

**MASTER OF SCIENCE IN  
COMMUNICATION DISORDERS PROGRAM**

**Stockton University  
School of Health Sciences**

**Program Handbook**

**2020 – 2021**

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## About the Master of Science in Communication Disorders

*The mission of the Master of Science in Communication Disorders Program is to prepare students for New Jersey licensure and for certification by the American Speech-Language-Hearing Association in speech-language pathology, as well as for certification as speech-language specialists by the New Jersey Department of Education; to demonstrate the principles of evidence-based practice; to provide opportunities for continuing education; and to provide direct clinical services to the surrounding community.*

The Master of Science in Communication Disorders Program (MSCD) at Stockton University has a curriculum designed to prepare program graduates for certification as speech-language pathologists by the American Speech- Language Hearing Association (ASHA) and for certification as Speech-Language Specialists in the New Jersey Public Schools. Graduates are also encouraged to consider an advanced degree such as the Ph.D. in Communication Sciences and Disorders.

The program's requirements are guided by standards for certification in speech-language pathology set by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). The American Speech-Language-Hearing Association (ASHA) has a semi-autonomous entities agreement with the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). Program requirements are also aligned with credentialing requirements of the New Jersey Department of Education (which issues certification for the Speech-Language Specialist) and the New Jersey Division of Consumer Affairs (which issues the license to practice speech-language pathology).

The program requires completion of 60 graduate credits. All Master's degree candidates must complete 400 clinical hours of supervised clinical experience. Of these 400 hours, 25 must be in supervised observation. Per ASHA certification requirements in speech-language pathology, at least 325 of the 400 clinical hours must be completed at the graduate level. Students receive clinical experience both on campus in the Speech and Hearing Clinic and off campus in various clinical placements. Students will be able to graduate having had a variety of clinical experiences.

The purpose of this handbook is to provide students with the information they will need throughout the program. Students are also encouraged to consult the program website: <https://stockton.edu/graduate/communication-disorders.html> and to meet regularly with their academic preceptors.

Students must enroll full-time in the MSCD Program. The requirements are demanding but the outcome is rewarding.

Sincerely,

*Amy J. Hadley*

Amy J. Hadley, Ed.D., CCC-SLP  
Program Director, MSCD Program  
(609) 626-3531  
[amy.hadley@stockton.edu](mailto:amy.hadley@stockton.edu)

## **PART I: PROGRAM DESCRIPTION**

### STATEMENT ON ACCREDITATION

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

Graduates of the program are eligible to sit for The Praxis Examination in Speech-Language Pathology (test number 5331), an integral component of ASHA certification standards. The development of the exam is commissioned by ASHA and facilitated by the Educational Testing Service (ETS). More information may be obtained on the ASHA website at: <http://www.asha.org/certification/praxis/preparation/>. The examination is required for ASHA certification, New Jersey state licensure, and New Jersey Teacher Certification. Currently, the passing score for each of these credentials is 162 (on a scale of 100-200). Students completing the program who plan to practice outside of New Jersey should consult the regulating bodies of the state(s) in which they intend to practice for state licensure and certification requirements.

**A felony conviction may affect a graduate's ability to obtain New Jersey state licensure.** The Health Care Professional Responsibility and Reporting Enhancement Act requires that a criminal history record background check be conducted for all health care professionals licensed or certified by the Division of Consumer Affairs. Detailed information may be found at: Health Care Professional Responsibility and Reporting Enhancement Act: <https://www.njconsumeraffairs.gov/Pages/hcreporting.aspx>

### **Complaints Related to Accreditation Standards**

You can directly contact the CAA with any complaints or concerns related to Stockton University's MSCD program's compliance with accreditation standards. To contact the CAA, you can:

- write to them at Accreditation Office at ASHA, 2200 Research Boulevard, #310, Rockville, Maryland 20850
- call ASHA's Action Center at 800-498-2071
- send an e-mail to [accreditation@asha.org](mailto:accreditation@asha.org)

Other complaints may be directed to the following personnel:

Dr. Amy Hadley, Program Director of the MSCD Program  
[amy.hadley@stockton.edu](mailto:amy.hadley@stockton.edu)

Dean of the School of Health Sciences  
[HLTH.School@stockton.edu](mailto:HLTH.School@stockton.edu).

## MISSION AND VISION

### **Program Mission**

*The mission of the Master of Science in Communication Disorders (MSCD) Program is to prepare students for New Jersey licensure and for certification by the American Speech-Language-Hearing Association in speech-language pathology, as well as for certification as Speech-Language Specialists by the New Jersey Department of Education; to demonstrate the principles of evidence-based practice; to provide opportunities for continuing education; and to provide direct clinical services to the surrounding community.*

### **Program Vision**

*The vision of the Master of Science in Communication Disorders Program is to be the premiere program for the study of communication disorders in Southern New Jersey.*

### **Communication Disorders (MSCD) Program Strategic Plan**

The program's current Strategic Plan and Executive Summary can be viewed in Appendix G and on the program's website at: <https://stockton.edu/graduate/communication-disorders.html>.



## **MSCD PROGRAM FACULTY AND STAFF**

### **Program Faculty**

Stacy Gallese Cassel, Ph.D., CCC-SLP  
Associate Professor of Communication Disorders

Amanda Copes, M.A., CCC-SLP  
Director, Stockton Speech and Hearing Clinic

Danielle Farr, M.S., CCC-SLP  
Clinical Education Specialist

Amy J. Hadley, Ed.D., CCC-SLP  
Program Director  
Associate Professor of Communication Disorders

Phillip A. Hernández, Ed.D., CCC-SLP  
Assistant Professor of Communication Disorders

Monika Pawlowska, Ph.D.  
Associate Professor of Communication Disorders

MaryAnn Schiattarella, M.A., CCC-SLP  
Clinical Externship Coordinator

### **Clinical Staff**

Linda Boyd, B.S.  
Program Assistant

### **Adjunct Faculty**

Jennifer Drenchek-Cristiano, M.A., CCC-SLP  
Maegan Mapes, Au.D., CCC-A SLP  
Kelly Maslanik, M.S., CCC-SLP

### **Adjunct Clinical Instructors**

Kristopher Cleary, M.S., CCC-SLP  
Jennifer McIlvaine, M.S., CCC-SLP  
Diane Laverty, Ed.D., CCC-SLP

## CURRICULUM DESIGN

The curriculum of the Master of Science in Communication Disorders (MSCD) Program is designed to facilitate mastery of the knowledge and skills required for ASHA certification in speech-language pathology. Current standards for certification are included in the *2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology*. The certification standards can be accessed at: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>. An outline of the MSCD Program's current Course Sequence is located in Appendix E. Course descriptions are located in Appendix F.

There are two components to the program: academic and clinical. Student progress on meeting the requirements for (a) ASHA certification speech-language pathology, (b) New Jersey speech-language pathology licensure, and (c) New Jersey Department of Education certification as a speech-language specialist will be reviewed *at least once per semester* with the student's academic preceptor. The preceptor will assist the student in planning for and enrolling in academic and clinical coursework based on the student's interests and preparation level.

Students entering the program are required to complete the following prerequisite coursework prior to initiating the Communication Disorders (MSCD) program.

Prerequisite coursework in communication disorders:

- Phonetics
- Speech Science
- Anatomy and Physiology of the Speech and Hearing Mechanisms
- Language Development
- Introduction to Communication Disorders

Additional coursework in audiology and/or linguistics is recommended as well as beneficial.

In addition, coursework in the following areas must be completed prior to initiating the MSCD:

- A course in statistics
- A course in social science (e.g. psychology or sociology)
- A course in chemistry or physics
- A course in biology

The Communication Disorders (MSCD) program is designed to take five semesters to complete, which includes one summer of coursework that may include a clinical practicum as well as other coursework. Completion of the program requires a minimum of 60 graduate level credits. The principles of evidence-based practice and the diversity of society will be infused throughout the curriculum. Students wishing to engage in research projects should discuss options with their preceptors early in the program.

As part of the 400 hours of supervised clinical experience required to complete the Communication Disorders (MSCD) Program, 25 hours of supervised guided observation experience must be

documented. **If you are beginning the Communication Disorders (MSCD) Program and have not already completed 25 hours of documented supervised experience, please alert the Clinic Director and your preceptor so that arrangements can be made for you to accrue the guided observation hours.**

Students will complete two semesters of required practicum in the on-campus Speech & Hearing Clinic prior to being assigned to an off-campus clinical practicum. Students will be assigned practica so that cumulatively they complete hours with clients across the lifespan who represent the diversity of society. Students are responsible for understanding all of the clinical practica policies and procedures described in the MSCD Clinical Policy and Procedures Handbook. The handbook may be accessed on the program website:

<https://www.stockton.edu/graduate/communication-disorders.html>

All students must submit evidence that they have completed a Criminal Record Background Check prior to initiating clinical practica, including placement in the campus Speech & Hearing Clinic. **Evidence of a criminal background may be cause for dismissal from the program.** Specific external clinical placements may require additional documentation such as, but not limited to, fingerprinting and immunization records. Refer to the MSCD Clinical Policy and Procedures Handbook for additional information.

The Communication Disorders (MSCD) Program utilizes a cohort model. With few exceptions, required courses are offered once a year and must be taken in sequence. Students who must take a leave of absence from the program due to personal or family emergencies will have to wait until the following year when the courses are offered to complete the requirements. Students in good standing at the time of the leave of absence will have a space reserved for continuation on a full-time basis the following year.

Students who have been admitted to the **Hispanic Emphasis Specialization (HES)** will need to complete additional requirements. **See Appendix K.**

\*Note: Unless otherwise specified, the term “faculty” is used throughout the remainder of this document to refer to any instructor assigned to teach a course, including clinical courses. This designation may include Stockton professors at any level (e.g. assistant, associate, full), instructors (including adjunct instructors), and professional staff.

## PROFESSIONAL PORTFOLIO

### **Strategies for Communication Disorders Students**

As a student in the Communication Disorders (MSCD) Program, you are required to develop and maintain a professional portfolio. A professional portfolio is an organizational tool that provides you with a means to document your progress toward achieving professional competence as a speech-language pathologist. Your portfolio is a personal representation of your journey through the Master's Program in Communication Disorders and should reflect what you have learned along the way, (i.e. formative assessment) about the practice of speech-language pathology as well as what you know and can do (i.e. summative assessment) by the conclusion of the program. The portfolio may include a variety of artifacts that demonstrate your knowledge, your skills, and your reflection upon the practice of speech-language pathology. Just as an artist's portfolio shows the evolution of the artist's craft over time, your portfolio should demonstrate your growth and development as a speech-language pathologist. Those who access your portfolio should have a clear understanding of your current knowledge and skill levels and an impression of how you arrived at where you are today.

We recommend that you begin collecting artifacts from your courses and clinical practica as soon as you begin taking classes. Be sure to **remove identifying information for all individuals other than the author.**

### **Portfolio Contents**

The following is a list of suggested materials that could be included in your portfolio:

1. Informational Data (Name, Address, E-mail address, Phone number)
2. Resume
3. Supervisory evaluations of practica and externships
4. Artifacts: "tangible evidence of knowledge that is gained, skills that are mastered, values that are clarified, or dispositions and attitudes characteristic of you" (Campbell, 2003). All artifacts must be the original work of the student. If an artifact has been modified, the original source must be cited. All artifacts must respect confidentiality by not disclosing names or any other identifying information. If artifacts contain photographs, videos, audio recordings, or student work, the student must have obtained a letter of consent/assent.

### **Examples of Artifacts (Remember confidentiality)**

Research Papers or Presentations	Evaluation Reports
Research Proposals	Documentation of pure-tone screenings
Journal Article Critiques	Progress Reports
Feedback from a Supervisor	Lesson plans / Treatment plans
Service-Learning Projects	Photographs of teaching/learning activities
Case Studies	SOAP notes
Sample of client work used in assessment	Communication to parent/caregiver

Adapted from original source:  
[https://www.cohpa.ucf.edu/media/424757/master\\_s\\_student\\_handbook\\_fall\\_2013\\_2.pdf](https://www.cohpa.ucf.edu/media/424757/master_s_student_handbook_fall_2013_2.pdf)  
University of Central Florida  
Communication Disorders Program  
Master's Student Handbook

### **About Reflection**

Cited from: <http://www2.uwstout.edu/content/art/artedportfolios/reflection/>

For Preservice and In-service Art Teachers

Sheri Klein, UW-Stout and William Chandler, UW-Whitewater

**Although this piece was written for students in art education, the advice is equally valuable for aspiring SLPs. Minor substitutions have been made to the original text.**

### **What is Reflection?**

Integral to your production of a portfolio is the process of reflection. Reflection is not an 'add-on' piece to your learning process, portfolio, or teaching practice. It is integral to the complex process of becoming an SLP. Successful reflection enables self-awareness, personal and professional growth, and improved teaching practices.

Reflection may be accomplished individually and collectively. You will have opportunities to reflect on your experiences and teaching with others, such as peers, cooperating educators, supervisors, and university faculty. Each will bring a unique perspective to your understanding of yourself as a developing SLP.

Ultimately, self-reflection and dialogue with others will result in insights as to:

1. how and why you think the way you do about teaching, learning, and assessment in the field of speech-language pathology;
2. what actions you took, what choices you made;
3. the meaning of your actions and choices;
4. what learning and growth has occurred;
5. how you can change your practices in the future;
6. what you believe is the social value of speech-language pathology; and
7. what you believe is your role as a professional in the field of speech-language pathology.

### **What is the purpose of reflection?**

You will be reflecting on the outcomes from your coursework and experiences. While reflection suggests recollection and the remembering of events and activities past, it is remembering with a grounding of beliefs. Dewey (1933) stated "reflection thus implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness, evidence, proof, voucher, warrant; that is, as ground of belief." (p.11). For Dewey, reflective thinking consisted of two parts: a state of doubt and a search to resolve that doubt. Thus, constructing a portfolio is an act of revealing one's beliefs. Schon (1988) considered a utility for

reflective thinking in that cognitive practice has a direct relationship to practices within professional realms (teaching). Davis, Hawley, McMullan, and Spilka (1997) extend this idea in that the process of education mirrors the design process, with reflective thinking being central to both. Design as a process (Davis, et.al., 1997), like teaching art, requires critical reflection that can inform future events.

