School of Health Sciences

MASTER OF SCIENCE
IN
COMMUNICATION SCIENCES & DISORDERS
PROGRAM

Program
Handbook

2024-2025

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About the Master of Science in Communication Sciences & Disorders (MSCD) Program

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

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

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

The program currently requires completion of 63 graduate credits. All master's degree candidates must complete 400 clinical hours of supervised clinical experience. Of these 400 hours, 25 must be in guided observation. Per ASHA certification requirements in speech-language pathology, at least 325 of the 400 clinical hours must be completed at the graduate level. Students receive clinical experience both on campus in the Speech and Hearing Clinic and off campus in various clinical externships. Students will be able to graduate having had a variety of clinical experiences.

The purpose of this handbook is to provide students with the information they will need throughout the program. Students are also encouraged to consult the program website: https://stockton.edu/graduate/communication-disorders.html and to meet regularly with their academic preceptors. Students must enroll full-time in the MSCD Program. The requirements are rigorous, but the outcome is rewarding.

Sincerely,

Stacy Gallese Cassel
Stacy Gallese Cassel, Ph.D., CCC-SLP
Co-Chair, MSCD Program
Stacy.cassel@stockton.edu

Phillip Hernández
Phillip Hernández, Ed.D., CCC-SLP, BCS-CL
Co-Chair, MSCD Program
phillip.hernandez@stockton.edu

PART I: PROGRAM DESCRIPTION

STATEMENT ON ACCREDITATION

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

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

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

Complaints Related to Accreditation Standards

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

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

Other complaints may be directed to the following personnel:

Dr. Stacy Gallese Cassel, Ph.D., CCC-SLP
Program Co-Chair, MSCD Program
Stacy.cassel@stockton.edu

Dr. Phillip Hernández, Ed.D., CCC-SLP, BCS-CL
Program Co-Chair, MSCD Program
phillip.hernandez@stockton.edu

Dean of the School of Health Sciences
HLTH.School@stockton.edu

MISSION AND VISION

Program Mission

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

Program Vision

The vision of the Master of Science in Communication Sciences & Disorders (MSCD) Program is to be the premiere program for the study of communication disorders in Southern New Jersey.

COMMUNICATION SCIENCES & DISORDERS PROGRAM (MSCD) STRATEGIC PLAN

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

STUDENT ACHIEVEMENT DATA

Program completion rates as well as PRAXIS pass rates are posted on the MSCD Program Website: https://stockton.edu/graduate/communication-disorders.html. The data are updated at least annually, at the end of the academic year. PRAXIS pass rates are obtained from the Educational Testing Service (ETS)

MSCD PROGRAM FACULTY AND STAFF

Program Faculty:

Stacy Gallese Cassel, Ph.D., CCC-SLP
Program Co-Chair
Associate Professor of Communication Sciences & Disorders

Phillip Hernández, Ed.D., CCC-SLP, BCS-CL
Program Co-Chair
Associate Professor of Communication Sciences & Disorders

Amanda Copes, Ed.D., CCC-SLP
Lead Clinical Supervisor, Stockton Speech and Hearing Clinic

Kelly Maslanik, M.S., CCC-SLP
Clinical Education Specialist

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

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

Michelle Swartz, Ph.D., CCC-SLP
Assistant Professor of Communication Sciences & Disorders

Clinical Staff:

Linda Boyd, B.S.
Program Assistant

Adjunct Faculty:

Lindsay Laielli, M.S., CCC-SLP
Maegan Mapes, Au.D., CCC-A
Jennifer McIlvaine, Ph.D., CCC-SLP, ATP
Lauren Padula, M.S., CCC-SLP

CURRICULUM DESIGN

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

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

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

Prerequisite coursework in communication sciences & disorders:

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

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

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

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

The Communication Sciences & Disorders (MSCD) Program is designed to take five semesters to complete, which includes one summer of coursework that may include a clinical practicum as well as other coursework. Completion of the program requires a minimum of 63 graduate level credits. The principles of evidence-based practice and the diversity of society will be infused throughout the curriculum. Students will also complete a series of modules related to social justice over the course of the two-year program.

Students are encouraged to complete research projects in an area of interest. Students wishing to develop research projects should discuss options with their preceptors early in the program.

As part of the 400 hours of supervised clinical experience required to complete the Communication Sciences & Disorders (MSCD) Program, 25 hours of guided clinical observation must be documented**.** The guided clinical observations as well as the requirements of the clinical supervisor are described in Standard V-C of the current Standards and Implementations Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. **If you are beginning the Communication Sciences & Disorders (MSCD) Program and have not already completed 25 hours of documented guided observation, please alert the Lead Clinical Supervisor and your preceptor so that arrangements can be made for you to accrue the guided observation hours.**

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

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

The Communication Sciences & Disorders (MSCD) Program utilizes a cohort model. With few exceptions, required courses are offered once a year and must be taken in sequence. Students who must take a leave of absence from the program due to personal or family emergencies will have to wait until the following year when the courses are offered to complete the requirements. Students in good standing at the time of the leave of absence will have a space reserved for continuation on a full-time basis the following year. The university policy on Leave of Absence can be found at: https://www.stockton.edu/academic-advising/academic-information/leave-of-absence.html.

Students who have been admitted to the **Hispanic Emphasis Specialization (HES)** will need to complete additional requirements. **See the Appendices beginning with M-1.**

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

MSCD STUDENT PORTFOLIO

Strategies for Communication Sciences & Disorders Students

As a student in the Communication Sciences & Disorders (MSCD) Program, you are required to develop and maintain a professional portfolio. A professional portfolio is an organizational tool that provides you with a means to document your progress toward achieving professional

competence as a speech-language pathologist. Your portfolio is a personal representation of your journey through the Master of Science in Communication Sciences & Disorders and should reflect what you have learned along the way, (i.e. a formative assessment) about the practice of speech-language pathology as well as what you know and can do by the conclusion of the program (i.e. a summative assessment). The portfolio may include a variety of artifacts that demonstrate your knowledge, your skills, and your reflection upon the practice of speech-language pathology. Just as an artist's portfolio shows the evolution of the artist's craft over time, your portfolio should demonstrate your growth and development as a speech-language pathologist. Those who access your portfolio should have a clear understanding of your current knowledge and skill levels and an impression of how you arrived at where you are today.

We recommend that you begin collecting artifacts from your courses and clinical practica as soon as you begin taking classes. Be sure to **remove identifying information for all individuals other than the author.** You can store the artifacts in an electronic file. You will receive instructions during the first semester on how to upload your artifacts to your portfolio.

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

1. Your contact information (Name, Address, E-mail address, Phone number)
2. Resume
3. Artifacts: "tangible evidence of knowledge that is gained, skills that are mastered, values that are clarified, or dispositions and attitudes characteristic of you" (Campbell, 2003). All artifacts must be the original work of the student. If an artifact contains information that has been modified, the original source must be cited. All artifacts must respect confidentiality by not disclosing names or any other identifying information. If artifacts contain photographs, videos, audio recordings, or student work, the student must have obtained a letter of consent/assent. One of the advantages of an e-Portfolio is the capacity to integrate text and images and to cross-reference using links.

Examples of Artifacts *(Remember confidentiality)*

Research Papers or Presentations	Evaluation Reports
Research Proposals	Documentation of Pure-tone Screenings
Journal Article Critiques	Progress Reports
Feedback from a Supervisor	Lesson Plans / Treatment Plans
Service-Learning Projects	Photographs of Teaching/Learning Activities
Case Studies and Simulations	Responses to Discussion Posts
Sample of Client Work Used in Assessment	Your Resume

Adapted from original source: University of Central Florida- Communication Disorders Program- Master's Student Handbook

About Reflection
Cited from: http://www2.uwstout.edu/content/art/artedportfolios/reflection/
For Preservice and In-service Art Teachers
Sheri Klein, UW-Stout and William Chandler, UW-Whitewater

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

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

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

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

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

What is the purpose of reflection?
You will be reflecting on the outcomes from your coursework and experiences. While reflection suggests recollection and the remembering of events and activities past, it is remembering with a grounding of beliefs. Dewey (1933) stated "reflection thus implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness, evidence, proof, voucher, warrant; that is, as ground of belief." (p.11). For Dewey, reflective thinking consisted of two parts: a state of doubt and a search to resolve that doubt. Thus, constructing a portfolio is an act of revealing one's beliefs. Schon (1988) considered a utility for reflective thinking in that cognitive practice has a direct relationship to practices within professional realms (teaching). Davis, Hawley, McMullan, and Spilka (1997) extend this idea in that the process of education mirrors the design process, with reflective thinking being central to both. Design as a process (Davis, et.al., 1997), like teaching art, requires critical reflection that can inform future events.

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

Where do you put the reflections in your portfolio?
Your portfolio is also an assessment portfolio. This means that it includes a collection of selected artifacts and focused reflections and goals that demonstrate how you have met *2020 Standards for Certification in Speech-Language Pathology:* https://www.asha.org/Certification/2020-SLP-Certification-Standards/. **Reflections should be infused throughout your portfolio.**

The e-Portfolio Platform for the Communication Sciences & Disorders Program
The Communication Sciences & Disorders (MSCD) Program currently uses the student portfolio tool that is included in the EXXAT system. You are required to subscribe to EXXAT for your clinical record keeping, and the e-Portfolio platform is part of the package. Early in the program, you will be required to attend a session in which faculty will provide an overview of constructing an e-Portfolio. You will be provided with examples and a shell structure to help you begin organizing a repository of potential artifacts you may wish to include in your finished portfolio.

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

A copy of the MSCD Student Portfolio Rubric is included in Appendix L of this handbook.

PART II: UNIVERSITY/SCHOOL OF HEALTH SCIENCES INFORMATION

GRADUATE ASSISTANTSHIPS AND OTHER FORMS OF FINANCIAL ASSISTANCE

Information for Stockton University students on financing their graduate education is provided by the Office of Graduate Admissions at: https://stockton.edu/graduate/financial-information/index.html.

GRADUATION REQUIREMENTS

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

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

The student will be advised by the preceptor to register for the ***Praxis Speech-Language Pathology Test (5331)***. The student needs to register for the exam directly with the Educational Testing Service (https://www.ets.org/praxis/asha/overview). The student will be advised to **have the test scores reported to the MSCD program** as well as to ASHA and all other appropriate agencies granting licensure/certification. A passing score on the Praxis exam (currently 162) is not required for graduation; however, the student must discuss their plan for taking the exam with their preceptor prior to graduation. Additional information on the Praxis exam can be found at https://www.asha.org/certification/praxis/about-the-speech-language-pathology-praxis-exam/

MSCD PROGRAM DISTINCTION

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

ALPHA ETA NATIONAL HONOR SOCIETY IN ALLIED HEALTH

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

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

NATIONAL STUDENT SPEECH-LANGUAGE HEARING ASSOCIATION

The Stockton University Speech and Hearing Club is a chapter of the National Student Speech-Language-Hearing Association (NSSLHA). The Stockton University Speech and Hearing Club is open to membership for any student at Stockton University who is interested in the study of normal and disordered human communication. The purpose of the club is to unite its members and serve the university community by:

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

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

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

According to the NSSLHA website (https://www.nsslha.org/):
The National Student Speech-Language-Hearing Association (NSSLHA) is the only national student organization for pre-professionals studying communication sciences and disorders (CSD) recognized by the American Speech-Language-Hearing Association (ASHA).

THE STOCKTON UNIVERSITY GRADUATE STUDENT COUNCIL

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

The Graduate Student Council often funds graduate student travel related to scholarly projects such as presenting at a national or regional conference. Additional information may be found by contacting the Stockton Office of Student Development or on their website at:
https://stockton.edu/graduate/choose-stockton/graduate-clubs-organizations.htmlhttps://www.stockton.edu/student-development/student-organizations/index.html

THE MULTICULTURAL STUDENTS IN HEALTHCARE (MSH) CLUB

The Multicultural Students in Healthcare (MSH) Club is open to matriculated Stockton undergraduate and graduate students in the School of Health Sciences.

MSH Club Goals:

1. Provide a safe space for minority and non-minority students to discuss current topics in healthcare pertaining to marginalized communities.
2. Provide networking opportunities.
3. Provide mentorship.
4. Provide discussions on the issues and experiences that both minority healthcare professionals and patients face.

Current MSH Faculty Advisors:
Dr. Phillip Hernández (phillip.hernandez@stockton.edu)
Dr. Trina Gibson-Jones (Trina.Gibson-Jones@stockton.edu)

PART III: POLICIES AND PROCEDURES

UNIVERSITY POLICIES AND PROCEDURES

Stockton Academic Bulletin
The *Stockton Academic Bulletin* provides valuable information about Stockton University courses, policies and procedures, activities, and services. Students should refer to the current Bulletin at: https://stockton.edu/academic-bulletin/documents/stockton-university-academic-bulletin.pdf.

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

Students must be familiar with all University Policies and Procedures. In addition to the Bulletin, University Policies and Procedures pertaining particularly to students may be found at: https://stockton.edu/policy-procedure/student-affairs.html

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

Equal Opportunity and Institutional Compliance
The Office of Equal Opportunity & Institutional Compliance oversees Stockton's progress toward equity, diversity and inclusion through its leadership and collaboration with members of the campus community.

