

Graduate Students' Handbook

**Communicative Sciences and Deaf Studies
California State University, Fresno**



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Introduction

The Communicative Sciences and Deaf Studies department offers graduate programs leading to an MA in Speech-Language Pathology (SLP) and an M.A. in Deaf Education (DE). The master's degree is considered essential for the professional training needed for effective practice in Deaf Education or Speech-Language Pathology. The master's degree generally involves about 2 years of full-time study.

The Master of Arts degree in Speech-Language Pathology is a 36-unit graduate program and the Master of Arts degree in Deaf Education is a 30-unit graduate program. However, students will be taking additional units beyond these. *Deaf Education* students will complete 18 units (600 hours) of DHH field experience (externships, student teaching, etc.) *Speech-Language Pathology* students will complete a number of clinical practicums. The first three semesters of practicum will be completed in the department's Language, Hearing and Speech Clinic; the remaining two semesters are completed off campus in department-approved placements. These practicums add an additional 25 to 35 units to the student's program.

Both programs are cohort programs in which students move through their classes in a predetermined sequence with the other members of their cohort. The course sequence for each program is presented below.

COURSE SEQUENCE for SPEECH LANGUAGE PATHOLOGY

SPRING ADMISSIONS

Spring	Summer	Fall	Spring	Summer	Fall
CSDS 200	<i>*optional 230 placement, if available</i>	CSDS 207	CSDS 216	*CSDS 267	CSDS 210
CSDS 214		CSDS 215	CSDS 221		CSDS 218
CSDS 220		CSDS 213	CSDS 204		CSDS 202
CSDS 230		CSDS 230	*CSDS 230(<i>or 257/267 if 230s are done</i>)		*CSDS 209/257 (<i>or 267 if still needed</i>)

**As always clinic assignments may vary depending on need and availability per the clinic director*

FALL ADMISSION

Fall	Spring	Summer	Fall	Spring
CSDS 200	CSDS 207	CSDS 230	CSDS 216	CSDS 221
CSDS 214	CSDS 215		CSDS 218	CSDS 204
CSDS 220	CSDS 213		CSDS 210	CSDS 202
CSDS 230	CSDS 230		*209/257 or 267	*209/257 or 267

**As always clinic assignments may vary depending on need and availability per the clinic director*

COURSE SEQUENCE for DEAF EDUCATION (Fall admission only)

Fall	Spring	Fall	Spring
CSDS 201	CSDS 206	CSDS 262	CSDS 258 or 268
CSDS 203	CSDS 255	CSDS 263	
CSDS 271	CSDS 272	CSDS 264	
CSDS 260	CSDS 260	CSDS 273	

Application Requirements for the Department of Communicative Sciences & Deaf Studies

Department Application Deadlines

Department Deadline	FALL admission	SPRING admission
Deaf Education	April 1	N/A
Speech-Language Pathology	March 1	October 1

Graduate Admission Requirements

The graduate program is open to students with a bachelor's degree in communicative sciences. Applicants who have a degree in another field will be required to complete the undergraduate courses for their emphasis. Applicants must have demonstrated the ability to excel at an advanced level as well as indicated great potential for success in academic work and clinical work. In order to be considered for admission to the graduate program in CSDS, the applicants must have an overall G.P.A. of 3.0 or greater, as well as for their last 60 semester units (90 quarter units) of coursework and CSDS major courses. To apply for graduate study in the Department of CSDS, you need to apply to the university and to the department by completing the following two (2) steps.

Step 1. Apply to the University

1. Submit your application online via Cal State Apply. You will select the Masters Degree in Speech-Language Pathology or Deaf Education.
2. Submit one official transcript from each college that you attended after highschool to the university.
3. Submit one copy of GRE scores to Fresno State Graduate Admissions.

Step 2. Apply to the Department – Speech-Language Pathology

You will be required to submit the following online via Cal State Apply.

1. Department application.
2. Statement of Purpose (aka: Letter of Intent). See Department website for more information.
3. Three Letters of Recommendation. Once you enter Cal State Apply, you will be asked to provide the names and email addresses of 3 individuals who will provide letters of recommendation electronically.
4. Observation Hours. If you are applying to our Speech-Language Pathology program, you need to submit documentation of 25 hours of Supervised Clinical Observations. If you have completed your hours, please upload the documentation when you apply. If you have not completed your hours, you will be asked to provide documentation before starting the program.
5. Prerequisite Tracking Form. If you are applying to our Speech-Language Pathology program and your BA degree is from another field, please submit the SLP Prerequisite Tracking Form, found on our Departmental website.

Step 2. Apply to the Department – Deaf Education

After you have completed the CSU application via Cal State Apply, you will be required to submit the following three documents in one email to smurray@mail.fresnostate.edu.

