

COMMUNICATIVE DISORDERS FACULTY

Kristofer Brock, Assistant Professor

B.S. and M.S., University of Pacific; Ph.D. Texas Tech University, Health Sciences Center;
657.278.3108

Michael J. Davis, Associate Professor

B.S. and M.S., Utah State University; Ph.D., Wayne State University; 657.278.3576

Minjung Kim, Assistant Professor

(Undergraduate Adviser)

B.A. and M.A., Korea University; Ph.D., University of Washington; 657.278.3927

Kurt P. Kitselman, Professor

(Advanced Practicum Coordinator)

B.A., University of California, Irvine; M.A., California State University, Fullerton;
Ph.D., University of California, Santa Barbara/San Francisco; 657.278.3530

Terry I. Saenz, Professor

(Credential Coordinator)

B.A., University of California at Los Angeles; M.A., University of Denver;
Ph.D., Temple University; 657.278.3823

HyeKyeung Seung, Professor

(Program Coordinator)

B.A., Korea University; M.A., Seoul National University;
Ph.D., University of Wisconsin, Madison; 657.278.7175

Kenneth Tom, Associate Professor

A.B., University of California, Berkeley, and B.Mus., New England Conservatory of Music;
M.A., San Diego State University; Ph.D., University of Iowa; 657.278.3274

Ying-Chiao Tsao, Associate Professor

(Graduate Program Director & Adviser)

B.A., Fu-Jen University; M.A., Ohio State University, Columbus;
Ph.D., University of Wisconsin, Madison; 657.278.5307

Phil Weir-Mayta, Assistant Professor

(Clinic director & Advanced Practicum Coordinator)

B.A., University of South Florida; M.S., Nova Southeastern University;
Ph.D., University of Washington, Seattle; 657.278.7176

Sherri R. Wolff, part-time lecturer

(Clinical Services Coordinator)

B.A. University of California, Santa Barbara; M.A. California State University, Fullerton;
675.278.4924

Toya Wyatt, Professor

(Undergraduate Adviser)

B.S. and M.A., Northwestern University;
Ph.D., University of Massachusetts, Amherst; 657.278.3825

Master of Arts Degree in Communicative Disorders

The Master of Arts in Communicative Disorders is designed to:

- Ensure the preeminence of learning by addressing the knowledge and skill areas delineated in the appropriate ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology;
- Provide a high quality program by ongoing identification of the most appropriate student learning outcomes;
- Incorporate formative and summative assessment instruments to evaluate student achievement;
- Create an environment where students have opportunities to succeed;
- Strengthen institutional and community agency collaboration through expanded clinical site connections and educational partnerships.

The Communicative Disorders program has been accredited by the Council on Accreditation in Audiology and Speech-Language Pathology (CAA) since 1969.

GRADUATE PROGRAM STANDARDS

The requirements of the Graduate Degree Program in Communicative Disorders are in keeping with the high scholastic standards of the University. The level of achievement required of graduate students will be considerably higher than in undergraduate work. Students will be expected to demonstrate qualities of self-reliance, thoroughness, creativity, accuracy, scholarly integrity, and ethical conduct.

You are expected to become familiar with the procedures, guidelines and regulations that apply to graduate work as outlined in the current University Catalog under Graduate Degree Programs.

ADMISSION TO THE MASTER'S DEGREE PROGRAM IN COMMUNICATIVE DISORDERS

Minimum Requirements for Admission to Conditionally Classified Graduate Standing

Applicants must meet the university requirements for admission to Conditionally Classified Graduate Standing: a baccalaureate degree from an accredited institution and a grade-point average of at least 3.0 in the last 60 units attempted. Students with majors other than communicative disorders may counsel with faculty concerning equivalency requirements for the B.A. degree. (See the section of the University Catalog under Graduate Degree Programs for a complete statement and procedures for admission of graduates.) In addition, the following factors will be taken into consideration by the Graduate Committee in determining who shall be admitted to the program:

1. Background studies and coursework completed in communicative disorders. Students with majors other than communicative disorders shall consult with the Department Graduate Adviser concerning equivalency requirements for the B.A. degree.
2. Grade point average
3. Three letters of recommendation (two of them must be from academic faculty/adjunct faculty)
4. A student letter stating professional goals and objectives

Conditional Admit:

It is understood that applicants may be completing the last four of the CD prerequisite courses at the time they apply to the master's degree program, but their acceptance is contingent on confirmation of a B.A./B.S. degree in the major or successful completion of all courses prior to matriculating in the master's degree program. By the first day of Fall semester, if the applicants whose B.A degree in CD is not confirmed or she or he fails to complete **12 CD prerequisites and one statistics class**, his or her conditional admission will be revoked.

Procedures for Application

1. File a formal application through Cal State Apply website (<http://www.calstate.edu/apply>) to the University with the Office of Admissions and Records.
2. In addition to applying to Cal State Apply, applicants are required to apply to Communication Science and Disorders Centralized Application Service (CSDCAS, <http://www.capcsd.org/csdcas/>), which is administered by an independent third party provider and is not associated with the California State University or the Cal State Apply application system. The CSDCAS is a fee-based service that enables applicants to conveniently apply to multiple institutions.
 - 2a. A letter of intent (or personal essay) stating the student's professional objectives and goals should be submitted online through the Communication Science and Disorders Centralized Application Service (CSDCAS, <https://portal.csdcas.org/>).
 - 2b. Three letters of recommendation (two of them must be from CD faculty/instructors) commenting on the student's academic ability should be submitted online through the Communication Science and Disorders Centralized Application Service (CSDCAS, <https://portal.csdcas.org/>).
 - 2c. A copy of official transcripts from all institutions that the applicant has attended must also be filed with Communication Science and Disorders Centralized Application Service, so that your GPA can be calculated and verified.
3. All applicants (except those who are currently enrolled in CSUF CD post-baccalaureate program) to CSU Fullerton's M.A. program in Communicative Disorders MUST submit an application to both Cal State Apply and CSDCAS.
 - 3a. Read application information posted on Communicative Disorders Webpage.
 - 3b. Check with the Graduate Adviser concerning any questions relating to the application or admission process.
4. Applications will be received once a year—beginning October 1 for the following Fall semester, with a deadline of **February 1st**. Hard copies of application materials will not be accepted for review.

PROCEDURES FOR NEW GRADUATE STUDENTS

1. Following admission to the M.A. program, the following conferences are scheduled. You must complete all conferences with the graduate adviser prior to the first semester of enrollment.
 - a) Conference with the Graduate Adviser concerning your academic and clinical schedule. Your undergraduate coursework will be included in your graduate academic file.

- b) Conference with Dr. Terry Saenz (equivalency adviser/credential adviser) if your undergraduate coursework was completed at another institution (non-CSUF). Dr. Saenz will determine whether your undergraduate coursework is “equivalent” to CSUF coursework. The equivalency form is included in your graduate academic file and submitted with KASA Competency Exam applications. This conference precedes the Graduate Adviser conference.
2. Within the first month of the M.A. program, in a graduate seminar (HCOM 501), you will learn about graduate policies and procedures in detail. You will be asked to choose your faculty adviser no later than mid-semester. The selection of an adviser is not final until the faculty member involved has agreed to serve in this capacity. Further, if one faculty member has an overload of advisees, it may be necessary for the Graduate Adviser to assign the adviser. Forms for the graduate student adviser’s signature will be distributed in HCOM 501; they are also available in the Department of Human Communication Studies office.
 3. New graduate students will be conditionally classified until the successful completion of the classification process.
 4. For the classification process, the development and approval of a 30-unit Graduate Study Plan (GSP) should be undertaken toward the middle of the first semester of graduate work. Early selection of a Graduate Adviser will expedite the development of the GSP for submission to the Department Graduate Committee.
- < **Important Note:** HCOM 500, Research in Speech Communication, is required within the first nine units of your graduate work.

CLASSIFICATION OF GRADUATE STUDENTS

1. As noted, students are admitted to the program in Conditionally Classified Status. In order to matriculate in the degree program, a student must successfully complete the classification process. This should be done toward the middle of the first semester of graduate work but no later than when nine units have been completed toward the degree.
2. The graduate student should confer with her or his adviser in order to draft a tentative Graduate Study Plan (GSP). The Graduate Adviser will then submit the GSP to the Graduate Studies Office for approval.
3. The Graduate Study Plan will include 30 units of only 500 level works.
4. Factors to be taken into consideration in approving a GSP are:
 - the student’s future professional objectives,
 - the breadth and depth of the student’s knowledge and training prior to admission to the graduate program, and
 - coursework for the graduate program which is consistent with all university standards for an advanced degree.
5. The Graduate Study Plan serves as a means of completing the classification process. When the GSP has been officially approved by the student’s adviser, the Department Graduate committee, and the Dean of Graduate and International Programs, it serves as a contract for the degree. **Changes in the plan MUST be petitioned by the student on a departmental Change of Study Plan form prior to substituting any courses for those listed and approved on the GSP.** The petition must be approved by both the Graduate Adviser and the student’s adviser. Course substitutions may not be made once a grade is received for a course.

