Note: The content of this handbook does not constitute nor should it be construed as a contract between any graduate student and the University, the College of Health and Human Services, or the Department of Speech-Language Pathology. The Department of Speech-Language Pathology, at its option, may change, delete, suspend, or discontinue parts or the policy in its entirety, at any time without prior notice subject to the limitations of any formal academic policy enacted by CSULB.

*Adapted from CSULB Department of Criminal Justice Graduate Student Handbook
# TABLE OF CONTENTS

## INTRODUCTION
- Welcome
- Mission
- Departmental Goals
- Non-Discrimination
- Changes in Policy

## DEFINITION AND STATUS
- Graduate Student

## ADMISSIONS
- Course Prerequisites
- Eligibility
- Application Procedures
- Application Deadline
- No Review of Incomplete Applications
- Review of Complete Applications
- Financial Assistance

## WHAT TO DO AFTER YOU HAVE BEEN ACCEPTED
- Notification of Intent to Matriculate
- Graduate Student Orientation Session
- Registration Using MyCSULB
- CSULB Student ID Card
- CSULB Email
- Parking
- Academic Load

## ACADEMIC ADVISING

## DEGREE REQUIREMENTS
- Required Courses/Units
- Course Sequence Considerations
- Grades
- Withdrawal Policy
- Academic Probation
- Academic Disqualification Based on Grades
- Academic Disqualification Based on Academic Dishonesty
- Administrative Academic Probation
- Administrative Academic Disqualification
- Residency Requirements
- Educational Leaves
- Time Limitations
- GS 700
CLINICAL PRACTICUM

ADVANCING TO CANDIDACY
- Requirements for Advancing to Candidacy
- Procedures for Advancing to Candidacy
  - GWAR Competency
- Program Changes after Advancing to Candidacy

COMPREHENSIVE EXAMS
- Who Should Take the Comprehensive Examination?
- Format of the Comprehensive Exams
- Timing of the Comprehensive Exams
- Procedures for Requesting Comprehensive Exams
- Procedures for Enrolling in Comprehensive Exams
- Tips for Passing the Comprehensive Exam
- Consequence of Failing the Comprehensive Exam

THESIS
- What Is a Thesis?
- Who Should Write a Thesis?
- Thoughts to Consider
- Thesis Supervision
- Selecting Thesis Committee Members
- Starting Your Thesis Research
- Institutional Review Board (IRB)
- Thesis Style
- Chapter 1: Thesis “Front Matter”
- Chapter 2: Literature Review
- Chapter 3: Research Methodology
- Chapter 4: Results
- Chapter 5: Discussion
- Chapter 6: Conclusion
- References and Appendices
- Timely Submission of Required Documents to Committee Members
- Oral Defense
- Library Format and Submission

PRAXIS

GRADUATION
- Request to Graduate
- Degree Clearing
- Receiving the Degree
- Commencement

SCHOLARLY CONFERENCES
- Conference Information
- Travel Assistance from the University
NSSHLA PARTICIPATION

HONORS AND AWARDS
- Graduate Dean’s List
- Department Graduate Student Honors
- Department Outstanding Thesis Award
- College Outstanding Thesis Award

SPECIAL UNIVERSITY RESOURCES
- Career Development
- Disabled Student Services and the Americans with Disabilities Act

POLICIES AND STANDARDS OF CONDUCT
- General Guidelines
- Change of Personal Data
- Attendance and Punctuality
- Harassment
- Nondisclosure of Confidential Information
- Use of Internet and University Computers, Phones, and E-Mail
- Smoking Policy
- Diversity
- Cell Phone Policy
- Laptop Policy
- Classroom Etiquette
- Academic Integrity
- Grade Appeals
- Graduate Student Grievances
- Complaint Procedures
- Program Accreditation Complaints
- Student Records Retention
INTRODUCTION
This document has been developed by the Graduate Committee of the Department of Speech-Language Pathology in order to familiarize graduate students with our Department and its key policies and procedures as they affect graduate students.

Welcome
Welcome to the Department of Speech-Language Pathology at California State University, Long Beach (CSULB)! We are happy to have you as a new member of our community of scholars. We want to take this opportunity to express our thanks to you for choosing our Department as the place for your graduate education. We are honored that you have placed your trust and confidence in us. There is no more important role that we as University faculty play than educating the scholars and professionals of tomorrow. We will do everything in our power to provide you with a world-class education, and to create a professional and intellectual environment within which you can fulfill your ambitions and exercise your talents to their fullest.

The Department is fully accredited by the Council on Academic Accreditation (CAA) in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) and by the State of California Commission on Teacher Credentialing (CCTC).

The Department has two programs leading to a M.A. in Speech-Language Pathology:
(a) Traditional M.A. program, and
(b) Special Cohort M.A. program
Students graduating from either program receive all of the academic and clinical practicum requirements for clinical certification by ASHA, licensing by the state of California, and are eligible for the Speech-Language Pathology Services Credential, issued by the CCTC.

Mission
Our mission is the pursuit of excellence in the academic and clinical preparation of students in speech-language pathology, in conducting research, and in the provision of services to the University and to the community-at-large.

Departmental Goals
Our goals are to (1) provide effective, state-of-the-art instruction and clinical educational in speech-language pathology, (2) contribute to the advancement of that knowledge, and (3) serve the community by providing on-campus speech-language services. We aspire to superior performance in teaching, research, and service. A major goal is to teach and demonstrate to our students how to solve clinical and school-based problems using theoretically-sound assessment and intervention practices.

Non-Discrimination
The Department of Speech-Language Pathology does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or veteran status, including admission or access. For information of the University's Non-Discrimination Policies, please refer to the CSULB Catalog, under General Policies and Regulations.

Changes in Policy
This handbook supersedes all previous graduate student handbooks, manuals, and memos. While every effort is made to keep the contents of this document current, The Department of Speech-Language Pathology reserves the right to change, delete, suspend, or discontinue parts or the policy in its entirety, at any time without prior notice subject to the limitations of any formal academic policy enacted by CSULB.
DEFINITION AND STATUS

Graduate Student
As used in this handbook, a “graduate student” is a person who has applied to and been accepted into a master’s program offered by the Department of Speech-Language Pathology and has duly matriculated into said program by registering for courses after having been formally accepted.

ADMISSIONS
Enrollment in 500/600 level courses in the Department of Speech-Language Pathology is restricted to students who have been accepted to one of the Department’s graduate programs (Traditional M.A. or Special Cohort M.A. program) as an unconditionally classified graduate student. Any course deficiencies will be determined by the Department Graduate Committee after consultation with the student and the student's Department Advisor.

Eligibility
Students applying to the graduate program in Speech-Language Pathology MUST have completed one of these two prerequisites:
   a. A bachelor's degree from an accredited institution with a major in communicative disorders, speech-language pathology, speech and hearing sciences, etc., or
   b. A bachelor's degree from an accredited institution in a discipline other than Speech-Language Pathology. The applicant must have at least 30 semester (or 45 quarter) units of course work in speech-language pathology/communicative disorders as a matriculated student in an undergraduate program or master’s preparatory program from a university with accreditation from the American Speech-Language-Hearing Association (ASHA) before enrollment in the graduate program.

Course Prerequisites
Prerequisite coursework must meet the following guidelines:
   a. Coursework in Speech-Language Pathology must have been completed at an ASHA CAA accredited university.
   b. A minimum of 30 semester units (45 quarter units) in Speech-Language Pathology must be completed before enrollment in the graduate program; 36 semester units (54 quarter units) completed are preferred.
   c. The applicant must have similar content in Speech-Language Pathology to the courses listed below. Content can be covered in multiple courses and does not have to be completed in the exactly the same types of courses as listed below, but similar content MUST have been covered in some fashion in his/her undergraduate or post-baccalaureate program.

Required Courses:
   • CD 261 Anatomy and Physiology of the Speech and Hearing Mechanism
   • CD 271 Phonetics
   • CD 329 Introduction to Language Acquisition
   • CD 330 Speech and Hearing Science
   • CD 373 Audiology I
   • CD 440 Aural Rehabilitation for Hearing Impaired
   • CD 456 Speech Pathology I: Speech Sound Disorders
   • CD 466 Speech Pathology II: Speech Motor Disorders
   • CD 476 Speech Pathology III: Disorders of Voice/Oro-Facial Mechanism
   • CD 481A Speech Pathology IV: Disorders of Language, Children
   • CD 481B Speech Pathology IV: Disorders of Language, Neuropathologies
   • CD 483 Assessment of Monolingual & Bilingual Clients
   • CD 489 Clinical Observations and Professional Writing for Prospective Speech-Language Pathologists

Recommended Courses:
   • CD 472 Alternative and Augmentative Communication (3 units)
   • CD 477 Disorders of Swallowing (3 units)
   • CD 460 Multicultural and Multilingual Issues in Speech-Language Pathology (3 units)
In order to verify coursework requirements, following admittance to the graduate program, the Department must have on file students’ most recent transcripts. As such, if students are completing additional coursework during the spring admittance semester and are accepted into the graduate program, they are responsible for submitting transcripts documenting completion of this coursework during the summer prior to enrolling in their first graduate course.

**Application Procedures**

Application to either of the Department’s master’s programs requires that students complete the following procedures:

A. Meet the criteria for acceptance by the University as a graduate student.
B. Apply to the Office of Admissions and Records to obtain admission to the University with graduate standing. The Office of Admission and Records can be reached at (562) 985-5471 or online at [www.csumentor.edu](http://www.csumentor.edu). For an online application, applicants must create an account on CSUMentor.