At the heart of portfolio development is purposeful choice making. The portfolio development process, like the design process, is organic. Your portfolio can be entered into again and again with new reflections that can provide new insights.

### **Where do you put the reflections in your portfolio?**

Your portfolio is also an assessment portfolio. This means that it includes a collection of selected artifacts and focused reflections and goals that demonstrate how you have met *2020 Standards for Certification in Speech-Language Pathology*: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>. Reflections should be infused throughout your portfolio. One of the advantages of an ePortfolio is the capacity to integrate text and images and to cross-reference using links.

### **The e-Portfolio Platform for the Communication Disorders Program**

The Communication Disorders (MSCD) Program currently uses the student portfolio that is included in the TYPHON system. You are required to subscribe to TYPHON for your clinical record keeping, and the ePortfolio platform is part of the package. Early in the program, you will be required to attend a session in which faculty will provide an overview of constructing an ePortfolio using TYPHON. You will be provided with examples and a template.

It is a good idea to periodically think about which items you want to upload to the portfolio and store those in a secure location (e.g. “cloud-based” drive or secure hard drive) until you are ready to upload them to your portfolio.

## **PART II: UNIVERSITY/SCHOOL OF HEALTH SCIENCES INFORMATION**

### **Graduate Assistantships and Other Forms of Financial Assistance**

Information for Stockton University students on financing their graduate education is provided by the School of Graduate and Continuing Education at: <https://stockton.edu/graduate/helpful-links.html>

### **Graduation Requirements**

Students must meet with their preceptors each semester to discuss course registration and to review their progress on the Plan of Study form as well as their progress on the requirements for the Certificate of Clinical Competence in Speech-Language Pathology (SLP), New Jersey Licensure (SLP), and New Jersey Speech-Language Specialist certification (NJ Dept. of Education). Upon completion of the program, degree approval will be reported to the registrar's office as part of the Degree Certification process. Students must satisfactorily complete all coursework and practica.

Students must submit an *Application for Graduation* to the Office of the Registrar for review and certification. **It is the student's responsibility to verify readiness for graduation.** Information on applying for graduation may be found on the Office of the Registrar's website: <https://stockton.edu/registrar/index.html>

The student will be advised by the preceptor to register for *The Praxis II™: Subject Assessments in Speech-Language Pathology (5331)* by the time the graduate student completes their final semester of study. The student needs to register for the exam directly with the Educational testing service ([www.ets.org](http://www.ets.org)). The student will be advised to have the test scores reported to the program as well as to ASHA and all other appropriate agencies granting licensure/certification. A passing score on the Praxis II exam (currently 162) is not required for graduation; however, the student must discuss their plan for taking the exam with their preceptor prior to graduation. Additional information on the Praxis exam can be found at <https://www.asha.org/certification/praxis/about-the-speech-language-pathology-praxis-exam/>

### **Master of Science in Communication Disorders (MSCD) Program Distinction**

The Stockton University Master of Science in Communication Disorders Program may convey recognition of superior performance in the MSCD Program to students graduating with a minimum cumulative GPA of 3.80 in all MSCD coursework. Additional criteria for this distinction include academic performance, scholarship, as well as service to the program, university, profession, and community. The faculty of the MSCD program, including the Clinical Director, will make recommendations to the Dean of the School of Health Sciences for students eligible for this award. Program distinction will be announced at the time of Commencement.

### **Alpha Eta National Honor Society in Allied Health**

Alpha Eta is the National Scholastic Honor Society for the Allied Health Professions. Stockton University hosts Alpha Eta Chapter #73. Graduate students qualify for membership in Alpha Eta with a GPA of 3.5 or better (on a 4-point scale) while enrolled in an allied health program, and no more than twenty (20) percent of the graduating class of a specified program shall be invited

to membership. Students are eligible to be nominated during the last year of their academic programs. An induction ceremony for new members is held annually at Stockton University. Additional information is found on the Society's website: [www.alphaeta.net](http://www.alphaeta.net)

### **National Student Speech-Language Hearing Association**

The Stockton University Speech and Hearing Club is a chapter of the National Student Speech-Language Hearing Association (NSSLHA).

The Stockton University Speech and Hearing Club is open to membership for any student of Stockton University who is interested in the study of normal and disordered human communication. The purpose of the club is to unite its members and serve the university community by:

1. Providing a vehicle for student representation in matters of professional concern.
2. Organizing activities to promote awareness of human communication and related health issues.

There is no membership fee for the local Speech and Hearing Club chapter. Students wishing to join Stockton's Speech and Hearing Club may contact the Office of Student Development located in the Campus Center or by accessing the online Osprey Hub:

<https://stockton.campuslabs.com/engage/>

Students are also encouraged to join the National Student Speech-Language-Hearing Association (NSSLHA) for an annual fee set by the national association. Benefits of membership can be viewed on the organization's website: [www.nsslha.org/membership](http://www.nsslha.org/membership)

According to the NSSLHA website (<https://www.nsslha.org/>):

Founded in 1972, NSSLHA is the national organization for graduate and undergraduate students interested in the study of normal and disordered human communication. NSSLHA is the only official national student association recognized by the American Speech-Language-Hearing Association (ASHA).

### **The Stockton University Graduate Student Council**

The Graduate Student Council (GSC) is an organization of graduate students who are diverse individuals with unique skills, experiences, and talents. The GSC values this diversity as it enriches the students' lives and educational experiences. The GSC is committed to the education, the professions, and the advancement of graduate students at the University. They also value the opportunity to meet and interact with fellow graduate students, faculty, administration, and alumni.

The Graduate Student Council often funds graduate student travel related to scholarly projects such as presenting at a national or regional conference.

Additional information may be found at: <https://www.stockton.edu/student-development/student-organizations/index.html> and by contacting the Stockton Office of Student Development.



## PART III: POLICIES AND PROCEDURES

### University Policies and Procedures

#### STOCKTON ACADEMIC BULLETIN

Students should refer to the current *Stockton Academic Bulletin* at:

<https://stockton.edu/academic-bulletin/documents/stockton-university-academic-bulletin.pdf>.

The Bulletin provides valuable information about Stockton University courses, policies and procedures, activities, and services.

**The information contained within the *Stockton Academic Bulletin* reflects current policies and may be subject to change.** All policies and procedures of the University that refer to students and courses of study apply equally to graduate study except where explicitly stated otherwise. This includes the campus code of conduct, academic honesty policy, and all other rules relating to individual conduct. Graduate students must also follow the policies and procedures applicable in their individual graduate programs.

Students must be familiar with all University Policies and Procedures. In addition to the Bulletin, University Policies and Procedures pertaining particularly to students may be found at:

<https://stockton.edu/policy-procedure/student-affairs.html>

Selected University policies and procedures are summarized below along with any applicable clarification that pertains to students in the Communication Disorders program.

- [Notice of Nondiscrimination](#)
- [Notice of Closure or Delayed Opening](#)
- [The Role of the Preceptor](#)
- [Student Records Policy](#)
- [Academic Honesty](#)
- [Academic Progress](#)
- [Matriculation Requirements](#)
- [Withdrawal from the Program](#)
- [Leave of Absence](#)
- [Readmission](#)
- [Code of Conduct](#)
- [Research and Ethics](#)

#### NOTICE OF NONDISCRIMINATION

Stockton University does not discriminate in its application process, employment, educational programs and activities on the basis of race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability. The following person has been designated to handle inquiries regarding Stockton University's non-discrimination policies. Chief Officer for

Institutional Diversity and Equity Title VI and Title IX Coordinator, Section 504 and ADA Coordinator, Chief Diversity Officer, and Ethics Liaison Officer Stockton University 101 Vera King Farris Drive Galloway NJ 08205-9441 Office: L-214 Phone: 609-652-4693| Fax: 609-626-3535 For further information on notice of non-discrimination, visit the Office of Institutional Diversity and Equity.

### NOTICE OF CLOSURE OR DELAYED OPENING

The University uses a text alert system, email, University social media and the University website to notify students and employees when there is a delay or closure. The expectation should always be that the campuses are operating as normal, unless otherwise indicated. For severe weather that compromises services or safety while classes are in session an announcement will be made as soon as possible; if overnight, an announcement will be made around 6 a.m. regarding the services to be provided for that day. Sign up for text alerts on the Stockton portal: [go.stockton.edu](http://go.stockton.edu)

Again, unless notified differently, the University will always be operating on a normal schedule. For additional information on Stockton's Emergency Management, refer to: <https://stockton.edu/emergency-management/>

### THE ROLE OF THE PRECEPTOR

Stockton University utilizes the *preceptorial model* of advising. In this model, precepting is viewed as teaching. Upon matriculation and enrollment in a graduate program, each student is assigned a preceptor (a faculty member of the program).

A preceptor serves as an academic advisor. Each preceptor will meet with assigned preceptees (students) at least once per semester to discuss current performance in the program and explain the future expectations of the program. A student may request a change of preceptor using the *Graduate Student Change of Preceptor Form* available online at: [http://intraweb.stockton.edu/eyos/gradstudies/content/docs/Forms/PRECEPTOR%20FOR\\_M.pdf](http://intraweb.stockton.edu/eyos/gradstudies/content/docs/Forms/PRECEPTOR%20FOR_M.pdf)

As part of the preceptor meeting(s), a preceptor will discuss with a student the student's concerns, needs, and issues related to the program with consideration of the student's ability to handle the demands of graduate school. This emphasis provides students with an opportunity to directly talk to someone who cares about the student's academic experience while also considering the impact of student issues on demonstrating the professional skills and attitudes required of a developing professional. As needed, the preceptor will guide students having difficulty with program requirements to utilize appropriate resources and engage in effective strategies to address specific issues.

Students may initiate contact and request a meeting with an assigned preceptor at any time during his/her enrollment in the program. Should a faculty member have a concern about the academic achievements or behavior of a particular student, the faculty member will discuss these concerns directly with the student and may choose to also discuss the situation with the student's preceptor.

## STUDENT RECORDS POLICY

The confidentiality, privacy, and accuracy of a student's record is maintained to the maximum extent possible. The University policy regarding access to student records is located on the university website at: <https://stockton.edu/registrar/student-rights/records-access.html>

## ACADEMIC HONESTY

Academic honesty is a very serious issue. **Students are responsible for reading and understanding the University's Academic Honesty Policy found <https://stockton.edu/policy-procedure/documents/procedures/2005.pdf>.** Unless specifically designated otherwise, all work is expected to be the student's own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member.

## ACADEMIC PROGRESS

The *Stockton University Academic Bulletin's* section on *Graduate Studies: Academic Progress* defines the requirements for degree completion, good academic standing, academic learning, probation, and dismissal. Note that a graduate student must maintain a cumulative GPA of 3.0 to remain in good academic standing.

## MAINTENANCE OF MATRICULATION

University policy requires that, once matriculated, students must be enrolled continuously each semester A [Maintenance of Matriculation Form](https://stockton.edu/registrar/forms.html) or Leave of Absence Form (<https://stockton.edu/registrar/forms.html>) must be completed each Fall or Spring term for which the student is not enrolled. Refer to the policy outlined in the *Stockton University Academic Bulletin* section on *Graduate Studies*.

## WITHDRAWAL FROM THE PROGRAM

MSCD Program students who wish to withdraw from the program are required to inform their advisor/preceptor immediately. Furthermore, students are required to follow the policies and procedures in the *Stockton University Academic Bulletin* regarding **Withdrawal from the University**.

## LEAVE OF ABSENCE

Although the University has a Maintenance of Matriculation requirement for graduate students, a Leave of Absence may be granted, normally for medical reasons. Refer to the policy outlined in the *Stockton University Academic Bulletin* section on *Graduate Studies*.

The University Policy on Leave/Withdrawal is found at:

<https://stockton.edu/registrar/forms.html>

## READMISSION TO THE COMMUNICATION DISORDERS (MSCD) PROGRAM

A student who has been dismissed from the Communication Disorders (MSCD) Program for either academic or nonacademic reasons, as outlined in University Policies and Procedures and per Program Policies and Procedures, will not be considered for readmission to the Communication Disorders Program.

## GRADUATE STUDENT CODE OF CONDUCT

Graduate students are expected to adhere to *Stockton University's Campus Code of Conduct* which is located at: <https://stockton.edu/care-cs/code-of-conduct.html>. As stated in the Code of Conduct:

“Stockton is dedicated to the dissemination of knowledge, the pursuit of truth, the development of students, and the general well-being of society. The Code of Conduct contain essential principles that promote civil and respectful behavior that are fundamental to a realization of these goals. These principles are expressed through five values: integrity, community, social justice, respect, and responsibility. It is the responsibility of all Stockton community members to know the Code of Conduct, uphold the values, and refrain from prohibited conduct.”

## RESEARCH AND ETHICS

If faculty and/or student research or scholarship involves contact with human or animal subjects, the research project requires pre-approval from Stockton's Institutional Review Board (IRB) before conducting the research. Additional information on the University's IRB may be found at: <https://www.stockton.edu/research-sponsored-programs/irb.html>

In addition to the IRB guidelines, Stockton's Communication Disorders (MSCD) Program faculty and students must adhere to the American Speech-Language-Hearing Association Code of Ethics. The Code of Ethics may be viewed at: <http://www.asha.org/Code-of-Ethics/>

## **Communication Disorders Program Policies and Procedures**

- [Student Grievance Procedures](#)
- [Program Completion Timeline](#)
- [Attendance and Participation](#)
- [Submitting Assignments](#)
- [Grading Assignments and Examinations](#)
- [Grading Scale](#)
- [Faculty Availability](#)
- [Electronic Communication](#)

## GRIEVANCE PROCEDURE FOR STUDENTS

If a student has a complaint, academic and/or clinical problem, etc., the student should refer to the following protocol:

1. First approach the faculty member most directly involved in the problem. It is preferred that the complaint be stated in writing.

2. If the problem is unresolved after this initial contact and the student is not satisfied with the suggestions made, the student should contact his/her/their preceptor and submit the complaint in writing.
3. If the problem is still unresolved to the student's satisfaction, then they should contact the Program Director in writing.
4. If the complaint is still not resolved to the satisfaction of the student, they may appeal in writing to the Dean of the School of Health Sciences.

