Ethiopia! Ghana! Italy! Nicaragua! Our department has always extended beyond Marshall Street and the Hoople Building into the Syracuse community, but we have truly become global in the last year. Faculty and students have engaged in medical missions to Africa and Central America where there is a tremendous need for training in our fields. These faculty and students have vividly experienced how much of a difference we make in people's lives. Student travel expenses are supported, in part, by donations from alumna Dr. Barbara Kurman (1978) and her husband Dr. Michael Kurman.

Toronto! Arizona! Chicago! Detroit! California! Boston! Our national visibility and the diversity of our learning opportunities continue to increase through our externships placements, which are now all over the US and Canada. We consistently hear how well our students do in these externships (with many hired afterward). We welcome more opportunities near and far, so please contact us about mentoring an externship student.

Florida! Great Britain! Chicago! Virginia! Dubai! California! You are spread throughout the US, Canada and the world, and you continually enhance our reputation and promote our program by the excellence of your professional skills. One alum, working in Tennessee, spoke with a patient's sister, a high school guidance counselor in Chicago. She was very excited to hear that the alum had graduated from SU. She specifically mentioned that she routinely sends high school seniors to SU, recommending the department highly to students interested in becoming SLPs or audiologists.

Heading south! Our new home on south campus (621 Skytop) will be ready for move-in this summer. In addition to new facilities, we will also have the ability to conduct telepractice, again expanding our boundaries. Although the weather won't be any warmer “down south;” the indoor climate will be wonderful. After settling in this fall, we will have a gala celebration in the spring of 2014. Keep an eye out for invitations and a special edition of our newsletter.

We also thank you for your continued generous contributions. The money is used for scholarships, student travel, student research, special equipment and learning materials. Please remember how much just a little bit of money helped when you were a student and help us provide that to others.

All the best,
Linda Milosky
A Professional Induction Ceremony was held for first-year graduate students on September 7, 2012 to welcome them into the professions of audiology and speech-language pathology. Through recitation of an oath, they pledged to aspire to professional excellence, lifelong learning, ethical conduct, and keeping clients’ needs as their priority in their practice of audiology/speech-language pathology. At the conclusion of the ceremony, they received tools for practice as a reminder of the reason they chose to become audiologists or speech-language pathologists.

**FEATURED Alumnus**

**Fan-Gang Zeng, (Ph.D., 1991)**

Dr. Fan-Gang Zeng has become an internationally recognized scientist and engineer since receiving his Ph.D. in Hearing Science from Syracuse University in 1990. He has published over 100 scholarly articles, in both English and Chinese journals, has given more than 100 invited presentations worldwide, started cochlear implant programs in China, and holds patents for 15 devices or processes. His clinical, scientific and technological expertise are highly valued and sought after in the United States and internationally. One of Dr. Zeng’s current research projects is on tinnitus, which is a serious health concern for many people. He and his collaborators at UC Irvine are using an external device to suppress tinnitus. Their research is funded by the American Tinnitus Association and has been covered in the media.

Dr. Zeng was born and raised in the People’s Republic of China. Between 1982 and 1990, he received his B.S. in Electrical Engineering from the University of Science and Technology of China; M.S. in Biomedical Engineering from the Institute of Physiology, Academia Sinic, Shanghai and a Ph.D. in Hearing Science from Syracuse University. Within four years of graduating from S.U., Dr. Zeng published his first paper in Science, one of the world’s leading journals of original scientific research. Dr. Chris Turner, Dr. Zeng’s doctoral mentor, said “Fan-Gang was one of my first Ph.D. students, and he was one of the earliest students from China in the field of audiology in the United States. He brought a sharp mind and also a true work ethic, being in the laboratory until late at night. I am very proud of what he has accomplished since he left Syracuse; this is surely a case where the student surpasses the teacher.”

Currently, Dr. Zeng is a Professor of Anatomy and Neurobiology, Biomedical Engineering, Cognitive Sciences, and Otologyrhythmology and Research Director in the Department of Otologyrhythmology - Head & Neck Surgery University of California, Irvine. Before that he was a research scientist at the House Ear Institute in Los Angeles and was a tenured faculty member in Hearing and Speech Science at the University of Maryland.

