November 1, 2017

Proposal to Elevate Option to Create Master of Arts in Speech-Language Pathology

1. **Program Type (Please specify any from the list below that apply—delete the others)** Option Elevation

2. **Program Identification**

   a. Campus: Fresno

   b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History). Master of Arts in Speech-Language Pathology

   c. Term and academic year of intended implementation (e.g., fall 2017). Fall 2018

   d. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements. 36 units

   e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility. Department of Communicative Sciences and Deaf Studies

   f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program. Steven L. Skelton, Ph.D. Chair, Department of Communicative Sciences and Deaf Studies

   g. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format

Communicative Sciences and Deaf Studies
California State University, Fresno
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THE CALIFORNIA STATE UNIVERSITY

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found in the CSU program proposal template. It is not subject to WASC Substantive Change review.

h. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

i. Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration. The current options being elevated will have no change in curriculum as a result of this proposal. Students will be able to complete their current requirements after this elevation has occurred. All required classes will still be offered under the new degree.

j. Provide evidence the current option will be discontinued once all existing students exit the program. All students, who declared the current major before the implementation of this proposal will be complete and receive their current degree (MA in Communicative Disorders) or be permitted to switch to the new degree that is applicable to their academic plan. Because there is no change in courses or course sequence, this will have no effect upon the students or their time to graduation.

3. **Program Overview and Rationale**

a. Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time. Our current degrees are out of compliance with the Chancellor's Executive Order 1071. Currently in our M.A. Degree, the two options share no units. This proposal is intended to put our degrees in compliance with the Executive Order by elevating each option to the status of a separate MA Degree. Current curriculum for the two graduate options will be used as the curriculum for each degree: curriculum for the current speech-language pathology option will be the curriculum for the MA in Speech-Language Pathology.

b. Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s). The revised catalog copy is provided in Appendix I.

c. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone

program than was required to establish it as a specialization area. <u>Approval documents are</u> <u>provided in Appendix II.</u>

4. **Curriculum** – *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*

| *Current Master of Arts Degree in Communicative Disorders*	*Proposed Master of Arts Degree in Speech-Language Pathology*

Speech-Language Pathology Option
CDDS 200, 202, 204, 207, 213, 214, 215, 216, 218, 220 (30 units)
Culminating Experience (6 units)
• Thesis or project (6 units)
• Comprehensive Examination (6 units)
   CDDS 210, 221
Total (36 units)
	CDDS 200, 202, 204, 207, 213, 214, 215, 216, 218, 220 (30 units)
	Culminating Experience (6 units)
	• Thesis or project (6 units)
	• Comprehensive Examination (6 units)
	   CDDS 210, 221
	Total (36 units)

a. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

b. These program proposal elements are required:
   - Comprehensive assessment plan addressing all assessment elements;
   - Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

   <u>The Department's Student Outcomes Assessment Plan (SOAP) is provided in the Appendix</u> <u>III to this proposal. The current SOAP was modified in terminology to be consistent with</u> <u>this proposal. All goals, measures and implementation schedules for the SOAP are</u> <u>unchanged from the current plan.</u>

5. **Evidence of Potential Student Demand** Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future interest in the program.

   a. *Five-year enrollment.* The figure below shows the enrollment in the current option, which would become the MA in Speech-Language Pathology. As can be seen, there has been consistent and sustained enrollment in the options.
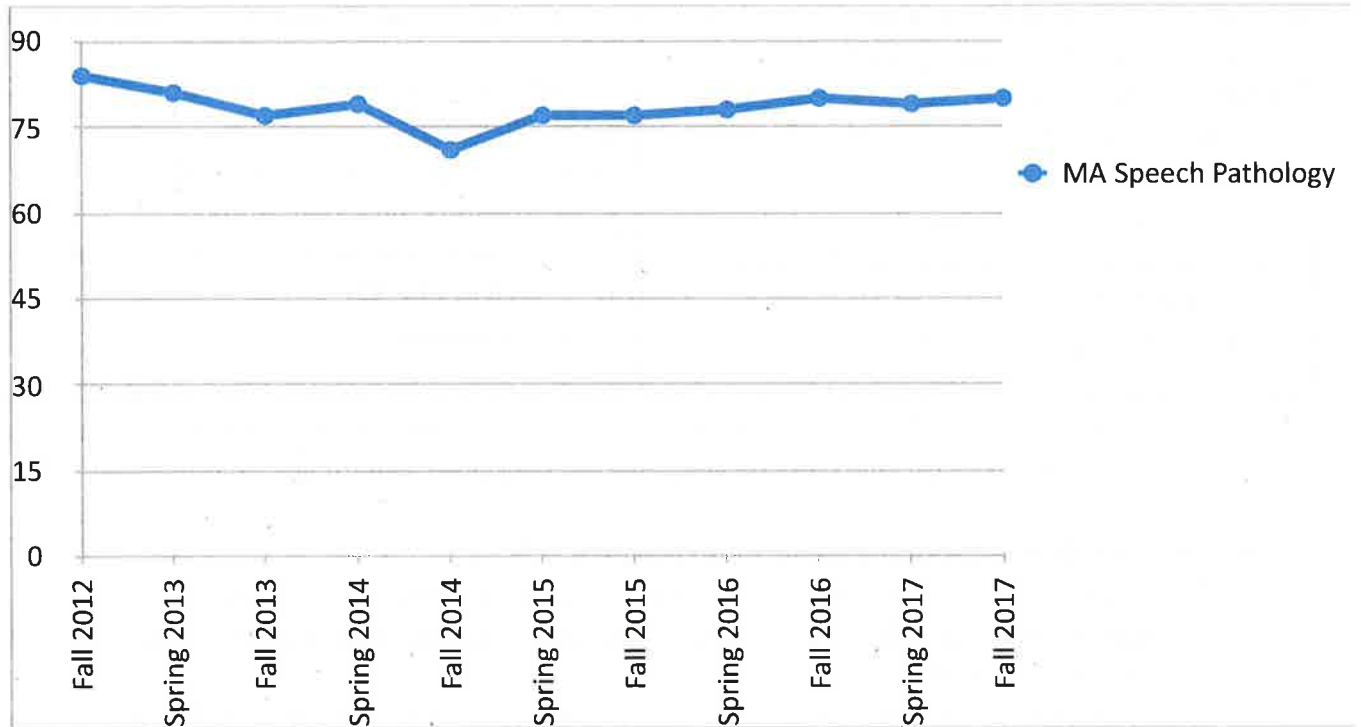
   b. *Anticipated student demand.* There should be no change in student demand. Speech-language pathology professionals are in high demand for employment, so we do not anticipate any negative consequences of this proposal upon demand.

   c. *Workforce demands and employment opportunities for graduates.*
      Speech-Language Pathologists
      According to the Bureau of Labor Statistics, employment of speech-language pathologists is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations. As the large baby-boom population grows older, there will be more instances of health conditions such as strokes or dementia, which can cause speech or language impairments. Speech-language pathologists will be needed to treat the increased number of speech and language disorders in the older population.

Increased awareness of speech and language disorders, such as stuttering, in younger children should lead to a need for more speech-language pathologists who specialize in treating that age group. Also, an increasing number of speech-language pathologists will be needed to work with children with autism to improve their ability to communicate and socialize effectively. In addition, medical advances are improving the survival rate of premature infants and victims of trauma and strokes, many of whom need help from speech-language pathologists. Overall job opportunities for speech-language pathologists are expected to be good. Generally, speech-language pathologists who are willing to relocate will have the best job opportunities.

d. *Other relevant societal needs.* Communication is a fundamental human characteristic and is foundational for all societal functions. Speech-Language Pathologists provide services to persons throughout the life-span. Persons with a variety of disabilities are provided speech therapy services. Adequate education to Deaf Persons is critical for their success as adults. These professionals provide an educational gateway to occupations and connections with the broader society.

6. **Self-Support Programs** — Not applicable.

Appendix A: Revised Catalog Copy

~~Communicative Disorders~~ - Speech-Language Pathology ~~Option~~, M.A.

DEPARTMENT

Department of Communicative ~~Disorders and~~Sciences and Deaf Studies

~~Steven Skelton~~Steven L. Skelton, Ph.D., Chair
5310 N. Campus Drive M/S PH 80
559-278-2423 (V)
559-278-5187 (Fax)
~~www.fresnostate.edu/cdds~~www.fresnostate.edu/csds

~~MA in Communicative Disorders - Deaf Education Option, M.A. BA in Communicative Disorders - Audiology Option, B.A.~~
~~BA in Communicative Disorders - Speech-Pathology Option, B.A. MN in Communicative Disorders, Minor~~
~~MA in Communicative Disorders - Speech-Language Pathology Option, M.A. BA in Communicative Disorders - Interpreting Option, B.A.~~
~~BA in Communicative Disorders - Deaf Education Option, B.A. BA in Communicative Disorders - Deaf Studies Option, B.A.~~
B.A. in Communicative Sciences
  Options: Speech-Language Pathology
    Audiology
B.A. in Deaf Studies
  Options: Deaf Education
    Interpreting
    Deaf Studies
M.A. in Speech-Language Pathology
M.A. in Deaf Education
CRED in Special Education Mod/Sev Disab Internship
CRED in Education Specialist Deaf & Hard of Hearing - Clear Credential
CRED in Education Specialist Deaf and Hard of Hearing - Preliminary Credential CRED in
Speech-Language Pathology Services - Preliminary, Credential

Communicative ~~Disorders and~~Sciences and Deaf Studies

Audiology, speech-language pathology, deaf education and interpreting are concerned with many issues related to speech, hearing, and language. Professionals in these fields are devoted to pro--viding diagnostic, rehabilitative, and educational services to children and adults with communicative challenges.

