

WILLIAM PATERSON UNIVERSITY
DEPARTMENT OF COMMUNICATION
DISORDERS AND SCIENCES

GRADUATE STUDENT HANDBOOK

The graduate program is accredited by the Council on Academic Accreditation of the
American Speech-Language-Hearing Association



2014/2015

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF SCIENCE AND HEALTH**

DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES

2014-2015

GRADUATE STUDENT HANDBOOK

POLICIES AND PROCEDURES SIGN OFF SHEET

This is to certify that _____

Print Name

Banner I.D.

has attended orientation and received a copy of the Graduate Student Handbook (on-line) for 2014-2015 and has acknowledged responsibility for reading and understanding the content and has acknowledged responsibility for adhering to all the policies and regulations described herein.

Student Signature

Date

cc: student file

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I. Welcome!

Welcome to William Paterson University and to the Department of Communication Disorders and Sciences. The faculty and staff are committed to providing you with an outstanding academic and clinical education. We look forward to developing an intellectual partnership that will contribute to your understanding of the basic communication sciences as well as the nature, assessment and treatment of communication disorders. Faculty believe that an excellent foundation in and understanding of research in communication sciences and disorders is essential for achieving progress in our field and helping individuals with communication disorders. We are dedicated to providing the training that will enable you to understand, evaluate and participate in the research process. We hope that you will share our enthusiasm for learning, achievement and helping individuals with communication disorders.

II. Student Responsibility

We are providing this Graduate Student Handbook to inform you of the policies and procedures that will influence your experience in the graduate program in the Department of Communication Disorders and Sciences at William Paterson University. **It is the responsibility of all students to be familiar with, and to adhere to, the policies and procedures described herein.**

This Handbook, the William Paterson University Student Handbook and the current William Paterson Graduate Catalog will provide you with the information needed to pursue a successful academic experience as a graduate student. In addition, there is a Clinician's Handbook and Externship Handbook that describes policies relevant to the Speech and Hearing Clinic and an Externship Practicum. Please obtain a copy of all the handbooks and catalogs to ensure familiarity with university and departmental policies and procedures. While faculty and staff will aim to provide assistance and guidance in every possible manner, students are responsible to stay informed about policies/procedures, their status in the graduate program, and progress toward graduation.

III. Mission of the Graduate Program

The mission of the graduate program is to prepare students for careers in speech-language pathology by providing them with a comprehensive education that encompasses an evidenced-based approach to the theoretical, practical, and ethical aspects of the field of communication sciences and disorders and which also fosters research and scholarship in order to contribute to the knowledge of the profession.

The mission of the Speech and Hearing Clinic reflects its commitment to promoting clinical excellence and ethical behavior in the areas of evaluative and therapeutic procedures, preparing its graduates to interact successfully with clients and other professionals in a variety of employment settings, and ensuring the delivery of quality professional services in speech-language pathology to individuals within the University and surrounding communities.

IV. Mission of the University

William Paterson University of New Jersey is a public institution that offers an outstanding and affordable education to a diverse traditional and nontraditional student body through baccalaureate, graduate and continuing education programs. The University's distinguished teachers, scholars and professionals actively challenge students to high levels of intellectual and professional accomplishment and personal growth in preparation for careers,

advanced studies and productive citizenship. Faculty and staff use innovative approaches to research, learning and student support to expand students' awareness of what they can accomplish. The University's graduates embody a profound sense of responsibility to their communities, commitment to a sustainable environment and active involvement in a multicultural world.

V. Overview of the Program

The Department of Communication Disorders and Sciences offers a graduate program in speech language pathology. Students completing the degree are awarded a Master of Science in Communication Disorders. The graduate program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The program was first accredited in 1981, and it was the first program in New Jersey to have this distinction. Since its initial accreditation, the program has been reviewed five times and has received unconditional reaccreditation in all instances.

The program requires completion of at least 54 graduate credits, successful achievement of all student learning outcomes and completion of a minimum of 400 hours of clinical practicum. The William Paterson University Speech and Hearing Clinic provides the initial practicum experience required for the degree. Additional practicum experiences are provided in offsite school and medical settings. It is expected that all students in the program will adhere to ASHA's Code of Ethics (See Appendices).

The graduate program accepts students without undergraduate preparation in communication disorders and sciences. However, depending on their background, these students must complete a minimum of 21 credits of prerequisite coursework and demonstrate successful achievement of all student learning outcomes related to those courses.

VI. Certification Requirements – American Speech-Language-Hearing Association

One of the primary goals of our program is to prepare students to qualify for the Certificate of Clinical Competence (CCC), which is awarded by the American Speech-Language-Hearing Association (ASHA). This certification is the gold standard for speech-language pathologists and required by many places of employment.

One requirement for awarding the Certificate of Clinical Competence is that a student initiates and completes his or her master's degree at a program that is accredited by the CAA. Because our program is accredited in speech-language pathology, our curriculum and degree requirements insure that students will qualify for certification by ASHA. Students are encouraged to become familiar with this information by reading the information outlined below, reviewing all handbooks, and visiting ASHA's website on certification.

In general, certification requires completion of a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. This also includes coursework in (a) the biological/physical sciences and mathematics, (b) the behavioral and/or social sciences, including normal aspects of human behavior and communication, (c) basic human communication processes and swallowing and (d) the nature, prevention, evaluation and treatment of speech, language, hearing, and related disorders. The coursework should address, where appropriate, issues pertaining to normal and abnormal human development, behavior across the life span, and culturally diverse populations. ASHA specifies that Basic Science coursework must include the following:

- 1 course in the biological sciences such as anatomy and physiology

- 1 course in the physical sciences such as physics, inorganic or organic chemistry
- 1 course in mathematics such as non-remedial college level math courses
- 1 courses in the behavioral and/or social science such as psychology or sociology

According to ASHA, transcript credit is required as evidence of satisfactory completion of these requirements. Transcript credit may include coursework, advanced placement, CLEP or examination equivalence.

Upon admission to the program, undergraduate transcripts will be reviewed to determine if students have the required basic science coursework.

Requirements- Knowledge and Skills Acquisition (KASA)

ASHA specifies that courses and experiences must be of sufficient breadth and depth to achieve specified knowledge outcomes. ASHA requires that students demonstrate knowledge and skills in the following areas:

- basic human communication and swallowing processes
- the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, development, linguistic, and cultural correlates
- principles and methods of prevention, assessment and intervention methods for people with communication and swallowing disorders
- contemporary professional issues
- processes used in research and the integration of research principles into evidence-based clinical practice

ASHA requires completion of a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact. At least 325 hours must be completed while engaged in graduate study. In addition, students must demonstrate skills in the following areas:

- conduct screenings and prevention activities
- collect case history information and integrating information from other sources
- select and administer appropriate evaluation procedures
- adapt evaluation procedures to meet client/patient needs
- interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- complete administrative and reporting functions necessary to support evaluation
- adhere to the ASHA Code of Ethics and behave professionally
- refer clients/patients for appropriate services
- develop appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs
- implement intervention plans
- use appropriate materials and instrumentation for intervention
- measure and evaluate clients'/patients' performance and progress
- modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

- provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
- collaborate with other professionals in case management
- communicate effectively, recognizing the needs, values, preferred modes of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
- complete administrative and reporting functions necessary to support intervention

In addition, ASHA specifies that students seeking the Certificate of Clinical Competence must obtain a passing score on the national examination in Speech-Language Pathology (PRAXIS), and complete a Clinical Fellowship (CF) following completion of the degree. Students usually take the PRAXIS exam at the time that they take the Comprehensive Exam (last semester of graduate program), and they are asked to report their scores to the department. The certification application will be signed only after the scores are reported. Students should refer to the ASHA website (www.asha.org) for additional information related to ASHA certification.

VII. Continuing Education

ASHA certificate holders are required to demonstrate their participation in 30 hours of professional development every three years in order to maintain the Certificate of Competence in Speech-Language Pathology. The Certification Maintenance Compliance form is the mechanism for certificate holders to demonstrate their compliance with the certification maintenance professional development requirement. The Compliance form is available on the ASHA Web page and should be mailed to ASHA immediately after all 30 hours are accumulated. If the certification maintenance requirement is not met during the three-year maintenance interval, the Certificate of Clinical Competence will lapse.

