

**KANSAS STATE UNIVERSITY**

# **CSD Graduate Handbook**

**Program in Communication  
Sciences and Disorders**

School of Family Studies and Human Services

**KSU SPEECH & HEARING CENTER  
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## INTRODUCTION

Communication Sciences and Disorders is an area of professional specialization that developed out of concern for people with speech, language, and hearing disorders. The program in Communication Sciences and Disorders (CSD) has been an established presence at Kansas State University for more than 50 years. The goal of the CSD program is to educate clinicians who are competent to help children and adults with difficulties in any aspect of oral and written communication or swallowing. It is part of the School of Family Studies and Human Services, a multidisciplinary department in which sociologists and psychologists, speech-language pathologists and audiologists, economists, gerontologists, social workers, and marriage and family therapists address the broad social issues affecting the development of individuals and families.

The Master's degree (M.S.) offered in Communication Sciences and Disorders at Kansas State University is focused on speech-language pathology. It is a full-time, two-year program with consecutive semester enrollment, starting either in the summer/fall or spring semesters. The majority (about 90%) of CSD undergraduate majors complete the program in 6 semesters (includes 2 summers). The exceptions typically relate to students who have deficiencies in their undergraduate curriculum from another program. The mission (objectives) of this professional education program is to:

1. Prepare speech-language pathologists to fill diverse roles in the broad area of speech-language pathology and in a variety of professional environments consistent with evidence-based practice;
2. Provide the student with knowledge about the changing role of the speech-language pathologist within our society and with opportunities to learn how research informs that change;
3. Facilitate an interdisciplinary view of disorders of human communication;
4. Provide speech-language pathologists with the coursework and practicum experiences needed to meet national standards for clinical knowledge and skills and to earn the Certificate of Clinical Competence (CCC) awarded by the American Speech-Language-Hearing Association.

Kansas State University is fully accredited by the North Central Accrediting Association. The master's education program (M.S.) in speech-language pathology at Kansas State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

This document is designed to acquaint students in speech-language pathology with the Program's policies at the graduate level. The information that follows will address:

- Graduate Admission
- Communication Sciences & Disorders Program Requirements
- Courses for Graduate Study
- GPA Requirements & Academic Intervention
- Knowledge & Skills including Clinical Experiences
- Student Research & Service
- Faculty Information
- Advising and Student Support
- Master's Comprehensive Examinations
- Questions & Special Notes

Additional information about graduate studies at Kansas State University is available in the Graduate Catalog and also at <http://www.ksu.edu/grad/> and <http://www.he.k-state.edu/fshs/academics/csd/>.

## GRADUATE ADMISSION

To be considered for graduate admission, the applicant must have:

1. a bachelor's degree,
2. adequate undergraduate preparation in speech-language pathology or equivalent evidence of an appropriate background for undertaking an advanced degree program,
3. an overall undergraduate average of 3.0 or better
4. an undergraduate average of 3.0 or better in the junior and senior years,
5. an undergraduate average of 3.0 or better in the major,
6. a personal statement regarding professional interests and goals (one page),
7. Graduate Record Examination (GRE) scores, and
8. Three recommendation forms completed by instructors or possibly other individuals who can attest to the applicant's suitability for graduate study in speech-language pathology.

Complete the electronic application for graduate studies in CSD at the university website (<http://www.k-state.edu/grad/admissions/application-process/>). You will upload all documents as part of the application process. This includes transcripts from each college and university attended, including Kansas State University. Please be sure that transcript information includes information needed to interpret grades (this is typically on the reverse side of the transcript). Failure to do so may impact your application status with the program. Other electronic documents to prepare and upload include your personal statement (one page) and a resume (optional). Although you can enter your GRE scores, it is important that you have official GRE scores sent to Kansas State University. If you have taken the GRE more than one time, please be sure to indicate such on the entry page for GRE information to alert the CSD program of your status. You will enter names and contact information of each recommender; they will be sent email messages directly from the online application system. You also have an opportunity to indicate interest in funding as part of the application process.