1. Cal State Apply confirmation email
2. Departmental Application, found on our Departmental website.
3. Statement of Purpose (aka: Letter of Intent). See Department website for more information.
4. In addition, you will be required to provide 3 letter of recommendation using the Letter of Recommendation form (found on our Departmental website). Please select individuals who can speak to your interpersonal skills, growing professionalism, and/or academic potential. If possible, these should be course instructors, or other persons within the field of Deaf Education. **Forms must be signed and dated by the applicant before it is given to a recommender. Recommenders must complete the form and email it directly to smurray@mail.fresnostate.edu by the deadline.**

For International Students, contact the University's Office of International Admissions. International applicants must have a minimum TOEFL Total Score of 100 to be considered for admission to the department's graduate programs.

Information for Post-Baccalaureate Students

Students who have earned an undergraduate degree in a major other than Speech-Language Pathology or Deaf Education need to complete a number of required prerequisite courses before they are admitted into the graduate program. Contact the Graduate Coordinator for more information.

Graduate Student Standing

Information for students admitted into the program with full classification status.

This category is granted to those students who fully meet all university and program admission requirements. It enables the student to pursue a graduate degree and fulfill all of the professional, personal, scholastic, and other standards (including qualifying examinations) prescribed by the campus.

In consultation with your academic advisor and the graduate program coordinator, you should petition for advancement of candidacy at the beginning of your second semester of graduate studies. If you are planning to do a *thesis* as a culminating experience, it is essential that you be advanced to candidacy at the beginning of the second semester of graduate studies. Advancement to Candidacy forms can be found at: <http://www.fresnostate.edu/academics/gradstudies/forms/>.

Information for students admitted into the program on a conditional status.

Students may be admitted to a graduate degree program in this category if, in the opinion of the appropriate campus authority, the student can remedy deficiencies by additional preparation, including the combination of prerequisite requirements.

Students who have been granted conditionally classified admission to a graduate program are required to complete all conditions for achieving classified status (full admission) to the program by the semester in which a maximum of 10 units to be used toward the master's degree is completed. Failure to attain classified graduate standing in a timely manner as outlined in the catalog may result in the loss of units to be applied toward the degree since units in excess of 10 prior to classification may not be listed on the Petition of Advancement to Candidacy.

A student is expected to attain *classified* graduate standing either at admission or during the first semester of studies. Candidates for classification are expected to possess a minimum 3.0 post-baccalaureate cumulative grade point average.

It is your responsibility to meet the conditions specified in your letter of admission into the graduate program. As soon as you have met the conditions, please see the graduate program coordinator to initiate the request for classification.

Graduate-Level Writing Competence

California State University, Fresno requires that students have graduate-level writing abilities before being advanced to candidacy for the master's degree. Students can demonstrate these abilities by passing the writing component of the CSDS 200 or 203 course and obtaining written clearance from the instructor.

CSDS Graduate Writing Evaluation Process

The CSDS graduate writing evaluation process has two components to it.

1. The in-class spontaneous essay writing on an academic or general issue or topic, and
2. Completing a research paper according to the APA format. The research paper is an extensive assignment, prepared with in-depth research into the topic and the research design. It is usually a treatment efficacy study.

If students fail either or both of these components, the remedies are as follows:

1. Students who fail the in-class writing test are given two more opportunities to pass: each of these in-class essays will be on a different topic or issue.
2. Students who fail to meet the research paper component of the graduate writing evaluation also will have two additional opportunities to revise and resubmit their proposal. The professor will provide written comments about the students' papers. The students can revise their papers and resubmit them, usually within a previously agreed upon time period but no later than the end of the first month after classes start in the following semester.

Graduate Writing Skills Appeal Process.

If a student decides to appeal any graduate matters, including the graduate writing evaluation, the student should submit an appeal in writing to the departmental graduate coordinator. After reviewing the recommendations of the graduate coordinator, the department chair will make the final recommendation on the appeal.

Advancement to Candidacy.

Advancement to Candidacy: Eligibility

Classified graduate standing gives a student permission to work toward qualifying for candidacy. Advancement to candidacy gives a student permission to proceed toward qualifying for the degree and provides the student with a program of study that has been officially reviewed and approved by both the Graduate Coordinator and by the Graduate Dean. This important step confers on the student the status of candidate for the degree and represents a commitment both on the part of the student and the degree program to complete the degree within a specified time limit according to requirements published in a specific university catalog year. Advancement to candidacy is essential to the student in planning for registration in courses. The student should therefore meet with his/her graduate program coordinator soon after attaining classified graduate standing to discuss advancement to candidacy.