VIII. New Jersey State Requirements

State Licensure

The requirements for state licensure include completing a master's degree, obtaining a passing score on the PRAXIS exam and completing an internship year. The Clinical Fellowship Year (CFY) completed for ASHA certification will satisfy the State's internship requirement. The scores obtained on the PRAXIS exam should be submitted to both ASHA and the New Jersey State Licensing Board. You may obtain an application for New Jersey Licensure by calling 973-504-6390. The website is <http://www.njconsumeraffairs.gov/aud/>. The state license must be renewed every two years. Renewal requires documentation of the completion of 20 hours of continuing education credits (CEU's) during the two-year period. A license is required for everyone who desires to become a speech-language pathologist in the State of New Jersey and work in employment settings other than public schools.

State Certification

Individuals desiring to work in the public schools in New Jersey must be certified as a Speech Language Specialist by the New Jersey State Department of Education. Applications for certification may be obtained from the Office of Licensure and Credentials by calling (609) 292-2070. There are application fees. Certification as a Speech Language Specialist requires completing a master's degree at an approved training institution, obtaining a passing score on the PRAXIS and completing at least 100 practicum hours with children as part of an overall 300 hour

practicum experience. The Department of Communication Disorders at William Paterson University is a state approved training program. Certification as a Speech Language Specialist has no expiration date.

The Office of Certification (College of Education) processes applications for the speech-language specialist certification. The deadlines for the office of certification for applications are:

October 1st for Fall, March 1st for Spring and July 1st for Summer II. You can find the application on the Certification web page under licensure and praxis information (WPU Teacher Licensure Application).

http://www.wpunj.edu/coe/departments/cert/nj_licensure_and_praxis_exam_information.dot

Specific questions should be directed to the certification office.

Information on obtaining New York State School Certification for Out of State Students may be obtained from the following website:

<http://eservices.nysed.gov/teach/cerhelp/CertRequirementHelp.do>.

IX. Requirements for the Master's Degree in Communication Disorders and Sciences

SUMMARY OF DEGREE REQUIREMENTS

- Completion of 54 credits of graduate coursework.
- Completion of all clinical requirements.
- Obtaining a passing score on the comprehensive examination.
- Completion of the required number of credits with a minimum 3.00 cumulative grade point average.
- Completion of the program with no more than six credit hours with a grade of C.

REQUIRED PREREQUISITE COURSES: Students without any undergraduate preparation in communication disorders must take the following prerequisite courses. Students with a background in communication disorders may need to complete one or more of the following courses if they were not part of their undergraduate preparation.

REQUIRED PREREQUISITE COURSES:

CODS COURSE TITLE

2640 Phonetics (3)
3610 Anatomy & Physiology of the Speech and Swallowing Mechanism (3)
3620 The Science and Measurement of Hearing (4)
3660 Introduction to Language Disorders (3)
3720 The Nature and Development of Language (3)
4620 Auditory Rehabilitation (3)
4650 Clinical Methods (2)
4660 Observation Lab (1)
4030 Articulation and Phonological Disorders (3)

Total credits: 25 credits

Required Graduate Courses: All of the following courses are required for the master's degree.

CODS COURSE TITLE

5060 Fluency Disorders (3)
5500 Diagnostic Methods in Communication Disorders (3)**
6030 Voice Disorders (3)

6050	Acquired Language Disorders in Adults (3)
6110	Swallowing and Feeding Disorders (3)
6210	Language Acquisition (3)**
6220	Motor Speech Disorders (3)
6300	Language Disorders in Children: Birth to Five (3)**
6310	Language Disorders in School-Age Children and Adolescents (3)
6420	Speech Science (3)**
6600	Auditory Processing Disorders (2)
6800	Research Methods in Communication Disorders (2)
6810	Research Seminar I (1)
6900	Statistical Principles for Research in Communication Disorders (2)
6910	Research Seminar II (1)
Total: 38 credits	

Required Graduate Clinical Practica: All of the following practica are required. Practica will be taken as many times as needed in order to earn 375 clinical hours and the required distribution of hours. However, only 12 credits can be applied toward the 54 credits for the degree.

CODS	COURSE TITLE
5510	Diagnostic Practicum I (1)
6510	Diagnostic Practicum II (1)
6520	Clinical Practicum (2) (4 credits in total)*
6530	Externship Practicum (3) (6 credits in total)*
Total: 12 credits	

* must be taken at least twice

ELECTIVES: Students must complete a minimum of **four credits of elective coursework** from the following courses. Electives are typically offered in the summer and winter sessions. Some electives are offered more frequently than others. Students who wish to complete summer clinical practicum (in addition to the required fall and spring semesters of clinical practicum) will be allowed to count it as one elective.

CODS	COURSE TITLE
6100	Craniofacial Disorders (1)
6120	Communication Disorders Programs in the Schools (1)
6250	Teaching Speech and Language to the Hearing Impaired (1)
6700	Counseling in Communication Disorders (1)
6750	Acquired Cognitive Disorders (1)
6760	Autism Spectrum Disorders (1)
5990	Special Topics in Speech-Language Pathology. (New courses may be offered from time to time on special topics of interest.) (1)
Total: 4 credits	

Clinical Practicum Requirements

ASHA requires that students complete 25 observation hours and 375 direct contact hours for a total of 400 clock hours. A minimum of 325 clock hours must be at the graduate level in speech language pathology. A maximum of 50 clock hours at the undergraduate level will be accepted. Supervised practicum must include experience with client populations across the life span and from culturally/linguistically-diverse backgrounds. In addition, practicum must include experience with client populations with various types and severities of communication and related disorders and differences.

Within the required 400 clinical practicum hours the graduate program also maintains the following clinical requirements.

Clinical Settings

A minimum of 50 clock hours must be obtained in each of three types of clinical settings (i.e. at the WPU Speech and Hearing Clinic and two different off-campus externships)

With the guidance of the Clinical Manager, students should aim to obtain clinical hours within the following categories:

Evaluation

<u>Speech disorders in children</u>	10 hours
<u>Speech disorders in adults</u>	10 hours
<u>Language disorders in children</u>	10 hours
<u>Language disorders in adults</u>	10 hours

Treatment

<u>Speech disorders in children</u>	20 hours
<u>Speech disorders in adults</u>	20 hours
<u>Language disorders in children</u>	20 hours
<u>Language disorders in adults</u>	20 hours
Auditory rehabilitation (or completion of special assignment)	5 hours
Feeding/Swallowing evaluation or treatment	5 hours

Screening

Screening of speech, language and hearing in adults and/or children: 15 hours

Students will begin earning their clinical practicum hours in the William Paterson University Speech and Hearing Clinic. They must complete a minimum of 100 direct contact clock hours and at least two full semesters (fall and spring) in the Speech and Hearing Clinic and obtain approval of the Manager of the Speech and Hearing Clinic before they can begin an externship. Students must maintain acceptable performance levels on all measures of their clinical skills to be granted permission to begin an externship. Typically, the first externship will be in an educational setting and the second will be in a healthcare setting. The school placements may be in a public school or a school that provides specialized services to individuals with speech and language impairments. Examples of the settings include schools for children with hearing impairments, children with autism, children with pervasive developmental disorders, regular public schools, etc. The healthcare setting may be in a hospital, rehabilitation facility, or long-term residential placements.

The Manager of the Speech and Hearing Clinic maintains an extensive list of externship sites that are available to students. Students may also suggest sites. These suggestions will be considered provided there is sufficient time to obtain approved contracts between the site and the university.

The Manager of the Speech and Hearing Clinic will develop a practicum plan for each student. Students must meet with the Clinic Manager no later than the semester preceding the beginning of the student's practicum experience to develop the practicum plan. Departmental policy stipulates that students may not enroll in clinic until they have completed the equivalent of Phonetics, Anatomy and Physiology of the Speech Mechanism, The Nature and Development of Language, Articulation and Phonological Disorders, Introduction to Language Disorders, Clinical Methods and 25 hours of observation. Students must enroll in practicum by the time that

they have earned 15 credits of graduate coursework.