While working on his Ph.D. at S.U., Dr Zeng integrated his engineering knowledge with his knowledge of speech and psychoacoustics. Dr. Zeng seeks to truly understand the auditory problems of the people his research touches, whether it is here in the United States or in China. When we asked Dr. Zeng if he could share some of his thoughts on his time at S.U he said “SU warmly welcomed me when I came to the States in 1987. Chris Turner let me stay with his family in the first week, Ed Conture took me to his soccer league, Bob Margolis invited me to his Thanksgiving party, and Joe Zwislocki gave me a stack of his papers on the first day of school. My fellow classmates taught me so much about the cultural side of things. Owen Murmane told me the meaning and difference between “big shot” and “hot shot.” Amy Horwitz told me to use “dark horse” rather than “black horse” for little-known competitors. Paul, Sharon, Jennifer, Julie, and others, where are you and what are you doing? I forgot your last names, but we had fun.”

Dr. Zeng has touched numerous students’ lives, here and abroad. He has mentored 10 post-doctoral fellows, 20 Ph.D. students, 9 master’s students, 5 medical students or residents, 19 undergraduate students, as well as worked with high school students and summer interns. A short visit to his website (http://www.healthaffairs.uci.edu/hesp/) conveys that science involves people, where birth announcements, and pictures of his lab groups playing volleyball are interspersed with major scientific accomplishments and a long list of prominent collaborators. We are proud to have Dr. Zeng as one of our alumni, and we greatly value the contributions he has made to our field.
Poster Session

**Saturday, November 17**
11 A.M. - 12:30 P.M.

Location: Georgia World Congress Center  
Room: Hall A2

Abstract: When conversing with small groups of friends, it is critical to respond to multiple emotional reactions from peers. The current study investigated the “face in the crowd” paradigm in children with autism and determined differences in visual search for facial expressions versus visual search for objects.

Graduate School Fair

**Thursday, November 15 and Friday, November 16**
Noon – 4 P.M.

Building A, Level 1 Exhibit Hall, A2,  
Georgia World Congress Center

Barbara Kurman Research Travel Fund

This past year, a total of 19 students traveled to conferences, workshops, and service missions with partial support from the Barbara Kurman Research/Travel Fund. As you know, the ability to engage in lifelong learning begins while students are still in school, and the benefit of attending and presenting at professional meetings is great.

ALUMNI HAPPY HOUR

The CSD department will be hosting a reception for all alumni and friends

**Date:** Friday, November 16  
**Time:** 5 – 7 P.M.  
(Please note: Time is not during Open House Receptions)

Meet us at THRIVE  
101 Marietta Street  
Atlanta, GA 30303  
(just a few blocks from the World Congress Center)
British singer-songwriter Adele rocked the music world last February with her performance at the 54th Grammy Awards, just three months after surgery to remove a benign polyp on her vocal cord. She walked away with six Grammys, including 2012 Album of the Year, tying the record for the most Grammy awards for a female artist in one night.

Adele’s success came with a price—a classic case of hemorrhagic bleeding polyp from over-stressing her vocal cords. The condition is not limited to singers; experts say anyone who uses his or her voice professionally is at risk. A Syracuse University speech-language researcher is investigating better ways to diagnose various types of dysphonia, or voice-related malfunctions, which can result from overuse, injury, or physiological processes.

In a study published Jan. 17, 2012 in Laryngoscope, Dr. Soren Lowell, assistant professor in the Department of Communication Sciences and Disorders in SU’s College of Arts and Sciences, documented that the larynx of people with primary muscle-tension dysphonia is abnormally elevated during speech production when compared to people without the disorder. The findings were based on measurements of the position of the larynx relative to the spinal column in x-rays taken of study participants both at “rest” and during speech production.

Primary muscle-tension dysphonia is characterized by a rough or hoarse voice; a sense of strained, effortful voice; and voice that gets worse with progressive use, but may get better with rest. Treatment involves laryngeal massage and training individuals to produce voice with less strain on their vocal cords.

