

MASTER OF SCIENCE IN COMMUNICATION DISORDERS PROGRAM

Stockton University

School of Health Sciences

Program Handbook

2019 – 2020

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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 set by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) (which issues the Certificate of Clinical Competence; CCC-SLP), 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 will 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 manual 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, Ed.D., CCC-SLP
Program Director, MSCD Program
(609) 626-3531
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:

<http://www.njconsumeraffairs.gov/Documents/hcreporting/Health-Care-Professional-Responsibility-Act-Reporting-Form.pdf>

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

Other complaints may be directed to the following personnel:

Dr. Amy Hadley, Program Director of the MSCD Program

amy.hadley@stockton.edu

Dean of the School of Health Sciences

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.

STRATEGIC PLAN

Communication Disorders (MSCD) Program Strategic Plan

The program's current strategic plan can be viewed in **Appendix E** 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 and Supervisor, Stockton Speech and Hearing Clinic

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.
Assistant Professor of Communication Disorders

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

Adjunct Faculty

Jennifer Drenchek-Cristiano, M.A., CCC-SLP
Adjunct Instructor

Kelly Maslanik, M.S., CCC-SLP
Adjunct Instructor

Maegan Mapes, Au.D., CCC-A SLP
Adjunct Instructor

Kristopher Cleary, M.S., CCC-SLP
Adjunct Instructor/Clinical Instructor

Diane Laverty, Ed.D., CCC-SLP
Adjunct Instructor/Clinical Instructor

Clinical Staff

Linda Boyd, B.S.
Program Assistant

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. Individuals applying for certification after January 1, 2020 will need to meet 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 curriculum is located in **Appendix C**.

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 their 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 clinical 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 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.

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 placement sites 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 I.**

*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 beliefs or attitudes about 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. You should date the completion of all materials and **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 candidate 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

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 *ASHA 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 registration and to review their progress on the Plan of Study form as well as their progress on the requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (SLP), New Jersey Licensure (SLP), and New Jersey Speech-Language Specialist certification (NJ Dept. of Education). 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). 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 provide proof of registration for the Praxis II prior to completing their final semester of study in order for the Program Director to approve the candidate's degree.** Additional information 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 with a GPA of 3.5 or better (on a 4-point scale) while enrolled in the 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. Additional information is found on the Society's website: 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.

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

According to the NSSLHA website (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

For a complete description of Stockton University policies, students should refer to the current *Stockton Academic Bulletin* at: <https://stockton.edu/academic-bulletin/documents/stockton-university-academic-bulletin.pdf>

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.

Among other topics, Policies and Procedures in the *Stockton Bulletin* include:

- [Emergency Closings](#)
- Academic Advising – [The Role of the Preceptor](#)
- [Student Records Policy](#)
- [Academic Honesty](#)
- [Academic Progress](#)
- [Matriculation Requirements](#)
- [Leave of Absence](#)
- [Withdrawal and Readmission](#)
- [Code of Conduct](#)
- [Research and Ethics](#)

Additional Policy and Procedures for the MSCD Program include:

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

EMERGENCY CLOSINGS

Emergency closings are posted on the **Stockton University Web Page** www.stockton.edu, announced on the **University Automated Telephone System** (609) 652-1776, and announced via the emergency text messaging option.

All students can "[opt in](#)" to the University's emergency text-messaging system, which enables a limited number of campus administrators to send urgent text messages to subscribers' cell phones in the event of an emergency.

To subscribe, log into [goStockton](#), go to the **Student Services** tab, then to the **Personal Information** channel, click on **Update Emergency Text Messaging Contacts**, and provide contact information.

THE ROLE OF THE PRECEPTOR

Stockton University utilizes the *preceptorial model* of advising. In this model, precepting is viewed as teaching.

Each student in the Master of Science in Communication Disorders Program at Stockton University will be assigned a preceptor (a faculty member of the program). A preceptor serves as an 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. Students are assigned to a preceptor upon matriculation but 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>

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. All students enrolled in graduate courses at Stockton University are required to follow all University policies including the Academic Honesty Policy specified in the *Stockton University Academic Bulletin*. 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. **Students are responsible for reading and understanding the University's Academic Honesty Policy found** <https://stockton.edu/policy-procedure/documents/procedures/2005.pdf>

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 or Leave of Absence Form 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 of the *Stockton University Academic Bulletin*.

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.

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 and Program Policies and Procedures, will not be considered for readmission to the Communication Disorders Program.

The University Policy on Leave of Absence and Readmission is found at:

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

GRADUATE STUDENT CODE OF CONDUCT

Graduate students are expected to adhere to *Stockton University's Campus Code of Conduct* which is detailed in the *Stockton University Academic Bulletin*.