The Manager of the Speech and Hearing Clinic will assign clients based on each student's academic preparation and clinical skills. Completion of graduate-level coursework in diagnostic methods, language acquisition and language disorders in children is required for assignment of children with severe language problems. The Clinic Manager aims for a 3:1 supervisory ratio but makes adjustments according to student strengths and/or weakness. In some cases, supervision can be as low as 1:1 if the student requires additional guidance. Prior to working with a client, the student is required to have completed the appropriate coursework or be willing to meet with the assigned clinical supervisor for a significant amount of time prior to the first therapy session in order to acquire necessary knowledge and skills. Please refer to the Clinician and Externship Handbooks for additional information regarding clinical policies, procedures, and requirements.

X. Standards for Essential Functions

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situation and, to render a wide spectrum of patient care, individuals must demonstrate certain skills and attributes that enable them to meet graduate and professional requirements as measured by state licensure and national certification. These skills and attributes termed Standards for Essential Functions are summarized below:

Observation Skills:

- Students must be capable of acquiring a defined level of required information as presented through educational experiences in both basic arts and sciences and clinical sciences. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include oral presentation, printed material, visual media, and live demonstrations. Consequently, students must have the potential to demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance.

Communication Skills:

- Effective communication is critical for students to build relationships with faculty, advisors, fellow graduate students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently and according to professional standards. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice. Students are expected to use grammar and vocabulary proficiently. They must be able to elicit information, gather information, and describe findings verbally and in writing (e.g., in a physical examination record and treatment plan). The communication should be comprehensible to patients, professionals, as well as lay persons.
- Students must be able to communicate in an effective and sensitive manner with clients/patients and colleagues, including individuals from different cultural and social backgrounds. Furthermore, students must have the potential to observe, recognize and understand non-verbal behavior.

Intellectual/Conceptual Abilities:

- Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, laboratory and fieldwork settings. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts and data related to the art and science of health care. In some areas, this requires comprehension of three-dimensional relationships and understanding of the spatial relationships of structures. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

Motor Skills:

- Students must possess the motor functions needed to manipulate tools or handle clients. The motor capacities usually include the physical strength and coordination to safely handle and move clients; perform medical procedures, and/or direct clients in various practice settings, according to the needs of their discipline.

Behavioral and Social Skills:

- Students must demonstrate emotional stability and acceptable communication skills and be capable of developing mature and effective interpersonal relationships with other students and health care workers.
- Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical setting.
- Students must exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias. The individuals may be severely injured; they may be limited by cognitive, emotional and functional deficits; and their behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are critical to complete each program.

Professional Responsibility:

- Students must have the capacity to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., CPR, infection control).
- It is each student's responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner.
- Students will adhere to policies of the university, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to

their program's academic schedule, which may differ from the university's academic calendar and be subject to change at any time.

- During their academic tenure, students must learn and demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the helping environment.
- Students will take initiative to direct their own learning. They need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.

The Department of Communication Disorders and Sciences at William Paterson University is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions. It is the policy of the University to comply with the Americans With Disabilities Act, Section 504 of the Civil Rights Restoration Act of 1973, as well as with State and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise-qualified and competent individual with a disability will be denied access to or participation in services, programs, and activities solely on the basis of the disability. In accordance with federal regulations established by the Americans With Disabilities Act, the Standards for Essential Functions are designed to assist each candidate in evaluating his/her prospect for academic and clinical success. When a student's ability to perform is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions. Students who are unable to meet the Standards of Essential Functions with appropriate accommodation may not be able to complete the program. **Students must sign a statement indicating that they have read and understood the Standards of Essential Functions.**

XI. Student Learning Outcomes

Students must acquire the knowledge and skills required for entry into the profession of speech-language pathology. These are specified by ASHA in the standards for the Certificate of Clinical Competence and are listed on the Knowledge and Skills Acquisition (KASA) form. Students are also expected to maintain their own record of progress on the required knowledge and skills as they progress through the program. This form should be updated and submitted to the department annually.

Documentation of mastery of the knowledge and skills is based primarily on performance in courses and practica. Each course and practicum experience in the program has specific student learning outcomes associated with it. These outcomes are related to the knowledge and skills listed on the KASA form.

If students do not demonstrate adequate mastery of the course student learning outcomes, remediation will be required. It is important to note that, although a student may earn a passing grade in a course such as a "C", s/he may not have demonstrated mastery of some or all required student learning outcomes for that course. When remediation is necessary the professor will inform the student of (1) the specific learning outcomes that need remediation, (2) the remediation task, and (3) the date for completing the required remediation. A form indicating that remediation is necessary will be placed in the student's folder and removed when the remediation is complete. Students who do not complete the necessary remediation(s) will not be permitted to take the comprehensive exam. If a remediation form remains in the student's folder,

students will not be cleared for graduation nor will the Chairperson sign the verification form required for ASHA certification. Satisfactory completion of all requirements is necessary before the student's application for the ASHA's certificate of clinical competence will be signed.

Students must also demonstrate successful achievement of specific clinical skills. Clinic supervisors must document for each student clinician the implementation, acquisition and assessment of specific student learning outcomes related to the clinical experience. This is done twice during the semester (mid-term and final).

Remediation of clinical student learning outcomes will be determined by the clinical supervisor in consultation with the Clinic Manager.

XII. Orientation and Advisement

Orientation

The Graduate Director conducts orientation for all students who are admitted to the program. All new students are required to attend an orientation meeting. During the orientation meeting students are informed of the requirements for the master's degree in Communication Disorders and Sciences as well as important departmental and university policies and procedures. In addition, students are also informed of the requirements for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association, New Jersey state requirements for Licensure and Speech-Language Specialist Certification, and they are required to demonstrate appropriate knowledge of this information by completing a written test.

Advisement

The Graduate Director conducts an initial advisement session with each incoming graduate student prior to the start of their first semester. As such, all transcripts for incoming students will be reviewed and a complete audit will be conducted indicating whether or not prerequisite course requirements have been met. During meetings with students, the Graduate Director discusses the audit and develops a curriculum plan for the student. If a student feels that s/he has completed coursework not reflected in the audit, they may request a review of the decision. This request should follow the procedures outlined in the section entitled "Adjustment of Degree Requirements".

Prior to the onset of clinical services, students should schedule a meeting with the Manager of the Speech and Hearing Clinic to develop a practicum plan. Students who enter the program without a background should schedule that meeting immediately upon completing their 25 hours of observation. Students who enter the program having completed all of the prerequisite courses, including the 25 hours of observation, should meet with the Clinic Manager immediately following their advisement meeting with the Graduate Director.

Students must meet with Graduate Director to change their curriculum plan. **Students who do not follow their curriculum plan may not be able to complete all requirements in the timeline specified in the initial advisement meeting.**

Curriculum Plans

The graduate program is a full-time program and as such, students are expected to attend on a full-time basis. The curriculum plans specify the courses that each student will take and the semester in which they will be taken. Sample plans are included in the Appendices. Full-time students without a background may complete all the courses within three years, although completion of all of the practicum hours may require additional semesters. Full-time students

with a background in communication disorders that includes all the required prerequisite courses may complete all of the required courses within two years (4 semesters and 1 or 2 summers). Completion of all of the practicum hours may require additional semesters. Any changes to a student's curriculum plan without the approval of the Graduate Program Director may lead to a delay in graduation or a dismissal from the program.

Course Sequencing

Many of the courses in the program have prerequisites. Prerequisites for specific courses are indicated in the graduate and undergraduate catalogues. The curriculum plans have been developed to adhere to prerequisite sequences. **All courses must be taken in the prescribed sequence.**

Practicum Plans

The practicum plans indicate the semesters in which the student plans to enroll in clinic to earn hours in the on-campus Speech and Hearing Clinic or in off-campus externship placements. Students are expected to meet with the Clinic Manager at least one semester prior to beginning clinic to develop their practicum plans. At the time of the initial meeting, students must present evidence of the 25 hours of observation and any previously earned hours. Once students have met with the Clinic Manager and developed a practicum plan, they are expected to meet with the Clinic Manager to discuss any proposed changes in the plans. Students must also meet with the Clinic Manager at the end of every semester during which they have completed any type of clinical practicum. At that time, clinical hours are reviewed and future clinical placements are discussed.

The Clinician's Handbook is posted on the department's website and students are required to review all policies pertaining to enrolling in the graduate clinical practicum. Students should be aware that enrolling in clinical practicum is a commitment that must be taken seriously. Students do not have an option of withdrawing from practicum after the semester has begun if they are remaining in their academic coursework.