The office oversees this progress through Stockton's nondiscrimination policies, which are based within federal and state non-discrimination laws. The office handles concerns and complaints, particularly those related to harassment and other forms of prohibited discrimination. Stockton University's nondiscrimination policy and procedures, including those specific to students, can be accessed at: https://www.stockton.edu/diversity/policys.html.

Any inquiries about Stockton's non-discrimination policies and procedures, Title VI, Title VII, Title IX, should be made to:

Office of Equal Opportunity & Institutional Compliance
Stockton University | L-214 Main Campus
101 Vera King Farris Drive
Galloway, NJ 08205-9441
Phone 609.652.4693 | Fax 609.626.3535

Notice of Closure or Delayed Opening

The University uses a text alert system, email, University social media and the University website to notify students and employees when there is a delay or closure. The expectation should always be that the campuses are operating as normal, unless otherwise indicated.

For severe weather that compromises services or safety while classes are in session an announcement will be made as soon as possible; if overnight, an announcement will be made around 6 a.m. regarding the services to be provided for that day. Sign up for text alerts on the Stockton portal: go.stockton.edu

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

The Role of the Preceptor

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

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

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

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

Student Records Policy

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

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

Expectations for Use of Generative Artificial Intelligence (AI):
Generative artificial intelligence (AI) programs, such as ChatGPT, Microsoft Pilot, Google Gemini, etc. may not be used for any work or assignments required in this program. The use of generative AI programs defeats the writing requirements and critical thinking skills that are vital to achieving our learning outcomes. Submission of partial or complete work from generative AI programs is not permitted and will be treated as plagiarism as defined in Stockton's Student Academic Honesty Procedure and handled in accordance with the Procedure.

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

Maintenance of Matriculation
University policy requires that, once matriculated, students must be enrolled continuously each semester. A Maintenance of Matriculation Form must be completed each Fall or Spring term for which the student is not enrolled. For more information, refer to the policy outlined in the *Stockton University Academic Bulletin*.

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

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

The University Policy on Leave/Withdrawal is found at: https://stockton.edu/registrar/forms.html

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

Graduate Student Code of Conduct
Graduate students are expected to adhere to *Stockton University's Campus Code of Conduct* which is located at: https://stockton.edu/student-conduct/code-of-conduct.html

As stated in the Code of Conduct:

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

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

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

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COMMUNICATION SCIENCES & DISORDERS PROGRAM POLICIES AND PROCEDURES

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

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

2. If the problem is unresolved after this initial contact and the student is not satisfied with the suggestions made, the student should contact his/her/their preceptor and submit the complaint in writing.

3. If the problem is still unresolved to the student's satisfaction, then they should contact the Program Chair in writing. The Program Chair may ask for documentation that the student has already attempted to address the issue with the faculty member and/or their preceptor.

4. If the complaint is still not resolved to the satisfaction of the student, they may appeal in writing to the Dean of the School of Health Sciences.

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

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

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

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

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

Other complaints may be directed to the following personnel:

Dr. Stacy Cassel, Ph.D., CCC-SLP
Co-Chair, MSCD Program
Stacy.cassel@stockton.edu

Dr. Phillip Hernández, Ed.D., CCC-SLP, BCS-CL
Co-Chair, MSCD Program
phillip.hernandez@stockton.edu

Dean of the School of Health Sciences
HLTH.School@stockton.edu.

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

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

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

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

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

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

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

Faculty Availability Policy
Faculty attempt to be available to students using methods designed to be mutually convenient. It is important to respect and have reasonable expectations regarding access to faculty. Faculty are concerned about meeting all student needs as well as other required faculty obligations.
Students may meet directly with full-time faculty members during published office hours or by appointment depending on the individual faculty member's policy posted on their syllabus. Students may also schedule appointments to meet with adjunct faculty members according to the policy posted on their syllabi.

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

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

Electronic Communication
When contacting faculty or when contacting externship sites, external supervisors, or other persons associated with MSCD education, students are **required to use the Stockton e-mail address** issued upon admission. This is required for security purposes and for sound professional communication. A guide to using professional etiquette in electronic correspondence can be found on the Purdue Online Writing Lab (OWL) website: https://owl.english.purdue.edu/owl/resource/636/01/.

Students requiring additional assistance with electronic communication, should review the information available for students on the Information Technology Services webpage: https://stockton.edu/information-technology/.

Staff at the Information Technology Services Student Help Desk can also provide additional assistance during Help Desk Hours at (609) 652-4309.

PART IV: STUDENT RESOURCES

GRADUATE ADMISSIONS

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

Among the services listed are:

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

The Office of Graduate Admissions also has a Financial Information page which includes information on Financing Your Graduate Education, including information on Graduate Assistantships: https://www.stockton.edu/graduate/financial-information/index.html.

WELLNESS CENTER

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

Among the resources listed on this page are:

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

The Wellness Center has added additional resources such as Information on COVID-19 and Mental Health Telephone Support through New Jersey Mental Health Cares (1-866-202-HELP).

THE RICHARD E. BJORK LIBRARY

The library webpage contains valuable resources for students: https://library.stockton.edu/welcome.

The Conducting Research page (https://library.stockton.edu/conducting_research/tutorials) page includes information and tutorials including the following topics:

- Conducting Research
- Copyright & Plagiarism
- Evaluating Sources
- Interlibrary Loan
- Citation Styles
- Using Databases

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

The Richard E. Bjork Library has developed *Subject Research Guides*. Here is the link for Communication Sciences & Disorders Program:
https://library.stockton.edu/c.php?g=58429&p=9639846

According to the library website, "The guides are one-stop shops that point students and researchers to resources in the Library and beyond. Finding aids and tools facilitate research and learning." (https://library.stockton.edu/conducting_research/subject_guides)

In addition, the library has identified Subject Librarian specialists. **The current Subject Librarian for Communication Sciences & Disorders is *Joyce DeStasio*, Outreach & Public Service Librarian Instructor in the Library**. Her contact information can be found on her profile page.

DIVERSITY, EQUITY, AND INCLUSION RESOURCES

According to the Stockton University Student Policy Prohibiting Discrimination and Harassment in the Academic/Education Environment:

> Stockton University is committed to providing every University student and prospective University student with an academic/education environment free from prohibited discrimination or harassment. Under this Policy, forms of discrimination or harassment based upon the following protected categories are prohibited and will not be tolerated: race, creed, color, national origin, nationality, ancestry, age, sex/gender, pregnancy, marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.

Any inquiries about Stockton's non-discrimination policies and procedures, Title VI, Title VII, Title IX, should be made to:

Office of Equal Opportunity & Institutional Compliance
Stockton University | L-214 Main Campus
101 Vera King Farris Drive
Galloway, NJ 08205-9441
Phone 609.652.4693 | Fax 609.626.3535

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

Bias Prevention

Your faculty encourage students to visit the *Bias Prevention Education And Review Team* website and to read and understand the information contained there: https://stockton.edu/bias/index.html

As listed on the *Bias Prevention Education and Review Team* website:

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

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

The *Bias Prevention Education And Review Team* website offers resources for the University Community on preventing, reducing, and responding to bias or hate crimes.
Online reporting is available here: Crime Tip Line or Bias Incident Reporting.

- Use the Crime Tip Line, if you are reporting a possible crime.
- Submit an Incident Report, if you are reporting a possible bias incident.

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

Resources Available through ASHA and NSSLHA:

NSSLHA Inclusion, Diversity, Equity, and Action: https://www.nsslha.org/about/stop-the-silence/

ASHA's Multicultural Affairs and Resources: https://www.asha.org/practice/multicultural/

ASHA Multicultural Constituency Groups:
https://www.asha.org/practice/multicultural/opportunities/constituency/

- Asian Indian Caucus
- Asian Pacific Islander Caucus
- Disability Caucus
- Haitian Caucus
- Hispanic Caucus
- Jewish Caucus
- L'GASP-LGBTQ Caucus

- Men's Constituency Caucus
- Middle East and North Africa Caucus
- Native American Caucus
- South Asian Caucus

The National Black Association for Speech-Language and Hearing (NBASLH): https://www.nbaslh.org/

ASHA's Minority Student Leadership Program (MSLP): https://www.asha.org/Students/MSLP-Award/

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

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

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

The New Jersey Speech Language Hearing Association also has a Multicultural Issues Committee. The committee regularly holds a student symposium and has developed materials including a Technical Manual that is available on the NJSHA website (www.njsha.org).

The Stockton University Multicultural Students in Healthcare (MSH) Club: https://stockton.campuslabs.com/engage/organization/msh

The Stockton University Master of Science in Communication Sciences & Disorders Program *Statement and Action Plan in Support of Institutional Change to Eliminate Racism and Discrimination and Promote Social Justice* (May also be accessed on the MSCD Program's webpage): https://www.stockton.edu/graduate/documents/mscdprogstatement1192020.pdf

PART V: PROGRESS MONITORING – MSCD PROGRAM

Plan of Study

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

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

- 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP),
- Program and University requirements for graduation,
- requirements for New Jersey licensure in speech-language pathology, and
- requirements for Speech-Language Specialist certification by the New Jersey Department of Education.

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

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

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

About the Academic and Professional Standing Committee
(Effective September 1, 2024)

Annually, the faculty and professional staff of the MSCD Program faculty will select an Academic and Professional Standing (A&PS) Committee for a term of one year. The Committee itself will select the Committee Chairperson. The Committee shall be composed of all MSCD faculty, one faculty member outside of the MSCD program, and/or professional staff members. No regular committee member may consider a case in which they are considered to have a conflict of interest, as determined by the MSCD

Program Co-Chairs. The chair will designate an alternate member(s) to consider a case in place of a regular committee member deemed to have a conflict of interest or to fill the absence of a regular committee member (including the committee chair).

The A&PS Committee is a program level system for early detection of problems in academic, clinical or professional performance. The A&PS Committee will:

1. represent the MSCD Faculty in establishing criteria for performance review,
2. make recommendations to the MSCD Program for modifications to the review process,
3. receive and respond to requests from MSCD Program faculty for review of student performance,
4. review appropriate requests for review of student performance, and
5. make decisions on all reviewed requests.

Intervention Overview

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

In cases in which students are demonstrating deficits in a clinical practicum, the faculty member assigned as course instructor for the practicum experience should initially meet with the student to discuss their performance and possible causes for performance deficits in an effort to resolve the situation. Performance concerns may include poorly completed projects/assignments or concerns voiced by the student's practicum supervisor regarding knowledge and/or skills deficits. To facilitate learning, the instructor *may* assign additional readings, observations, viewing a webinar, etc. At this time, a *Clinical Support Plan* may also be developed. A template for the *Clinical Support Plan* is included in Appendix J.1.

For cases involving violations of standards regarding professional performance, refer to the section in this handbook titled Professional Performance Standards.

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

Student Performance, Academic Probation, and A&PS Review

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

- a cumulative GPA which falls below 3.0;
- a semester GPA below 3.0;
- a final grade below a B in any MSCD course, including elective and practica courses.

When a faculty member and/or a student's preceptor becomes aware that a student meets one or more of the conditions for Academic Probation in the Communication Sciences & Disorders Program, the faculty member and/or the student's preceptor shall refer the student's case for review by the MSCD Academic and Professional Standards (A&PS) Committee.

Academic and/or Clinical Standards Review
A faculty member may also refer a student to the A&PS Committee for the following concern:

- failure to meet proficiently level (80%) in a knowledge or skill area of the current version of The Standards for the Certificate of Clinical Competence in Speech-Language Pathology as listed in Standard IV: Knowledge Outcomes and Standard V: Skills Outcomes.

Request for Review: Procedures and Timeline
A written request for review should be sent by the faculty member and/or preceptor directly to the A&PS Committee Chair. The student's preceptor should be made aware that the student's case is being referred for review. Once the written request for review is received, the A&PS Chair should acknowledge receipt to the faculty member making the request. Barring exceptional circumstances, the A&PS Committee Chair convenes a meeting with the A&PS Committee within 10 business days of receiving the request. When the committee receives a request to review a student's performance, there are several possible outcomes.

A. In cases of **academic** or clinical referrals related to cumulative GPA, semester GPA, and/or final course grade(s), the A&PS Committee will respond with one of the following outcomes:

    1. The A&PS Committee decides that the student's performance does not meet the criteria for academic probation and that there is no basis for further action other than informing the referring faculty member of the committee's decision.
    2. The A&PS Committee decides that the student's performance meets the criteria for academic probation and that:
        a. The student will be notified in writing of their probationary status.
        b. The student will be placed on Academic Probation. (A hold may be placed on the student's records.)
        c. The student will develop an Individual Intervention Plan with the referring faculty member and their preceptor. In cases where the instructor is also the student's preceptor, an additional faculty member may also be invited to participate in the process.

B. In cases of *Academic and/or Clinical Standards Review* (i.e., failure to meet proficiency level (80%) in a knowledge or skill area) the A&PS Committee will respond with one of the following outcomes:
    1. The A&PS Committee decides that the student's performance does not meet the criteria for standards review and that there is no basis for further action.
    2. The A&PS Committee decides that the student's performance meets the criteria for standards review and that the student will develop an Individual Intervention Plan with the referring faculty member and their preceptor.