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/>

MSCD PROGRAM

Grievance Procedure for Students

If a student has a complaint, academic and/or clinical problem, etc., he/she 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 preceptor and submit the complaint in writing.
3. If the problem is still unresolved to the student's satisfaction, then he/she should contact the Program Director in writing.
4. If the complaint is still not resolved to the satisfaction of the student, he/she 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.

For more information on filing a complaint, see [above](#).

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

Students are expected to attend **ALL** scheduled classes and participate in lectures, examinations, observations, practicums, professional events, clinical experiences and any other functions required by the program faculty. If a student must be absent, it is the responsibility of each individual student to contact the course instructor prior to the scheduled class or activity, make up the work missed and provide appropriate work assignments or documentation as required by the instructor. Students who are engaged in group work for their courses are expected to alert their group members of their absence and to complete all work associated with the project. Documentation may include medical clearance to participate in classroom or clinical activities, and/or may be required by the instructor to document absence.

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.

Submitting Assignments

- All assignments are to be completed and submitted according to the written and verbal directions provided by the course instructor/faculty. It is the responsibility of the student to seek clarification if any assignment guidelines are unclear. Students are expected to apply good effort in completing assignments that are responsive to guidelines provided and reflect graduate level work, including proper review and editing.
- Requesting clarification or appropriate assistance for the completion of an assignment should occur in a manner mutually convenient for the student and faculty. All faculty members have established office hours (listed on the course syllabi). Office hours are specifically made available to address student issues related to coursework. Please use this time appropriately to ask specific questions about assignments.
- Faculty assistance with course assignments is limited to clarification of guidelines and addressing specific student questions (unless a specific course assignment specifies other services available). Students are expected to attempt to answer questions and complete assignments utilizing appropriate resources. **It is not appropriate to request that a faculty member review an assignment prior to its due date for correctness or grading purposes.**
- No grading of an assignment will occur prior to the date indicated on the syllabus unless special arrangements have been made with the course instructor/faculty as a reasonable accommodation for special circumstances.
- Individual faculty have the right to determine point deductions or other penalties for the submission of assignments that are late, incomplete, or poorly executed.
- Students are encouraged to utilize appropriate and available Stockton resources, such as the library staff, to complete assignments that are responsive to the guidelines provided.

Grading of Assignments and Examinations

- The expectations for assignments such as projects, papers, presentations, and examinations will be indicated in the syllabus or assignment guidelines provided by the course instructor/faculty. Meeting these expectations is the responsibility of the student.
- The grading of an assignment is based on how well the assignment meets the guidelines provided. If assignment guidelines/directions/expectations are not clear to a student, he/she is responsible for seeking clarification from the faculty member utilizing office hours or other appropriate methods (question period during class, email, discussion before/after class as appropriate, etc.).
- Assignments are graded solely based on the quality of work produced and responsiveness to the assignment guidelines provided.

- Once an assignment has been graded, students who have specific questions or concerns regarding the grading of an assignment should speak with the appropriate faculty member during office hours or at a scheduled appointment. Discussion about grading should not occur during class time unless solicited by the faculty member.
- Student assignment 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.

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. As a professional, 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.

Full-time faculty members schedule office hours each week during the semester. Each faculty member will indicate office location and hours on the course syllabus. Although students do not need to schedule an appointment to speak to a faculty member during office hours, it may be beneficial to schedule an appointment. Otherwise, students are seen on a first-come, first-served basis. Also, there may be times when a faculty member is meeting with a student or conducting other office hour business in a location other than his/her office. If a number of students are waiting to speak to a faculty member during designated office hours, it may be necessary to provide time limits for individual student issues. If scheduled office hours are not convenient for students, most faculty offer scheduled meetings outside of established office hours. To make arrangements for a scheduled appointment, contact the faculty member directly.

Faculty members may also choose to be available via e-mail and telephone as provided on the course syllabus. Students should send e-mails 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 Communications

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 should confirm with faculty members the preferred format for submission of assignments when using electronic communication (e.g. e-mail, Blackboard, etc.). Should you require 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 III: PROGRESS MONITORING – MSCD PROGRAM

Plan of Study

A [Plan of Study](#) listing requirements for the academic and clinical components of the MSCD program (**Appendix F**) 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 2014 ASHA certification requirements (and subsequent applicable revisions for 2020) for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), towards completion of requirements for the following: graduation, ASHA certification, state licensure, and requirements for licensure by the New Jersey Department of Education.

Students are responsible for maintaining copies of all critical documents – especially those pertaining to ASHA certification, state licensure, and state teacher's certification. Apart from the faculty of the MSCD program, the student him/herself, and representatives of accrediting agencies (e.g. The Council on Academic Accreditation), no other individual shall be allowed access to student 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 manners. 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 he/she is 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 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.