XIII. Academic Policies and Procedures

Admission - Matriculation

Students with and without a background in communication disorders may be matriculated into the program. The minimum requirements for consideration for matriculation into the program are as follows:

- A minimum score at or above the 50th percentile (verbal section) on the Graduate Record Examination
- An undergraduate GPA of 3.0.
- Two letters of recommendation.

Academic Standards

The student is responsible for maintaining the required grade point average (3.00) and for observing the cumulative totals that appear on each semester's grade report. The University is under no obligation to warn students about academic deficiencies or to alert them in advance to probation or dismissal when their grade point average falls below the required minimum.

Any student whose grade point average falls below a 3.00 is automatically placed on academic probation and cannot enroll for more than two additional courses. **It is important to note that the required grade point average of 3.00 applies to the grade point average earned in graduate courses only. Students on probation may not enroll in practicum.** If a

student's GPA does not reach 3.00 after the completion of these two courses, then he or she will be dismissed from the university. Students who are dismissed will not be extended the privilege of taking courses unless officially appealing in writing to the Dean of the College of Science and Health and becoming reinstated by this office.

College policy also stipulates that students may not graduate with more than six semester hours of C work. **Thus, students who earn more than six semester hours of C work in academic courses will be dismissed from the program. This includes the undergraduate prerequisite courses as well as all graduate courses.** There is no repeat course policy for graduate courses. **However, according to departmental and university policy, students who earn a grade of F in a required graduate course will be dismissed from the program.** Appeals of dismissal decisions may be made in writing to the Dean of the College of Science and Health.

Departmental Grading

Numerical grades are assigned based on criteria specified in the syllabi for each course. The relationship between numerical grades, letter grades and quality points are indicated below:

Letter Grades	Quality Points	Numerical Grade
A	4.0	92 and above
A-	3.7	90 - 91
B+	3.3	88 - 89
B	3.0	83 - 87
B-	2.7	80 - 82
C+	2.3	78 - 79
C	2.0	73 - 77
C-	1.7	70 - 72
F	0	69 and below

Clinical practica are graded as pass/fail. Students should refer to the Clinician's Handbook for policies on grading performance in the clinic. Passing grades do not count in the student's grade point average. A grade of F obtained in clinic will result in a dismissal from the graduate program.

Grades of Incomplete

For various reasons, a student may receive an incomplete (IN) in lieu of a letter grade. It may be granted when the student has not completed the assigned work in a course because of illness or other reasons satisfactory to the instructor. The grade of IN is assigned only at the discretion of the instructor. Completion of the assigned work to remove the IN will be required in order to take the subsequent course in a sequence. Failure to do so will result in removal of the student from that course. In unusual situations, an extension may be recommended by the Chairperson and approved by the Dean.

Appeal Procedures

The procedures for appealing a grade are outlined in the Graduate Catalogue.

Academic Integrity

The Department of Communication Disorders and Sciences strongly supports the

University's Academic Integrity Policy. Students should refer to the Graduate Catalogue for a complete description of the policy. The department will enforce the policy according to the procedures outlined in the catalogue.

Independent Study

A student may identify an area of interest that he or she wishes to pursue in depth on an individual study basis. The proposal for independent study must be developed with the faculty member who has agreed to provide supervision. The proposal should be submitted to the Chairperson for approval by the middle of the term preceding the semester in which the independent study will be pursued. The proposal must be signed by the faculty member supervising the project. The form will then be forwarded to the Dean for approval. A signature from the Dean will constitute permission for the student to register for the independent study.

Adjustment of Degree Requirement Procedures – Transfer of Credits

A maximum of 6 credits from other institutions may be credited toward a master's degree program provided that:

- the student applies for transfer credit at the time of matriculation
- the work was taken in graduate courses for graduate credit
- the work was taken within the last six years
- the grade received was B or better
- the work does not duplicate any work, graduate or undergraduate, for which credit was previously given
- the work has not been applied toward an academic degree at any other institution
- the work has been taken at an accredited college or university
- the work is applicable to the student's program.

All requests for transfer of credits must be done **prior** to beginning coursework in the department. Students who seek to transfer credits for a course must submit to the Graduate Director the university form for transfer of credits (obtained from the departmental secretary) along with the catalogue description, syllabus, lecture notes and any required papers or assignments for the previously taken course. The materials will be given to a faculty member who is teaching the course for which transfer of credits is sought. If the faculty member believes that the content of the course has been covered, he or she will approve the transfer of credits, and the university form for the transfer of credits will be signed by the Graduate Director and submitted to the Chairperson who will forward it to the Dean. A copy of the form will be placed in the student's file.

Waivers and Course Substitutions

In some limited circumstances, required courses may be waived if the content has been covered in another course. All requests for waivers and course substitutions must be done prior to beginning coursework in the department. Students may seek approval for substituting an elective course by submitting to the Graduate Director a departmental form for waiver of course content along with the catalogue description, syllabus, lecture notes and any required papers or assignments for the previously taken course. The materials will be submitted to a faculty member who is teaching the course for which the waiver is sought. If the faculty member determines that the course content has been covered, he or she will complete the departmental form and return it along with the materials to the Graduate Director. An elective course must be taken in place of the waived course and the form will be signed by the Graduate Director and the

Chairperson and then placed in the student's file.

Leave of absence

Graduate students who wish to take a leave of absence from their studies for one semester must file a Request for a Leave of Absence Form with the Office of Graduate Admissions. Students are eligible for an additional semester of leave upon written request to the Office of Graduate Admissions. Students who are not enrolled in courses or on leave of absence must reapply to their program of study through the Office of Graduate Admissions. Semesters on leave are included in the 6-year time limit (from the date of matriculation) for completion of a master's degree.

Withdrawal from the University

Any graduate student who wishes to withdraw from the University must complete appropriate withdrawal forms which removes him or her from courses without academic penalty. A withdrawal is for an indefinite length of time and is in force until the student chooses to apply for readmission. Dropping one course does not constitute withdrawal from the University nor does non-attendance of classes. Students who withdraw from the University must drop all of their courses. If a student wishes to resume their studies they must apply for readmission through the Office of Graduate Admissions according to the admission's calendar.

Readmit Policy

Graduate students not enrolled in courses and who are not on an official leave of absence for a given semester are considered academically withdrawn and are required to apply for readmission prior to resuming graduate study.

Time Limit

The master's degree must be completed within a period of six years from the time the student matriculates. The time to completion includes leaves of absence, withdrawals, and comprehensive examinations. Requests for extension of time must be approved by the Dean of the College of Science and Health. Students requesting an extension should submit the request to the Dean of the College of Science and Health. A description of the extenuating circumstances and the projected graduation date should be included in the request. Courses completed more than six years prior to graduation may not be accepted towards the degree.

Graduation and Comprehensive Exam

Passing the departmental comprehensive exam is required for completion of the master's degree in Communication Disorders and Sciences. Students are allowed two opportunities to take the exam. The exam includes questions related to content covered in all of the required graduate courses.

To take the comprehensive exam, students must have completed all required courses or be enrolled in the final courses required for the degree. In addition, students must have successfully achieved all student learning outcomes related to coursework and any additional assignments. Students should note that **all** remediation of student learning outcomes must be successfully completed before the application to take the comprehensive exam will be approved. Approval may be rescinded if the remediation of student learning outcomes has not been completed before the exam. **Students must register to take the exam with the Office of Graduate Admissions. Students are responsible for registering prior to the application deadline, which is set by the Office of Graduate Admissions and differs each semester.**

Students who apply but do not take the exam must submit a new application in subsequent semesters.

The National Exam in Speech Language Pathology (The Praxis Exam)

Students should be aware that their performance on the PRAXIS exam reflects on the quality of the program. It is expected that students will prepare for the PRAXIS exam and that they will take it close to the time when they take the comprehensive exam. Students should not take the PRAXIS for practice, but should only take it when they are thoroughly prepared and expect to obtain a passing score on the exam.