Advancement to candidacy must be attained no later than *the semester (or summer) preceding the semester (or summer) in which the student begins the culminating experience*. Campus policy requires a student to petition for advancement to candidacy as soon as he/she becomes eligible to do so. Normally, this should occur within one semester of having attained classified graduate standing. Compliance with this policy is necessary

for a student to remain in good standing. All students in graduate standing must also demonstrate a satisfactory level of scholastic, professional, and ethical competence as determined by program faculty to be eligible to continue in the graduate program. Eligibility requirements for advancement to candidacy include the following:

1. A student should be classified by the semester in which a maximum of 10 units to be used toward the master's degree are completed. Not more than 10 units (including transfer and post-baccalaureate credit) completed before achieving full classified graduate standing at California State University, Fresno may be listed on the Petition of Advancement to Candidacy. Courses taken during the semester in which the student is classified may also be listed on the Petition of Advancement to Candidacy.
2. Completion of any additional prerequisites which the Graduate Coordinator or Department Chair specifies in writing.
3. Completion in graduate standing at California State University, Fresno of at least 9 units of the proposed program with a 3.0 grade point average on all completed work appearing on the Petition of Advancement to Candidacy.
4. All graduate students must demonstrate their competence in written English prior to advancement to candidacy. Early completion of this requirement is recommended. The date the student met the graduate writing requirement must be noted on the Petition of Advancement to Candidacy form. See approved program requirements.
5. Submission to the Division of Graduate Studies of the properly signed Petition of Advancement to Candidacy. Petitions are available on the Division of Graduate Studies website and are designed for each graduate program at <http://www.fresnostate.edu/academics/gradstudies/forms/atc.html>.
6. The student is responsible for adhering to deadlines established by the Graduate Division for the submission of advancement forms. Forms received after the deadlines are considered late and will be processed as time allows. *Students cannot be advanced to candidacy and graduate in the same semester.*

Advancement to Candidacy Policies

The approved degree program for the master's degree is a coherent pattern of (1) specific requirements for the program and (2) additional courses selected to meet the student's particular needs. It consists of at least 36 units, which must be completed within 5 years just preceding the granting of the master's degree. Only graduate courses (200 series) and such upper-division courses (100 series) as are recommended by the colleges, schools, or departments and approved by the University Graduate Committee are acceptable on the unit requirement. Other courses are counted in calculating the student's study load and cumulative post-baccalaureate GPA, but cannot be counted toward the unit requirement for the master's degree. Courses that were used to satisfy the requirements of a previous degree may not be used on the program. The approved program must be consistent with the following policies.

Residency

At least 26 units of a 36-unit SLP program or 20 units of the 30-unit DE program must be residence credit (courses taken through regular enrollment at California State

University, Fresno). No more than 10 units of transfer and/or California State University, Fresno Extension credit may be included in the 36-unit program.

Transfer Credit

Transfer credit may be used toward a California State University, Fresno master's degree only if the institution offering the work is accredited (A-rated) and would accept it for a comparable master's degree program. The off-campus institution must also have listed the units as post-baccalaureate graduate units on the student's transcript. Credit at California State University, Fresno will be granted if it is judged by appropriate university authorities to be particularly relevant to the individual student's program. The student must present appropriate documentation, including official transcripts of work completed and copies from the catalog of the institution where the transfer work was taken, as follows: the relevant course description(s), evidence that the course(s) may be used toward a graduate degree at that institution, the course numbering and grading systems, and information clarifying whether the institution used the semester or quarter system.

Continuing Education

Courses taken through Continuing and Global Education (Extension and/or Open University) are not normally used to fulfill the requirements toward a master's degree. Students intending to take a course through the Division Continuing and Global Education must request special permission from their graduate program coordinator to use the course toward their program. If approved, a maximum of 10 transfer (including California State University, Fresno Extension and/or Open University) units may be used on a 36-unit program. Students may not enroll through Open University in order to bypass the university fee structure.

Courses Not Permitted for Degree Fulfillment

Courses used to fulfill G.E. curriculum (Capstone, Integration, or Multicultural/International), undergraduate writing W courses, lower-division courses, and professional (300-level) courses may not be used in fulfillment of the program requirements of the master's degree.

Credit by Examination

Credit by Examination (CBE) may be used to fulfill prerequisites, but may not apply toward the master's degree program.

Credit/No-Credit Courses

Graduate students may not elect to take a course for a CR grade to fulfill either prerequisite or major program requirements unless the course is only available for CR/NC grading as indicated by *class note 14* in the Class Schedule.

Post-baccalaureate/graduate credit taken prior to the granting of the baccalaureate degree

With approval of the graduate program coordinator, post-baccalaureate/graduate credit allowed for work taken prior to the granting of the baccalaureate degree may be

applied toward a master's degree. However, the amount of post-baccalaureate credit used toward the master's degree may not exceed one-third of the student's entire approved program.

Courses may not be included on the advancement to candidacy petition if they do not fall within the 5-year limit. A minimum of 70% of the courses in a student's program for the master's degree must be graduate-level courses numbered in the 200 series. Substitutions for regular departmental requirements must be approved by the graduate program coordinator and noted on the front page of the Petition for Advancement to Candidacy.

Plagiarism and Cheating

APM 235 is the official policy and procedures for Cheating and Plagiarism. This departmental policy is designed to further define requirements of APM 235 at the departmental level.