Any faculty member (including professional staff) or a student's preceptor may refer a student for academic review by the MSCD APS Committee. A student who incurs any of the above academic infractions will be notified accordingly of their probationary status in writing by the MSCD APS Committee. A hold may also be placed on the student's account.

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 there is no basis for further action.
2. The APS Committee may decide that a specific intervention plan should be established.

The INTERVENTION POLICIES AND PROCEDURES are found in the next section of the handbook.

- Upon notification of probation status, the student on academic probation is expected to meet with his/her/their preceptor to discuss an academic intervention plan.
- Students on academic probation in the MSCD Program must adhere to the academic intervention plan.
- A student on probation who does not accomplish this may be considered for dismissal from the graduate program and from the University.

An intervention plan may include (in addition to other requirements) retaking the 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. Dismissal can occur any semester, including the last semester of enrollment in 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 where an appointee of the University Provost will review the appeal. 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 professors with diverse backgrounds, viewpoints, and perspectives. It is expected that all persons be treated with respect at all times while striving to understand and value diversity. This is demonstrated through behavior that displays sensitivity, courtesy, and tact. 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 professors, supervisors, clients, clients' families, and other students. Since it is possible for a student to have difficulty relating with one particular professor 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 (as found in *the Stockton University Bulletin*).
- Meeting the standards of professional conduct and personal integrity, as described in the *ASHA Code of Ethics*.
- Courteous and respectful behavior towards other students, faculty, University staff, agency staff, clinical supervisors, or clients as well as their family/caregivers/significant others.

- Consistent ability to maintain a respectful and non-judgmental demeanor with regard to cultural and social diversity including race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.
- 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: by 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. (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 potential Requester(s) must make all reasonable efforts to resolve the matter with the student(s), 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 Students Rights and Responsibilities.

Efforts to resolve the matter must be documented in writing by the potential Requester(s), regardless of whether a request is dealt with by the APS Committee.

1. If an eligible person files a request with the APS Committee, it must be filed with the APS Committee Chair in writing, dated, and signed by the Requester(s). 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(s), date, location, approximate time, and names of persons present;
 - b. all efforts to resolve prior to filing with the Committee, as required by point “a” above, with written documentation of same; and
 - c. the Requester(s)’s recommended action.
2. Barring extenuating circumstances, the APS Committee shall notify the Requester(s) 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(s) and Requester of the following:
 - a. the APS Committee’s decision – including a copy of the Requester’s request;
 - b. a copy of the Policy and Procedure Regarding Academic and Professional Performance;
 - c. notice to the student(s) that they must submit a written acknowledgement of the Requester’s filing to the APS Committee and the Requester 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. Student(s) responding to a Requester’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(s) must speak for themselves and the representative shall have no right to speak to the APS Committee, other than introducing himself or herself to the Committee.
5. APS Committee reviews are opportunities for both the Requester(s) and student(s) to submit their positions orally and in writing for Committee review. The Requester(s) and

student(s) 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. A Requester(s) or student(s) may ask the APS Committee chair to consider asking a question to the student(s) or Requester(s), 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 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 H.) 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, his/her 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 any semester, including the last semester of enrollment in the MSCD Program. Students will not be considered for professional behavior 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(s) or Requester(s), 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 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 his/her 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(s) or Requester(s), 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 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.

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

Outcome of the intervention will be determined, based on the plan developed by the preceptor, the Requestor, and the Program Director.

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. If the student's performance continues to be unsatisfactory, the course instructor should inform the student's preceptor of the potential need for formal intervention through the MSCD Program's Intervention Procedure.

In the event that a student is not making adequate progress towards academic and professional standards expectations, Intervention Procedures will be initiated in accordance with the *Procedures for Academic and Professional Performance Review*.

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 Requestor, the student's preceptor, and the student, with additional facility 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.

Academic Intervention

The following intervention actions are suggestions but not inclusive:

- If the student failed an examination, the course instructor may ask the student to respond to those questions that he/she 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 all of the questions responded to in error on the test to demonstrate proficiency. The student must then earn a grade of "B" or better; however, a change of grade remains at the discretion of 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.

If the student fails all attempts to demonstrate proficiency in academic knowledge or otherwise fails to complete the actions listed on the Individual Intervention Plan by the completion date, the student maintains the original grade.

