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.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Fluency of Ideas — The ability to generate a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

**Work Activities:**

- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Communicating with Supervisors. Peers. or Subordinates — Providing information to
supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

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

**Work Styles:**

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

In addition the standards listed above, students in the Master of Science in Communication Disorders 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.

**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, hard hats, or life 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.