The Educational Testing Service (ETS) administers the PRAXIS exam. Information and application forms may be obtained from ETS. **Students must have their official score sent from ETS to William Paterson University.**

Applying for Graduation

An application must be filed with the Office of Graduate Admissions when the student plans to graduate. The application must be submitted to Graduate Admissions by the deadline specified in the Graduate Catalogue and the Office of Graduate Admissions website. Students who apply but do not qualify for graduation must submit a new application for subsequent semesters. Applications do not carry over.

Clearance for Graduation

Students should be aware that graduation clearances are completed according to the following schedule:

January graduates are cleared in early February

May graduates are cleared in early June

August graduates are cleared in early September

Adjustments to this timeline is not possible as final grades are not posted to the transcript immediately and clearance cannot occur until the Office of the Registrar processes all grades.

Complaint Procedures

The Department maintains complaint/feedback boxes in the waiting room and the clinicians' room for students to express concerns and/or suggestions. These anonymous submissions are discussed by the Chairperson and other relevant faculty members and action is taken when necessary.

In matters pertaining to grade complaints/appeals or sexual harassment, the Department abides by University policies specified in the Graduate Catalog (<https://webapps.wpunj.edu/catalog/?level=GR>). In cases of appeals of clinic grades or clinically-related complaints, the grade complaint procedure has been modified as follows: If the student is unsuccessful in making contact with the *clinic supervisor* or, after meeting with the *clinic supervisor*, wishes to further pursue the appeal/complaint, the student must write to the *clinic manager* and request an appointment to discuss the appeal/complaint. The student must provide all information that was presented to the *clinic supervisor*. If, after considering the presented materials and after consultation with the supervisor, the *Clinic Manager* cannot reach a settlement that is agreed upon by both the *supervisor* and the student, the student will forward her appeal in writing to the Chairperson. Upon receiving the written request from the student, the Chairperson will convene a meeting of the faculty to consider the appeal/complaint.

The Department has also established policies for dealing with student complaints that are not specifically addressed in the catalog. In these cases, the student should contact the

Chairperson for information on the procedure for filing the complaint. If the complaint involves the Chairperson, the student may request that the Dean of the College convene the Department Executive Council.

With respect to complaints filed at the department level, if a student is not satisfied with the Department's recommendation, and wishes to pursue the matter further, the student must write to the Dean of the College of Science and Health. The student may request that the complaint be brought to the Executive Council of the College for a decision by the department chairpersons that make up the council.

Complaints about the program may be filed with the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. According to the CAA, complaints about programs must: (a) be against an accredited educational program in speech-language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (c) clearly describe the specific nature of the conduct being complained about, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. Complaints must meet the following submission requirements:

- Include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA.
- Include the complainant's name, address and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office to verify the source of the information
- Be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery to the address below.

This is accomplished by offering:

- Anonymous evaluation of program, academic coursework, clinical supervision
- Peer counseling
- Confidential dialogue with student's assigned faculty advisor
- Access to counsel with Program and Clinic Directors
- Access to College's Sexual Harassment Panel, Office of Disabilities, Councilors assigned to intervene in Racial, Ethnic, and Sexual Orientation concerns
- Availability to meet with the College's Ombudsman
- Contact CAA and ASHA

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, #310 Rockville, MD 20850. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. Further information is available at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm#complaint>

XIV. Certificate of Clinical Competence

Once a student has graduated, he or she applies for the Certificate of Clinical Competence (CCC) from the American-Speech-Language-Hearing Association. The application is available in the department and on ASHA's website (www.ASHA.org). The student should complete all parts of the application except for the Verification by Program Director. This is completed by the Graduate Program Director. It is the student's responsibility to mail the application and any supporting documents to ASHA.

XV. Support Services

There are a variety of support services at William Paterson University which are available to students. The University offers the Center for Academic Support, the Writing Center and the Office of Disability Services. Students seeking accommodations due to a disability should consult with the Office of Disability Services to determine eligibility. The College of Science and Health maintains a Science Enrichment Center which is available to students enrolled in our program.

The department offers an academic assistance program whereby qualified graduate assistants are available for tutoring in various subject areas. The program also provides a Clinician's Assistance Program for students who are experiencing difficulties in their clinical work (See Clinician's Handbook). There are several computer laboratories available to students which are located in the Atrium, Science 217 and in the department.

XVI. Student Evaluation of the Program

Student evaluations are considered an important source of information on the quality of the program. Several types of evaluations are conducted. Student evaluations of courses and instructors are administered each semester in every course. The evaluations are administered by the Graduate Assistants, and all responses are confidential and anonymous. Results of the evaluations including any written comments are given to the faculty after the semester grades have been submitted.

An exit survey is also conducted at the time that students graduate from the program. Students must complete the survey in order to be cleared for graduation. The survey is conducted online and the department secretary will email everyone with directions several weeks before graduation. supervisions. Completion of the form is required for completion of the ASHA application.

Additional surveys may be conducted (e.g., alumni). These surveys are usually designed to provide additional information on the strengths and weaknesses of the program. Honest and thoughtful evaluations assist the program in maintaining its overall quality.

XVII. Faculty and Staff Information

The following faculty and staff are members of the Department of Communication Disorders and Sciences:

Faculty and Staff	Appointment	Office	Phone	Email
Dr. Vishwa Bhat	Associate Professor	4A	3351	bhatv@wpunj.edu
Dr. Carole Gelfer	Professor	7B	2209	gelferc@wpunj.edu
Dr. Nicole Magaldi	Graduate Director & Assistant Professor	7F	3353	magaldin@wpunj.edu
Dr. Betty Kollia	Associate Professor	7D	2798	koliab@wpunj.edu
Dr. Jim Tsiamtsiouris	Chairperson & Associate Professor	6D	3355	tsiamtsiourisj@wpunj.edu
Dr. Yan Yu	Assistant Professor	7E	3354	yuy3@wpunj.edu
Dr. Kristen Victorino	Assistant Professor	7C	3352	victorinok@wpunj.edu
Linda Rapp	Department Secretary	6D	2208	rappl@wpunj.edu
Sheri Newberger	Clinical Secretary	11A	2207	newbergers@wpunj.edu
Christine Natale	Clinic Manager	11C	4993	natalec@wpunj.edu
Louise Eitelberg	Adjunct Faculty			eitelbergl@wpunj.edu
Evalyn Lambert	Adjunct Faculty			lamberte@wpunj.edu
Kristine Spindler	Adjunct Faculty			spindlerk@wpunj.edu
Marnie Toback	Adjunct Faculty			tobackml@wpunj.edu
Pamela Tamulevicius	Adjunct Faculty			tamuleviciusp@wpunj.edu
Meredith Cozzarelli	Adjunct Faculty			cozzarellim@wpunj.edu
Lauren Hunt	Adjunct Faculty			huntl@wpunj.edu
Alexandra Rusieki	Adjunct Faculty			rusiekia@wpunj.edu
Annie Benbrook	Adjunct Faculty			benbrooka@wpunj.edu
Joan Lyness	Adjunct Faculty			lynessj@wpunj.edu
Terry Molzen	Adjunct Faculty			molzent@wpunj.edu

XVIII. Awards

The Department of Communication Disorders and Sciences acknowledges outstanding graduates with several annual awards. The Andrya Ramer award is given to one student each year who has demonstrated outstanding academic and clinical skills. The Academic Achievement award is given to students who have outstanding academic records.

XIX. National Student Speech Hearing Language Association (NSSHLA)

NSSLHA is the national organization for graduate and undergraduate students interested in the study of typical and disordered human communication. It is the official national student association recognized by the American Speech Language Hearing Association. You may visit the web site at www.nsslha.org. NSSLHA has approximately 18,000 members with chapters in more than 285 colleges and universities. William Paterson University has an active NSSHLA chapter that sponsors many events throughout the year.

XX. Professional Associations

American Speech-Language-Hearing Association (ASHA)

ASHA is the professional, scientific, and credentialing association for more than 150,000 speech-language pathologists, audiologists, and speech, language, and hearing scientists in the United States and world-wide. The mission of the American Speech-Language-Hearing Association is as follows: Empowering and supporting audiologists, speech-language pathologists, and speech, language, and hearing scientists through:

- advancing science,
- setting standards,
- fostering excellence in professional practice, and
- advocating for members and those they serve.

ASHA issues the Certificate of Clinical Competence to those individuals who present evidence of their ability to provide independent clinical services to people with communication disorders. The Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA), a semi autonomous body, is responsible for the accreditation of graduate education programs. Complaints about the program may be filed with the CAA. The address is listed below.

