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About the Master of Sciences in Communication Disorders

The mission of the Master of Science in Communication Disorders Program is to prepare students for licensure and certification in speech-language pathology, contribute to scholarly work in the discipline, provide opportunities for continuing education, and offer direct services to the surrounding community.

The Master of Science in Communication Disorders Program (MSCD) Program at the Richard Stockton College of New Jersey 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 at institutions offering this advanced degree.

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. A thesis as well as a non-thesis option are available. 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 policy, 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: http://intraweb.stockton.edu/eyos/page.cfm?siteID=168&pageID=14 and to meet regularly with their academic preceptors.

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

Sincerely,
Amy J. Hadley
Amy J. Hadley, Ed.D., CCC-SLP
Program Director
(609) 626-3531
PART I: PROGRAM DESCRIPTION

STATEMENT ON ACCREDITATION

Accreditation

The Master of Science in Communication Disorders Program at The Richard Stockton College of New Jersey is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

The American Speech-Language Hearing Association (ASHA) is located at 2200 Research Boulevard Rockville, MD 20850-3289. ASHA’s phone number is 301-296-700. Graduates of the program will be eligible to sit for The Praxis Examinations in Speech-Language Pathology, an integral component of ASHA certification standards. “The development of the exams is commissioned by ASHA and facilitated by the Educational Testing Service (ETS)” (http://www.asha.org/certification/praxis/overview.htm). The examination is required for ASHA certification, New Jersey state licensure, and New Jersey Teacher Certification. 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 must be conducted for all health care professionals licensed or certified by the Division of Consumer Affairs” (http://njconsumeraffairs.gov/aud/apps/healthcare_act.pdf).

Complaints Related to Accreditation Standards

Students can contact the Council on Academic Accreditation (CAA) directly with any complaints or concerns they may have regarding the MSCD Program's compliance with accreditation standards. To contact the CAA, you can write to the Accreditation Office at ASHA, 2200 Research Boulevard #310, Rockville, Maryland 20850; call ASHA’s Action Center at 800-498-2071; or e-mail to: accreditation@asha.org.
Other complaints may be directed to Dr. Amy Hadley, Program Director of the MSCD Program at Amy.Hadley@stockton.edu or to Dr. Theresa Bartolotta, Dean of the School of Health Sciences at Theresa.Bartolotta@stockton.edu.
MISSION STATEMENTS

Institution Graduate Education Mission Statement
The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our cultural and intellectual heritage in all its diversity. Its graduate programs are consistent with the College’s commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of new technologies. Through accessible graduate education, the College responds to State and regional needs.

Program Mission
The mission of the Master of Science in Communication Disorders Program is to prepare students for licensure and certification in speech-language pathology, to demonstrate the principles of evidence-based practice, and to provide direct clinical services to the surrounding community.

Strategic Plan
The program’s current strategic plan can be viewed in Appendix E and on the College website at: http://intraweb.stockton.edu/eyos/page.cfm?siteID=168&pageID=39
Faculty: Master of Science in Communication Disorders

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

Stacy G. Cassel, Ph.D. candidate, ABD, CCC-SLP/L
Assistant Professor

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

Marjorie Taylor, AuD., CCC-SLP
Assistant Professor

Shameka N. Johnson, PhD., CCC-SLP
Assistant Professor

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

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

Amanda Schroeder, M.A., CCC-SLP
Adjunct Clinical Instructor, Stockton Speech and Hearing Clinic

Clinical Staff
Linda Boyd
The Curriculum

The curriculum is designed to facilitate mastery of the knowledge and skills required for ASHA certification in speech-language pathology. The standards for ASHA certification in speech-language pathology may be viewed at: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/

There are two components to the program: academic and clinical. Student progress on the standards of speech-language pathology will be reviewed at least once per semester with their academic preceptor. The preceptor will assist the student in planning and in integrating academic and clinical coursework based on the student’s interests and preparation level.

An outline of the curriculum is located in Appendix C. Students entering the program are required to complete the following prerequisites or their equivalent (as determined by the preceptor and/or program director at the time of admission):

- HLTH 1104 or CMDS 1101: Phonetics
- HLTH 1105 or CMDS 1102: Speech Science I (Hearing Science)
- HLTH 1106 or CMDS 1103: Speech Science II
- HLTH 2115 or CMDS 2115: Language Acquisition (Language Development)
- HLTH 2119 or CMDS 2119: Introduction to Communication Disorders

In addition, documentation of knowledge and skills in the following curricular areas must be documented:

- Statistics
- Physical Science (e.g. Chemistry, Physics, Astronomy, Geology)
- Social Science
- Biology

The program is designed to take seven semesters to complete, which includes two summers of coursework and clinical practicum. An average course load is 9-12 credits each for the fall and spring semesters and 6-9 credits for the summer sessions. Completion of the program requires a minimum of 60 graduate level credits. Both a thesis and a non-thesis option are offered.

The MSCD program utilizes a cohort model; with few exceptions, 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 course is offered. 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. Leaves of absence must be renewed annually for up to 5 years (see Stockton Bulletin: http://intraweb.stockton.edu/eyos/bulletinpdf/content/docs/Bulletin%202012-2013.pdf#page=472)
PART II: POLICIES AND PROCEDURES

COLLEGE POLICIES

For a complete description of College policies, students should refer to the current Stockton Bulletin at: http://intraweb.stockton.edu/eyos/page.cfm?siteID=116&pageID=1. The data contained within the Richard Stockton College Student Handbook reflects current policies and may be subject to change.

All policies and procedures of the College that refer to students and courses of study apply equally to graduate study except where explicitly stated otherwise. This includes the campus code of conduct, academic honesty policy and all other rules relating to individual conduct.

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

- Academic Advising
- Student Status
- Matriculation Requirements
- Leave of Absence
- Grading
- Tuition
- Academic Progress
- Graduate Admissions
- Student Grievance Procedures

Graduate students must also follow the policies and procedures applicable in their individual graduate programs. The Graduate Student Bulletin can be located at: http://intraweb.stockton.edu/eyos/bulletinpdf/content/docs/Bulletin%202012-2013.pdf#page=472

The Graduate Student Bulletin includes College policies and procedures that are specific to graduate students as well as information on:

- Admissions and Finances
- The Campus and Its Facilities
- Academic Honesty
- Information on Schools and Programs
- Continuing Studies at Stockton

Selected policies of specific importance to graduate students in the MSCD program are summarized below. College-wide policies are taken directly from the Stockton Bulletin: http://intraweb.stockton.edu/eyos/page.cfm?siteID=116&pageID=1
STUDENT AFFAIRS

The Division of Student Affairs is organized to provide comprehensive programs and services to more than 7,300 students, including more than 2,450 students who reside on campus. These programs and services are intended to enhance campus life and enrich the academic programs of the College (http://intraweb.stockton.edu/eyos/page.cfm?siteID=44&pageID=1).