1. **Traditional:** Once you log on to your account, select “Graduate Admission Application” which will begin the process of application. On Screen 1 of the Graduate Application, click on the “Select a campus and major” button. A new window will launch with a drop-down to select either the “Long Beach campus” or “Special Session Degree Program”. Select the “Long Beach campus” option and then select “set campus”. When the “set campus” is selected, a list of majors will appear. Select “Speech-Language Pathology CD_MA01” and then click “set major” to save the major in the application. Complete the application following the instructions given.

2. **Special Cohort:** Once you log on to your account, select “Graduate Admission Application” which will begin the process of application. On Screen 1 of the Graduate Application, click on the “Select a campus and major” button. A new window will launch with a drop-down to select either the “Long Beach campus” or “Special Session Degree Program”. Select the “Special Session Degree Program” option and then select “set campus”. When the “set campus” is selected, a list of majors will appear. Select “Speech-Language Pathology MA E (CD_MA01E1)” and then click “set major” to save the major in the application. Complete the application following the instructions given.

**Follow the above directions carefully as the Traditional M.A. and Special Cohort programs have different application codes and campus/major codes. The Department also requires the submission of GRE scores. These should be submitted directly to the University from ETS.**

C. Apply separately to the Department of Speech-Language Pathology using the appropriate Department application (posted on-line). Supply the following materials with the application form to the Department of Speech-Language Pathology.

1. **Paragraph Length Description** of significant experience relevant to speech-language pathology, with the name, address, email and phone number of the person in charge, who can verify the experience (e.g., relevant research or project completed, SLPA in a school, ABA trainer of children with autism, etc). If relevant experience and/or research have not been completed, applicants should describe their reason(s) for pursuing graduate studies in the field of speech-language pathology. This is to be no more than one paragraph in length and will be evaluated on relevancy of experience and grammatical composition.

Mail application and materials to:

Department of Speech-Language Pathology (Attention: Graduate Advisor)
California State University Long Beach
1250 Bellflower Blvd., LAB Building
Long Beach, California 90840

**Application Deadline**

The Department of Speech-Language Pathology admits students to the Traditional M.A program once per year for fall start dates. Special Cohort M.A. admission occurs every two years (e.g., 2012, 2014, etc). The deadline is typically early January, but please refer to the Department’s website for most recent admission information.
Incomplete Applications
The deadlines listed on the Department website are the dates in which application files must be complete. Thus, applicants must ensure that we receive all of the required materials (e.g., application, paragraph, GRE scores, official transcripts, etc.) by the admission deadline. Applications that are incomplete by the due date will not be reviewed. Applicants are, therefore, strongly encouraged to submit their application materials early.

Review of Complete Applications
The Graduate Committee of the Department of Speech-Language Pathology reviews all complete applications shortly after the application deadline. Students ranked highly are then contacted for an in-person interview. Interviews typically occur late-February or early-March. Letters of invitation to attend our master’s programs typically are sent to students by the end of March, with a required acceptance no later than April 15th.

Financial Assistance
For information about financial aid, please contact the Office of Financial Aid (562-985-4641). In addition, the following resources may be of value in identifying additional financial aid or scholarship information.

- The CSU Mentor website (http://www.csumentor.edu) for general financial aid information, links to scholarship databases, and other valuable campus information;
- The website for information on Federal Aid Programs: (http://www.ed.gov/offices/OPE)
- The web sites (http://www.fastweb.com) and (http://www.finaid.org) for additional scholarship information;
- The web site (www.fafsa.ed.gov) to obtain a FAFSA application to complete and submit to determine eligibility and availability of federal and/or state financial support;
- The website (http://www.csulb.edu/projects/grad/financial.html) for regional, state, and federal scholarships and CSULB scholarships.
- Websites (http://www.fastweb.com) and (http://www.collegeaid.com) both offer students the opportunity to construct a personal financial aid profile. From this information, these organizations determine which scholarships, loans, grants, etc. are appropriate for the student. They also email students periodically when new and appropriate scholarships are introduced into their databases.

WHAT TO DO AFTER YOU HAVE BEEN ACCEPTED
Notification of Intent to Matriculate
Students are notified of their acceptance into one of the master’s programs by the Graduate Advisor. Upon receiving an admissions invitation, a student must contact the Graduate Advisor with his/her decision to accept or decline this offer no later than April 15th.

Graduate Student Orientation Session
The Department of Speech-Language Pathology hosts a mandatory orientation session for students who are matriculating into the master’s program. This orientation is typically offered at the end of the spring semester or early in the summer session. It lasts 60-90 minutes. The session provides an overview of the Department, its programs, its faculty, and this Handbook.

Registration Using MyCSULB
A. Your CSULB ID Number – Upon your admission to the University, you were assigned a CSULB identification number. It should have been sent to your mailing address. When you receive it, make sure that you keep that number because you will need it to register for your classes.
B. Registration – After you have your CSULB ID number, you may register for classes using MyCSULB (https://my.cms.csulb.edu/).
   1. If you experience problems registering for any course, contact the Department Coordinator (562-985-4594). He/she can help you troubleshoot registration issues.
C. Check the online CSULB Schedule of Classes (or look online at MyCSULB) to determine when and where each of your courses will meet. Make a note of the meeting times and locations so that you know where you will need to go for your first class. Students should download a map of CSULB’s campus in order to help them locate campus buildings. Maps are available online at this link: http://daf.csulb.edu/maps/.

NOTE: New graduate students should wait to register until they receive academic advising during the new graduate student orientation.

**CSULB Student ID Card**
Go to the ID Card Services Office located on the southwest end of The University Bookstore building (facing the Psychology Building). Present a photo ID (driver's license state ID card, passport, etc.); proof of registration; a completed ID card application; and a completed agreement form. You will need your CSULB ID Card to check-out books from the Library, obtain software, and to use various facilities on-campus.

**CSULB E-mail**
A. Create an Account – After you have a CSULB student identification number, you may create your e-mail account online at this web site: http://www.csulb.edu/namemaster/.
B. Check E-mail Regularly – Because e-mail is the official means by which the Department will communicate with its graduate students, it is your responsibility to check your e-mail account regularly. We highly recommend that you check your e-mail at least once per day.
C. E-mail Etiquette – All e-mail correspondence with faculty members should comply with the following guidelines:

1. Subject Line – Please reference a relevant subject in the subject line of the e-mail (e.g., “Mid-term in CD 665”; “Thesis Progress”; “Need an Appointment for Help with Assigned Reading”; etc.) so that your message does not get "lost" among the dozens (sometimes even hundreds) of e-mail messages that faculty members receive each day.
2. Salutation – It is considered good form to begin any correspondence with a polite greeting such as, “Dear Dr. Madding.” This displays respect and modesty, both of which are simply good etiquette as well as good strategy. If you are trying to elicit a response that may require some effort on the part of the respondent, certainly it makes good sense to present yourself as intelligent and polite. It is never a good idea to address an email to “Professor” (without more); after all, you probably would not appreciate being referred to as "student" by your professors.
3. Identify Yourself – Any and all e-mail messages you send must be "signed" with both your first and last name; failure to comply with this directive will result in your e-mail message being discarded.
4. Compose Thoughtfully – While your friends and relatives may not care if you use proper grammar, spell correctly, use slang, or punctuate, the same is not true of formal correspondence. Ignoring the most basic rules of grammar or failing to take the time to proofread correspondence directed to faculty or staff will only serve to make you appear uneducated and unconsidered. This means that you ought not to use “instant messaging” shorthand in e-mail correspondence. Messages that are written with e-jargon such as “I M going 2 B L8 2day” will be ignored. Worse yet, you may make such a negative impression in your e-mail correspondence with faculty members that they will remember that when you ask them to serve on a thesis committee or write you a letter of recommendation. So, be professional!
5. Timing – It is unwise to send an e-mail message late at night when the question needs to be answered before class the next morning. So plan ahead! As a rule, any properly-labeled and signed e-mail message that you send to a faculty member will usually receive a response within 24 hours to 48 hours, although longer response times may occur over weekends, holidays, furloughs, or vacation periods.
Parking
In order to park on the CSULB campus, a valid parking permit is required. To obtain parking permits, you may purchase them online at http://parking.csulb.edu.

Academic Load
Nine (9) units of graduate coursework per semester is the normal academic load for a full-time graduate student. If a candidate wishes to exceed this limit, it should be discussed with the Graduate Advisor. Under no circumstances should full-time graduate students exceed twelve (12) units in a semester. Students who are employed full-time are advised not to exceed six (6) units per semester.

ACADEMIC ADVISING
Students are assigned a Department Advisor to oversee their graduate program. This person will remain with you as your Department Advisor as you progress towards graduation. Monthly advising meetings will be held with your Department Advisor. It is MANDATORY that you attend these meetings. Students who miss more than one mandatory meeting per semester will be placed on Advising Probation by the Department, with registration and other University functions blocked until the student meets with his/her Department Advisor to ensure adequate, accurate, and timely progress toward degree completion.

DEGREE REQUIREMENTS

Required Courses/Units
The Master’s degree in Speech-Language Pathology requires forty-one (41) units of course work. Students must successfully complete all of the following courses:

  C D 661 Traumatic Brain Injury Across the Lifespan (3)
  C D 662 Seminar in School Age Language Disorders: Grades 1 through High School (3)
  C D 663 Seminar in Preschool Language Disorders: 0-5 Years (3)
  C D 665 Seminar in Language Disorders in Adults (3)
  C D 666 Seminar: Speech Motor & Swallowing Disorders (3)
  C D 667 Seminar: Autism Spectrum Disorders (3)
  C D 669A Clinical Practice: Phonological Disorders (2)
  C D 669B Clinical Practice: Autism Spectrum Disorders (2)
  C D 669C Clinical Practice: Language Delayed/Disordered Children (2)
  C D 669F Clinical Practice: Speech Motor Disorders (2)
  C D 669J Clinical Practice: Language Disordered Adults (2)
  C D 669L Clinical Practice: Linguistically Different Clients (2)

  Within the context of the C D 669L clinical course, the student will complete a minimum of 25 hours of clinical experience under appropriate supervision with a client determined to be of a language or dialect different from that of the student clinician. Students who are bilingual and biliterate in English and another language may be eligible for clinical practice using their non-English language, within the C D 669L practicum.