**Deadlines:** **February 1** for summer/fall admission and by **October 1** for spring admission. *Please note that deadlines for International applicants are January 1 for fall admission and August 1 for spring admission.* Applicants who have been denied admission may apply once more to the program.

A student who has not had adequate undergraduate preparation in speech-language pathology, but whose other qualifications and ability to do satisfactory graduate work allow admission, may be admitted with provisional standing. (It typically adds one year to the 2-year graduate sequence if all courses are deficient.) The courses listed below or approved equivalents are the required undergraduate courses.

CSD 347	Introduction to Phonetics (3)
CSD 360	Anatomy of the Speech Mechanism (4)
CSD 361	Hearing Science (3)
CSD 442	Developmental Psycholinguistics (3)
CSD 443	Language Assessment and Intervention I (3)
CSD 446	Disorders of Articulation and Phonology (4)
CSD 515	Laboratory in Acoustic Phonetics (1)
CSD 549	Clinical Procedures in Communication Disorders (3)
CSD 560	Clinical Research in Communication Sciences and Disorders (3)
CSD 567	Basic Audiology (3)

Full standing is attained automatically upon completion of at least nine hours of course work for graduate credit with a B or better and upon removal of any deficiency that was specified at the time of admission. Students admitted on probation may be denied continued enrollment if they do not achieve full standing or if they receive any grade less than a B. Up to 10 semester hours of graduate credit may be transferred from another accredited graduate school. The graduate faculty of the CSD Program must approve courses accepted for graduate credit from another institution. Graduate students are required to spend at least one academic year in residence.

## CSD PROGRAM REQUIREMENTS

The program at Kansas State University is designed to meet the Standards and Implementation for the Certificate of Clinical Competence (CCC) of the American Speech-Language-Hearing Association (ASHA) and to also meet requirements for licensure in Kansas.

Graduates of the program are highly recruited because of their comprehensive academic preparation and their clinical flexibility for serving individuals in any environment. (All graduates successfully gain employment following their graduation.) The importance of this approach in training is substantiated in reviewing the current job settings of the most recent graduates, as approximately half are employed in school-based settings and the other half are employed in medical settings.

For the Master of Science degree, the following requirements must be met:

1. Completion of a minimum of 30 graduate credit hours in academic coursework, with additional credits from research, practica, and externships. (See the section on Required Graduate Courses for Speech-Language Pathology.)
2. Completion of two unique externships, typically full-day placements extending throughout the semester at an approved off-campus site.
3. Completion of a minimum of 400 total clinical hours (including 375 direct clinical contact hours).
4. Demonstration of clinical competency as judged by the Program faculty.

Students selecting the thesis option must also complete six hours of thesis credit. The student must design, implement, and produce a written thesis on a research topic in accordance with Family Studies & Human Services guidelines, and successfully defend the thesis in an oral examination.

Students selecting the non-thesis option complete Research Fundamentals and a Research Experience during one semester of their graduate program, and also successfully complete the comprehensive written examination and oral examination if indicated.

The above graduate curriculum in Communication Sciences and Disorders prepares students with the basic course requirements for certification as a speech-language pathologist by the American Speech-Language-Hearing Association (ASHA), and also prepares students to pass the national examination in speech-language pathology & audiology (NESPA). The pass rate of KSU graduates (first try) is 100% since year 2004. The specific guidelines are available in the Membership and Certification Handbook and also posted on ASHA's website at <http://www.asha.org>.

*Note.* Application for ASHA CCC requires the signature of the CSD Program Director. The Program Director has the authority to require evidence of the student's NESPA score (i.e., national exam in speech-language pathology) before signing the application.