Information on the following programs and services can be obtained from the Office of Student Affairs:

- Athletics and Recreation
- Career Center and Internship Center
- College Centers
- Equal Opportunity Fund Program
- Event Services
- Free To Be
- Residential Life
- Student Development
- Student Rights and Responsibilities
- Veteran Affairs
- Wellness Center

The Wellness Center (http://intraweb.stockton.edu/eyos/page.cfm?siteID=61&pageID=2) Provides the following programs and services to students:

- Health Services
- Counseling Services
- Learning Access Program: Supportive Services for Students with Disabilities, Academic Assistance and Counseling
- Alcohol and Drug Awareness program
- His and Hers Healthy Options Clinic: Reproductive healthcare services for men and women.

ACADEMIC TUTORING CENTERS

Information on the mathematics and writing tutoring centers may be viewed at: http://intraweb.stockton.edu/eyos/page.cfm?siteID=70&pageID=1
EQUAL OPPORTUNITY COLLEGE
The Richard Stockton College of New Jersey is an equal opportunity college. It does not discriminate in admission or access to its programs and activities or in treatment or employment of individuals on the basis of race, creed, religion, color, national origin/nationality, ancestry, age, sex/gender (including pregnancy), marital status, familial status, affectional or sexual orientation, gender identity or expression, domestic partnership status, atypical hereditary cellular or blood trait, genetic information, disability (including perceived disability, physical, mental and/or intellectual disabilities), or liability for service in the Armed Forces of the United States.

AFFIRMATIVE ACTION
The Richard Stockton College of New Jersey stands firmly committed to the principle of equal employment opportunity. The College employs a diverse population of women and men who represent various racial, ethnic and economic backgrounds. The College strives to maintain and extend that diversity, not only to comply with state and federal statutes, but also to provide an educationally desirable environment. To that end, the College has developed an Affirmative Action Program to reaffirm and operationalize fully Stockton’s commitment to equal opportunity for all job classifications.

The sexual harassment of students or employees by faculty, administrators, other employees or students is a form of sex discrimination prohibited by state and federal law. The College regards such behavior as a violation of the code of conduct required of all persons associated with the institution. In addition, the College complies with federal regulations that require it to employ and to advance the disabled, Vietnam-era veterans and disabled veterans.

DEFINITION OF A MATRICULATED STUDENT
To be considered a matriculated student, the applicant must have completed the application process and must have formal acceptance from the Office of Admissions to work toward a degree and must have satisfied the acceptance deposit requirement.

ADVISORY BOARD ON GRADES AND STANDING
Grades are not changed unless there is compelling evidence of inequitable treatment, discrimination or procedural irregularity. The student who appeals a grade must follow protocol as described in the policy on grade appeals. If the dispute remains unresolved after having undergone the stages of review, and the student can provide evidence as required, the student may appeal to the Office of the Provost. If appropriate, the Advisory Board on Grades and Standing, which is composed entirely of faculty, reviews the matter. The Board then makes a recommendation to the Provost, whose decision is final.
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 the college’s Institutional Review Board (IRB) before conducting the research. In addition to the IRB guidelines, Stockton’s Communication Disorders 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/docs/html/ET2010-00309.html

NON-ACADEMIC DISCIPLINARY ISSUES
GRADUATE STUDENT CODE OF CONDUCT

Graduate students are expected to behave in a professional and appropriate manner while on campus and at field work or other college-related activities. Faculty and graduate students will treat each other with respect. Behavior and communication of any type that can reasonably be interpreted to constitute an abuse of authority, egregious nuisance or intimidation, or that systematically interfere with the fair opportunity for others to express their views, or that persistently disrupt the educational process, are not acceptable and will be subject to sanction. Offensive behavior or communication that in a single instance may not rise to the level of being actionable can do so if it is persistent. Further information about codes of conduct violations and dismissal procedures may be found in the RSC Student Handbook: http://intraweb.stockton.edu/eyos/page.cfm?siteID=116&pageID=1.

At Stockton, as in other institutions of higher education in the USA, the following types of behavior are prohibited among graduate students (see also the Student Handbook):

- Endangering health or safety: Taking or threatening action that threatens or endangers the safety, physical or mental health, or life of any person, whether intentionally or as a result of recklessness or gross negligence.
- Sexual misconduct: Physical contact or other non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. For the purposes of this rule, consent shall be defined as the act of knowingly and voluntarily agreeing verbally or non-verbally to engage in sexual activity. An individual cannot consent who is obviously incapacitated by any drug or intoxicant; or who has been purposely compelled by force, threat of force, or deception; or who is unaware that the act is being committed; or whose ability to consent or resist is obviously impaired because of a mental or physical condition; or who is coerced by supervisory or disciplinary authority.
- Destruction of property: Actual or threatened damage to or destruction of college property or property of others, whether done intentionally or with reckless disregard.
- Dangerous weapons or devices: Use, storage, or possession of dangerous weapons or devices including, but not limited to, firearms and fireworks unless authorized by an appropriate college official or permitted by a college policy.
- Dishonest conduct: Dishonest conduct, including, but not limited to, knowingly reporting a false emergency; knowingly making false accusation of misconduct; misuse or falsification of college documents by actions such as forgery, alteration, or improper transfer; submission to a college official of information known by the submitter to be false.
- Theft/unauthorized use of property: Theft or attempted theft, or the unauthorized use or possession of college property or services, or the property of others.
- Drugs/alcohol: Use, production, distribution, sale, or possession of drugs in a manner prohibited under law or applicable college policy
- Unauthorized presence: Unauthorized entrance to or presence in or on college premises.
- Disorderly or disruptive conduct: Disorderly or disruptive conduct that unreasonably interferes with college activities or with the legitimate activities of any member of the college community. This includes disruption, obstruction of, or interference with any teaching, research, administrative, disciplinary, public service, learning, programmatic or other authorized University activity;
- Committing an act or an attempting to commit an act on campus that would be in violation of city, state, or federal law;
- Violation of college rules: Violation of other published college regulations, policies, or rules, or violations of federal, state, or local law. These college regulations, policies, or rules include, but are not limited to, those which prohibit the misuse of computing resources, sexual harassment, rules for student groups or organizations, and residence hall rules and regulations.