REQUIREMENTS FOR THE M.A. DEGREE IN COMMUNICATIVE DISORDERS

The following is a summary of the department’s requirements for the M.A. in Communicative Disorders:

1. A requirement of 30 units of adviser and Graduate Committee approved coursework.
2. The following courses are required. These requirements should help the student achieve a balance of coursework representing both speech and language areas of study:
 - a. HCOM 501, Seminar in Speech-Language Pathology, must be taken as a pre-classification requirement.
 - b. HCOM 500, Research in Speech Communication (to be taken in the first 9 units of GSP coursework); HCOM 542, Neurologic Bases of Speech and Language; HCOM 543, Seminar in Dysphagia; HCOM 576, Seminar in Augmentative and Alternative Communication; and HCOM 577, Seminar in Child Language Disorders are required.
 - c. In addition, HCOM 571, Seminar in Fluency Disorders; HCOM 573, Seminar in Voice Disorders; and HCOM 574, Seminar in Phonological Disorders must be taken.
 - d. Two of the following four courses are required: HCOM 544, Seminar in Neurogenic Speech, Language, and Cognitive Disorders; HCOM 554, Seminar in Multicultural Issues in Communicative Disorders; HCOM 564, Seminar in Autism Spectrum Disorders; HCOM 597, Directed Graduate Research; and HCOM 599, Independent Graduate Research. Either HCOM 597 or HCOM 599 (not both) can be included on Graduate Study Plan.
3. Twenty-one units must be taken in residence. No more than nine units may be transferred from other institutions.
4. A minimum of 21 units of 500-level coursework is required. At least 12 of the 21 units must be taken in residence.
5. No more than nine units may be completed prior to classification, and HCOM 500 must be three of the nine.
6. Students must maintain a 3.0 GPA – both the cumulative overall GPA and a GPA based on 10 seminars listed on the approved **Graduate Study Plan (GSP)**. Failure to maintain a 3.0 on either case will result in academic probation and possible disqualification.

< PROBATION:

A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the Study Plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or Graduate Study Plan grade-point average. This is known as administrative-academic probation. The reasons for this may include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").

7. At the beginning of the last semester of graduate work (or, if summer-completion, at the beginning of Spring semester), a student must file an **Application of Graduation check** prior to the beginning of classes. (See current Class Schedule for deadlines.)
8. **The time limit for the degree is five years.** This time limit commences with the semester of the earliest course used on the student's graduate study plan. (See University Catalog: Time Limit for Completion.) Courses on the Graduate Study Plan (GSP) that are over five years old must be replaced by more current offerings.
9. Students must maintain continuous enrollment until graduation from the program. Students must either be enrolled for coursework or register for **Graduate Studies 700 (GS700)** to be maintained in the

program. Leaves of absence may be granted for one semester to conditionally classified or classified graduate students. Students must be in good academic standing and have completed at least 6 credit hours work in residence at the University toward the degree. Further information is available at the Office of Admissions and Records.

10. Students may not substitute a seminar listed on the approved GSP with independent study units.
11. At the beginning of the first term, each student will work with Graduate Adviser to develop an Individual Student Schedule (ISS) for completing the program in 2.5 to 3 years.
12. Students must take seminars as they are scheduled on his or her **Individual Student Schedule (ISS)**. **No change can be made without the approval of Graduate Adviser.** The students may be administratively dropped from the seminar that was not on their ISS.

Directed Graduate Research Option (HCOM 597)

Students who demonstrate the following interests and aptitudes will be encouraged to include HCOM 597, Directed Graduate Research, on their Graduate Study Plan (GSP): 1) the capacity to do creative projects, 2) an appreciation of research applications to clinical and professional settings, and 3) research expertise appropriate to clinical analysis.

1. If HCOM 597 is included on the Graduate Study Plan, the student's adviser will be primarily responsible for the direction and completion of the directed graduate research option.
2. The student's adviser should be selected on the basis of a shared research interest and area of expertise. Unlike the thesis option, the directed graduate research project will be done under the direction of a single faculty member.
3. HCOM 597, Directed Graduate Research, carries 3 units of credit and is usually taken toward the end of the student's program. When a student is ready to register for HCOM 597, the student should pick up independent study forms available in the department office and have these forms signed by the faculty adviser responsible for the project (usually the student's Graduate Adviser). The department office will not complete the on-line permit to register until at least one of these forms is signed by the faculty adviser responsible.
4. Summer session is not part of the regular workload for faculty members; therefore, members may not be available for students during the summer. Students must file a departmental and Graduate and International Programs summer completion petition prior to the end of the spring semester (deadline of **May 15**) if they want to make arrangements for summer completion of the directed research project (form in department office).

COMMUNICATIVE DISORDERS COMPREHENSIVE EXAMINATION POLICY

Requirement

The student must pass a written comprehensive examination to earn the Master of Arts Degree in Communicative Disorders. The comprehensive examinations evaluate the KASA Knowledge-Based Competencies delineated by the American Speech-Language-Hearing Association. There are nine KASA Knowledge-Based Competency Areas (ten individual examinations). Students are required to pass all nine KASA Competency Areas to fulfill the M.A. terminal evaluation requirement. To pass a KASA Competency Area (e.g., Fluency), the student must pass all individual competencies within that area.

Procedure

1. The HCOM 501 course instructs students on the nature of the KASA Competency Areas and the prerequisite coursework required prior to testing in each Competency Area.
2. The nine KASA Competency Areas encompass ten individual examinations since Receptive and Expressive Language are separate exams (Developmental and Acquired Language). The nine KASA Competency Areas are: Articulation and Phonology, Fluency, Voice and Resonance, Receptive and Expressive Language (two separate exams), Hearing, Swallowing, Cognitive Aspects of Communication, Social Aspects of Communication, and Communication Modalities. Exam questions for each Competency Area (with the exception of the case study) will be specified on the KASA website. Any changes to specified questions except the case study will be provided to students one month prior to the examination.

3. Eight KASA exams are scheduled in graduate-level courses. These are called KASA Course Exams.

KASA Course Exam	Scheduled Course	
Articulation/Phonology	HCOM 574	Seminar in Phonological Disorders
Fluency	HCOM 571	Seminar in Fluency Disorders
Hearing (only undergraduate prerequisites)	HCOM 468	Audiology Practicum
Acquired Language	HCOM 542	Neurologic/Clinical Aspects of Speech, Language and Cognition
Developmental Language Modalities	HCOM 577	Seminar in Child Language Disorders
	HCOM 576	Seminar in Augmentative and Alternative Communication
Swallowing	HCOM 543	Seminar in Swallowing Disorders
Voice	HCOM 573	Seminar in Voice Disorders

The instructor administers the KASA Course Exams during the 14th week of class. Students who miss the exam due to documented emergencies (written documentation to the Graduate Adviser for approval) must wait until the next KASA administration to test.

4. Two KASA exams (Cognitive, Social) have multiple graduate course prerequisites. These are called KASA Cumulative Exams. They are typically taken toward the end of the M.A. program, when a student has 1) completed the required **course prerequisites**, 2) completed 6 out of 8 (75%) of the **KASA course exams**, and 3) is **not currently on academic probation** and received a GPA of 3.0 and above on graduate study plan.

KASA Cumulative Exam	Course Prerequisites	
Cognitive	HCOM 542	Neurologic/Clinical Aspects of Speech, Language, and Cognition
	HCOM 577	Seminar in Child Language Disorders
Social	HCOM 576	Seminar in Augmentative and Alternative Communication
	HCOM 577	Seminar in Child Language Disorders

KASA Cumulative Exams will be administered during Department Comprehensive exam periods: 1) the fourth week in **September**, and 2) the fourth week in **February**.

5. Students must apply to take their KASA Cumulative Exam(s) at least 30 days prior to the examination week, and return the application form (available in Speech and Hearing Clinics) with attached unofficial transcripts displaying a grade for each prerequisite course to the department office by the deadline date.
6. A 2-1/2 hour writing period is allowed for each KASA Exam. Student's names will be removed from examination papers before readings and evaluations by professors. Each student will be given an identification number for the examination paper.

7. Faculty members will score questions anonymously and determine if all individual competencies within each KASA Exam are met. Second opinions shall be requested when an individual competency is failed. Disagreements will be negotiated between the two faculty members involved. Final decisions will be submitted in writing.
8. If the student fails to pass any individual competency within the KASA Exam, she or he must perform the "Completion Activity" designated by the primary faculty reader of that KASA Exam. The Completion Activity can include (but is not limited to): *short paper, assigned reading, clinical observations, oral conference, oral test of the failed competency question, and/or written rewrite of the failed competency question.*
9. Upon satisfactory completion of the Completion Activity, the faculty reader signs the *Failed Competency Completion* form and submits the form to the Graduate Adviser. The student must satisfactorily pass the Completion Activity within two semesters of the failed attempt (e.g., KASA Exam). Two attempts to satisfactorily pass the Completion Activity will be allowed. The student must ensure that this process is completed early enough so that the faculty member can document successful completion. **All areas of KASA (including Cognitive and Social) remediation must be completed and passed satisfactorily no later than one month before the graduation date (i.e., end of Nov. and end of April).** Otherwise, graduation will be delayed until the following semester.
10. The Department Graduate Advisor notifies the Graduate Studies Office when the student has passed all ten KASA Exams, thus completing the Terminal Evaluation requirement.