  C D 696 Research Methods: Applied and Basic (3)

Take at least one of the following courses:

  C D 670 Internship in Speech & Language Pathology (5)*
  C D 686A Advanced Field Studies with Communication Handicapped (5)

Choose one of the following options:

Comprehensive Examination - C D 695 Directed Readings (1 unit) and a 2-unit elective (C D 575 recommended)
Thesis - C D 698 Thesis (4 units)*

*Note: Special Cohort students are not eligible for completion of an internship in a hospital setting (CD670) or for completion of a thesis.
Course Sequence Considerations

- **Traditional:** The full-time Traditional M.A. program in is designed to be completed in two and a half academic years. Students who complete this program part-time will take longer to graduate. The Traditional M.A program is a state supported program in which courses are offered Monday-Friday during only fall and spring semesters. Summer sessions are offered, rarely, pending budget allocation.
- **Special Cohort:** The Special Cohort M.A. program is designed to be completed in two academic years (fall, spring and summer semesters). The Special Cohort program is self-supported and offered in conjunction with the College of Continuing and Professional Education (CCPE). Special Cohort courses evenings during fall and spring semesters, and for 7 weeks, full-time during the summer terms. Please note the Special Cohort MA program has a unit price and fee structure than the Traditional M.A. program.

Grades

Students must earn a grade of “C” or higher in all required coursework. Students must also maintain a 3.0 GPA or higher in all required coursework.

Definitions – The following definitions apply to grades assigned in graduate courses:

- “A” Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- “B” Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.
- “C” Performance of the student has been at an adequate level, meeting the basic requirements of the course, but performing at a level below that expected of graduate work.
- “D” Performance of the student has been less than adequate, meeting only the minimum course requirements.
- “F” Performance of the student has been such that minimal course requirements have not been met.
- “RP” Report in Progress. The “RP” symbol is used in connection with courses with requirements that may take more than one academic term to complete (e.g., thesis). The “RP” symbol indicates that work is in progress, but the assignment of a final course grade must await completion of additional work. Re-enrollment is permitted prior to assignment of a final course grade provided the cumulative units attempted do not exceed the total number applicable to the student’s educational objective. Work is to be completed within one calendar year immediately following the end of the term during which it was assigned, except for graduate degree theses. If the “RP” symbol is not replaced by a final course grade within the specified time period or prior to the student’s declared graduation date, it will be changed to a “W.” An “RP” symbol cannot be replaced by an “I” (Incomplete) symbol; an “I” is not a final course grade.
- “I” Incomplete. Indicates that a portion of the required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. This grade must be made up within one calendar year immediately following the end of the term during which it was assigned, regardless of whether or not the student maintains continuous enrollment. Failure to complete the assigned work automatically results in an “I” being converted to an “F” for the course in question.
- “W” Withdrawal. Indicates that a student formally withdrew from the course. It carries no connotation of quality of student performance and is not used in calculating grade point average.
- “WU” Unauthorized Withdrawal. The symbol “WU” indicates that an enrolled student did not complete course requirements but did not withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible (letter grades “A” - “F” or an “Incomplete”). For purposes of grade point average this symbol is equivalent to an “F.” A student who receives a “WU” may not complete additional work and have the “WU” changed to a letter grade.
Withdrawal Policy
Withdrawal in the First Two Weeks of a Semester – Students may withdraw during this period and the course will not appear on their permanent transcripts. To do this, a student must file a Complete Withdrawal Application to drop all classes or a Petition to Withdraw from a specific class or classes. Fees are not refundable after the second week of classes.

Withdrawal between the Second and Twelfth Week of a Semester – Withdrawals during this period of a semester are permissible only for “serious and compelling reasons.”
A. To withdraw from a course during this period, students must file a “Petition to Withdraw from a Class.” The form is available online at this link:
http://www.csulb.edu/depts/enrollment/assets/pdf/withdrawalfinal.pdf
B. When completing the form, the student must state the “serious and compelling” reason(s) why he/she is seeking the withdrawal. Students are well-advised that the “W” is not intended to be used as a mechanism to avoid receiving the grade one has duly earned. Thus, poor performance in a course never constitutes a “serious and compelling reason,” and no course withdrawals will be authorized on the basis of a student earning low grades in a course.
C. The withdrawal must first be authorized by the professor teaching the course from which the student seeks to withdraw.
D. If the professor agrees to authorize the withdrawal by signing the Petition, the student must then obtain the permission of the Department Chair to withdraw. Students are forewarned that the Department Chair may use more stringent criteria to assess whether a student has a “serious and compelling” reason for withdrawing from a course than the criteria used by individual professors. Indeed, students should be aware that the definition of “serious and compelling reasons” as applied by faculty and administrators becomes narrower as the semester progresses. As a rule, the Department Chair will authorize withdrawals from courses only if: (a) you have consistently made serious attempts to succeed in the course; and (b) you are able to explain serious and compelling reasons for your need to withdraw from the course. If these criteria are not met, the Department Chair will not authorize your withdrawal from any course unless there is an emergency situation necessitating withdrawal, such as accident or serious illness.

Withdrawal During the Final Three Weeks of a Semester – Withdrawals in the final three weeks of a semester are not granted absent the most serious and compelling of reasons, such as the documented death of an immediate (not extended) family member; a documented, serious medical condition that requires withdrawal from all courses; a call from reserve to active military service; etc. The procedures for withdrawal during this period are the same as in the section above, with the addition that the Dean or Associate Dean of the College of Health and Human Services must also approve the student’s request for withdrawal.

Academic Probation
Graduate students must maintain an overall GPA of 3.0 at all times and in all units attempted subsequent to admission to the degree program. Further, students must maintain a 3.0 GPA or higher in all required coursework for the master’s program. Students who fail to maintain a GPA of 3.0 or higher will be placed on academic probation.

Academic Disqualification Based on Grades
Once placed on academic probation, a student is given two semesters to bring his/her GPA to a minimum of 3.0. Only grades earned in major courses can offset a GPA deficiency in the major, and only grades earned at CSULB can offset a GPA deficiency at CSULB. Students unable to achieve the 3.0 GPA minimum will be disqualified from the graduate program. Disqualification will prevent the student from any further enrollment at CSULB.
Academic Disqualification Based on Academic Dishonesty
Students who violate the Department’s Academic Integrity Policy (discussed in the final section of this handbook) by engaging in an act of academic dishonesty may be disqualified from the graduate program on that basis, regardless of the student's grade point average. As with disqualification based on low grades, academic disqualification for acts of academic dishonesty also prevent the student from any further enrollment at CSULB.

Administrative Academic Probation
A graduate student may be placed on administrative academic probation by action of appropriate campus officials for any of the following reasons:
A. Withdrawal from all or a substantial portion of a program of study in two successive semesters or in any three semesters;
B. Repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student); and/or
C. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (example: failure to take placement tests, failure to complete a required practicum).

Administrative Academic Disqualification
A student who has been placed on administrative academic probation may be disqualified from further attendance if:
A. The conditions for removal of administrative academic probation are not met within the period specified;
B. The student becomes subject to academic probation while on administrative academic probation; and/or
C. The student becomes subject to administrative academic probation for the same or similar reason for which they have been placed on administrative/academic probation previously, although not currently on such status.

Residency Requirements
No fewer than 24 semester units shall be completed in residence at the University. Students must be continuously enrolled in the program or take an educational leave. If not, students must reapply to the University.

Educational Leaves
A. An approved Educational Leave of Absence permits a student to be absent from the University for a specified number of semesters (one semester minimum; one calendar year maximum) while authorizing the student to return and continue to study under catalog requirements that applied prior to the absence. Any student in good academic standing may request an Educational Leave. Newly admitted graduate students have no current record with which to evaluate academic standing; thus, new students are ineligible for an Educational Leave in their first semester of study.
B. Students requesting an Educational Leave must complete an Educational Leave Form, in advance, including an explanation of their reasons for seeking the leave and a statement of when they intend to resume academic work. The completed form is to be submitted for approval to the student's Graduate Advisor and should be submitted to Enrollment Services (along with the applicable fee) at the end of the semester prior to the leave of absence. The minimum initial leave will be one full semester; the maximum will be one calendar year. A student may request, in writing, in advance, an extension of leave. Under no circumstance will the total number of approved educational leaves exceed two, nor will the duration of approved educational leaves extend beyond two calendar years. The completed Educational Leave form must be submitted for approval to the Department of Speech-Language Pathology Graduate Advisor.
C. While an approved Educational Leave permits a student to be absent from the University for a specified period of time, it does not grant permission for international students to remain in the U.S. during that time. Immigration regulations do not allow persons to stay in the U.S. on F-1 status if they are not enrolled in school. Thus, immigration rules make it necessary for international students to
return home or be overseas during their Educational Leave. They may, however, re-enter the U.S. on F-1 status to resume study as long as their entry visa is not expired, and they have a valid I-20 endorsement for travel.