ACADEMIC HONESTY

As an academic institution of merit and integrity, The Richard Stockton College of New Jersey affirms its commitment to the honesty and excellence of research and pedagogy conducted by members of the Stockton academic community. Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code, and is punishable by severe sanctions including suspension and expulsion. The range of sanctions imposed is contingent on several factors, including the decision of the faculty member making the charge, whether it is the student’s first or a repeat offense, and the extent and nature of the offense. It is possible that a first offense will carry a penalty of suspension or expulsion, if deemed appropriate by the College. The College makes two primary demands of its students and staff: 1) that each individual exercise the utmost care in planning and preparing the work presented for academic consideration, and 2) that members of the academic community conscientiously ensure the validity and protect the integrity of academic work and the grades earned for such work. The College’s Academic Honesty Procedure is located at:
http://intraweb.stockton.edu/eyos/policypro/content/docs/2005_060514.pdf
THE ROLE OF THE PRECEPTOR

The Richard Stockton College of New Jersey 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 the Richard Stockton College of New Jersey will be assigned a preceptor (a faculty member of the Program). A preceptor serves as an advisor. Each preceptor will meet individually with assigned preceptees (students) at least once per semester to discuss current performance in the program and explain the future expectations of the program. The preceptor is charged with assuring that students meet all expectations for graduation. Students are randomly assigned to a preceptor but may request a change of preceptor using the *Graduate Student Change of Preceptor Form* available online at:

[http://intraweb.stockton.edu/eyos/academic_advising/content/docs/preceptorforms/changeofmajorform.pdf](http://intraweb.stockton.edu/eyos/academic_advising/content/docs/preceptorforms/changeofmajorform.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 professional behavior issues 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. As appropriate, the student, faculty member, and preceptor may meet together to discuss/resolve the situation. In the event of an issue that impacts performance in the program (not limited to a single class or incident), the student may be required to meet with the entire faculty and/or other appropriate College staff.

EMERGENCY CLOSINGS

Information may also be obtained from Richard Stockton College Web Page – [www.stockton.edu](http://www.stockton.edu), the Richard Stockton College Automated Telephone System – (609) 652-1776 or via the emergency text messaging option.

All students can now "opt in" to the College's new 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.

Instructions for registering for this system can be obtained from http://intraweb.stockton.edu/eyos/page.cfm?siteID=21&pageID=8

In the event of severe weather or other types of emergencies, area radio stations will announce one of three conditions for Stockton.

1. Complete Shut Down of the Institution:
   The Governor may order the closing of all state facilities, or the President may order the shutdown of Stockton College. Essential employees still may have to report to work.

2. Cancellation of Classes:
   The College President may order the cancellation of classes for the day. In this situation, the institution remains open, however, because of the large numbers of students living on campus. Employees may still be required to report to work.

3. Delayed Opening:
   The College President may order a delayed opening. In this situation, the late opening time will coincide with the beginning of a class module. Students will report to the class which ordinarily convenes at that time. Employees are to report to work as soon as conditions permit.

Television and radio stations in the Philadelphia area may refer to Stockton by using the assigned School Number 2913 instead of referring to Stockton by name.
MSCD PROGRAM POLICIES

ETHICAL CONDUCT

All students enrolled in the MSCD program are expected to abide by the *Code of Ethics of the American Speech-Language Hearing Association*:


The MSCD Faculty will determine the degree to which a student fulfills these criteria. Failure to abide by the Code of Ethics may result in a formal warning from the Program Director, student participation in the Remediation process or dismissal from the program, depending on the severity of the violation.

ATTENDANCE AND PARTICIPATION

Attendance in the MSCD program is mandatory. Students are expected to attend **ALL** scheduled classes and participate in lectures, laboratories, examinations, field trips, observations, practicums, professional events, and all clinical experiences. 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 laboratory activities, and/or may be required by the instructor to document absence. Students who are absent from more than 3 classes per course may be counseled by a panel of faculty and may need to repeat the course.

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 to make up for class 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 (posted and 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 Writing Center and 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 to seek clarification from the faculty member utilizing office hours or other appropriate methods (question period during class, e-mail, discussion before/after class as appropriate).

• 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.
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, speak to 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.
- 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 fieldwork sites, fieldwork educators, or other persons associated with MSCD education within the program, students are **required to use the Stockton email address** issued upon admission. This is required for security purposes and for sound professional communication.
- **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 handouts available from computer services or consider taking classes offered for students:
http://intraweb.stockton.edu/eyos/page.cfm?siteID=39&pageID=1

Staff at the Computer Services Student Help Desk can also help you locate appropriate assistance: (609) 652-4309.

GRADING

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

STUDENT PROGRESS

Student Records Policy of the Richard Stockton College of New Jersey

Per college policy: A student may examine all elements of his or her record, subject only to proper identification and reasonable allowances for time, place, and supervision. The student may challenge the accuracy of any entry. Upon submission of valid evidence of error, the dean of student records and registration corrects the inaccuracy and notifies appropriate offices of the correction. The student may also challenge the appropriateness of any entry not consonant with the elements of a student record as stated above. Appeals from any determinations by the Office of Student Records and Registration are to the Vice President for Student Affairs.
http://intraweb.stockton.edu/eyos/page.cfm?siteID=120&pageID=13
Progress Monitoring for the MSCD Program

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. Each student’s academic and clinical plans are updated every semester. A copy of the student’s Course of Study will be kept in a secure location by the student’s preceptor. Students can petition to change academic preceptors by filing a Change of Preceptor form with the Office of Academic Advising.

At least once per semester, the preceptor and student will review the student’s progress, using the Course of Study and the current ASHA Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) to monitor the student’s progress toward completing: graduation requirements, ASHA certification requirements, state licensure requirements, 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 national certification, state licensure, and state teacher’s certification. Apart from the faculty of the MSCD program and the student him/herself, no other individual will be allowed access to academic or clinical records. This will assure strict confidentiality with respect to each student’s progress.

The status of all graduate students is monitored in formative and summative manners. Examples of formative assessment are on-going and mid-term grades in academic and clinical courses, supervisor’s comments on diagnostic reports, weekly therapy plans, long-term therapy plans, and meetings with preceptors to assess progress toward the degree. Examples of summative assessment are final grades in academic and clinical courses, supervisor’s comments on end of the semester progress reports, and successful completion of the thesis.