“While the disorder is not new, this is the first objective study confirming that structures involved in voice production are elevated, and the study scientifically validates physiologic treatment targets developed for muscle-tension dysphonia,” Lowell says. The American Speech-Language-Hearing Foundation provided funding for the study through a Research Grant for New Investigators.

Lowell is currently conducting spectral and cepstral acoustic analyses of voice in people with disorders characterized by strained, breathy, and rough qualities. “Spectral related analyses of speech allow for a more accurate differentiation between normal voice patterns and patterns produced with dysphonia,” she says. “The analyses may provide a way to more accurately diagnose these disorders and an objective way to measure changes in voice patterns in response to treatment, rather than exclusively relying on subjective assessments of what we hear.”

Lowell holds a Ph.D. in speech and hearing sciences and a master’s degree in speech-language pathology, both from the University of Arizona. Prior to her appointment at SU in 2008, Lowell was a Research Fellow at the National Institutes of Health in Bethesda, Maryland. She also worked clinically for a number of years as a speech-language pathologist.

Recognizing a face in the crowd
Research project designed to further understanding of autism

A hallmark feature of autism in children is impaired social interaction. Dr. Janet Ford, assistant clinical professor of practice, is working with graduate students on several studies to assess the relationship between visual search abilities of children with autism and their social competency.

Children in the studies are presented with two, timed tasks designed to assess visual search abilities and visual processing. The first task assesses how quickly the children recognize a single different facial expression from a group of similar expressions displayed on a computer screen. “Normally, the different expression pops out almost instantly, regardless of the crowd size,” Ford says. “The reaction time is typically the same, whether test subjects are shown a group of four faces or 12 faces.” A second task measures how quickly the children can recognize an object that is different in shape or color from a group of objects on a computer screen.

In a recently completed study, alumna, Brooke Butler (MS, 2011) and Ford tested children with typical development to determine the age at which they acquire skills to utilize the “pop-out” effect. “The 11-year-olds could do both tasks well,” Ford says. “Seven- and eight-year-olds did not have this ability.” A new study with graduate student Ashley Cukier, compares “pop-out” effect abilities in children with autism and children with age-appropriate developmental skills. Ford will also examine the relationship between performance on these tasks and scores on a standardized assessment of the children’s social interaction competency.

“Previous research shows that children with autism typically have faster general visual processing skills and therefore tend to do better on the objects test than their counterparts,” Ford says. “However, children with autism tend not to do as well on the facial expression test. The ability to read facial expressions is of critical importance when interacting with others. We want to determine the relationship between an impaired ability to read facial expressions and social competency.”
**PROJECT MEANINGFUL DIFFERENCES**

Do you know that if you don’t live near a supermarket and don’t have a car, it may take you 2 to 3 hours to do your grocery shopping if you want access to healthy and fresh food?

Do you know that in the Syracuse area, suburban libraries are open over 60 hours per week, 7 days a week, while those in low-income areas of the city may be open 15 to 20 hours less per week and are only open 6 days a week?

Are you surprised that one suburban library has children’s reading programs 12 times per week, while one library branch in the city offers Wii and game night 3 times per month, but has no reading/story time programs?

Can you tell which of these photos of books for sale is from a dollar-type bargain store in a Syracuse suburb vs. one in a poor area of the city?

These are some of the facts that the first group of Project Meaning Differences Scholars have learned in the course of field-based experiences related to a seminar on poverty and children’s development. The seminar is part of a special master’s program track that is funded by the Office of Special Education Programs in the Department of Education. This track was created to increase the number of speech-language pathologists who are educated in how to address the challenges faced by children with disabilities who come from very low income urban and rural neighborhoods. The scholars, pictured above, are learning how to help those children transition from preschool to elementary school by using research-validated techniques to improve children’s language, literacy, and positive behaviors. Throughout their program, the students will conduct single-case research designs so that they may demonstrate the efficacy of the programs they institute. These results will be presented at a conference.

Graduate student scholars who are accepted into the program receive a scholarship that covers the majority of their tuition costs, a stipend, and travel expenses to attend professional conferences. In return, the graduates agree to work up to four years in a public school or other setting that serves children eligible for services under IDEA.