Bachelor of Arts

The ~~Bachelor of Arts degree in Communicative Disorders~~ Bachelor of Arts degrees in Communicative Sciences or Deaf Studies provides the students with a liberal arts foundation integrated with courses designed to provide a basic understanding of speech, language, and hearing development and communicative problems.

Students pursuing deaf studies have three options: Deaf Education, Deaf Studies, and Interpreting. ~~Students pursuing deaf studies have two options: deaf education and interpreting.~~ Students majoring in deaf education and speech-language pathology can continue their options in our graduate program.

Master of Arts

Education beyond the bachelor's degree is necessary for completion of the academic, credential, and licensure requirements leading to professional employment. Two professional ~~option areas~~degrees are available to the student:

Deaf Education

Our deaf education program gives you a broad background in bilingual-bicultural education, total communication, and cued speech philosophies along with speech, language, auditory training, deaf culture, and American Sign Language. This program includes all of the essential elements of a good education for deaf and hard-of-hearing children. The program is nationally accredited by the Council of Education of the Deaf (CED).

Speech-Language Pathology

Our speech and language pathology program provides you with a broad professional background in normal speech and language ~~develop-ment,~~ development, language disorders, swallowing disorders, voice disorders, articulation disorders, and fluency disorders. The program is nationally accredited by the Council for Academic Accreditation in Audiology and Speech- Language Pathology (CAA).

The undergraduate curriculum plus a master's degree in communicative disorders prepares you for one or more of the following: state licensure as a speech-language pathologist, national certification in speech-language pathology by the American Speech-Language-Hearing Association, ~~provisional~~ preliminary certification in deaf education by the Council on Education of the Deaf, Levels I and II Education Specialist Credential: Deaf and Hard of Hearing, and the Speech-Language Pathology Services Credential.

Certificate in Conversational American Sign Language

A program of study leading to a Certificate in Conversational American Sign Language has become popular to many students pursuing professional fields and other majors on campus. The demand for health and human services professionals who can communicate effectively with deaf and hard-of-hearing children, youth, and adults has made sign language skills necessary.

~~Communicative Disorders Minor~~Communicative Sciences Minor

~~A Minor in Communicative Disorders~~The Communicative Sciences Minor is also available for students in various education and health professions (nursing, health science, physical therapy, counseling, elementary and secondary education, special education, child development, linguistics, criminology, etc.) who are interested in expanding their understanding of children and adults with communicative disorders.

Facilities

As a student, you are given the opportunity to work in a well-equipped speech and hearing clinic. You can also gain practical experience in a variety of school, private practice, and hospital settings. Library facilities contain specialized collections including student access to local medical libraries. In the Anna Michelson Memorial Instructional Media Center, you have access to a wide range of therapy production materials such as films, video, clinical equipment, and professional journals.

University Speech and Hearing Clinic

The department operates an ongoing clinic that provides diagnostic, therapeutic, and counseling services to clients of all ages with a variety of different communication problems or disorders.

The clinic provides supervised clinical practice for students who are preparing to be professional speech-language pathologists and educators of deaf and hard-of-hearing children. As a valuable community resource, the clinic serves t~~housands~~hundereds of clients each year from the Fresno metropolitan area.

REQUIREMENTS

Communicative Disorders Graduate Program Requirements

The master's degree is considered essential for the professional training needed for effective practice in deaf education or speech-language pathology. The master's degree generally involves about two years of full-time study.

Admission Requirements

The graduate program is open to students with communicative disorders or related bachelor's degrees who have demonstrated the ability to excel at an advanced level as well as indicated great potential for success in academic work and clinical work. In order to be considered for admission to the graduate program, the applicant needs to submit the following: (1) a minimum GPA of 3.0 in the last 60 units of any coursework and a minimum GPA of 3.0 in CDDS coursework; (2) three letters of recommendation; (3) a letter of intent; and (4) Graduate Record Examination (GRE) scores.

Consideration for admission may include but will not be limited to the following: (1) students with outstanding clinical potential, (2) deaf and hard of hearing students, (3) students with disabilities, and (4) students with multicultural or bilingual experience.

Applicants who have specific deficiencies or need coursework may be accepted with conditionally classified status. Students must apply to the department for fully classified graduate standing as soon as any conditions of acceptance have been met. No more than 10 units of graduate work taken under conditional classification can be used to meet the requirements of the master's degree.

Admission Procedures

To apply for graduate study in the Department of CDDS, you need to apply to the university and to the department by completing the following two (2) steps. Our deadlines for application may differ from those published by the University; contact the department office at 559.278.2423 for the current application deadlines.

Step 1. Apply to the University
a. Submit your application online via CSU Mentor.
b. Submit one copy of official transcript to the university. Information about submitting your transcripts to the university can be found on the Transcripts Requirement page.
c. Submit one copy of GRE scores to Fresno State Graduate Admissions. The school code is 4312. (These scores will go directly to the university and not the Communicative ~~Disorders and~~Sciences and Deaf Studies Department.) For more information about

the GRE, go to http://www.ets.org/gre for their home page. For more information about applying to a graduate program at the university, please visit the Graduate Admissions page. There is a list of helpful links that may answer questions you may have.

Step 2. Apply to the Department
After applying to the university you will be directed to the department application forms. Send a single envelope with a completed packet that includes the following:
a. Department application
b. Three letters of recommendation addressed to the department (each in a sealed envelope signed by the person writing the recommendation over the seal)
c. Letter of intent addressed to the department Please mail your packet to:
Graduate Coordinator
Dept. of Communicative ~~Disorders and~~Sciences and Deaf
Studies California State University, Fresno
5310 N. Campus Drive, MS PH80 Fresno,
California 93740-8019

Advancement to Candidacy

Each student in a master's degree program must file for advancement to candidacy. See Admissions and Master's Degree Programs, Division of Graduate Studies.

Graduate-Level Writing Competence

California State University, Fresno requires that students have graduate-level writing abilities before being advanced to candidacy for the master's degree. Students can demonstrate these abilities by passing the writing component of CDDS 200 and obtaining written clearance from the instructor. If GWR clearance is denied, students may appeal to the course instructor. Please see the CDDS Graduate Handbook for more information.

Statistics

Any 3-unit, one semester statistics course (lower division, upper division, or graduate level) is required to complete the Master of Arts in Communicative Disorders. Students are encouraged to take the course during their senior year. Exceptions may be made with the consent of their faculty adviser.

Grade Requirements

To be eligible to receive the master's degree, a student must have maintained a B average with no more than two C grades on the approved Program of Study. Once a student has received three Cs at any point in the graduate program, he or she will automatically be disqualified from the graduate program.

Master of Arts Degree Requirements
~~Communicative Disorders~~Speech-Language Pathology Major

~~Speech-Language Pathology Option~~
CDDS 200, 202, 204, 207, 213, 214, 215, 216, 218, 220 **(30 units)**

Culminating Experience **(6 units)**
Thesis or project (6 units)

Comprehensive Examination (6 units) CDDS 210, 221

Total (36 units)

* Approved electives are as follows: CDDS 290; CI 230; LEE 172, 214; LING 244; SPED 179, 219, 233, 235, 236, 237, 240.

Other coursework is developed with the adviser to reflect such factors as students' desires regarding thesis or project, individual needs and desires for training, meeting certain state or national requirements, etc.

Student Teaching and Internship

Students are required to take their final student teaching and internship (e.g. CDDS 257, 258, 267, 268) during the last two semesters of their approved Program of Study and within the last 12 units of graduate coursework. Earlier final student teaching and internships are not permitted in the Communicative ~~Disorders and~~Sciences and Deaf Studies Department.

Clinical Training

All students are involved in supervised clinical practicum experience during their graduate training. At least 400 clinical hours are required prior to receiving the M.A. A minimum of 300 of these hours must be at the graduate level. These hours are gained at the University Speech and Hearing Clinic and in at least two other settings (internship, student teaching, residency program, etc.)

Culminating Experience

A culminating experience is required of all California State University, Fresno students earning master's degrees. This requirement is accomplished by completing a thesis, project, or comprehensive written exam. Only a limited number of students may be permitted to undertake a thesis or project, depending on the availability of faculty or committee members. Selection of students for a thesis or project is determined by their consistent demonstration of academic superiority in coursework and evidence of outstanding writing skills and research papers. Up to 6 units of credit can be earned for a thesis or project. These units may be applied toward the unit requirements of the degree. (See Criteria for Thesis and Project.) Students considering a thesis or project need to consult the faculty very early in their graduate program, so as to assure completion of the assignment prior to graduation. Selecting a thesis or project option is recommended for students who may at some point consider working toward a doctoral degree. Students who do not participate in a thesis or project must complete a comprehensive written examination. For this examination, students write detailed responses to questions about specific topics within the field. Further information about these options is available from an adviser.

Certificate of Clinical Competence in Speech-Language Pathology

Certificate of Clinical Competence in Speech-Language Pathology. Completion of the master's degree fulfills all the academic and clinical practicum requirements for the Certificate of Clinical Competence (CCC) in Speech Pathology. A Clinical Fellowship Year (CFY) of paid, professional supervised experience is required along with passing the PRAXIS Exam in Speech-Language Pathology before the certificate is granted by the American Speech-Language-Hearing Association. A Certificate of Clinical Competence is required for employment in nearly all work settings except the public schools. All students are encouraged to acquire national certification regardless of the work setting they may choose.