ASHA provides information related to education, careers, and governmental policy in speech/language pathology and audiology. Students may contact ASHA as follows:

Address: 220 Research Blvd., Rockville, Maryland 20850

Action Center toll-free number: Member: 800-498-2071; Non Member: 800-638-8255

TTY: 301-296-5650

Web Address: www.asha.org

New Jersey Speech and Hearing Association (NJSHA)

This state association represents professional specialists in the fields of Speech-Language Pathology and Audiology. This organization functions under the standards and ethics of the American Speech-Language-Hearing Association which represents and protects its members and the public they serve. Founded in 1955 by state leaders in the fields of Speech Pathology and Audiology, this organization is concerned with giving the finest available service to the speech, language and communication handicapped child and adult in New Jersey.

The aims and purpose of NJSHA are:

- To establish and maintain high standards in speech and hearing in the State of New Jersey
- To aid in maintaining standards in speech and hearing through education of the lay public and through other practicable means
- To aid in the promotion of speech, language and hearing as a science and a profession in all ways which add to its standards of civic and educational service
- To aid in establishing speech, language and hearing services as widely as possible throughout the state
- To stimulate research in speech, language and hearing

NJSHA sponsors relevant discussions, demonstrations, symposia and workshops throughout the academic year. These educational programs are designed to inform and educate members, colleagues in related fields (such as psychology, social work rehabilitation medicine and dentistry), and clients about the newest possible methods based upon research and practice.

XXI. Appendices

ASHA CODE OF ETHICS
NEW JERSEY SPEECH LANGUAGE SPECIALIST REQUIREMENTS
STANDARDS FOR ESSENTIAL FUNCTIONS
SUMMARY OF DEGREE REQUIREMENTS
SAMPLE CURRICULUM PLANS
INDEPENDENT STUDY FORM
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REMIEDIATION FORM

ASHA Code of Ethics (2010)

Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

- a. Individuals shall provide all services competently.
- b. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- c. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- d. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.

- e. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- f. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.
- g. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
- h. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- i. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- j. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
- k. Individuals shall not provide clinical services solely by correspondence.
- l. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.
- m. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.
- n. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.
- o. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- p. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.

- q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- r. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics

- a. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- b. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.
- c. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.
- d. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
- e. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics

- a. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- b. Individuals shall not participate in professional activities that constitute a conflict of interest.
- c. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.

- d. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.
- e. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.
- f. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- g. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

Rules of Ethics

- a. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.
- b. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- c. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.
- d. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.
- e. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- f. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.
- g. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- h. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- i. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

- j. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
- k. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- l. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- m. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
- n. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

<http://www.asha.org/policy/ET2010-00309/>

New Jersey Speech Language Specialist license requirements

(Taken from: <http://www.nj.gov/education/educators/license/endorsements/3462S.pdf>)

To qualify for the Speech Language Specialist Standard, the candidate shall show evidence of meeting the following:

- A master's or higher degree in speech-language pathology, or its equivalent, from a regionally accredited college or university.
- A passing score on a State-approved test of comprehensive knowledge in the field of speech-language pathology. Currently this test is the Praxis II Speech language Pathology test #20330. Please go to <http://www.nj.gov/education/educators/license/1112.pdf> for more details.

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

Other:

- 1) Effective July, 2013, Emergency certification is no longer available for the Speech Language Specialist endorsement. There will be no renewal for previously issued emergency certificates. An alternate route to certification is available for eligible candidates. **Note:** Applications for the Speech Language Specialist CE can only be accepted in paper format. Please contact your County Office of Education for a paper application and additional information.
- 2) Individuals who hold a valid New Jersey speech correctionist endorsement and a master's degree in speech-language pathology shall be issued the speech-language specialist endorsement upon submission of a completed application and required fee.
- 3) Individuals holding a valid New Jersey speech correctionist endorsement may serve in a position requiring speech-language specialist certification until August 31, 2015, by which date they shall have obtained the speech language specialist endorsement or completed a department approved retaining program.

WILLIAM PATERSON UNIVERSITY

STANDARDS FOR ESSENTIAL FUNCTIONS

The Department of Communication Disorders at William Paterson University is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the educational program in which they are enrolled and the profession that they pursue.

It is the policy of the University to comply with the Americans With Disabilities Act, Section 504 of the Civil Rights Restoration Act of 1973, as well as with State and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise-qualified and competent individual with a disability will be denied access to or participation in services, programs, and activities solely on the basis of the disability.

In accordance with federal regulations established by the Americans With Disabilities Act, the following standards are designed to assist each candidate in evaluating his/her prospect for academic and clinical success. When a student's ability to perform is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions described below.

It is important that each student reads each standard carefully. By signing below, the student is indicating that he/she has read and understood these standards.

Observation Skills:

- Students must be capable of acquiring a defined level of required information as presented through educational experiences in both basic arts and sciences and clinical sciences. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include oral presentation, printed material, visual media, and live demonstrations. Consequently, students must have the potential to demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance.

Communication Skills:

- Effective communication is critical for students to build relationships with faculty, advisors, fellow graduate students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently and according to professional standards. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice. Students are expected to use grammar and vocabulary proficiently. They must be able to elicit information, gather information, and describe findings verbally and in writing (e.g., in a physical examination record and treatment plan). The communication should be comprehensible to patients, professionals, as well as lay persons.
- Students must be able to communicate in an effective and sensitive manner with clients/patients and colleagues, including individuals from different cultural and social backgrounds. Furthermore, students must have the potential to observe, recognize and understand non-verbal behavior.

Intellectual/Conceptual Abilities:

- Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, laboratory and fieldwork settings. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts and data related to the art and science of health care. In some areas, this requires comprehension of three-dimensional relationships and understanding of the spatial relationships of structures. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

Motor Skills:

- Students must possess the motor functions needed to manipulate tools or handle clients. The motor capacities usually include the physical strength and coordination to safely handle and move clients, perform medical procedures, and/or direct clients in various practice settings, according to the needs of their discipline.

Behavioral and Social Skills:

- Students must demonstrate emotional stability and acceptable communication skills and be capable of developing mature and effective interpersonal relationships with other students and health care workers.
- Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical setting.
- Students must exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias. The individuals may be severely injured; they may be limited by cognitive, emotional and functional deficits; and their behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are critical to complete each program.

Professional Responsibility:

- Students must have the capacity to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., CPR, infection control).
- It is each student's responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner.
- Students will adhere to policies of the university, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to their program's academic schedule, which may differ from the university's academic calendar and be subject to change at any time.

- During their academic tenure, students must learn and demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the helping environment.
- Students will take initiative to direct their own learning. They need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.

STUDENTS NOT REQUESTING ACCOMMODATIONS:

I certify that I have read and understand the Standards for Essential Functions for the Master of Science in Communication Disorders. I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards, I may not be able to complete the program.

Printed Name of Student Date

Student's Signature Date

STUDENTS REQUESTING ACCOMMODATIONS:

I certify that I have read and understand the Standards for Essential functions for the Master of Science in Communication Disorders. I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the University Office of Disability Services (ODS) to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I may not be able to complete the program.

Printed Name of Student Date

Student's Signature Date

I acknowledge that the above student has contacted the Office of Disability Services at William Paterson University.