Clinical Intervention

The faculty or professional staff member assigned as course instructor for the practicum experience should initially meet with the student to discuss his/her performance and possible causes for performance deficits in an effort to resolve the situation. Performance may include completed projects/assignments, concerns voiced by the student's practicum supervisor regarding knowledge or skills deficits, and/or violations of professional standards. If unsuccessful, the assigned course instructor should inform the student's preceptor of the need for intervention. The preceptor will review the student's work as well as the course instructor's and/or supervisor's concerns and complete, with the student, the MSCD Program Individual Intervention Plan. The following intervention actions are suggestions but not inclusive:

- When the student needs to complete additional study in the area of deficit, additional study may include:
 - A research paper on an area of clinical practice, communication disorder, and/or clinical practice.
 - 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 peer mentor that they are assigned to "shadow" in the Speech and Hearing Clinic on campus.
- 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 following on-campus intervention. This may delay a student's expected graduation date. 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.

A copy of the MSCD Program Individual Intervention Plan can be found in **Appendix G**.

PART IV. LICENSURE AND CERTIFICATION

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

Information on certification requirements for the ASHA Certificate of Clinical Competence can be located at www.asha.org/certification/SLPCertification

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.

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

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

<https://www.njconsumeraffairs.gov/aud/Pages/default.aspx>

L.1983, c. 420, s. 7, eff. Jan. 5, 1984.

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 university 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-9. Issuance; duration; renewal

The director, in consultation with the committee, shall issue a license to practice audiology or speech-language pathology to all applicants who meet the established qualifications. Licenses shall be effective for a period not to exceed 2 years and may be renewed biennially.

Licensure shall be granted independently in audiology or speech-language pathology. A person may be licensed in both areas if he is qualified.

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
APPENDICES**

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

Stockton University of New Jersey complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. 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.**

Revealing a disability is voluntary. However, such disclosure is necessary before any accommodations may be made. Therefore, prospective students are encouraged to identify their 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 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 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.

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 June 18, 2019 from: <http://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'/clients' progress and adjust treatments accordingly.
- Evaluate hearing or speech and language test results, barium swallow results, and medical or background information to diagnose and plan treatment for speech, language, fluency, voice, and swallowing disorders.
- Administer hearing or speech and language evaluations, tests, or examinations to patients to collect information on type and degree of impairments, using written and oral tests and special instruments.
- Write reports and maintain proper documentation of information, such as client Medicaid and billing records and caseload activities, including the initial evaluation, treatment, progress, and discharge of clients.
- Develop and implement treatment plans for problems such as stuttering, delayed language, swallowing disorders, and inappropriate pitch or harsh voice problems, based on own assessments and recommendations of physicians, psychologists, or social workers.
- Develop individual or group activities and programs in schools to deal with behavior, speech, language, or swallowing problems.
- 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.
- Complete administrative responsibilities, such as coordinating paperwork, scheduling case management activities, or writing lesson plans.
- Instruct clients in techniques for more effective communication, including sign language, lip reading, and voice improvement.
- Educate patients and family members about various topics, such as communication techniques and strategies to cope with or to avoid personal misunderstandings.

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.
- Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.
- Speaking – Talking to others to convey information effectively.
- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Reading Comprehension – Understanding written sentences and paragraphs in work related documents.
- Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Judgment and Decision-Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Learning Strategies – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Active Learning – Understanding the implications of new information for both current and future problem solving and decision-making.

Abilities

- Speech Recognition – The ability to identify and understand the speech of another person.
- Speech Clarity – The ability to speak clearly so others can understand you.
- Oral Comprehension – The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Deductive Reasoning – The ability to apply general rules to specific problems to produce answers that make sense.
- Hearing Sensitivity – The ability to detect or tell the differences between sounds that vary

in pitch and loudness.

- Written Comprehension – The ability to read and understand information and ideas presented in writing.
- Fluency of Ideas – The ability to generate a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Inductive Reasoning – The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- 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.

Work Activities

- 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.
- Making Decisions and Solving Problems – Analyzing information and evaluating results to choose the best solution and solve problems.
- Thinking Creatively – Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Updating and Using Relevant Knowledge – Keeping up-to-date technically and applying new knowledge to your job.
- Getting Information – Observing, receiving, and otherwise obtaining information from all relevant sources.
- Developing Objectives and Strategies – Establishing long-range objectives and specifying the strategies and actions to achieve them.
- Interpreting the Meaning of Information for Others – Translating or explaining what information means and how it can be used.
- Organizing, Planning, and Prioritizing Work – Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Documenting/Recording Information – Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

Work Styles

- Concern for Others – Being sensitive to others' needs and feelings and being understanding and helpful on the job.
- Integrity – Being honest and ethical.
- Cooperation – Being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- Dependability – Being reliable, responsible, and dependable, and fulfilling obligations.
- Independence – Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- Self-Control – Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- Social Orientation – Preferring to work with others rather than alone, and being personally connected with others on the job.
- Adaptability/Flexibility – Being open to change (positive or negative) and to considerable variety in the workplace.
- Attention to Detail – Being careful about detail and thorough in completing work tasks.
- Initiative – Willing to take on responsibilities and challenges.