Figure 1. Summary of Academic/Clinical Performance Review Referral Process

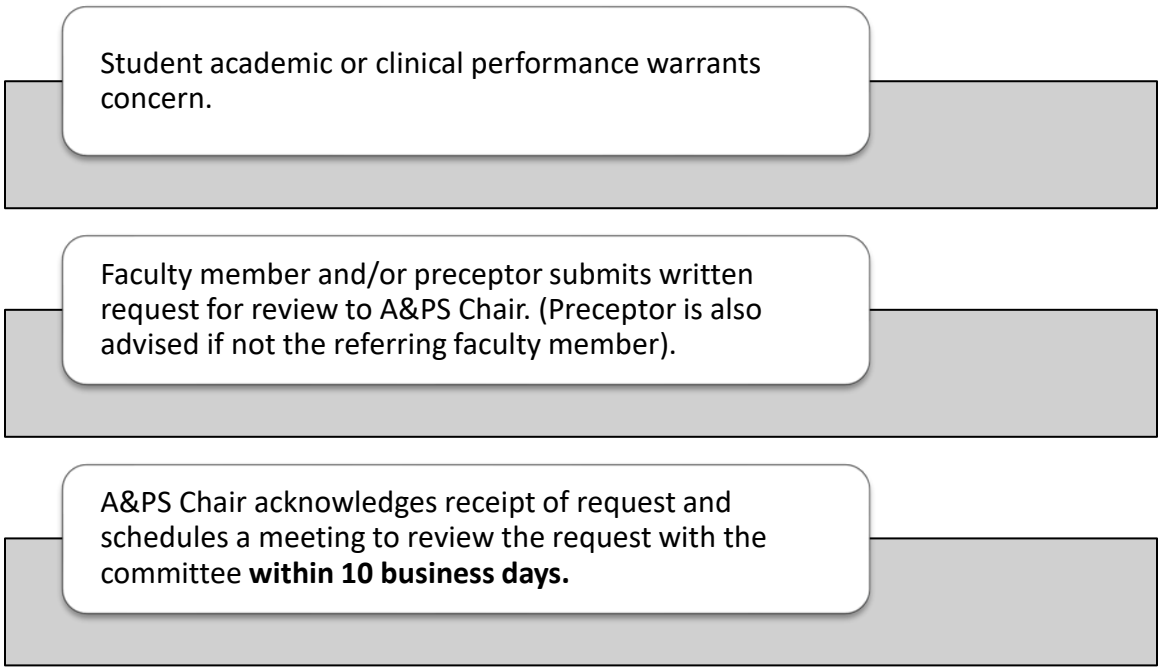


Figure 2. Summary of Review Process Based on Grades and/or GPA

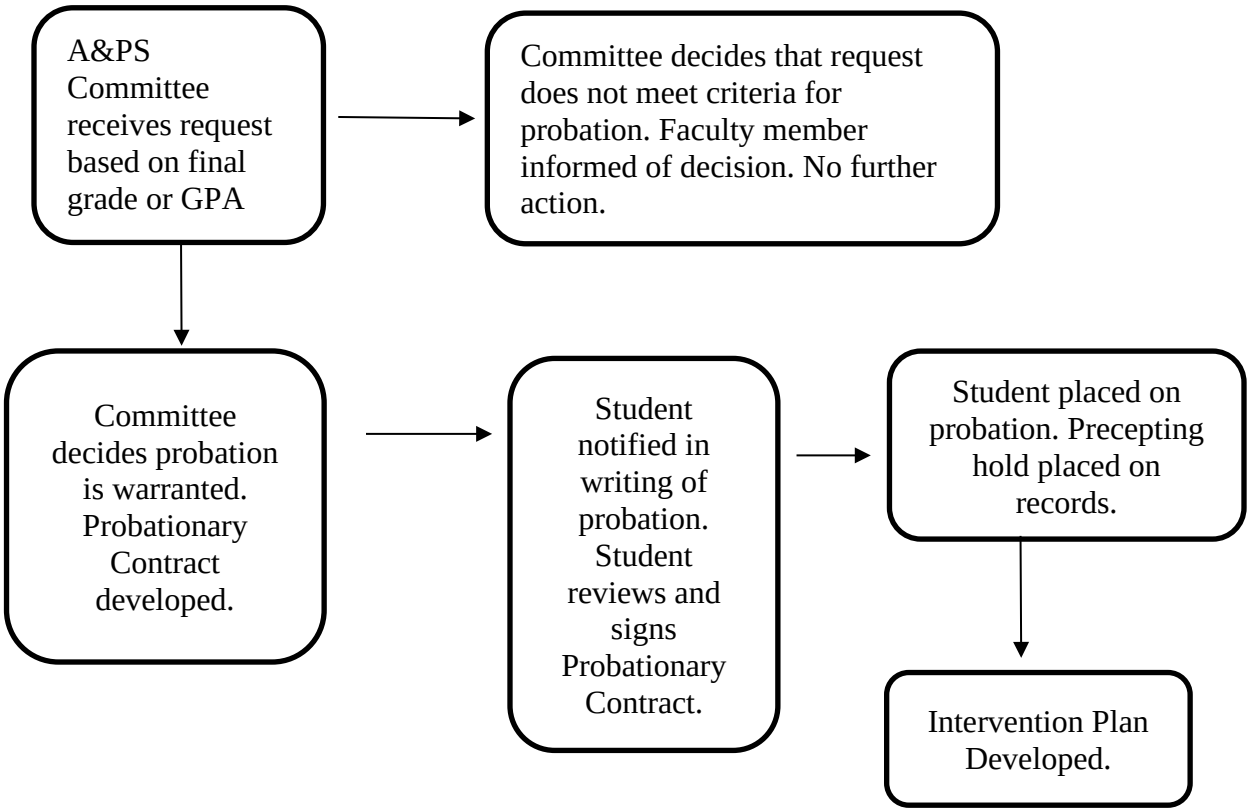
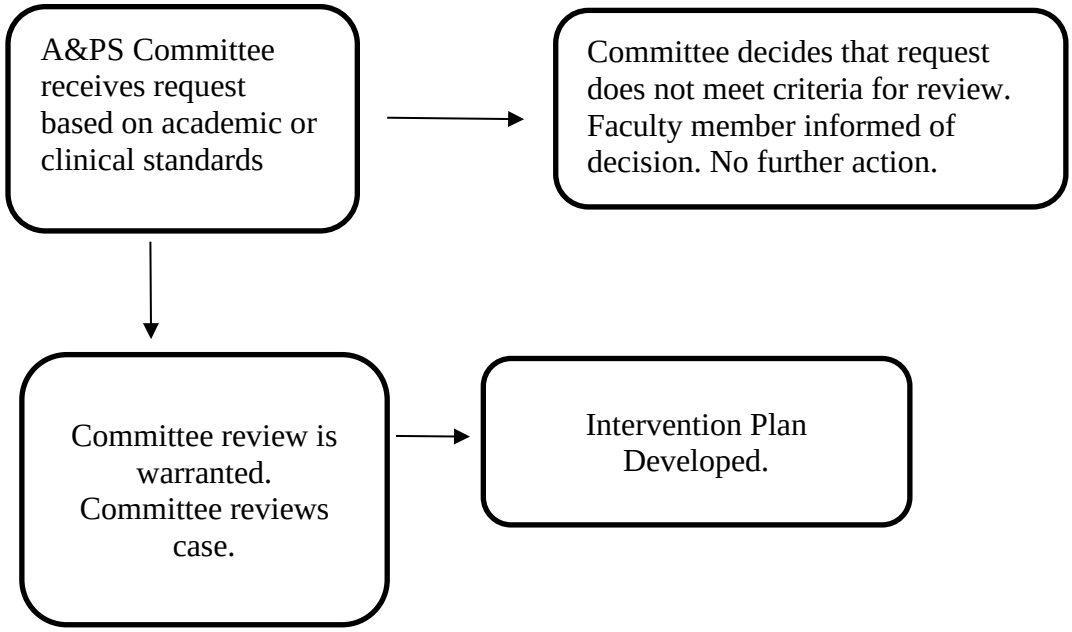


Figure 3. Summary of <u>Review</u> Process Based on Academic/Clinical Standards



<u>Intervention Policies and Procedures</u>

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

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

Individual Intervention Plan

The recommended intervention plan will include areas of knowledge and/or skill requiring intervention, specific actions required of the student including level of performance required for completion, name(s) of supervising instructor(s), and a timeline for completion. The content will be developed and signed by the referring faculty member (who may also be the student's preceptor), the student's preceptor, and the student, with additional faculty and/or professional staff input as appropriate. The Individual Intervention Plan template is included in Appendix I.2 of the Handbook.

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

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

- If the student failed an examination, the course instructor may ask the student to respond to those questions that they missed using an open book format and explain choices to the course instructor.

- In the case of a failed examination, the student must respond correctly in writing to the questions answered incorrectly in essay form) and include appropriate citations.

- If the student did not receive a passing grade on a research paper, the course instructor may have the student rewrite the paper with special emphasis on the deficient areas. The course instructor will provide guidelines on how to improve that particular section of the paper.

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

- When the student needs to develop additional knowledge, recommendations may include:
  - A research paper on an area of clinical practice or a particular disorder.
  - Enrolling in a course or independent study recommended by the supervisor and approved by the preceptor.
- The student may be assigned additional supervised observation hours.
- The student may be assigned a mentor that they are assigned to "shadow" in a clinical setting.
- The student may be assigned additional clients in the Speech and Hearing Clinic on campus and be required to complete weekly self-assessments.
- The student may be assigned additional clinical experiences to demonstrate entry level clinical standards prior to beginning full-time clinical practica off-campus. The student should note this may delay graduation date.

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

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

If repeating a course, students should be aware of the following Communication Sciences & Disorders Program policy which may differ from the current Stockton University policy:

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

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

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

Students on academic probation in the MSCD Program must adhere to the academic intervention plan. A student on probation who does not adhere to the academic intervention plan may be considered for dismissal from the graduate program and from the University. Students on probation must also complete the MSCD Program Probationary Contract (Appendix K-2).

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

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

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

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

The following information is an excerpt from the Preamble of the 2023 ASHA Code of Ethics:

The ASHA Code of Ethics reflects professional values and expectations for scientific and clinical practice. It is based on principles of duty, accountability, fairness, and responsibility and is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions. The Code of Ethics is a framework and a guide for professionals in support of day-to-day decision making related to professional conduct.

The Code of Ethics is obligatory and disciplinary as well as aspirational and descriptive in that it defines the professional's role. It is an integral educational resource regarding ethical principles and standards that are expected of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

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

- *a member of ASHA holding the Certificate of Clinical Competence*
- *a member of ASHA not holding the Certificate of Clinical Competence*
- *a nonmember of ASHA holding the Certificate of Clinical Competence*
- *an applicant for ASHA certification or for ASHA membership and certification*

ASHA members who provide clinical services must hold the Certificate of Clinical Competence and must abide by the Code of Ethics. By holding ASHA certification and/or membership, or through application for such, all individuals are subject to the jurisdiction of the ASHA Board of Ethics for ethics complaint adjudication.

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

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

(Source: American Speech-Language-Hearing Association. (2023). *Code of ethics* [Ethics]. Available from www.asha.org/policy/.)

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

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

- Compliance with the Campus Conduct Code.

- Consistent ability to maintain a respectful and non-judgmental demeanor with regard to cultural and social diversity including race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.

- Self-awareness that consistently fosters the ability to relate to others, especially clients (e.g., avoids inappropriate self-disclosure in the classroom, clinical practica, or any settings related to work in the MSCD program; able to work toward resolving one's personal issues that may impair performance).

- Demonstrating reliable and responsible behavior (e.g. reports on time to class/practicum, attends class/practicum as scheduled, abides by HIPAA protocol, adheres to facility procedures and deadlines, etc.).

- Accepting and applying constructive feedback from professors, supervisors, and peers as a means of developing and achieving academic, clinical, and professional growth.

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

- Substance abuse

- Any felony convictions that would seriously compromise the ability to work as a licensed/certified speech-language pathologist (e.g., conviction for sexual abuse of children).

- A lack of professional integrity or emotional stability (e.g., lying, cheating, or plagiarizing in program courses or clinical practica).

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

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

Procedures for Requesting and Conducting Professional Performance Review
Before filing a request with the A&PS Committee, the concerned faculty member must make all reasonable efforts to resolve the matter with the student including, but not limited to:

- meeting with the student,
- reviewing the issue(s) with the MSCD Program Co-Chairs, and
- if recommended by the MSCD Program Co-Chairs, meeting with a representative from the Office of Student Conduct.

Efforts to resolve the matter must be documented in writing by the faculty member, regardless of whether a request is dealt with by the A&PS Committee. The **MSCD Academic and Professional Standing Committee Tracking Sheet** is located in Appendix K-1. The tracking sheet is designed to assist the members of the A&PS Committee with documenting each step of the following process.

1. If a faculty member files a request with the A&PS Committee, it must be filed with the A&PS Committee Chair in writing, dated, and signed by the requesting faculty member. It also must include written documentation of the following (as applicable):
    a. the specifics of each actual performance incident on which the request is based, including student name, date, location, approximate time (if applicable), and names of persons present;
    b. all efforts to resolve the issue prior to filing with the Committee with written documentation of same; and
    c. the faculty member's recommended action.

    Upon receipt of the request, the A&PS Committee Chair acknowledges receipt of the request to the faculty member and then shares the request and documentation with the A&PS Committee members for consideration. Barring exceptional circumstances, the

A&PS Committee Chair convenes a meeting with the A&PS Committee within 10 business days of receiving the request to vote on whether the request meets the criteria for a Professional Performance Review. An A&PS Committee decision requires a majority vote.