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 to 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 and provide feedback to students regarding the progress review.

Every student in the MSCD program is required to maintain a minimum cumulative grade point average of “B” (3.0). In addition, a student whose academic performance falls below this standard is subject to academic probation. The student will be granted no more than one probationary semester. Depending upon the degree of the academic deficiency, a student may be required to withdraw from the program. A student must have a cumulative average of 3.0 or better to graduate from the MSCD program.
Grades and Student Progress

- MSCD students must maintain a minimum cumulative 3.0 GPA.
- MSCD students may not earn more than two grades below B in MSCD courses including the elective course. Note that a “B-” does not satisfy this requirement.
- MSCD students who earn a grade of B- or below in a Clinical Practicum course must participate in a Remediation process. A Remediation Plan will be developed with the preceptor and the appropriate faculty and/or clinical supervisor(s). The Remediation Plan will include (among other requirements) retaking the practicum course and receiving a “B” or higher. Students who receive below a “B” upon retaking the course are subject to dismissal from the MSCD program.
- For clinical practica, off-campus clinical supervisors will submit evaluations of student performance to the assigned Stockton faculty member for the practicum section. The final grade for the practicum will be assigned by the Stockton faculty member based on feedback from the off-campus supervisor as well as other student performance during the semester. Such performance may include ethical and professional behavior, satisfactory completion of course assignments or attendance at required meetings as well as other criteria set forth in the practicum syllabus.
- Students who receive a grade of “F” in any clinical practicum course are subject to immediate dismissal from the MSCD program.
- Decisions of the MSCD Faculty are final but subject to appeal. The College’s policy on grade appeals is located at: http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=26.

MSCD PROGRAM GRIEVANCE PROCEDURE FOR STUDENTS

If a student has a complaint, academic and/or clinical problem, etc. he/she should first approach the faculty member most directly involved in the problem. It is preferred that the complaint be stated in writing.

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.

If the problem is still unresolved to the student's satisfaction, then he/she should contact the Program Director in writing.

If the complaint is still not resolved to the satisfaction of the student, he/she may appeal to the Dean of Health Sciences, in writing.

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. 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 complaints 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

Students can contact the Council on Academic Accreditation (CAA) directly with any complaints or concerns they may have regarding the MSCD Program’s compliance with accreditation standards. To contact the CAA, you can write to the Accreditation Office at ASHA, 2200 Research Boulevard #310, Rockville, Maryland 20850; call ASHA’s Action Center at 800-498-2071; or e-mail to: accreditation@asha.org.

Other complaints may be directed to Dr. Amy Hadley, Program Director of the MSCD Program at Amy.Hadley@stockton.edu or to Dr. Theresa Bartolotta, Dean of the School of Health Sciences at: theresa.bartolotta@stockton.edu.

Students who have a complaint regarding non-award, withdrawal or termination of financial assistance, or who feel that they have been the subject of possible discriminatory treatment on the basis of their handicap/disability, should direct their initial complaint to the Graduate Program Coordinator. If the complaint involves the Graduate Program Director or remains unresolved at this level, the student should direct his/her appeal within 20 days to the Dean of the School of Graduate and Continuing Studies.

COLLEGE GRIEVANCE PROCEDURE FOR STUDENTS

Stockton is concerned that College policies and procedures be applied as equitably and fairly as possible. The College is especially aware of its obligation not to discriminate because of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States or nationality. Students who have a complaint regarding non-award, withdrawal or termination of financial assistance, or who feel that they have been the subject of possible discriminatory treatment on the basis of their handicap/disability, should direct their initial complaint to the Graduate Program Director. If the complaint involves the Graduate Program Director or remains unresolved at this level, the student should direct his/her appeal within 20 days to the Dean of the School of Graduate and Continuing Studies.
CLINICAL PLACEMENTS

Students will be required to accrue 25 hours of supervised clinical experience prior to additional practicum. Students will enroll in one semester of practicum in the on-campus Speech & Hearing Clinic. Students will then be assigned to (a minimum of) two semesters of off-campus practicum. Students will be assigned practica so that cumulatively they complete hours with pediatric & adult clients demonstrating a variety of clinical needs. A complete description of the policies and procedures for clinical placement can be found in the Clinic Handbook.

All students must submit evidence that they have completed a Criminal Record Background Check prior to initiating clinical practica, including placement in the on-campus Speech & Hearing Clinic. Evidence of a criminal background may be cause for dismissal from the program. Additional documentation such as fingerprinting and immunization records may be required by specific placement sites. It is the responsibility of the student to verify all requirements with the practicum supervisor prior to initiating placement.

HIPAA

HIPAA is an acronym for The Health Insurance Portability and Accountability Act of 1996. According to the U.S. Department of Health and Human Services:

The HIPAA Privacy Rule establishes national standards to protect individuals’ medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information, and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The Rule also gives patients rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections. (www.hhs.gov)

Students are expected to understand and comply with HIPPA regulations. Students will be required to complete HIPAA training as directed in the Clinic Handbook.

REMEDICATION POLICIES AND PROCEDURES

Remediation recommendations will be at the discretion of the preceptor, MSCD faculty, and the Program Director. When appropriate, a remediation contract with the student will
be prepared by the Preceptor. The contract will be signed by the student, the advisor, the Program Director and if deemed appropriate, the instructor and/or the Clinical Director.

Outcome of remediation will be determined, based on the contract, by the Preceptor and the Program Director along with the instructor and Clinical Director (if deemed appropriate). **Student grades in any course will not be changed by remediation.** Final course grades are based solely on class/clinical performance and are independent from remediation outcome.

**Remediation Procedures:**

1. The progress of all graduate students is reviewed each semester by the preceptor with input from the MSCD faculty and clinical supervisors.

2. Using the MSCD Individual Remediation form, and following a conference with the individual student, students not meeting sufficient program progress will be identified for remediation. Student progress will be judged on formative measures including examination grades, project grades, and clinical performance. Instructors will inform the student’s preceptor if a grade lower than a B- minus is received on an examination or assignment. Remediation will be then be initiated if a student does not receive a passing grade on a course in their Program of Study (B- or better).