Departmental Policy

All CSDS faculty will use their discretion when working with a student on “drafts” of assignments, papers, and/or possible instance of cheating. All CSDS faculty are required to utilize the plagiarism software “TurnItIn” for substantial written work such as a research paper or written final exam. All CSDS faculty have “the prerogative of lowering a grade, assigning a grade of “0” or “F” for the text/paper, assigning an “F” for the entire course, or recommending another penalty that seems appropriate” (APM 235, p. 2). Examples of previous academic sanctions include but are not limited to:

Earning a “0” for the assignment

- Earning only partial credit for an assignment or final exam question
- Earning a “0” for the assignment and one letter grade lower than the one earned (i.e., Student was given a zero for the assignment and had an 82% in the course that was then lowered to a “C” for the final grade)
- Being removed from the class and earning a “0” on the exam (continuous eye gaze on the exam of a peer)

CSDS faculty will be kept informed during the process via email or departmental meeting(s). If the student is majoring in CSDS, the faculty advisor will be notified at the beginning of this process by the chair along with the graduate coordinator if applicable.

Departmental Procedure

Each faculty member shall immediately notify the department chair of instances of cheating and/or plagiarism. Details of the alleged cheating and/or plagiarism must include:

- Course and section
- Student name and ID number
- Documentation of cheating (see APM 235 Appendix A) or plagiarism (see APM 236 Appendix B) including a description of the allegation(s)
- Faculty recommendation for academic sanction(s)

The department chair will acknowledge receipt of the documentation via email to the faculty and the administrative support coordinator will place the information in the CSDS electronic Cheating and Plagiarism folder. The faculty member will then follow the required procedures outlined in APM 235 section 1 Part C. The CSDS electronic file will be updated upon the conclusion of the departmental process for Cheating and Plagiarism. If an appeal is made to the chair and/or university Academic Petitions Committee, the outcome will be included in the CSDS electronic file.

Academic Probation and Disqualification

Graduate students in the Department of Communicative Sciences and Deaf Studies can be disqualified if (1) their Cumulative GPA falls below 2.0, (2) they are on Academic Probation for *any* two semesters (they need not be consecutive semesters), or (3) they receive a grade of *C or lower* in three or more classes. Students who meet criterion 1 or 2 are disqualified from the university; students who meet criterion 3 are disqualified from their graduate program.

Disqualifications are made after grades have been posted for the semester. Upon disqualification, the student is disenrolled from all of their next semester classes (for students disqualified from the university) or from their classes in their graduate program (for students disqualified from their graduate program). *Students are not permitted to enroll in these classes during the semester following their disqualification. If the students are readmitted, they may not enroll until the semester following their readmission to the University or program.*

Policy on Petitions for Disqualified Readmission

Disqualified students may petition to be readmitted to the university or graduate program. They must complete the following steps:

1. They must complete the following to initiate the Petition.
 - a. The *Petition for Readmission of Disqualified Graduate Student* (available at <http://www.fresnostate.edu/academics/gradstudies/documents/forms/ReadmissionofDisqStudentform.pdf>).
 - b. A one-page letter describing the circumstances leading to disqualification and a plan to remediate their deficiencies in GPA or grades.
 - c. Any documentation supporting claims made in their letter or petition form.
2. They must meet with the Department's Graduate Coordinator and at that time provide all documents listed in step 1. University policy requires a meeting with the Graduate Coordinator. **The deadlines to complete steps 1 and 2 are the same as the application deadlines for fall and spring semester admission; check with graduate admissions for the dates. No petitions may be submitted during the summer or before the start of a semester.**
3. The Graduate Coordinator will forward the petition and documents to the graduate faculty of students' graduate program
4. A meeting of the graduate faculty of students' graduate program and the Graduate Coordinator will be held to review the student's petition and make a recommendation.

5. The Graduate Coordinator will provide to the student, in writing, the recommendation of the program graduate faculty. This recommendation will be mailed to the student.
6. The student has the right to appeal the decision of the department to the Dean of the Division of Graduate Studies (in cases of disqualification from the University) or to the Dean of the College of Health and Human Services (in cases of disqualification from the graduate program).

Financial Aid

Financial aid funding levels are determined by the unit totals for a program as stated in the university catalog. Speech-Language Pathology is listed as a 36-unit program. However, students will take an additional 25-35 units of practicum. The result is that SLP students may exceed their funding levels during their graduate program. Students receiving *loans* may need to complete a Maximum Unit Petition, which requires verification from the student's academic advisor included with the petition. Petition instructions are available from the Financial Aid website. Students receiving *grants* will be funded to a set number of units; extension is not available. Students receiving a grant would need to seek an additional funding source once the maximum units have been reached. Financial aid forms and information are at <http://www.fresnostate.edu/studentaffairs/financialaid/>.

It is the student's responsibility to keep track of the maximum units permitted and prepare to respond accordingly before the maximum is reached. Maximum Unit Petitions require advisor verification. Students should take action on the petition the semester before the unit maximum is reached. Faculty are often not available during breaks to provide verification letters, so students are expected to be proactive in these matters.