The grant is directed by Linda Milosky, chair and associate professor in CSD, and is co-directed by Janet Ford, director of the Gebbie Speech-Language Clinic and assistant professor of clinical practice, and Tanya Eckert, associate professor of psychology and director of the department’s school psychology program. Please visit the project’s Facebook page to learn more about the grant, to share your experiences that may be relevant, and to comment on it: http://tinyurl.com/8eyp49o Please also pass the information along to anyone you know who is currently applying to graduate school in SLP.
STUDENT Awards & Recognition

Natalie Chan (M.S. SLP student) was elected to the National Student Speech Language Hearing Association (NSSLHA) Executive Council as the Delegate for Region 2. She works alongside the Region 2 Councilor to represent New York, Greece, Saudi Arabia and Israel in NSSLHA matters.


Kaitlyn Coscione (Au.D. student) was appointed to the National Student Academy of Audiology Programs Subcommittee. She is the president of our local chapter and was invited to join the committee based on a competitive application.

FACULTY

GRANTS AND AWARDS

Dr. Karen Doherty
National Institutes of Health (NIH/NIA) Co-investigator
$99,544, Center for Aging and Policy Studies, Center for Policy Research at the Maxwell School of Citizenship and Public Affairs
Grant “Early Intervention of Age-related Hearing Loss” (2011-2012). Grant P30

Marvin and Carol Schneller Fund (Syracuse University) (PI), $13,000 “Hearing Aid Fittings for Older Adults: Benefit of PHAST-R and Cognitive Measures.” (2011-2012).

Cross-Sector Opportunity Grant Proposal ($4,000) “Preparation for women faculty to excel at the interface of interdisciplinary, cross-sector (academia-industry-community) research” (2012)

Dr. Linda Milosky

Dr. Beth Prieve
March of Dimes Birth Defects Foundation, $247,346, “Improving Diagnostic Audiology in Infants and Young Children II.” March of Dimes Foundation.

Marvin and Carol Schneller Fund, (Syracuse University) (PI) $13,000 “Cortical Auditory Evoked Potentials in Premature Newborns.” (2011-2012).

Dr. Kathy Vander Werff
National Institutes of Health/National Institute on Deafness and Other Communication Disorders (NIH/NIDCD) $300,000, “Neural responses to speech in the central auditory system following brain injury.” (April 2010 to March 2013).

Marvin and Carol Schneller Fund, (Syracuse University) (PI), $13,000 “A neurophysiological index of speech understanding in background noise: Informational masking and SNR effects.” (2011-2012).

RESEARCH UPDATES

Dr. Doherty (standing) and her doctoral student, Jamie Desjardins (seated right) were recognized for their article, “Do experienced hearing aid users know how to correctly use their hearing aids?”

Dr. Kathy Vander Werff
Dr. Karen Doherty is currently investigating how early intervention of age-related hearing loss can affect an individual’s abilities and quality of life. This work is supported by a grant from the National Institutes of Health (NIH/NIA). In addition, Dr. Doherty continues to assess the clinical benefit of using the Practical Hearing Aid Skills Test – Revised (PHAST-R) with new and experienced hearing aid users.
FACULTY Research Updates

The PHAST-R is now available on i-bridge (http://www.ibridge-network.org). Drs. Doherty and Desjardins developed a PHAST-R scoring software, which will be available through i-bridge in October.

**Dr. Mary Louise Edwards**

Dr. Mary Louise Edward’s research has focused on the phonological awareness and phonological processing abilities of children with speech sound disorders, including adolescents. Research conducted with former doctoral student, Dr. Jonathan Preston has resulted in publications in *Language Speech and Hearing Services in Schools* (2007), *Clinical Linguistics and Phonetics* (2009), *Journal of Speech, Language and Hearing Research* (2010, 2011), and the *American Journal of Speech-Language Pathology* (in press).

**Dr. Janet Ford**

Dr. Janet Ford is working with graduate student Ashley Cukier to investigate visual search abilities in children. They are determining differences between children with typical development and children with Autism Spectrum Disorders when searching for objects as well as facial expressions.