D. If a student does not officially apply for an Educational Leave from the University and does not enroll for a semester, student status with the University is terminated. If a student does not return to the University by the specified semester on his/her approved Educational Leave, enrollment will also be terminated. In both cases, students must re-apply for admission to the University without any guarantee of readmission. Furthermore, without an approved Educational Leave of Absence, graduation requirements may have changed during the intervening time; the program of study may have been closed to non-residents; or other significant changes may have occurred. Any and all new restrictions and/or requirements will be imposed on the student if he or she re-applies and is re-admitted to the University after termination of enrollment.

E. Students who plan to enroll for credit at another college/university during the leave period must obtain prior approval for the transfer of course credit to the student’s program from the Graduate Advisor, Department Chair, and the College Dean.

F. The period of an Educational Leave is counted in the calculation of elapsed time under the regulations governing the maximum period (i.e., 7 years) for completion of degree requirements.

Time Limitations
CSULB mandates that all requirements for all master’s degrees be completed within seven years of the date the student’s program of study was initiated (i.e., the semester when the earliest course appearing on the student’s program was completed). An extension of time beyond the limit may be granted by the Vice Provost for Academic Affairs/Dean of Graduate Studies if warranted by individual circumstances on the condition that outdated work is validated by a comprehensive examination in the relevant course or such other demonstration of competence as may be prescribed by the Department. Students are well advised, however, that in order to ensure that all students have up-to-date knowledge and skills sufficient to competently practice as a speech-language pathologist, the Department maintains more stringent regulations relative to currency of course content for national and state certification recommendations.

CLINICAL PRACTICUM
As part of graduate program of the Department of Speech-Language Pathology, as per ASHA, CTC, and state licensing requirements, students are required to complete clinical courses (CD669A-J) and a clinical internship (CD686A or CD670). This handbook is designed to specify University and degree requirements and as such does not provide detailed policies, procedures, or regulations regarding clinical practicum. For this information, students are referred to the Department’s website for applicable rules, regulations, and procedures, including the Department’s Clinic Handbook and procedures for enrollment in clinical courses and internships. **It is required that students familiarize themselves with all clinical documentation** each semester. Given the nature of clinical interface, as needed, policies, procedures, and required documents may change throughout the course of your graduate program. At the onset of each semester, student should review information on the Department’s website relative to clinical practicum. In addition, be aware that Faculty recommendation and Department permission are required for ALL clinical practicum, with specific deadlines and procedures for applying each semester. Students need to meet all clinical practicum requirements and associated deadlines in order to be granted permission to enroll in clinical practicum.

For questions regarding clinical practicum, please contact the following faculty members:

- **Questions pertaining to on-campus clinics can be directed to the Clinic Coordinate (Stephen Charlton), including inquiries relative to enrollment and participation in clinical coursework and questions regarding clinic/client documentation.**

- **Field Service Coordinators**
  - **Questions pertaining to off-campus internships can be directed to the applicable Field Service Coordinator for either a public school or a medical setting, as follows:**
    - Public School (M. Powers-Lundvall)
    - Medical Setting (Dr. McMicken)
ADVANCING TO CANDIDACY

Advancement to Candidacy is the next milestone students should complete after achieving classified status. Advancement to Candidacy confers the equivalent of catalog rights on graduate students. Advancement to candidacy also signifies approval of a finalized plan of graduate study. Students must advance to candidacy before they arrange to take the comprehensive exam or initiate research for a thesis. Policy and degree requirements (i.e., “catalog rights”) applicable to the candidate are those in effect at the time the student is advanced to candidacy, not the time of admission.

Requirements for Advancing to Candidacy

Students earning a Master’s degree in Speech-Language Pathology are required to complete all of the requirements listed in this section in order to advance to candidacy.

A. Students must complete all undergraduate requirements before Advancement to Candidacy.

B. Once all undergraduate prerequisites have been satisfied, Advancement to Candidacy can be completed as soon as the second semester of graduate study, provided that the student has:
   (1) Completed CD 696
   (2) Completed 3 additional graduate units

C. The student must have at least a 3.0 cumulative GPA. Please note that once a student advances to candidacy, he/she must continue to maintain at least a 3.0 cumulative GPA; otherwise, candidacy may be revoked.

D. Advancement to Candidacy must be completed no later than the semester prior to graduation.

E. **GWAR Competency** - Students must have fulfilled the Graduation Writing Assessment Requirement (“GWAR”). This requirement is met by having earned a 4.0 or higher on the analytic writing section of the GRE, but can also be satisfied with completion of the University’s Writing Proficiency Exam (“WPE”). Students are responsible for ensuring that their academic record reflects GWAR completion by the second semester of enrollment in graduate courses. Information about the GWAR can be found at: [http://www.csulb.edu/divisions/aa/gwar/](http://www.csulb.edu/divisions/aa/gwar/).

Procedures for Advancing to Candidacy

A. Form – After all of the requirements listed above have been satisfied, students must complete an “Advancement of Candidacy” form and then have the completed form approved by their Department Advisor, the Graduate Advisor, the Chair, and the Associate Dean of the College of Health and Human Services.

B. Timing – Advancement to Candidacy must take place at least one semester before graduation. It is recommended that students advance to candidacy the beginning of their second semester of graduate school.

C. Directions- A writeable PDF is posted on the Department’s website. Complete this form to the best of your knowledge. Print and bring this form to your Department Advisor with an unofficial transcript documenting all applicable coursework (including undergraduate prerequisites and graduate level coursework). The student and his/her Department Advisor should review this form and make sure that all required elements are fulfilled.

D. After obtaining your Department Advisor’s signature, your Department Advisor will submit this form to the Department Administrator who will circulate it for signatures and submit to the College.

E. Approval – Once an Advancement to Candidacy form has been approved, students will receive a letter from the Associate Dean of the College indicating the semester he/she was advanced to candidacy, as well as the semester the master’s degree must be finished in order not to lose credit for courses completed earlier in the program of study (i.e., all coursework must have been completed within a seven year period). Students also receive a copy of the fully executed document. Students should retain a copy of this documentation for their records.

Program Changes after Advancing to Candidacy

Once a student’s graduate program of study has been approved on an Advancement to Candidacy form, changes to the program require the completion of another form (i.e., a “Change of Program Form”). These
forms must be signed by the student, the Graduate Advisor, the Department Chair, and the Dean of
Graduate Studies. These forms can be obtained from the Department Coordinator.

COMPREHENSIVE EXAMINATIONS
All Speech-Language Pathology graduate students must complete a capstone experience in order to earn a
Master’s degree in Speech-Language Pathology. The two capstone experiences offered by the Department
of Speech-Language Pathology are a comprehensive examination option and a thesis option. This section
of the Handbook is devoted to the examination option.

Who Should Take Comprehensive Examination?
The largest majority of graduate students in the Department of Speech-Language Pathology will complete
degrees by taking and passing comprehensive exams (also known as “comps”), not by writing a
thesis. All Special Cohort M.A students are required to take comprehensive exams. Traditional M.A.
students may select to take either a comprehensive exam or write a thesis.

Format of Comprehensive Examinations
Comprehensive examinations will encompass one comprehensive written response to question in each of
the following topic areas:
   a. Adult Language Disorders/TBI
   b. Motor Speech Disorders/Dysphagia
   c. Child Language Disorders
   d. Autism
   e. Phonologic Disorders
Students MUST PASS ALL 5 QUESTIONS with a minimum of 80% accuracy. Students take
comprehensive examinations on-campus in designated rooms within the Department, across two separate
days. Students are given 1.5 hours to complete each question, with a 15 minute break between questions.
Three questions are given on Thursday (between 9:00am - 2:15pm) and two questions are given on Friday
(between 9:00am - 12:30pm).

Timing of Comprehensive Examinations
Students must complete comprehensive examinations based on the Department’s posted timeline (first
week in November for fall graduates and first week in April for spring graduates). Please note that actual
dates will vary based on the calendar year. Students should contact the Graduate Advisor at the beginning
of the semester they are completing comprehensive examinations to confirm the actual date of
examination.

Procedures for Requesting Comprehensive Examinations
Students must request to take comprehensive examinations the semester prior to graduation. To request
a comprehensive examination students must submit a “Petition for Comprehensive Examination” form
(posted on-line) to the Graduate Advisor the semester PRIOR to graduation, no later than November 1st
for spring graduates and April 1st for fall graduates.

Procedures for Enrolling in Comprehensive Examinations
Students must enroll in CD 695 (1 unit) the semester in which the comprehensive examinations are
attempted. Comprehensive examinations must be completed in the semester the student
graduates. Comprehensive examinations, and thereby graduation, are only offered for Traditional M.A.
students in fall or spring semesters. Special Cohort M.A. students complete comprehensive examinations
in the final summer semester of enrollment.

Tips for Passing Comprehensive Examinations
Failed comprehensive exam questions often share one or more of the following four major shortcomings:
   • Responses fail to address all parts of the question. For example, a question may have two or three
     subparts, all of which must be addressed in a student’s essay response. Omitting responses to even
     just one of the subparts of a question is a sure-fire way to fail the exam.
• Responses fail to integrate relevant and current literature in a meaningful way. For example, responses contain citations to non-cardinal sources or do not cite any literature whatsoever. Alternatively, responses rely on only a single textbook or classic citation, without regard to integrating a sufficient amount of recent literature citations.

• Responses fail to provide reasonable detail. The types of questions asked call for more in-depth answers than a paragraph or two. While quality of the responses is certainly more important than the length of essay responses, it is safe to say that high-quality responses will consist of several pages of writing. Students who write only 3-4 paragraphs per essay are unlikely to have evidenced significant breadth and depth in their responses to warrant a “pass” on a master’s level comprehensive exam.

• Responses fail to be structured into a well-organized and well-written essay. To be clear, we do not expect our master’s students to write flawless essays under stressful testing conditions. We do expect, however, that the essays will be written well enough that they evidence a reasonable command of the English language. We cannot, in good conscience, graduate students with a Master’s degree in Speech-Language Pathology who cannot write a few pages clearly enough so that readers of their work understand what they are trying to communicate.