**In each step of the complaint/appeals process, the complaint will be reviewed as to how it relates to the *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology of the Council on Academic Accreditation* (<http://caa.asha.org/>).**

The relevant standards will be identified. If appropriate, additional documentation may be required of the parties involved in the complaint. A file of formal student complaints will be kept in a secure area by the Program Director. In order to respect the student's privacy, information will only be conveyed to the parties necessary to resolve the complaint.

- The person bringing the complaint(s) will not suffer any retaliation.
- The complaint will not be discussed with anyone else without the complainant's written permission unless required by judicial precedent.
- In conducting any investigation or review, the right to confidentiality, both of the complainant and of the accused, will be respected within the guidelines of conducting an investigation.

#### COMPLAINTS RELATED TO ACCREDITATION STANDARDS

You can directly contact the CAA with any complaints or concerns related to Stockton University's MSCD program's compliance with accreditation standards. To contact the CAA, you can:

- write to them at Accreditation Office at ASHA, 2200 Research Boulevard, #310, Rockville, Maryland 20850
- call ASHA's Action Center at 800-498-2071
- send an e-mail to [accreditation@asha.org](mailto:accreditation@asha.org)

Other complaints may be directed to the following personnel:

Dr. Amy Hadley, Program Director of the MSCD Program  
[amy.hadley@stockton.edu](mailto:amy.hadley@stockton.edu)

Dean of the School of Health Sciences  
[HLTH.School@stockton.edu](mailto:HLTH.School@stockton.edu).

## PROGRAM COMPLETION TIMELINE

All requirements for the MSCD degree must be completed within five years of initial matriculation into the Communication Disorders (MSCD) Program.

## ATTENDANCE AND PARTICIPATION

***Individual faculty have the discretion over their own attendance policy.*** Faculty reserve the right to make adjustments to a student's final grade based on absences or to require additional assignments/clinical hours to make up for class/clinical time missed. Faculty will clearly state attendance policies in course syllabi. Students have the responsibility of clarifying attendance requirements per specific courses at the beginning of the semester.

For the Academic Year 2020-2021, students should read and understand information posted on the Return to Campus website: <https://www.stockton.edu/return/>. Faculty understand that the University's continued response to COVID-19 and public health may require adjustments to previously written course calendars, class meetings, methods of delivery and attendance policies.

Students may request accommodations related to the impact of COVID-19. For health related concerns, please contact the Learning Access Program <https://stockton.edu/wellness-center/disability-services/index.html>. For other issues that may require accommodations such as remote access to courses, contact the Program Director.

## ASSIGNMENTS AND GRADING

Each faculty member will provide a detailed syllabus which will include information on assignments and grading.

Student grades are confidential and faculty will not post student grades in a manner inconsistent with FERPA. Faculty may post or relay statistics related to grades (such as mean, median, mode or other class statistics for an assignment). In releasing such information, student names will not be associated with specific statistics.

## COMMUNICATION DISORDERS PROGRAM GRADING SCALE

Grades will be recorded on the student's official transcripts. No credit is given for F (failed), W (withdrawal) grades or I (incomplete). *The following scale will be used by the MSCD Program when computing letter grades:*

A = 94-100	C = 74-76
A- = 90-93	C- = 70-73
B+ = 87-89	D+ = 67-69
B = 84-86	D = 64-66
B- = 80-83	D- = 60-63
C+ = 77-79	F = 59 and below

When a student enrolls in a course for which the grading options are Pass/Fail, a grade of Pass shall be equivalent with a grade of B or better based on the above scale.

## FACULTY AVAILABILITY POLICY

Faculty attempt to be available to students using methods designed to be mutually convenient. It is important to respect and have reasonable expectations regarding access to faculty. Faculty are concerned about meeting all student needs as well as other required faculty obligations.

Students may meet directly with full-time faculty members during published office hours or by appointment depending on the individual faculty member's policy posted on their syllabus. Students may also schedule appointments to meet with adjunct faculty members according to the policy posted on their syllabi.

Faculty members may also be available via e-mail and telephone as provided on the course syllabus. Students should send e-mail messages or leave telephone messages with an understanding that a response may not be immediate (especially messages sent in the evening or on the weekends). Additionally, technology problems may prevent a student message or faculty response from being received. **Please contact faculty by e-mail utilizing your Stockton student e-mail account.**

Students are expected to plan time with a faculty member wisely and utilize office hours for issues relevant to coursework, assignments, professional issues, and/or class activities in a timely and appropriate manner. It is important to allow sufficient time for a meeting or response to occur, students should not wait until the last minute to seek faculty assistance.

## ELECTRONIC COMMUNICATION

When contacting faculty or when contacting practicum sites, practicum supervisors, or other persons associated with MSCD education, students are **required to use the Stockton email address** issued upon admission. This is required for security purposes and for sound professional communication. A guide to using professional etiquette in electronic correspondence can be found on the Purdue Online Writing Lab (OWL) website:

<https://owl.english.purdue.edu/owl/resource/636/01/>.

Students requiring additional assistance, you should review the information available for students on the Information Technology Services webpage: <https://stockton.edu/information-technology/> Staff at the Information Technology Services Student Help Desk can also provide additional assistance during Help Desk Hours: (609) 652-4309.

## **PART IV: STUDENT RESOURCES**

**The Office of Graduate Studies** maintains a list of Helpful Links on their website:  
<https://www.stockton.edu/graduate/helpful-links.html>.

Among the services listed are:

- Tutoring
- Technical Support
- Health Services
- Graduate Assistantship Application
- The Bookstore

Graduate Studies also has Financial Information page which includes information on Financing Your Graduate Education: <https://www.stockton.edu/graduate/financial-information/index.html>

**The Wellness Center** website also contains links to important resources for students:  
<https://stockton.edu/wellness-center/index.html>

Among the resources listed on this page are:

- The Care and Community Standards Office
- The Tutoring Center
- The Learning Access Program (Disability support services)
- Academic Advising
- The Woman's, Gender, and Sexuality Center (WGSC)
- Military and Veteran's Services
- Health Services
- Counseling Center

During the COVID-19 Outbreak, the Wellness Center has added additional resources such as Information on [COVID-19](#) and Mental Health Telephone Support through New Jersey Mental Health Cares (1-866-202-HELP).

### **The Richard E. Bjork Library**

The library webpage contains valuable resources for students:  
<https://library.stockton.edu/studentresources>. This page includes information on:

- Conducting Research
- Copyright & Plagiarism
- Interlibrary Loan
- Citation Styles

There are also tutorials on topics that will assist you in preparing your assignments:  
[https://library.stockton.edu/studentresources/tutorials\\_students](https://library.stockton.edu/studentresources/tutorials_students)



Your faculty urge you to access and utilize these resources. The assignments that you encounter and the rigor involved in graduate study will likely be very different from what you encountered as an undergraduate student. These resources will assist you in completing quality assignments.

The Richard E. Bjork Library has developed *Subject Research Guides*:  
[https://library.stockton.edu/studentresources/subject\\_research\\_guides](https://library.stockton.edu/studentresources/subject_research_guides).

According to the library website:

“The guides are one-stop shops that point students and researchers to resources in the Library and beyond. Finding aids and tools facilitate research and learning.” In addition, the library has identified Subject Librarian specialists. The current Subject Librarian for Communication Disorders is: David Lechner, MLS, Assistant Professor in the Library. His contact information and the Subject Guide for Communication Disorders is found at:  
[https://library.stockton.edu/prf.php?account\\_id=12444](https://library.stockton.edu/prf.php?account_id=12444).

## **DIVERSITY, EQUITY, AND INCLUSION RESOURCES**

### *Stockton University Notice of Nondiscrimination*

Stockton University does not discriminate in its application process, employment, educational programs and activities on the basis of race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.

The following person has been designated to handle inquiries regarding Stockton University’s non-discrimination policies.

Chief Officer for Institutional Diversity and Equity Title VI and Title IX Coordinator, Section 504 and ADA Coordinator, Chief Diversity Officer, and Ethics Liaison Officer Stockton University 101 Vera King Farris Drive Galloway NJ 08205-9441 Office: L-214 Phone: 609-652-4693| Fax: 609-626-3535

For further information on the notice of non-discrimination, visit the [Office of Institutional Diversity and Equity](#).

*Stockton’s Statement on Diversity, Equity, and Inclusion* can be found at:  
<https://stockton.edu/diversity/statements.html>.

## *BIAS FREE*

Your faculty encourage students to visit the **BIAS FREE** website and to read and understand the information contained there: <https://www.stockton.edu/bias-free/>

As listed on the BIAS FAQ tab:

A “**Bias Incident**” is defined as an act – either verbal, written, physical, or psychological - that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status, or other protected classes as required by law and that interferes with one’s educational opportunities or disrupts the living, learning, and/or working environment.

**Hate crimes** are unlawful acts committed with the intent to victimize an individual or group based on the actual or perceived race, color, religion, gender, disability, sexual orientation, gender identity or expression, national origin, or ethnicity as defined by applicable laws. Hate crimes are motivated by prejudice and include a definable crime, such as: threats of violence, property damage, personal injury, harassment, and/or other illegal conduct. The discrimination component is what elevates the unlawful act to a hate crime. Hate crimes are violations of the law and will be addressed accordingly.

The BIAS FREE website offers resources for the University Community on preventing, reducing, and responding to bias or hate crimes.

Your faculty also encourage you to access the following resources related to Diversity, Equity, and Nondiscrimination:

*Resources through ASHA and NSSLHA:*

NSSLHA Stop the Silence: <https://www.nsslha.org/about/stop-the-silence/>

ASHA’s Multicultural Affairs and Resources: <https://www.asha.org/practice/multicultural/>

[ASHA Multicultural Constituency Groups:](https://www.asha.org/practice/multicultural/opportunities/constituency/)

<https://www.asha.org/practice/multicultural/opportunities/constituency/>

- National Black Association for Speech-Language and Hearing
- Asian Indian Caucus
- Asian Pacific Islander Caucus
- Haitian Caucus
- Hispanic Caucus
- L’GASP-LGBTQ Caucus
- Native American Caucus

Minority Student Leadership Program (MSLP): <https://www.asha.org/Students/MSLP-Award/>

ASHA's Mentoring Programs: <https://www.asha.org/students/mentoring/>

- The Student to Empowered Professional (STEP)
- The Mentoring Academic-Research Careers Program

Choose a Career as an Audiologist or Speech-Language Pathologist:

<https://www.asha.org/Students/Make-A-Difference-Make-A-Change-Brochures/>

*Additional Professional Organizations*

- The Black Association for Speech-Language and Hearing: <https://www.nbaslh.org/>
- New Jersey Speech Language Hearing Association. Multicultural Issues Committee: <https://www.njsha.org/who-we-are/committees/>

## **PART V: PROGRESS MONITORING – MSCD PROGRAM**

### **Plan of Study**

A [Plan of Study](#) listing requirements for the academic and clinical components of the MSCD program (Appendix H) is used to help monitor progress during the course of study. It is essential that the student's preceptor, in consultation with the student, fill this form out carefully and completely a minimum of one time per semester. A copy of the student's Plan of Study will be kept in a secure location by the student's preceptor.

At least once per semester, the preceptor and student will review the student's progress, using the *Plan of Study* along with the:

- 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) (<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>),
- Program and University requirements for graduation,
- requirements for New Jersey licensure in speech-language pathology (<https://www.njconsumeraffairs.gov/aud>) and
- requirements for Speech-Language Specialist certification by the New Jersey Department of Education (<https://www.state.nj.us/education/license/endorsements/3462S.pdf>).

**Students are responsible for maintaining copies of all critical documents – especially those pertaining to ASHA certification, state licensure, and state Department of Education certification.** Apart from the faculty of the MSCD program, the student, and representatives of accrediting agencies (e.g. The Council on Academic Accreditation), no other individual shall be allowed access to the student's academic or clinical records. This will assure strict confidentiality with respect to each student's progress.

The status of all graduate students is monitored using formative and summative methods. Examples of formative assessment are on-going and may include the following: mid-term grades in academic and clinical courses, supervisors' comments on clinical reports, weekly therapy plans, and meetings with preceptors to assess progress toward the degree. Examples of summative assessment are final grades in academic and clinical courses, clinical educators' final ratings on the Evaluation of Clinical Competencies tool, and a passing score on the MSCD Comprehensive Examination.

The progress of all graduate students is reviewed each semester by the preceptor with input from the MSCD faculty and clinical supervisors. The purpose of the review is to identify and provide assistance for students who are having difficulty, as well as to recognize those students who are progressing especially well. Preceptors are required to meet with and provide feedback to students regarding the progress review.

### **Academic and Professional Standing Committee**

Annually, the faculty and professional staff of the MSCD Program will select an Academic and Professional Standing (APS) Committee for a term of two years. The Committee itself will select the Committee Chairperson. The Committee shall be composed of three faculty and/or professional staff members. No regular committee member may consider a case in which they are considered to have a conflict of interest, as determined by the MSCD Program Director. The chair will designate an alternate member(s) to consider a case in place of a regular committee member deemed to have a conflict of interest or to fill the absence of a regular committee member. If additional alternates are necessary, the Committee Chairperson shall advise the MSCD Program Director who shall bring the issue to the full program.

The APS Committee is a program level system for early detection of problems in academic or professional performance. The APS Committee will:

1. review criteria for performance review,
2. make recommendations to the MSCD Program for updates or changes to the review process,
3. receive requests for review of student performance,
4. review requests for review of student performance, and
5. make decisions on all reviewed requests.

### **Academic and Clinical Standards**

A graduate student must maintain a cumulative GPA of 3.0 to remain in good academic standing. A student is placed on Academic Probation given any of the conditions below:

- a cumulative GPA which falls below 3.0;
- a semester GPA of below 3.0;
- a final grade below a B in any MSCD course, including elective and practicum courses.
- failure to meet proficiently level (80%) in a knowledge or skill area of the current version of The Standards for the Certificate of Clinical Competence in Speech-Language Pathology as listed in Standard IV: Knowledge Outcomes and Standard V: Skills Outcomes.

### **Academic and Clinical Standards Review**

When a faculty member and/or a student's preceptor becomes aware that a student meets one of the conditions for Academic Probation in the Communication Disorders Program. The faculty member and/or the student's preceptor should refer the student's case for review by the MSCD Academic and Professional Standards Committee.