Printed Name of ODS Representative Date

ODS Representative's Signature

SUMMARY OF DEGREE REQUIREMENTS

Name: _____ Advisor: _____ Date: _____

WILLIAM PATERSON UNIVERSITY OF NEW JERSEY DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES

Summary of Requirements for Clearance for Graduation

1. Minimum of 54 graduate credits, including no more than 12 credits of practica.
2. 4 elective courses (for a minimum of 4 credits)
3. 400 hours with the required distribution.
4. No Incompletes and In Progress grades on transcript
5. Passing score on the Comprehensive Exam
6. All remediations must be completed
7. No more than 2 grades of C in all courses
8. GPA of 3.0 or higher.
9. Completion of Exit Survey

Summary of Requirements for clearance for ASHA Certification

1. Submission of Praxis score to William Paterson University
2. Updated KASA form

Graduate Curriculum Plan Tracking Form
Students entering the graduate program via the B.A./M.S. Program

Name: _____ **Date:** _____

Requirements:

- Completion of all required graduate coursework including 42 credits at the graduate level (in addition to the 12 credits completed at the undergraduate level). These 42 credits include
 - 38 credits of required graduate coursework and 4 credits of electives of your choosing. **Electives are selected by the student and can be taken at any time. Electives are typically offered during the summer and winter sessions.**
- Completion of at least one Fall and one Spring semester of on-campus clinical practicum at the graduate level and accruing approximately 100 hours of clinical experience before beginning externships.
- Two externship practicums (academic and medical)
- Completion of 400+ clinical hours (totaled from on-campus clinical practicum and externships)
- Passing of the comprehensive exam (taken in your final semester of coursework)

Courses taken as undergraduate:

- Language Acquisition (3 credits), CODS 6210
- Speech Science (3 credits), CODS
- Diagnostic Methods (3 credits), CODS
- Language Disorders: Birth to Five (3 credits), CODS

Total: 12 credits

First Year in the Graduate Program

Fall _____

Courses

- Fluency Disorders (3 credits), CODS 5060
- Acquired Language Disorders (3 credits), CODS 6050
- Language Disorders in School Age and Adolescents (3 credits), CODS 6310
- Clinical Practicum (2 credits), CODS 6520
- Diagnostic Practicum 1 (1 credit), CODS 5510

Total Credits: 12

Spring _____

Courses

- Feeding/Swallowing Disorders (3 credits), CODS 6110
- Motor Speech Disorders (3 credits), CODS 6220
- Clinical Practicum (2 credits), CODS 6520
- Elective (1 credit) _____ CODS _____

Total credits: 9

Graduate Curriculum Plan Tracking Form
Students entering the graduate program via the B.A./M.S. Program

Summer _____

Elective (1 credit) _____ CODS _____

Elective (1 credit) _____ CODS _____

Elective (1 credit) _____ CODS _____

Elective (1 credit) _____ CODS _____

Clinical Practicum (1 credit), CODS 6520 (This is optional but if taken it will count as one of your graduate electives)

Second Year in Graduate Program

Fall _____

Auditory Processing Disorders (2 credits), CODS 6600

Research Methods (2 credits), CODS 6800

Research Seminar I (1 credit), CODS 6810

Diagnostic Practicum 2 (1 credit), CODS 6510

Externship - Academic Setting (3 credits), CODS 6530

Total Credits: 9

Spring _____

Voice Disorders (3 credits), CODS 6030

Statistics (2 credits), CODS 6900

Research Seminar II (1 credit), CODS 6910

Externship - Medical Setting (3 credits), CODS 6530

Total Credits: 9

Comprehensive Exam and Praxis Exam

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- Molly Dwyer 5/29/14 10:20 AM
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**Graduate Curriculum Plan Tracking Form
Students with a Background in CODS (54 credits)**

Name: _____ Date: _____

Requirements:

- Completion of 54 credits including 4 credits of electives of your choosing. **Electives are selected by the student and can be taken at any time. Electives are typically offered during the Summer and Winter Sessions.**
- Completion of at least one Fall and one Spring semester of on-campus clinical practicum and accruing approximately 100 hours of clinical experience before beginning externships.
- Two externship practicums (academic and medical)
- Completion of 400+ clinical hours (totaled from on-campus clinical practicum and externships)
- Passing of the Comprehensive Exam

First Year

<p>Fall _____</p> <p>Courses</p> <p><input type="checkbox"/> Language Acquisition (3 credits), CODS 6210</p> <p><input type="checkbox"/> Speech Science (3 credits), CODS 6420</p> <p><input type="checkbox"/> Diagnostic Methods (3 credits), CODS 5500</p> <p><input type="checkbox"/> Fluency Disorders (3 credits), CODS 5060</p> <p><input type="checkbox"/> Clinical Practicum (2 credits), CODS 6520</p> <p>Total credits: 14</p>
--

<p>Spring _____</p> <p>Courses</p> <p><input type="checkbox"/> Language Disorders; Birth to Five (3 credits), CODS 6300</p> <p><input type="checkbox"/> Voice Disorders (3 credits), CODS 6030</p> <p><input type="checkbox"/> Motor Speech Disorders (3 credits), CODS 6220</p> <p><input type="checkbox"/> Diagnostic Practicum 1 (1 credit), CODS 5510</p> <p><input type="checkbox"/> Clinical Practicum (2 credits), CODS 6520</p> <p>Total credits: 12</p>
--

Summer (between 1st and 2nd year) – You can take up to four electives

<p><input type="checkbox"/> Elective (1 credit) _____ CODS _____</p> <p><input type="checkbox"/> Elective (1 credit) _____ CODS _____</p> <p><input type="checkbox"/> Elective (1 credit) _____ CODS _____</p> <p><input type="checkbox"/> Elective (1 credit) _____ CODS _____</p> <p><input type="checkbox"/> Clinical Practicum (1 credit), CODS 6520 (This is optional but if taken it will count as one of your graduate electives)</p>
--

Second Year

**Graduate Curriculum Plan Tracking Form
Students with a Background in CODS (54 credits)**

<p>Fall _____</p> <p>Courses</p> <ul style="list-style-type: none"><input type="checkbox"/> Acquired Language Disorders (3 credits), CODS 6050<input type="checkbox"/> Research Methods (2 credits), CODS 6800<input type="checkbox"/> Research Seminar 1 (1 credit), CODS 6810<input type="checkbox"/> Language Disorders in School Age Children and Adolescents (3 credits), CODS 6310<input type="checkbox"/> Diagnostic Practicum 2 (1 credit), CODS 6510<input type="checkbox"/> Externship Practicum – Academic Setting (3 credits), CODS 6530 <p>Total: 13 credits</p>
<p>Winter Session (mid semester)</p> <ul style="list-style-type: none"><input type="checkbox"/> Elective (1 credit)
<p>Spring _____</p> <p>Courses</p> <ul style="list-style-type: none"><input type="checkbox"/> Statistics (2 credits), CODS 6900<input type="checkbox"/> Feeding and Swallowing Disorders (3 credits), CODS 6110<input type="checkbox"/> Research Seminar 2 (1 credit), CODS 6910<input type="checkbox"/> Auditory Processing Disorders (2 credits), CODS 6600<input type="checkbox"/> Externship Practicum – Medical Setting (3 credits), CODS 6530 <p>Total: 11 Credits</p> <ul style="list-style-type: none"><input type="checkbox"/> Comprehensive Exam and Praxis Exam

**Graduate Curriculum Plan Tracking Form
Students without a Background in CODS (79 credits)**

Name: _____ Date: _____

Requirements:

- Completion of 79 credits (including 25 prerequisite credits)
 - 54 credits at the graduate level including 4 credits of electives. **Electives are selected by the student and can be taken at any time. Electives are typically offered during the Summer and Winter Sessions.**
 - 25 credits of prerequisites/undergraduate courses
 - Completion of at least one Fall and one Spring semester of on-campus clinical practicum at the graduate level and accruing approximately 100 hours of clinical experience before beginning externships.
 - Two externship practicums (academic and medical)
 - Completion of 400+ clinical hours (totaled from on-campus clinical practicum and externships)
 - Passing of the comprehensive exam

Information Systems ..., 5/29/14 10:43 AM
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First Year

Fall _____

Courses

- Phonetics (3 credits), CODS 2640
- Nature and Development of Language (3 credits), CODS 3720
- Anatomy and Physiology of the Speech/Swallow Mechanism (3 credits), CODS 3610
- Science and Measurement Hearing (4 credits), CODS 3730

Total credits: 13

Spring _____

Courses

- Intro Lang Disorders (3 credits), CODS 3660
- Clinical Methods (2 credits), CODS 4650
- Clinical Observation Lab (1 credit), CODS 4660
- Articulation and Phonological Disorders (3 credits), CODS 4030
- Auditory Rehabilitation (3 credits), CODS 4620

Total credits: 12

Summer (before beginning graduate work) – You can take up to four electives

- Elective (1 credit) _____ CODS _____
- Elective (1 credit) _____ CODS _____
- Elective (1 credit) _____ CODS _____
- Elective (1 credit) _____ CODS _____
- Clinical Practicum (1 credit), CODS 6520 (optional-can be taken and will count as one elective)