The Stockton University Speech and Hearing Clinic

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

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.

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 online or obtained from the Clinic Director.

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

Fall 1	Spring 1
<ul style="list-style-type: none"> • CMDS 5125 Advanced Clinical Methods • CMDS 5900 Clinical Methods Application • CMDS 5310 Speech Sound Disorders • CMDS 5110 Neurological Bases of Communication Disorders • CMDS 6110 Research in Communication Disorders • CMDS 5120 Language Disorders in Young Children 	<ul style="list-style-type: none"> • CMDS 5410 Diagnostic Methods • CMDS 5411 Diagnostic Methods Application • CMDS 6210 Acquired Adult Language Disorders • CMDS 5220 Language Disorders in School Aged Children and Adolescents • CMDS 6430 Dysphagia <p>*CMDS 5901 Clinical Practicum I *Approved elective</p>
Summer 1	
<ul style="list-style-type: none"> • CMDS 5420 Clinical Audiology for Speech-Language Pathologists • Approved elective(s) • CMDS 5901 Clinical Practicum I or CMDS 5902 Clinical Practicum II 	
Fall 2	Spring 2
<ul style="list-style-type: none"> • CMDS 6440 Motor Speech Disorders • CMDS 6460 Communication Disorders in Special Populations • CMDS 5902 Clinical Practicum II or CMDS 5903 Clinical Practicum III <p>* Approved elective(s)</p>	<ul style="list-style-type: none"> • CMDS 5230 Augmentative and Alternative Communication • CMDS 5455 Disorders of Voice and Fluency <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 29, 2019)

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 (1 credit)

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 (3 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 speech, language and communication impairments in various genetic syndromes and developmental disorders, including autism, Down syndrome and craniofacial anomalies. Topics covered include genetic and biological characteristics, developmental and lifespan issues, and evaluation and treatment of communication.

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
School of Health Sciences
**Communication Disorders Program Strategic Plan
2016-2021**
(Initially Developed May 2016)

Executive Summary

This strategic plan aligns with the Master of Science in Communication Disorders (MSCD) Program Mission:

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.

This plan was developed by the MSCD faculty with input from Communication Disorders students and in alignment with the strategic planning of the University and the School of Health Sciences. The faculty utilized a SOAR analysis to identify strengths, opportunities, aspirations, and results. The plan is periodically reviewed by the faculty to assess progress.

The current plan prioritizes the following initiatives:

- Increasing student diversity.
- Increasing opportunities for students to gain experience with diverse clinical populations.
- Increasing opportunities for interprofessional education.
- Increasing our presence in the community while building community relationships.

For more information, or to provide input on these strategic planning initiatives, you may contact the program director, Dr. Amy J. Hadley at: amy.hadley@stockton.edu

Master of Science in Communication Disorders
MSCD Program Strategic Plan
2016-2021
(Developed May 2016)