3. A student may also be referred for remediation by a faculty member to the preceptor for the following (but not limited to) cases:
   a) Inappropriate professional behavior, including, but not limited to, violation of HIPAA protocol, chronic tardiness, and not adhering to facility procedures and deadlines.
   b) Clinical work (knowledge and skills) that is not commensurate with expectations for the semester in the program or the level of the practicum.

4. The recommended remediation contract will include Area of Knowledge or Skill Requiring remediation, specific actions required of the student, name(s) of supervising instructor(s) and a timeline for completion. A remediation plan with the student will be prepared by the preceptor with the student. The plan will be signed by the student, the preceptor, and by the Program Director as well as the instructor and/or the Clinical Director as deemed appropriate. A copy of the remediation contract will be given to the student and placed in his/her file.

5. Success or failure of remediation will be determined by the preceptor along with the instructor(s) listed on the remediation plan.
ACADEMIC REMEDIATION

1. The student meets with the faculty member to discuss his/her performance and possible causes for performance deficits. The faculty member communicates the concerns to the student’s preceptor.

2. The preceptor will review the student’s work as well as the faculty member’s concerns and complete with the student, The MSCD Program Individual Remediation Plan. The following remediation actions are suggestions but not inclusive:

   a. If the student failed an examination, the faculty member may ask the student to respond to those questions that he/she missed, using an open book format, and explain choices to the faculty member.

   b. In the case of a failed examination, the student must respond correctly in writing to all of the questions which were not correct on the test, to demonstrate proficiency. The student must earn a grade of “B” or better. A change of grade remains at the discretion of the faculty member.

   c. 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.

   d. If the student did not receive a passing grade on a research paper, the faculty member may have the student re-write the paper with special emphasis on the deficient areas. The faculty member 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 Remediation Plan by the completion date, the student maintains the original grade.

CLINICAL REMEDIATION

1. The faculty or professional staff member assigned as instructor for the practicum experience meets with the student to discuss the grade and the student’s performance.

2. The preceptor will review the student’s work as well as the faculty member’s supervisor’s concerns and complete with the student, The MSCD Program
Individual Remediation Plan. The following remediation actions should be included in the plan:

a. Whether the student needs to complete additional study in the area of deficit. Additional study may include:
   i. A research paper on an area of clinical practice, communication disorder, and/or clinical practice.
   ii. Enrolling in a course or independent study recommended by the supervisor and approved by the preceptor.

b. The student may be assigned additional supervised observation hours.

c. The student may be assigned a peer mentor that they are assigned to “shadow” in the Speech and Hearing Clinic on campus.

d. The student may be assigned additional clients in the Speech and Hearing Clinic on campus and be required to complete weekly self-assessments.

3. Students may need to complete additional clock hours and receive satisfactory supervisor evaluations before receiving a final grade for the practicum. In some cases, the student may be assigned to an additional off-campus practicum site following on-campus remediation. Students may be assigned a grade on incomplete (“I”) for up to one semester if additional clinical hours are required as a result of the Remediation Plan.

4. Upon completion of the actions listed on the Individual Remediation Plan, a final grade will be assigned. The student must earn a “B” or better for the practicum course. If the student receives a grade of “B-“ or below, the student will be in academic jeopardy which may lead to dismissal from the program.

Students who fail to comply with the remediation 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 remediation outlined above.

A copy of the MSCD Program Individual Remediation Plan appears on the following page.
Richard Stockton College of New Jersey
MSCD Program Individual Remediation Plan

I. Identifying Information

Student’s Name: ________________________________ Student ID #: __________

Today’s Date: _______________________________

Course Name and Number indicating remediation need:

______________________________________________

Type of Remediation: (circle appropriate area)

ACADEMIC REMEDIATION               CLINICAL REMEDIATION

Instructor:

__________________________________________________________________________

Initiation Date: _________________ Completion Date: __________________________

Preceptor’s Name:___________________________________________________________

Preceptor’s Signature:________________________________________________________

II: Student Acknowledgement (Signed at initiation on plan)

I, _________________________________, understand the REMEDIATION plan for
course

__________________________________, and I agree to comply with the procedures
specified therein.

Student Signature: ______________________________________ Date: _________

Instructor Signature: ______________________________________ Date: _________
Part III: Instructor Certification (To be completed at the end of the REMEDIATION)

I certify that this student has met the requirements of the Remediation Plan for course ________________________________, and I validate his/her participation and accept his/her performance in fulfillment of its goals.

Instructor Signature: ________________________________ Date: _________

Preceptor’s Signature: ________________________________ Date:__________

Part IV. REMEDIATION PLAN OUTLINE (To be completed prior to initiating remediation. At least one row of the table must be completed.)

<table>
<thead>
<tr>
<th>Area of Knowledge or Skill Requiring Remediation</th>
<th>Actions Required by Student</th>
<th>Supervising Instructor</th>
<th>Date to be Completed</th>
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Part V. Reviewed by Program Director on___________(date).

________________________________________
Signature of Program Director

Developed January 9, 2011 by AJH/MSCD Program Director
GRADUATE ASSISTANTSHIPS

Graduate assistantships are an important form of financial support for degree-seeking graduate students and are offered by each of the graduate programs. Assistantships are granted in the form of tuition waiver and can vary from a one credit waiver to nine (9) credits or the maximum tuition charge per semester, whichever is applicable. Awards are made on a semester basis during the academic year (August – May). Nominations are made by the faculty and program director of each graduate program and are then forwarded to the Dean of The School of Graduate and Continuing Studies for final approval. Students who are approved for an assistantship will receive an offer-of-appointment letter from the Dean.

Note: Preregistration is required before the proceeding term to ensure eligibility for a Distinguished Research Fellowship, Stockton Scholarships and/or a Graduate Assistantship may be jeopardized.

For an application and additional information on Graduate Assistantships, please go to: http://intraweb.stockton.edu/eyos/page.cfm?siteID=73&pageID=273.

Graduation Requirements

Students must meet with their preceptors each semester to discuss registration and to review their progress on the Course of Study form and progress on ASHA certification standards. These must be completed, approved, and signed by the Program Director in order to complete graduation requirements. Degree approval will be reported to the registrar’s office as part of the Degree Certification process.

The student will be advised by the preceptor to register for The Praxis II™: Subject Assessments in Speech-Language Pathology (0330) by the time the graduate student enters 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 other appropriate agencies granting licensure/certification. A passing score on the Praxis II exam is not required for graduation; however, the student must provide proof of registration for the Praxis II in order for the Program Director to sign the Course of Study and ASHA Certification Standards form.