Culminating Experience

A culminating experience is required for each master's degree. Acceptable culminating experiences include comprehensive examination, thesis (299), or project (298). Selection of the culminating experience preferably should be decided by the end of the first semester of graduate studies. Students who have enrolled in thesis or project units will not be permitted to change to another culminating experience during the semester in which they apply for the MA degree to be granted. Please note that if you change your culminating experience after you have enrolled in thesis (CSDS 299) or project (CSDS 298), the units are given a grade of *F* upon graduation.

Comprehensive Examination

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination must evidence

independent thinking, appropriate organization, critical analysis, and accuracy of documentation.

Thesis

A thesis is the written product of the systematic study of a significant problem. It clearly identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation. Normally, an oral defense of the thesis will be required.

If you have decided to pursue thesis as a culminating experience, please download the thesis guidelines and template from the Division of Graduate Studies website. Also, you must attend the thesis workshop held by the Division of Graduate Studies (these are offered each semester). Please take a look at what makes a good thesis proposal. The department also has a cabinet full of theses conducted by previous students. You have full access to these documents.

Graduate Project

A project is a significant undertaking of a pursuit appropriate to the fine and applied arts or to professional fields. It must evidence originality and independent thinking, appropriate form and organization, and a rationale. A project should be considered to be comparable to a thesis in scholarship — it is a thesis with a resulting “product.” Students will be required to provide a written rationale with literature review, data from field-testing, and any other appropriate written documentation. It must be described and summarized includes the project's significance, objectives, methodology, and a conclusion or recommendation. An oral defense of the project *will* be required.

Students seeking to conduct a project must follow the same approval guidelines as required for a thesis. This involves the formation of a graduate committee consisting of two members of the CSDS department faculty and one member from the department or another setting deemed appropriate to the project objectives. The chair of the project must hold a Ph.D. or Ed.D. from an accredited university. One other member of the committee must hold a Ph.D. or Ed.D. from an accredited university. Faculty members are not required to serve on any particular project or thesis committee; therefore the ability of the student to form a project committee is required to begin a project. Though it will not be submitted to the Division of Graduate Studies, a *Project (298) Committee Assignment* form must be filed with the Graduate Coordinator at the time the student advances to candidacy. (The form is available from the Graduate Coordinator.)

Thesis or Project Research Involving Human Subjects and Animal Subjects.

Students conducting thesis research involving human subjects should not begin use of human subjects until written approval has been received from the University Committee on Protection of Human Subjects (CPHS). Guidelines and forms for protocol can be obtained from the department office or the Office of the Vice President for Administration. Students should allow at least 2 weeks for a required CPHS review.

Students seeking to conduct a thesis must follow the same approval guidelines as required for a thesis. This involves the formation of a graduate committee consisting of two members of the CSDS department faculty and one member from the department or another setting deemed appropriate to the thesis objectives. The chair of the thesis must hold a Ph.D. or Ed.D. from an accredited university. One other member of the committee must hold a Ph.D. or Ed.D. from an accredited university. Faculty members are not required to serve on any particular thesis or thesis committee; therefore the ability of the student to form a thesis committee is required to begin a thesis. A THESIS (299) COMMITTEE ASSIGNMENT form must be filed with the Graduate Coordinator at the time the student advances to candidacy.

Comprehensive Examinations

Statement of Philosophy: Comprehensive examinations are a means by which the faculty assesses your performance at the conclusion of your graduate program before granting the Master of Arts Degree in Speech-Language Pathology or Deaf Education. This assessment is achieved through a series of questions and activities (such as sign language proficiency for Deaf Education students). The written exams provide your faculty the first opportunity to determine if you have achieved adequate mastery of the field. When a written answer in a specific area of study appears insufficient, the faculty will examine that area in more depth during oral examinations in an attempt to determine if you need more review and study in that area. Oral questioning may range beyond the content of the written question in an attempt to determine your level of expertise in that area, and you will want to keep in mind that your faculty is evaluating you globally in each area, rather than focusing only on the original written question and its answer.

Comprehensive Written Examinations - Speech Language Pathology: The candidate for the Master of Arts in Speech-Language Pathology will be examined within four general areas.

Area I: Basic Communication Processes

1. Basic understanding of the anatomy, neurology, and physiology of the speech, language, and hearing mechanisms
2. Understanding of the normal process of speech and language acquisition
3. Basic understanding of verbal learning, verbal expression, and verbal behavior

Area II: Disorders of Speech and Language

1. An understanding of the various disorders common to speech and language pathology; their classification, manifestation, and causes

Area III: Diagnostic Procedures in Speech-Language Pathology

1. Techniques and instruments used in the assessment of speech and language disorders in children and adults
2. Psychometric principles (e.g., validity, reliability, standardization, statistical principles, etc.)
3. Understanding of procedures utilized to determine the causes(s) of specific speech and language disorders