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
<p>1) The program will develop a new marketing video for the Speech and Hearing Clinic as well as print and web-based resources in materials other than English.</p> <p>Alignment with University and School Plan in the area(s) of: Engagement</p>	<p>*Needs assessment for languages to be used in marketing</p> <p>* Determine which services can be provided by faculty and students in the Language program at Stockton</p> <p>*Explore how to make materials accessible for individuals who are deaf, hard-of-hearing, or visually impaired</p>	<p>Videographer</p> <p>Editor</p> <p>Translators/Interpreters</p> <p>Learning Access Program</p> <p>Participants for video</p>	<p>Speech and Hearing Clinic Director</p> <p>Graduate Assistants</p> <p>Dr. Monika Pawlowska</p>	<p>5/8/17 Graduate student to translate clinic materials (e.g. brochures, case history forms, etc.) during summer 2017</p> <p>5/2/18 University Relations and Marketing (URM) is revamping the brochure, website, and promotional materials. Will also include Spanish wording on video. Bring up to URM</p> <p>4/30/2019 Achieved</p>
<p>2) The program will develop a guiding document for students to use when discussing cultural preferences with clients.</p> <p>Revised goal 5/2/18</p>	<p>*Working group meetings</p> <p>*Development of draft materials</p> <p>*Pilot materials in courses</p> <p>*Implement in clinic training</p>	<p>CLD resources from ASHA</p> <p>Student researchers</p>	<p>CMDS faculty & Clinic Director</p>	<p>5/8/17 In CMDS 5125 and 5410, instructor has piloted discussions regarding cultural preference questioning. A working meeting will be scheduled fall 17 to compile existing documents.</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
<p>The program will develop a tool for students that will provide guidelines for determining client preferences during interactions.</p> <p>Alignment with University and School Plan in the area(s) of: Learning, Engagement, Global Awareness</p>				<p>5/2/18 Discussions of cultural differences will continue in both courses as well as incorporated into CMDS 5902/5903.</p> <p>4/30/2019 Dr. Hernández, Dr. Pawlowska, and students are developing a pool of questions. These may be integrated with the Clinical Rapport Tool that student researchers have developed.</p>
<p>3) The program will develop scripts and integrate the use of standardized patients into clinical education.</p> <p>Alignment with University and School Plan in the area(s) of: Learning, Engagement</p>	<p>*Review procedures for standardized patients</p> <p>*Identify need for cases (types of cases)</p> <p>*Script development</p> <p>*Training of standardized patients</p>	<p>Compensation for standardized patients</p> <p>Authors for scripts</p> <p>Standardized patients</p>	<p>Dr. Stacy Cassel</p> <p>Clinic Director</p> <p>CMDS faculty as supports</p>	<p>5/8/17 G-course developed (Cassel).</p> <p>Program continues to identify need for types of cases. For AY 16-17, need was met through use of guest clients.</p> <p>5/2/18 Being discussed as a freshman or transfer seminar. Consider what attributes could</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
				<p>be attached to the course to focus on what would entice enrollment rather than who the audience would be to take it.</p> <p>4/30/19 Dr. Cassel continues to explore the best way to integrate into existing courses.</p>
<p>4) Students will have opportunities for increased engagement in community-based events/activities, including collaboration with the NSSLHA chapter.</p> <p>Alignment with University and School Plan in the area(s) of: Learning, Engagement</p>	<ul style="list-style-type: none"> *Identify liaisons *Brainstorm potential events *Integrate opportunities into syllabi *Implement activities/events *Include opportunities with diverse populations 	<p>NSSLHA liaisons to each cohort- GAs</p> <p>Dr. Irene Sanders-NSSLHA advisor</p>	<p>CMDS faculty</p>	<p>5/8/17 G.A.s served as liaisons to the NSSLHA chapter at SU.</p> <p>IPE Event (April 17th); Intergenerational Luncheon; Wildwood Health Resources Day; Service-Learning assignment with Pomona Preschool</p> <p>5/3/18 Intergenerational Luncheon; Baby Day; Get Fit; Cape May County Health Resources Day; Service-Learning assignments with Pomona Preschool</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
				<p>Community screenings: Pilgrim Academy, Coastal Learning Center, Millhill Child and Family, Garden State Academy</p> <p>Adler Aphasia Group</p> <p>NSA support groups</p> <p>Balanced Child Therapy – hearing screenings</p> <p>NJSHA Advocacy Day</p> <p>Special Olympics – screenings in conjunction with Montclair University</p> <p>Pleasantville School District – preschool parent education</p> <p>4/30/19 Graduate assistant continues to serve as liaison between NSSLHA chapter and graduate students. Above-listed activities continue.</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
<p>5) The program will increase distribution of marketing materials for the Speech and Hearing Clinic.</p> <p>Alignment with University and School Plan in the area(s) of: Engagement</p>	<p>*Identify outlets for literature distribution</p> <p>*Identify sources for adult referrals</p>	<p>GA support</p> <p>List of physicians, PTA/PTO etc.</p>	<p>Clinic Director</p> <p>Fieldwork Coordinator</p> <p>GAs (as appropriate)</p>	<p>5/8/17 Delivered promotional materials to school districts in Atlantic and Gloucester County. Future: Ocean and Cape May.</p> <p>Folders were distributed with newsletter, welcome letter, and brochure to market adult neurogenic clinic (tentative).</p> <p>5/3/18 URM overhaul of marketing material – brochure, website, flyers, bilingual services</p> <p>Marketing materials to be sent with students to medical placements.</p> <p>4/30/19 Achieved</p>
<p>6) The program will seek ways to increase the diversity of the applicant pool.</p> <p>Alignment with University and</p>	<p>*Analysis of CSDCAS data</p> <p>*Increased awareness of program through other initiatives (see clinic video and marketing goal)</p>	<p>CSDCAS data archives</p>	<p>Dr. Amy Hadley</p> <p>CMDS students and NSSLHA chapter</p>	<p>5/8/17 Hispanic Emphasis Specialization was approved. Initiate fall 2018.</p> <p>Diversity grant received for conference</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
<p>School Plan in the area(s) of: Learning Engagement Globalization</p>	<p>*Events at high schools</p>			<p>(Vamos a Comunicar: Serving the Hispanic Population). Held September 29, 2017</p> <p>5/3/18 Data mining in progress.</p> <p>Rolled out HES in fall '18. 9 candidates applied, 2 accepted.</p> <p>Potential to market to current college and university students who have diverse backgrounds but have not yet considered a career in speech-language pathology.</p> <p>Networking with Rutgers University Linguistic program to counsel students into career of SLP.</p> <p>Continued communication with Spanish language program (re:</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
				<p>Minor in Spanish for Health Sciences)</p> <p>4/30/19 Received applications and offered admission to applicants for HES program for Fall 2019.</p> <p>CSDCAS data indicated that for the last two admission cycles, 11% of applicants identified their ethnicity as other than white. 16% of students enrolled for AY 2018-2019 represented diverse groups.</p>
<p>7) The program will serve as a resource to school districts for areas of specialty interest (e.g. bilingual, classroom collaboration, literacy, etc.)</p> <p>Alignment with University and School Plan in the area(s) of: Engagement</p>	<p>*Develop a list of the faculty's areas of expertise</p> <p>*Offer consultative services to our clinical partners in areas of special interest</p>	<p>CMDS Faculty Students</p>	<p>CMDS faculty</p>	<p>5/8/17 Completion of several independent evaluations through the S&H Clinic.</p> <p>Bilingual Specialty Clinic offered fall 16 and spring 17 semester in S&H Clinic.</p> <p>Schools course offers teacher training to preschool</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
				<p>program in Pleasantville.</p> <p>Suggestion made to market specialties/areas of expertise of faculty in order to serve as guest speakers for districts.</p> <p>Service-Learning assignment with Pomona Preschool</p> <p>5/3/18 Independent evaluations completed for bilingual and literacy needs.</p> <p>Referrals for literacy evaluations received for the Clinic.</p> <p>Exploration of partnerships with private schools to provide speech therapy services. - Possibly a specialty clinic?</p> <p>4/3/2019 Dr. Hadley serves as a consultant for SRI-ETTC, providing teacher training.</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
				Dine and Learn series held during AY 2018-2019.
<p>(Added May 2018) 8) Increase opportunities for students, faculty, and staff to participate in interprofessional education experiences and interprofessional practice.</p> <p>Alignment with University and School Plan in the area(s) of: Engagement</p>	<p>Work with SHS committee for space allocation for IPE Clinic</p> <p>Collaborate across disciplines/schools within university to develop assignments, events, activities, etc.</p> <p>Develop IPE opportunities within courses (assignments)</p> <p>Develop IPE opportunities within clinic courses (assignments)</p>	<p>Space</p> <p>Faculty/Staff/Students across university and within community</p> <p>Planning/meeting time</p>	<p>CMDS faculty, staff, and students</p>	<p>5/3/18</p> <p>Submitted a collaborative proposal to the Stockton Space Management Committee for an IPE Clinic (Stockton Medical Building space)</p> <p>Level II Occupational Therapy students are splitting time in a placement with the Clinic (summer 18)</p> <p>Continuing education events that are IPE with programs in SHS (Lit. reviews/poster presentations, clinical educator events, research experiences in externships)</p> <p>Intergenerational Luncheon; Baby Day; Get Fit</p> <p>4/30/2019</p> <p>Achieved except for increased space. University decided to lease Stockton Medical building space to</p>