## REQUIRED COURSES FOR GRADUATE STUDY

### Academic Courses

<b>CSD 725</b>	<b>Augmentative &amp; Alternative Communication (2)</b> This course examines the area of augmentative and alternative communication for people across the lifespan. The etiologies and communicative needs of current and prospective users of AAC, as well as procedures for evaluation are addressed. The course includes strategies and procedures for implementing AAC systems for people who are permanently or temporarily severely communicatively impaired. Pr.: CSD 360 and 549	Summer
<b>CSD 741</b>	<b>Fluency Disorders (3)</b> Research and theory concerning etiology, characteristics, assessment, and treatment of individuals with disfluency problems. Pr.: CSD 560	Fall
<b>CSD 742</b>	<b>Language Assessment and Intervention II (3)</b> Theory and research concerning language disorders in school-aged children are presented. Specific language assessment and intervention methodologies for this population are reviewed. Dialectal and bilingual considerations for assessment and intervention are addressed. Pr.: CSD 443	Spring
<b>CSD 743</b>	<b>Communication Impairments in Autism Spectrum Disorders (2)</b> This course provides an overview of Autism Spectrum Disorders (ASD) including characteristics, diagnosis, and etiologies. Interventions used by speech-language pathologists for enhancing communication for individuals with ASD across the lifespan will be presented, with a focus on using evidence-based practice guidelines to determine programs of treatment. Current developments and research findings related to assessment and intervention will be discussed. Pr.: CSD 443	Summer
<b>CSD 744</b>	<b>Aural Rehabilitation (2)</b> The study of habilitation and rehabilitation techniques for individuals diagnosed with a hearing disorder. Specific areas of interest include hearing evaluation techniques, speech and language development for the hearing impaired, hearing aid amplification, cochlear implants, and central auditory processing. Pr.: CSD 567	Summer
<b>CSD 745</b>	<b>Neuromotor Speech Disorders (3)</b> An introduction to motor speech disorders including an overview of the neurological system. Research and practical knowledge concerning etiologies, evaluation, and principles of treatment are addressed. Pr.: CSD 360 and 446	Fall
<b>CSD 748</b>	<b>Cleft Palate (1)</b> An overview of communicative disorders related to cleft palate and other structurally-based conditions affecting velopharyngeal function. Research and practical knowledge related to the characteristics, assessment, and treatment of these communicative problems are addressed. Pr.: CSD 360 and 446	Spring

<b>CSD 750</b>	<b>Voice Disorders (3)</b> The etiologies and characteristics of voice disorders, as well as general principles of assessment, prevention, and treatment of these disorders, are presented. The role of the speech-language pathologist in rehabilitation planning following treatment for laryngeal cancer is also addressed. Pr.: CSD 360	Fall
<b>CSD 780</b>	<b>Instrumental Measurement for Clinical Application (2)</b> This course addresses instrumentation and measurement procedures for clinical purposes. Particular emphasis is placed on measurement of physiological aspects of speech breathing and acoustic and physiological aspects of phonation. Pr.: CSD 748 and 750	Spring
<b>CSD 841</b>	<b>Acquired Language &amp; Cognitive Disorders (4)</b> Study of acquired language and cognitive-communicative disorders in adults. Content addresses research and applied knowledge concerning etiologies, evaluation, and treatment of aphasia and communication deficits that result from right hemisphere damage, dementia, and traumatic brain injury. Pr.: CSD 745	Spring
<b>CSD 844</b>	<b>Dysphagia (3)</b> Study of normal and abnormal swallowing in children and adults. Procedures for assessment, diagnosis, and intervention are explored. Pr.: CSD 745 or concurrent enrollment	Fall
<b>CSD 851</b>	<b>Professional Issues in Speech-Language Pathology (2)</b> An overview of current professional issues in speech-language pathology. Primary topics include professional and ethical practices, scope of practice and service delivery, preparation for employment, and credentialing. Because this is a capstone course, the student must be within three semesters/terms of the graduate degree. Pr.: CSD 705 and consent of instructor	Spring
<b>CSD 849</b>	<b>Topics in Research Fundamentals (0)</b> Documents research competencies that relate to research knowledge, evidence-based practices (EBP), clinical questions, and practice guidelines.	Fall, Spring, Summer
<b>CSD 849</b>	<b>Topics in Research Experience (1)</b> Graduate students complete a research experience during one semester of their graduate program. The research experience is mentored by a graduate faculty member.	Fall, Spring, Summer
<b>FSHS 899</b>	<b>Master's Research (Variable Credit)</b> Individual research problems which may form the basis for the master's thesis or report. Pr.: Consent of major professor. (Thesis option only)	Fall, Spring, Summer