California License as a Speech Pathologist

The master's degree fulfills all academic and clinical practicum requirements for the State License. A year of paid Required Professional Experience (RPE) is necessary along with passing the PRAXIS Exam in Speech-Language Pathology before the license is issued by the Department of Consumer Affairs. The license is required for employment in almost all settings except the public schools.

The CFY and RPE can be completed concurrently when graduates accept their first professional position.

Certification by Council on Education of the Deaf

For students specializing in deaf education, completion of the master's degree fulfills all the academic and clinical practicum requirements for Provisional Certification by the Council on Education of the Deaf, the national organization responsible for certifying teachers of the deaf. Professional level certification is available following three years of successful teaching under the supervision of a professionally certified educator of deaf and hard-of-hearing children. All students are encouraged to acquire national certification.

Appendix B: Student Outcomes Assessment Plan (SOAP)

Student Outcome Assessment Plan

California State University, Fresno

Department of Communicative Sciences and Deaf Studies

Graduate Program

Master of Arts in Speech-Language Pathology

Master of Arts in Deaf Education

Last revised: November 1, 2017

Table of Contents

Introduction

The student outcomes assessment plan for the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is intended to measure student outcomes for curriculum and program development. It consists of five components: (1) the departmental *mission statement*, (2) departmental *goals*, (3) *student outcomes* based on the goals, (4) *measures* to assess outcomes, and (5) *performance indicators* that set minimum criteria demonstrating outcomes achievement. Separate SOAPs have been developed for the undergraduate program and the graduate program.

First, this plan provides the Mission Statement for the CSUF Department of Communicative Sciences and Deaf Studies. Second, a set of goals is listed followed by a listing of student outcomes subsumed under each goal. Third, the outcome measures are described. Fourth, the specific measures and performance indicators are described for each goal. The data from the measures will be used to decide if the indicators have been met. Finally, there is a discussion of the implementation of the assessment plan.

The Department of Communicative Sciences and Deaf Studies

This brief summary of the Department of Communicative Sciences and Deaf Studies is provided as background for the assessment plan. The department consists of the professions and disciplines of audiology, deaf studies, and speech-language pathology, which are concerned with human communication development, needs, or disorders. These professions are devoted to providing diagnostic, rehabilitative, and educational services to children and adults with communicative needs. To prepare competent professionals, the department offers both Bachelor of Arts and Master of Arts degrees.

Master of Arts Degrees

Education beyond the bachelor's degree is necessary for completion of the academic, credential, and licensure requirements leading to professional employment. Two graduate degrees are available to the student:

M.A. in Deaf Education. The Department's deaf education program gives the student a broad background in bilingual-bicultural education, total communication, and cued speech philosophies along with speech, language, auditory training, deaf culture, and American Sign Language. This program includes all of the essential elements of a good education for deaf and hard-of-hearing children. The program is nationally accredited by the Council of Education of the Deaf (CED) and prepares the student for provisional certification in deaf education by the Council on Education of the Deaf.

M.A. in Speech-Language Pathology. The Department's speech and language pathology program provides a broad professional background in normal speech and language development, language disorders, voice disorders, articulation disorders, and fluency disorders. The program is nationally accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The undergraduate curriculum plus a master's degree in communicative disorders prepares the student for one or more of the following: (1) state licensure as a speech-language pathologist, (2) national certification in speech-language pathology by the American Speech-Language-Hearing Association, (3) public school special education specialist or clinical rehabilitation credentials, school multiple subject credentials, or both.

Mission Statement for the Department of Communicative Sciences and Deaf Studies

The mission of the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is to disseminate knowledge and to train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in Communicative Sciences and Deaf Studies.

II. Goals and Student Learning Outcomes

Student Outcomes Assessment Goals

Below are the goals for the Department's academic and educational/clinical programs. Following this page, are the specific student outcomes expected of successful students.

Upon completion of the *graduate program* of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:

1. Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
3. Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.
4. Demonstrate professional communication skills.
5. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.
6. Assess an individual's ability or performance and appropriately interpret and apply this information.
7. Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.
8. Establish a learning or clinical environment that enhances the maximum growth of students and clients.
9. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.
10. Appreciate, understand, and productively apply multicultural information.
11. Participate in professional and (as appropriate) research activities that promote lifelong learning.
12. Acquire any appropriate credentials, licenses, or certifications. Although not a learning goal, per se, this is a department goal that students completing our program are eligible to apply for appropriate California state teaching or clinical credentials, and any professional certifications or licensures required within their fields.

Goals and Outcomes

For each goal, several outcomes are expected. These goals and outcomes are the focus of our assessment measures and indicators.

Upon completion of the *graduate program* of study in the Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:

Goal 1. *Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.*
Outcome a.   The students evaluate the credibility of sources of information and opinion.
Outcome b.   The students critically evaluate competing ideas as applicable to their profession.
Outcome c.   The students develop conclusions from credible evidence and defend those conclusions.

Goal 2. *Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.*

Outcome a.	The students demonstrate an understanding of the scientific method
Outcome b.	The students understand major research designs, their applications and limitations.
Outcome c.	The students understand and apply basic measurement techniques.
Outcome d.	The students apply research methods in formal projects, or in clinical or education applications.
Outcome e.	The students appreciate and critically evaluate of the role of and need for research in the fields and practice of deaf education, speech-language pathology, and audiology.
Outcome f.	The students appreciate the need for research-based practices.
Outcome g.	The students critically evaluate research in deaf education, speech-language pathology, or audiology.

Goal 3. *Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.*

Outcome a.	The students generate multiple solutions to assessment or intervention problems.
Outcome b.	The students evaluate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals.

Goal 4. *Demonstrate professional communication skills.*

Outcome a.	The students make well-organized presentations of information to classes, meetings, or groups.
Outcome b.	The students write using appropriate spelling and grammar.
Outcome c.	The students produce well-organized papers using current American Psychological Association guidelines (American Psychological Association, 1994).
Outcome d.	The deaf-education students communicate effectively with children or adults who are deaf or hard of hearing using American Sign Language, total communication, and aural-oral communication.

Goal 5. *Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.*

Outcome a.	The students understand and apply knowledge related to anatomy and physiology of speech, language, and audition to the needs of deaf, hard of hearing, or communicatively-disordered individuals.
Outcome b.	The students demonstrate knowledge of the social and psychological implications of hearing loss or communication disorders.
Outcome c.	The students understand the physical basis of speech, language and audition.
Outcome d.	The students understand in the behavioral, linguistic, academic and social aspects of speech and language.
Outcome e.	The students understand the disorders of speech, language and hearing.

Goal 6. *Assess an individual's ability or performance and appropriately interpret and apply this information.*

Outcome a.	The students understand and apply psychometric principles in the assessment of individuals.
Outcome b.	The students assess the physical, intellectual, academic, and social behavior of students and clients, as appropriate.
Outcome c.	The students use appropriate procedures to assess the speech, language, hearing or other communicative needs of individuals.
Outcome d.	The students accurately interpret the results of assessment and develop appropriate conclusions.

Outcome e.   The students have confidence in their abilities to provide and interpret effective educational or clinical assessments.

Goal 7. *Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.*

Outcome a.   The students plan intervention strategies based upon the assessment results.
Outcome b.   The students effectively provide clinical or educational services to meet the communicative needs of deaf, hard of hearing, or communicatively-disordered individuals.
Outcome c.   The students effectively provide clinical or educational services, within their professional scope of practice, to meet the noncommunicative needs of deaf, hard of hearing, or communicatively-disordered individuals.
Outcome d.   The students understand the philosophies underlying current intervention and education methods.
Outcome e.   The students critically evaluate various management and educational approaches.
Outcome f.   The students competently apply and modify educational or clinical intervention plans.
Outcome g.   The students appropriately measure individual progress of clients or students.
Outcome h.   The students manage the inclusion of deaf, hard of hearing, or communicatively-disordered students with the regular education population, as appropriate.
Outcome i.   The students have confidence in their abilities to provide effective educational or clinical intervention.

Goal 8. *Establish a learning or clinical environment that enhances the maximum growth of students and clients.*

Outcome a.   The students establish and maintain a classroom or clinical environment, which enhances the maximum growth of the students in the class.
Outcome b.   The students apply appropriate management of student or client behavior.

Goal 9. *Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.*

Outcome a.   The students establish and maintain good relationships with students, parents, other professionals, administrators, and school personnel.
Outcome b.   The students demonstrate a professional attitude and good personal qualities including honesty, integrity, cooperation, appearance, and good judgment.
Outcome c.   The students professionally interview and counsel students, clients, and their care givers or family members.
Outcome d.   The students know and apply the legal and ethical standards of their profession that are necessary to assure the provision of quality educational and clinical services.

Goal 10.   *Appreciate, understand, and productively apply multicultural information.*

Outcome a.   The students understand multicultural, multilingual, and social considerations concerning the practice of deaf education, speech-language pathology, or audiology.
Outcome b.   The students use appropriate assessment and intervention procedures and materials for individuals from a variety of cultural, linguistic, or social populations.