Consequence of Failing the Comprehensive Exam
If a student does not pass all 5 questions, the following procedures will be implemented:
A. When a student fails any one question, he/she will be allowed to re-take that question; however, when re-taking a question, both a written and oral examination will then be required. The oral component will occur after the written response has been graded.
B. Based on the number of questions failed, students may need to delay graduation as follows:
   1. If a student fails only one question, the student may re-take that question within the same semester.
   2. If the student fails more than one question, the student must delay graduation by one semester and re-take all failed questions the following semester.
C. Students may only re-take a question one time. If a student does not pass any question on the second attempt, an alternate assignment will be determined in conjunction with the Graduate Advisor and the faculty member(s) responsible for instruction in the topic area(s) failed.
   1. Students who require an alternate assignment (due to failure of one or more questions upon the second attempt), MUST delay graduation an additional semester (after the second failed attempt) so that appropriate planning and implementation of an alternative assignment can take place.

THESIS
All Speech-Language Pathology graduate students must complete a capstone experience in order to earn the Master’s degree in Speech-Language Pathology. The two capstone experiences offered by the Department of Speech-Language Pathology are a comprehensive examination option and a thesis option*. This section of the Handbook is devoted to the thesis option.

NOTE: *Special Cohort M.A students are not eligible for the thesis option.

What Is a Thesis?
A thesis is a written product of the systematic study of a significant problem. It clearly identifies the problem, articulates major assumptions, explains the significance of the undertaking, reviews the relevant literature, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

Who Should Write a Thesis?
Only the Traditional M.A. program allows the option of either the comprehensive exam or a thesis. The thesis is a supervised research experience in the application of theory and analytical tools to an issue related to communicative disorders. The thesis experience is primarily designed to prepare students for graduate work at the doctoral level.
Thoughts to Consider
The thesis is usually far more time-consuming than studying for a comprehensive exam. Moreover, the thesis typically takes longer to complete than originally planned by the student. Delays can occur in deciding on a topic, establishing a Committee, gaining approval from the Institutional Review Board ("IRB"), recruiting subjects, experiencing equipment failures, and finding blocks of time to gather and analyze data and to write. The student may struggle with the conceptual and writing demands of the thesis, particularly those who have poorly developed skills in these areas. As a result, students should expect that the thesis will take them at least a full year to complete; sometimes, it takes even longer.

Thesis Supervision
The thesis is supervised by a Thesis Committee. Thesis Committees must be comprised of at least three faculty members; a student may elect to have up to five committee members, but only three are required, including a Thesis Committee Chair.
A. The Thesis Committee Chair – The Thesis Committee Chair must be a full-time, tenure-track or tenured faculty member in the Department of Speech-Language Pathology. The Thesis Committee Chair must hold an earned doctorate.
B. Other Committee Members – If a student elects to have a three-person committee, one of the two other Thesis Committee members must be a full-time member of the faculty in Department of Speech-Language Pathology; the other may be either a full-time or part-time member of the CSULB faculty. If the student elects to have four or five Thesis Committee members, the additional members of the Thesis Committee may be practitioners so long as they hold an earned graduate degree from a duly-accredited university.

Selecting Thesis Committee Members
Students are not assigned Thesis Committee members. Rather, each student is responsible for initiating contact with faculty members and asking them if they would be willing to work with the student on a thesis. Students are well advised to begin focusing on a thesis topic and a Thesis Committee Chair as they complete their coursework during the first-year of graduate study. Students are cautioned, however, that faculty members may decline to serve on a Thesis Committee for any number of reasons (lack of interest in the proposed topic; lack of time to work with any additional; personality conflicts; or lack of confidence in the student’s potential to successfully complete a thesis, etc.). To be clear, no student has the right to write a thesis and force faculty members to supervise their research. Rather, students are granted permission to write a thesis by faculty members who are willing to mentor them in the research process for a year, sometimes longer. If a student is unable to assemble a Thesis Committee of three or more faculty members, one of whom is willing to serve as the Thesis Committee Chair, then the student must take the comprehensive examination to complete his/her master’s degree.

Starting Your Thesis Research
Your Thesis Committee Chair is the person who will direct you in your thesis research. Students should not do any preliminary work on a thesis until after a topic and plan for research has been approved by the Thesis Committee Chair. Some students have written thesis “proposals” or parts of a thesis without ever having met with anyone to direct their work. This is not advisable, as you may have to throw out all your work and start over. Moreover, you may need to obtain IRB approval before you start conducting any research on human subjects.

Institutional Review Board (IRB)
At CSULB, the Office of University Research houses the Institutional Review Board (IRB). The IRB must approve all research before human subjects can be used in data collection. Thus, all students conducting research involving people or animals are required to file an application with the IRB (unless you will be using pure secondary data). This committee is primarily concerned with protection of research subjects and the ethics surrounding data collection, data storage, and dissemination. Therefore, when filing an IRB application, you must be specific regarding your intentions. In addition to the application, the IRB also expects you to submit letters of support from all participating agencies. A researcher may begin a study only after receipt of a letter of approval from the IRB. Researchers will submit IRB applications under one of the following categories: Standard Review, Expedited Review, or Exempt
Review. The length of time that each category requires for review varies. Typically, allow up to two months to clear the IRB hurdle. An IRB instructional packet may be obtained from University Research located in room 310 of the Foundation Building or via their website: www.csulb.edu/divisions/aa/research/our/compliance/irb/

**Thesis Style**
- The thesis should be written in a scholarly voice. As a rule, the first person should not be used unless it is part of a direct quote.
- Appropriate APA and library thesis formats must be used.
- The thesis should be structured into discrete parts using appropriate headings and subheadings.
- University style and format guidelines are available at the University Library Thesis office and at the following link: [http://www.csulb.edu/library/guide/serv/thesis_format.html](http://www.csulb.edu/library/guide/serv/thesis_format.html)

**Chapter 1: Thesis “Front Matter”**
A. The introduction should introduce the reader the topic of the thesis. Writing the introduction is difficult and time consuming because it requires the researcher (i.e., you) to refine a topic into a researchable question. One needs to ask, “What makes the issue a problem? Why is it important enough to be studied? In what form is the question researchable?”
   1. Following the statement of the basic research question, the goals of the proposed research should be identified. These goals may take the form of possible answers to your research question, along with the analytic and substantive steps that will be necessary to reach those answers. For example, if you wish to demonstrate that "X" is true, what else will you have to demonstrate along the way?
   2. The significance of the problem and its historical background is also important. Therefore, the author should explain how his/her research helps to advance the field.
   3. Finally, specific purposes of the study are described; all important terms are defined; assumptions and limitations are identified; and a plan of presentation is presented (an outline of how the thesis will unfold for the reader).

B. Proposed Outline of the Introduction:
   1. Introduction
      A. Statement of the Problem
      B. Hypotheses
      C. Significance of the Problem
         1. Definition of Important Terms
         2. Assumptions and Limitations
      D. Plan of Presentation

C. Writing Tip – Your initial formulation of the research question in your thesis proposal will not represent your final thoughts on the subject. There is always a temptation to want to read everything before writing anything. The only practical approach, however, is to write while you are reading, allowing additional insights to be incorporated into later drafts of the proposal and into the thesis itself.

**Chapter 2: Literature Review**
A review of the theoretical and empirical literature relevant to the research question should be presented in the second chapter of a thesis. The purpose of this review is to indicate what is known about the topic. This literature review should not be simply a bibliographical listing or annotated bibliography. Rather, this chapter should be a thematic essay that shows the reader how the thesis builds upon prior studies, as well as pointing out how prior work relates to the current thesis.

A. In the quest for scientific objectivity, researchers should make every effort to present articles (particularly in controversial areas) that represent a balanced position. Discussing articles favorable to one viewpoint while ignoring those favoring the opposing view reflects researcher bias.

B. The great majority of the literature reviewed should come from peer-reviewed journal articles and scholarly books and monographs published by university presses. In some cases, the use of official data sources (e.g., the Bureau of Labor Statistics), public opinion polls (e.g. Gallup reports), and information disseminated in mainstream media (e.g., The New York Times) may also be necessary
given a thesis topic which explores, for example, changing prevalence or attitudes about communicative disorders. Reliance of textbooks, however, is generally not appropriate.

C. While a literature review should include citation to and discussion of the “classic,” foundational, or landmark pieces of scholarly research relevant to the topic of the thesis, current research must also be discussed. As a rule, research published within five (5) years from the date of the writing of the thesis should form the core of the literature review.

D. When reporting descriptive statistics as part of a literature review (usually so that readers may properly contextualize the incidence or frequency of a phenomenon), the most current statistics available must be reported.

E. The literature review should have an effective summary, highlighting the important findings that bear directly upon the problem to be studied. This helps the reader to understand the relationships between the various sources presented. Of course, it is assumed that the researcher has presented the articles reviewed in a coherent fashion and has woven them together meaningfully in the main presentation. A summary following their presentation will be of great assistance and value to readers as well as to the researcher.

Chapter 3: Research Methodology
Research methods are the means used to answer the research questions set forth in a study. In lay terms, the research methodology section of a thesis explains how the research was conducted.

A. Purpose – The methodology section is the blueprint for researcher activity and specifies how the investigator intends to test the hypotheses, study the people, research subjects, or describe the social settings. It must be sufficiently detailed so that other researchers could replicate the study by following the same research methods described in the methodology chapter.