## Clinical Courses

<b>CSD 705</b>	<b>Practicum in Speech-Language Pathology (Variable Credit)</b> Supervised practice in the use of the methods and materials of speech-language pathology. Pr.: CSD 449 and consent of instructor	Fall, Spring, Summer
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<b>CSD 706</b>	<b>Practicum in Audiology</b> (Variable Credit) Supervised practice in the use of equipment, materials, and methods of audiology. Pr.: CSD 567 or concurrent enrollment and consent of instructor	Fall, Spring, Summer
<b>CSD 847</b>	<b>Externship in Speech-Language Pathology</b> (Variable Credit) Clinical practicum in off-campus sites, including supervised experience in evaluation and treatment of children and adults with communication disorders. May be repeated. Pr.: CSD 705 and consent of the instructor	Fall, Spring, Summer

## GPA REQUIREMENTS & ACADEMIC INTERVENTION

A minimum overall grade point average (GPA) of 3.0 must be maintained at the graduate level. A student is placed on academic probation if the GPA is lower than 3.0 or if the student's program of study committee determines that the student's progress toward completing the program of study is unsatisfactory.

If a student receives a final grade of "C" in any CSD graduate courses, the instructor will complete a Student Intervention Plan (SIP) to document the repair procedures, which will identify the areas of focus, plan of action, evaluation procedures, and faculty members involved. The course instructor, in consultation with the student's program of study committee, has the option of requiring the student to retake all or part of the course to address deficiencies as part of an independent study course. If the student does not meet the competency of 80% or higher and again receives a grade of "C" or lower in the subsequent course (full course or independent study course), the student will be dismissed from the graduate program. The student's performance will be documented on the SIP evaluation form and the grade will be submitted to the university.

A student may earn a final grade of "C" in only one academic course and continue in the program, as long as the student's GPA does not fall below a 3.0 and successfully completes the SIP for that course. A second final course grade of "C" or lower will result in the student's dismissal from the graduate program. Students receiving a "D" or lower final grade in any graduate course will be immediately dismissed from the program.

In addition to the overall course grades, as discussed above, students are also expected to achieve competence levels during the semester of 80% or higher on formative and summative course assignments/activities (e.g., written assignments, projects, presentations, exams, quizzes) within a course to ensure achievement of the learning outcomes. If the student does not demonstrate an adequate level of competence on an assignment/activity per the policy stated in the course syllabus, the instructor will provide the student repair activities. If not completed successfully, a student intervention plan (SIP) is completed by the course instructor and the student will be required to complete the intervention plan within 6 weeks. If the student does not achieve the competency a second time, the program will determine further course of action. The student's performance will be recorded on the SIP evaluation form.

## KNOWLEDGE & SKILLS ACQUISITION (KASA)

Acquisition of appropriate clinical skills is the focus throughout the student's graduate program, and progress in acquiring these skills is evaluated every semester. Qualified graduate students enroll and participate in practicum experiences each semester (students experiencing exceptional circumstances must petition and receive approval by the CSD faculty to be exempt).

Current professional and accreditation standards require that students become knowledgeable and acquire skills in nine major areas of practice, and that these skills extend to assessment, intervention, and personal qualities such as professionalism and ethical conduct. The standards also prescribe competence with clients across the lifespan and from diverse backgrounds. The nine areas are: articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and communication modalities. In each of the nine areas, the student must acquire a basic level of competence such that the student is ready to undertake the Clinical Fellowship Year upon graduation with the Master's degree. Consequently, the Master's degree will not be awarded until the student has met these requirements. Student progress toward achieving requisite outcomes in academic knowledge, clinical skills, and direct client contact hours is monitored on a semester basis in an information database (i.e., Calipso).