Goal 11.   *Participate in professional and (as appropriate) research activities that promote lifelong learning.*

Outcome a.   The students participate in professional activities and organizations while students.
Outcome b.   The students continue to participate in professional activities and organizations after graduation.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Course	Graduate Program Goals (1-12)											
	1	2	3	4	5	6	7	8	9	10	11	12
200. Graduate Studies and Research in Communicative Sciences and Disorders (3).		ID		D							ID	N/A
202. Aural Rehabilitation (3).	D		D	D	D	D	D	D		D		
204. Seminar in Stuttering (3).	D	D		D	D		D					
203. Graduate Studies and Research Methods in Deaf Studies (3)		ID		D							ID	
207. Seminar in Neurogenic Language Disorders (3).	D	D		D	D		D					
209. Speech-Hearing in Public School Environment	D		D	D			D	D	D	D		
210. Seminar in Communicative Disorders with Orofacial Anomalies (3)	D			D	D		D					
213. Seminar in Motor Speech Disorders (3).	D	D		D	D		D					
214. Seminar in Language Disorders of Infants and Children (3).	D	D		D	D		D			D		
215. Phonological and Severe Speech Disorders: Communication Intervention, Augmentation, and Alternatives (3).	D	D		D	D		D					
216. Seminar in Voice Disorders (3)	D	D		D	D	ID	D			D		
218. Autism Spectrum Disorders and AAC (3)	D	D		D	D	D	D	D	D	D		
220. Seminar in Dysphagia and Traumatic Brain Injury (3).	D	D		D	D		D		D			
221. Advanced Methods in the Assessment & Treatment of TBI and Dysphagia (3)	D	D		D	D	D	D			D		
230. Advanced Clinical Practice in Speech and Hearing Therapy (1-6; max total 24).	M		M	M	M	D M	D M	D M	D M	M	M	
250. Advanced Clinical Practice: Audiology (1-6;	M		M	M	M	D	D	D	D	M	M	

Course													
max total 24).						M	M	M	M				
257. Student Teaching: Speech- Language Pathology (4-9; max total 9).	M		M	M	M	D M	D M	D M	D M	M	M		
258. Student Teaching: Deaf and Hard-of-Hearing (6-12; max total 12).	M		M	M	M	D M	D M	D M	D M	M	M		
260. Advanced Clinical Practice: Deaf Education (1-6; max total 12).	M		M	M	M	D M	D M	D M	D M	M	M		
262. Seminar in Speech for Deaf and Hard-of-Hearing Children (3).	D					D		D			D		
263. Seminar in Language for Deaf and Hard-of-Hearing Children (3).	D	D				D		D			D		
264. Seminar in Elementary School Subjects for Deaf and Hard-of-Hearing Children (3).	D	D						D					
267. Externship in Speech-Language Pathology (1-6; max total 24).	M		M	M	M	D M	D M	D M	D M	M	M		
268. Externship with Deaf Children (6).	M		M	M	M	M	M	M	M	M	M		
290. Independent Study (1-3; max total 6).						Depends on Topic							
298. Individual or Group Research Project (1-6; max total 6).	M	M				Depends on Topic						M	
299. Thesis (2-6; max total 6).	M	M		M		Depends on Topic						M	

IV. Assessment Methods

During the next five years, the Department will administer the following direct and indirect measures to assess student outcomes. Section V (p.11) shows each goal and the measures that will be used to assess the outcomes for that goal. The implementation timeline is described on page 14.

Graduate Level

1. *Exit Survey.* Graduate students in their final semester will be asked to complete an online *Graduate Student Exit Survey.* (See Appendix *A: Graduate Student Exit Survey*)

2. *Clinic and Student Teaching Evaluation.* Each semester, Supervisors and Master Teachers complete an evaluation of students under their supervision. Those items reflecting on student performances will be averaged (per item) and tracked across semesters. (See Appendix *B: Student Practicum Evaluation* and *Evaluation of Student Teacher.*)

3. *Employer Survey.* An online employer survey will be sent to private companies, hospitals, school districts, and other entities that are known to employ our graduates. We will reach out to them using our department database, as well as social media contacts. (See Appendix *C: Employer Survey*)

4. *Alumni Survey.* Alumni will be sent an online survey. We will reach out to them using our department database, as well as social media contacts. (See Appendix *D: Alumni Survey*)

5. *Minutes of Advisory Committees.* Selected professionals from Fresno County are members of the Deaf Education and Speech Pathology Advisory Committees. These committees meet to provide feedback regarding program development in the Department. The minutes of these committees' meetings will be analyzed and areas of strength or needed change will be noted and summarized. (See Appendix E for a list of questions that will be proposed during the Advisory Committee Meeting).

6. *PRAXIS Results (SLP Only).* The number of graduate students passing or not passing the *PRAXIS Examination in Speech Pathology and Audiology (PRAXIS)* will be summed for the academic year.

7. *Graduate Writing Requirement Results.* The percent of students passing the graduate level writing requirement each year. Major reasons for fails will be noted for program review.

8. *Comprehensive Examination Results.* Percent of student passing, passing in oral examinations, and failing the comprehensive examination per academic year.

V. Student Learning Outcomes X Assessment Methods Matrix

GOALS	Measures							
Upon completion of the graduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:	Exit Survey	Clinic/Student Teaching Eval.	Employer Survey	Alumni Survey	Advisory Comm.	PRAXIS Results	Grad Writing Requirement	Comprehensive Exam Results
1. Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.		X	X	X			X	X
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.	X						X	X
3. Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.	X	X	X	X				
4. Demonstrate professional communication skills.	X	X	X	X			X	

GOALS	Measures							
Upon completion of the graduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:	Exit Survey	Clinic/Student Teaching Eval.	Employer Survey	Alumni Survey	Advisory Comm.	PRAXIS Results	Grad Writing Requirement	Comprehensive Exam Results
5. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.	X				X	X		X
6. Assess an individual's ability or performance and appropriately interpret and apply this information.	X	X	X	X	X	X		X
7. Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.	X	X	X	X	X	X		X
8. Establish a learning or clinical environment that enhances the maximum growth of students and clients.		X						
9. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.	X	X	X		X			

GOALS	Measures							
Upon completion of the graduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:	Exit Survey	Clinic/Student Teaching Eval.	Employer Survey	Alumni Survey	Advisory Comm.	PRAXIS Results	Grad Writing Requirement	Comprehensive Exam Results
10. Appreciate, understand, and productively apply multicultural information.	X	X	X	X	X			
11. Participate in professional and (as appropriate) research activities that promote lifelong learning.	X			X				
12. Acquire any appropriate credentials, licenses, or certifications.				X				

VI. Performance Indicators

To aid in the measurement of student outcomes, each goal and its related outcomes has several performance indicators. The indicators are used to determine if the goals and their related outcomes have or have not been achieved. These indicators are based on performance in one or more of the measures previously described.

Upon completion of the *graduate program* of study in the Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:

Goal 1. *Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.*
 Indicators:
  i.   At least 80% of students will score at or above "proficient (3)" for student teaching evaluations or "adequate (3)" for clinical practicum evaluations when their scores on applicable items are averaged.
  ii.   Each year, at least 80% of students will pass the graduate-level writing requirement on their first attempt.
  iii. At least an average rating of "good" on applicable items (questions 1, 3, & 4) of the employer survey.
  iv.   At least an average rating of "good" on applicable items (questions 1, 3, & 4) of the alumni survey.
  v.   Each year, at least 80% of students will pass the comprehensive examinations in each area.

Goal 2. *Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.*
 Indicators:
  i.   Each year, at least 80% of students will pass the writing graduate-level writing requirement on their first attempt.
  ii.   Each year, at least 80% of students will pass the comprehensive examinations in each area.
  iii. At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #7 on the Graduate Exit Survey.

Goal 3. *Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.*
 Indicators:
  i.   At least 80% of students will score at or above "proficient (3)" for student teaching evaluations or "adequate (3)" for clinical practicum evaluations when their scores on applicable items are averaged.
  ii.   At least an average rating of "good" on applicable items (questions 1, 3, 4, & 5) of the employer survey.
  iii. At least an average rating of "good" on applicable items (questions 1, 3, 4, & 5) of the alumni survey.

iv. At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #6 on the Graduate Exit Survey.

Goal 4. *Demonstrate professional communication skills.*
   Indicators:
     i.   At least 80% of students will score at or above "proficient (3)" for student teaching evaluations or "adequate (3)" for clinical practicum evaluations when their scores on applicable items are averaged.
     ii.   Each year, at least 80% of students will pass the graduate-level writing requirement on their first attempt.
     iii.   At least an average rating of "good" on applicable items (questions 8, 9, & 10) of the employer survey.
     iv.   At least an average rating of "good" on applicable items (questions 8, 9, & 10) of the alumni survey.
     v.   At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #4 on the Graduate Exit Survey.

Goal 5. *Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.*
   Indicators:
     i.   Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.
     ii.   At least 80% of graduates taking the PRAXIS will pass.
     iii.   Each year, at least 80% of students will pass the comprehensive examinations in each area.
     iv.   At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #3 on the Graduate Exit Survey.

Goal 6. *Assess an individual's ability or performance and appropriately interpret and apply this information.*
   Indicators:
     i.   At least 80% of students will score at or above "proficient (3)" for student teaching evaluations when their scores on applicable items are averaged; or "adequate (3)" for an average of the ten items listed in the "Diagnostic Skills" portion of the clinical practicum evaluations
     ii.   At least an average rating of "good" on applicable items (questions 3 & 4) of the employer survey.
     iii.   At least an average rating of "good" on applicable items (questions 3 & 4) of the alumni survey.
     iv.   At least 80% of graduates taking the PRAXIS will pass.
     v.   Each year, at least 80% of students will pass the comprehensive examinations in area III.
     vi.   At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #5 on the Graduate Exit Survey.
     vii.   Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.