**Dr. Linda Milosky**

Dr. Milosky’s current research focuses on children’s comprehension and production of conversational and narrative discourse. She explores how children with and without language impairment come to understand indirectness (through use of irony, idioms, and other indirect forms) and how they use context to infer a speaker’s meaning. Currently, she is collaborating with Dr. Janet Ford to examine the inferences that young children make about the emotions that may be evoked by a series of events.

**Dr. Soren Y. Lowell**

Dr. Lowell’s voice research addresses the kinematic, aerodynamic, acoustic, and phonatory patterns that differentiate disorders from normal voice. Recent projects investigate the objective, phonatory patterns that distinguish people with muscle tension dysphonia, acoustic features of continuous speech in people with and without voice disorders, and the relationships between perceptual and acoustic characteristics of voice. Dr. Lowell’s swallowing research includes the use of neuroimaging to determine cerebral neural correlates for swallowing and related tasks.

**Dr. Beth Prieve**

Dr. Prieve’s research is designed to help improve diagnostic audiology in infants and young children. In addition, she is exploring the linkage between auditory measures in early infancy with later developmental and language measures. She has extended her questions to infants cared for in the neonatal intensive care unit and the newborn nurseries at Crouse Hospital.

**Dr. Kathy Vander Werff**

Dr. Vander Werff’s research is focused on using auditory evoked potential techniques to examine sound processing in the peripheral and central auditory system. Current projects include an NIH-funded study of concussion and head injury effects on the central auditory system. This study, she is exploring relationships between auditory measures, both behavioral and evoked potential, and cognitive and psychological outcomes in collaboration with Dr. Brian Rieger, a neuropsychologist at SUNY Upstate. In addition, ongoing studies are being conducted looking at the brain’s dynamic, aerodynamic, and phonatory patterns that differentiate disorders from normal voice.

**Dr. Janet Ford receives Meredith Teaching award**

Dr. Janet Ford (M.S. 1990, Ph.D., 2005) Assistant Clinical Professor of Practice in our department, as well as the director of the Gebbie Speech-Language Clinic, received a 2012 Meredith Teaching Recognition Award, an award program sponsored by the Meredith Professors to benefit non-tenured faculty members. Its specific goals are to recognize excellence in teaching and to encourage a culture of collegial mentoring among faculty members. A substantial bequest from the estate of Dr. L. Douglas Meredith, a 1926 graduate of the College of Arts and Sciences, provides the funds for this award program.

Dr. Ford has taught a wide variety of both undergraduate and master’s level classes, with some classes containing both levels of students. Dr. Ford makes important teaching contributions in 3 ways: classroom teaching, clinical education, and research mentoring. Most importantly, she continually makes clear to students the critical connections among all three of these ways of learning in ways that inspire them. Her students note that she has high standards, but that she also engenders in them the confidence to meet curricular expectations. One student notes: “She has demonstrated an excellence in teaching not only in the classroom but outside of classroom by being a role model and mentor.” When Dr. Ford brings in alumni as presenters, these alumni often refer to what they have learned from her, demonstrating her lasting effect on her students’ careers. Another student stated “Ultimately, one of the most admirable characteristics of Dr. Ford, not only as a teacher but also as an individual, is her modesty. She possesses the ability to inadvertently touch the lives of others by simply being herself, regardless of the situation.”

We congratulate her on this outstanding recognition.
encoding of speech in the presence of background noise consisting of different numbers of talkers to help better understand speech understanding in noise problems experience by hearing impaired, aging, and head-injured populations.

**FACULTY PUBLICATIONS**


**Desjardins, J.L. and Doherty, K.A.** (in press). Age-related changes in listening effort for various types of masker noises. *Ear and Hearing*.


**FACULTY PRESENTATIONS**


**Desjardins, J.L. and Doherty, K.A.** (2012). Objective verification of hearing aid users’ ability to use and care for their hearing aids. *Academy of Rehabilitative Audiology Institute, Providence, RI*.


**Leece, M.** (2012). Utilizing the miccio stimulability intervention to expand phonetic inventory. *NYSSHLA Convention, Saratoga Springs, NY*.