## CLINICAL EXPERIENCES

### Clinical Hour Requirements

Specific clinical contact hour requirements for the Master's degree (M.S.) are in accordance with the guidelines for certification as a speech-language pathologist by the American Speech-Language-Hearing Association (ASHA). (Some of these requirements may be obtained at the undergraduate level):

1. 25 clock hours of clinical observation (typically completed prior to practicum enrollment).
2. A minimum of 375 hours of practicum, including 325 hours at the graduate level.
3. Assignments are made to provide clinical experiences with individuals across the life span and with as many types of disorders and differences as possible.

### Practicum in Speech-Language Pathology & Audiology

All students must complete 25 hours of supervised observation of clinical service for speech, language, swallowing, or hearing impairments (typically fulfilled at the undergraduate level). Following the clinical observation experience and the completion of appropriate coursework, students are assigned clients at the KSU Speech and Hearing Center. Graduate students from other institutions must provide evidence of any clinical contact hours signed by their supervisor(s) at the institution where the hours were obtained. Those supervisors must hold the CCC in the appropriate area.

Students must complete a minimum of 100 clinical clock hours at the KSU Speech and Hearing Center, and the first 25 clock hours of direct clinical experience will always be completed there, even if clinical contact hours were obtained earlier at a different training program. When sufficient clinical experience has been completed and competency levels demonstrated, the student may be assigned to an off-campus practicum site. Students are expected to enroll in at least two credit hours of practicum (CSD 705 or 706) during each semester or term (summer) of enrollment. Students complete a minimum of 4 on-campus semesters of practicum prior to externship placements. Clinical contact hours are counted toward the total number required (375) only if the student earns a practicum grade of A or B.



## Externship in Speech-Language Pathology

All students are required by the program to complete two externships at off-campus sites and accrue a minimum of 50 clock hours and appropriate clinical competencies at each site. The Clinic Director and program faculty must approve all external placements. For students hoping to obtain certification from any State Department of Education, it is highly recommended that one of the two externships be in a public school setting. Clinical contact hours will be counted toward the total number required (375) only if the student earns a grade of A or B in the externship in which the hours were accrued. During the semesters that students are completing externships, they are expected to enroll for a minimum of six credit hours to a maximum of 9 credit hours (CSD 847) unless otherwise approved by the faculty.

The Clinic Director of the program has negotiated contracts with several area schools, hospitals, and rehabilitation centers. All externship supervisors are licensed speech-language pathologists with their certificate of clinical competence. At many of the extern sites, former graduates of the program supervise current KSU graduate students. Students should expect to travel or relocate to the communities where the approved off-campus sites are located. Some current and past sites include:

- Public Schools of Manhattan, Salina, Topeka, Kansas City and others
- St. Francis Hospital and Medical Center (Topeka)
- Stormont-Vail Hospital (Topeka)
- Geary Community Hospital (Junction City)
- Mercy Regional Health Center (Manhattan)
- Saint Luke's Hospital of Kansas City
- Saint Luke's South Hospital (Kansas City)
- Meadowbrook Rehabilitation Hospital (Gardner)
- Children's Mercy Hospital (Kansas City)
- Kansas Rehabilitation Hospital (Topeka)
- Veterans Administration Hospitals (Kansas City or Topeka)
- Salina Regional Health Center (Salina)
- Newton Medical Center (Newton)
- Central Kansas Speech Services (McPherson)

Graduate students are expected not to hold daytime jobs during their externships. Graduate students do not hold a GTA during their externship.

## STUDENT RESEARCH

Graduate students are encouraged to participate in scholarly activities mentored by CSD faculty. The following are examples of research projects conducted or assisted by graduate students:

- "Thickened liquids: Is there value in the line spread test?"
- "Sentence intelligibility in Parkinson's disease treated with deep brain stimulation & medication"
- "Smoking cessation: Effects on fundamental frequency, endurance, and vocal quality"
- "Perceptual ratings for pureed and molded peaches for individuals with and without impaired swallowing"
- "Treating Children Ages 3-6 Who Have Speech Sound Disorders: A Survey"
- "Effects of spontaneous gestures on comprehension and intelligibility of dysarthric speech: A case report"

## OUTREACH & SERVICE OPPORTUNITIES

Graduate students are encouraged to join the Kansas State Speech Language Hearing Association (KSSLHA), the pre-professional organization for students interested in the study of communication sciences and disorders. The student organization meets monthly and is involved in a number of service and philanthropic activities throughout the year.