Goal 7. *Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.*
   Indicators:
     i.   At least 80% of students will score at or above "proficient (3)" for student teaching evaluations when their scores on applicable items are averaged; or "adequate (3)" for an

average of the ten items listed in the "Treatment Skills" portion of the clinical practicum evaluations.

    ii.   At least an average rating of "good" on applicable items (questions 1 & 2) of the employer survey.

    iii.   At least an average rating of "good" on applicable items (questions 1 & 2) of the alumni survey.

    iv.   At least 80% of graduates taking the PRAXIS will pass.

    v.   Each year, at least 80% of students will pass the comprehensive examinations in area IV.

    vi.   At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #6 on the Graduate Exit Survey.

    vii.   Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.

Goal 8. *Establish a learning or clinical environment that enhances the maximum growth of students and clients.*
Indicators:

    i.   At least 80% of students will score at or above "proficient (3)" for student teaching evaluations or "adequate (3)" for clinical practicum evaluations when their scores on applicable items are averaged.

Goal 9. *Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.*
Indicators:

    i.   At least 80% of students will score at or above "proficient (3)" for student teaching evaluations or "adequate (3)" for clinical practicum evaluations when their scores on applicable items are averaged.

    ii.   At least an average rating of "good" on applicable items (questions 8, 9, & 10) of the employer survey.

    iii.   Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.

    iv.   At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #4 on the Graduate Exit Survey.

Goal 10.   *Appreciate, understand, and productively apply multicultural information.*
Indicators:

    i.   At least 80% of students will score at or above "proficient (3)" for student teaching evaluations or "adequate (3)" for clinical practicum evaluations when their scores on applicable items are averaged.

    ii.   At least an average rating of "good" on applicable items (question #5) of the alumni survey.

    iii.   At least an average rating of "good" on applicable items (question #5) of the employer survey.

    iv.   Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.

    v.   At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #8 on the Graduate Exit Survey.

Goal 11. *Participate in professional and (as appropriate) research activities that promote lifelong learning.*
   Indicators:
   i.   At least 80% of alumni will indicate membership in an appropriate professional association, attendance of at least one continuing education activity per year, or both on the alumni survey (questions 13 & 14).
   ii. At least 80% of students will indicate a rating of "agree" or "strongly agree" to statement #7 on the Graduate Exit Survey.

Goal 12. *Acquire any appropriate credentials, licenses, or certifications.*
   Indicators:
   i.   Alumni Surveys show at least 80% of students will have successfully received one or more of the applicable authorizations (Question #12).

VII. Timeline for Implementation of Assessment Methods and Summary Evaluations

	YEAR				
MEASURE	**1** '14-'15	**2** '15-'16	**3** '16-'17	**4** '17-'18	**5** '18-'19
Clinic/Student Teaching Evaluation	X			X	
Employer Survey			X		
Alumni Survey			X		
Advisory Comm. Minutes		X			X
PRAXIS Results			X		
Graduate students exit survey		X		X	
Graduate Writing Requirement		X			X
Comprehensive Examination	X			X	

VIII.	Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

Data is collected and analyzed according to the implementation schedule, above. This information is then used to write a report, "Summary of Outcome Assessment Results", for the academic year in which the data is collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the Assessment Coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of "Summary Assessment Results" Reports will clearly identify actions that have been taken and are available upon request. Several specific examples of "Closing the Loop" are provided below.

Examples of "Closing the Loop":

1. In 2005-2006 our Advisory Committee expressed a need to show students how to incorporate school classroom curriculum into our therapy lessons. It was decided to incorporate this into our CDDS 215 class. Since incorporating this into the class, it has not come up again as a specific concern. At a subsequent Advisory Committee meeting held in 2010, this was no longer identified as a problem/concern.

2. Over a series of several years since 2003-2004, there was a repeated trend in student comments, alumni surveys, employer surveys, and advisory committee comments regarding the need for our SLP students to have more information in working with "severely disabled" and autistic children, and children using AAC. We also noted a trend in that SLP students did not find value in the counseling class and felt the information from that class was being covered elsewhere in the curriculum. Therefore, in 2009, we implemented a change in the curriculum which resulted in the development of a new class: *CDDS 218 – Autism Spectrum Disorders and AAC.* SLP students now take this class as a replacement for the Counseling class.

3. In 2005-2006, students and the advisory committee expressed a need for our SLP students to have increased training in the area of Tracheostomized patients. This trend continued in 2006-2007 with info collected from students, alumni, and employers. Therefore, it was decided to add this to our curriculum. In order to do so quickly, it was added as a "topic" in our Advanced Clinical Methods class (CDDS 292) the next year. In Fall 2010, it was added as a permanent unit in the CDDS 221 (Advanced method in the assessment and treatment of dysphagia and TBI)) class, as it was decided that this was the most appropriate place for it. In the course evaluations for this class collected during the 2014-2015 school year , twelve students wrote comments that specifically mentioned how much they benefitted from having this unit in the class.

4. In 2006-2007 we noted a decrease in our passage rate for the Graduate Writing requirement, and in 2008-2009 we did not meet our passing criteria rate for the first time (below 80%). Therefore, the following actions were taken:
   (a) A Grad writing assistant was hired and made available to help our students
   (b) We required all grad students to use the new APA 5th edition manual

(c) DE students added instruction in APA in CDDS 114

This outcome measure was targeted again for the 2010-2011 academic year and we tracked any changes/improvements at that time to see if these measures have improved student outcomes in this area. In Fall 2010, the Pass rate was 95.8%, showing significant improvement. For the 2011-2012 AY, the pass rate was 92%, for Spring 2013 the pass rate was 90%, and for Fall 2013, the pass rate was 100%. We will track for one more year in 2015-2016, then consider our actions to be successful if an acceptable pass rate continues.

5. For the first time, in 2008-2009, we did not meet our passing criterion for Comprehensive Examinations. The indicator is set for 80%, but our pass rate was 75%. In addition, it was noted that a significant contributor to the Fail rate was students having difficulty writing measurable goals and objectives. Problems in this area were also identified on clinical evaluations completed over previous semesters. Therefore, the following actions were taken in regards to comprehensive exams, in general:
    (a) We added a required "comps social" to better prepare students
    (b) Pass/Fail criteria were reviewed and agreed on by faculty to make sure "we were all on the same page" regarding grading

In addition, the following actions were taken in regards to improving student outcomes in the area of writing measureable goals and objectives (MGO):
    (a) faculty agreed on "key components" of a MGO
    (b) Extra assignment on this were given to students who did not pass this area on comps
    (c) Several classes will add info & exam questions that deal specifically with this: 220, 116, 213, 215
    (d) New resources were identified and purchased for students/faculty to utilize that should help with writing measureable goals & objectives

We are continuing to track these areas: 1) Passage rate for Comps, and 2) student abilities for writing measurable goals and objectives. So far, improvements have been noted. The following results have been obtained:

Spring 2010 =   COMPS pass rate = 95%; Pass rate for comps question specific to writing measurable goals and objectives = 100%

Fall 2010 =   COMPS = 97%; Pass rate for comps question specific to writing measurable goals and objectives = 87%

Spring 2011 =   COMPS = 98%

Fall 2011 =   COMPS 95.5%

Spring 2012=   COMPS = 100%; Pass rate for comps question specific to writing measurable goals and objectives = 100%

Fall 2014=   COMPS = 91%

Spring 2015=   COMPS = 85.7%

6. Over the past several years, the level of participation in our Graduate Exit Interviews, as well as our Alumni Surveys and Employer Surveys was VERY POOR. The faculty met to discuss this and decided on the following actions:
    (a) Pilot an online exit interview with our undergraduate students. This was done in Spring 2011 with a very good result.
    (b) Based on the positive results obtained in (a), it was decided to convert our Graduate Exit Interview into an online questionnaire. This was piloted.
    (c) We have also converteed our Alumni Surveys and Employer Surveys into online formats. We are also hoping, for the first time, to take advantage of the social networking sites in order to "connect" with more alumni.
    (d) Fran worked with Chris Hernandez to have both put on-line using Qualtrics, and brainstormed several ideas for increasing "student motivation" to participate in the surveys. We decided it would be beneficial to have them completed as part of several target courses. Fran discussed this idea with the faculty and several classes were selected. We will also discuss sending them out more frequently in hopes of gathering more data prior to submitting our reports on these measurement instruments. We used this procedure for our undergraduate exit survey for the first time during the 2014-15 school year and had a 79% return rate.

Appendices

A   Exit Survey

B   Student Practicum Evaluation **and** Evaluation of Student Teacher Protocol

C   Employer Survey

D   Alumni Survey

E   Questions to be Presented at the Advisory Committee Meeting

Appendix A

Exit Survey

Identify your major: Deaf Education
                        Speech-Language Pathology

Rate each of the following statements: 0 = no opinion
                                              1 = strongly disagree
                                              2 = disagree
                                              3 = agree
                                              4 = strongly agree

1. Advising was helpful.

2. My undergraduate studies and learning experiences at CSUF prepared me for graduate school.
   ➤ *If you did not attend CSUF for your undergraduate studies, please select "0"*

3. My graduate classes and learning experiences prepared me for my internships, externships and/or student teaching.

4. I feel prepared to communicate with parents, clients, students, and other professionals.

5. I am confident in my abilities to assess a client's or student's communication abilities.

6. I am confident in my abilities to plan and implement educational or clinical interventions across a wide range of students or clients.