**Vander Werff, K.R. & Rieger B.** (2012). Auditory outcomes for individuals in rehabilitation following mild TBI. Invited seminar at the National Center for Rehabilitative Auditory Research (NCRAR), Portland, OR.


**Hurricane Sandy**

Our thoughts are with the many alums of our program who were affected by Hurricane Sandy. We hope that the recovery process is as swift as possible for you, your families, your employers and your clients.
Aphasia Group:
Aphasia Group just celebrated its one year anniversary in September, 2012. Aphasia Group meets weekly and serves 4 clients, many of whom also receive individual therapy in the clinic. Each session revolves around a theme. One of the themes which generated the most conversation was the group’s discussion of the moon landing. The clients who are in group have enjoyed opportunities to network with other stroke survivors and have occasionally gotten together to socialize outside of the clinic!

Phonological Awareness Camp for Kids (PACK):
During the summer, the Gebbie Clinic introduced PACK, a phonological awareness camp designed to give preschool-aged children a leg up with important emergent literacy skills. Four children, aged 4 and 5, attended the 6-week program. During the camp sessions, they identified words that rhyme, identified words that start with the same sound, and segmented words into syllables. Each session was themed around two “Sounds of the Day” and a children’s story book. Campers’ favorite activities were playing with the parachute and having relay races outside.

Social Skills Group:
This fall, Social Skills Group is excited to introduce a second group targeting younger children with a variety of disorders affecting social language. Both Social Skills Groups serve a variety of clients with varied diagnoses ranging from language delay, to selective mutism, and autism spectrum disorders. Cooperative game play and activities work toward enhancing eye contact, encouraging social competence, and developing appropriate social skills through role playing scenarios.

Auditory Processing Disorders:
Dr. Annette Jenner along with clinic supervisors Dr. Kristen Kennedy and Megan Leece are working together to identify and implement therapeutic options for children with Central Auditory Processing Disorder (CAPD). Currently, children with CAPD receive mostly classroom-based accommodations, such as preferential seating, with varying degrees of success. Treatment will incorporate aspects of listening practice and language-based therapies in an attempt to take advantage of neural plasticity to maximize children’s processing skills. The trio is planning to pilot interventions during the Fall of 2012 and then implement the program in Spring, 2013.

Tinnitus Retraining Therapy (TRT):
The Gebbie Clinic continues to provide Tinnitus Retraining Therapy to our patients. The therapy was implemented in September, 2010 for patients who experience bothersome tinnitus. The therapy consists of counseling as well as sound therapy. The goal of TRT is to weaken the body’s reactions induced by tinnitus and reduce the perception of the tinnitus signal itself.
CSD TRAVELS ABROAD TO ETHIOPIA FOR TWO MEDICAL MISSION TRIPS

OCTOBER 2011 MISSION

Hearing Loss Prevention (HLP) in Ethiopia is a non-profit organization developed to educate health care workers to examine and diagnose ear disease and hearing loss. The October 2011 one week medical mission to Hawassa Ethiopia was supported by HLP and Syracuse University. The goal of the mission was to improve ear care by providing education, medicines, and supplies to Ethiopian health care workers. The medical team included two otolaryngologists, two anesthesiologists, two surgical technicians and one audiologist, Dr. Tammy Kordas from the Gebbie Clinic. The group traveled to Hawassa Referral Hospital in Southern Ethiopia to train one ENT surgeon and two nurses. During the trip, 100 patients were seen which included 20 ear surgeries and 40 hearing tests.