2. Barring extenuating circumstances, the A&PS Committee shall notify the requesting faculty member in writing within one week of the decision on whether their request meets A&PS Committee requirements for review.

3. If a review is granted, the A&PS Committee will send written notification to the student and requesting faculty member (within one week of the A&PS decision for review) and include the following:
    a. the A&PS Committee's decision to review the referred case – including a copy of the faculty member's request;
    b. reference to this section of the MSCD Program Handbook on Professional Performance Review
    c. notice to the student that they must submit a written acknowledgement of the faculty member's filing to the A&PS Committee and the faculty member within one week of receipt of the notice; and
    d. a statement that an A&PS Committee representative will contact both parties within two weeks to schedule a review.

    The written communication may be sent electronically. An additional copy sent via US mail to the student is recommended.

    Barring extenuating circumstances, the A&PS Committee shall make a reasonable effort to schedule a review within two weeks of providing the initial response to the faculty member and the student.

4. Students responding to a faculty member's filing may have a representative assist them with the process, including being on-site at the A&PS Committee review. However, in all cases, the student must speak for themselves and the representative shall have no right to speak to the A&PS Committee, other than introducing themself to the Committee.

5. A&PS Committee reviews are opportunities for both the faculty member and the student to submit their positions orally and in writing for Committee review. The faculty member and student each will have a maximum of 15 minutes for their oral presentation. The A&PS Committee review does not include cross-examination between the parties; only questions by the A&PS Committee members. The faculty member or student may ask the A&PS Committee chair to consider asking a question to the student or faculty member respectively. The A&PS Committee Chair has full discretion in deciding whether or not to honor the request.

6. Once the faculty member and student have had opportunities to present any oral or written information during the Review meeting, they are dismissed from the meeting. The A&PS Committee members then proceed to discuss and decide upon an outcome of the review.

Both the faculty member and the student should be advised within one business day, **via Stockton e-mail accounts**, of the A&PS Committee's outcome decision.

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

1. ***Probation:*** The student is placed on probation and is allowed to continue in the program for a time-limited period to allow for completion of a Probationary Contract (Appendix K-2). The contract will include problems to be solved, actions to be taken to solve the problems, a time period to carry out identified actions, as well as re-evaluation of student performance and/or consequences for noncompliance. The A&PS Committee will work with the student, their preceptor, and other relevant persons to develop the contract. In addition, the A&PS Committee reserves the power to **dismiss** the student from the program under any of the following circumstances:

    a. if the student refuses to develop a Probationary Contract;
    b. if the student fails to fulfill the requirements of the Probationary Contract;
    c. if while completing the Probationary Contract some serious unprofessional behavior or failing academic performance occurs on the part of the student;
    d. if serious unprofessional behavior or failing academic performance occurs at any point between the completion of a previous Probationary Contract and the student's date of degree conferral.

    Additionally, a student may be placed on a *maximum* of two Probationary Contracts while enrolled in the MSCD Program. If a third referral is made to the A&PS Committee for review that warrants a Probationary Contract, the student could be considered for dismissal.

2. ***Dismissal:*** The student is dismissed from the program.

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

    If a student is being recommended for dismissal from the MSCD program, both the Program Co-Chairs and the Dean of the School of Health Sciences should be notified by the A&PS Committee Chair as soon as it becomes evident that dismissal is a possibility.

Appealing an Academic and Professional Standing Committee Review Decision

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

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

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

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

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

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

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

PART VI. LICENSURE AND CERTIFICATION

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

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

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

Source: https://www.nj.gov/education/certification/edsrvs/endorsementsedsrvs/3462S.shtml
This endorsement authorizes the holder to provide service as a speech-language specialist in all public schools. To qualify for the Speech-Language Specialist Standard Certificate, the candidate shall show evidence of meeting the following:

- A master's or higher degree in speech-language pathology, or its equivalent, from a regionally accredited college or university.

- A passing score on a State-approved test of comprehensive knowledge in the field of speech-language pathology. Currently this test is the Praxis II Speech language Pathology test #5331. *

* This examination is now referred to as the *Praxis* Speech-Language Pathology exam. Additional information on the examination can be obtained at: https://www.ets.org/praxis/asha/overview. This is the same examination required for ASHA certification as a speech-language pathologist and for New Jersey licensure. The current passing score on the *Praxis* examination for New Jersey Speech-Language Specialist certification is **162**.

For additional information on applying for New Jersey Speech-Language Specialist certification, go to: https://www.nj.gov/education/certification/edsrvs/endorsementsedsrvs/3462S.shtml

Students in the MSCD Program who have received passing scores on the *Praxis* examination may apply for New Jersey Speech-Language Specialist certification through Stockton's School of Education. A processing fee will be assessed. Additional information on this procedure is available from the MSCD Program Chair, Clinical Fieldwork Coordinator, as well as from the Certification Specialist in the School of Education (609) 652-4688.

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

New Jersey Licensure in Speech-Language Pathology

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

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

Source: **Audiology and Speech-Language Pathology Advisory Committee Laws**
https://www.njconsumeraffairs.gov/Statutes/audiology-law.pdf

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

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

a. Possess at least a master's degree or its equivalent in the area of audiology or speech-language pathology from an accredited college or university acceptable to the Department of Higher Education;
b. Submit to the chair transcripts from one or more accredited educational institutions evidencing the completion of specific requirements which shall be determined and published by the chair 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. c. Submit to the chair 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 chair in consultation with the committee.
e. An examination shall be given at least once each year.

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

45:3B-14. Temporary license:

a. The chair, in consultation with the committee, may issue a temporary license to any person who has recently become a resident of this State, who has applied for licensing as an audiologist or speech-language pathologist, or both, as the case may be, and who has

been licensed by the state of his former residence. The temporary license shall be effective for a period not to exceed one year and shall not be renewed.

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

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

The application for New Jersey Temporary Licensure is found at:
https://www.njconsumeraffairs.gov/aud/Applications/Speech-Language-Pathology-Temporary-License-Application-Clinical-Internship.pdf

Criminal History Background Check

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

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

STOCKTON UNIVERSITY
MASTER OF SCIENCE IN COMMUNICATION SCIENCES & DISORDERS
PROGRAM HANDBOOK

APPENDICES

Master of Science in Communication Sciences & Disorders (MSCD) Program
Core Functions for Admission and Retention

A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

Instructions for Appropriate Use of this Document

This document may be used when:

- *informing individuals* about the core functions associated with the professions of audiology and speech-language pathology.
- *initiating discussions* between students and programs regarding student success
- *empowering students* to make informed choices regarding their pursuit of professions in audiology and speech-language pathology.
- *facilitating strategies* to achieve student success.
- assisting programs and students in *identifying and advocating* for appropriate resources and accommodations
- *advancing* the professions of audiology and speech-language pathology through the lens of justice, diversity, equity, and inclusion.

This document must not be used:

- to *discriminate* against individuals for any reason
- as a measure of *acceptance or denial* into an educational program
- as a tool to *presumptively judge* individuals' potential for success

- as a *stand-alone* student assessment or intervention plan
- to *dismiss* students from a program

Use of this document is **not required** by CAPCSD or any accrediting or credentialing body, including the Council on Academic Accreditation or the Council for Clinical Certification of the American Speech-Language-Hearing Association.

For the sake of this document, the term "core functions" refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.

To ensure the integrity of the messaging in this document, a glossary of terms is included at the end of the document.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other

accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process.
- Respond in a manner that ensures the safety of clients and others.

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication.
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings.
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care.

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions.
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies.

Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

Glossary

- **Cultural responsivity** involves "understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction" (ASHA, 2017) and
  includes "incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices".
- **Evidence-based practice** involves "integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (*Evidence-Based Practice in Psychology*, n.d.).

American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal]. https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/.

Evidence-Based Practice in Psychology. (n.d.). Https://www.apa.org. Retrieved March 3, 2023, from https://www.apa.org/practice/resources/evidence

Approved by the CAPCSD Board of
Directors April 3, 2023

Reference update April 25, 2023

Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions.* www.capcsd.org. https://growthzonesitesprod.azureedge.net/wp-content/uploads/sites/1023/2023/04/Core-Functions-for-AUD-and-SLP.pdf

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This document was reviewed and approved by the MSCD Academic and Clinical Faculty on June 9, 2023 as the Core Functions document for the Communication Sciences & Disorders Program.

Core Functions Student Attestation Page

The Core Functions developed by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) have been adopted by the Communication Sciences & Disorders faculty as the Core Functions for the Master of Science in Communication Sciences & Disorders Program.

After reading and ensuring that you understand the Core Functions as developed by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) please place an "X" in the appropriate box below.

*List your Z number, and sign and date the form. Upload this completed form in the **Exxat Requirements** section prior to the start of the semester or as otherwise directed.*

☐ I have read the above Core Functions and can attest that I can meet the standards without accommodations.

☐ I have read the above Core Functions and have determined that I am not able to meet them at this time.

☐ I have read the above Core Functions and have determined that I may be able to meet these standards with reasonable accommodation(s) and will set up a meeting with the program and the Learning Access Program to discuss prior to accepting.

Z Number:

Signature:

Date:

Master of Science in Communication Sciences & Disorders (MSCD) Program Professionalism Expectations – Student Self-Assessment Tool

1. I consistently arrive on time for all AM and PM classes. I arrive at least 5 minutes before the starting time and am seated, unpacked, organized, and ready to begin at the scheduled starting time. This includes break times.

2. I consistently dress in modest and professional manner appropriate to the environment and comply with the dress code policy.
    - Body parts are covered including chest and waist area
    - Prominent tattoos on arms or neck area should be covered
    - Clothing is not tight or revealing in any way
    - Footwear is appropriate for environment
    - No excessive jewelry ornamentation and no facial ornamentation
    - I dress with more attention and in a professional manner for special events including classroom presentations, recruiting events, fieldwork, campus/community events, etc.

3. I consistently display appropriate and professional hygiene and follow instructions for infection control.
    - I am clean and well groomed
    - I have nails at appropriate length (not beyond fingertips)
    - I wash my hands when expecting contact with others (e.g. clinic)
    - I clean equipment and abide by universal precautions

4. I am consistently prepared and accountable for each class by bringing any materials necessary for learning activities.

5. I consistently follow all classroom and clinical activity directions/guidelines with integrity.
    - I utilize the allotted time specific to an assignment appropriately
    - I do not use my cell phone or other means of personal communication
    - I do not engage in private conversations
    - I do not eat or drink during clinical activities, classroom presentations, in the presence of clients, or when interacting with members of the community
    - I display behaviors and submit assignments that are responsive to written or verbal guidelines provided

6. I am an active learner who displays clinical reasoning.
    - I take initiative to answer my own questions before seeking assistance
    - I display a positive, motivated, self-directed approach to learning

7. I consistently demonstrate my professional duty by participating in learning activities.

- I verbally ask relevant questions to access information
- I voluntarily, critically evaluate information and answer questions
- I am actively thinking and participating in the classroom discussions, lectures, and learning activities
- I participate at an appropriate level in class, knowing when to provide input and when to listen as others speak

8. I consistently display body posture and non-verbal behaviors that are perceived as non-judgmental and considerate of cultural diversity; that indicate I am alert, interested in learning activities; and are respectful of others in the learning environment.
    - I maintain appropriate facial expressions even if I disagree or become frustrated by the comments of others
    - I consistently listen and respectfully respond to the ideas, opinions, and feelings of others

9. I consistently utilize equipment, classroom and common area spaces (furniture) appropriately.
    - I request permission/sign out resource materials/equipment when needed
    - I abide by the guidelines for proper use of classroom and workroom spaces
    - I consistently maintain a clean and safe learning environment (e.g. laptop cords, workroom organization, etc.)

10. I consistently recognize and respond to the needs of others.
    - I assist with set-up and clean-up of classroom/clinical activities
    - I assist others carrying heavy items
    - I offer support or respond to observable needs of others

11. I consistently demonstrate concern for others and treat others with fairness, discretion, and integrity.
    - I am considerate and display a professional, friendly attitude towards others in all academic, clinical, and community experiences
    - I do not use any form of media to embarrass or harass a peer/faculty
    - I do not discuss any peer/faculty member in a negative way
    - I will discuss concerns with the appropriate faculty/staff member
    - I am truthful/honest in representing myself, my work, and my participation in the MSCD program
    - I advocate for myself and others if victimized by the disrespectful behaviors of others

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

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

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

APPENDIX C

Master of Science in Communication Sciences & Disorders (MSCD) Program Professionalism Expectations – Student Form

Student Name: _____ Semester and Year: _____
Preceptor Name: _____ Dates Completed: _____

Rubric:

3 – Consistently independent **2** – Takes initiative towards improvement
1 – Demonstrates in some contexts, but not all **0** – Does not demonstrate professionalism

Classroom/Program Professional Behavior					Faculty/Staff Comments
Student		Faculty Mean			
M	F	M	F		
				1. I consistently arrive on time for all AM and PM classes. I arrive at least 5 minutes before the starting time and am seated, unpacked, organized, and ready to begin at the scheduled starting time. This includes break times.	
				2. I consistently dress in modest and professional manner appropriate to the environment and comply with the dress code policy. • Body parts are covered including chest and waist area • Prominent tattoos on arms or neck area should be covered • Clothing is not tight or revealing in any way • Footwear is appropriate for environment • No excessive jewelry ornamentation and no facial ornamentation • I dress with more attention an in a professional manner for special events including classroom presentations, recruiting events, fieldwork, campus/community events, etc.	
				3. I consistently display appropriate and professional hygiene and follow instructions for infection control. • I am clean and well groomed • I have nails at appropriate length (not beyond fingertips) • I wash my hands when expecting contact with others (e.g. clinic) • I clean equipment and abide by universal precautions	
				4. I am consistently prepared and accountable for each class by bringing any materials necessary for learning activities.	