7. I am comfortable locating, reading, and evaluating professional literature (e.g., peer reviewed journals) in my field of study.

8. I appreciate, understand, and productively apply multicultural information when assessing or treating/teaching clients or students.

9. I am planning to pursue a doctoral degree.

Narrative Questions:

1. For which areas of your field do you feel most prepared?

2. In which areas of your field do you feel you are lacking skills?

3. What type of setting are you planning to work in now that you have completed the program?

Appendix B

Student Practicum Evaluation

and

Evaluation of Student Teacher Protocol

Student Practicum Evaluation

Clinician:_____   Semester:_____

Supervisor:_____   Course:_____

When considering the student's current academic and clinical experience:

Rating Scale :   N/A = Not Applicable / Not Addressed yet

1 = Needs 100 % Assistance/ Feedback:: Inadequate (inability to make changes)
2 = Needs 75%   Assistance/ Feedback: Nominal (regularly needs specific direction/demonstration)
3 = Needs 50%   Assistance/ Feedback: Adequate (often needs some general direction/ demonstration)
4 = Needs 25%   Assistance/ Feedback: Good (needs occasional direction/demonstration)
5 = Independent with Minimal Assistance/ Feedback Needed: Excellent (takes initiative and performs effectively)

Academic and Clinical Knowledge Base (10 %)

	1st 3 weeks	Midterm	Final
1. Applies current course work in the clinical setting.	N/A	N/A	N/A
2. Understands nature of disorders.	N/A	N/A	N/A
3. Seeks to add to academic knowledge in order to develop an effective treatment program.	N/A	N/A	N/A
4. Demonstrates increased clinical insight.	N/A	N/A	N/A

Comments:_____

Diagnostic Skills (10%)

	1st 3 weeks	Midterm	Final
1. Conducts a thorough file review and client interview	N/A	N/A	N/A
2. Utilizes appropriate diagnostic instruments.	N/A	N/A	N/A
3. Effectively administers and records tests according to published guidelines.	N/A	N/A	N/A
4. Accurately interprets test results.	N/A	N/A	N/A
5. Makes appropriate prognosis and recommendations based on diagnostic results.	N/A	N/A	N/A
6. Effectively shares results and recommendations and answers questions appropriately.	N/A	N/A	N/A
7. Administers informal diagnostic instrument if published tests are not appropriate.	N/A	N/A	N/A
8. Incorporate multiple measures to establish reliability of results.	N/A	N/A	N/A
9. Quickly learns and incorporates new tests or procedures suggested by the supervisor.	N/A	N/A	N/A
10. Demonstrates on-going evaluation of client's skills, task and materials.	N/A	N/A	N/A

Comments:_____

Treatment Skills (30%)

	1st 3 weeks	Midterm	Final
1. Develops and writes appropriate short-and long-term objectives.	N/A	N/A	N/A
2. Sequences treatment to meet the client's needs and the client's performances.	N/A	N/A	N/A
3. Utilizes a variety of appropriate materials.	N/A	N/A	N/A
4. Utilizes a variety of appropriate treatment techniques and tasks that are clearly related to goals.	N/A	N/A	N/A
5. Effectively manages treatment contingencies (e.g., reinforcement) and behavior.	N/A	N/A	N/A
6. Accurately and appropriately uses data collection methods.	N/A	N/A	N/A
7. Provides consistent and appropriate feedback to clients regarding results of treatment session and overall programs.	N/A	N/A	N/A
8. Actively involves client in treatment by training self-charting, providing regular home assignments, etc.	N/A	N/A	N/A
9. Adapts treatment methods based on ongoing assessment of client's needs and adjusts pacing when needed.	N/A	N/A	N/A
10. Respects scheduling restrictions by beginning and ending treatment on time.	N/A	N/A	N/A

Comments:_____

Writing Skills (20%)

	1st 3 weeks	Midterm	Final
1. Maintains accurate and appropriate progress notes.	N/A	N/A	N/A
2. Prepares complete, well-organized reports.	N/A	N/A	N/A
3. Submits written assignments in a timely manner.	N/A	N/A	N/A
4. Uses correct and appropriate grammar, form, style, and spelling in written reports.	N/A	N/A	N/A
5. Uses language that is understood by client and family.	N/A	N/A	N/A

Comments:_____

Practicum as a Learning Experience (20%)

	1st 3 weeks	Midterm	Final
1. Implements recommendations quickly.	N/A	N/A	N/A
2. Seeks clarification when in doubt.	N/A	N/A	N/A
3. Develops original and/or appropriate solutions to clinical problems.	N/A	N/A	N/A
4. Generalizes information to other clients and situations.	N/A	N/A	N/A
5. Improves and learns as a result of experience and from supervisory suggestions.	N/A	N/A	N/A
6. Demonstrates careful planning & consideration of consequences.	N/A	N/A	N/A
7. Receives constructive suggestions without resistance.	N/A	N/A	N/A
8. Conducts on-going self-analysis to meet personal goals.	N/A	N/A	N/A
9. Demonstrates appropriate organizational skills.	N/A	N/A	N/A
10. Identifies areas of competencies and areas that need improvement (i.g., self-awareness).	N/A	N/A	N/A

Comments:_____

Professionalism & Ethics (10%)

	1st 3 weeks	Midterm	Final	
1. Communication effectively using appropriate levels with a variety of individuals (e.g., parents, clients/patients, supervisors).	N/A	N/A	N/A	
2. Establishes and maintains rapport with clients and professionals.	N/A	N/A	N/A	
3. Complies with established clinic or on-site procedures.	N/A	N/A	N/A	
4. Demonstrates knowledge of ASHA's Code of Ethics by applying ethical standard in all professional relationships.	N/A	N/A	N/A	
5. Maintains a professional appearance.	N/A	N/A	N/A	
6. Attends and is on time for all meetings.	N/A	N/A	N/A	
7. Treats all people with respect & safeguards confidentiality.		N/A	N/A	N/A
8. Conducts sessions effectively with confidence.	N/A	N/A	N/A	
9. Demonstrates careful planning & consideration of consequences.	N/A	N/A	N/A	
10. Maintains professional focus on client's needs (including physical, psychological and spiritual).	N/A	N/A	N/A	

Comments:_____

Supervisor's Signature:_____Date:_____

Adapted from the American Speech-Language-Hearing Association's "Clinical Fellowship Year Performance Rating Observation Scale" and "Handbook for Student Interns & Instructors in Speech Pathology and Audiology."

California State University, Fresno
Department of Communication Disorders and Deaf Studies
Student Teaching Evaluation

Mid-term(blue/black ink)   Final Evaluation (red ink)

Student Teacher _____ Date _____

Location _____ Grade Level/Subject _____

Master Teacher _____ University Supervisor _____

Person Completing Form: □ Master Teacher   □ University Supervisor   □ Student Teacher (self-evaluation)

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
1. Communication				
Uses acceptable written, oral,and nonverbal communication with students	Frequently demonstrates inappropriate use of written and/or oral language. Nonverbal communication is not apparent □	Usually demonstrates appropriate use of written and oral language. Nonverbal communication is limited □	Frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate. □	Consistently demonstrates high levels of proficiency in written and oral language. Non verbal communication is consistent and appropriate. □
Provides opportunities forstudents to cooperate,communicate, and interact with each other to enhance learning.	Does not involve the students in any type of interactive activities. □	Provides occasional opportunities for student-to-student communication. □	Students regularly participate in interactive activities planned by the Candidate. □	Students usually work together, not only on Candidate-planned activities, but also on self selected projects. □
Listens to students and demonstrates interest in what they are saying by responding appropriately	Does not respond to student comments □	Inconsistent in responding to what students are saying. □	Looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing □	Responds to students with appropriate verbal or nonverbal feedback by summarizing what students have shared □
Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking	Has limited rapport with students, rarely encourages inquisitiveness, discourages interactions and questioning	Establishes rapport with students, or develops an atmosphere of limited inquiry □	Establishes rapport with students and often encourages inquiry. □	In addition to 3, the Candidate accepts students' ideas, and fosters academic risk-taking. □

	☐			
Demonstrates communication skills which show sensitivity to diversity differences.	Candidate seldom recognizes diversity differences within the Classroom ☐	Candidate is aware of diversity differences within the class room, but seldom adjusts communications and actions. ☐	Candidate is often adjusts communications and actions to demonstrate sensitivity to various cultures. ☐	Candidate demonstrates sensitivity to diversity differences through communications and actions. ☐
Adapts to the various communication needs of students with multiple handicaps	Does not recognize or respond to the communication attempts of students with multiple handicaps ☐	Is aware of the communication attempts of students with multiple handicaps but does not respond appropriately ☐	Frequently responds appropriately to of the communication attempts of students with multiple handicaps ☐	Is sensitive to, and consistently responds appropriately to of the communication attempts of students with multiple handicaps ☐

Comments on Communication Skills

2. Planning and Preparation

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Selects goals and objectives for plans that are valuable, clear, and appropriate in terms of scope and sequence.	Goals are not valuable and represent low expectations for students; goals are not clear enough to allow for assessment. ☐	Goals are oderately valuable in their expectations or conceptual understanding for students, and in their importance; goals are only moderately clear or include a combination of goals and activities ☐	Goals are valuable in their level of expectation, onceptual understanding, critical thinking, and importance; most goals are clear and permit assessment ☐	Goals chosen for plans are valuable, establish high expectations, provide for critical thinking by students, and relate to curriculum frameworks and standards; all goals are clear, written in the form and student learning, and permit viable methods of assessment. ☐
Demonstrates knowledge of content areas and their integration in planning.	Makes content errors or does not correct content errors students make.	Shows basic content knowledge but cannot articulate connections with other disciplines	Shows solid content knowledge and makes connections between the content and other disciplines	Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge

	☐	☐	☐	☐
Plans using knowledge about characteristics of age group, knowledge of students' varied approaches to learning; knowledge of students' interests and cultural heritage; and knowledge of students' skills and knowledge.	Shows : minimal knowledge of developmental characteristics of age group; unfamiliarity with different approaches to learning (such as learning styles or "intelligences"); little knowledge of students skills and knowledge, interests or cultural heritage. ☐	Shows: generally accurate knowledge of the developmental characteristics of age group; general understanding of the different approaches to learning; recognizes the value of understanding students' skills, knowledge interest, or cultural heritage, but uses this only in planning for the class as a whole ☐	Shows thorough understanding of typical developmental characteristics of age groups, as well as exceptions; shows solid understanding of the different approaches to learning that different students exhibit; shows knowledge of students' skills and knowledge; shows knowledge of the interests or cultural heritages of groups of students. ☐	Shows knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which individual student follows patterns; uses, where appropriate, knowledge of varied approaches to learning in planning; displays skills and knowledge of the interests or cultural heritages of groups of students. ☐
Plans lessons that incorporate multiculturalism and diversity in non-stereotypical ways.	There is no mention of diversity in any lesson planning. ☐	Acknowledges diversity but diversity is treated in trivial ways (e.g., focus on stereotypical differences, like "Mexicans eat tortillas." ☐	Plans reflect recognition and general acceptance of differences. There is some reflection on diverse perspectives. ☐	Reflects respect and affirmation of individual differences. Lessons ask students to use information learned in interactions with fellow students and their outside work. ☐
Plans well in advance and incorporates varied and creative materials and resources into planning, including, where appropriate, technology.	Plans incorporate very few resources beyond the Candidate's Editions and input from the classroom teacher. ☐	Plans incorporate only those materials and resources readily available in the classroom; technology is seldom used. ☐	Plans incorporate materials and resources from school and the community; technology is used periodically. ☐	Plans incorporate materials and resources from school, community, professional organizations, and other resources; technology is used creatively and appropriately to strengthen the lesson. ☐
Plans lessons to meet the needs of students who have multiple handicaps or varying levels of academic achievement (Differentiated Instruction)	No provisions in the plans for multiply handicapped or varying levels of academic achievement ☐	Plans for the varied needs of students in a superficial way. (e.g. Giving "busy work" while other students are given grade level work) ☐	Frequently makes provisions in lessons for giving appropriate lessons/materials that match the level of student achievement ☐	Shows consistent planning of lessons/materials appropriate for students of varying achievement/academic levels ☐

Comments on Planning and Preparation Skills

3. Formal Assessment

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Uses varied assessment and evaluation tools.	Uses no evaluation tools. ☐	Uses only the evaluation tools provided by cooperating teacher. ☐	Develops and uses a variety of evaluation tools. ☐	Develops and uses a variety of evaluation tools including performance assessment and observation. ☐
Uses assessment results.	Assessment results are not used by the candidate. ☐	Instructional decisions or are sometimes made based on assessment results. ☐	Assessment results are consistently used to plan instruction, but the instruction is not differentiated. ☐	Assessment results are consistently to plan instruction that responds to the strengths/ needs of varying learners. Results also used to make instructional decisions (grouping, content). ☐
Uses congruent assessments and clear standards	Assessments do not match instructional goals and/or criteria is not clear. ☐	Most assessments match goals/objectives; criteria are developed but not always clear. ☐	Assessments consistently match goals and objectives; criteria for evaluation are developed ☐	Assessments consistently match goals and objectives; criteria for evaluation are clear and effective. ☐
Incorporates varied sources of assessment information.	All assessment information comes from student candidate. ☐	Assessment information comes from student and cooperating teacher. ☐	Incorporates assessment information from at least one source other than classroom and student Candidate. ☐	Incorporates assessment information from a variety of sources (e.g., parents, peers, cooperating teacher, other personnel). ☐

			☐	
Maintains systematic record keeping and communicates assessment results.	Maintains no records ☐	Maintains records, but they are not systematic. Does not share assessment information with anyone else. ☐	Maintains systematic records, but does not communicate with school partners OR communicates assessment information that is not systematic ☐	Maintains systematic records of student work and performance and communicates progress to partners, and, where developmentally appropriate, students. ☐

Comments on Assessment Skills

4. Creates and Maintains a Learning Environment

Establishes and maintains standards of classroom behavior	Has not stablished standards of conduct and responds inconsistently or disrespectfully to student behavior. ☐	Has established standards of conduct but they are confusing for some students. Applies them inconsistently. Builds rapport with some students ☐	Has established standards that are clear to all students. Responds appropriately most of the time. Supports students in meeting these standards. Builds rapport with students. ☐	Has involved students in the establishment of clear standards of conduct. Responds appropriately, consistently and respectfully at developmental level of students supports students in meeting these standards. Is consistent in demonstrating equitable behavior and fairness to all students. Builds rapport with students ☐
Facilitates development of student responsibility	Does not encourage student responsibility for personal and community behavior and learning. ☐	Provides limited assistance for only some students in understanding their responsibility for the classroom environment and for learning. ☐	Provides limited assistance for all students in understanding their responsibility for the classroom environment and for learning. ☐	Consistently encourages and supports student responsibility for personal and community behavior. ☐
Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost	Consistently unprepared for class. Often begins late, students are often off task and not engaged in learning activities. Students and instructor are often off topic	Often unprepared for class. occasionally begins late, students are engaged in learning activities more often than not. ☐	Usually comes to class prepared. Class generally begins on time, Students spend the majority of their time on task, off task time is minimal, students are usually engaged in learning activities	Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic ☐

	☐		☐	
Monitors students' participation and interpersonal interactions in learning activities	Unaware of or unable to encourage student participation. Unaware of students interests. Chooses activities that do not motivate students to participate. Uses inappropriate or ineffective management techniques. ☐	Often needs to intervene to control behaviors. Has limited repertoire of management techniques. ☐	Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions ☐	Aware of and uses effective techniques to monitor students. Prevents problems before they arise by intervening and engaging students. Reinforces student behavior verbally and non-verbally. Uses strategies to prevent interpersonal conflict. Chooses activities that motivate students and are tied to their interests. Groups students effectively and able to anticipate problems that may arise ☐
Establishes efficient outines for procedural tasks and delegates to students	Unprepared to handle routine procedures resulting in loss of instructional time. Spends excessive time on non-instructional tasks (e.g. record keeping). Students are often idle while teacher attends to procedural tasks. ☐	Tasks that could be delegated to students are controlled by the teacher. Students are not engaged in learning while tasks are being performed. ☐	Has systems for performing non-instructional duties resulting in limited loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized ☐	Handles procedures smoothly with little loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized. ☐

Comments on Learning Environment

5. Teaching for Student Learning

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4

Uses a variety of instructional strategies	Uses no variety of teaching strategies. ☐	Uses limited teaching strategies and has little awareness of the fit between strategies and learners' styles, strengths, and needs ☐	Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners' styles, strengths, and needs. ☐	Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs ☐
Teaches with structure and pacing, yet flexible enough to respond to students	Teaches with little clarity and/or structure and suitability toward learning goals. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment ☐	Teaches content with partial clarity and suitability toward learning goals. Structure is recognizable. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment. ☐	Teaches content with clarity and structure. Pacing is inconsistent. Attempts to adjust lessons for students' interests and needs. ☐	Teaches content clearly and consistently in a cohesive manner with appropriate pacing. Adjusts responsively to student interests and needs. ☐
Asks questions	Few questions are asked or questions do not stimulate students' analytical or creative thinking; questions encourage yes/no student response. ☐	Questions are somewhat varied but tend towards knowledge level thinking; questions result in minimal student response; limited feedback. ☐	Questions promote problem solving, demand analytical, creative, and/or reflective thinking but probes are infrequent or superficial; student response to questions is not equitably spread across class; feedback is limited. ☐	Questions promote problem solving, demand analytical, creative, and/or reflective thinking; probes for clarification, elaboration, and meta-cognition; questions and probes equitably distributed among students; feedback on responses is high quality. ☐
Uses a variety of media communication tools to enrich learning.	Teacher does not use media communication tools in the Instructional environment and teaching-learning process ☐	Teacher uses media communication tools in the instructional environment (e.g., visual displays) but does not incorporate them into the teaching-learning process. ☐	Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered. ☐	Teacher develops lessons activities that incorporate the use of media communication tools in a student-centered format designed to empower student's use of the mediums. ☐
Facilitates opportunities for students to cooperate, communicate, and interact with each other to	Teacher does not involve the students in any type of interactive	Teacher provides occasional opportunities for student-to-student	Students regularly participate in interactive activities planned by the	Facilitates high level of student interactions; students initiate topics, pose questions. Students

enhance learning.	activities. Interaction is teacher dominated. Little student active participation. ☐	communication. ☐	teacher. Attempt to engage all students but uneven results. ☐	frequently work together, not only on teacher-planned activities, but also on self- selected projects. ☐