Web site for Hearing Loss Prevention in Ethiopia: (HLP) http://hlp-ethiopia.org/

MARCH 2012 MISSION

Healing the Children is a non-profit organization that has been working for 30 years to provide medical care to children worldwide. Our one week March 2012 Medical Mission to Ethiopia was supported by Healing the Children’s Philadelphia Chapter. The medical team included four pediatric otolaryngologists, two pediatric anesthesiologists, and three audiologists. The team gave lectures and provided hands-on training to the medical community in Addis Ababa. Several healthcare providers traveled from cities outside of Addis Ababa to attend the lectures and training sessions. The three audiologists on the mission were Dr. Karen Doherty (Syracuse University), Amber Morgan (Austin Regional Clinic), and Linsey Wagner (Mayo Clinic Arizona). In addition to training, they performed hearing tests at three facilities and fit hearing aids on 51 children. The three facilities were: 1) Black Lion Hospital, a University Hospital and largest general public hospital in Addis Ababa, 2) The CURE Ethiopia Children’s Hospital, a pediatric orthopedic teaching hospital in Addis Ababa, and 3) Mekanisa School for the Deaf, which provides education for 265 Students. There are 188 deaf students and 77 students who are the normal-hearing siblings of the deaf students.

Web site for Healing the Children: http://healingthechildren.org/archive/current-efforts/ethiopia
ALUMNI News

1972 Maria Whaley (MS) recently retired from full time work but still works part time in the Rockford Illinois School District. She was a Clinic Supervisor at SU from 1978-1981. She is delighted that her youngest daughter decided to change her career and become an SLP.

1974 Marianne Gustafson (MS) is the Associate Dean for Curriculum and Special Projects, National Technical Institute for the Deaf, one of the nine colleges of Rochester Institute of Technology.

1978 Deborah (Annon) Pfeiffer (BS) received her M.A. in Deaf Education from Gallaudet University in 1980 and her Ed.D in Education Administration and Policy Study from The George Washington University. Deborah now works for the State of Virginia’s Department of Education as their specialist for students who are deaf/hard of hearing, blind/visually impaired, deaf-blind, or with traumatic brain injury. She also works for Universal Design for Learning, guiding state policy and regulations and providing state and regional training for teachers and administrators. She just celebrated her 25th wedding anniversary and her son is a 2nd year grad student at Virginia Tech.

1986 Maria Anderson (MS) was recently promoted to the Clinical Director for Unity Health System’s Acute Rehabilitation and Brain Injury Program and Unity Hospital’s inpatient rehabilitation services. She is also a Surveyor for Commission on Accreditation of Rehabilitation Facilities (CARF). She received Board Recognition for Swallowing and Swallowing Disorders (BR-S) this past March and is a mentor for other BR-S candidates.

1991 Carolyn McCauley (BS) has been working as a pediatric speech-language pathologist for almost 20 years in Early Intervention in the Paterson Public School system in New Jersey.

1994 Christine L. Wood (MS) is an audiologist at the Utah Schools for the Deaf and Blind. She lives in Salt Lake City, but travels to rural sites in Utah to do testing and follow-up appointments.

1995 Angela Banks-Stewart (MS) is a lecturer in the Roxelyn and Richard Pepper Department of Communication Sciences and Disorders, at Northwestern University. She was most recently a clinical assistant professor at the Robert L. Milsen Speech and Hearing Clinic at Indiana University Bloomington, where she was responsible for providing clinical support to and augmenting the training of graduate student clinicians in speech and language pathology.

1996 Michelle (Pastore) Theodore (MS), a SLP, recently began working at the preschool level after previously working at the elementary level. Michelle works part-time, giving her the privilege to be more involved in her boys’ lives, who just recently began kindergarten.

1999 Margaret (Sampson) Hargrove (MS) worked at the Buffalo Hearing and Speech Center for two years before working on the cochlear implant team at The Listening Center at Johns Hopkins University for five years. Margaret now runs a private practice called A Sound Beginning, LLC in Maryland.

2000 Keturah Perkins-Trembley (B.S.) has been appointed as a member of the State Board for Speech-Language Pathology and Audiology. She is featured in a video that discusses NYS licensure and ASHA certification (http://www.op.nysed.gov/prof/slpa/).

2001 Lori Marafino Wike (MS) works for Liberty POST in Syracuse, NY (2011-present). She is also expecting her third baby in February 2013. She is currently working for Little Lukes.

2003 Lyndsay Duffus (MS) has worked as a pediatric audiologist at Doembecher Children’s Hospital in Portland, OR for the past five years.