Area IV: Intervention and Remediation of Speech and Language Disorders

1. Understanding the common principles and procedures used in habilitation and rehabilitation of persons with various disorders of communication
2. An understanding of the rationale given in support of specific remedial methods that may be employed in speech and language remediation

Comprehensive Written Examinations - Deaf Education areas of examination: The DE faculty will select four of the seven possible areas (see below), that you will be required to write on. You will *not* be told ahead of time what those 4 areas are - *you need to be prepared to respond to questions in any of the 7 areas*. For each area that is selected, there will be 3 questions that you need to respond to. The 7 general areas are:

1. Language

- Best Practices in Bilingual and Multilingual Deaf Education
- Creating an optimal linguistic environment for instruction
- Translanguaging vs. Transliterating Techniques
- Language Acquisition and Development Theories
- Fostering a conducive environment for social and academic discourse

2. Instruction

- Universal Design for Learning
- Signacy Planning
- Best practices in integrating technology across the curriculum
- Effective Instructional Approaches/Methods/Strategies for DHH Learners
- Effective Standards Based Instruction and practices in Deaf Education

3. Evaluation and Assessment in Deaf Education

- Informal vs. Formal assessments
- Service Delivery Options
- Comprehensive Assessment Procedures
- Accommodations and Modifications
- Linguistically and culturally appropriate assessments

4. Curriculum

- Meeting the needs of diverse DHH learners
- College to Career Readiness in Deaf Education
- Multidisciplinary collaboration in Deaf Education
- Access to curriculum through medical view and cultural view
- Effective Standards Based Education in Curriculum for DHH Learners

5. Special Education Laws and Regulations applied to Deaf Education
 - Language Rich Environment vs. Least Restrictive Environment
 - IDEA vs. IDEIA
 - IEP and 504 Plan
 - Early Childhood Education in Deaf Education
 - ITP considerations for Deaf Education
6. Cultural Diversity considerations in Deaf Education
 - Diversity practices in the classroom
 - Teaching the unspoken topics
 - Deaf culture and history
 - Best Practices in School to Home Connections
 - Fostering healthy development of DHH identities and intersectionalities
7. Speech and Hearing

Examination Procedures

The comprehensive *written examination* will be written in 2 days; with one half of the examination (questions on 2 areas) administered each day. You will have a total of 8 hours for the written questions; 4 hours are provided each day. It is frequently helpful for students to spend a few minutes per question to organize an outline of the major points that will be covered in the response. An outline directs your thoughts, helps organize your answer, and makes it easier to monitor your time allocated for that answer. An outline also helps you to not omit important information.

As soon as you receive your packet, read through the questions. If you need clarification on the content of any of the question, be sure to ask the person who is proctoring the test, not another student.

Your answers will be evaluated according to the quality of writing, including organization and clearness of expression, accuracy of information, and completeness.

Grading of the Comprehensive Examinations.

Each written answer is graded as “passed,” “marginally passed,” or “failed.” See the definitions below.

“Passed”: Demonstrated adequate mastery of the area.

“Marginally Passed”: Demonstrated near-adequate mastery of the area. Student will be orally examined in this area. The result of the oral examination will be a determination that the student has either “passed” or “failed” that area.

“Failed”: Demonstrated insufficient mastery of the area. Student will retake the written examination in at least this area (see *Comprehensive Examination Retake Policy* below); students who pass with less than 50% of the areas on which they were examined during their current attempt will be required to retake *all areas* of the written examination.

Oral Comprehensive Examinations

Students take an oral examination for areas of their current attempt of the written examination that are graded “marginal pass.” The oral examinations will typically occur 2-3 weeks after the written examinations. There will be a minimum of 2 faculty present at each oral examination. Oral exams may be broader in scope than the written question. There will be two to three faculty members present at each oral exam.

An oral exam usually begins with an opportunity given for the student to clarify, expand, or correct the answer from the written exam. Faculty will then pursue certain areas in greater depth as deemed necessary. Those in attendance at the oral exam will make the decision regarding passing the oral segment of the comprehensive examinations, immediately after it is completed. These results will be shared with the student at that time. Passing the oral will mean having passed comprehensive examinations. Deaf Education students are required to sign throughout the oral examination period.

Comprehensive Examination Retake Policy.

Upon completion of an attempt (i.e., written and any oral examinations), a student will have a grade of “passed” or “failed” in each area examined. Students who fail one or more areas of their comprehensive examination during a single examination attempt will be required to retake the written comprehensive examination. Whether a student retakes, during their *next* examination attempt, the entire examination or just the areas failed in their *current* attempt are determined by the percent of areas passed during their current examination attempt.