When the committee receives a request to review student performance, there are several possible outcomes. In cases of **academic** referrals to the APS Committee:

1. The APS Committee may decide that the student's performance does not meet the criteria for academic probation and that there is no basis for further action.
2. The APS Committee may decide that the student's performance not meet the criteria for academic probation and that:
  - a. The student will be placed on Academic Probation. (A hold may be placed on the

- student's account.)
- b. The student will be notified in writing of their probationary status.
  - c. The student must meet with their preceptor and applicable instructor(s) to develop an Individual Intervention Plan. The Individual Intervention Plan form is found in Appendix I of the MSCD Program Handbook.

### **Intervention Policies and Procedures**

Following review by the Academic and Professional Standing (APS) Committee, if an intervention plan is recommended, the content will be developed and signed by the referring faculty member (who may also be the student's preceptor), the student's preceptor, and the student, with additional faculty and/or professional staff input as appropriate. Outcome of the intervention will be determined, based on the Individual Intervention Plan developed by the preceptor, the instructor, and the student.

**Student grades in any course will not be changed by intervention outcome.** Final course grades are based solely on class/clinical performance and are independent from intervention outcome.

### **Intervention Procedures**

As mentioned in the section on Plan of Study, **the first level of academic and professional progress monitoring consists of good communication between faculty, students, professional staff, and preceptors.** Course instructors should initially meet with the student to discuss their performance and possible causes for performance deficits in an effort to resolve the situation. The course instructor may suggest strategies to the student for improving their academic performance.

In cases in which students are demonstrating deficits in a clinical practicum, the faculty member assigned as course instructor for the practicum experience should initially meet with the student to discuss their performance and possible causes for performance deficits in an effort to resolve the situation. Performance concerns may include poorly completed projects/assignments or concerns voiced by the student's practicum supervisor regarding knowledge and/or skills deficits.

For cases involving violations of Professional Performance Standards, refer to the section that follows in the MSCD Program Handbook: [\*Professional Performance Standards\*](#).

If the student's academic or clinic performance continues to be unsatisfactory, the course instructor should inform the student's preceptor of the potential need for formal intervention through Referral to the Academic and Professional Standing (APS) Committee. If the APS recommends an Individual Intervention Plan for the student, the following procedure will occur.

### **Individual Intervention Plan**

The recommended intervention plan will include areas of knowledge and/or skill requiring intervention, specific actions required of the student including level of performance required for completion, name(s) of supervising instructor(s), and a timeline for completion. The content will be developed and signed by the referring faculty member (who may also be the student's

preceptor), the student's preceptor, and the student, with additional faculty and/or professional staff input as appropriate.

A copy of the intervention plan will be given to the student and placed in their precepting file. The preceptor, along with the instructor(s) listed on the intervention plan, will determine success or failure of intervention upon completion date of the plan. The Program Director will also review and sign the plan at the time of the projected completion date and indicate if the plan was successfully fulfilled.

### **Academic Intervention**

The following intervention actions are suggestions but not inclusive for students needing intervention in an academic area:

- If the student failed an examination, the course instructor may ask the student to respond to those questions that they missed using an open book format and explain choices to the course instructor.
- In the case of a failed examination, the student must respond correctly in writing to the questions answered incorrectly in essay form (250 words or less) and include appropriate citations.
- If the student did not receive a passing grade on a research paper, the course instructor may have the student rewrite the paper with special emphasis on the deficient areas. The course instructor will provide guidelines on how to improve that particular section of the paper.

### **Clinical Intervention**

The following intervention actions are suggestions but not inclusive for students needing intervention in a clinical area

- When the student needs to develop additional knowledge, recommendations may include:
  - A research paper on an area of clinical practice or a particular disorder .
  - Enrolling in a course or independent study recommended by the supervisor and approved by the preceptor.
- The student may be assigned additional supervised observation hours.
- The student may be assigned a mentor that they are assigned to "shadow" in a clinical setting.
- The student may be assigned additional clients in the Speech and Hearing Clinic on campus and be required to complete weekly self-assessments.

Students may need to complete additional clock hours and receive satisfactory supervisor evaluations in order to demonstrate expected proficiency level on the applicable CFCC [\*Standards for Certification in Speech-Language Pathology\*](#). In some cases, the student may be assigned to an additional off-campus practicum site. This may delay a student's expected graduation date.

### **Retaking a Course as Part of Intervention**

In cases of either academic or clinical intervention, an intervention plan may include (in addition to other requirements) retaking a course and receiving a “B” or higher. Students who receive below a “B” upon retaking the course may be considered for dismissal from the MSCD Program. Students who receive a grade below a C- (D, D-, or F) in any course (required or elective) are eligible to participate in the intervention process but may also be considered for dismissal from the MSCD Program.

If repeating a course, students should be aware of the following University Procedure:

#### *Repeating a Course for Credit*

In order to repeat a course, the student must re-register, pay all appropriate tuition and fees, and satisfactorily complete the course (whereupon a separate grade will be assigned). The original grade will remain on the student’s permanent transcript and will be calculated in the grade point average. Except where specified in the University Bulletin, a course passed more than once may only be counted once toward graduation.

<https://stockton.edu/policy-procedure/documents/procedures/2017.pdf>

Students seeking an academic appeal should email their concerns to: [academicappeals@stockton.edu](mailto:academicappeals@stockton.edu) where an appointee of the University Provost will review the appeal.

### **Failure to Successfully Complete the Individual Intervention Plan**

Students who fail to comply with the intervention policies and procedures of the MSCD Program will, at the request of their preceptor, have a hold placed on their academic record until the student is judged to be in compliance with the policies and procedures for intervention outlined above.

Students on academic probation in the MSCD Program must adhere to the academic intervention plan. A student on probation who does not adhere to the academic intervention plan may be considered for dismissal from the graduate program and from the University. Students on probation must also complete the MSCD Program Probationary Contract (Appendix J in the MSCD Program Handbook.)

### **Dismissal from the Program**

**Dismissal can occur during any semester, including the last semester of enrollment in the MSCD Program.** If there is a *procedural error* in terminating a student from the MSCD Program for academic reasons, the student may appeal in writing to the Dean of the School of Health Sciences with a copy to the Provost. The appeal must be accompanied by evidence in support of the appeal and must be submitted no later than two weeks following notice of academic termination from the Program.



## **Professional Performance Standards**

The MSCD program focuses on preparing students for work with diverse individuals, families, and communities. This preparation begins in the classroom where students encounter other students and faculty members with diverse backgrounds, viewpoints, and perspectives. All individuals associated with MSCD Program will be expected to demonstrate behaviors that exemplify respect, defined as "the process of honoring someone by exhibiting care, concern, or consideration for their needs or feelings" (PAMCSK, 2020, <https://www.pamcsk.com/>).

To assist students in meeting professionalism expectations, the faculty has developed the *MSCD Program Professionalism Expectations Student Self-Assessment Tool*. The results of this self-assessment are reviewed with the student each semester with their preceptor. A copy of the tool is found in Appendix C.

All students will be expected to meet the standards of professional conduct and personal integrity, consistent with the [ASHA Code of Ethics](#). The MSCD program will provide direct instruction according to the [ASHA Code of Ethics](#).

The following information is an excerpt from the Preamble of the 2016 ASHA Code of Ethics:

*The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.*

*The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:*

- *a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)*
- *a member of the Association not holding the Certificate of Clinical Competence (CCC)*
- *a nonmember of the Association holding the Certificate of Clinical Competence (CCC)*
- *an applicant for certification, or for membership and certification.*

*By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.*

*The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of*

*Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.*

*The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.*

(Source: American Speech-Language-Hearing Association. (2016). *Code of ethics* [Ethics]. Available from [www.asha.org/policy/](http://www.asha.org/policy/))

A lack of professionalism may be evidenced by behavior in the classroom and/or clinical practicum and may involve interactions (including face to face, verbal, written, electronic communications, social media postings, or any other form of communication) with faculty, supervisors, clients, clients' families, and other students. Since it is possible for a student to have difficulty relating with one particular faculty member or clinical supervisor, the decision to take disciplinary action against an MSCD student (i.e., place on probation, dismissal) will never be made by only one person but will be the decision of the APS Committee.

**Behaviors that are expected of a student include, but are not limited to, the following:**

- Compliance with the [Campus Conduct Code](#).
- Consistent ability to maintain a respectful and non-judgmental demeanor with regard to cultural and social diversity including race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.
- Self-awareness that consistently fosters the ability to relate to others, especially clients (e.g., avoids inappropriate self-disclosure in the classroom, clinical practica, or any settings related to work in the MSCD program; able to work toward resolving one's personal issues that may impair performance).

- Demonstrating reliable and responsible behavior (e.g. reports on time to class/practicum, attends class/practicum as scheduled, abides by HIPAA protocol, adheres to facility procedures and deadlines, etc.).
- Accepting and applying constructive feedback from professors, supervisors, and peers as a means of developing and achieving academic, clinical, and professional growth.

Behaviors that may adversely affect a student's success may include, but are not limited to, the following:

- Substance abuse
- Any felony convictions that would seriously compromise the ability to work as a licensed/certified speech-language pathologist (e.g., conviction for sexual abuse of children).
- A lack of professional integrity or emotional stability (e.g., lying, cheating, or plagiarizing in program courses or clinical practica).

### **Professional Performance Review**

Students are expected to maintain Professional Performance Standards including: the expectations set forth in the [Stockton University Academic Bulletin](#), the *MSCD Program Handbook*, the *MSCD Clinical Policy and Procedures Handbook*, the American Speech-Language-Hearing Association [Code of Ethics](#), the Professional Practice Competencies, and course syllabi. If a student fails to meet the expectations of the Professional Performance Standards, they may will be subject to a professional performance review.

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems. The request for a professional performance review may be made to the Academic and Professional Standing (APS) Committee by any member of the MSCD Program including: a clinical educator, course instructor, or a group of instructors in a course or courses in which the student is enrolled, including clinical practica courses or other program faculty or professional staff member with whom the student has contact.. (For procedural details, see Procedure for Requesting and Conducting a Professional Performance Review below.) Students failing to maintain Professional Performance Standards, including engaging in any behavior that may result in a student being considered for dismissal or other disciplinary action will be subject to a Professional Performance Review.

### **Procedures for Requesting and Conducting Professional Performance Review**

Before filing a request with the APS Committee, the concerned faculty member must make all reasonable efforts to resolve the matter with the student including, but not limited to:

- meeting with the student,
- reviewing the issue(s) with the MSCD Program Director, and
- if recommended by the MSCD Program Director, meeting with a representative from the Office of [Care and Community Standards](#).

Efforts to resolve the matter must be documented in writing by the faculty member, regardless of whether a request is dealt with by the APS Committee.

1. If a faculty member files a request with the APS Committee, it must be filed with the APS Committee Chair in writing, dated, and signed by the requesting faculty member. It also must include written documentation of the following (as applicable):
  - a. the specifics of each actual performance incident on which the request is based, including student name, date, location, approximate time, and names of persons present;
  - b. all efforts to resolve the issue prior to filing with the Committee with written documentation of same; and
  - c. the faculty member's recommended action.
2. Barring extenuating circumstances, the APS Committee shall notify the requesting faculty member in writing within two weeks of its decision on whether their request meets APS Committee requirements for review. An APS Committee decision requires a majority vote.
3. If a review is granted, the APS Committee will send written notification to the student and requesting faculty member and include the following:
  - a. the APS Committee's decision – including a copy of the faculty member's request;
  - b. a copy of the Policy and Procedure Regarding Academic and Professional Performance;
  - c. notice to the student that they must submit a written acknowledgement of the faculty member's filing to the APS Committee and the faculty member within two weeks of receipt of the notice; and
  - d. a statement that an APS Committee representative will contact both parties within two weeks to schedule a review.

Barring extenuating circumstances, the APS Committee shall make a reasonable effort to schedule a review within two weeks of providing notice.

4. Students responding to a faculty member's filing may have a representative assist them with the process, including being on-site at the APS Committee review. However, in all cases, the student must speak for themselves and the representative shall have no right to speak to the APS Committee, other than introducing themselves to the Committee.
5. APS Committee reviews are opportunities for both the faculty member and the student to submit their positions orally and in writing for Committee review. The faculty member and student each will have a maximum of 15 minutes for their oral presentation. The APS Committee review does not include cross-examination between the parties; only questions by the APS Committee members. The faculty member or student may ask the APS Committee chair to consider asking a question to the student or faculty member respectively. The APS Committee chair has full discretion in deciding whether or not to honor the request.

Possible outcomes from an Academic and Professional Standing Committee Professional Performance Review include:

1. **Probation:** The student is placed on probation and is allowed to continue in the program for a time-limited period to allow for completion of a Probationary Contract (See Appendix J.) The contract will include problems to be solved, actions to be taken to solve the problems, a time period to carry out identified actions, as well as re-evaluation of student performance and/or consequences for noncompliance. The APS Committee will work with the student, their preceptor, and other relevant persons to develop the contract. In addition, the APS Committee reserves the power to dismiss the student from the program under any of the following circumstances:
  - a. if the student refuses to develop a contract;
  - b. if the student fails to fulfill the contract;
  - c. if while completing the contract some serious unprofessional behavior or failing academic performance occurs on the part of the student;
  - d. if serious unprofessional behavior or failing academic performance occurs at any point between the completion of a previous contract and the student's date of degree conferral.
  
2. **Dismissal:** The student is dismissed from the program.

Dismissal can occur during any semester, including the last semester of enrollment in the MSCD Program. Students will not be considered for dismissal **solely** on the basis of race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability, including perceived disability, physical, mental, and/or intellectual disabilities.

### **Appealing an Academic and Professional Standing Committee Review Decision**

The student may appeal the decision of the APS Committee, first to Dean of the School of Health Sciences and then to the Provost.

#### *Appeal to the Dean of the School of Health Sciences*

If the student disagrees with the decision of APS Committee, the student may request an appeal. The student must submit a substantive written statement requesting an appeal by the Dean of the School of Health Sciences within two weeks of the receipt date of the APS Committee's review decision notice. If this deadline is not met, the student is ineligible to appeal.