				Classroom/Program Professional Behavior	Faculty/Staff Comments
				5. I consistently follow all classroom and clinical activity directions/guidelines with integrity. • I utilize the allotted time specific to an assignment appropriately • I do not use my cell phone or other means of personal communication • I do not engage in private conversations • I do not eat or drink during clinical activities, classroom presentations, in the presence of clients, or when interacting with members of the community • I display behaviors and submit assignments that are responsive to written or verbal guidelines provided	
				6. I am an active learner who displays clinical reasoning. • I take initiative to answer my own questions before seeking assistance • I display a positive, motivated, self-directed approach to learning	
				7. I consistently demonstrate my professional duty by participating in learning activities. • I verbally ask relevant questions to access information • I voluntarily, critically evaluate information and answer questions • I am actively thinking and participating in the classroom/clinical discussions, lectures, and learning activities • I participate at an appropriate level in class/clinical experiences, knowing when to provide input and when to listen as others speak	
				8. I consistently display body posture and non-verbal behaviors that are perceived as non-judgmental and considerate of cultural diversity; that indicate I am alert, interested in learning activities; and are respectful of others in the learning environment. • I maintain appropriate facial expressions even if I disagree or become frustrated by the comments of others • I consistently listen and respectfully respond to the ideas, opinions, and feelings of others	
				9. I consistently utilize equipment, classroom/clinical and common area spaces (furniture) appropriately. • I request permission/sign out resource materials/equipment when needed	

Classroom/Program Professional Behavior					Faculty/Staff Comments
				• I abide by the guidelines for proper use of classroom/clinical and workroom spaces • I consistently maintain a clean and safe learning environment (e.g. laptop cords, workroom organization, etc.)	
				10. I consistently recognize and respond to the needs of others. • I assist with set-up and clean-up of classroom/clinical activities • I assist others carrying heavy items • I offer support or respond to observable needs of other	
				11. I consistently demonstrate concern for others and treat others with fairness, discretion, and integrity. • I am considerate and display a professional, friendly attitude towards others in all academic, clinical, and community experiences • I do not use any form of media to embarrass or harass a peer/faculty • I do not discuss any peer/faculty member in a negative way • I will discuss concerns with the appropriate faculty/staff member • I am truthful/honest in representing myself, my work, and my participation in the MSCD program • I advocate for myself and others if victimized by the disrespectful behaviors of others	
				12. I consistently display initiative for verbal interaction and physical contact with a diversity of individuals and strive to promote the profession in a positive manner.	
				13. I consistently employ verbal and written communication that reflect graduate level work. • I utilize language and communication that is reflective of a graduate student • In written work, I utilize proper grammar, spelling, and clarity of expression appropriate to a graduate level • I respond to correspondences in a timely fashion • All correspondence (e.g. text, email, verbal, etc.) is timely and considered professional. It should contain formal elements of verbal and written prose.	
				14. I engage with faculty/clinical educators in an appropriate manner.	

				Classroom/Program Professional Behavior	Faculty/Staff Comments
				• I demonstrate respect for their experience and their opinions even when they are not consistent with my preference • I address professionals in the manner that is consistent with their preference • I respect work/life boundaries not only for myself but for others	

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

The Stockton University Speech and Hearing Clinic

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

The Clinic maintains a webpage at: www.stockton.edu/speechclinic.

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

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

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

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

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

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

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

Speech and Hearing Clinic: Policies and Procedures
A complete description of policies and procedures for the Speech and Hearing Clinic can be found in the *MSCD Clinical Policy and Procedures Handbook*. A copy can be found on the Communication Disorders Program webpage or obtained from the Speech and Hearing Clinic Lead Clinical Supervisor.

Master of Science in Communication Sciences & Disorders (MSCD) Program Course Sequence (2024-2025)

Fall 1	Spring 1
• CMDS 5125 Advanced Clinical Methods (3 cr.) • CMDS 5900 Clinical Methods Application (2 cr.) • CMDS 5310 Speech Sound Disorders (3 cr.) • CMDS 5110 Neurological Bases of Communication Disorders (3 cr.) • CMDS 6110 Research in Communication Disorders (2 cr.) • CMDS 6610 Research in Communication Disorders Application (1 cr.) • CMDS 5120 Language Disorders in Young Children (2 cr.) • CMDS 5620 Language Disorders in Young Children Application (1 cr.) • Module I in Social Justice Issues (Zero Credit Learning Module)	• CMDS 5410 Diagnostic Methods (3 cr.) • CMDS 5411 Diagnostic Methods Application (2 cr.) • CMDS 6210 Acquired Adult Language Disorders (3 cr.) • CMDS 5220 Language Disorders in School Aged Children and Adolescents (2 cr.) • CMDS 5621 Language Disorders in School Aged Children and Adolescents Application (1 cr.) • CMDS 6430 Dysphagia (3 cr.) • Module II in Social Justice Issues (Zero Credit Learning Module) *CMDS 5901 Clinical Practicum I (2 cr.) *Approved elective with permission of preceptor

Summer 1
• CMDS 5420 Clinical Audiology for Speech-Language Pathologists (3 cr.) • CMDS 6440 Motor Speech Disorders (3 cr.) • CMDS 6450 Advanced Cultural and Linguistic Issues in Communication Disorders (2 cr.) *CMDS 5901 Clinical Practicum I (2 cr.) *Approved elective(s)

Fall 2	Spring 2
• CMDS 6460 Communication Disorders in Special Populations (3 cr.) • CMDS 5455 Disorders of Voice and Fluency (3 cr.) • CMDS 5902 Clinical Practicum II (3 cr.) • Module III in Social Justice Issues (Zero Credit Learning Module) * Approved elective(s)	• CMDS 5230 Augmentative and Alternative Communication (3 cr.) • CMDS 6600 Communication Disorders Capstone (1 credit) • CMDS 5903 Clinical Practicum III (3 cr.) * Approved elective(s)

*** Per plan developed with preceptor.**

Master of Science in Communication Sciences & Disorders (MSCD) Program Curriculum Course Descriptions

(Reviewed June 23, 2024)

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 (2 credits)
This course examines the communicative behaviors of infants, toddlers, and preschoolers at risk for or diagnosed with communication disorders. It describes prevention, assessment, and intervention strategies appropriate for children between birth and age five years.

CMDS 5125 Advanced Clinical Methods (3 credits)
Advanced instruction in evidence-based therapeutic methods in communication disorders. General principles of speech and language treatment as well as special topics including autism, birth-3, situational mutism and AAC. Includes: treatment plan development, clinical report writing, treatment methods, and professional issues related to clinical service delivery.

CMDS 5220 Language Disorders in School-Aged Children and Adolescents (2 credits)
This course examines oral and written communication disorders in children, adolescents, and young adults between age 5 and 21 years. It describes prevention, assessment, and intervention strategies as well as the process of transition to post-secondary education and employment.

CMDS 5230 Augmentative and Alternative Communication (3 credits)
This course reviews the basic concepts of the field of augmentative and alternative communication, including aided and unaided symbols. Evaluation and intervention principles are discussed. Access methods, positioning consideration, and special cases will be discussed.

CMDS 5310 Speech Sound Disorders (3 credits)
Overview of etiologies and characteristics of common disorders of articulation and phonology in children. Includes principles of prevention, assessment, and intervention, as well as specific evidence-based methodologies. Addresses cultural and linguistic influences on phonological systems and speech sound disorders.

CMDS 5410 Diagnostic Methods (3 credits)
Overview of procedures used in assessment of speech and language disorders. Includes principles of measurement including reliability and validity. Calculation and interpretation of standardized test results as well as informal measures of communication skills. Procedures for evaluation, diagnosis, report writing, and referral are included.

CMDS 5420 Clinical Audiology for SLPs (3 credits)
This course examines techniques employed in assessing hearing function in adults and children. Studies the pathologies of the auditory and related systems. Emphasis is on the knowledge and skills required of the speech-language pathologist.

CMDS 5421 Educational Audiology Management (3 credits)
This **elective course** introduces the knowledge to properly manage children diagnosed with hearing loss and auditory processing disorders. Principles and methods of assessment and intervention. Modes of communication for the hearing-impaired population. Educational considerations and how to properly meet children's needs in a school setting will be addressed.

CMDS 5455 Disorders of Voice and Fluency (3 credits)
Examines issues related to the prevention, evaluation, and treatment of disorders of voice and fluency including contemporary research in the areas of voice and fluency. Topics include etiologies of vocal pathologies and disorders of resonance. Discussion of the affective, behavioral, and cognitive components of stuttering.

CMDS 5470 Speech-Language Pathology in the School Setting (3 credits)
This **elective course** instructs graduate students in the design, organization and administration of a school speech-language pathology program. Addresses unique features of a school program including federal and state regulations; determining eligibility for services; service delivery models; and IEP development. This course requires a community engagement activity.

CMDS 5620 Language Disorders in Young Children Application (1 credit)
This seminar course is a corequisite for CMDS 5120 Language Disorders in Young Children. This seminar will allow students to engage in discussion and other interactive learning methods to develop a deeper understanding of course topics.

CMDS 5621 Language Disorders in School-Aged Children and Adolescents Application (1 credit)
This seminar course is a corequisite for CMDS 5220 Language Disorders in School Age Children and Adolescents. This seminar will allow students to engage in discussion and other interactive learning methods to develop a deeper understanding of course topics.

CMDS 5900 Clinical Methods Application (2 credits)
This course will focus on clinical methods for the treatment of speech and language disorders as well as procedures relative to the campus Speech and Hearing Clinic. Students will gain knowledge and experience through a combination of course lectures, guided observations, and supervised clinical experience.

CMDS 5901 Clinical Practicum I in Speech-Language Pathology (2 credits)
This course provides supervised clinical practicum hours in the therapeutic management of speech and language disorders in the campus Speech and Hearing Clinic.

CMDS 5902 Clinical Practicum II (3 credits)
Prerequisites: CMDS 5901 Clinical Practicum I
This course provides supervised clinical practicum at an off-campus facility.

CMDS 5903 Clinical Practicum III (3 credits)
Prerequisites: CMDS 5901 Clinical Practicum I, CMDS 5902 Clinical Practicum II
This course provides a second supervised clinical practicum at an off-campus facility.

CMDS 5904 Bilingual Specialty Clinical Practicum: Diagnostics (1 credit)
This course provides additional supervised clinical practicum hours in a specialty area under the direction of a licensed faculty member. Specialty areas may include: child language and literacy, bilingual populations, adult speech/language disorders or others. **This course is required for those students enrolled in the Hispanic Emphasis Specialization.**

CMDS 5905 Diagnostic Methods Application (2 credits)
Students will engage in supervised experience with diagnostic procedures commonly used in speech-language pathology across the age span. This course will provide opportunities to practice skills learned about in CMDS 5410, Diagnostic Methods, as well as other courses that cover principles of evaluation.

CMDS 6110 Research in Communication Disorders (2 credits)
An examination of research methods commonly used in communication disorders, including the nature and purposes of research designs, validity and reliability of research procedures and instruments, and analysis and interpretation of data. Focuses on use of external and internal research evidence in evidence-based clinical practice.

CMDS 6210 Acquired Adult Language Disorders (3 credits)
This course examines the cognitive and linguistic deficits associated with acquired neurological deficits in adults. Differential diagnosis and treatment methodologies intervention are addressed.

CMDS 6420 Advanced Topics in Medical Speech-Language Pathology (3 credits)
Prerequisites: CMDS 6430 Dysphagia and CMDS 6210 Acquired Adult Language Disorders. This elective course will provide students with an advanced level overview of speech language and dysphagia assessment, intervention in the medical setting. Differential diagnosis and clinical decision-making will be emphasized in medically fragile populations across the life span.

CMDS 6430 Dysphagia (3 credits)
This course covers assessment and intervention for feeding and swallowing disorders across the lifespan. The implementation of clinical examination procedures and interpretation of instrumental diagnostic procedures are addressed. Both instructional strategies for rehabilitation and compensatory feeding strategies are covered.

CMDS 6440 Motor Speech Disorders (3 credits)
This course examines the neurological bases of acquired and congenital motor speech disorders (dysarthria and apraxia) and the accompanying communication disorders that result from damage to the central and peripheral nervous systems. Principles and procedures for the assessment and intervention for motor speech disorders are covered.

CMDS 6450: Advanced Cultural and Linguistic Diversity Issues in Communication Disorders (2 credits) Prepares graduate students to work with culturally and linguistically diverse populations in all clinical settings. Discussion of cultural differences, cultural competence/humility, child-parent socialization practices, accents/dialects, second-language acquisition, bilingualism, working with interpreters and evidence-based assessment and intervention methods for bilingual/multicultural populations. Requires a community engagement activity.

CMDS 6460 Communication Disorders in Special Populations (3 credits)
Communication and feeding issues in special populations including individuals with genetic syndromes, developmental disorders, autism, craniofacial anomalies, and prematurity. Topics include genetic and biological characteristics, developmental and lifespan issues, prevention, evaluation, treatment, family-centered care, and culturally and linguistically responsive practice.