Learn more about community outreach and engagement activities, including [support groups for autism, traumatic brain injury, and stuttering](#) led by CSD faculty with the assistance of graduate students.

## FACULTY BACKGROUNDS AND INTERESTS

**Debra L. Burnett, Ph.D.** *Clinical Assistant Professor, Graduate Faculty, Clinical Speech-Language Supervisor*—B.S. and M.A. degrees from State University of New York, College at Geneseo. Ph.D. from Syracuse University. CCC in Speech-Language Pathology. Areas of Interest and Specialty: Child language development & disorders with a focus in the areas of pragmatics and figurative language comprehension within both typically developing and disordered populations (e.g., autism spectrum disorders, specific language impairment).

E-mail: [deburnet@k-state.edu](mailto:deburnet@k-state.edu)

**Carrie Fratecelli, M.S.** *Clinical Assistant Professor, Clinical Speech-Language Supervisor*—B.S. and M.S. degrees from Kansas State University. Areas of Interest and Specialty: Augmentative and alternative communication (AAC), services for persons with intellectual and developmental disabilities, and criminal justice issues related to complex communication needs.

E-mail: [clfratecelli@k-state.edu](mailto:clfratecelli@k-state.edu)

**Jane Mertz Garcia, Ph.D.** *Professor, Graduate Faculty, Clinical Speech-Language Supervisor*—B.S. degree from Kansas State University, M.S. degree from the University of Nebraska-Lincoln, and Ph.D. from the University of South Alabama. CCC in Speech-Language Pathology. Areas of Interest and Specialty: Diet modifications for dysphagia management, augmentative and alternative communication strategies for unintelligible speech, and acquired language & cognitive disorders (TBI emphasis).

E-mail: [jgarcia@k-state.edu](mailto:jgarcia@k-state.edu)

**Robert G. Garcia, Au.D., M.B.A.** *Program Director, Clinical Associate Professor, Graduate Faculty, Clinical Audiology Supervisor*— B.S. and M.S. degrees from University of Nebraska-Lincoln. M.B.A. from University of South Alabama, and Doctor of Audiology from A.T. Still University of Health Sciences, Arizona School of Health Sciences. CCC in Audiology. Areas of Interest and Specialty: Clinical Audiology, database management, and business management.

E-mail: [rgarcia@k-state.edu](mailto:rgarcia@k-state.edu)

**Melanie Hilgers, M.S.** *Clinic Director, Clinical Associate Professor, Speech-Language Supervisor*—B.S. and M.S. degrees from Fort Hays State University. CCC in Speech-Language Pathology. Areas of Interest and Specialty: Communication development and disorders associated with preschool through school-aged population and clinical instruction.

E-mail: [mhilgers@k-state.edu](mailto:mhilgers@k-state.edu)

**Linda Hoag, Ph.D.** *Professor, Graduate Faculty, Clinical Speech-Language Supervisor*—B.A. degree from University of Washington, M.A. and Ph.D. degrees from the University of Illinois. CCC in Speech-Language Pathology. Areas of Interest and Specialty: Augmentative & alternative communication, voice disorders, and orofacial anomalies.

E-mail: [lhoag@k-state.edu](mailto:lhoag@k-state.edu)

**Kristin M. Pelczarski, Ph.D.** *Assistant Professor, Graduate Faculty, Clinical Speech-Language Supervisor*—B.A. degree from The George Washington University, M. A. and Ph.D. from the University of Pittsburgh. Areas of Interest and Specialty: Fluency and fluency disorders across the lifespan, phonological awareness and phonological processing, and clinical research.

E-mail: [kpelczar@k-state.edu](mailto:kpelczar@k-state.edu)

**Barbara R. Weltsch, M.S.** *Clinical Assistant Professor, Speech-Language Supervisor*—B.G.S. degree from Auburn University and M.S. degree from Adelphi University. CCC in Speech-Language Pathology. Areas of Interest and Specialty: Communication disorders and delays in early childhood and K-5 students; public school I.E.P. regulations, clinical teaching strategies.