If during the *current attempt* a student passes 50% or more of the areas on which they were examined, the student will retake on their next attempt only the areas failed during the current attempt. If, during the *current attempt*, a student passes *less than 50%* of the areas on which they were examined, the student will retake all areas. **Note that this means that a student may be required to retake areas they had passed during a previous attempt.**

Speech-Language Pathology Complaint Procedure

If a student receives a grade for a course he or she believes was assigned incorrectly, unfairly, prejudicially, or capriciously, the following steps should be taken:

1. The student should speak with the instructor who assigned the grade by no later than the end of the third week of the next semester. It may simply be that an error has occurred, which can be easily corrected with a grade correction form signed by the instructor and submitted to the records office.
2. If the student is not satisfied with the instructor's explanation, he or she may appeal the grade, and speak to the department chair about it immediately. The department chair will discuss the allegation with the instructor and give the student a response within ten working days.
3. If the student is still not satisfied with the department chair's response, the student may submit a written statement protesting the grade to the chair of the Student Academic Petitions Committee (SAPC) within five working days.

4. The student should contact the [Office of Advising Services](#) , Joyal Administration Building, Room 224, at 278-1787, and ask to make an appointment with the counselor in charge of grade protests. The counselor will provide the student with the necessary paperwork to be submitted to the Student Academic Petitions Committee and will help guide the student through the grade protest process.
5. The chair of the SAPC will send the student's statement to the instructor who is required to respond in writing by a specified date. The student's statement and the instructor's statement will be reviewed by the SAPC committee at its next meeting.
6. Once a decision by the SAPC is reached, the student will be notified of it in writing and will receive a copy of the instructor's written response.
7. Further information on the University's Dispute Policy can be found here: <http://fresnostate.edu/academics/facultyaffairs/documents/apm/415.pdf>

Students who have an immediate concern regarding a specific course or instructor, that is not grade related and has not been resolved through communication with that instructor, should present his or her concern to the Department Chair. The Department Chair will work with the student to address the issue. If the issue is not resolved to the student's satisfaction, the student can present his or her concern to the Dean of the College of Health and Human Services.

Students who have an immediate concern regarding a clinical supervisor or professional services being provided during their clinical practicum, should first attempt to resolve the issue through direct communication with the supervisor. If the student is not satisfied that the issue has been resolved, he or she should present the concern to the Clinic Director who will work with the student to address the issue. If the issue is not resolved, or if the issue is in regards to the Clinic Director, the student should present his or her concern to the Department Chair. The Department Chair will work with the student to address the issue. If the issue is not resolved to the student's satisfaction, the student can present his or her concern to the Dean of the College of Health and Human Services.

Speech-Language Pathology Complaint Procedure to CAA

A complaint about any accredited speech-language pathology program or program in candidacy status may be submitted by any individual(s). Complaints about programs must meet all of the following criteria:

- a) be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
- b) relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology, including the relationship of the complaint to the accreditation standards;

- c) be clearly described, including the specific nature of the charge and the data to support the charge;
- d) be within the timelines specified below:
 - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
 - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
 - if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

Complaints also must meet the following submission requirements:

- a) 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;
- b) include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;
- c) be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:

Chair, Council on Academic Accreditation in Audiology and
Speech- Language Pathology American Speech-Language-Hearing
Association 2200 Research Boulevard, #310
Rockville, MD 20850

Graduation Information

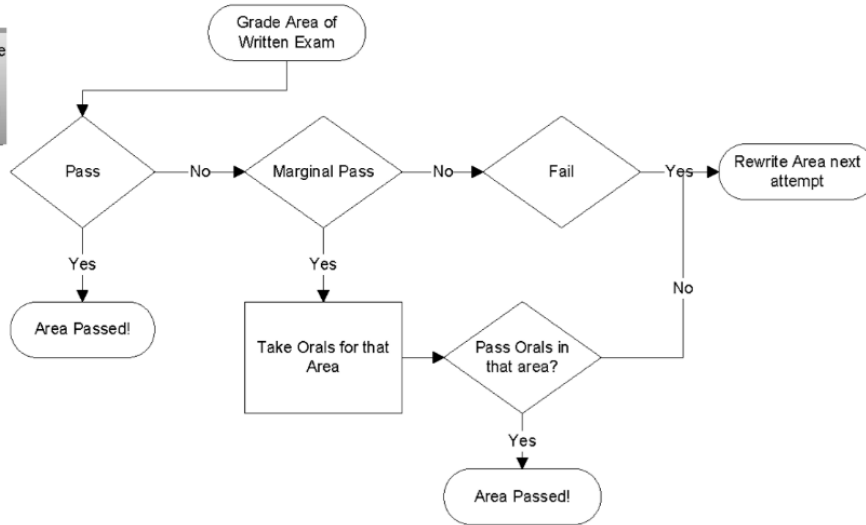
For complete, detailed information on graduate policies and procedures, refer to the “Graduate Studies” section of the university General Catalog. Graduation forms are available at <http://www.fresnostate.edu/academics/gradstudies/forms/index.html>.

Deadlines are available at <http://www.fresnostate.edu/academics/gradstudies/deadlines.html>.