Students must satisfactorily complete all coursework and practica. For students completing the thesis option, students must receive a “B” or better on the thesis. Students must also demonstrate successful completion of the Knowledge and Standards for ASHA certification. Students must submit an Application for Graduation to the Office of Student Records 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 Student Records website: 

MSCD PROGRAM DISTINCTION

The Richard Stockton College of New Jersey 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 includes academic performance, scholarship, service to the program, college, profession, and community. The faculty and Clinical Director of the MSCD will make recommendations to the Dean 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. The Richard Stockton College of New Jersey hosts Alpha Eta Chapter #73.

Basic qualifications for membership for graduate students are: 3.5 or better (on a 4 point scale) while enrolled in the Allied Health program. 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 semester of their academic programs. An induction ceremony for new members is held each spring. Additional information is found on the Society’s website: http://www.alphaeta.net/history.htm

National Student Speech-Language Hearing Association

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

The Richard Stockton College Speech and Hearing Club is open to membership for any student of Richard Stockton College of New Jersey 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 college 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.
According to the NSSLHA website:

The National Student Speech Language Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.

National membership is available to undergraduate, graduate, or doctoral students enrolled full- or part-time in a communication sciences program or related major.

There is no membership fee for the local Speech and Hearing Club chapter. Students are encouraged to join the National Student Speech Language Hearing Association for an annual fee of $60. Benefits of membership can be viewed on the organization’s website: http://www.nsslha.org/join/memberbenefits.htm
PART III. LICENSURE AND CERTIFICATION

Criminal History Background Check

The Health Care Professional Responsibility and Reporting Enhancement Act requires that a criminal history record background check must be conducted for all health care professionals licensed or certified by the Division of Consumer Affairs. Additional information may be found at:

http://www.state.nj.us/lps/ca/aud/

Information on certification requirements for the ASHA Certificate of Clinical Competence can be located at:

http://www.state.nj.us/lps/ca/aud/

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

This endorsement authorizes the holder to provide service as a speech-language specialist in public schools in grades preschool through grade 12.

OPTION 1
To be eligible for the Speech Language Specialist Standard, the candidate shall hold the appropriate master’s degree, complete the proper Department-approved test*, and complete 1 of the following:

*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 #20330. Please go to http://www.nj.gov/education/educators/license/1112.pdf for more details.

1. An appropriate NCATE-approved educational services program at an out-of State college or university. Please send in official transcripts with degree conferral and documentation that you completed an NCATE-approved program.

2. Out-of-state candidates who have three years of successful full-time experience in the appropriate field in another state under that state’s standard certificate authorizing such service may be eligible for the standard NJ certificate. The candidate shall hold a currently valid standard certificate from that state in the appropriate field. The experience shall occur in the seven years immediately prior to the application for the New Jersey educational services certificate.
Please send in official transcripts, a copy of the out-of-state license, and an official letter on school letterhead from a school official validating 3 years of a fulltime experience under a valid out-of-State license. The letter should include dates of employment, assignment, and full-time or part-time status.

**OPTION 2**
If you do NOT meet one of the requirements listed above in Option #1, you must complete all the requirements below.

To be eligible for the Speech Language Specialist Standard, 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 #20330. Please go to [http://www.nj.gov/education/educators/license/1112.pdf](http://www.nj.gov/education/educators/license/1112.pdf) for more details.

All study must be completed at a regionally accredited college or university.

**Other**
Individuals who hold a valid New Jersey speech correctionist endorsement and a master’s degree in speech-language pathology shall be issued the speech-language specialist endorsement upon submission of a completed application and required fee. Individuals holding a valid New Jersey speech correctionist endorsement may serve in a position requiring speech-language specialist certification until August 31, 2015, by which date they shall have obtained the speech language specialist endorsement or completed a department approved retaining program.

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

Students in Stockton’s MSCD program who have received passing scores on the PRAXIS II examination may apply for Speech Language Specialist certification through Stockton’s College of Education. Additional information on this procedure is available from the MSCD Program Director.
NEW JERSEY LICENSURE
SPEECH-LANGUAGE PATHOLOGY

Source: Audiology and Speech-Language Pathology Advisory Committee Laws
http://www.state.nj.us/lps/ca/aud/

45:3B-8. License; eligibility and qualifications
To be eligible for a license to practice audiology or speech-language pathology, an applicant shall:

a. Possess at least a master's degree or its equivalent in the area of audiology or speech-language pathology from an accredited college or university acceptable to the Department of Higher Education;

b. Submit to the director transcripts from one or more accredited educational institutions evidencing the completion of specific requirements which shall be determined and published by the director in consultation with the committee and the Department of Higher Education. These requirements shall not be substantially inconsistent with current nationally recognized professional standards and shall include both academic courses and clinical practice;

c. Submit to the director evidence of the completion of a clinical internship in the professional area for which the license is sought. The clinical internship shall not be substantially inconsistent with currently recognized national professional standards. Clinical internship shall be under the direct supervision of a person licensed to practice speech-language pathology or audiology, as appropriate, by this State or by another state which has standards substantially equivalent to those of this State; or a person in a state without licensure laws, provided that the supervisor shows evidence of credentials equivalent to the requirements for licensure under this act; or a person in this State practicing in an exempt setting, provided that the supervisor shows evidence of credentials equivalent to the requirements for licensure under this act.

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

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.

45:3B-10. Licensure

In lieu of the examination given to other applicants for licensure the director, in consultation with the committee, may issue a license to an individual who presents bona fide proof to the director that he was actively engaged in the practice of audiology or speech-language pathology, or both, in this State for three of the last five years immediately preceding the enactment of this act, and has a master's degree or its equivalent in speech-language pathology or audiology, and meets the currently recognized national professional standards in speech-language pathology or audiology. The application shall be made to the director within one year of the enactment of this act. Prior to the licensure of an individual under this section, the director shall require that the applicant demonstrate satisfactory knowledge of current developments and procedures in his area of specialization.

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

Master of Science in Communication Sciences and Disorders Program

Technical Standards for Admission and Retention

The Richard Stockton College 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 the Richard Stockton College of New Jersey 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.

Reasonable accommodations made will comply with the Americans with Disabilities Act and require departmental and institutional approvals. The Program and College 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 the Richard Stockton College of New Jersey 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.