The Dean's review shall be based on documentation from the APS Committee. There will be no in-person appearances by the student or concerned faculty member unless the Dean decides otherwise. The Dean shall consult with the MSCD Program Director and the Academic and Professional Standing Committee Chair before making the final decision.

Barring extenuating circumstances, the Dean shall issue a written decision to the student, Academic and Professional Standing Committee Chair, and the MSCD Program Director. The decision must be sent to the student by certified mail, return receipt requested, and include the decision and its effective date.

*Appeal to the Provost*

Should the student not be satisfied with the results of the appeal to the Dean, the student may request a review by the Provost. The student must submit a substantive written statement stating the specific grounds for their appeal to: the Provost, the Dean of the School of Health Sciences, and the MSCD Program Director. The written request should be submitted within two weeks of the receipt date of the Dean of Health Sciences' decision notice. If this deadline is not met, the student is ineligible to appeal. The Provost's review shall be based on documentation from the Academic and Professional Standing Committee and appeal decision from the Dean. There will be no in-person appearances by the student or concerned faculty member unless the Provost decides otherwise.

The Provost shall consult with the Dean of the School of Health Sciences and the MSCD Program Director and make the final decision. Barring extenuating circumstances, the Provost shall issue a written decision to the student, Dean of the School of Health Sciences, and the MSCD Program Director. The decision must be sent to the student by certified mail, return receipt requested, and include the decision and its effective date.

***All procedures must be confidential to protect the student's rights to privacy. All parties involved are expected to comply with this requirement.***

## **PART VI. LICENSURE AND CERTIFICATION**

### **Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language Hearing Association.**

Information on certification requirements as well as the application process for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) can be located at [www.asha.org/certification/SLPCertification](http://www.asha.org/certification/SLPCertification)

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### **New Jersey Speech Language Specialist STANDARD CERTIFICATE (ENDORSEMENT CODE: 3462)**

Source: <https://nj.gov/education/license/endorsements/3462CE.pdf>

This endorsement authorizes the holder to provide service as a speech-language specialist in all public schools. To qualify for the Speech-Language Specialist Standard Certificate, the candidate shall show evidence of meeting the following:

- A master's or higher degree in speech-language pathology, or its equivalent, from a regionally accredited college or university.
- A passing score on a State-approved test of comprehensive knowledge in the field of speech-language pathology. Currently this test is the Praxis II Speech language Pathology test #5331.

Please go to <https://nj.gov/education/license/1112.pdf> for additional information on PRAXIS II requirements. The current passing score on the PRAXIS II examination for New Jersey Speech-Language Specialist certification is 162.

For additional information on applying for New Jersey Speech-Language Specialist certification, go to: <https://state.nj.us/education/license/endorsements/3462S.pdf>

Students in the MSCD Program who have received passing scores on the PRAXIS II examination may apply for New Jersey Speech-Language Specialist certification through Stockton's School of Education. A processing fee will be assessed. Additional information on this procedure is available from the MSCD Program Director as well as from the [Certification Specialist in the School of Education](#).

You may also apply for certification at: [https://www20.state.nj.us/DOE\\_TCIS\\_ONLINEED/](https://www20.state.nj.us/DOE_TCIS_ONLINEED/)

Individuals seeking teacher certification in states other than New Jersey should contact the Department of Education of that state to obtain certification requirements.

## **New Jersey Licensure in Speech-Language Pathology**

Please note the language on **temporary licensure** which applies to new graduates.

Please also understand that currently, in New Jersey, the Audiology and Speech-Language Advisory Committee law does not pertain to speech-language specialists who are employed as employees of local Boards of Education (as opposed to privately employed contactors) and who are certified under the New Jersey Department of Education Endorsement Code cited in the above section.

Source: **Audiology and Speech-Language Pathology Advisory Committee Laws**

<https://www.njconsumeraffairs.gov/Statutes/audiologylaw.pdf>

45:3B-8. License; eligibility and qualifications

To be eligible for a license to practice audiology or speech-language pathology, an applicant shall:

- a. Possess at least a master's degree or its equivalent in the area of audiology or speech-language pathology from an accredited college or university acceptable to the Department of Higher Education;
- b. Submit to the director transcripts from one or more accredited educational institutions evidencing the completion of specific requirements which shall be determined and published by the director in consultation with the committee and the Department of Higher Education. These requirements shall not be substantially inconsistent with current nationally recognized professional standards and shall include both academic courses and clinical practice;
- c. Submit to the director evidence of the completion of a clinical internship in the professional area for which the license is sought. The clinical internship shall not be substantially inconsistent with currently recognized national professional standards.

Clinical internship shall be under the direct supervision of a person licensed to practice speech-language pathology or audiology, as appropriate, by this State or by another state which has standards substantially equivalent to those of this State; or a person in a state without licensure laws, provided that the supervisor shows evidence of credentials equivalent to the requirements for licensure under this act; or a person in this State practicing in an exempt setting, provided that the supervisor shows evidence of credentials equivalent to the requirements for licensure under this act.

- d. Pass a written examination approved by the director in consultation with the committee. An examination shall be given at least once each year.

L.1983, c. 420, s. 8, eff. Jan. 5, 1984



#### 45:3B-14. Temporary license

a. The director, in consultation with the committee, may issue a temporary license to any person who has recently become a resident of this State, who has applied for licensing as an audiologist or speech-language pathologist, or both, as the case may be, and who has been licensed by the state of his former residence. The temporary license shall be effective for a period not to exceed one year, and shall not be renewed.

b. The director, in consultation with the committee, shall issue a temporary license to any person who has applied for licensure as an audiologist or speech-language pathologist, or both, as the case may be; who has satisfactorily met the licensing requirements of subsections a. and b. of section 8 of P.L.1983, c. 420 (C. 45:3B-8); and who is participating in a clinical internship required for licensure pursuant to subsection c. of section 8 of P.L.1983, c. 420 (C. 45:3B-8). The temporary license shall be effective only during the clinical internship period not to exceed 18 months, and shall not be renewed.

L. 1983,c.420, s.14; amended by L. 1987,c.332,s.2.

The link to the New Jersey Temporary Licensure application is found at:

<https://www.njconsumeraffairs.gov/aud/Applications/Speech-Language-Pathology-Temporary-License-Application-Clinical-Internship.pdf>

#### **Criminal History Background Check**

The Health Care Professional Responsibility and Reporting Enhancement Act requires that a criminal history record background check be conducted for all health care professionals licensed or certified by the Division of Consumer Affairs. Additional information may be found at: <http://www.njconsumeraffairs.gov/regulations/Chapter-45E-Health-Care-Professional-Reporting-Responsibility.pdf>

Individuals seeking licensure outside of the State of New Jersey should contact the appropriate licensure agencies in the perspective states.

**MASTER OF SCIENCE IN COMMUNICATION DISORDERS  
PROGRAM HANDBOOK**

**APPENDICES**

## **Master of Science in Communication Sciences and Disorders Program Technical Standards for Admission and Retention**

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Stockton University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Revealing a disability is voluntary. However, such disclosure is necessary before any accommodations may be made. Therefore, prospective students are encouraged to disclose a disability so the MSCD program can determine what reasonable accommodation may be made. All disability-related information is dealt with in a confidential manner. We urge applicants to ask questions about the program's technical standards for clarification and to determine whether they can meet the requirements with or without reasonable accommodations **prior to enrolling in the first semester of classes in the program.**

Reasonable accommodations made will comply with the Americans with Disabilities Act and require Program and University approvals. The Program and University must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a speech-language pathologist. Therefore, the MSCD program and Stockton University will provide reasonable accommodation as long as it does not **fundamentally alter the nature of the program offered** and **does not impose an undue hardship** such as those that cause a significant expense, difficulty, or are unduly disruptive to the educational process including all responsibilities within clinical settings.

All applicants to the program and students in the program must meet the same technical and academic standards and must be able to function in a competent manner in educational and practice settings that may involve heavy workloads and stressful situations. **The Master of Science in Communication Disorders (MSCD) program and Stockton University cannot compromise the health and safety of others and reserve the right not to admit any applicant who cannot meet the technical standards or who would constitute a direct threat to the health and safety of others.**

**All students admitted to the MSCD Program should be able to demonstrate these abilities/skills at the time of admission and at all times during their matriculation:**

### **Academic Skills:**

- Demonstrate basic computer skills including the ability to use computer hardware and software to enter data, to use Internet search engines, to send and receive e-mail, to use word processing programs such as Microsoft Word, and to be able to effectively learn other programs such as Microsoft PowerPoint.
- Perform basic arithmetic (addition, subtraction, multiplication, or division), geometry, and statistics quickly and correctly.

**Communication Skills:**

- Clearly communicate information and ideas verbally so others will understand.
- Clearly communicate information and ideas in writing so others will understand.
- Speak in front of a group of individuals.
- Understand the English language in order to understand lectures, instructions, concepts, and narratives and to ask questions and understand answers.
- Clearly provide a verbal communication model for clients demonstrating speech production disorders.

**Cognitive Skills:**

- Read and understand information and ideas presented in writing.
- Attend to written and verbal information for a minimum of 5 hours.
- Use logic and reasoning to identify alternative solutions, conclusions, or approaches to problems.
- Understand the implications of new information for both current and future problem-solving and decision-making.
- Identify information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Demonstrate the ability to analyze data, analyze activities, evaluate patient responses to treatment, and complete course work/assignments.
- Understand the consequences of errors.
- Analyze information and use logic to address academic-related issues and problems.

**Social Skills:**

- Ask questions when appropriate, and not interrupt at inappropriate times.
- Adjust actions in relation to others' actions.
- Develop constructive and cooperative working relationships with others and maintain them over time.

- Consider the impact of decisions on classmates and team members.
- Participate in face-to-face discussions.
- Be in close physical proximity and in physical contact with others.

**Professional Skills:**

- Determine tasks, priorities, and goals that pertain to school and clinical site assignments and requirements.
- Coordinate or lead others as necessary for class assignments in accomplishing work activities in professional activities and clinical assignments.
- Meet multiple deadlines in the classroom and while on clinical assignments within realistic workplace time constraints.
- Wear common protective or safety equipment such as safety masks, gowns, shoes, glasses, gloves, hearing protection, or lab jackets when required in classes and at clinical sites.
- Be honest and ethical, and demonstrate personal and professional integrity.
- Fulfill all obligations in a reliable, responsible, and dependable manner including attendance in class and clinical practica. Students must be able to participate in classroom and clinical activities for the defined number of hours and days. With regard to clinical practica, students must report to their clinical sites according to the schedules specified by the clinical practicum supervisor without exception. Religious or medical exceptions must be approved in advance of practicum by the course instructor and the clinical supervisor.
- Demonstrate punctuality as well as time management skills within academic and clinical settings.
- Recognize responsibility for outcomes and results of assignments both in the classroom and in the clinical setting.
- Demonstrate a willingness to lead, take charge, and offer opinions and direction as needed in academic and clinical settings.
- Pay attention to detail, and perform academic-related tasks in a thorough manner.

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**The following standards are taken from those that are listed by The Occupational Information Network (O\*NET). O\*NET is developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA).**

The following standards are those expected of any speech-language pathologist with or without reasonable accommodations (Occupational Information Network, O\*NET On-Line, retrieved electronically on July 9, 2020 from: <https://www.onetonline.org/link/summary/29-1127.00>)

**Any applicant to the Stockton University Master of Science in Communication Disorders Program must be able to perform the following under an appropriate level of supervision while a student:**

### **Tasks**

- Monitor patients' progress and adjust treatments accordingly.
- Develop or implement treatment plans for problems such as stuttering, delayed language, swallowing disorders, or inappropriate pitch or harsh voice problems, based on own assessments and recommendations of physicians, psychologists, or social workers.
- Write reports and maintain proper documentation of information, such as client Medicaid or billing records or caseload activities, including the initial evaluation, treatment, progress, and discharge of clients.
- Participate in and write reports for meetings regarding patients' progress, such as individualized educational planning (IEP) meetings, in-service meetings, or intervention assistance team meetings.
- Evaluate hearing or speech and language test results, barium swallow results, or medical or background information to diagnose and plan treatment for speech, language, fluency, voice, or swallowing disorders.
- Complete administrative responsibilities, such as coordinating paperwork, scheduling case management activities, or writing lesson plans.
- Develop individual or group activities or programs in schools to deal with behavior, speech, language, or swallowing problems.
- Instruct clients in techniques for more effective communication, such as sign language, lip reading, or voice improvement.
- Administer hearing or speech and language evaluations, tests, or examinations to patients to collect information on type and degree of impairments, using written or oral tests or special instruments.
- Educate patients and family members about various topics, such as communication techniques or strategies to cope with or to avoid personal misunderstandings.
- Supervise or collaborate with therapy team.
- Teach clients to control or strengthen tongue, jaw, face muscles, or breathing mechanisms.
- Participate in conferences, training, continuing education courses, or publish research results to share knowledge of new hearing or speech disorder treatment methods or technologies.

- Consult with and refer clients to additional medical or educational services.
- Communicate with non-speaking students, using sign language or computer technology.
- Consult with and advise educators or medical staff on speech or hearing topics, such as communication strategies or speech and language stimulation.
- Design, develop, or employ alternative diagnostic or communication devices or strategies.
- Develop speech exercise programs to reduce disabilities.
- Conduct lessons or direct educational or therapeutic games to assist teachers dealing with speech problems.
- Use computer applications to identify or assist with communication disabilities.
- Provide communication instruction to dialect speakers or students with limited English proficiency.
- Conduct or direct research on speech or hearing topics and report findings for use in developing procedures, technologies, or treatments.

### **Technology Skills**

(For clarification: The MSCD Program expects that students should have the capacity to utilize a combination of the following types of technology, with appropriate supervision.)

- Analytical or scientific software. (e.g. speech analysis or language sample analysis software).
- Computer based training software (e.g. text to speech software).
- Electronic mail software.
- Internet browser software.
- Medical software (e.g. biofeedback software; KayPENTAX Multi-Speech).
- Music or sound editing software (e.g. Adobe Systems Adobe Audition; Apple Logic Pro).
- Office suite software.
- Spreadsheet software.
- Voice recognition software.
- Word processing software.

### **Knowledge**

(Points of clarification specific to the MSCD program has been added in parentheses.)

- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Therapy and Counseling - (Understanding the role of counseling in speech-language pathology as well as when to refer to other professionals.)
- Medicine and Dentistry - (Understanding the speech-language pathologist's role on the interprofessional team as well as when to refer for services.)

### **Skills**

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Speaking — Talking to others to convey information effectively.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Instructing — Teaching others how to do something.
- Service Orientation — Actively looking for ways to help people.
- Coordination — Adjusting actions in relation to others' actions.
- Time Management — Managing one's own time and the time of others.
- Negotiation — Bringing others together and trying to reconcile differences.



- Operations Analysis — Analyzing needs and product requirements to create a design.
- Persuasion — Persuading others to change their minds or behavior.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

### **Abilities**

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Speech Clarity — The ability to speak clearly so others can understand you.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.

### **Work Activities**

- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.

- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Performing for or Working Directly with the Public — Performing for people or dealing directly with the public (e.g. receiving clients).
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.

**MSCD PROGRAM PROFESSIONALISM EXPECTATIONS  
Student Self-Assessment Tool**

1. I consistently arrive on time for all AM and PM classes. I arrive at least 5 minutes before the starting time and am seated, unpacked, organized, and ready to begin at the scheduled starting time. This includes break times.
2. I consistently dress in modest and professional manner appropriate to the environment and comply with the dress code policy.
  - Body parts are covered including chest and waist area
  - Prominent tattoos on arms or neck area should be covered
  - Clothing is not tight or revealing in any way
  - Footwear is appropriate for environment
  - No excessive jewelry ornamentation and no facial ornamentation
  - I dress with more attention and in a professional manner for special events including classroom presentations, recruiting events, fieldwork, campus/community events, etc.
3. I consistently display appropriate and professional hygiene and follow instructions for infection control.
  - I am clean and well groomed
  - I have nails at appropriate length (not beyond fingertips)
  - I wash my hands when expecting contact with others (e.g. clinic)
  - I clean equipment and abide by universal precautions
4. I am consistently prepared and accountable for each class by bringing any materials necessary for learning activities.
5. I consistently follow all classroom and clinical activity directions/guidelines with integrity.
  - I utilize the allotted time specific to an assignment appropriately
  - I do not use my cell phone or other means of personal communication
  - I do not engage in private conversations
  - I do not eat or drink during clinical activities, classroom presentations, in the presence of clients, or when interacting with members of the community
  - I display behaviors and submit assignments that are responsive to written or verbal guidelines provided
6. I am an active learner who displays clinical reasoning.
  - I take initiative to answer my own questions before seeking assistance
  - I display a positive, motivated, self-directed approach to learning

7. I consistently demonstrate my professional duty by participating in learning activities.
  - I verbally ask relevant questions to access information
  - I voluntarily, critically evaluate information and answer questions
  - I am actively thinking and participating in the classroom discussions, lectures, and learning activities
  - I participate at an appropriate level in class, knowing when to provide input and when to listen as others speak
  
8. I consistently display body posture and non-verbal behaviors that are perceived as non-judgmental and considerate of cultural diversity; that indicate I am alert, interested in learning activities; and are respectful of others in the learning environment.
  - I maintain appropriate facial expressions even if I disagree or become frustrated by the comments of others
  - I consistently listen and respectfully respond to the ideas, opinions, and feelings of others
  
9. I consistently utilize equipment, classroom and common area spaces (furniture) appropriately.
  - I request permission/sign out resource materials/equipment when needed
  - I abide by the guidelines for proper use of classroom and workroom spaces
  - I consistently maintain a clean and safe learning environment (e.g. laptop cords, workroom organization, etc.)
  
10. I consistently recognize and respond to the needs of others.
  - I assist with set-up and clean-up of classroom/clinical activities
  - I assist others carrying heavy items
  - I offer support or respond to observable needs of others
  
11. I consistently demonstrate concern for others and treat others with fairness, discretion, and integrity.
  - I am considerate and display a professional, friendly attitude towards others in all academic, clinical, and community experiences
  - I do not use any form of media to embarrass or harass a peer/faculty
  - I do not discuss any peer/faculty member in a negative way
  - I will discuss concerns with the appropriate faculty/staff member
  - I am truthful/honest in representing myself, my work, and my participation in the MSCD program
  - I advocate for myself and others if victimized by the disrespectful behaviors of others

12. I consistently display initiative for verbal interaction and physical contact with a diversity of individuals and strive to promote the profession in a positive manner.

13. I consistently employ verbal and written communication that reflect graduate level work.

- I utilize language and communication that is reflective of a graduate student
- In written work, I utilize proper grammar, spelling, and clarity of expression appropriate to a graduate level
- I respond to correspondences in a timely fashion
- All correspondence (e.g. text, email, verbal, etc.) is timely and considered professional. It should contain formal elements of verbal and written prose.

14. I engage with faculty/clinical educators in an appropriate manner.

- I demonstrate respect for their experience and their opinions even when they are not consistent with my preference
- I address professionals in the manner that is consistent with their preference
- I respect work/life boundaries not only for myself but for others

**MSCD Professionalism Expectations Student Form**  
 Communication Disorders Program  
 Stockton University

Student Name: \_\_\_\_\_

Semester and Year: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

Dates Completed: \_\_\_\_\_

**Rubric:**

**3** – Consistently independent

**2** – Takes initiative towards improvement

**1** – Demonstrates in some contexts, but not all

**0** – Does not demonstrate professionalism

Classroom/Program Professional Behavior				Faculty/Staff Comments
Student		Faculty Mean		
M	F	M	F	
				1. I consistently arrive on time for all AM and PM classes. I arrive at least 5 minutes before the starting time and am seated, unpacked, organized, and ready to begin at the scheduled starting time. This includes break times.
				2. I consistently dress in modest and professional manner appropriate to the environment and comply with the dress code policy. <ul style="list-style-type: none"> <li>• Body parts are covered including chest and waist area</li> <li>• Prominent tattoos on arms or neck area should be covered</li> <li>• Clothing is not tight or revealing in any way</li> <li>• Footwear is appropriate for environment</li> <li>• No excessive jewelry ornamentation and no facial ornamentation</li> <li>• I dress with more attention an in a professional manner for special events including classroom presentations, recruiting events, fieldwork, campus/community events, etc.</li> </ul>

Classroom/Program Professional Behavior				Faculty/Staff Comments
			<p>3. I consistently display appropriate and professional hygiene and follow instructions for infection control.</p> <ul style="list-style-type: none"> <li>• I am clean and well groomed</li> <li>• I have nails at appropriate length (not beyond fingertips)</li> <li>• I wash my hands when expecting contact with others (e.g. clinic)</li> <li>• I clean equipment and abide by universal precautions</li> </ul>	
			<p>4. I am consistently prepared and accountable for each class by bringing any materials necessary for learning activities.</p>	
			<p>5. I consistently follow all classroom and clinical activity directions/guidelines with integrity.</p> <ul style="list-style-type: none"> <li>• I utilize the allotted time specific to an assignment appropriately</li> <li>• I do not use my cell phone or other means of personal communication</li> <li>• I do not engage in private conversations</li> <li>• I do not eat or drink during clinical activities, classroom presentations, in the presence of clients, or when interacting with members of the community</li> <li>• I display behaviors and submit assignments that are responsive to written or verbal guidelines provided</li> </ul>	
			<p>6. I am an active learner who displays clinical reasoning.</p> <ul style="list-style-type: none"> <li>• I take initiative to answer my own questions before seeking assistance</li> <li>• I display a positive, motivated, self-directed approach to learning</li> </ul>	
			<p>7. I consistently demonstrate my professional duty by participating in learning activities.</p> <ul style="list-style-type: none"> <li>• I verbally ask relevant questions to access information</li> <li>• I voluntarily, critically evaluate information and answer questions</li> <li>• I am actively thinking and participating in the classroom/clinical discussions, lectures, and learning activities</li> <li>• I participate at an appropriate level in class/clinical experiences, knowing when to provide input and when to listen as others speak</li> </ul>	



Classroom/Program Professional Behavior				Faculty/Staff Comments
			<p>8. I consistently display body posture and non-verbal behaviors that are perceived as non-judgmental and considerate of cultural diversity; that indicate I am alert, interested in learning activities; and are respectful of others in the learning environment.</p> <ul style="list-style-type: none"> <li>• I maintain appropriate facial expressions even if I disagree or become frustrated by the comments of others</li> <li>• I consistently listen and respectfully respond to the ideas, opinions, and feelings of others</li> </ul>	
			<p>9. I consistently utilize equipment, classroom/clinical and common area spaces (furniture) appropriately.</p> <ul style="list-style-type: none"> <li>• I request permission/sign out resource materials/equipment when needed</li> <li>• I abide by the guidelines for proper use of classroom/clinical and workroom spaces</li> <li>• I consistently maintain a clean and safe learning environment (e.g. laptop cords, workroom organization, etc.)</li> </ul>	
			<p>10. I consistently recognize and respond to the needs of others.</p> <ul style="list-style-type: none"> <li>• I assist with set-up and clean-up of classroom/clinical activities</li> <li>• I assist others carrying heavy items</li> <li>• I offer support or respond to observable needs of other</li> </ul>	
			<p>11. I consistently demonstrate concern for others and treat others with fairness, discretion, and integrity.</p> <ul style="list-style-type: none"> <li>• I am considerate and display a professional, friendly attitude towards others in all academic, clinical, and community experiences</li> <li>• I do not use any form of media to embarrass or harass a peer/faculty</li> <li>• I do not discuss any peer/faculty member in a negative way</li> <li>• I will discuss concerns with the appropriate faculty/staff member</li> <li>• I am truthful/honest in representing myself, my work, and my participation in the MSCD program</li> </ul>	

Classroom/Program Professional Behavior				Faculty/Staff Comments
			<ul style="list-style-type: none"> <li>I advocate for myself and others if victimized by the disrespectful behaviors of others</li> </ul>	
			12. I consistently display initiative for verbal interaction and physical contact with a diversity of individuals and strive to promote the profession in a positive manner.	
			13. I consistently employ verbal and written communication that reflect graduate level work. <ul style="list-style-type: none"> <li>I utilize language and communication that is reflective of a graduate student</li> <li>In written work, I utilize proper grammar, spelling, and clarity of expression appropriate to a graduate level</li> <li>I respond to correspondences in a timely fashion</li> <li>All correspondence (e.g. text, email, verbal, etc.) is timely and considered professional. It should contain formal elements of verbal and written prose.</li> </ul>	
			14. I engage with faculty/clinical educators in an appropriate manner. <ul style="list-style-type: none"> <li>I demonstrate respect for their experience and their opinions even when they are not consistent with my preference</li> <li>I address professionals in the manner that is consistent with their preference</li> <li>I respect work/life boundaries not only for myself but for others</li> </ul>	

Adapted with permission from Stockton University MSOT program survey developed by MSOT faculty.

## **The Stockton University Speech and Hearing Clinic**

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The Stockton University Speech and Hearing Clinic operates at the Parkway Building, 10 West Jimmie Leeds Road, Galloway, NJ. The telephone number is: (609) 652-4920.

The Clinic maintains a webpage at: [www.stockton.edu/speechclinic](http://www.stockton.edu/speechclinic)

### **Mission Statement**

The major role of the Speech and Hearing Clinic is to introduce students to hands-on therapeutic techniques in speech-language and audiological disorders by providing a supervised learning experience in which to offer services to the community. Each student is expected to complete specified direct clock hours of observation, therapy, and evaluation. Certified members of the American Speech-Language-Hearing Association closely supervise all students.

The Speech and Hearing Clinic is a function of the Masters of Science in Communication Disorders (MSCD) Program at Stockton University. The clinic has two major purposes:

- To serve as a training ground for students who are preparing to become speech-language pathologists
- To provide therapeutic and diagnostic services for children and adults with disorders of communication

### **Services**

The services of Stockton Speech and Hearing Clinic are of two kinds: evaluation of speech, language, and hearing; and rehabilitation for those who need such help. Evaluations are conducted on an individual basis. As a result of the evaluation, a client may be enrolled in therapy, referred for additional testing, or referred to other resources.

Therapy sessions are performed by graduate students who work under the careful supervision of a licensed speech-language pathologist or audiologist certified by the American Speech-Language-Hearing Association.

### **Admissions**

Referrals to the clinic may be made by physicians, teachers, case managers, speech-language pathologists, parents/family members/caregivers, or the clients themselves.

Hours of operation, appointment scheduling, and other information may be obtained by calling **609-652-4920** or by email at [SpeechClinic@stockton.edu](mailto:SpeechClinic@stockton.edu).

### **Speech and Hearing Clinic: Policies and Procedures**

A complete description of policies and procedures for the Speech and Hearing Clinic can be found in the *MSCD Clinical Policy and Procedures Handbook*. A copy can be found on the [Communication Disorders Program webpage](#) or obtained from the Speech and Hearing Clinic Director.

**Master of Science in Communication Disorder (MSCD) Program  
Course Sequence**

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<b>Fall 1</b>	<b>Spring 1</b>
<ul style="list-style-type: none"> <li>• CMDS 5125 Advanced Clinical Methods</li> <li>• CMDS 5900 Clinical Methods Application</li> <li>• CMDS 5310 Speech Sound Disorders</li> <li>• CMDS 5110 Neurological Bases of Communication Disorders</li> <li>• CMDS 6110 Research in Communication Disorders</li> <li>• CMDS 5120 Language Disorders in Young Children</li> </ul>	<ul style="list-style-type: none"> <li>• CMDS 5410 Diagnostic Methods</li> <li>• CMDS 5411 Diagnostic Methods Application</li> <li>• CMDS 6210 Acquired Adult Language Disorders</li> <li>• CMDS 5220 Language Disorders in School Aged Children and Adolescents</li> <li>• CMDS 6430 Dysphagia</li> </ul> <p>*CMDS 5901 Clinical Practicum I *Approved elective</p>
<b>Summer 1</b>	
<ul style="list-style-type: none"> <li>• CMDS 5420 Clinical Audiology for Speech-Language Pathologists</li> <li>• Approved elective(s)</li> <li>• CMDS 5901 Clinical Practicum I or CMDS 5902 Clinical Practicum II</li> </ul>	
<b>Fall 2</b>	<b>Spring 2</b>
<ul style="list-style-type: none"> <li>• CMDS 6440 Motor Speech Disorders</li> <li>• CMDS 6460 Communication Disorders in Special Populations</li> <li>• CMDS 5902 Clinical Practicum II or CMDS 5903 Clinical Practicum III</li> </ul> <p>* Approved elective(s)</p>	<ul style="list-style-type: none"> <li>• CMDS 5230 Augmentative and Alternative Communication</li> <li>• CMDS 5455 Disorders of Voice and Fluency</li> </ul> <p>* Approved elective(s) * CMDS 5903 Clinical Practicum III</p>

**\* Per plan developed with preceptor.**

**Master of Science in Communication Disorder (MSCD) Program  
Curriculum Course Descriptions**

(Reviewed July 9, 2020)

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*CMDS 5110 Neurological Bases of Communication Disorders (3 credits)*

A study of the structures and functions of the central and peripheral nervous systems as they relate to human speech, language, and cognition.

