

## **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 masks, gowns, safety 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 technical standards are taken from those that are listed by The Occupational Information Network (O\*NET).** (Retrieved electronically on July 9, 2020 from: <https://www.onetonline.org/link/summary/29-1127.00>) The Occupational Information Network (O\*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce. To learn more about O\*NET and how the list was developed, go to: <https://www.onetcenter.org/overview.html>

The following standards are those expected of any speech-language pathologist with or without reasonable accommodations

**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.