The technical standards outlined below, in conjunction with established academic standards, are followed by the Admissions Committee to select students who possess the academic, communicative, cognitive, physical, personal and emotional characteristics that are necessary to become an effective speech-language pathologist. All students admitted to the MSCD Program should be able to demonstrate these abilities at the time of admission and at all times during their matriculation.
The following standards are those that are listed in the Occupational Information Network for any speech-language pathologist with or without accommodations (Occupational Information Network, O*NET On-Line, retrieved electronically on 11/26/2010 from: http://www.online.onetcenter.org). Any applicant to the Richard Stockton College of New Jersey Master of Science in Communication Disorders program must be able to perform:

Tasks (Conducted under appropriate level of supervision while a student)

- 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.
In addition the standards listed above, students in the Master of Science in Communication (MSCD) program at the Richard Stockton College of New Jersey must also be able to meet these additional standards:

**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, 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 school-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.
• 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.
• 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 school and clinical settings.
• Pay attention to detail, and perform school-related tasks in a thorough manner.
The Richard Stockton College Speech and Hearing Clinic

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

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. All students are closely supervised by certified members of the American Speech-Language-Hearing Association.

The Speech and Hearing Clinic is a function of the degree programs at the Richard Stockton College. 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 RSC 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 students who work under the careful supervision of a speech-language pathologist or audiologist certified by the American Speech Language Hearing Association. Clients are seen once or twice a week for individual or small group sessions.

ADMISSIONS
Referrals to the clinic may be made by physicians, teachers, school administrators, nurses, parents, counselors, or the clients themselves.

The clinic is open Monday through Friday. (Summer hours vary.) Morning, afternoon, and some evening appointments are available. Appointments and information can be obtained by calling 609-652-4920.
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 Speech and Hearing Clinic Handbook. A copy of the Speech and Hearing Clinic Handbook can be obtained from the Clinic Director.
Course Sequence MS in Communication Disorders
Richard Stockton College of New Jersey

The current course sequence may be accessed online at:

http://intraweb.stockton.edu/cvos/page.cfm?siteID=73&pageID=280

Course Descriptions for MSCD Curriculum

**CMDS 5101 Clinical Observation Lab (1 credit)**
Guided observational experiences and orientation of clinical practices. Requires observation in the college clinic and at two off-site locations. Students must complete 25 hours of observation prior to enrolling in Clinical Practicum I in Speech-Language Pathology. *Required for students entering the program with fewer than 25 logged hours of supervised clinical observation.*

**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 special topics including autism, traumatic brain injury, ages 0-3, and augmentative communication.

**CMDS 5201 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. Prerequisite: Clinical Observation Lab I or evidence of 25 hours of supervised clinical observation.

**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, remediation, literacy, and service to specific populations of children.
CMDS 5301 Clinical Practicum II (3 credits)
This course provides supervised clinical practicum at an off-campus facility. Examples of clinical sites include schools, early intervention agencies, acute care hospitals, rehabilitation centers and long-term care facilities.
Prerequisite: CMDS 5201 Clinical Practicum I in Speech-Language Pathology

CMDS 5310 Disorders of Phonology (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 5401 Clinical Practicum III (3 credits)
This course provides supervised clinical practicum at an off-campus facility. Examples of clinical sites include schools, early intervention agencies, acute care hospitals, rehabilitation centers and long-term care facilities. This is normally the last clinical practica before graduation.
Prerequisite: CMDS 5301 Clinical Practicum II in Speech-Language Pathology

CMDS 5410 Diagnostic Methods
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 Audiology for the Speech-Language Pathologist (3 credits)
This course examines techniques employed in assessing hearing function in adults and children. Studies the pathologies of the auditory and related systems.

CMDS 5421 Educational Audiology Management (3 credits)
This 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 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 5450 Disorders of Voice (3 credits)
This course examines various types and etiologies of vocal pathologies and disorders of resonance. Intervention strategies are addressed, as are techniques for the evaluation and analysis of normal and abnormal voice and resonance.

CMDS 5460 Disorders of Fluency (3 credits)
Stuttering and dysfluency behaviors; historical attempts at etiological description and treatment; current theories of stuttering; contemporary research in the field; treatment of stuttering.

CMDS 5470 Speech-Language Pathology in the School Setting (3 credits)
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. (This course is recommended for New Jersey Department of Education Certification as a Speech-Language Specialist.)

CMDS 5815 Clinical Experience (This course is offered for zero credits)
This course provides additional clinical experience for students enrolled in the Master of Science in Communication Disorders (CMDS) program needing to complete the required 400 supervised clock hours of clinical experience.

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 6120 Thesis I (3 credits)
This seminar will guide students in developing the thesis project under the direction of a faculty member. Students will meet in small group seminars and will receive instruction in planning a research proposal and writing the literature review and methods and materials sections of their theses.

CMDS 6130 Thesis II (3 credits)
This seminar guides the student in completing the thesis project under the direction of a faculty member. Students will meet in small group seminars and will receive instruction in collecting and analyzing data and writing the results and the discussion sections of their theses.

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 Medical Speech-Language Pathology (3 credits)
This 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.
Prerequisite: CMDS 6430 Dysphagia Corequisite: CMDS 6210 Acquired Adult language disorders

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 remediation of motor speech disorders are covered.