*CMDS 5120 Language Disorders in Young Children (3 credits)*

This course examines the communicative behaviors of infants, toddlers, and preschoolers at risk for or diagnosed as having communication disorders. It describes assessment and intervention strategies appropriate for treating children with speech and language disorders between birth and age five years.

*CMDS 5125 Advanced Clinical Methods (3 credits)*

Advanced instruction in evidence-based therapeutic methods in speech and language disorders and documentation. Includes discussion of ethics in the profession and professional issues such as licensure and certification.

*CMDS 5220 Language Disorders in School-Aged Children and Adolescents (3 credits)*

This course examines communication disorders in individuals aged 5-21 years. The material includes major theories, legislation, service delivery models, assessment, intervention, literacy, and service to specific populations of children.

*CMDS 5230 Augmentative and Alternative Communication (3 credits)*

This course reviews the basic concepts of the field of augmentative and alternative communication, including aided and unaided symbols. Evaluation and intervention principles are discussed. Access methods, positioning consideration, and special cases will be discussed.

*CMDS 5310 Speech Sound Disorders (3 credits)*

This course examines both typical and disordered phonetic/phonological development in children, the nature of nonorganic articulation and phonological disorders, as well as their evaluation, and intervention.

*CMDS 5410 Diagnostic Methods (3 credits)*

An overview of diagnostic tests and procedures used in assessment of speech and language disorders. Includes principles of measurement including reliability and validity. Calculating and interpretation of standardized test results as well as informal measures of communication skills.

*CMDS 5420 Clinical Audiology for SLPs (3 credits)*

This course examines techniques employed in assessing hearing function in adults and children. Studies the pathologies of the auditory and related systems. Emphasis is on the knowledge and skills required of the speech-language pathologist.

*CMDS 5421 Educational Audiology Management (3 credits)*

This **elective course** will extend knowledge of the anatomy and origin of central auditory processing disorders and hearing loss in children. The objective of this class is to introduce the knowledge to properly manage children that are diagnosed with hearing loss and auditory processing disorders. Principles and methods of assessment and intervention will be presented. Modes of communication will be discussed for the hearing impaired population. Educational considerations of these children and how to properly meet their needs in a school setting will be addressed.

*CMDS 5455 Disorders of Voice and Fluency (3 credits)*

This course examines issues related to the prevention, evaluation, and treatment of disorders of voice and fluency. Topics include: etiologies of vocal pathologies, disorders of resonance, and dysfluent speech behaviors. Current theories on stuttering. Contemporary research in the field related to voice and fluency.

*CMDS 5470 Speech-Language Pathology in the School Setting (3 credits)*

This **elective course** discusses design, organization and administration of a school speech pathology program; the unique needs of a school program; application of federal and state regulations to determination of eligibility for services; service delivery models; IEP development.

*CMDS 5900 Clinical Methods Application (2 credits)*

This course will focus on clinical methods for the treatment of speech and language disorders as well as procedures relative to the campus Speech and Hearing Clinic. Students will gain knowledge and experience through a combination of course lectures, guided observations, and supervised clinical experience.

*CMDS 5901 Clinical Practicum I in Speech-Language Pathology (2 credits)*

This course provides supervised clinical practicum hours in the therapeutic management of speech and language disorders in the campus Speech and Hearing Clinic.

*CMDS 5902 Clinical Practicum II (3 credits)*

Prerequisites: CMDS 5901 Clinical Practicum I

This course provides supervised clinical practicum at an off-campus facility.

*CMDS 5903 Clinical Practicum III (3 credits)*

Prerequisites: CMDS 5901 Clinical Practicum I, CMDS 5902 Clinical Practicum II

This course provides additional supervised clinical practicum hours at an off-campus facility.

*CMDS 5904 Specialty Clinical Practicum (1 to 3 credits)*

This course provides additional supervised clinical practicum hours in a specialty area under the direction of a licensed faculty member. Specialty areas may include: child language and literacy, bilingual populations, adult speech/language disorders or others. **This course is required for those students enrolled in the Hispanic Emphasis Specialization.**

*CMDS 5905 Diagnostic Methods Application (2 credits)*

Students will engage in supervised experience with diagnostic procedures commonly used in speech-language pathology cross the age span.

*CMDS 6110 Research in Communication Disorders (3 credits)*

An examination of methods of research in communication disorders. Focuses on purposes and problems of various forms of communication disorders research, research designs, procedures and instruments employed, and reporting of research.

*CMDS 6210 Acquired Adult Language Disorders (3 credits)*

This course examines the cognitive and linguistic deficits associated with acquired neurological deficits in adults. Differential diagnosis and treatment methodologies intervention are addressed.

*CMDS 6420 Advanced Topics in Medical Speech-Language Pathology (3 credits)*

Prerequisites: CMDS 6430 Dysphagia and CMDS 6210 Acquired Adult Language Disorders. This **elective course** will provide students with an advanced level overview of speech language and dysphagia assessment, intervention in the medical setting. Differential diagnosis and clinical decision-making will be emphasized in medically fragile populations across the life span.

*CMDS 6430 Dysphagia (3 credits)*

This course covers assessment and intervention for feeding and swallowing disorders. The implementation of clinical examination procedures and interpretation of instrumental diagnostic procedures are addressed. Both instructional strategies for rehabilitation and compensatory feeding strategies are covered.

*CMDS 6440 Motor Speech Disorders (3 credits)*

This course examines the neurological bases of acquired and congenital motor speech disorders (dysarthria and apraxia) and the accompanying communication disorders that result from damage to the central and peripheral nervous systems. Principles and procedures for the assessment and intervention for motor speech disorders are covered.

*CMDS 6450: Advanced Cultural and Linguistic Diversity Issues in Communication Disorders (3 credits)*

This advanced elective course is designed to prepare graduate students to work with bilingual/multicultural populations in all clinical settings. Emphasis is placed on pre-evaluation issues (cultural differences, cultural competence, child-parent socialization practices, accents/dialects, limited English proficiency, second-language acquisition, bilingualism, BICS vs. CALP, etc.), working with interpreters, and using EBP to design and implement evaluations and intervention effectively when working with bilingual/multicultural populations. **This course is required for students enrolled in the Hispanic Emphasis Specialization.**

*CMDS 6460 Communication Disorders in Special Populations (3 credits)*

This course examines communication and feeding impairments in select clinical populations including those with genetic syndromes and developmental disorders. Topics covered include genetic and biological characteristics, developmental and lifespan issues, and evaluation and treatment of communication and feeding. Among the special populations discussed are

individuals with autism, infants cared for in the neonatal intensive care unit, and infants born with neonatal abstinence syndrome.

*CMDS 6470 Advanced Counseling in Communication Disorders (3 credits)*

This **elective course** is designed to provide students with an advanced knowledge and skills related to the goals and practice of counseling in daily interactions with clients with communication disorders, their families, and significant others.

*CMDS 6470: Counseling in Communication Disorders (3 credits)*

This graduate level course is designed to provide speech-language pathology students with an overview of the goals and practice of counseling in daily interactions with clients with communication disorders. This course is offered as an elective.

*CMDS 6630 Research Seminar (1-3 credits)*

This seminar, taken for **elective credit**, provides the student with experience in the research process. The student will have a variety of options including assisting with faculty research or developing an independent research project. The course may be repeated for a maximum of 6 credits as appropriate.



**Stockton University Communication Disorders Program Strategic Plan**

July 1, 2020 to June 30, 2025

Executive Summary

Stockton University's Strategic Plan addresses six key areas of focus, each of which builds on the institutional commitments articulated in the University's Mission, Vision, and Values statements. The CMDS faculty along with input from staff, students, alumni, and Advisory Board Members have prepared the Communication Disorders Program Strategic Plan which aligns with the University's Strategic Plan and the mission and values of the Communication Disorders Program.

*The mission of the Master of Science in Communication Disorders Program is to prepare students for New Jersey Licensure and for certification by the American Speech-Language-Hearing Association in speech-language pathology, as well as for certification as Speech-Language Specialists by the New Jersey Department of Education; to demonstrate the principles of evidence-based practice; to provide opportunities for continuing education; and to provide direct clinical services to the surrounding community.*

*The vision of the Master of Science in Communication Disorders Program is to be the premiere program for the study of communication disorders in Southern New Jersey.*

The core values of the Master of Science in Communication Disorders Program align with those of the University and ASHA

- Excellence in teaching and dedication to learning;
- Inclusion and diversity;
- Integrity and Respect;
- Community Engagement;

The Strategic Plan for the Communication Disorders Program aligns specifically with the following key area and associated outcomes of the University Strategic Plan: Teaching and Learning; Diversity and Inclusion.

A copy of the plan is posted on the Communication Disorders Program webpage:

<https://www.stockton.edu/graduate/communication-disorders.html>. A copy of the Communication Disorders Program Strategic Plan along with the Action Plan may be obtained upon request from the Program Director.

**APPENDIX H**

**Master of Science in Communication Disorder (MSCD) Program  
PLAN OF STUDY**

**Name:** \_\_\_\_\_ **Z#:** \_\_\_\_\_ **Preceptor:** \_\_\_\_\_

<b>FALL 1</b>	<b>CREDITS</b>	<b>COMPLETED</b>	<b>GRADE</b>
CMDS 5125 Advanced Clinical Methods	3		
CMDS 5901 Clinical Methods Application	2		
CMDS 5110 Neurological Bases of Communication Disorders	3		
CMDS 5120 Language Disorders in Young Children	3		
CMDS 5310 Disorders of Phonology	3		
CMDS 6110 Research in Communication Disorders	3		

Total Number of Observation Hours Completed: \_\_\_\_\_ Portfolio Started: Yes No  
 Total Number of Clinical Hours Completed: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

<b>SPRING 1</b>	<b>CREDITS</b>	<b>COMPLETED</b>	<b>GRADE</b>
CMDS 5220 Language Disorders in School-Aged Children & Adolescents	3		
CMDS 5410 Diagnostic Methods	3		
CMDS 5905 Diagnostic Methods Application	2		
CMDS 6210 Acquired Adult Language Disorders	3		
CMDS 6430 Dysphagia	3		
ELECTIVE			
PRACTICUM			

Total Number of Clinical Hours Completed: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_  
 Date of Portfolio Review: \_\_\_\_\_

**MSCD PLAN OF STUDY (Page 2)**

<b>SUMMER 1</b>	<b>CREDITS</b>	<b>COMPLETED</b>	<b>GRADE</b>
CMDS 5420 Clinical Audiology for SLPs	3		
ELECTIVE			
ELECTIVE			
PRACTICUM			

Total Number of Clinical Hours Completed: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

Date of Portfolio Review: \_\_\_\_\_

<b>FALL 2</b>	<b>CREDITS</b>	<b>COMPLETED</b>	<b>GRADE</b>
CMDS 6460 Communication Disorders in Special Populations	3		
CMDS 6440 Motor Speech Disorders	3		
ELECTIVE			
PRACTICUM			

Total Number of Clinical Hours Completed: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

Date of Portfolio Review: \_\_\_\_\_

<b>SPRING 2</b>	<b>CREDITS</b>	<b>COMPLETED</b>	<b>GRADE</b>
CMDS 5230 Augmentative and Alternative Communication	3		
CMDS 5455 Disorders of Voice & Fluency	3		
ELECTIVE			
PRACTICUM			

Total Number of Clinical Hours Completed: \_\_\_\_\_ Date of Portfolio Review: \_\_\_\_\_

Total Number of Credits Completed: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

Preceptor's Signature: \_\_\_\_\_

**Master of Science in Communication Disorder (MSCD) Program  
Individual Intervention Plan**

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I. Identifying Information

Student's Name: \_\_\_\_\_

Student Z#: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Course Name and Number indicating intervention need:

\_\_\_\_\_

Course Instructor: \_\_\_\_\_

Type of Intervention: (circle appropriate area)      ACADEMIC INTERVENTION

CLINICAL INTERVENTION

Initiation Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

Preceptor's Name: \_\_\_\_\_

Preceptor's Signature: \_\_\_\_\_

II: Student Acknowledgement (Signed at initiation on plan)

I, \_\_\_\_\_, understand the INTERVENTION plan for course \_\_\_\_\_, and I agree to comply with the procedures specified therein.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

III. Intervention Plan Outline

To be completed prior to initiating intervention. At least one row of the table must be completed. Competency standards in knowledge and/or skill areas should be identified.

Area of Knowledge or Skill Requiring Intervention	Actions Required by Student	Outcome Measure	Supervising Instructor	Date to be Completed

IV: Instructor Certification (To be completed at the end of the INTERVENTION)

I certify that student \_\_\_\_\_ has met the requirements of the Intervention Plan for course \_\_\_\_\_ and I validate their participation and accept their performance in fulfillment of its goals.

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

V. Reviewed by Program Director on \_\_\_\_\_

Date

\_\_\_\_\_ has/has not met the requirements of this plan.

Student's name

Signature of Program Director: \_\_\_\_\_

Developed January 9, 2011 by AJH/MSCD Program Director  
Revised July 2020

**Master of Science in Communication Disorder (MSCD) Program  
Probationary Contract**

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The following contract is established by the Academic and Professional Standing Committee of the Communication Disorders (MSCD) Program with \_\_\_\_\_.  
(student)

The student named above will be placed on a **probationary status** and will continue to be enrolled as a matriculated student in the Communication Disorders Program at Stockton University subject to the completion of the responsibilities outlined in this contract. Probationary status will cease to be in effect upon completion of contractual requirements, provided no other cause for probation arises. Failure to complete the contractual responsibilities by the deadlines listed in the contract will result in a hold on the student’s record and consideration for dismissal by the Academic and Professional Standing Committee.