**Graduate Curriculum Plan Tracking Form
Students without a Background in CODS (79 credits)**

Second Year (first year of graduate coursework)

Fall ____

Courses

- Language Acquisition (3 credits), CODS 6210
- Speech Science (3 credits), CODS 6420
- Diagnostic Methods (3 credits), CODS 5500
- Fluency Disorders (3 credits), CODS 5060
- Clinical Practicum (2 credits), CODS 6520

Total credits: 14

Spring ____

Courses

- Language Disorders; Birth to Five (3 credits), CODS 6300
- Voice Disorders (3 credits), CODS 6030
- Motor Speech Disorders (3 credits), CODS 6220
- Diagnostic Practicum 1 (1 credit), CODS 5510
- Clinical Practicum (2 credits), CODS 6520

Total credits: 12

Summer (between 1st and 2nd year of graduate work)

- Elective (1 credit) _____ CODS _____
- Elective (1 credit) _____ CODS _____
- Elective (1 credit) _____ CODS _____
- Elective (1 credit) _____ CODS _____

- Clinical Practicum (1 credit), CODS 6520 (optional-can be taken and will count as one elective)

Graduate Curriculum Plan Tracking Form
Students without a Background in CODS (79 credits)

Third Year (2nd year of graduate coursework)

Fall _____

Courses

- Acquired Language Disorders (3 credits), CODS 6050
- Research Methods (2 credits), CODS 6800
- Research Seminar 1 (1 credit), CODS 6810
- Language Disorders in School Age Children and Adolescents (3 credits), CODS 6310
- Diagnostic Practicum 2 (1 credit), CODS 6510
- Externship Practicum – Academic Setting (3 credits), CODS 6530

Total: 13 credits

Winter Session (mid semester)

- Elective (1 credit)

Spring _____

Courses

- Statistics (2 credits), CODS 6900
- Feeding/Swallowing Disorders (3 credits), CODS 6110
- Research Seminar 2 (1 credit), CODS 6910
- Auditory Processing Disorders (2 credits), CODS 6600
- Externship Practicum - Medical Setting (3 credits), CODS 6530

Total: 11 Credits

- Comprehensive Exam and Praxis Exam



APPLICATION FOR UNDERGRADUATE/GRADUATE INDEPENDENT STUDY

Registration for an Independent Study must be completed in the Registrar's office. Undergraduate Independent Study program is open to students who have completed at least 60 credits and have an overall GPA of at least 3.0. No more than nine (9) credits of Independent Study may be used towards a degree. May not take more than three (3) credits of Independent Study in a semester.

Graduate students who wish to undertake an Independent Study must have a GPA of 3.0 and Deans approval. No more than six (6) credits of Independent Study may be used towards a degree program. May not take more than three (3) credits of Independent Study in a semester.

An Independent Study may not be used as a substitute for an existing course, but may be used in lieu of degree requirements.

Please complete all sections of this form. The title entered on this form will appear on the student's transcript so complete that section appropriately (do not enter Independent Study). This completed form with the required signatures must be submitted to the Office of the Registrar no later than the last day of Late Registration for the semester in which the Independent Study course will be taken.

Name of Student: _____ SID: _____

Semester: _____ Earned Credits: _____ GPA: _____

Faculty Supervisor: _____ Department: _____

Course Number ___499(Undergraduate) ___700(Graduate) Number of credits: _____

Title of proposed study: _____

Brief Summary of Proposal (one page proposal should accompany the application):

Grade Received: _____

Student Signature: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Chairperson: _____ Date: _____

Dean: _____ Date: _____

- CC: REGISTRAR
- ACADEMIC DEAN
- CHAIRPERSON
- FACULTY SUPERVISOR
- STUDENT

OFFICE OF THE REGISTRAR
REVISED 7/97

**WILLIAM
PATERSON
UNIVERSITY**

APPLICATION FOR TRANSFER OF GRADUATE CREDITS

Transfer Credit - It is the policy of the College that a maximum of 6 credits from other institutions may be credited toward a master's degree program provided: (1) the student applies for transfer credit at the time of matriculation; (2) the work was taken in graduate courses for graduate credit; (3) the work was taken within the last six years; (4) the grade received was B or better; (5) the work does not duplicate any work, graduate or undergraduate, for which credit was previously given; (6) the work has not been applied toward an academic degree at any other institution; (7) the work has been taken at an accredited college or university; and (8) the work is applicable to the student's program.

NAME _____
(Print) (Last) (First) (M. I.)

ADDRESS _____

CURRICULUM _____ ADVISOR _____

SOCIAL SECURITY NO. _____ CREDITS COMPLETED: _____

I request transfer of the following work be credited to my Master's Degree. An official transcript will be forwarded to the office of the appropriate School Dean.

<u>Date Taken</u>	<u>Course No. & Title</u>	<u>Institution</u>	<u>Date</u>	<u>Actual Credits To Be Awarded</u>	<u>In Lieu of WPC Course No. & Title</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Date _____ Student's Signature _____

ACTION TAKEN

Approved _____ Disapproved _____

COMMENTS _____

Signature of Dept. Chairman-Date _____ Signature of Dean-Date _____

Copy to: Student
Dean
Registrar
(Official transcript must accompany Registrar's copy)

(For Office of Registrar Use Only)

Processor _____ Date _____

DEPARTMENT OF COMMUNICATION DISORDERS
THE WILLIAM PATERSON UNIVERSITY OF NEW JERSEY
300 Pompton Road
Wayne, New Jersey 07470

ADJUSTMENT OF MASTER'S DEGREE REQUIREMENTS

NAME: _____ SS#: _____

ADDRESS: _____ DATE: _____

_____ ADVISOR: _____

Expected Date of Graduation: _____ January

_____ June 20__

_____ August

Attach copies of course outlines, syllabi, and other relevant documentation.

_____ Waiver for course(s): _____

_____ Course Substitution(s): _____

_____ Other: _____

REASON: _____

STUDENTS MUST SECURE THE REQUIRED SIGNATURES

Approved by: _____ Date: _____
(Faculty Teaching Course)

Approved by: _____ Date: _____
(Graduate Director)

Approved by: _____ Date: _____
(Chairperson)

Comments: _____

Copy: Student, Student File, Graduate Director, Registrar

Revised 08/06/01

WILLIAM PATERSON UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS AND
SCIENCES

APPROVAL FOR GRADUATION

Student's Name 855# GPA Date of Graduation

- Yes No Student has completed and passed the comprehensive exam.

- Yes No Student has completed and passed required courses for graduation.

- Yes No Student has completed all course SLOs and all required remediation of SLOs.

- Yes No Student is academically approved for graduation.

Comments:

Graduate Director

Date

Revised 2013

WILLIAM PATERSON UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES
APPROVAL FOR GRADUATION

Has completed _____ hours of observation.
Has completed _____ hours at the undergraduate level.
Has completed _____ hours at the graduate level.

Has completed hours at the following sites:

1. WPU Speech and Hearing Clinic: _____ hours.
2. _____: _____ hours.
3. _____: _____ hours.

Has completed hours in the following areas as indicated below:

Treatment

Speech disorders in children: _____ hours
Speech disorders in adults: _____ hours
Language disorders in children: _____ hours
Language disorders in adults: _____ hours

Evaluation

Speech disorders in children: _____ hours
Speech disorders in adults: _____ hours
Language disorders in children: _____ hours
Language disorders in adults: _____ hours

Treatment and/or evaluation in the following areas

Auditory habilitation/rehabilitation: _____ hours
Swallowing and/or feeding evaluation: _____ hours

Screening of speech, language, and hearing in adults and children _____ hours

Yes No Student has completed all the necessary clock hours required for graduation.

Yes No Student has gained knowledge and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span.

Yes No Student possesses skill in oral and written and other forms of communication sufficient for entry into professional practice.

Yes No Student possesses ability to integrate research principles into evidence-based clinical practice.

Clinic Manager

Date

**William Paterson University
Department of Communication Disorders and Sciences
Remediation Form**

Student Name: _____

Faculty member: _____

Course: _____

Describe why remediation is necessary:

Date the student was informed of required remediation: _____

List SLOOs in need of remediation:

Was remediation completed? Yes No

Revised 2013