CMDS 6450 Communication Disorders in Culturally and Linguistically Diverse Populations (3 credits)
This course covers assessment and intervention of communication disorders in a culturally and linguistically diverse environment. Consideration is given to cultural differences, social dialect, limited English proficiency as well as the influence of other languages on spoken and written English.
Strategic Area:  **Student Learning**  
**Goal:** Faculty and clinical educators will jointly develop and review academic and clinical curricula to determine appropriate courses and practica for EBP concepts.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Individual(S)</th>
<th>Resources Needed</th>
<th>Measurement</th>
<th>Status</th>
<th>Progress Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Periodic review of curriculum</td>
<td>Faculty &amp; Curriculum Committee</td>
<td>Meeting space</td>
<td>Committee Minutes by: August 1, 2014 August 1, 2015 August 1, 2016</td>
<td>NS=Not Started IP=In Progress C=Completed</td>
<td></td>
</tr>
<tr>
<td>2. Integrate clinical technology into coursework and on campus practicum.</td>
<td>Faculty Clinical Director</td>
<td>Common planning time</td>
<td>Two courses by August 1, 2015 (per syllabi) Evidence in at least 10 different clients’ treatment plans by August 1, 2016</td>
<td>NS=Not Started IP=In Progress C=Completed</td>
<td></td>
</tr>
<tr>
<td>3. Increase opportunities for internships in other than school-based settings</td>
<td>Fieldwork Coordinator Fieldwork Coordinator</td>
<td></td>
<td>10% increase over 2014 numbers by August 1, 2014. 15% increase over 2014 numbers by August 1, 2015.</td>
<td>NS=Not Started IP=In Progress C=Completed</td>
<td></td>
</tr>
</tbody>
</table>
**Strategic Area:** Student Engagement  
**Goal:** The program will develop opportunities for students to engage in learning opportunities outside of regularly scheduled class times.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Individual(S)</th>
<th>Resources Needed</th>
<th>Measurement Projected Date(s)</th>
<th>Status</th>
<th>Progress Notes</th>
</tr>
</thead>
</table>
| 1. Students will participate in discussion groups related to clinical experience and EBP | Faculty Clinical Director | Meeting space    | At least one meeting by: August 1, 2015  
Additional meeting by: August 1, 2016  
Evidenced by students’ written reflections. | NS=Not Started  
IP=In Progress  
C=Completed | NS=Not Started  
IP=In Progress  
C=Completed |
| 2. Students will participate in discussion groups related to current research that relates to clinical practice. | Faculty Clinical Director | Meeting space    | At least one meeting by: August 1, 2015  
Additional meeting by: August 1, 2016  
Evidenced by students’ written reflections. | NS=Not Started  
IP=In Progress  
C=Completed | NS=Not Started  
IP=In Progress  
C=Completed |
| 3. Students will participate in Interprofessional Education Activities with at least one other discipline represented at Stockton. | Faculty IPE committee | Meeting space    | At least one meeting by: August 1, 2015  
Additional meeting by: August 1, 2016  
Evidenced by students’ written reflections. | NS=Not Started  
IP=In Progress  
C=Completed | NS=Not Started  
IP=In Progress  
C=Completed |
APPENDIX F

Name: ___________________ Z# ___________________ Preceptor: __________

MASTER OF SCIENCE IN COMMUNICATION DISORDERS
PLAN OF STUDY

Students may enroll for Clinical Practicum I: Spring I, Summer I, or Fall 2 semester, according to the plan developed with their preceptor. Students will complete the remaining practica II & III in during two of the semesters indicated on the plan.

<table>
<thead>
<tr>
<th>FALL 1</th>
<th>CREDITS</th>
<th>SEMESTER</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 5310 Disorders of Phonology</td>
<td>3</td>
<td></td>
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<tr>
<td>CMDS 5125 Advanced Clinical Methods</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 5120 Language Disorders in Young Children</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 5101 Clinical Observation Lab</td>
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<td></td>
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</table>

Total Number of Observation Hours: __________

<table>
<thead>
<tr>
<th>SPRING 1</th>
<th>CREDITS</th>
<th>SEMESTER</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>CMDS 5510 Neurological Bases of Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 5220 Language Disorders in School-Aged Children &amp; Adolescents</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 5410 Diagnostic Methods</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 5201 Clinical Practicum I</td>
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<td></td>
<td></td>
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</table>

Total Number of Clinical Hours: __________

<table>
<thead>
<tr>
<th>SUMMER 1</th>
<th>CREDITS</th>
<th>SEMESTER</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 5420 Audiology for the SLP</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective: _____________________</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 5201 Clinical Practicum I</td>
<td>3</td>
<td></td>
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</table>

Elective may be taken from another program, with approval of preceptor.

Total Number of Clinical Hours: __________
<table>
<thead>
<tr>
<th>FALL 2</th>
<th>CREDITS</th>
<th>SEMESTER</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>CMDS 6110 Research in Communication Disorders</td>
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<td></td>
</tr>
<tr>
<td>CMDS 6430 Dysphagia</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 6440 Motor Speech Disorders</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 5201 Clinical Practicum I</td>
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<td></td>
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Total Number of Clinical Hours:_______________

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<tr>
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<th>CREDITS</th>
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<tbody>
<tr>
<td>CMDS 5301/5401 Practicum___</td>
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<tr>
<td>CMDS 6210 Acquired Adult Language Disorders</td>
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<td></td>
<td></td>
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<tr>
<td>CMDS 6120 Thesis I or Elective</td>
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Total Number of Clinical Hours:_______________

<table>
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<tr>
<th>SUMMER 2</th>
<th>CREDITS</th>
<th>SEMESTER</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>CMDS 5450 Disorders of Voice</td>
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<tr>
<td>CMDS 5460 Disorders of Fluency</td>
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<tr>
<td>CMDS 5301/5401 Practicum___</td>
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Total Number of Clinical Hours:_______________

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<th>FALL 5</th>
<th>CREDITS</th>
<th>SEMESTER</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>CMDS 6450 Communication Disorders in CLD Populations</td>
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<td></td>
</tr>
<tr>
<td>CMDS 6130 Thesis II or Elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CMDS 5301/5401 Practicum___</td>
<td>3</td>
<td></td>
<td></td>
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</tbody>
</table>

Total Number of Clinical Hours:_______________

Total Number of Credits:____________________  Thesis Option: YES  NO
After review of documentation from the American Speech-Language-Hearing Association (ASHA) and discussion with the College Provost, and the Dean of the School of Health Sciences, the following policy regarding graduate students in the Master of Science in Communication Disorders Program (MSCD) at the Richard Stockton College of New Jersey has been adopted and will take effect on September 3, 2014 and initiate with the incoming class entering on September 3, 2014 and remain in effect hereafter.

The MSCD Program supports the policy of ASHA that students served under IDEA legislation (currently IDEA 2004) should receive services from qualified providers of services. A qualified provider is one who has completed a Master’s Degree in the appropriate area of certification (Communication Disorders) and who has received a passing score on the PRAXIS II exam in Speech-Language Pathology. Additional information may be obtained on the ASHA website at: http://www.asha.org/Advocacy/federal/idea/04-law-qual-prov/.

Program faculty and staff will no longer support students applying for provisional certification as Speech-Language Specialists in New Jersey or similar provisional certification in other states.

Information on certification as a Speech-Language Specialist in New Jersey may be located at: http://www.state.nj.us/education/educators/license/tcis/.

Amy J. Hadley, Ed.D., CCC-SLP
Amy J. Hadley, Ed.D., CCC-SLP
Program Director, MSCD

MSCD Manual Appendix G
MSCD Policy and Procedure Manual

Updated September 8, 2014

by

Amy J. Hadley, Ed.D., CCC-SLP Program Director
In conjunction with MSCD faculty