CMDS 6470 Advanced Counseling in Communication Disorders (3 credits)
This **elective course** is designed to provide students with advanced knowledge and skills related to the goals and practice of counseling in daily interactions with clients with communication disorders, their families, and significant others.

CMDS 6600 Communication Disorders Capstone (1credit)
Prerequisite: CMDS 6450: Advanced Cultural & Linguistic Diversity Issues in Communication Disorders
The capstone course is a method of summative evaluation in which MSCD students are provided an opportunity to demonstrate integrated knowledge and growth through self-reflections related to the various issues discussed in the social justice modules and across the MSCD curriculum. Social justice issues modules consist of topics related to anti-racism and allyship, micro-aggressions, implicit and explicit biases, culturally responsive practices in speech-language pathology, and cultural humility.

CMDS 6610 Research in Communication Disorders Application (1 credit)
This seminar course is a corequisite for CMDS 6100 Research in Communication Disorders. This seminar will allow students to engage in discussion and other interactive learning methods to develop a deeper understanding of course topics.

CMDS 6630 Research Seminar (May be offered for 1-3 credits)
This seminar provides students with hands-on experience with the research process. Students have the option of assisting with faculty research or developing an independent research project. The course may be repeated as appropriate with the permission of the instructor.

APPENDIX G

Master of Science in Communication Sciences & Disorders Program
Social Justice, Diversity, Equity, and Inclusion Curriculum
Adopted June 25, 2021
Implemented September 1, 2022

Preface

On October 30, 2020, the faculty of Stockton University's Master of Science in Communication Sciences & Disorders (MSCD) Program approved the *Stockton University Master of Science in Communication Disorders Program Statement and Action Plan in Support of Institutional Change to Eliminate Racism and Discrimination and Promote Social Justice.* The plan addresses many aspects of instruction with curriculum being one. One of the program-centered action items listed in the plan is: *Critically examine and monitor our curriculum through mapping and ongoing assessment.*

While Stockton's MSCD program has always integrated the principles of cultural diversity, sensitivity, and humility into our program, it became evident during 2020 that additional content was needed. The program faculty revised the MSCD Curriculum to integrate the following components.

Required Non-Credit Modules:

Year One
Fall Semester: Module I in Social Justice Issues
Topic:
- *Racism, Anti-Racism, & Allyship*

Spring Semester: Module II in Social Justice Issues
Topic:
- *Implicit & Explicit Biases*

Year Two
Fall Semester: Module III in Social Justice Issues
Topic:
- *Microaggressions*

Required Credit-Bearing Courses:

Year One:
Summer Semester: CMDS 6450 Advanced Cultural and Linguistic Diversity (CLD) Issues in Communication Disorders (2 credits)
Topics:
- ASHA Code of Ethics/Scope of Practice with CLD Populations
- Ethical Issues & Solutions Working with English Language Learners

- Disparities in Medical & School Settings
- Bilingualism & 2nd Language Acquisition
- Cultural perspectives of being d/Deaf and Deaf cultural identities.
- Discuss the ethnic, religious, and TLGBQ+ communities and how to provide culturally and linguistically responsive clinical practices.
- Adult-Child Language Socialization Practices
- Factors Impacting Language Development in CLD Children
- Accents & Nonstandard Dialects
- Collaborating with Interpreters
- Ethnographic Interviews
- Preassessment Considerations
- Culturally & Linguistically Responsive Assessment and Intervention Practices

Year Two:
Spring Semester: CMDS 6600 Communication Disorders Capstone (1 credit)
Students will create a capstone project, synthesizing their learning from the Social Justice, Diversity, Equity, and Inclusion Curriculum.

Our program is excited about these additions to the curriculum and is proud to be able to offer these learning opportunities to our students. Our updated curriculum aligns with Stockton University's commitment to educating students about race and racism. Courses in race/racism education are now required for undergraduate students at the University and we have opted to include the content in our graduate curriculum as well.

Additionally, our curriculum changes facilitate compliance with the Council on Academic Accreditation's (CAA's) revised Standards for Accreditation of speech-language pathology academic programs that will go into effect on January 1, 2023. The revisions include:

> *3.4B An effective speech-language pathology program is organized and delivered in such a manner that diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education.*

More information on the CAA standards including details of the revisions may be found at: https://caa.asha.org/reporting/standards/.

APPENDIX H

Master of Science in Communication Sciences & Disorders (MSCD) Program Plan of Study

Student Name: _____ **Z#:** _____ **Preceptor:** _____

FALL 1	CREDITS	TERM COMPLETED	GRADE
CMDS 5125 Advanced Clinical Methods	3		
CMDS 5901 Clinical Methods Application	2		
CMDS 5110 Neurological Bases of Communication Disorders	3		
CMDS 5120 Language Disorders in Young Children	2		
CMDS 5620 Language Disorders in Young Children Application	1		
CMDS 5310 Speech Sound Disorders	3		
CMDS 6110 Research in Communication Disorders	2		
CMDS 6610 Research in Communication Disorders Application	1		
Module I in Social Justice Issues	0		N/A

Total Number of Observation Hours Completed: _____ Portfolio Started: Yes No

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

Preceptor Notes: _____

_____

_____

_____

_____

SPRING 1	CREDITS	TERM COMPLETED	GRADE
CMDS 5220 Language Disorders in School-Aged Children & Adolescents	2		
CMDS 5621 Language Disorders in School-Aged Children & Adolescents Application	1		
CMDS 5410 Diagnostic Methods	3		
CMDS 5905 Diagnostic Methods Application	2		
CMDS 6210 Acquired Adult Language Disorders	3		
CMDS 6430 Dysphagia	3		
Module II in Social Justice Issues	0		N/A
ELECTIVE			
PRACTICUM			

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

Date of Portfolio Review: _____

Preceptor Notes: _____

_____

_____

SUMMER 1	CREDITS	TERM COMPLETED	GRADE
CMDS 5420 Clinical Audiology for SLPs	3		
CMDS 6450 Advanced Cultural and Linguistic Diversity Issues in Communication Disorders	2		
CMDS 6440 Motor Speech Disorders	3		
ELECTIVE			
ELECTIVE			
PRACTICUM			

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

FALL 2	CREDITS	TERM COMPLETED	GRADE
CMDS 6460 Communication & Feeding Disorders in Special Populations	3		
CMDS 5455 Disorders of Voice & Fluency	3		
CMDS 5902 Clinical Practicum II	3		
Module III in Social Justice Issues	0		N/A
ELECTIVE			

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

Date of Portfolio Review: _____

Preceptor Notes: _____

_____

_____

SPRING 2	CREDITS	TERM COMPLETED	GRADE
CMDS 5230 Augmentative and Alternative Communication	3		
CMDS 5903 Clinical Practicum III	3		
CMDS 6600 Communication Disorders Capstone	1		
ELECTIVE			

Total Number of Clinical Hours Completed:_____ Date of Portfolio Review: _____

Total Number of Credits Completed: _____ Date Reviewed: _____

Preceptor Notes: _____

_____

_____

Preceptor's Signature: _____Final Review Date: _____

Submit a signed copy to Program Chair when completed.

APPENDIX I

Master of Science in Communication Sciences & Disorder (MSCD) Program Strategic Plan

(July 1, 2020 to June 30, 2025)

Executive Summary

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

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

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

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

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

The Strategic Plan for the Communication Sciences & Disorders Program aligns specifically with the following key area and associated outcomes of the University Strategic Plan: Teaching and Learning; Diversity and Inclusion. A copy of the plan is posted on the Communication Disorders Program webpage: https://www.stockton.edu/graduate/communication-disorders.html.

A copy of the Communication Sciences & Disorders Program Strategic Plan along with the Action Plan may be obtained upon request from the Program Chair.

Master of Science in Communication Sciences & Disorders (MSCD) Program
Clinical Support Plan

Student:	Date:
Clinical Educator:	Date of Projected Completion:

Performance Level KEY
Unacceptable: needs consistent reminders, requires a high level of assistance, little to no considerable effort or progress shown
Marginal: needs some reminders, requires some assistance, shows emerging effort and progress
Proficient: little to no reminders, requires consultation-level assistance, shows consistent effort and progress

Student must reach proficient performance level (described above) for each standard noted below by projected completion date.
Student strengths: _____

Area	Problem/Standard not being met	Action/Goal	Final Performance Level	Comments
Professionalism				
Reliability (attendance etc.)				
Demeanor				
Appearance				
Competence				
Communication skills				
Ethics				
Organizational skills (and time management)				

Area	Problem/Standard not being met	Action/Goal	Final Performance Level	Comments
Other:				
Assessment				
Planning				
Preparation				
Execution				
Appropriateness				
Flexibility				
Interpretation				
Other:				
Treatment				
Planning				
Preparation				
Execution				
Appropriateness				
Flexibility				
Reasoning/Analysis				
Other:				
Documentation				
Clear/Concise/Timely				
Conventions				

Area	Problem/Standard not being met	Action/Goal	Final Performance Level	Comments
Professional Terminology				
Include subjective, objective, assessment and plan portions as appropriate				
Billing				

Signature of Clinical Educator:		**Initial Review Date:**
Signature of Student:		**Initial Review Date:**

Signature of Clinical Educator:		**Plan Completion Date:**
Signature of Student:		**Plan Completion Date:**

APPENDIX J-2

Master of Science in Communication Sciences & Disorders (MSCD) Program
Individual Intervention Plan

I. Identifying Information

Student's Name: _____

Student Z#: _____ Today's Date: _____

Course Name and Number indicating intervention need:

_____

Course Instructor's Name: _____

Preceptor's Name: _____

Initiation Date: _____

Type of Intervention: (circle appropriate area)

ACADEMIC INTERVENTION CLINICAL INTERVENTION

II: Student Acknowledgement (Signed at initiation of plan)

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

Student's Signature:_____ Date: _____

Instructor's Signature:_____ Date: _____

Preceptor's Signature: _____ Date: _____

III. Intervention Plan Outline

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

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

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

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

Referring Instructor's Signature:_____ Date: _____

Supervising Instructor's Signature _____ Date: _____
(If different from referring instructor)

Preceptor's Signature:_____ Date:_____

V. Reviewed by Program Chair on _____
Date

_____ has/has not met the requirements of this plan.
Student's name

Signature of Program Chair: _____

Developed January 9, 2011 by AJH/MSCD Program Director
Revised July 2022

Master of Science in Communication Sciences & Disorders (MSCD) Program
Academic & Professional Standing Committee
Tracking Sheet for Performance Review

Committee Chair:	Referring Faculty Member:
Committee Members:	
Named of Student Being Referred:	Student's Z#:

TIMELINE

Procedure	Date Completed	Notes
1) Written request from faculty member received by committee chair.		
2) Committee chair acknowledges receipt to faculty member and shares request and documentation with committee members.		
3) Committee meets to review request. (Within two weeks of initial receipt.) Committee votes on whether request meets requirements for review. (Requires majority vote.)		
4) Committee notifies requester (within one week of committee decision to review the case) on whether request met committee recommendations for review. **If review is granted, proceed with the following steps.**		
5) Within one week (of decision to review) Committee sends written notification to **student** including: a) The committee's decision (to review the case) along with a copy of the Requester's request.		

Procedure	Date Completed	Notes
b) Reference to the section of the MSCD Program Handbook on Professional Performance Review. c) Notice that the **student** must submit a written acknowledgement of the Requester's filing to the A&PS Committee and the Requester **within two weeks of receipt of the notice.** d) A statement that a Committee representative will contact both parties within two weeks to schedule a review. **Barring extenuating circumstances, the Committee shall try to schedule a review within two weeks of providing notice to the student.**		
6) Within one week (of decision to review) Committee sends written notification to the **Requester** including: a) The committee's decision (to review the case). b) Reference to the section of the MSCD Program Handbook on Professional Performance Review. c) A statement that a Committee representative will contact **both parties** within two weeks to schedule a review. **Barring extenuating circumstances, the Committee shall try to schedule a review within two weeks of providing notice to the Requester.**		
7) Meeting is scheduled. Student may have a representative assist them in the process, including being on-site at the A&PS review. Other than introducing themselves, the representative may not speak to the A&PS committee. The student must speak for themselves.		
8) Meeting is held. a) Faculty member (requester) and student each have 15 minutes for their oral presentations.		

Procedure	Date Completed	Notes
b) There is NO Cross-examination between parties; only questions by APS members. c) Faculty (requester) or student MAY ask A&PS Committee to consider asking a question to the other party. A&PS has full discretion on deciding whether or not to honor the request.		
9) Faculty member and student are dismissed from the meeting. A&PS committee continues to meet and decides on an outcome.		
10) Committee makes a review decision and notifies the parties **electronically**, **in writing** of the outcome within one business day.		
11) A&PS Committee works toward outcome process: Development of a Probationary Contract or Dismissal. (If dismissal, notify Program Chair and Dean ASAP).		
12) The student has **two weeks** from the receipt date of the A&PS Committee's **review decision notice to appeal the Committee's decision**. If this deadline is not met, the student is ineligible to appeal.		

Master of Science in Communication Sciences & Disorders (MSCD) Program
Probationary Status Contract

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

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

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

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

_____
Chair, Academic and Professional Standing Committee

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

_____ / _____
Student Date

_____ / _____
Witness to student's signature Date

MSCD Portfolio Rubric

Documentation of ASHA Knowledge and Skills: Academic Requirements for Certification Based upon 2020 Certification Standards for SLP Certification

Student: _____ Preceptor: _____ Reviewer: _____

Directions to the Reviewer: Below, indicate the numerical values within each respective rubric that represent the inclusion of artifacts necessary to demonstrate this student's knowledge/skills.
→ *Keep in mind that one artifact may satisfy more than one standard, and artifacts may be interspersed throughout the portfolio*.