CLINICAL PROCEDURES AND POLICIES

1. Clinical Practicum Courses and Prerequisites: There are a total of seven different clinical practicum courses that students must take to fulfill their ASHA, state license, and/or public school credential clinical clock hour requirements. Some clinics are operated on-campus (458, 468, 558A, and 558C) while others are operated off-campus (489A and 559A/B); both 468 and 485 clinics may involve a combination of on campus and off-campus experience. The majority of these clinical practicum courses enable students to not only meet ASHA and other clinical clock hour requirements but also certain clinical competencies required by ASHA. The following is a listing of seven clinics with prerequisites that students take as part of their graduate clinical training at CSUF:
 - (1) HCOM 458-Child Clinic (on-campus, clinical clock hours and competencies)
Prerequisites: 352, 476, *574 or *577 (*may be taken concurrently)
 - (2) HCOM 558A-Adult Clinic (on-campus, clinical clock hours and competencies)
Prerequisites: 472,474,475,476, *542 (*may be taken concurrently)
 - (3) HCOM 468- Audiology (combined on-and off campus, no clinical clock hours, used for meeting student clinical competencies)
Prerequisites: 461, Certificate of Clearance
 - (4) HCOM 485- Aural Rehab (combined on- and off-campus, no clinical clock hours, used for meeting student clinical competencies)
Prerequisites: 461, 465 & either 458 or 558A
 - (5) HCOM 558C-Multicultural Clinic (on-campus, clinical clock hours and competencies)
Prerequisites: 458 and 558A, 404
 - (6) HCOM 489A-Public School (off-campus, clinical clock hours and competencies);
Prerequisites: 458, 558A, 543, 571, 573, 574, 577, passing score on CBEST, concurrent enrollment in 490, Certificate of Clearance

(7) HCOM 559A/B-Advanced Clinic (off-campus, clinical clock hours and competencies)

Prerequisites: 458, 558A, 542, 543, 571, 573, 574, 576, & 577

2. ASHA Clinical Clock Hours: As part of their clinical preparation to obtain the credentials necessary for the ASHA Certificate of Clinical Competence, students complete in addition to the previously indicated academic coursework, a minimum of 400 supervised clinical clock hours. This includes 25 hours of clinical observation and 375 hours in direct client/patient contact completed under the supervision of ASHA certified and state licensed supervisors.
 - a. The type of experience that students must obtain as part of their graduate program clinical training is detailed in ASHA's (2014) Standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology (Effective September 1, 2014). <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>
 - b. In addition to helping students meet their ASHA Clinical Clock hour requirements, the observation and/or clinical hours obtained as part of their graduate training experience are also used to help fulfill California State License and Preliminary Speech-Language Pathology Services Credential in Language, Speech and Hearing (SLPSC) credential requirements as discussed in other parts of this manual.
3. ASHA Clinical Observation Hours: As indicated above, students must complete a minimum of 25 observation hours to fulfill ASHA's clock hour requirement. Students must have completed all 25 of these observation hours before they can be provided with the permit necessary to enroll in a clinic.
 - a. CSUF graduate students who completed their bachelor's degree or post-baccalaureate program coursework in the CSUF CD program would have obtained the 25 observation hours needed during their regular undergraduate coursework. The Clinical Services Coordinator will provide to the graduate program advisor, upon the student's acceptance into the graduate program, documentation of those completed hours.
 - b. For students who have completed their 25 observation hours at another institution, students will be asked to provide the graduate program advisor with a copy of completed observation hours from the institution from which they were obtained.
 - c. Students who have completed less than the 25 hours required will be notified by the Clinical Services Coordinator that they are lacking in the hours needed. They will be asked to set up a meeting with the Coordinator to arrange for completion of those hours the first semester of graduate school.
4. ASHA KASA Clinical Competencies: In addition to meeting the clinical clock hour requirement for ASHA certification, students are required to demonstrate their clinical competence across a number of different skills areas.
 - a. According to ASHA's requirements for obtaining the Certificate of Clinical Competence in Speech-Language Pathology (2014), there are several different competencies that need to be met in the areas of: a) Evaluation, b) Intervention, and c) Interaction and Personal Qualities.
 - b. Students must successfully complete these competencies in each of the following disorder areas:
 - Articulation
 - Fluency
 - Voice and Resonance
 - Receptive and Expressive Language
 - Hearing
 - Swallowing
 - Cognition
 - Social
 - Augmentative and Alternative Communication

5. Clinical Practicum Plan (CPP): When students are initially admitted into the graduate program, during their first conference meeting with the graduate program advisor, students will develop in consultation with the advisor a clinical practicum plan (CPP).
 - a. The CPP, different from the graduate study plan, includes a listing of all clinical practicum courses to be completed with accompanying pre-requisite coursework along with a proposed semester/year for taking each of the required clinics. The following is listing of the seven clinical practicum experiences (3 on-campus and 2 off-campus clinics) that CSUF graduate students must complete in order to fulfill the ASHA clinical clock hour component along with the required pre-requisite courses that need to be completed in order for students to receive a permit to register for clinics on their CPP schedule.
 - b. The sequence and course in which clinics are scheduled on their CPP is developed based on the sequence and course of academic classes and is developed based on completion of the appropriate pre-requisites for each clinic.
 - c. The graduate program advisor retains the original of the CPP for the student's graduate file and provides the Clinic Services Coordinator with a copy for placement in the student's clinic file. The Clinic Services Coordinator uses this information to develop a master CPP plan that includes the names of all student clinic enrollments for each semester. The student is also provided with a copy for future graduate student/faculty advising purposes.

6. Making Changes to your CPP: Although students develop and submit an approved CPP at the beginning of their graduate program, they can make changes such as: 1) switching a clinic to a different semester, 2) adding a clinic, and 3) deleting a clinic. In order to make a change, there must be availability to make the change (there must be an opening for the semester that a student wants to move to). The following are the procedures that students must follow to initiate a CPP change request:
 - a. Review the list of available future clinic openings: Before requesting a change to their current CPP, student should check the CLINIC OPENINGS List located in the Speech and Hearing Clinic (CP-150) Workroom. This list shows which clinics are open during each semester and the number of spots available and is updated weekly. If there is no option to make the desired change, students should continue to periodically check the listing for availability to make the change(s) they want to make. If there is an availability to make the clinic change, students should do the following steps.
 - b. Schedule an appointment with your advisor: Before submitting the necessary paperwork to make a change, students should consult with their graduate faculty advisor to confirm that they have the necessary prerequisites to make the change to discuss the possible impact on their other coursework and clinic plan. If prerequisites will not have been met by the semester that a student wants to add or switch a clinic, the requested change will not be approved by the Clinical Services Coordinator.

If prerequisites will have been met by the time that the student wants to make the change, the faculty advisor can give their approval for the change if it is determined that it will not have an adverse impact on any other aspect of academic and clinical program planning.
 - c. Complete a CPP revision request form: If advisor approval was given, the student needs to complete the CPP REVISION REQUEST FORM. This form is located in the Speech and Hearing Clinic. Once completed, submit the form to the Clinical Services Coordinator. Within 2 weeks, the Clinical Services Coordinator will notify you via email as to the status of the request. It will either be APPROVED or NOT APPROVED (a reason will be provided). After review, your CPP request form with its approval status will then be filed within your Clinic File.

7. Clinic Registration and Enrollment Procedures: In order to register for all on-campus and off-campus clinics (HCOM 458, 468, 485, 489A, 558A, 558C and 559A/B), students must have a clinic permit issued by the main department office allowing students to register for clinic.
 - a. In order to receive permits for Titan On-Line registration, students must complete a NOTICE OF INTENT TO REGISTER (NIR) form prior to registration. These forms are located in the clinic and must be submitted by the following due dates.