2005 Rachel Neuman (BS) recently moved to Washington D.C where she will be supervising graduate students in neuro-rehabilitation and fluency disorders clinical tracks in the SLP master’s program at The George Washington University. In addition, Rachel will be providing outpatient rehabilitation to adults with neurologically-based communication impairments at National Rehabilitation Hospital in Rockville, MD.

2006 Gina Palma (MS) is working as a speech-language pathologist at Montefiore Medical Center in the Bronx, NY with the Department of Otorhinolaryngology-Head and Neck Surgery.

2006 Sharon Heyward Hagadorn (MS) welcomed a baby boy named Colin on April 21, 2011.

2007 Amy Sied (MS) was married in September 2008 and had a baby girl named Naomi Taylor in December 2010. She is employed at Trillium Health Centre.

2008 Jessica (Sutton) Logan (MS) is working with kindergarten-second grade students in East Irondequoit as a long term substitute. She has her own business seeing children with fluency and articulation disorders after school as “Word of Mouth.” She was married in April 2011.

2009 Puja Shah (MS) has been working at The McCarton School in Manhattan, NY since August 2011.

2009 Kelley (DeFrees) Burt (MS) was married on September 8, 2012. She is working full-time for Connections as an E/PreK itinerant therapist, and received her CCCs through them in May.

2010 Jessica (Weise) Brimmer (MS) is currently working for Little Lukes. She has a one year old son.

2010 Ludgina Diejuste (MS) welcomed a new addition to the family; Landon Jude Diejuste, born July 2, 2012. Big sister, Minah (3) is doing great. Ludgina currently resides in Odenton, Maryland and is employed by the Columbus Organization in Baltimore City Public Schools.

2012 Jenna McGarath (MS) has a preschool SLP position at the Jefferson Rehabilitation Center in Watertown, NY.
We would like to thank the following individuals for their generous donations to the CS&D department in the past year:

Dr. Evelyn R. Brayton
Mrs. Valerie K. Brooks
Mr. John J. Cannizzaro and Mrs. Nancy Cannizzaro
Ms. Meaghan Capellini
Mrs. Mary S. Coon
Dr. Mary Ann Fenske

Mrs. Marianne S. Gustafson
Dr. & Mrs. Gilbert Herer
Mrs. Marycarolyn Jagodzinski
Ms. Helen Scott Ells Klim
Dr. Barbara Kurman and Dr. Michael Kurman
Ms. Rachel Miller

Ms. Ruth L. Richman
Mrs. Catherine P. Rogers
Mrs. Nancy Saya
Mrs. Jill R. Stratton
Mr. Steven A. Zalesin
Dr. Fan-Gang Zeng

WHAT A WAY TO CELEBRATE!!

2012 is the 40th anniversary of the Gebbie Speech-Language-Hearing Clinic, and we will be celebrating our strong connections to the CNY community, our pride in our outstanding alumni who saw their first clients in the clinic, and our ability to contribute to clinical research in our field.

So why no party this year? We are waiting . . . . . . . for the completion of an exciting coalescence of the old and the new. In a few months, extensive remodeling of 621 Skytop will begin, resulting in a newly designed, state of the art CSD academic and clinical facility with custom diagnostic and therapy suites, cutting edge recording equipment, and telepractice stations. We will have new audiological testing suites, a vestibular lab, a hearing aid/assistive listening device fitting area that will allow us to simulate a real-world listening environment, and a student practice lab. New student areas have been designed for work and interaction, along with new classrooms. We are also so pleased that this move will re-unite the CSD department offices, Gebbie Clinic, and the research laboratories, allowing a seamless intellectual and physical flow among classroom, clinic, and laboratory.

Please join us in financially supporting this exciting transformation of the Department of Communication Sciences and Disorders and the Gebbie Clinic. Your help is needed to complete the project, and donor naming opportunities of various levels within the new clinic will be announced shortly.

And then . . . . let the party begin!

Department of Communication Sciences and Disorders
805 S. Crouse Ave.
Syracuse, NY 13244-2280
315.443.9637
Visit us on the web at: csd.syr.edu

Like us on facebook
https://www.facebook.com/CSDatSU