Grading Comprehensive Examinations

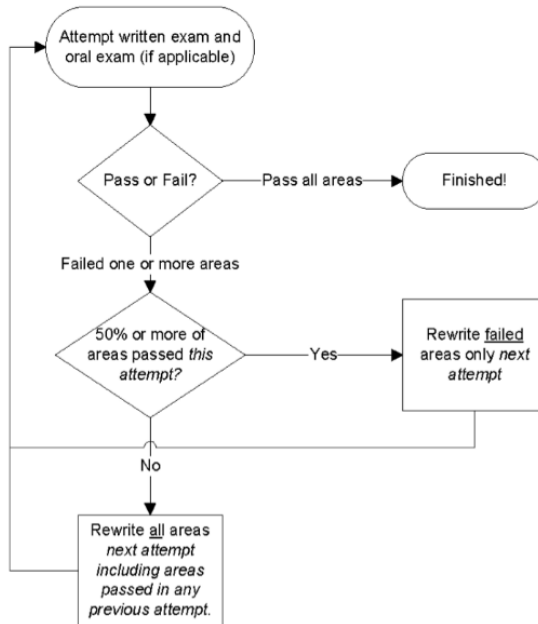
Grading of Each Area of Written Examination

This flowchart shows the results of the three levels of grading for the written examination. Only "marginal pass" results in orals; fail results in rewriting the area.



Possible Outcomes of Each Attempt

The outcomes of each semester's comprehensive Examination can result in either passing the entire Examination, rewriting only the areas failed during The current attempt, or rewriting all areas (whether they were previously passed or not passed).



Student Support Resources

Academic Resources

- **Learning Center:** The Learning Center offers free peer tutoring to students in a variety of subjects, SupportNet Advising, and Supplemental Instruction. Located in the Henry Madden Library, Collection Level. For more information, call 559.278.3052 or check online at www.fresnostate.edu/learningcenter.
- **The Henry Madden Library:** The Henry Madden Library is a center for study, learning, and scholarship at Fresno State. Visit their website at www.fresnostate.edu/library or call at 559.278.2551.
- **Free Tutoring:** Some academic departments offer free tutoring labs through the Department (e.g., Psychology, English, and Chemistry). Check with your instructor, department or visit the Learning Center website for a comprehensive list at www.fresnostate.edu/learningcenter.
- **Writing Center:** The Writing Center offers free help with planning, researching and referencing for class papers and projects. Located in the Education Building, Room 184 or by phone 559.278.0334. www.fresnostate.edu/writingcenter.
- **The Center for Women and Culture:** Provides services to enhance the learning and working experiences of women and celebrates cultural heritage and diversity in the university community. Located in Thomas Building, Room 110. Call 559.278.4435 or visit them at www.fresnostate.edu/studentaffairs/wrc
- **Instructor Assistance:** Your instructors are here to help you learn. If you are having difficulty in a class, talk with your instructor during their office hours and ask for help!
- **Technology Innovations for Learning and Teaching (TILT):** TILT serves students, faculty and staff by providing access and support for Blackboard, an online course management system used for delivering interactive online courses. Visit www.fresnostate.edu/academics/blackboard/ for more information.
- **Title V – CLASE:** This is a federally funded program that provides academic and student support to improve the Latina/o student retention and graduation rates at Fresno State. Students who need academic support are welcome to make an appointment by calling 559.278.1612 or visit the office in the Thomas Building, Room 121.

Health and Personal Well Being

- **Counseling Center:** The Counseling Center offers free counseling to help with any issues that may interfere with your academic success. They are located in the Health Center, Area E. Call 559.278.6738 or visit www.fresnostate.edu/counseling.
- **Student Health & Counseling Center:** Provides students with outpatient medical care, as well as psychological counseling services. Located in the Health Center. Call 559.278.2734 or visit www.fresnostate.edu/health.
- **Services for Students with Disabilities:** Provides specialized resources that help students with physical, psychological, and learning disabilities. They are located in the Henry Madden Library, first floor, south wing, suite 1202. Call 559.278.2811 or visit www.fresnostate.edu/studentaffairs/ssd.
- **Student Recreation Center:** Our mission is to provide quality recreational opportunities, experiences, and facilities for the university community. Current Fresno State Students use this facility free of charge. Please contact them at www.auxiliary.com/src for more information.
- **CineCulture:** CineCulture is a film series provided free to the Fresno State students, faculty, staff and the community. The CineCulture Club promotes cultural awareness through films and post-screening discussion. Several of the upcoming CineCultures showings are listed at: www.fresnostate.edu/artshum/mcj/news-events/cineculture.html.

Students in Academic Difficulty

- **SupportNet:** SupportNet is an early alert referral program to which faculty and staff can refer students who need academic or personal assistance. Students are encouraged to meet with a SupportNet advisor who will provide the appropriate academic assistance and university resources. They are located in the Henry Madden Library, Collection Level. For more information, call 559.278.8370 or visit the website at www.fresnostate.edu/supportnet.
- **Maximizing Academic Potential (MAP) Workshops:** These are free workshops designed to help students succeed academically at the university. Visit www.fresnostate.edu/advising and click on the Academic Probation and disqualification link.