- On-Campus Clinics (458, 468, 558A, 558C)
Spring: September 15 Summer: February 1 Fall: March 15
- Off-Campus Clinics (485, 489A, 559A/B)
Spring: May 25 Summer: August 25 Fall: December 15

b. NIRs must be submitted with the following attached documents:

- A copy of your Graduate Study Plan (GSP)
- Copies of unofficial transcripts showing that you have met the prerequisites for the clinic(s)
- The following additional items required for the following clinics:
HCOM 458 and 558A: 458/558A Information Form
HCOM 468: Certificate of Clearance. (The following link will provide directions on how to apply: <http://www.ctc.ca.gov/help/application/cert-of-clear.html>)
- HCOM 489A: passed CBEST results and a copy of your Certificate of Clearance
- HCOM 559 A/B: Questionnaire for Placement and a resume

c. All NIRs will be reviewed by the Clinical Services Coordinator and if approved, a permit will be issued allowing students to register for clinics. If a student's NIR was not approved, the student, student's advisor, clinic director, program coordinator and graduate advisor would be notified. The following must be met for permit approval:

- 1) The clinic and semester must agree with the students' approved or revised approved CPP on file in the clinic. If you have completed one or more of the required prerequisites at another institution, you must provide the "*Requirements for Degrees, Credentials, and Certificate of Clinical Competence-SLP*" form signed by the Graduate Advisor or the Credential Coordinator.
- 2) Students must have met all prerequisites with a grade of "C" or higher prior to beginning the clinic.
- 3) Students must maintain an overall GPA of 3 and above, and a GPA of 3 and above on Graduate Study Plan prior to beginning the clinic.
- 4) Students must have successfully completed all prior clinics which means that they must have received:
 - a) no practicum evaluation ratings lower than 4 on any of the 52 clinical competency skills by midterm in current clinic (see following section on the practicum evaluation process)
 - b) a grade of "B-" or above.

8. Clinic Evaluation Procedures: At the end of each clinical practicum experience, students will be evaluated using a standard evaluation form developed for use in all clinics by the CSUF CD program in order to assess the extent to which students meet skills associated with required ASHA KASA clinical competencies.

a. Clinical skills are assessed across the following 8 areas using a seven-point rating scale (1=Unsatisfactory; 7=Superior Skills):

- 1) Counseling/Interviewing
- 2) Diagnostic Testing
- 3) Analysis and Interpretation
- 4) Diagnostic Report Writing
- 5) Therapy Planning
- 6) Interactions with Clients during the Therapy/Instruction Process
- 7) Therapy/Instructional Progress Report Writing
- 8) Self-Evaluation/Supervision
- 9) Personal/Professional Qualities

b. In most clinics, students are rated on an individual as well as group basis with either all or a portion of the grade based on this rating. There may be some clinics where student grades are based on criteria other than clinical competency ratings. In these cases, clinical competency ratings will still be input for tracking completion of student KASA clock hour requirements. There may also be some

clinics where given the nature of the clinic, students are rated on a subset vs. all of the possible clinical competency requirements.

- c. Clinical competency ratings are given at the end of the semester and in some cases also mid-semester dependent on the clinic.
- d. Regardless of how ratings are conducted, students must meet receive minimum evaluation ratings of 4 or above on all assessed clinical skills across all relevant disorder areas.
- e. Students can only be rated on clinical competency skills observed by the supervisor either directly or via video/audio recording of the clinical sessions.
- f. Students can only receive clinical competency ratings in disorder/communication areas relevant to the client(s) with whom they are working.
- g. Students who do not obtain a rating of 4 or above on one or more evaluated competencies will be required to successfully complete a remediation before they can be placed in their next clinical practicum experience. Procedures for clinic remediation are described in item 8 below.
- h. Students who at the end of their graduate clinical training program, have ratings of “not applicable” or have not been rated on a given skill in one or more disorder areas will need to do one of more of the following to make sure that they have demonstrate satisfactory performance on that skill:
 - 1) obtain the additional clinical experience with the current or an alternate supervisor necessary for them to successfully complete the competency skill, and/or
 - 2) respond to a simulated clinical case study scenario or participate in some other type of clinical simulation activity to demonstrate adequate ability in the assessed skill area.

SUF Speech and Hearing Clinic Communicative Disorders Program

CLINIC OBSERVATION HOURS POLICY

1. According to the American Speech-Language-Hearing Association (ASHA) (2014) Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, students must complete a minimum of 25 clinical observation hours as part of their 400 clinical clock hour supervised clinical experience requirement (Standard V-C) if they wish to obtain an ASHA Certificate of Clinical Competence (CCC).
2. For undergraduate and post-bac students enrolled in the Communicative Disorders (CD) program at California State University, Fullerton (CSUF), the 25 observation hours requirement must be met through the following CD undergraduate courses: HCOM 242 (4 hours), 352 (5 hours), 461 (2 hours), 474 (4 hours), 475 (3 hours), 476 (7 hours).
3. It is also possible for CSUF undergraduate and post-bac students to obtain up to 5 observation hours outside of class through observation experiences signed off by CSUF CD supervising faculty/instructors such as participating as a student assistant or interpreter/translator volunteer within the CSUF Speech and Hearing Clinic or volunteering with a CD program sponsored outreach event such as a community hearing screening under the direct supervision of a CSUF CD supervisor/faculty/instructor with the appropriate ASHA certification/state licensure credentials.
4. Students applying to the CSUF CD graduate program must provide written documentation of completed observation hours at the time of admission/acceptance into the program. All observation hours must meet the following requirements:

- a. Hours must be signed off by professionals holding the appropriate ASHA certification/state licensure requirements.
 - b. Hours obtained at CSUF while the student was enrolled in the CD undergraduate or post-bac program must be verified through submission of the clinic's "Verification of Clinical Observation Hours" form signed by the CSUF Speech and Hearing Clinic clinical services coordinator.
 - c. Hours obtained outside of CSUF must be provided in writing on letterhead from the department chair, program director, clinic director or authorized designee of a Council on Academic Accreditation (CAA) accredited Communication and Sciences (CSD) program through which the hours were obtained
 - d. Hours must be obtained as part of the academic/clinical training completed within one of the following types of programs:
 - i. A CAA accredited program as verified through ASHA's Academic Program EDFIND website
 - ii. An undergraduate degree only program that is a participating ASHA Communication and Sciences (CSD) member institution as verified through ASHA's Academic Program EDFIND website.
5. Students accepted in CSUF's CD graduate program must meet the 25-hour requirement before they can enroll in their first clinical practicum.
6. Students who do not meet the 25 hour observation hour requirement at the time of admission into the program must make arrangements with the CSUF Speech and Hearing Clinic Clinical Services Coordinator to acquire the hours needed through experiences such as CSUF summer clinic observations completed under the supervision of the clinical services coordinator or other clinic supervisory staff member.

1ASHA's Academic Program EDFIND website: <http://www.asha.org/edfind/>

CLINIC REMEDIATION PROCESS

1. In the case where a student has received ratings of "3" or below on one or more competencies during mid-term or at the end of their clinical practicum experiences, the following will be done within one week of the completed evaluation:
 - a. The clinical supervisor will notify the following individuals in writing: a) Clinic Director, and b) Clinical Services Coordinator
 - b. The Clinic Director or Clinical Services Coordinator will notify, in writing, the CD graduate program director and student's graduate advisor.
 - c. The Clinical Supervisor, b) Clinic Director and c) Clinical Services Coordinator following three individuals will meet to collaborate on the development of a clinic remediation plan that addresses any areas of clinical competency rated "3" or below: a) to discuss the development of an appropriate clinic remediation plan. The proposed plan should include the following:
 - 1) a listing/description of remediation plan activities
 - 2) deadlines for completing recommended remediation activities
 - 3) a delineation of the individuals who should be involved with the implementation and/or oversight of remediation activities (although the clinic supervisor as the primary oversight of the remediation plan, other clinical supervisory staff such as the clinical services coordinator, clinic director, part time or faculty clinic supervisors can work in consultation with the student's supervisor to carry out remediation plan activities

2. Within two weeks of the completed evaluation, the clinic director, clinical services coordinator, and clinical supervisor will meet with the student to review the proposed plan. The following should be taken into consideration when developing the plan:
 - a. The final due date for any clinic remediation activities included on the plan should be no later than 30 days after the last day of clinic for the current semester.
 - b. The student shall receive an incomplete in their current clinic if the due dates for remediation activities are after the last day that grades are to be submitted and/or if they fail to complete any activities on the plan by the final date that grades are due.
 - c. If the student is also on an English Language Proficiency remediation plan or consult, recommendations for that plan or consult may be modified to help address clinic remediation plan concerns.
 - d. In those cases where clinic remediation needs may be related at least in part to a suspected or confirmed underlying disability, the clinic remediation committee should also consult with the appropriate staff member within the CSUF Disability Support Services program.
 - e. The student will need to complete all of the agreed upon requirements by the designated due date for each activity on their plan. If needed, the student or clinic supervisor can request an extension.
 - i. Requests for extensions initiated by students should be submitted in writing to the clinic supervisor who will then consult with the clinic director and clinical services coordinator for approval.
 - ii. Recommendations for extensions initiated by the clinic supervisor should be submitted in writing to the clinic director and clinical services coordinator. The clinic remediation team should meet with the student to discuss the recommendation and if needed update the written remediation plan to reflect changes in remediation activity due dates.
3. Students who successfully complete the remediation plan by the designated due dates will be allowed to enroll in the next available spot for remaining clinics at an approved placement site.
4. The following applies to students who do not successfully complete all of the activities specified on their remediation plan by the established due date:
 - a. The student will continue to receive an incomplete until all remediation activities have been successfully completed.
 - b. The student will not be able to enroll in or be formally placed into a setting for the next scheduled clinic on his/her Clinical Practicum Plan (CPP) until the incomplete has been satisfied. As an alternate procedure, with approval of the committee, the student may be able to register for their next clinic prior to completing remediation plan activities but may need to withdraw from the clinic by the first day of clinic if all remediation activities have not been successfully completed by that date.
 - c. In some cases, a student's CPP schedule may need to be changed if the student has not yet successfully completed all remediation plan activities before the first day of the next scheduled clinic. If a student's CPP needs to be revised, the student should meet with the clinical services coordinator and CD graduate program director to modify their clinic sequence/enrollment dates.
 - d. In the case of off-campus placements, students may also need to initiate in consultation with the appropriate clinic practicum coordinator, a new placement site that is not currently affiliated with CSUF. An affiliation agreement must be put into place before the student can be enrolled in this placement.