B. Components – The methods chapter of a thesis must include an explicit discussion of the research design. At minimum, this should include:
   1. the characteristics of the population to be studied;
   2. the type of sampling plan utilized (e.g., simple random, stratified random, purposeful sample, snowball sample, convenience sample, etc.);
   3. the size of sample drawn and the rationale for this sample size in relation to the population size;
   4. whether the analysis will track changes longitudinally (i.e., over time) or examine difference between samples cross-sectionally (i.e., at a single point in time);
   5. whether there will be a set of contrasting cases used as a comparison or control group and, if so, details of case selection and exclusion;
   6. the type of instrumentation and/or data collection procedures used (e.g., surveys/questionnaires; experiments or quasi-experiments [i.e., pre-test/post-test evaluations]; archival searches; content analyses; structured or unstructured interviews; participant observations or other forms of ethnographic field study; analyses of secondary sources such as statistical records, letters, autobiographies, and so forth); and
   7. the statistics to be used (e.g., nonparametric tests like chi-square, gamma, lambda; difference of means tests like t-tests and analyses of variance [ANOVA]; correlations such as Pearson’s r; multivariate analysis, the, etc.) and the rationale for selecting these procedures.

C. Limitations – Keep in mind that many studies face potential problems of access to relevant data or information. Far from attempting to gloss over these problems, students should address them fully, pointing out the methodological limitations of the study. This will help students work through or around particular obstacles; it may also enable students to formulate alternative plans of analysis should it become necessary.

D. Proposed Outline of the Methods Chapter:
   III. Methodology
      A. Design of the Study
      B. Sample or Study Population
      C. Data Sources and Measures
      D. Data Collection Procedures
      E. Data Analyses
Chapter 4: Results
The purpose of a results section is to present and illustrate research findings. Make this section a completely objective report of the results, and save all interpretation for the discussion.
A. Contents of Results Section
1. Summarize the findings in text and illustrate them, if appropriate, with figures and tables.
2. In text, describe each of the results, pointing the reader to observations that are most relevant.
3. Describe results of control experiments and include observations that are not presented in a formal figure or table, if appropriate.
4. Analyze the data, then prepare the analyzed (converted) data in the form of a figure (graph), table, or in text form.
B. What Not to Include in the Results Section
1. Do not discuss or interpret results, report background information, or attempt to explain anything.
2. Never include raw data or intermediate calculations.
3. Do not present the same data more than once.
4. Do not confuse figures with tables; there is a difference. Tables present lists of numbers or text in columns, each column having a title or label. Do not use a table when you wish to show a trend or a pattern of relationship between sets of values; these are better presented in a figure, which are visual presentations of results, including graphs, diagrams, photos, drawings, schematics, maps, etc.

Chapter 5: Discussion
The objective of this chapter is to provide an interpretation of research results and support for all conclusions, using evidence from the results, the literature, and generally accepted knowledge, if appropriate. The significance of findings should be clearly described.
A. Contents of Discussion Section
1. The discussion should begin with a statement of the major findings of the study. This should be the very first paragraph in the discussion. It should be a direct, declarative, and succinct proclamation of the study results. However, it should not include data or reference to the study design.
2. Explain the results so that the reader understands the major findings. While students may cross-reference statistical analyses, the discussion session is not the appropriate place for any extended discussion of statistical information. Rather, students should be interpreting the statistical analyses in a manner that makes the results clear to a reader who may have only a basic understanding of quantitative methods. Indeed, researchers want the reader to think, “Yes; that makes perfect sense. Why hadn’t I thought of that?”
3. Explain the importance of the findings by relating them to those of similar studies. Describe the ways in which this study’s findings fit into the preexisting literature by comparing and contrasting thesis findings with those of others.
4. Be sure to consider alternative explanations of the findings.
5. If possible, state the relevance of the findings to theory, practice, and/or policy.
B. Things to Avoid in the Discussion Section
1. Do not overstate or over-represent the results. Be careful that the interpretation of the results does not go beyond what is supported by the data. Similarly, do not attribute unwarranted importance to the study’s findings.
2. Do not engage in unwarranted speculation. Focus on the data and findings. Limit generalizing to other populations that are not supported by the research methodology. If you feel compelled to speculate, be certain that you clearly identify your comments as speculation: “In light of the findings, this researcher speculates that . . .”
3. Avoid injecting tangential issues into the discussion since doing so will likely distract and confuse the reader, and may dilute or even confound the important findings of the study. Rather, stay focused on the hypotheses and how the data support or fail to support them.
4. Do not use the discussion section to criticize other studies. Although students should contrast thesis findings to other published studies, this should be done professionally. Do not use the discussion to attack other investigators.
Chapter 6: Conclusion
The conclusion of the thesis is arguably the most valuable part of it. All the material gathered and discussed needs to be summarized for the reader in a manner that clearly and concisely present the conclusions reached as a result of the research.

A. Acknowledge Limitations – All studies have limitations. Unfortunately, the limitations of some studies are fatal flaws that preclude publication. Working closely with the members of your Thesis Committee should prevent your thesis from suffering from major methodological flaws. However, even the best studies in the most prestigious journals have limitations. Students must identify and acknowledge their study's limitations. Indeed, students may even use a limitation of their study to make a suggestion for further research – one that manages to overcome the limitation identified in the thesis.

B. Discussion Implications for Theory, Policy, and/or Practice – Your conclusion should state (but not overstate) how your study advances the knowledge-base in the field. What are the theoretical implications of the study (i.e., do your findings lend support or undercut a particular theory)? What are the policies and practical implications of the findings (i.e., should we continue, discontinue, or change the ways in which we are doing something in intervention)?

C. Make Suggestions for Future Research – Although a study may answer important questions, other questions related to the subject may remain unanswered. Moreover, some unanswered questions may become more focused because of your study. Discuss these questions within the contact of how your study advanced the knowledge base in the discipline and how others may follow in your footsteps. Of course, when you do this, be modest; humility about one's work is a hallmark of scholarly professionalism.

References and Appendices
After the conclusion section, a full list of references, properly cited in APA format, must be presented. Appendices, if any, follow. Appendices should contain the data collection instruments; any long tables; the IRB application and letter of approval (if applicable); and other materials that are relevant to the study, but that do not fit in the body of the thesis.

Timely Submission of Required Documents to Committee Members
Students are expected to maintain all prescribed deadlines for thesis submission. It is expected that student work be submitted to committee members with sufficient time to review/edit. Faculty members volunteer to serve on your committee and are not reimbursed for their time in doing so. As such, students are expected to be conscientious in openly communicating with committee members should any unforeseen difficulties arise in timely submission of required documents. It is required that draft sections of the thesis be submitted as completed to ensure the students work is progressing in a timely and sufficient fashion. At least 3 weeks review time is to be provided for all documents submitted for committee members to review. Work that is submitted incomplete or without sufficient review time will not be considered and as such may delay graduation dates and thesis completion.

Oral Defense
Students must defend their thesis during an open Oral Defense. This defense is scheduled after final approval of the student's written thesis. Students should work with their Thesis Chair in establishing appropriate timelines for this defense to ensure timely submission to the Thesis Office and timely graduation.

Library Format and Submission
To make sure that the format of your thesis complies with all applicable University requirements (including specific submission deadlines), contact the University Thesis Review Office, which is located in room 104W in the Library. The office can also be reached by phone at (562) 985-4013. The Bookstore also has a Thesis Handbook that can be purchased which provides the guidelines for citation and references and formatting. This information can also be accessed at the Thesis Office homepage: http://www.csulb.edu/library/guide/serv/. A thesis is submitted to the library following final approval from Thesis Committee members and successful oral defense. The Thesis Office maintains strict
guidelines for these submissions which are generally very early in the semester of graduation. As such, to prevent delays in graduation, students must monitor timelines closely to ensure their thesis is submitted in a timely fashion.

**PRAXIS**

In order to comply with recent ASHA and CTC recommendations, the Department requests that all graduate students attempt the national Praxis examination in speech-language pathology prior to graduation. A passing score is not required to graduate. Students completing this examination must notify ETS to send test results directly to the University. Please plan accordingly and schedule your examination with enough time for test results to be received in the Department before your graduation date. Information about the Praxis can be found at [http://www.ets.org/praxis/asha/requirements](http://www.ets.org/praxis/asha/requirements). The Department’s ETS code is 4389. Test preparation materials for the Praxis are available through ASHA at: [http://www.asha.org/certification/praxis/preparation/](http://www.asha.org/certification/praxis/preparation/).

**GRADUATION**

**Request to Graduate**

Students who expect to receive their master’s degree at the end of any semester must be enrolled during that semester and must complete the Request to Graduate form the semester prior to graduation. Before filing a Request to Graduate form, a student must have Advanced to Candidacy. Students must also check with their Department Advisor to assess and update their student records to ensure that Enrollment Services has all necessary documents, including transcripts from other institutions, petitions, and waivers.

**Request to Graduate Form** – The Request to Graduate Form may be obtained from Enrollment Services (BH-101). When completed, the form and the receipt for a Commencement and Diploma Fee (paid at the Cashier’s window) must be taken to Enrollment Services. Once filed, the Request to Graduate Form will be evaluated to assess eligibility for graduation and produce a degree audit, summarizing the student’s progress and indicating all remaining requirements to be met. If the Request to Graduate is filed by the deadline, the student will receive the degree audit prior to registration for the final semester. Students should carefully check the audit and make sure that any errors are corrected.

A. **Deadlines**
   1. To graduate at the end of the fall semester or winter intercession, a Request to Graduate must be filed between December 1 and March 1 of the previous school year.
   2. To graduate at the end of the spring semester or in summer session**, a Request to Graduate must be filed between May 1 and October 1 of the previous school year.