Goals	Action Steps Needed	Resources Needed	Who is Responsible?	Results
				outside entity. Program Director will continue to work with Dean on advocating for increased IPE space.

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

Name: _____ Z#: _____ Preceptor: _____

FALL 1	CREDITS	COMPLETED	GRADE
CMDS 5125 Advanced Clinical Methods	3		
CMDS 5901 Clinical Methods Application	1		
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: _____

SPRING 1	CREDITS	COMPLETED	GRADE
CMDS 5220 Language Disorders in School-Aged Children & Adolescents	3		
CMDS 5410 Diagnostic Methods	3		
CMDS 5905 Diagnostic Methods Application	1		
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)

SUMMER 1	CREDITS	COMPLETED	GRADE
CMDS 5420 Clinical Audiology for SLPs	3		
ELECTIVE			
ELECTIVE			
PRACTICUM			

Total Number of Clinical Hours Completed: _____ Date Reviewed: _____

Date of Portfolio Review: _____

FALL 2	CREDITS	COMPLETED	GRADE
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: _____

SPRING 2	CREDITS	COMPLETED	GRADE
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**

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 his/her participation and accept his/her performance in fulfillment of its goals.

Instructor Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

V. Reviewed by Program Director on _____ (date).

Signature of Program Director: _____

Developed January 9, 2011 by AJH/MSCD Program Director
Revised July 2019

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

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

The student 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 Disorder (MSCD) Program Hispanic Emphasis Specialization

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

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 Spanish phone interview with native Spanish-speaking Stockton faculty member(s).

Students admitted to the MSCD-Hispanic Emphasis Specialization would be eligible for one of two Graduate Assistant (GA) positions (1-2 credits per semester) available for the top 2 HES candidates.