PRELIMINARY SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL IN LANGUAGE, SPEECH, AND HEARING

The Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing is strongly recommended for all individuals who may work in the public schools at some time in their careers. Although professionals with a California License in Speech-Language Pathology may potentially work in the schools, they currently are not subject to the same protections that individuals with credentials receive.



EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who

- a) demonstrate a strong foundation of knowledge
- b) implement effective practice
- c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who

- a) advance just, equitable, and inclusive education
- b) make informed decisions
- c) participate in collaborative endeavors
- d) think critically and creatively

3. Committed and Caring Professionals who

- a) demonstrate leadership potential
- b) maintain professional and ethical standards
- c) engage in continuous improvement

Requirements for Admission to the Preliminary Speech-Language Pathology

Professional Dispositions

Professional Dispositions Expected of Candidates Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes.

As candidates move through their programs it is expected they demonstrate a commitment to fairness and a belief that all children can learn through an increasing ability to:

Promote Diversity Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences.

Engage in Collaborative Endeavors Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Services Credential in Language, Speech, and Hearing

The following is a summary of the department's requirements admission to the credential program:

1. Students may be admitted to the credential program in one of three ways: a) by declaring the credential as an objective when they apply to the graduate program; b) by declaring the credential as an objective later in the program as long as the student has maintained continuous enrollment in the graduate program; and c) by applying to the credential program for admission alone after obtaining the M.A. in Communicative Disorders from California State University, Fullerton, as well as the Certificate of Clinical Competence (CCC). As the last option involves reapplication and readmission to the university, it is strongly recommended that students complete the credential while working on the M.A. degree unless they are absolutely certain that they will not later wish to work in the public schools.
2. Students must pass the CBEST Exam prior to entering the credential program. Information on and application for the CBEST is available in CP-740.
3. Students must be admitted to the M.A. degree program in Communicative Disorders and the program for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing (SLPSC).

Requirements for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing

1. Students must meet all of the requirements for the M.A. Degree in Communicative Disorders.
2. Students must demonstrate proficiency in reading and writing through passing the University Examination in Writing Proficiency (EWP) and through obtaining a "C" (2.0) or better in HCOM 300, Introduction to Research in Speech Communication. Alternatively, students may demonstrate reading and writing proficiency by obtaining a "C" (2.0) or better in HCOM 500, Research in Speech Communication.
3. If equivalences have been granted for a clinical practicum that was completed at another university, appropriate documentation of clinical clock hours completed at the other institution must be provided to the Communicative Disorders program so that it can be placed in the student's clinical practicum file.
4. The required courses and clinical practice for the SLPSC must be completed with a grade-point average of 2.50, and at least a "C" (2.0) must be earned for each course and practicum. In the case of credit/no credit grades for certain clinical practicum courses, the student must earn a credit.
5. Students are required to complete clinical clock hours according to the requirements of the American Speech-Language-Hearing Association. In addition, 100 of the 350 supervised clock hours must be completed at a school site or its equivalent. The clinical clock hours must be supervised in all cases by persons holding the ASHA Certificate of Clinical Competence in Speech-Language Pathology and the appropriate state license. The supervisor of the public school practicum must also hold the Clinical Rehabilitative Services Credential or a Clear Speech-Language Pathology Services Credential.
6. Students must take the following courses above and beyond the requirements for the M.A.:

HCOM 489A	Public School Practicum in Communicative Disorders
HCOM 490	Seminar: Speech and Hearing Services in Schools
HCOM 558C	Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds
HCOM 564	Seminar in Autism Spectrum Disorders
Psych 361	Developmental Psychology
Special Ed 371	Exceptional Individual
7. Students must pass the CBEST by the semester prior to taking HCOM 489A, Public School Practicum

***Requirements for Completion of the Clear Speech-Language Pathology
Services Credential in Language, Speech, and Hearing***

1. Students must obtain a Certificate of Clearance by the semester prior to taking HCOM 489A, Public School Practicum in Communicative Disorders or any other practicum that requires participation in the public schools, including HCOM 468, Audiology Practicum. Students apply for the Certificate of Clearance online. To obtain instructions on how to apply, go online to the CA Commission on Teacher Credentialing website and google Certificate of Clearance.

***Procedures for Completion of the Preliminary Speech-Language Pathology
Services Credential in Language, Speech, and Hearing***

1. Students should apply for the credential in the Credentials office in CP-740 during finals week of the semester they are due to graduate.
2. Students should check their KASA website a few weeks after they graduate to determine that all clinical and exam requirements are completed and entered on the website.
3. Paperwork for the credential is usually completed approximately three weeks after the end of the semester.

***Requirements for Completion of the Clear Speech-Language Pathology
Services Credential in Language, Speech, and Hearing***

To obtain a Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing, graduates must meet the following requirements:

1. Graduates must have obtained the preliminary credential.
2. Graduates must pass the National Examination in Speech-Language Pathology.
3. Graduates must complete a Required Professional Experience (RPE) for the California license in speech-language pathology and/or a Clinical Fellowship Year (CFY) for the ASHA Certificate of Clinical Competence.
4. Graduates should apply directly to the California Commission on Teacher Credentialing for the clear credential.

Standards for Continued Participation in Credential Programs
At California State University, Fullerton
Policy One
Revised December, 2006

The credential programs endeavor to admit only candidates who have demonstrated through the application process that they possess the important characteristics necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively
- Commitment to lifelong learning
- Wide constellation of knowledge and skills
- Ethical character demonstrated by
 - Having integrity, and being trustworthy, honest, courteous, open minded, and by treating others fairly and impartially.

Candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to be knowledgeable about and adhere to the professional standards for their field of teaching, as well as University standards outlined in the Schedule of Classes and Catalog, especially the sections on Student Conduct, Graduate Admission, and Academic Dishonesty, and student outcomes as described in the Education Unit's Conceptual Framework. Individuals who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators. Candidates' continued participation in credential programs at Cal State Fullerton is dependent upon their ability to adhere to professional standards as assessed within each credential program.

In order to continue to participate in a Credential Program and related Master's Program (if there is one) you must:

- Behave in an honest and forthright manner.
- Follow standard scholarly practice in giving credit to sources used in assignments.
- Follow directions of University instructors, supervisors, and fieldwork and student teaching mentors such as master teachers.
- Behave in a manner expected of professional educators.
- Cooperate and collaborate with fellow candidates on projects and assignments.
- Maintain successful academic progress by passing all classes and maintaining at least a 3.0 grade point average. No classes for which grades of D or F were assigned will be used to meet credential requirements. In credit/no credit classes "B" level work is required to get credit.
- Maintain the standards of your department and/or program.

Credential candidates will be considered for removal from the program if they:

- Exhibit academic dishonesty as defined by the University Catalog
- Exhibit inappropriate student conduct as defined by the University Catalog
- Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors
- Fail to meet the standards set by the Commission on Teacher Credentialing
- Fail to behave according to the standards of the profession, public schools, university, department and/or program
- Fail to demonstrate credentialing competencies

Procedures to be followed by departments to remove a student from a credential program:

1. The process to remove a candidate from a credential program in accordance with written department or program policies can be initiated by a program coordinator (or department chair if there is no coordinator) after consultation with the appropriate faculty members.
2. If a department is considering removing a candidate from the program, the student will be notified in writing of the specific reasons. The written notice can be provided in person or by registered mail. A copy of the document will be provided to the Associate Dean, College of Education.

Part Two: Proficiency in Written and Spoken English

In addition to the previously discussed credential program requirements, all graduate students enrolled in California State University credential training programs, including the CSUF CD “Preliminary Speech-Language Pathology Services Credential in Language, Speech and Hearing (SLPSC) graduate program, are required to demonstrate proficiency in written and spoken English.

According to the California State University (CSU) chancellor office’s most recent directive (Executive Order No. 1077) issued in 2012 for all campus teacher education credential programs (The California State University, Office of the Chancellor, memorandum, May 3, 2012), candidates being considered for admission to teacher education preliminary credential programs “shall have demonstrated proficiency in written and spoken English, as determined by the campus” (p. 1). Additional requirements of this executive order are that:

- a. Students admitted to a credential program have their proficiency evaluated throughout the program.
- b. Program coordinators recommend measures to address the issues for students who are unable to demonstrate the necessary proficiency.