Reflections: Students are encouraged to include reflections across their portfolio. Reflections should be reviewed according to the following criteria:

Reflections show thorough thoughtfulness; are clearly written with no errors; address learning related to one or more of the Knowledge and Skills Outcomes across their portfolio.	Reflection shows some thoughtfulness; is clearly written but with 1-2 errors; addresses examples of learning but does not connect directly to evidence in portfolio.	Reflection shows little thoughtfulness; contains few details or examples; contains more than 2 errors.	Shows poor reflection attempt; is incomplete or missing.
2	**1**	**.5**	**0**

Notes: _____

Portfolio Home/Cover Page: Students should include an appropriate, professionally-written welcome message for viewers of their portfolio according to the following criteria:

Contains appropriate photo, contact information. Message on home page is written professionally, with no errors.	Contains appropriate photo, contact information. Message on home page is written professionally, but with 1-2 errors.	Contains appropriate photo, contact information. Message on home page is not written as if addressed to a professional.	Missing photo, contact information, and/or a complete, professionally-written message.
2	**1**	**.5**	**0**

Notes: _____

Standard IV: Knowledge Outcomes

Standard IV-A: The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.
→ *Not required in MSCD Portfolio. Much of this work will be completed prior to admission to MSCD Program.*

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate:

___ biological bases	___neurological bases	___acoustic bases	___ psychological bases

____ developmental bases	____ linguistic & cultural bases
____The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.	

→ *Reviewer should mark a ✓ or X next to each base if appropriately represented in artifacts interspersed across the portfolio.*

Rubric 1: Standard IV-B *(Circle score)*

Contains at least one artifact/sample for each component of Standard IV-B.	Contains at least one artifact/sample for at least 5 of the 7 components of Standard IV-B.	Contains at least one artifact/sample for at least 4 of the 7 components of Standard IV-B.	Contains artifacts/samples for 3 or fewer components of Standard IV-B. OR No artifacts/samples or ineffective/inappropriate documentation.
2	**1**	**.5**	**0**

Standard IV-C: The applicant must have demonstrated **knowledge of communication and swallowing disorders and differences**, including the appropriate etiologies, characteristics, psychological, acoustic, anatomical/physiological, developmental, and linguistic and cultural correlates.

Standard IV-D: The applicant must have demonstrated current **knowledge of the principles and methods of prevention, assessment, and intervention** for persons with communication and swallowing disorders, including consideration of psychological, anatomical/physiological, developmental, and linguistic and cultural correlates.

→ *Reviewer: Under "Number of Artifacts" enter the number of appropriate artifacts as: 0, 1, 2, or >2 accordingly. For each of the Big 9 areas, for both standards IV-C and IV-D, award points based on the level of evidence provided, as indicated by Rubrics 2 and 3.*

Big 9 Areas	Standard IV-C		Standard IV-D	
	Number of Artifacts	Rubric 2 Points	Number of Artifacts	Rubric 3 Points
Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification		*		**
Fluency and fluency disorders		*		**
Voice/Resonance (Including respiration and phonation)		*		**
Receptive and Expressive Language • Literacy in speaking, listening, reading, and writing • Phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication, prelinguistic communication, and paralinguistic communication (e.g. gestures, signs, body language)		*		**
Hearing (Including the impact on speech and language)		*		**

Swallowing/Feeding • Structure and function of orofacial myology • Oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan		*		**
Cognitive Aspects of Communication • Attention, memory, sequencing, problem-solving, and executive functioning		*		**
Social Aspects of Communication • Including challenging behavior, ineffective social skills, and lack of communication opportunities		*		**
Augmentative and Alternative Communication Modalities		*		**
Column Totals	**Rubric 2**		**Rubric 3**	

	Substantial Evidence	Sufficient Evidence	Minimal/No Evidence
Rubric 2 **(Standard IV-C)** Demonstrate knowledge of communication and swallowing disorders and differences Rubric 3 **(Standard IV-D)** Demonstrate the knowledge of principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders	Contains 2 or more artifacts/ samples	Contains at least 1 artifact/ sample	No artifacts/ samples OR ineffective/ inappropriate documentation
	2	**1**	**0**

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct (in accordance with current ASHA Code of Ethics). *Examples include essays on ethics, assignments related to ethical practice, responses to discussion posts about topics in ethics, etc.*

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. *Examples include therapy plans or article reviews that indicate evidence-based practice, course assignments from research methods course, documentation from a student's completed research project, etc.*

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues. *This may include artifacts reflecting trends in professional practice, academic accreditation standards, ASHA practice policies and guidelines, educational legal requirements or policies, and reimbursement procedures.*

Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice. *Appropriate examples for Standard IV-H may include papers/presentations explaining entry level requirements for clinical practice, assignments on state education policies and regulations related to speech-language services, updates on Medicaid/Medicare law including reimbursement and billing, etc.*

→ *Reviewer should count the number of appropriate artifacts included for each of the standards above*

(IV-E through IV-H) and award points based on the level of evidence provided, as indicated by the scoring criteria.

Substantial Evidence	Sufficient Evidence	Marginal Evidence	Minimal/No Evidence
Contains 3 or more artifacts/samples	Contains at least 2 artifacts/samples	Contains at least 1 artifact/sample	No artifacts/samples OR ineffective/inappropriate documentation
2	**1**	**.5**	**0**

Standard IV-E	Standard IV-F	Standard IV-G	Standards IV-H
Number of Artifacts	Number of Artifacts	Number of Artifacts	Number of Artifacts
Rubric 4 Score:	**Rubric 5 Score:**	**Rubric 6 Score:**	**Rubric 7 Score:**

Standard V: Skills Outcomes

Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

→ *Reviewer should count the number of appropriate artifacts included for Standard V-A and award points based on the level of evidence provided, as indicated by the scoring criteria in Rubric 8.*

Rubric 8 *(Circle score)*

Substantial Evidence	Sufficient Evidence	Marginal Evidence	Minimal/No Evidence
Contains 3 or more artifacts/samples	Contains at least 2 artifacts/samples	Contains at least 1 artifact/sample	No artifacts/samples OR ineffective/inappropriate documentation
2	**1**	**.5**	**0**

Standard V-B: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures, including prevention activities.
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet the needs of individuals receiving services.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services, as appropriate.

→ Reviewer: Under "Number of Artifacts" enter the number of appropriate artifacts as: 0, 1, 2, or >2 accordingly. For each of the Big 9 areas, for both standards V-B1 and V-B2, award points based on the level of evidence provided, as indicated by Rubrics 9 and 10.

Big 9 Areas	**Standard V-B1 Evaluation**		**Standard V-B2 Intervention**	
	Number of Artifacts	Rubric 9 Points	Number of Artifacts	Rubric 10
Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification		*		**
Fluency and fluency disorders		*		**
Voice/Resonance (Including respiration and phonation)		*		**
Receptive and Expressive Language • Literacy in speaking, listening, reading, and writing • Phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication, prelinguistic communication, and paralinguistic communication (e.g. gestures, signs, body language)		*		**
Hearing (Including the impact on speech and language)		*		**
Swallowing/Feeding • Structure and function of orofacial myology • Oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan		*		**
Cognitive Aspects of Communication • Attention, memory, sequencing, problem-solving, and executive functioning		*		**
Social Aspects of Communication • Including challenging behavior, ineffective social skills, and lack of communication opportunities		*		**
Augmentative and Alternative Communication Modalities		*		**
Column Totals	**Rubric 9**		**Rubric 10**	

	Substantial Evidence	Sufficient Evidence	Minimal/No Evidence
Rubric 9 (Standard V-B1) Evaluation Skills **Rubric 10 (Standard V-B2)** Intervention Skills	Contains 2 or more artifacts/ samples	Contains at least 1 artifact/ sample	No artifacts/ samples OR ineffective/ inappropriate documentation
Points	**2**	**1**	**0**

Standard V-B3: Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
b. Collaborate with other professionals in case management.
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
d. Adhere to the ASHA Code of Ethics and behave professionally.

→ *Reviewer should award points based on the level of evidence provided, as indicated by the rubric. (Artifacts may include externship supervisor narratives, ECC documents, emails of support from supervisors/other professionals, sample SOAP notes, etc.)*

Rubric 11: Standard V-B3 *(Circle score)*

Substantial Evidence	Sufficient Evidence	Marginal Evidence	Minimal/No Evidence
Contains 3 or more artifacts/samples	Contains at least 2 artifacts/samples	Contains at least 1 artifact/sample	No artifacts/samples OR ineffective/inappropriate documentation
3	**2**	**1**	**0**

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact. **Reviewer Initials** _____

Standard V-D: At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
Reviewer Initials _____

Standard V-E: Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.
Reviewer Initials _____

Standard V-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. **Reviewer Initials** _____

→ *Reviewer should review student clock hours in Exxat and initial next to each standard if met.*

Rubric 12 *(Circle score)*

.25 of a point awarded for each standard (V-C through V-F)			
.25	**.5**	**.75**	**1.0**

Professional Practice Competencies (from CAA 2023 Standards Revisions)

Accountability Points: _____

- Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal, state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
- Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice, etc.).
- Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.

Effective Communication Skills Points: _____

- Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, families, communities, and interprofessional team colleagues and other professionals.

Evidence-Based Practice Points: _____

- Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.

Professional Duty Points: _____

- Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.
- Demonstrate knowledge of the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.
- Demonstrate knowledge of the role of the clinical teaching and clinical modeling as well as supervision of students and other support personnel.

→ *Reviewer should award up to 2 points for each competency individually*

Rubric 13: **Professional Practice Competencies** **Total Points: _____ /8 possible**

PORTFOLIO RUBRIC SCORING SUMMARY

Student: _____ Reviewer's Initials: _____ Date: _____

Rubric Summary Part A. Transfer the scores from each scoring rubric to this table.

Reflections	**Score:**	**Out of 2 points**
Portfolio Cover Page	**Score:**	**Out of 2 points**
Rubric 1: IV-B	**Score:**	**Out of 2 points**
Rubric 2: IV-C	**Score:**	**Out of 18 points**
Rubric 3: IV-D	**Score:**	**Out of 18 points**
Part A	**Total: _____**	**Out of 42 points**

Rubric Summary Part B. Transfer the scores from each scoring rubric to this table.

Rubric 4. IV-E	**Score:**	**Out of 2 points**
Rubric 5. IV-F	**Score:**	**Out of 2 points**
Rubric 6. IV-G	**Score:**	**Out of 2 points**
Rubric 7. IV-H	**Score:**	**Out of 2 points**
Rubric 8. V-A	**Score:**	**Out of 2 points**
Rubric 9. V-B1	**Score:**	**Out of 18 points**
Rubric 10. V-B2	**Score:**	**Out of 18 points**
Rubric 11.V-B3	**Score:**	**Out of 3 points**
Rubric 12.V-C to V-F	**Score:**	**Out of 1 point**
Rubric 13. PPCs	**Score:**	**Out of 8 points**
Part B	**Total: _____**	**Out of 58 points**

Total Rubric Score (Sum of Part A + Part B): _____/100

Interpretation (Place an X next to the appropriate level.)

____Proficient (minimum of 80 points)
____Approaching proficiency (minimum of 70 points)
____Additional documentation of knowledge and skills needed (69 or fewer points)

Stockton University
School of Health Sciences
Master of Science in Communication Sciences & Disorders Program

MSCD Hispanic Emphasis Specialization (MSCD-HES)

About the MSCD Hispanic Emphasis Specialization (MSCD-HES)

MSCD-HES Faculty:

Dr. Phillip Hernández, Ed.D., CCC-SLP, BCS-CL
Associate Professor of Communication Sciences & Disorders

Dr. Stacy Cassel, Ph.D., CCC-SLP
Associate Professor of Communication Sciences & Disorders

MSCD-HES Steering Committee:

Dr. Phillip Hernández, Ed.D., CCC-SLP, BCS-CL (Chair)
Associate Professor of Communication Sciences & Disorders

Dr. Stacy Cassel, Ph.D., CCC-SLP
Associate Professor of Communication Sciences & Disorders

Dr. Merydawilda Colón, Ph.D., LSW
Executive Director of Stockton Center for Community Engagement
Associate Dean of Social & Behavioral Sciences
Tenured Professor of Social Work

Nicolette Massino, M.S., CCC-SLP
Bilingual Speech-Language Pathologist
Bilingual Extension Institute Certificate- Columbia University

Oliana Collado, M.S., CCC-SLP
Bilingual Speech-Language Pathologist
Egg Harbor Twp. Public Schools

Diana Puerta, M.S., CCC-SLP
MSCD-HES Alumnus
Bilingual Speech-Language Pathologist
Egg Harbor Twp. Public Schools

Mission:

The MSCD Hispanic Emphasis Specialization (HES) is an option for students enrolled in Stockton University's Master of Science in Communication Sciences & Disorders Program (MSCD). The purpose of HES is to enhance the preparation of future bilingual speech-language pathologists with a

special interest in working with Spanish-English bilingual individuals within the scope of practice of speech-language pathology.