MSCD-Hispanic Emphasis Specialization Academic Curriculum:

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

Total Credits 61	MSCD-Hispanic Emphasis Specialization Course Requirements
<p>48 credits</p> <p><i>MSCD Courses</i></p>	<p>Successfully complete all required MSCD Courses:</p> <p>*MSCD-HES assignments infused throughout the MSCD curriculum</p>
<p>6 credits</p> <p><i>Electives</i></p>	<p>HES Required Elective:</p> <p><i>CMDS 6450: Advanced Cultural and Linguistic Diversity Issues in Communication Disorders [Fall Year 2]</i></p> <p>Second Elective:</p> <p><i>CMDS 6630: Research Seminar -OR- One Other MSCD Elective</i></p>
<p>1 credit</p> <p>6 credits (3 minimum)</p>	<p>HES Required Clinical Experiences:</p> <p><i>CMDS 5904: Bilingual Specialty Clinic (required- 1 credit) [Spring or Summer Semesters during Year 1]</i></p> <p>Minimum of one school-based clinical practicum (<i>CMDS 5902: Practicum 2</i> and/or <i>5903: Practicum 3</i>) will be completed in a setting with bilingual clients in <i>consultation with the MSCD Clinical Externship Coordinator (MaryAnn Schiattarella, MA, CCC-SLP).</i></p>

- Students who participate in the MSCD-Hispanic Emphasis Specialization take all of the same courses as students in the MSCD curriculum.
- MSCD-Hispanic Emphasis Specialization requirements 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: *Disorders of Phonology*
 - 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 6460: *Communication Disorders in Special Populations*
- Instructors are notified of the MSCD-HES students enrolled in their courses.
 - Instructors will permit these students to utilize a bilingual/multicultural focus with at least one course requirement (e.g., class presentation, article review, research proposal, research study, case study, etc.) in each course.
 - Students who choose to take CMDS 6630: *Research Seminar* must develop and submit a research proposal prior to taking the course. Students must follow research proposal procedures and deadlines as outlined by CMDS 6630 instructor, Dr. Pawlowska. The proposal should be prepared in consultation with Dr. Pawlowska, Dr. Hernández, and Dr. Hadley. These are the project faculty advisors for HES research projects.

**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 (5 hours by year 1; 5 hours by year 2), which may include, but not limited to volunteer work in a variety of settings and 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 Curriculum:

- 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.

- Minimum of one school-based clinical practicum (*CMDS 5902: Practicum 2* and/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.
- **Capstone Project:** sample capstone projects may consist of, but not limited to: professional binder discussion with artifacts, research paper, research project, workshop for other SLPs, CE training with HES faculty, etc.); up to the student with consultation with HES faculty member.

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 (see the MSCD Graduate Student Handbook).
- Complete all integrated bilingual/multicultural course assignments with a grade of 'B' or better.
- Complete the required course elective: *CMDS 6450: Advanced Cultural and Linguistic Diversity Issues in Communication Disorders*, with a grade of 'B' or better.
- Complete the required on-campus specialty clinic- *CMDS 5904-Bilingual Specialty Clinic* with a grade of 'B' or better.
- Complete a practicum with bilingual clients- *CMDS 5902/5903-Practicum 2* and/or *Practicum 3* with a grade of 'B' or better.

Students will be dismissed from MSCD-Hispanic Emphasis Specialization if they demonstrate the following:

- Fail to maintain program standards required of all graduate students in MSCD (*refer to the MSCD Graduate Student Handbook*).
- Fail to successfully remediate any earned grades that fall below a 'B' on:
 - MSCD-HES course specific assignments infused in MSCD courses,
 - MSCD-HES required elective course (*CMDS 6450- Advanced Cultural and Linguist Diversity Issues in Communication Disorders*),
 - MSCD-HES required clinic (*CMDS 5904: Bilingual Specialty Clinic*),
 - clinical practicum (*CMDS 5902* and/or *CMDS 5903*),
 - and including a repeated course/remediation.

MSCD-Hispanic Emphasis Specialization Outcome:

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 externship clinical experiences (CMDS 5902 and/or CMDS 5903).

Documentation of MSCD-Hispanic Emphasis Specialization Completion:

Upon completion of the MSCD-Hispanic Emphasis Specialization graduates will receive designation on transcript documenting the completion of MSCD-HES as part of the MSCD graduate program.

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

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

Course	Description of HES Assignment(s)	HES Assignment(s) Grade	Course Instructor Signature
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>			

MSCD PROFESSIONALISM EXPECTATIONS

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

This manual was last updated on July 30, 2019
by: Amy J. Hadley, Ed., CCC-SLP
Assistant Professor of Communication Disorders/Program Director