In order to ensure that graduate students entering the CD credential program meet these requirements, the CD program instituted a new English proficiency screening process in Fall 2013. This screening process was designed to also help provide all students with feedback as appropriate to prepare them to be successful in meeting a number of different communication related clinical skills that will be evaluated as part of their later on-campus and off-campus clinical practica training experiences such as the following:

- a) “Pacing and interaction during client/family interviews and counseling sessions”
- b) “Implementation of teaching strategies: Instruction and demonstration”
- c) “Implementation of teaching strategies: Modeling, cueing, reinforcement and feedback”
- d) “Oral speech and language model”

Successful completion of these oral communication clinical skills and competencies also enable students to meet ASHA Certificate of Clinical Competence (CCC) in Speech-Language Pathology standards.

One additional purpose of this screening is to help identify students who are bilingual, non-native English speaking, or speakers of varied English dialects who could potentially benefit from some form of English communication support in accordance with recommendations contained within ASHA’s (1998 and 2011) position and policy statements with regard to the clinical training and education of students who speak with accents. In accordance with these position papers, the process is designed to provide students with the support necessary to be successful in their clinical training without discriminating against their ability to provide clinical services. The feedback from these screenings enable the program to provide students with early recommendations on ways that they can enhance their overall English proficiency for future work with English speaking clients.

As part of the process, the English written and oral communication skills of all students enrolled in HCOM 501 (Seminar in Speech-Language Pathology) are observed and evaluated using the following process:

1. During a designated class period or periods, students will be asked to do the following:
 - a. Give a 5-7 minute oral presentation on a topic approved by the HCOM 501 instructor. This presentation will be audio-recorded for later review as needed with student approval by the CD Credential coordinator or Clinic Director.
 - b. Verbally respond to questions posed by other class participants.
 - c. Respond in writing to a given writing prompt. The writing sample will be evaluated by CD Credential coordinator or Clinic Director.
2. Following these written and oral presentations, the Clinic Director will evaluate each presentation for the following oral communication skills and abilities:
 - a. Spoken English grammar
 - b. Spoken English pronunciation

- c. Spoken English stress/intonation in words and sentences
- d. Written English grammar
- e. Vocal loudness and quality
- f. Fluency, rate, and pausing

Written question responses will also be evaluated with respect to following:

- a. Written English grammar
 - b. Vocabulary/word choice and phrasing
 - c. Punctuation
 - d. Spelling
3. No later than the last week of class prior to final exams, students will be provided a written summary of evaluator feedback.
 4. The following process will then be used for students who are recommended for either a follow-up consult or English proficiency plan meeting with the program's English Language Proficiency Subcommittee:
 - a. Students who are recommended for a follow-up consultation meeting
 - 1) Students will be asked to setup a meeting with the Clinic Director at the beginning of the following semester to discuss possible recommendations for support and/or improvement of English communication proficiency/competency skills to meet the above stated clinical and academic training objectives.
 - 2) A written summary of agreed upon recommendations will be provided to the CD Graduate Program Advisor, Credential Program Coordinator, and student.
 - 3) A copy of the co-signed consultation follow-up form will be placed in the student's academic folder by the Credential Program Coordinator.
 - b. Students who are recommended for a follow-up consultation and written English language proficiency plan.
 - 1) Students will be asked to setup a meeting with the Clinic Director at the beginning of the following semester to discuss possible recommendations for support and/or improvement of English. This meeting will then be followed up with a second meeting involving all members of the program's English Language Proficiency Subcommittee (the Clinic Director, Graduate Program Coordinator and Credential Program Coordinator) during the same semester to discuss possible recommendations for support and/or improvement of English communication proficiency/competency skills to meet the above stated clinical and academic training objectives.
 - 2) A written summary of an agreed upon English language proficiency plan will be developed by members of the subcommittee in collaboration with the student. Examples of possible recommendations include:
 1. A re-evaluation of oral and/or written skills within one year of the initial evaluation
 2. Possible enrollment as a student in the program's Multicultural Clinic (HCOM 558c) accent modification services component or some other university-based accent modification/English language instruction program (such as the American Language program)
 3. Ongoing consultation and follow-up as needed with graduate seminar instructors for feedback on oral and written English language assignments
 4. CD program peer mentor/tutor support
 5. Other university programs designed to support international and/or non-native English student speakers

- 3) A copy of the approved and signed plan will be placed in the student's academic folder by the Credential Program Coordinator.
- 4) The agreed remediation plan will need to be completed within one year of the initial HCOM 501 presentation. Members of the program's English Language Proficiency subcommittee will meet again at that time with the student to evaluate their progress of the plan.
 1. Students who successfully complete the plan within the indicated time frame which receive written documentation of their successful completion of the plan with a copy placed in their academic file.
 2. Students who do not successfully completed the plan will need to meet with members of the program's subcommittee to determine the next step in the process.

REFERENCES

American Speech-Language-Hearing Association (2013). 2014 Standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology. Available from <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

American Speech-Language-Hearing Association Joint Subcommittee of the Executive Board on English Language Proficiency. (1998b). Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations [Technical report]. Available from <http://www.asha.org/policy/TR1998-00154.htm>

American Speech-Language-Hearing Association (2011). The clinical education of students with accents. [Professional issues statement]. Available from <http://www.asha.org/policy/PI2011-00324.htm>

Exec. Order No. 1077, Title 5, California Code of Regulations, § 41001-41002 & 41100-41103 (2012).

GENERAL REQUIREMENTS

1. All graduate students must maintain continuous enrollment throughout their program. Leaves of absence may be for one semester on grounds of illness or disability (permanent or temporary), activities that enhance a student's professional career objectives, or activation in the armed forces of the U.S., and must be requested and approved by the Office of Graduate and International Programs. (See University Catalog: Leave of Absence.) Students who have completed all coursework must enroll in Graduate Studies (GS700) to maintain continuous enrollment.
2. Courses on the Graduate Study Plan must be replaced or updated after five years from their date of registration. Students who have out-of-date coursework on their study plans must petition the department through the Office of Graduate and International Programs for an extension of time for the completion of the degree. If the petition is granted, then the student must make arrangements to take updating examinations to demonstrate currency in coursework or replace the courses with current curricula.
3. Courses taken for a credential may not be appropriate for a Master of Arts Degree program. The academic merits of courses must be evaluated relative to professional standards.
4. Changes of the courses on the Graduate Study Plan may not include courses taken prior to the time of the petition for change.
5. Incomplete grades in graduate courses must be completed within one year of the date issued except for HCOM 597 and 599. Arrangements for completion of such grades must be made **prior to the final examination week**. When incomplete grades are still outstanding at the time a student applies for a graduation check, an early deadline must be met by the student in order to allow sufficient time for notification of completion for graduation. Report in Progress (RP) grades may be issued for HCOM 597, 598, and 599, and should be completed within two years. Check appropriate deadlines with your adviser early in the semester.
6. Students may request declassification from the master's program if they no longer intend to pursue the degree.
7. Students may be declassified for academic reasons by the department or by the university.
8. Students must have an approved Clinical Practicum Plan prior to enrolling in any Communicative Disorders area clinical practicum. Specific information on developing a Clinical Practicum Plan is available in the Speech and Hearing Clinic, and will be sent to you within two weeks of receiving notice of your acceptance in the M.A. program.

It is recommended that a student be familiar with the current University Catalog section on Graduate Programs.

SUMMARY

First Semester

- 1. Consult with Dr. Terry Saenz as needed if you are seeking the Preliminary Speech-Language Pathology Services Credential, and also to verify course prerequisites.
- 2. Meet with the Graduate Adviser to plan coursework and generate a Clinical Practicum Plan (CPP) and Individual Student Schedule, (ISS).
- 3. Select an adviser to sign your Graduate Committee Sign-up form (available in the Human Communication Studies Department).
- 4. By the middle of the semester, you and your adviser will develop and submit your Graduate Study Plan (GSP) to the Graduate Committee.
- 5. Communicative Disorders (CD) students with approved Clinical Practicum Plans must submit a Notice of Intention to Register for each practicum prior to the semester of enrollment.

Each Semester Thereafter

- 1. Be sure to watch bulletin boards for deadlines and announcements, etc.
- 2. Maintain continuous enrollment (taking classes, GS700, or an official leave of absence) until graduation.
- 3. Maintain an overall 3.0 GPA and a GPA of 3.0 on Graduate Study Plan.
- 4. See your adviser before registration.
- 5. Submit any requests for changes in GSP to the Graduate Program Adviser. (These forms are available in the Human Communication Studies Department office and must be signed by your adviser.) These requests will be taken to the Graduate Committee for action.
- 6. Be sure to inform the department of any address or phone number changes.
- 7. Submit a Notice of Intent to Register prior to each clinical practicum.