B. **Late Filing** – If a student misses the filing deadline, he/she must file an Exception After the Deadline Petition (obtained from Enrollment Services) along with a Request to Graduate. A missed-deadline fee will be charged. Filing this petition does not guarantee graduation at the time requested.

**Note:** Traditional M.A. students may only graduate in fall or spring semesters.

**Degree Clearing**

Degree clearing is the final review of student records verifying that the student has satisfied all of the graduation requirements indicated on the degree audit.

A. This review begins three weeks after completion of final exams in the student’s final semester or session and takes up to three months to complete. Students should check with their Department Advisor to make sure their records are complete.

B. If graduation depends upon any classes that the student has taken outside CSULB during the final semester or session, transcripts must be received from those institutions by July 1 for Spring, October 1 for Summer, February 1 for Fall, and March 1 for Winter graduation.

C. If all program requirements have not been completed, the Request to Graduate will be canceled, and a new graduation date must be selected.

D. A student may not register for the semester following intended graduation unless graduation has been rescheduled.
Receiving the Degree
If all degree requirements are met, the degree and any additional honors will be added to the transcript upon completion of degree clearing. A transcript is an official verification of completion of the degree. Diplomas are typically ready within two to three months after the degree is recorded (approximately six months after completion of coursework). Degree recipients will receive a postcard with instructions regarding receipt of the diploma.

Commencement
Students may participate in the commencement ceremony immediately preceding or following their graduation date. One graduation ceremony is held per year at the conclusion of the spring semester. The official graduation date will depend on when the student actually fulfills all requirements and has officially been cleared. Attending a commencement ceremony does not constitute graduation. Cap and gowns may be rented or purchased at the University Bookstore, usually beginning in late April or early May. Information about commencement can be found on the University’s website, located at: http://www.csulb.edu/projects/commencement/.

SCHOLARLY CONFERENCES
Conference Information
Attending professional conferences is an important part of a student’s graduate experience at CSULB. Faculty in the Department of Speech-Language Pathology often present at these conferences. Conferences are an opportunity for students to extend their knowledge in the field and to become a part of the professional community through networking and social events. It is highly recommended that graduate students attend national and state conferences offered during their term as a graduate student at CSULB. American Speech-Language and Hearing Association (ASHA) conference information can be found at: www.asha.org. ASHA conventions are typically held in November. California Speech-Language and Hearing Association (CSHA) conference information can be found at: http://www.csha.org/. CSHA conventions are typically held in March.

Travel Assistance from the University
Students may receive limited funding from the University to enhance their educational experience by traveling to professional conferences and events. It is the intent that travel funds support student growth in a discipline. Students must meet the following eligibility requirements:
A. They must be currently matriculated graduate students enrolled in a minimum of six (6) units of coursework at CSULB.
B. Graduate students must have a minimum 3.0 cumulative GPA.
C. In order to be considered for funding, a student must provide:
   1. a summary of his or her presentation proposal;
   2. information regarding the professional conference to be attended;
   3. proof of the acceptance of his/her paper or presentations by the society sponsoring the conference or event; and
   4. a completed Student Travel Fund Request that includes all anticipated travel expenses.
   5. Travel request application packets are available at the Office of Student Life and Development, located in the University Student Union (“USU”), Room 206.
Completed applications must be returned to that same office.

NSSHLA PARTICIPATION
The Department of Speech-Language Pathology maintains an active chapter of the National Student Speech-Language and Hearing Association (NSSHLA). NSSHLA students contribute to the community through volunteer activities and extend their graduate student experience by participation in profession-related informational and social events. It is highly recommended that all graduate students participate actively in the Department’s NSSHLA chapter, including partaking in leadership roles as CSULB NSSHLA officers. Additional information about CSULB’s NSSLHA Chapter can be obtained from Dr. Sun (NSSHLA Faculty Advisor). Students are also encouraged to become national NSSHLA members.
Information and applications for national NSSHLA membership is available on-line at: http://www.nsslha.org/default.htm

HONORS AND AWARDS

Graduate Dean’s List
The Graduate Dean’s List provides recognition of the University’s most outstanding graduate students. The annual list is limited to one percent of the University’s graduate enrollment. Only 1-2 students can be nominated by the faculty from each department, and final selection of candidates is made through a recommendation of the Associate Dean of the College of Health and Human Services to the Associate Vice President of Academic Affairs. Those selected will be named in the Commencement Program and will receive a certificate from the Graduate Dean. Criteria for the Graduate Dean’s List of Scholars and Artists include:

- minimum GPA of 3.75;
- willingness to pursue advanced study beyond the master’s degree;
- contributions to the Department, the University, the professional field, and/or the community;
- approval of Advancement to Candidacy.

Students graduating in the previous December, May, or the preceding summer session are eligible. The Graduate Advisor solicits nomination directly from Department Faculty. Students are not eligible to self-nominate for this or other Department awards (as below).

Department Graduate Student Honors
In recognition of outstanding graduate student achievements, the Department of Speech-Language Pathology may honor graduating master’s degree students by special recognition in the annual commencement ceremonies. This honor is reserved for 1-2 students from a Department. Departmental honors are noted on the student’s transcripts. Departmental honors are usually restricted to students not otherwise recognized by University or College awards. These honors are normally conferred for excellence in and contributions to the discipline, including outstanding seminar papers, special achievements in fieldwork, service to University committees and functions, as well as participation in scholarly and professional organizations resulting from student research. Departmental Graduate Student Honors are also based on overall GPA. Recipients are selected and nominated by Faculty members from among those who graduated in the previous August, the previous December, or are in the Spring Commencement.

Department Outstanding Thesis Award
This award is presented to the student whose thesis has been selected as being the outstanding thesis within the Department of Speech-Language Pathology completed during the year prior to the commencement ceremony in which it is awarded. Recognition is given at commencement, and a certificate is presented by the Associate Dean in the College of Health and Human Services.

College Outstanding Thesis Award
This award is presented to a student whose thesis has been selected as being the outstanding thesis from the College of Health and Human Services. The thesis must be completed during the year prior to the commencement ceremony in which it is awarded. Recognition is given at commencement, and a certificate is presented by the Associate Dean of the College of Health and Human Services.

SPECIAL UNIVERSITY RESOURCES

Career Development
The special employment needs of Speech-Language Pathology students can be addressed by using the many communication-related career resources available in the Career Development Center (CDC).

A. The Career Development Center, which is part of the University’s Student Services Division, is free and open to all current CSULB students and alumni who are recent graduates (i.e., graduated no more than 3 months ago). After three months, CSULB alumni can use the services of the Career Development Center for a fee of $75.00 per year.
B. The Career Development Center is committed to teaching skills and techniques to enhance the ability of students and alumni to set and obtain career goals. The Center does not operate as a typical “employment agency” with the sole purpose of securing employment for students. Rather, the staff provides a variety of programs and services, which assist students/alumni in determining and implementing their career and educational choices. The services of the CDC include:
   1. career counseling;
   2. a career resource library;
   3. on-campus interviews with several hundred employers;
   4. computer-assisted career guidance;
   5. a variety of workshops, including career planning, career change, resume writing, interviewing techniques, and job search techniques; and
   6. a variety of career-related publications.
C. For details about the many services the Career Development Center offers, visit the Center’s website at this link: www.careers.csulb.edu.

Disabled Student Services and the Americans with Disabilities Act
A. It is the policy of CSULB to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). Accordingly, if you are diagnosed with special learning needs, or if you have either a physical limitation or a mental disability, please be sure to let your professors, the Graduate Advisor, and the Department Chair know so that we can work with the Office of Disabled Student Services to craft reasonable accommodations for your particular needs.
B. The Office of Disabled Student Services (“DSS”) is located in Brozman Hall, room 270
C. The office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Their telephone number is: (562) 985-5401. According to the DSS website:
   1. All DSS services are confidential.
   2. DSS attempts to ensure that students’ special educational needs are met. DSS provides support services, resources, and equipment and acts as a liaison with campus and community agencies to assist students with disabilities obtain their degrees.
   3. DSS houses the “Stephen Benson Learning Disability Program.” This program provides learning disability assessment, assistance, academic and personal counseling, and support services to students with learning disabilities.

POLICIES AND STANDARDS OF CONDUCT

General Guidelines
All students are urged to become familiar with CSULB’s Campus Regulations (i.e., the rules and standards of conduct that students are expected to follow). These rules and regulations can be found on the Dean of Students’ web site at: http://www.csulb.edu/divisions/students/studentdean/campus_regulations/

Change of Personal Data
Any change in a student’s name, address, telephone number, or email address needs to be reported without delay to Enrollment Services and to the Graduate Program Coordinator for the Department of Speech-Language Pathology.

Attendance and Punctuality
The Department of Speech-Language Pathology expects its students to attend all scheduled classes; to come to class on-time; and to complete all assigned work in a timely manner.

Harassment
A. Policy – CSULB does not tolerate harassment. Harassment can take many forms. It may be, but is not limited to: written communications, such as sending inappropriate jokes or comments in print or electronically; verbal communications, such as making graphic or degrading comments about an individual and/or his/her body or personal characteristics, or using epithets, derogatory comments or slurs; physical acts, such as unwanted touching, physical interference, or even assault; threats of physical violence, intimidation, and/or coercion; visual acts or displays, such as derogatory cartoons, drawings, posters, or inappropriate gestures; making unwelcome sexual advances or propositions, or
offering benefits for giving preferential treatment in exchange for sexual favors; and/or making or threatening reprisals after a negative response to unwelcome conduct.

B. Confidentiality – The University is committed to maintaining a safe environment in which individuals can be unafraid to discuss concerns. Any member of the University community may seek general information and guidance about discrimination, harassment, and retaliation issues in confidence and anonymously. However, the University’s obligation is to take appropriate action to stop prohibited behavior and to prevent retaliation. This may preempt any request for anonymity or confidentiality.