Goals:

1. Provide HES students additional rigorous and advanced specialty training to practice as a bilingual speech-language pathologist.
2. Provide HES students clinical opportunities which include specialized Spanish-English assessment and treatment approaches of bilingual client in a campus and external clinical setting.
3. Provide HES bilingual students opportunities to earn competence in high demand skills of a bilingual speech-language pathologist for immediate transition to medical and educational employment.

Eligibility:

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

Two pathways available.

Pathway 1:

1. Respond to MSCD Hispanic Emphasis Specialization questions on the Supplementary Application of the MSCD graduate program application on CDCAS.
2. In Spanish, write a brief essay (500 words or less) on the reason for wanting to participate in the MSCD Hispanic Emphasis Specialization.
3. Earn acceptance to the MSCD graduate program.
4. Demonstrate Spanish language proficiency during a phone/Zoom interview with Spanish-speaking Stockton faculty member(s).
5. Pre-requisite Course: Demonstrate completion of a course in *Second Language Acquisition* with a B+ or higher: prior to starting the MSCD program (preferred) OR prior to the end of semester 2 during year 1 of the MSCD program. Please consult with Dr. Phillip Hernández, HES advisor, at phillip.hernandez@stockton.edu.

The course is offered online at Stockton (EDUC 5203: *Second Language Acquisition*) and at many other colleges/universities that offer an English as a Second Language (ESOL or TESOL) teacher certification program.

Pathway 2:

Once admitted into the MSCD program, Year 1 students may decide to participate in the HES program if they did not do so via Pathway 1 as described above. Qualified students must contact Dr. Phillip Hernández, HES advisor, by the end of the second week of the fall semester in Year 1. All eligibility requirements described above (#2, 4 & 5) in Pathway 1 must be completed before being officially accepted into the HES program. Students entering the HES program via Pathway 2, will not be eligible for GA credits until the spring semester.

Graduate Assistantship:

Students admitted to the MSCD Hispanic Emphasis Specialization would be eligible to apply for Graduate Assistant (GA) positions (**1-2 credits per semester**) reserved for HES students. Students should submit the GA application at the time of admission. **HES students must also apply each semester to obtain or renew a GA position.**

MSCD-Hispanic Emphasis Specialization Academic Standards

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

- Complete all integrated bilingual/multicultural course assignments with a grade of 'B' or better.
- Complete the required on-campus bilingual specialty clinic *CMDS 5904-Bilingual Specialty Clinic-Dx* with a grade of 'B' or better.
- Complete the required Stockton Speech & Hearing Clinic clinical experience with a bilingual client in *CMDS 5900: Clinical Methods Application* with a grade of 'B' or better.
- Complete the required Stockton Speech & Hearing Clinic clinical experience with a bilingual client in *CMDS 5901: Clinic 1* with a grade of 'B' or better.
- Complete an externship with bilingual clients in either *CMDS 5902 or CMDS 5903* with a grade of 'B' or better.

Students may be ***dismissed*** from the MSCD Hispanic Emphasis Specialization if they fail to successfully remediate any pertinent knowledge or skill areas after earning less than a 'B' in:

- MSCD-HES course specific assignments infused into MSCD courses,
- *CMDS 5904: Bilingual Specialty Clinic*
- *CMDS 5900: Clinical Methods Application*
- A clinical externship that counts as the HES required external practicum.

Refer to the section on Intervention Policy and Procedures in the MSCD program handbook.

MSCD-Hispanic Emphasis Specialization Learning Outcomes:

Prior to graduation, students in the MSCD Hispanic Emphasis Specialization will demonstrate competencies needed to provide appropriate diagnostic and therapeutic services to monolingual (Spanish) and bilingual (English and Spanish) clients through various MSCD course assignments, clinical practica, community engagement activities, and a capstone project/research project.

Upon completion of the MSCD-HES, students will complete an exit survey specific to the Hispanic Emphasis Specialization.

MSCD Hispanic Emphasis Specialization Academic Curriculum:

- Students who participate in the MSCD Hispanic Emphasis Specialization take the same required courses as other students in the MSCD curriculum.
- Course requirements for the MSCD Hispanic Emphasis Specialization are integrated through specialized assignments in the following courses with a focus on the Hispanic community:

Required Courses:

- CMDS 5120: *Language Disorders in Young Children*
- CMDS 5125: *Advanced Clinical Methods*
- CMDS 5900: *Clinical Methods Application*
- CMDS 5220: *Language Disorders in School-Age Children*
- CMDS 5230: *Augmentative and Alternative Communication*
- CMDS 5310: *Speech Sound Disorders*
- CMDS 5410: *Diagnostic Methods*
- CMDS 5455: *Disorders of Voice and Fluency*
- CMDS 6110: *Research in Communication Disorders*
- CMDS 6210: *Acquired Adult Language Disorders*
- CMDS 6430: *Dysphagia*
- CMDS 6460: *Communication Disorders in Special Populations*
- CMDS 6440: *Motor Speech Disorders*
- CMDS 6450: *Advanced Cultural & Linguistic Diversity Issues in Communication Disorders*

Electives:

- CMDS 6420: *Advanced Topics in Medical Speech-Language Pathology*
- CMDS 5470: *Speech-Language Pathology in the School Setting*
- CMDS 6470: *Advanced Counseling in Communication Disorders*
- CMDS 6630: *Research Seminar*

- Course instructors are notified of the MSCD-HES students enrolled in their courses.
- Course instructors will permit these students to utilize a bilingual/multicultural focus for at least one course requirement (e.g., class presentation, article review, research proposal, simulation, case study, etc.) in each course.
- HES course assignments will be indicated in each course syllabi.
- For *CMDS 6110: Research in Communication Disorders*, the literature review must address a bilingual/multicultural area related to the field of communication disorders.

MSCD-Hispanic Emphasis Specialization (HES) Academic Curriculum:

Number of Credits: 64	**MSCD-Hispanic Emphasis Specialization Program Requirements**
50 credits	***Successfully complete all required MSCD Courses:*** • *MSCD-HES assignments infused throughout the MSCD curriculum*
6 credits	***Electives:*** • *CMDS 6630: Research Seminar -OR- Two Other MSCD Electives*
Minimum: 8 credits	***HES Required Clinical Experiences*:** **2 credits- required** • *CMDS 5900: Clinical Methods Application- Bilingual Client* [Fall Year 1] **2 credits- required** • *CMDS 5901: Clinical Practicum 1- Bilingual Client(s)* [Spring or Summer- Year 1] **1 credit- required** • *CMDS 5904: Bilingual Specialty Clinic- Dx* [Spring Year 1] **3 credits- required*** • *CMDS 5902: Clinical Practicum 2 and/or CMDS 5903*: *Clinical Practicum 3*

	*Minimum of one educational setting clinical externship with bilingual students in consultation with the MSCD Clinical Externship Coordinator (MaryAnn Schiattarella, MA, CCC-SLP)

MSCD Hispanic Emphasis Specialization Community Engagement Requirement:

The graduate students in the MSCD Hispanic Emphasis Specialization will complete a **minimum of 10 hours** of service to the Hispanic community, which may include, but is not limited to: volunteer work in a variety of settings and events, development of bilingual materials, and/or parent/teacher workshops related to issues in communication disorders (e.g.: assessment, treatment, literacy, bilingualism, classroom and home strategies, pre-referral, etc.). Community engagement activities must be completed by the end of Summer Year 1.

MSCD Hispanic Emphasis Specialization Clinical Curriculum:

- *CMDS 5900: Clinical Methods Application and CMDS 5901: Clinic 1*:
  This course provides supervised clinical practicum hours in the therapeutic management of speech and language disorders in the campus Speech and Hearing Clinic. This course allows students to develop foundational knowledge and skills related to clinical practice set forth by the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competence (CCC) in speech-language pathology. HES students will be assigned at least one bilingual client during their Clinical Methods Application experience and Clinic 1.

- *CMDS 5904: Bilingual Specialty Clinic- Diagnostics:*
  This advanced bilingual diagnostics application course is designed to prepare HES students to appropriately assess bilingual clients in all clinical settings. Consideration is given to describing potential limitations of standardized tests with bilingual clients and implementing non-standardized methods for non-biased assessments. Students will describe and implement evidence-based diagnostic approaches for bilingual clients within the scope of practice of speech-language pathology.

- *CMDS 5902: Clinical Practicum I and/or CMDS 5903: Clinical Practicum 2*:
  This course provides supervised clinical practicum at an off-campus facility. This course allows the student to further develop the clinical knowledge and skill outcomes set by the American Speech-Language Hearing Association (ASHA) for the Certificate of Clinical Competence (CCC) in speech-language pathology. HES students will complete a clinical externship in at least once educational setting with bilingual clients.

In the event that an appropriate bilingual client is not available during an on-campus clinical experience, a suitable substitution activity such as a simulation or community activity may be substituted by the instructor.

MSCD Hispanic Emphasis Specialization Research Project or Capstone Project:

- HES students will complete **a research project or capstone project** to be presented to MSCD faculty and peers during the spring semester of Year 2.
- HES students interested in completing a research project must enroll in *CMDS 6630: Research Seminar* and consult with Dr. Monika Pawlowska, Ph.D. to discuss a research proposal.
- HES students may elect to complete a capstone project. Examples of capstone projects include, but are not limited to:

- Completing a professional binder along with discussion of artifacts,
- Writing a literature review,
- Conducting a workshop for other SLPs.

The student should discuss their idea for a capstone project with a HES faculty member by the end of the first year of study. A Capstone Project Plan must be submitted by the end of summer Year 1.

APPENDIX M-2

Master of Science in Communication Sciences & Disorders (MSCD) Program
Hispanic Emphasis Specialization (HES)

CAPSTONE PROJECT PROPOSAL FORM

To be completed by the end of Summer Year 1.

Student's Name: Date:

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

HES Faculty Signatures:

_____ _____
Phillip Hernández, Ed.D., CCC-SLP, BCS-CL Date

_____ _____
Stacy Gallese Cassel, Ph.D., CCC-SLP Date

APPENDIX M-3

Master of Science in Communication Sciences & Disorders (MSCD) Program
Hispanic Emphasis Specialization (HES)

Course Assignments Log

Name: _____

Course	Description of HES Assignment(s)	HES Assignment(s) Grade
CMDS 5125: Advanced Clinical Methods		
CMDS 5310: Speech Sound Disorders		
CMDS 6110: Research in Communication Disorders		
CMDS 5120: Language Disorders in Young Children		
CMDS 5410: Diagnostic Methods		
CMDS 6210: Acquired Adult Language Disorders		
CMDS 6430: Dysphagia		
CMDS 5220: Language Disorders in School-Aged Children		
CMDS 6460: Communication Disorders in Special Populations		
CMDS 5455: Disorders of Fluency and Voice		
CMDS 5230: Augmentative and Alternative Communication		
CMDS 6440: Motor Speech Disorders		

APPENDIX M-4

Name: _____ Semester: _____

Master of Science in Communication Sciences & Disorders (MSCD) Program
Hispanic Emphasis Specialization (HES)

Required Clinical Experiences Log

Course	**Semester**	**Clinical Setting**	**Population(s)** Mexican /Puerto Rican /Cuban/ Dominican, etc.	**Types of Disorders**	**Tx Hours**	**Dx Hours**	**Total Hours**
CMDS 5904: Bilingual Specialty Clinic-Dx							
CMDS 5901: Practicum 1							
CMDS 5902: Practicum II							
CMDS 5903: Practicum III							
CMDS 5410: Diagnostic Methods-Dx Assignment							
CMDS 5900: Clinical Methods Application							
Speech & Hearing Screenings							
Other Experiences							

PAH- 6/24

Name: _____ Semester: _____ **APPENDIX M-5**

Master of Science in Communication Sciences & Disorders (MSCD) Program
Hispanic Emphasis Specialization (HES)

Hispanic Community Engagement Activities Log

Minimum of 10 Hours

Date	Event/ Location	Description of Event/Activity & Your Role	Brief Reflection	Hour(s)

PAH- 6/24

Master of Science in Communication Sciences & Disorders (MSCD) Program
Acknowledgment of Policies and Procedures

Please initial next to each of the following statements to indicate that you have read and understand the Policies and Procedures as indicated in the current Master of Science in Communication Sciences & Disorders (MSCD) Program Handbook and the current Stockton Academic Bulletin. By doing so you agree to the statements below as written and have had an opportunity to seek clarification of any policies and/or procedures that you did not understand.

Initials		
	1.	I have reviewed and understand the policies and procedures referenced in the *Stockton Academic Bulletin*.
	2.	I have reviewed and understand the policies and procedures referenced in the *MSCD Program Handbook*.
	3.	I have accessed and read the University Policies and Procedures related to discrimination (https://www.stockton.edu/diversity/policys.html).
	4.	As was explained at orientation, I will be required to pay for a criminal background check (from an agency designated by the University) prior to initiating any clinical practicum in the MSCD Program. Evidence of a criminal history may prohibit me from receiving New Jersey licensure in Speech-Language Pathology and/or Department of Education certification.

Name: _____ Date:_____

Signature: _____

Please return a signed copy of this form. MSCD Program Handbook attestation is due August 1, 2024, upload into Exxat Prism.

This manual was last updated on
June 14, 2024, by:

Stacy Gallese Cassel, Ph.D., CCC-SLP
Phillip Hernández, Ed.D., CCC-SLP, BCS-CL

Associate Professors of Communication Sciences & Disorders
& Program Co-Chairs