Prior to the Last Semester

- 1. Request permission to take KASA Cumulative Exams 30 days prior to that week.
- 2. File for Application for Graduation check prior to the beginning of classes of the last semester.
- 3. Check completion of KASA Academic Competencies.
- 4. Check completion of KASA Clinical Competencies.
- 5. If you are taking the HCOM 489A and 490 (Public School Practicum), check with Dr. Terry Saenz to be sure credential requirements will be met for the following term you will graduate.

Last Semester – To graduate timely, you **MUST** do the following

- 1. File the graduation check (refer to university webpage for the deadline or watch for announcement in your student portal)
- 2. Conference with the CD program coordinator during the first 2 weeks of the semester that you are scheduled to graduate regarding procedures for obtaining ASHA certification.
- 3. Complete all areas of KASA Examinations, and **MUST pass** remediation for any failed KASA examination **NO** later than one month before the graduation (i.e., **end of April** for spring and summer graduation; **end of Nov.** for fall graduation).
- 4. Maintain an overall 3.0 GPA and a GPA of 3.0 on seminars on approved Graduate Study Plan.
- 5. Continue to check the completion of all areas of KASA Clinical Competencies.
 - Register for HCOM 599 with appropriate instructor for any missing KASA clinical competency (e.g. fluency, voice or swallowing), if applicable to you.
- 6. Check their clinic clock hours carefully to determine if they meet the minimum requirements specified by ASHA and the Speech Language Pathology and Audiology Board for licensure in speech-language pathology. It is the student's responsibility to maintain systematic, frequent communication with the adviser regarding progress toward meeting the clinical practicum requirements of these two outside agencies.
- 7. Mail ASHA and State Licensure materials to the CD program coordinator, once a) your degree is officially conferred (appeared in your online academic record), and b) all KASA categories (both academic and clinical KASA skills) have been checked.
- 8. If you are taking the Public School Practicum, you should apply for the credential during finals weeks in the Credentials office in CP-740.

COMMUNICATIVE DISORDERS PROGRAM CALIFORNIA STATE UNIVERSITY, FULLERTON STRATEGIC PLAN (2013-2018)

The long-term strategic plan of the CD program aligns long-term goals with the university mission statement and with ASHA objectives. The specific strategies to achieve these goals are italicized.

INTRODUCTION

The Program in Communicative Disorders at California State University, Fullerton provides its majors with an understanding of speech, language, and hearing sciences and disorders, and also of the high quality services that are delivered by professionals in speech-language pathology and audiology. Our faculty and staff aspire to combine excellence in teaching, research, and clinical practice for students in and out of the classroom. In the on-campus Speech and Hearing Clinic and off-campus medical, community, and educational training sites, we strive to provide graduates of our program with the essential knowledge and skills to become professional practitioners in speech-language pathology who are capable of serving in clinics, schools, community centers, hospitals, and private practice. We also strive to prepare our graduates to become advocates for people with communication disabilities.

Positioned within a comprehensive, regional university with a global outlook in Southern California, our faculty expertise and diversity provide a distinctive opportunity for exploring, understanding, and developing an appreciation for normal and disordered human communication across the life span and across culturally/linguistically diverse populations. In our university, where learning is preeminent, graduates represent our aspirations to combine the best of current theory with contemporary clinical practices across the broad areas within our profession.

GOAL 1 **To ensure the preeminence of learning by addressing the knowledge and skill areas delineated in the appropriate ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology.**

Objectives:

- Consistently review and update our curriculum in the areas of basic communication sciences, articulation and phonology, cognitive aspects of communication, modalities of communication, fluency, receptive and expressive language disorders, social communication issues, voice and resonance, swallowing, and hearing across culturally/linguistically diverse backgrounds and across the life span.
- Incorporate and increase integration of evidence-based practices in the academic and clinical training of undergraduate and graduate students in the areas of: articulation and phonology, cognitive aspects of communication, modalities of communication, fluency, receptive and expressive language disorders, social communication issues, voice and resonance, swallowing, and hearing.

Strategies:

- a. Curricular adequacy and currency will be demonstrated during curricular review by CD faculty and by examining factors such as high M.A. completion rates, high passing rates on Praxis exams, and satisfactory ratings of KASA areas on the Survey of Graduates and Employers.
- b. Adequate skill development in on-campus and off-campus clinical practica will be manifested on clinical indicators such as: high quality of teaching clinics, adequacy of client populations, passing student grades ("B" or higher/credit) on clinics, and high ratings on items in the Survey of Graduates and Employers that apply to clinical skills in assessment and management.

GOAL 2 To provide a high quality program by ongoing identification of the most appropriate student learning outcomes.

Objectives:

- Incorporate knowledge and skill areas that are separate yet interdependent on coursework and practicum experience.
- Select learning experiences that are consistent with our program's specific mission and emphasis on cultural/linguistic diversity.
- Integrate knowledge and skill areas with the ASHA Code of Ethics.
- Offer continuing education programs that provide additional training for our students and meet other community needs.
- Provide opportunities to learn within off-campus communities through internships and other educational activities.
- Develop and maintain attractive, accessible, and functional educational in-house clinical facilities that support learning.

Strategies:

- a. Passing rates will remain high on all academic KASA exam areas and on clinical practicum evaluations.
- b. Student grades/ performance in coursework (HCOM 404, HCOM 554) and clinics (HCOM 558C), which address diversity, will remain high.
- c. Passing rates will remain high on all academic KASA exam areas and on clinical practicum evaluations.
- d. M.A. students will be adequately informed of the ASHA Code of Ethics during coursework (80% or higher on HCOM 501 ethics exam) and clinical practicum.
- e. The CD program will examine ways to address the SLP shortages in the public schools including providing continuing education opportunities for the community.
- f. The caliber of off-campus clinical practicum will remain high through adherence of ASHA supervisory standards, and adequate student performance as manifested by grades, performance on off-campus clinical practicum evaluations, and supervisor feedback.
- g. Enhancement of clinical facilities (including technology/equipment) and space will be implemented with regards to the recommendations of the Clinic Space Committee and the CD faculty.

GOAL 3 To incorporate formative and summative assessment instruments to evaluate student achievement.

Objectives:

- Seek evidence of achievement in general approaches to treatment of a broad range of communicative disorders.
- Evaluate student competencies when administering formal and informal tests during diagnostic procedures.
- Compile evidence of student performance during the interpretation of test results, both formal and informal.
- Assess student learning from alumni surveys to continually use the evidence to improve the program.

Strategies:

- a. Adequate treatment competencies will be demonstrated on academic KASA exam case studies and clinical practica. Students will achieve high passing rates on academic and clinical KASA competencies during KASA exams and clinical practica.
- b. Adequate diagnostic competencies will be demonstrated on academic KASA exam case studies and clinical practica. Students will achieve high passing rates on academic and clinical KASA competencies during KASA exams and clinical practica.
- c. Adequate diagnostic and treatment competencies will be demonstrated on academic KASA exam case studies and clinical practica. Students will achieve high passing rates on academic and clinical KASA competencies during KASA exams and clinical practica.
- d. High scores on academic and clinical KASA competency areas will be demonstrated on the Survey of Graduates and Employers.
- e. Will implement an assessment in HCOM 476 that encompasses all core undergraduate classes each semester and the Communicative Disorders coordinator will evaluate the data.

GOAL 4 To create an environment where students have opportunities to succeed.

Objectives:

- Assist students in understanding and documenting their progress in acquiring their critical knowledge- and skill-based competencies; including identifying and remediating any areas of weakness.
- Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.
- Facilitate the development of life-long learners and professionals through instruction regarding the training requirements for obtaining the Certificate of Clinical Competence in Speech-Language Pathology, the California State License in Speech-Language Pathology, and the California Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing.

Strategies:

- a. Documentation of progress on academic and clinical KASA competencies will occur systematically on the KASA website and academic advisement sessions (e.g. documented advisement signatures).
- b. Systematic and ongoing remediation of KASA academic and clinical competencies is provided when necessary.
- c. Adequate exposure of students to new technology will be demonstrated in coursework such as HCOM 576 Augmentative/Alternative Communication and clinical practica such as HCOM 468 Audiology Practicum.
- d. Students will be adequately informed in HCOM 501 Seminar in SLP, teaching clinics, and regular advisement sessions of the need for continuing education/life-long learning in the profession.

GOAL 5 To strengthen institutional and community agency collaboration through expanded clinical site connections and educational partnerships.

Objectives:

- Establish links with our alumni that optimize an on-going commitment to the success of the clinical training within our program.

Strategies:

Regular meetings of the CD Program Advisory Council will be scheduled so that it can address any clinical concerns and issues.

GOAL 6 Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

Strategies:

- a. Identify, expand and provide resources to curricular and co-curricular programs that advance students' recognition of roles they play in an interdependent global community. These would include support for the local chapter of the National Student Speech-Language-Hearing Association (NSSLHA). In addition, it encompasses including HCOM 404, Bilingual/Multicultural Child, as a required undergraduate course (relates to university-wide goal 1, objective c.).
- b. Provide resources for programs that increase student participation in activities and services that link degree, career and community. This would include student assistants in the Speech and Hearing clinic, the CD Peer Mentor program, NSSLHA, and any additional student groups focused on relevant issues such as diversity (relates to university-wide goal 1, objective c.).