Effective date of contract: \_\_\_\_\_

**This contract will remain in effect until the listed tasks are completed and verification of completion is received by the Chair of the Academic and Professional Standing Committee.**

Responsibility/Task	Relevant Faculty Member	Additional Notes	Deadline	Verified (Initialed)

\_\_\_\_\_  
Chair, Academic and Professional Standing Committee

By signing below, I indicate that I have received a copy of this contract and agree to abide by its provisions.

\_\_\_\_\_/\_\_\_\_\_  
Student Date

\_\_\_\_\_/\_\_\_\_\_  
Witness to student’s signature Date

**Master of Science in Communication Disorders (MSCD) Program  
Hispanic Emphasis Specialization (HES)  
Documents**

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**Master of Science in Communication Disorders (MSCD) Program  
Hispanic Emphasis Specialization (HES) Faculty  
About the Specialization**

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**MSCD-HES Faculty:**

Dr. Phillip A Hernández, EdD, CCC-SLP  
*Assistant Professor of Communication Disorders*

Dr. Amy J. Hadley, EdD, CCC-SLP  
*Associate Professor of Communication Disorders*

**MSCD-HES Steering Committee:**

Dr. Phillip A Hernández, EdD, CCC-SLP (Chair)  
*Assistant Professor of Communication Disorders*

Dr. Amy J. Hadley, EdD, CCC-SLP  
*Associate Professor of Communication Disorders*

Dr. Arnaldo Cordero-Román, PhD  
*Associate Professor of Spanish*

Dr. Merydawilda Colón, PhD  
*Executive Director of Stockton Center for Community Engagement  
Tenured Professor of Social Work*

Nicolette Massino, MS, CCC-SLP  
*Bilingual Speech-Language Pathologist  
Wildwood Public Schools  
Bilingual Extension Institute Certificate-Columbia University*

**Mission:**

The MSCD-Hispanic Emphasis Specialization (HES) is an option for students enrolled in Stockton University's Master of Science in Communication Disorders Program (MSCD). The purpose of HES is to enhance the preparation of future bilingual speech-language pathologists with a special interest in working with Spanish-English bilingual individuals diagnosed with communication and/or swallowing disorders.



### Eligibility:

Prospective students interested in the MSCD-Hispanic Emphasis Specialization at Stockton University must complete the following:

- Respond to MSCD-Hispanic Emphasis Specialization questions on the Supplementary Application of the MSCD graduate program application on CDCAS.
- In Spanish, please write a brief essay (500 words or less) on the reason for wanting to participate in the MSCD-Hispanic Emphasis Specialization.
- Pre-requisite Course: Demonstrate completion of a course in *Second Language Acquisition* with a B+ or higher:
  - prior to starting the MSCD program –OR–
  - prior to the beginning of semester 2 during year 1 of the MSCD program.The course is offered at Stockton online (EDUC 5203: *Second Language Acquisition*) and at any other College/University that offers an English as a Second Language (ESOL or TESOL) certification program.
- Earn acceptance to the MSCD graduate program.
- Demonstrate Spanish language proficiency with a phone interview conducted in Spanish with Spanish-speaking Stockton faculty members.

Based on the number of credits allocated, the MSCD Program, usually two Graduate Assistantships are awarded to students in the MSCD HES Program. Students must complete the Graduate Assistantship Application at the time of application to the MSCD Program. Assistantships are usually awarded based on date of acceptance into the program and based on review of the student's Graduate Assistantship application.

**MSCD-Hispanic Emphasis Specialization Curriculum:**

***MSCD- Hispanic Emphasis Specialization (HES):***  
**Number of Credits: 61**

<p><b>Total Credits 61</b></p>	<p><b>MSCD-Hispanic Emphasis Specialization Course Requirements</b></p>
<p><b>48 credits</b></p>	<p><b><i>Successfully complete all required MSCD Courses:</i></b></p> <p>MSCD-HES assignments are infused throughout the MSCD curriculum.</p>
<p><b>6 credits</b></p>	<p><b><i>Required Elective:</i></b></p> <p><i>CMDS 6450: Advanced Cultural and Linguistic Diversity Issues in Communication Disorders [Fall Year 2]</i></p> <p><b><i>Second Elective:</i></b></p> <p><i>CMDS 6630: Research Seminar -OR- One Other MSCD Elective</i></p>
<p><b>7 credits</b></p>	<p><i>CMDS 5900 Clinical Methods Application (2credits)</i>  <i>CMDS 5901 Clinical Practicum I (2 credits)</i>  <i>CMDS 5902 Clinical Practicum II (3 credits)</i>  <i>CMDS 5903 Clinical Practicum III (3 credits)</i>  <i>One of the off-campus practica (CMDS 5902 or 5903) will be in a school-based setting with bilingual clients. The placement will be arranged in consultation with the Academic Fieldwork Coordinator.</i></p> <p><b><i>HES Required Clinical Experiences:</i></b></p> <p><i>CMDS 5904: Bilingual Specialty Clinic (required- 1 credit) [Spring or Summer Semester during Year 1]</i></p>

- Students who participate in the MSCD-Hispanic Emphasis Specialization take all of the same required courses as other students in the MSCD curriculum.
- MSCD-Hispanic Emphasis Specialization learning activities are integrated through specialized assignments in the following courses:

Core Courses:

- CMDS 5120: *Language Disorders in Young Children*
- CMDS 5125: *Advanced Clinical Methods*
- CMDS 5220: *Language Disorders in School-Age Children*
- CMDS 5230: *Augmentative and Alternative Communication*
- CMDS 5310: *Speech Sound Disorders*
- CMDS 5410: *Diagnostic Methods*
- CMDS 5455: *Disorders of Voice and Fluency*
- CMDS 6110: *Research in Communication Disorders*
- CMDS 6210: *Acquired Adult Language Disorders*
- CMDS 6430: *Dysphagia*
- CMDS 6440: *Motor Speech Disorders*
- CMDS 6460: *Communication Disorders in Special Populations*

MSCD Program Electives:

- CMDS 6420: *Advanced Topics in Medical Speech Pathology*
  - CMDS 5470: *Speech-language Pathology in the School Setting*
  - CMDS 6470: *Advanced Counseling in Communication Disorders*
  - CMDS 6630: *Research Seminar*
- Instructors are notified of the MSCD-HES students enrolled in their courses.
  - Students should consult with their instructors to identify at least one course requirement (in each course) that they will prepare using a bilingual/multicultural focus (e.g., class presentation, article review, research proposal, research study, case study, etc.).
  - For CMDS 6110: *Research in Communication Disorders*, the required literature review must address a bilingual/multicultural topic related to the field of communication disorders.

**MSCD-Hispanic Emphasis Specialization  
Community Engagement Requirement:**

The graduate students in the MSCD-Hispanic Emphasis Specialization will complete a minimum of 10 hours of service to the Hispanic community which may include, but is not limited to: volunteer work in a variety of settings or events, development of bilingual materials, and/or parent/teacher workshops related to issues in communication disorders (e.g.: assessment, treatment, literacy, bilingualism, classroom and home strategies, pre-referral, etc.).

### **MSCD-Hispanic Emphasis Specialization Clinical Coursework:**

- A minimum of one clinical practicum in bilingual speech-language pathology (*CMDS 5904: Bilingual Specialty Clinic*) will be required with the opportunity to serve bilingual clients under the supervision of Dr. Phillip A. Hernández, Ed.D., CCC-SLP and/or Dr. Amy J. Hadley, Ed.D., CCC-SLP.
- A minimum of one school-based clinical practicum (*CMDS 5902: Practicum 2* or *5903: Practicum 3*) will be completed in a setting with bilingual clients.

### **MSCD-Hispanic Emphasis Specialization Research Project or Capstone Project:**

- MSCD-HES students will complete a research project or capstone project to be presented to MSCD faculty and peers during the spring semester of Year 2.
- Sample capstone projects may consist of, but are not limited to:
  - discussion of professional binder with artifacts,
  - literature review,
  - workshop (for other SLPs, teachers, etc.).
- The nature of the capstone project is up to the student but should be developed in consultation with a HES faculty member. The Capstone Project Proposal form should be completed and submitted to Dr. Hernández by the end of the spring semester of the student's first year in the program.
- Students interested in completing a research project must meet the requirements for enrollment in *CMDS 6630: Research Seminar*. Among the requirements is acceptance of a research proposal by the course instructor(s).

## Hispanic Emphasis Specialization: Academic Standards and Outcomes

### MSCD-Hispanic Emphasis Specialization Academic Standards

Once accepted into the MSCD-Hispanic Emphasis Specialization, students must demonstrate the following:

- Achieve and maintain academic and clinical standards required of all graduate students in the MSCD graduate program (as explained in the *MSCD Graduate Student Handbook*).
- Complete all integrated bilingual/multicultural course assignments with a grade of ‘B’ or better.
- Complete the required elective course: *CMDS 6450: Advanced Cultural and Linguistic Diversity Issues in Communication Disorders*, with a grade of ‘B’ or better.
- Complete *CMDS 5904: Bilingual Specialty Clinic* with a grade of ‘B’ or better.
- Complete an external practicum with bilingual clients (*CMDS 5902 or CMDS5903*) with a grade of ‘B’ or better.

Students will be dismissed from MSCD-Hispanic Emphasis Specialization if they fail to successfully remediate any earned grades that fall below a ‘B’ related to:

- MSCD-HES course specific assignments infused into MSCD courses,
- MSCD-HES required elective course *CMDS 6450: Advanced Cultural and Linguistic Diversity Issues in Communication Disorders*,
- *CMDS 5904: Bilingual Specialty Clinic*.

Dismissal from the Hispanic Emphasis Specialization is considered independently from an assessment of Satisfactory Academic and/or Clinical Progress in the Master of Science in Communication Disorders Program. Students should refer to the section on Progress Monitoring in the *MSCD Program Handbook*.

### MSCD-Hispanic Emphasis Specialization Outcomes

Prior to graduation, students in the MSCD-Hispanic Emphasis Specialization will demonstrate competencies needed to provide appropriate diagnostic and therapeutic services to monolingual (Spanish) and bilingual (English and Spanish) Hispanic clients through various MSCD course assignments, required elective (*CMDS 6450*), required bilingual specialty clinic (*CMDS 5904*), community engagement activities in the Hispanic community, capstone project/research project, and clinical experiences.

MASTER OF SCIENCE IN COMMUNICATION DISORDERS  
HISPANIC EMPHASIS SPECIALIZATION  
CAPSTONE PROJECT PROPOSAL FORM

*To be completed by the end of Year 1- Spring Semester.*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Proposed Title:
2. Description of Capstone Project:
3. Proposed Date:
4. Proposed Audience:
5. Proposed Format:
6. Proposed Venue:
7. HES Faculty Feedback:
8. Date Capstone Project was discussed with HES faculty members: \_\_\_\_\_
9. Date Capstone Project was approved by HES faculty members: \_\_\_\_\_

**HES Faculty Signatures:**

\_\_\_\_\_  
Phillip A. Hernández, Ed.D., CCC-SLP

\_\_\_\_\_  
Date

\_\_\_\_\_  
Amy J. Hadley, Ed.D., CCC-SLP

\_\_\_\_\_  
Date

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

**MSCD- Hispanic Emphasis Specialization (HES)**  
**MSCD- HES Course Assignments Log**

<b>Course</b>	<b>Description of HES Assignment(s)</b>	<b>HES Assignment(s) Grade</b>
CMDS 5125: <i>Advanced Clinical Methods</i>		
CMDS 5310: <i>Speech Sound Disorders</i>		
CMDS 6110: <i>Research in Communication Disorders</i>		
CMDS 5120: <i>Language Disorders in Young Children</i>		
CMDS 5410: <i>Diagnostic Methods</i>		
CMDS 6210: <i>Acquired Adult Language Disorders</i>		
CMDS 6430: <i>Dysphagia</i>		
CMDS 5220: <i>Language Disorders in School-Aged Children</i>		

CMDS 6460: <i>Communication Disorders in Special Populations</i>		
CMDS 5455: <i>Disorders of Fluency and Voice</i>		
CMDS 5230: <i>Augmentative and Alternative Communication</i>		
CMDS 6440: <i>Motor Speech Disorders</i>		

PAH- 6/20



Name: \_\_\_\_\_

Semester: \_\_\_\_\_

**APPENDIX K-6**

**MSCD- Hispanic Emphasis Specialization (HES)**

*Required MSCD-HES Clinical Experiences Log*

<b>Course</b>	<b>Semester</b>	<b>Clinical Setting</b>	<b>Population(s)</b> Mexican/Puerto Rican/Cuban/ Dominican, etc.	<b>Types of Disorders</b>	<b>Tx Hours</b>	<b>Dx Hours</b>	<b>Total Hours</b>
CMDS 5904: <i>Bilingual Specialty Clinic-Dx</i>							
CMDS 5901: <i>Practicum 1 *if client available</i>							
CMDS 5902: <i>Practicum 2</i>							
CMDS 5903: <i>Practicum 3</i>							
CMDS 5410: <i>Diagnostic Methods-Dx Assignment *if client available</i>							
CMDS 5411: <i>Clinical Methods Application *if client available</i>							

<b>Course</b>	<b>Semester</b>	<b>Clinical Setting</b>	<b>Population(s)</b> Mexican/Puerto Rican/Cuban/ Dominican, etc.	<b>Types of Disorders</b>	<b>Tx Hours</b>	<b>Dx Hours</b>	<b>Total Hours</b>
OTHER: <i>Speech &amp; Hearing Screenings</i>							

PAH- 6/20

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

**APPENDIX K-7**

**MSCD- Hispanic Emphasis Specialization (HES)**

*Hispanic Community Engagement Activities Log*

**Minimum of 10 Hours**

<b>Date</b>	<b>Event/ Location</b>	<b>Description of Event/Activity &amp; Your Role</b>	<b>Brief Reflection</b>	<b>Hour(s)</b>

This manual was last updated on July 24, 2020  
by: Amy J. Hadley, Ed., CCC-SLP  
Associate Professor of Communication Disorders/Program Director