Comments on Teaching for Learning

6. Teacher Professionalism

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Projects enthusiasm for teaching and learning	Often appears bored in the school setting. ☐	Appears eager, excited and curious from time to time, but not consistently so. Participates in professional activities to a limited extent when they are convenient. ☐	Usually appears eager and excited in interactions with students, but not so with other adults. Occasionally seeks out professional development opportunities. ☐	Appears eager, excited, and curious in interactions with students, colleagues, and other adults. Seeks out opportunities for professional development enhance content and pedagogical skills ☐
Establishes and maintains effective working relationships with colleagues and other individuals in professional situations.	Working relationships are not initiated or maintained with other adults and professionals. ☐	Interacts appropriately with other adults when they initiate contact, Seldom initiates contacts. ☐	Initiates and maintains appropriate contact with some other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. ☐	Initiates contact with a wide variety of other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. Effective working relationships are maintained with a broad base of other professionals. ☐
Reflects on teaching	Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is unable to judge if teaching effective and has no suggestions for future improvement of teaching. ☐	Periodically gathers information on teaching and makes an accurate assessment of effectiveness of teaching. Has few suggests for future improvement. ☐	Gathers information and has a generally accurate impression of effectiveness of teaching. Occasionally has difficulty in interpreting strengths and weaknesses. Offers general suggestions on how a lesson may be improved. ☐	Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an accurate assessment of effectiveness of teaching. specific suggestions for improvement. ☐

Demonstrates professional judgment, integrity, and ethical standards.	Appears unaware of professional and ethical standards. ☐	Limited demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of the role. ☐	Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role. ☐	Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student. ☐

Overall Comments:

Both of the undersigned have discussed the results of this student teaching evaluation.

University Supervisor or Master Teacher Signature

_____ Date _____

Student Teacher Signature

_____ Date _____

Appendix C

Employer Evaluation of Program
Department of Communicative Sciences and Deaf Studies
California State University, Fresno

Dear Employer:

Our records show that your employee, _____, took courses in the Dept. of Communicative Sciences and Deaf Studies. As a requirement of our accreditation process, this evaluation is being sent to employers of our graduates to secure data which will help us evaluate and improve our program. The results will be confidential, and in any reporting of data, your employees name will not be used. Please rate on the scale below. Thank you in advance for your assistance.

	Excellent	Good	Fair	Poor	N/A
1. Skill in Treatment / Teaching Ability to develop a treatment or educational program appropriate to client's or student's needs.					
2. Skill in Management of Behavior (maintain on-task behavior.)					
3. Skill in Assessment (assessment is ongoing in nature, using observational, recorded, standardized and non-standardized measurement procedures and techniques.					
a. Knowledge and implementation of diagnostic tools available.					
b. Adequate knowledge of specific characteristics of type of population served.					
4. Skill in Reporting (written reports pertinent and accurate.)					
5. Organizational Skills					
6. Ability to communicate with families.					
7. Ability **to** communicate with colleagues and other disciplines on a professional level.					
8. Ability to communicate with clients or students.					

Overall, how would you rate the quality of service rendered by this person?

What is the number of clients or students presently served by this person?_____

Appendix D

Alumni Survey

Alumni Survey
Department of Communicative Sciences and Deaf Studies
California State University, Fresno

Dear Graduate:

As an alumnus of the Communicative Sciences and Deaf Studies department, would like you to look back and evaluate the preparation you received while a student in the department. Please evaluate the education you received in the Dept. of Communicative Sciences and Deaf Studies by checking either "excellent," "good," "fair," "poor," or "N/A." You may return this form in the enclosed envelope.

Check all that you have completed: B.A.   M.A.   Credential

Check your option: Deaf Education   Speech-Language Pathology

	Excellent	Good	Fair	Poor	N/A

Professional/Technical:

1. Skill in Treatment / Teaching Ability to develop a treatment or educational program appropriate to client's or student's needs.

2. Skill in Management of Behavior (maintain on-task behavior.)

3. Skill in Assessment (assessment is ongoing in nature, using observational, recorded, standardized and non-standardized measurement procedures and techniques.)

    a. Knowledge and implementation of diagnostic tools available.

    b. Adequate knowledge of specific characteristics of type of population served.

4. Skill in Reporting (written reports pertinent and accurate.)

5. Organizational Skills.

Interpersonal Communication:

9.Ability to communicate with families.

10.   Ability to communicate with colleagues and other disciplines
       on a professional level.

11.   Ability to communicate with clients or students.

Overall, How would you rate the quality of you education in the Department?

Check (☐) if you currently have completed or have been granted any of the following:

_____Certificate of Clinical Competence in Speech-Language Pathology

_____California License in Speech-Language Pathology

_____Certification by Council on Education of the Deaf

_____California Teaching/Clinical Credentials for the practice of Speech-Language Pathology

_____California Teaching/Clinical Credentials for Education of the Deaf

_____Other California Teaching/Clinical Credentials (Specify_____)

_____Other professional authorizations (Specify_____)

How many times you have attended or completed activities for continuing education (e.g., conferences, workshops, seminars, courses, etc.) in the past year? _____

Of these activities, for how many were you granted continuing education units, units to advance on you salary schedule, or both? _____

Appendix E

Questions to be Presented at the Advisory Committee Meeting

Please take minutes during the Advisory Committee Meeting.

The advisory committee meeting is meant to be an opportunity for open discussion regarding the strengths and limitations of our graduate program in Speech-Language Pathology, the quality of services being performed by our graduates, and the degree to which we are able to meet the needs of our community. Please feel free to comment on any areas that you feel are important. In addition, at some point during the meeting, please propose the following questions for discussion:

1. How do you feel about our past students' understanding and ability to apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication?

2. What do you feel are the strengths and/or weaknesses regarding the assessment and treatment skills being performed by our alumni out in the community? Do you feel they are prepared to work with a wide range of students and/or clients?

3. How well do our past students develop professional relationships with clients/students, caregivers, family members, and other professionals?

4. Do our past students appreciate, understand, and productively apply multicultural information?

Appendix C: University Approval Documents

GRADUATE PROGRAM

**(master's degree, doctoral degree, certificate of advanced study,
Credential requiring graduate-level course work)**

CATALOG STATEMENT REVISION REQUEST

Return original to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Speech-Language Pathology
Department: Communicative Sciences and Deaf Studies
Contact Person: Christine A. Maul
Phone: 278-3938
E-mail: cmaul@csufresno.edu
Catalog pg. # N/A

PURPOSE OF FORM: To propose revision of a graduate program catalog statement (program description and/or requirements) as it appears in the University Catalog. The proposed program changes if approved will be binding on students who are advanced to candidacy under the new catalog statement. NOTE: Revisions in graduate courses and proposals for new graduate courses are submitted on separate forms available through the Division of Graduate Studies, phone 8-2448.

INSTRUCTIONS: Use attachments to this sheet to indicate the changes that you propose. Make changes as space allows directly on a 8.5" x 11" xerographic copy of the entire page(s) of your graduate program statement (description/requirements) as it appears in the most recent University Catalog, including page numbers. Use "mock-up" style: cross out wording to be deleted; type new language in margins. If there is no sufficient space in the margins to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on additional sheets. Address question on these instructions to the Dean, phone 8-2448.

Routine proposals for graduate program changes are reviewed by the Graduate Curriculum Subcommittee. Extensive, substantive changes are reviewed by the University Graduate Committee.

Those planning to propose a new or extensively revised graduate program (master's, doctoral, or certificate of advanced study), including a proposal for a revised or an additional option under an existing graduate degree, should schedule a meeting with the Graduate Dean.

JUSTIFICATION: Explain why the proposed changes in the graduate program are needed. Attach additional pages as necessary. Special justification and approval are required for proposals to increase master's degree program units above 30 units in academic fields, and 60 units in professional fields. Such justification must include comparative information concerning similar programs at representative universities, and outline adherence to accreditation standards if applicable. Document the impact of the proposed change and/or any increased program units on program students and department resources.

CONSULTING SIGNATURES (if required)

In an effort to avoid misunderstandings, signatures must be obtained from those **departments potentially affected** by proposed changes(s).

I have read the catalog statement revision request and support the proposed change(s).

Yes ☐   No ☐

If no, please explain your concern (s):

_____

_____

_____

Department Chair (of department being consulted)

_____	_____
Department	Department
_____	_____
Department Chair (typed name)	Department Chair (typed name)
_____	_____
Department Chair Signature	Department Chair Signature
_____	_____
Date	Date

REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

Fran Pomaville
_____
Typed Name   Signature *(signed)* 3/22/17 Date

Department Chair

Steven L. Skelton
_____
Typed Name   Signature *(signed)* 8/21/17 Date

School Curriculum (or Credential) Committee Chair (if applicable)

Christine A. Maul
_____
Typed Name   Signature *(Christine A. Maul)* 3/22/17 Date

School Dean

Jody Hironaka-Juteau
_____
Typed Name   Signature *(signed)* 4.4.17 Date

UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE REVIEW RECOMMENDATION:

☐ **Request Approved**

☐ **Request Denied**

☐ **Request Deferred**

_____
Date of Action

Explanation:

_____

_____

_____

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

James Marshall
_____ | _____ | _____
Typed Name | Signature | Date

Provost/Vice President for Academic Affairs/or designee

_____ | _____ | _____
Typed Name | Signature | Date

JUSTIFICATION

In anticipation of approval for the split degrees in the Department of Communicative Sciences and Deaf Studies, we are requesting catalog copy change to reflect the requirements of the two proposed Master's Degrees – one in Deaf Education and one in Speech-Language Pathology. There will be no curriculum changes and no changes in required courses. The degree split is to bring us in accordance with Chancellor's Executive Order 1071 (see attached document).