GOAL 7 Improve student persistence, increase graduation rates, and narrow the achievement gap for underrepresented students.

Strategies:

- a. Identify and expand programs that have a documented impact on increasing student achievement in bottleneck, gateway and low success rate academic courses. This would include collecting data on the number of students who repeat the first core undergraduate courses of HCOM 241, 242, 307, and 344 (relates to university-wide goal 2, objective a.).
- b. Monitor the number of students who must remediate each individual KASA examination and the specific competencies they have most difficulty with (relates to university-wide goal 2, objective a.).
- c. Identify and increase participation in new and ongoing efforts that support underrepresented student persistence and achievement. This includes faculty participation in EPOCHS as well as student participation in the CD Peer Mentor program (relates to university-wide goal 2, objective c.).
- d. Continue to support and encourage student participation in the following existing CD program High Impact Practices (HIP)
 - serving as student clinic assistants
 - students participating in service learning
 - graduate students participating in clinical practica
 - students participating as research assistants
 - students participating in mentoring programs such as the American Speech-Language-Hearing Association's career related programs of Student to Empowered Professional and Minority Leadership Program (relates to university-wide goal 2, objective d.).
- e. Establish accountability metrics at the program level to ensure progress on retention and graduation rate strategies. This would include the Communicative Disorders coordinator tracking undergraduate and graduate student graduation rates (relates to university-wide goal 2, objective b.).
- f. Strengthen the mandatory advisement requirement for graduate students each semester. There is currently an undergraduate advisement process in place (relates to university-wide goal 2, objective c.).
- g. Provide a stipend for the undergraduate advisor for his or her advisement activities during the summer (relates to university-wide goal 2, objective a., b., and c.).

GOAL 8 Recruit and retain a high-quality and diverse faculty and staff.

Strategies:

- a. Create and implement a Diversity Action Plan to improve recruitment and retention and to foster an inclusive environment (relates to university-wide goal 3, objectives a. and b.).
- b. Enhance professional and leadership development opportunities to better support retention and engagement throughout all career stages. This would include, for untenured faculty, the provision of a student assistant, release time, leadership mentoring by another faculty member, in addition to relief from student advisement for the first year. It would also include travel funds for all faculty members (relates to university-wide goal 3, objective d.).
- c. Identify financial resources to support all full-time faculty and staff members' required professional development, continuing education, certification, and licensure (relates university-wide goal 3, objective d.).

GOAL 9 Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.

Strategies:

- a. Implement a comprehensive development plan that moves the program toward increased stakeholder engagement and fundraising, which includes:
 - a scholarship fund for families in need receiving services through the Speech and Hearing Clinic
 - an alumni outreach newsletter
 - an invitation to selected alumni to Comm Week events
 - the establishment of an alumnus of the year award, to possibly be awarded at the NSSLHA year-end banquet (related to university-wide goal 4, objective a.).
- b. Provide resources, enhance infrastructure, develop support systems and provide incentives necessary to increase faculty and staff engagement in fundraising, entrepreneurial activities, grants and contracts, including the following:
 - the exploration of the possibility of setting a faculty practice clinic in the Speech and Hearing Clinic that would involve faculty members providing assessment and intervention in their specialty areas
 - the provision of faculty release time to write external grants and work with the private sector to elicit funding to support research (related to university-wide goal 4, objectives b. and c.).
- c. Enhance the program's public relations by informing and educating alumni and other possibly interested contributors through the same mechanisms as bullet a. about the impact of the Communicative Disorders program and our students on the region (related to university-wide goal 4, objective d.).

COMPLAINT PROCEDURES

For Students, Faculty, Staff, & Members of Community

The Department of Human Communication Studies is committed to providing a high-quality education in an environment that fosters learning and that is free of discrimination or harassment.

Students, faculty, staff, or members of the community who have unresolved complaints or concerns involving the Department of Human Communication Studies (Communicative Disorders Program) or the CSUF Speech, Language, and Hearing Clinic are encouraged to direct their complaints to the Department Chair (see contact information below).

Complaints involving the Communicative Disorders Program or the CSUF Speech, Language, and Hearing Clinic may be directed to the Council on Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (see below) if the complaint is not resolved at the campus level.

Dr. Gary Ruud, Chair
Department of Human Communication Studies
California State University, Fullerton
800 North State College Blvd.
Fullerton, CA 92834
rgass@fullerton.edu
657-278-3618

COMPLAINT PROCEDURES

Student Academic Appeals

Students can appeal grades, dishonesty, and classroom incidents as follows:

1. The student shall make every effort to resolve the dispute by consulting with the faculty member. An example of a dispute would be the “capricious or arbitrary assignment of a grade.”
2. If the student believes the dispute has not been resolved by consultation, the student shall consult with the department chair.
3. The next appropriate level of consultation is the college dean.
4. If the student is not satisfied with the consultation process, the student may appeal in writing to the Academic Appeals Board.

It is recommended that the student make every effort to resolve the grievance internally (steps 1-3) before taking further action.

For further information refer to the Academic Appeals Policy:
(<http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf>)

Students Credential Appeals for Policy One

1. Students who wish to appeal to remain in the program must do so within 10 workdays of notification, using the Request to Appeal form provided with the notice that must be submitted to the Associate Dean, College of Education
2. The chairperson of the Credential Programs Committee will appoint one member of the committee and two members of the tenured Education faculty who are not from the program in which the candidate is enrolled to serve as an Appeals Board.
3. Within three workdays of receipt of a Request to Appeal form, the Associate Dean, College of Education will notify (by registered mail or in person) the student appealing of the date and time of the Appeal Board meeting.
4. The Appeals Board will hold a meeting to consider the candidate's appeal within 6-10 workdays of the receipt of the appeal by the Associate Dean, College of Education.
5. The Candidate may make a written or oral presentation to the Appeals Board. Every effort should be made to provide written materials to the Associate Dean, College of Education prior to the meeting.
6. The Department Chair and/or Program Coordinator may also make a written and/or oral presentation to the Appeals Board.
7. Only the members of the Appeals Board and possibly legal staff of the University will be present when the board deliberates about their decision.
8. Within 3 workdays of the board meeting, The Appeals Board will provide the Department Chair, Program Coordinator, Associate Dean, College of Education, and the Candidate a written decision either upholding the dismissal of the student from the credential program or continuing her/his participation in the program.
9. The candidate may meet with the Associate Dean, College of Education to present any concerns the candidate may have that the due process procedures outlined in this document were not followed. The Associate Dean, College of Education has the power to ask the Chair of CPC to appoint a second Appeals Board if the outlined procedures were not followed.
10. The decision of the Appeals Board is final.
11. The Appeals Board may recommend to the Associate Dean, College of Education that the Commission on Teacher Credentialing be notified of very serious lapses in professional behavior.

Appeal Process for Credential Program for Policy Two (Proficiency in Written and Spoken English)

Candidates who disagree with the initial assessment results or the reassessment may appeal through the California State University Fullerton Credential Programs Committee, following procedures established in Policy One. An Appeals Panel will then be established to determine the student's proficiency in written or spoken English.

Complaints to ASHA Regarding ASHA Accredited Programs

Students, faculty, staff, or members of the community can file complaints about an ASHA accredited program. The complaints must:

1. be against an accredited educational program or program in candidacy status,
2. relate to the standards for accreditation, and
3. include verification that the complainant **exhausted all institutional grievance and review mechanisms before submitting a complaint to the Council on Accreditation in Audiology and Speech-Language Pathology (CAA)**. Direct complaints to the CAA as follows:

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

For further information, refer to ASHA Complaint Procedures:

<http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

INQUIRIES AND INFORMATION

Applications for Admission	Office of Admissions and Records Langsdorf Hall, Room 107 California State University, Fullerton Fullerton, CA 92834 657.278.2300
University Catalog	Titan Bookstore California State University, Fullerton 657.278.3418
Communicative Disorders Graduate Adviser	Ying-Chiao Tsao, Ph.D./CCC-SLP Department of Human Communication Studies California State University, Fullerton Fullerton, CA 92834 657.278.5307
Communicative Disorders Coordinator	Hye-Kyeong Seung, Ph.D. Department of Human Communication Studies California State University, Fullerton Fullerton, CA 92834 657.278.7175
Assistantships and Fellowships	Robert Gass, Ph.D., Chair Department of Human Communication Studies California State University, Fullerton Fullerton, CA 92834 657.278.3617
Graduate Studies Plan Approval and Graduation Evaluation	Katherine Powers, Ph.D., Director Lynn Winter, Evaluator Graduate Studies Office MH 124, 657.278.2150
Financial Aid Office	Director of Financial Aid University Hall, Room 146 California State University, Fullerton Fullerton, CA 92834 657.278.3125
Office of Graduate Studies	McCarthy Hall, Room 103 California State University, Fullerton Fullerton, CA 92834 657.278.2618