University's policies on nondiscrimination and harassment, please visit the Office of the Ombudsperson on the Iona website at: <http://www.iona.edu/About/Administrative-Offices-Departments/Office-of-the-Ombudsperson.aspx>

Student Complaint Procedure

The graduate program follows the Iona University Student Handbook procedure for complaints and unlawful conduct. It reads: General Statement of Policy: A student has the right to seek a remedy for a dispute or disagreement through the University's Complaint and Grievance procedure. The University shall establish procedures in consultation with student representatives and others, for handling complaints and grievances. These procedures shall not substitute for other grievance procedures specific in Board and University policies and procedures, regulations or negotiated agreements. This policy does not apply to academic grade disputes which are handled under the University's Grade Appeals policy located in the appropriate Course Catalog. More information can be found at

<http://www.iona.edu/iona/media/Documents/Student%20Life/Resources/studenthandbook.pdf>.

Website Update Policies & Procedures

The CSD website [Communication Sciences and Disorders Department | Iona University](#) is reviewed annually at a minimum by the CSD faculty and University's IT department. Annual updates may include: new student outcome data, program faculty changes, and strategic plan initiatives.

APPENDICES

CAA-ASHA Speech-Language Pathology Knowledge and Skills within the Curriculum

The current MA in Communication Sciences and Disorders' curriculum at Iona University is in accordance with the Council for Clinical Certification in Audiology and Speech-Language Pathology's (CFCC) 2020 standards and the CAA's 2023 standards. This form indicates how the CSD graduate coursework at Iona University fulfills the standards. Each student should review this form at the beginning of graduate study, and at intervals throughout the graduate program and at the conclusion of the program (i.e., minimally at least 1x/semester)

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #
3.1.1B PROFESSIONAL PRACTICE COMPETENCIES			
Accountability	CSD 580: Clinical Communication	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Effective Communication Skills	CSD 580: Clinical Communication CSD 500: Language Disorders in Adults CSD 505: Neuroanatomy and Physiology CSD 515: Language Disorders in Children CSD 527: Social Communication Development & Disorders CSD 570: Aural Rehabilitation CSD 575: Fluency Disorders CSD 580: Clinical Communication CSD 581: Cognitive Communication and Aging CSD 603: Advanced Phonological Development & Disorders	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Evidence-Based Practice	CSD 500: Language Disorders in Adults CSD 505: Neuroanatomy and Physiology CSD 515: Language Disorders in Children CSD 517: Research Methods in Speech and Hearing CSD 527: Social Communication Development & Disorders CSD 575: Fluency Disorders CSD 581: Cognitive Communication and Aging CSD 603: Advanced Speech Sound Disorders	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Professional Duty	CSD 580: Clinical Communication CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language Pathology	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
3.1.2B FOUNDATIONS OF SPEECH-			

LANGUAGE PATHOLOGY PRACTICE			
Discipline of human communication sciences and disorders	Pre-requisite: Intro to Communication Disorders CSD 505: Neuroanatomy and Physiology CSD 500: Language Disorders in Adults CSD 515: Language Disorders in Children CSD 603: Advanced Speech Sound Disorders		
Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases	Pre-requisites: Anatomy & Physiology of the Oral Mechanism; Phonetics; Normal Language Acquisition; Audiology; Speech & Hearing Science; Intro to Communication Disorders CSD 505: Neuroanatomy and Physiology CSD 501: Voice Disorders CSD 524: Dysphagia in Adults and Children		
Ability to integrate information pertaining to normal and abnormal human development across the life span	Pre-requisites: Anatomy & Physiology of the Oral Mechanism; Phonetics; Normal Language Acquisition; Audiology; Speech & Hearing Science; Intro to Communication Disorders CSD 505: Neuroanatomy and Physiology CSD 500: Language Disorders in Adults CSD 515: Language Disorders in Children CSD 603: Advanced Speech Sound Disorders		
Nature of communications and swallowing processes to include knowledge of: <ul style="list-style-type: none"> • Etiology of the disorders or differences • Characteristics of the disorders or differences • Underlying anatomical and physiological characteristics of the disorders or differences • Acoustic characteristics of the disorders or differences (where applicable) • Psychological 			

<p>characteristics associated with the disorders or differences</p> <ul style="list-style-type: none"> • Development nature of the disorders or differences • Linguistic characteristics of the disorders or differences (where applicable) • Cultural characteristics of the disorders or differences <p>For the following elements:</p>			
<ul style="list-style-type: none"> • Articulation 	CSD 603: Advanced Speech Sound Disorders		
<ul style="list-style-type: none"> • Fluency 	CSD 575: Fluency Disorders		
<ul style="list-style-type: none"> • Voice and resonance, including respiration and phonation 	CSD 501: Voice Disorders		
<ul style="list-style-type: none"> • Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities 	CSD 500: Language Disorders in Adults CSD 515: Language Disorders in Children CSD 519: Language Development and Disorders in School Age Children		
<ul style="list-style-type: none"> • Hearing, including the impact on speech and language 	CSD 570: Aural Rehabilitation		
<ul style="list-style-type: none"> • Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for 	CSD 524: Dysphagia in Adults and Children		

feeding; orofacial myology)			
<ul style="list-style-type: none"> Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) 	CSD 581: Cognitive Communication and Aging		
<ul style="list-style-type: none"> Social aspects of communication (e.g., behavioral and social skills affecting communication) 	CSD 527: Social Communication Development and Disorders		
<ul style="list-style-type: none"> Augmentative and alternative communication 	CSD 521 Augmentative and Alternative Communication		
3.1.3B IDENTIFICATION AND PREVENTION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES			
Principles and methods of identification of communication and swallowing disorders and differences	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language Pathology	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Principles and methods of prevention of communication and swallowing disorders	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language Pathology	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
3.1.4B EVALUATION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES			
Articulation	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language Pathology CSD 603: Advanced Speech Sound Disorders	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Fluency	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language Pathology CSD 575: Fluency Disorders	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Voice and resonance, including respiration and phonation	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language Pathology CSD 501: Voice Disorders	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Receptive and expressive language	CSD 615: Evaluation Procedures for Diagnostic	CSD 610: Practicum 1	CSD 613: Practicum 4

(phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities	Purposes in Speech- Language Pathology CSD 500: Adult Language Disorders CSD 515: Language Disorders in Children CSD 519: Language Development and Disorders in School-Age Children	CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 614: Practicum 5
Hearing, including the impact on speech and language	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language Pathology CSD 570: Aural Rehabilitation	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language CSD 524: Dysphagia in Adults and Children	Practicum 1: CSD 611: Practicum 2: CSD 612: Practicum 3: CSD 613	CSD 613: Practicum 4 CSD 614: Practicum 5
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language CSD 581: Cognitive Communication and Aging	Practicum 1: CSD 611: Practicum 2: CSD 612: Practicum 3: CSD 613	CSD 613: Practicum 4 CSD 614: Practicum 5
Social aspects of communication (e.g., behavioral and social skills affecting communication)	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language CSD 527: Social Communication Development and Disorders	Practicum 1: CSD 611: Practicum 2: CSD 612: Practicum 3: CSD 613	CSD 613: Practicum 4 CSD 614: Practicum 5
Augmentative and alternative communication needs	CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language CSD 521: Augmentative and Alternative Communication	Practicum 1: CSD 611: Practicum 2: CSD 612: Practicum 3: CSD 613	CSD 613: Practicum 4 CSD 614: Practicum 5
3.1.5B INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE SPEECH, LANGUAGE, AND SWALLOWING MECHANISMS			
Intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment			
Intervention for disorders and differences of the following:			
• Articulation	CSD 603: Advanced Speech Sound Disorders	CSD 610: Practicum 1	CSD 613: Practicum 4

		CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 614: Practicum 5
<ul style="list-style-type: none"> Fluency 	CSD 575: Fluency Disorders	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
<ul style="list-style-type: none"> Voice and resonance, including respiration and phonation 	CSD 501: Voice Disorders	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
<ul style="list-style-type: none"> Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities 	CSD 500: Language Disorders in Adults CSD 515: Language Disorders in Children CSD 519: Language Development and Disorders in School-Age Children	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
<ul style="list-style-type: none"> Hearing, including the impact on speech and language 	CSD 570: Aural Rehabilitation	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
<ul style="list-style-type: none"> Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology) 	CSD 524: Dysphagia in Adults and Children	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
<ul style="list-style-type: none"> Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) 	CSD 581: Cognitive Communication and Aging	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
<ul style="list-style-type: none"> Social aspects of communication (e.g., behavioral and social skills affecting communication) 	CSD 527: Social Communication Development and Disorders	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5

<ul style="list-style-type: none"> Augmentative and alternative communication needs 	CSD 521: Augmentative and Alternative Communication	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
3.1.6B GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE			
Ethical conduct	CSD 580: Clinical Communication	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Integration and application of knowledge of the interdependence of speech, language, and hearing		CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Engagement in contemporary professional issues and advocacy	CSD 580: Clinical Communication	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services	CSD 580: Clinical Communication	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Clinical education and supervision skills		CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care	CSD 580: Clinical Communication	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Professionalism and professional behavior that is reflective of cultural and linguistic differences	CSD 580: Clinical Communication	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Interaction skills and interpersonal qualities, including counseling and collaboration	CSD 580: Clinical Communication	CSD 610: Practicum 1 CSD 611: Practicum 2 CSD 612: Practicum 3	CSD 613: Practicum 4 CSD 614: Practicum 5
Ability to work effectively as a member of an interprofessional team	CSD 515: Language Disorders in Children CSD 519: Language Development and Disorders in School-Age Children CSD 615: Evaluation Procedures for Diagnostic Purposes in Speech- Language		



TSSLD Hours' Verification Form

This is to verify that the student listed below has completed a University-supervised clinical practicum of at least 150 clock hours with children/youth with speech and language disabilities (with a minimum of 75 clock hours completed in an elementary and/or secondary school) while enrolled in the Communication Sciences and Disorders Graduate Program at Iona University.

Student Name: _____

Student's Date of Birth: _____

The following describes the setting(s) where hours were accrued:

Location #1: _____

Age group: _____

Hours completed: _____

Location #2 (*if applicable*): _____

Age group: _____

Hours completed: _____

Dorothy Leone, Ph.D., CCC-SLP
CSD Program Director

Kathryn Vaccaro, MA, CCC-SLP
Assistant Clinic Director

Date

Date



New York Presbyterian Iona School of Health Science
Department of Communication Sciences and Disorders
Graduate Program in Communication Sciences and Disorders

I, (student name) _____
attest that I have read the Graduate Student Handbook for Speech-Language
Pathology, that I have been given the opportunity to ask any questions that I have
regarding its contents, and that I understand my obligations as outlined in the
handbook.

Student Signature

Date



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Graduate Program in Communication Sciences and Disorders

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