Nondisclosure of Confidential Information
The Family Educational Rights and Privacy Act (“FERPA”), also known as the “Buckley Amendment,” was established in 1974 to protect the privacy of students. Students are strongly encouraged to learn of their rights and responsibilities under FERPA by readings about the law on the Enrollment Services web site at: http://www.csulb.edu/depts/enrollment/student_academic_records/ferpa.html

Use of Internet and University Computers, Phones, and E-Mail
A. CSULB property, including computers, phones, electronic mail, voice mail, and software, should be used only for conducting official University business. Incidental and occasional personal use of company computers, phones, or electronic mail and voice mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages.

B. Students are strongly encouraged to familiarize themselves with CSULB’s “Acceptable Use Policy,” the details of which may be found on the Information Security Management and Compliance web site at: http://daf.csulb.edu/offices/vp/information_security/policies/elec_comm_svs.html

Smoking Policy
No smoking of any kind is permitted inside any CSULB building or within 20 feet of the entrance to any CSULB building.

Diversity
In addition to meeting fully its obligations under federal and state law, CSULB is committed to creating a community in which a diverse population can learn, live, and work, in an atmosphere of tolerance, civility, and respect for the right and sensibilities of each individual, without regard to economic status, racial or ethnic background, political views, veteran status, sexual orientation, gender identity, or personal characteristics or beliefs.

Cell Phone Policy
All students are expected to turn off all cell phones and pagers before class begins. While professors understand that people occasionally forget to do so, it is absolutely unacceptable to use a cell phone during class. Students who talk on their phones during class or who text-message while in class may be subject to discipline.

Laptop Policy
The use of laptop computers during course time is at the discretion and by permission of the instructor of the course. Graduate coursework is seminar based. It is expected that graduate students will actively engage in all course discussion. Surfing the web, sending messages to friends, doing work for another class, or any other use of your laptop for reasons not related to what is transpiring in class are all unacceptable. If an instructor discovers a student using a laptop for something not related to the class, the professor has the right to ban you from using a laptop in his/her course. Moreover, if there is widespread abuse of this policy, professors may ban all laptop computers from their classrooms.

Classroom Etiquette
A. Please be on time to class. Tardiness is disruptive to the lecture or other class activities. There are always going to be days when a previous professor kept you late, or you woke-up late, or it took you too long to find a parking space, but the point is that you should not be habitually late to class. Regularly arriving late to class signals a level of disrespect (whether you mean to send that signal or
not). If you have problems getting to class on time, find a way to solve them. On those rare days when you do arrive late, remember to enter the room quietly and not make a big scene. Similarly, do not leave class early. You should not schedule your job, appointments, or other activities during the time when you should be in class. If your schedule will not allow you to get to class on time and stay for the full class session, drop it and take one that is more convenient for you. Repeated tardiness to class and/or early departures from class may result in a penalty being applied to the offending student's final grade.

B. Chatting during lecture, class discussion, or other class activities is inappropriate. Most of your fellow students appreciate a quiet learning environment and resent students who disrupt classroom decorum.

C. Please raise your hand and wait to be called upon before speaking in class unless the professor specifically instructs the class that they may speak-out as part of a debate or other classroom activity.

D. It is not appropriate for anyone to dominate classroom discussion routinely. Nor is it appropriate to interrupt either the professor or a fellow classmate with some point you want to make, no matter how eagerly you want to make the point.

E. You are welcome to disagree with the professor or your classmates, but you must do so respectfully. Students who fail to abide by this rule (i.e., those who engage in personal/ad hominem attacks; use rude, insulting, or disrespectful language or insults; or otherwise behave in a manner unbecoming a junior scholar) may face disciplinary action ranging from ejection from class to formal disciplinary action in the Office of Judicial Affairs.

F. Please do not start putting books away, closing up notebooks, and zipping up bookbags five minutes before the official end of class. This can be disruptive and distracting to both the instructor and your classmates.

G. Neither children nor pets (other than guide dogs) are welcome in class.

Academic Integrity
In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course and in appropriate disciplinary action being initiated.

A. Please see the official CSULB Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at this link: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/

B. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and they therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. Accordingly, here are rules to avoid any problems with academic dishonesty. These rules apply regardless of the citation form you may be using.

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide a citation to the source both in text and in your references section!

2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or modifying a few words in a sentence so that the sentence you write is not an exact quote from the original source, does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather, someone else’s.

3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own original idea, you must provide a citation to the source from which you obtained this idea.

4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission
from you professor to collaborate on some assignment, be sure that all of the contributor’s names appear on the submission.

5. Altering or Revising Another’s Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your reference page(s).

6. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work, is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

C. Electronic Review Using TurnItIn – To insure compliance with academic integrity policies, written submissions will be submitted to TurnItIn.com. Submission of a paper to an instructor in the Department of Speech-Language Pathology constitutes consent by the student for the instructor to upload the paper to this anti-plagiarism database.

Grade Appeals

A. Informal Resolution – Whenever a student feels a grade he or she received in a class was unwarranted or unfair, an informal procedure of consultation between the student and the instructor awarding the grade is the first step towards resolution of the dispute. The student shall contact the instructor within one semester after receiving the disputed grade (whether or not the student is on campus). Ideally, the student and the instructor will set up a meeting to informally discuss the final course grade, but in the event that the instructor is not on campus due to sabbatical leave, personal leave of absence, FERP, separation from employment at CSULB, or other such reasons, the parties may opt to communicate by phone or email. In the unlikely event a student is unable to get the instructor to meet or otherwise communicate with him or her, then the reasons for questioning the grade must be put in writing and sent to the instructor and copied to the Department Chair. The instructor shall have twenty-one (21) class days to set up a meeting with the student to discuss the grade. During the meeting between the student and the instructor, the instructor shall explain the reasons for having assigned the grade in dispute and the student shall explain his/her reasons for questioning the grade. If this informal meeting does not resolve the issue from the student’s perspective, the student must notify the instructor that he/she plans to file a written grade appeal with the Department Chair.

B. Mediation by the Department Chair – If the grade dispute remains unresolved after the meeting between the student and the instructor, the student shall submit to the Department Chair a formal written statement representing his/her viewpoints.

1. The student’s written statement must be submitted along with all relevant supporting materials (e.g., copies of papers, projects, etc.). Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading and that those grades had direct bearing on the final grade should include them in the grade appeal file as supporting documentation.

2. The statement shall conclude with the student’s request that the grade be changed from the grade awarded to the grade that the student believes to be just and the specific reason(s) why the student believes the change of grade is justified.

3. The Department Chair will then convene a formal hearing before the Departmental Grade Appeal Committee in accordance with Department of Speech-Language Pathology Bylaws and provide the appealing student with a written copy of that Committee’s findings/recommendation.
Complaint Procedures
A. Informal
   Consistent with the University's Informal Complaint Resolution Procedure, students can initiate an informal campus complaint by speaking with one of the following persons of their choice:
   • Immediate Supervisor
   • Department Chairperson/Director
   • Dean/Associate Dean
   • Designated Resource Person (list available from the Office of Equity & Diversity or at http://www.csulb.edu/depts/oed/resources/res-r3-2.htm)
   • Director of Equity & Diversity
   These individuals are expected to: Provide the student with information about University policy and procedures, ensure the safety and security of the complainant in the immediate environment, ensure the due process of the individual(s) charged, and ensure confidentiality to the extent possible by and with all parties.
B. Formal
   If the proposed remedy is unsatisfactory to the complainant, or if the complaint is not resolved in the informal process, the complaint may proceed to the formal level. An allegation becomes a formal complaint when resolution of the complaint could not be addressed through informal procedures and when it is filed in writing on an official University Discrimination Complaint Resolution form (signed), or when the Director of Equity & Diversity files the complaint. Once filed, the Director of Equity & Diversity is in charge of resolving formal complaints and is authorized to interview anyone deemed necessary in investigation of the complaint. The investigation will normally be completed within thirty (30) working days. The Director of Equity & Diversity will then: Submit a report of the complaint, investigation, and findings to the appropriate division executive, and notify the complainant and party charged of the finding.

Graduate Student Grievances
A graduate student may only file a grievance (Policy 95-06) on an alleged violation of specific University regulations, policies, or accepted principles of due process, and only if another specified remedy (such as the University Grade Appeals Policy in the case of all course grades) does not exist. The grievance may not be on basis of a graduate student’s judgment of an instructor’s or administrator’s competence; such judgments are solely the province of the academic department involved or of the administrator’s supervisor and must be initiated within one calendar year of the alleged violation. A copy of the Policies and Procedures for Resolving Graduate Student Grievances may be obtained from the college dean’s office.

Program Accreditation Complaints
The Department is accredited by the Council on Academic Accreditation (CAA). A signed, written complaint can be submitted to the CAA at:
   Chair - Council on Academic Accreditation in Audiology and Speech-Language Pathology
   American Speech-Language-Hearing Association
   2200 Research Boulevard, #310
   Rockville, MD 20850
Additional information regarding CAA complaint procedures can be found at:
http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs
For additional clarification regarding complaint procedures, please contact the Department Chair or Graduate Advisor.
Student Records Retention
The University retains a copy of your official transcripts and official academic records. Transcripts can be obtained by contacting Brotman Hall at:

Attn: Transcript/Records Unit
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840.

The Department retains copies of clinical hours completed at CSULB for a period of 7 years after graduation. You can request a copy of these records by contacting the Department Administrator at 562/985-4594. After five year, these records are shredded. As such, it is highly recommended that students retain a copy of all clinical hours records for future use.