Email: [bweltsch@k-state.edu](mailto:bweltsch@k-state.edu)

## ADVISING

A graduate faculty member is assigned as an advisor and mentor to each student at the time he or she enters the graduate program. Students may choose to change advisors and may do so by obtaining the approval of the new advisor and by informing the original advisor of the change. Students must report to their advisors to determine the requirements necessary for graduation and certification. The advisor must approve enrollment for each student every semester. Any changes in enrollment must be approved by the advisor and recorded in the student's file. A program of study should be approved and filed in the Graduate School for each graduate student before the end of the second semester for full-time students. A committee of three or four graduate faculty members will supervise the program of study for each graduate student.

## STUDENT SUPPORTS

Kansas State University administers an extensive financial aid program. Detailed information concerning financial aid is available upon request from the Office of Student Financial Assistance or students may apply on the Internet at <http://www.ksu.edu/sfa>. The program also administers four Graduate Teaching Assistantships (GTAs) and part-time research assistantships (the number varies related to funding opportunities). In addition, CSD graduate students are competitive for GTA and GA positions through other campus programs and departments such as the office of Disabled Student Services, Center for Aging, and Early Childhood Laboratories. Students are awarded stipends based on merit. Students interested in a graduate assistantship must complete relevant documentation as part of the graduate application process.

Graduate students have access to multiple types of resources. The Graduate School also offers a comprehensive section on "[Graduate Student Life](#)," which includes resources for student success (e.g., writing workshops) and achieving work-life balance (e.g., health and wellness) as examples.

## MASTER'S COMPREHENSIVE EXAMINATIONS

As they approach completion of the Master's degree, students are expected to be aware of, and to follow Graduate School deadlines. For example, before taking Master's Comprehensive Examinations, the student must file a request-for-examination form with the Graduate School.

## Non-Thesis Option

Graduate students are required to take a two-part written comprehensive exam over a maximum period of 5 working days. The first part of the examination includes a two-hour, multiple-choice test covering all of the major areas of study in speech-language pathology/audiology. Following the completion of the multiple-choice examination, students write responses to applied questions (e.g., case studies). Areas covered include courses in Disorders of Articulation/Phonology, Language Assessment and Intervention I (Preschool-age), and all CSD courses in the graduate curriculum. This portion of the comprehensive examination is scheduled on the subsequent four days following the multiple-choice test, with one 1-hour test period each day.

For both portions of the test, questions over each major content area will be written and evaluated by a faculty member whose expertise is in that area. Students should plan to routinely meet with appropriate faculty to review their performance in all areas. An oral examination may be scheduled if the student's performance is not satisfactory. The following grading system is applied to the two components:

### Multiple Choice Test

- A student whose total accuracy is 65% or less or a student who misses 50% or more in 5 or more areas will be asked to schedule a follow-up oral examination in most circumstances.
- Students who meet the overall "pass" level but miss 50% or more in a given area must follow-up with the appropriate faculty member to demonstrate their competency in that area.

### Applied Examination

- The responses to questions will be graded as pass or fails.
- Any "fails" may be subject to a formal oral examination. Also, any low-pass or marginal areas can be further examined during the oral examination or a follow-up meeting with the appropriate faculty member.
- A student may be asked to complete additional follow-up to demonstrate competency in a specific area even though a passing score is achieved.

If an oral examination is indicated, based on the results of the multiple choice or applied examination, the student and his or her major advisor should schedule it. All members of the student's committee and other CSD faculty who have areas of concern are invited to attend. A negative vote by two or more of the graduate faculty on the committee is considered a failure. If the candidate fails the examination, he/she may take it again after three months from the date of failure. No third trial will be allowed.

## Thesis Option

A graduate student choosing the thesis option completes an original research project instead of the written comprehensive examination. The student should declare his or her interest in the thesis option as soon as possible following acceptance into the graduate program. A minimum of three graduate faculty members will comprise the thesis committee (i.e., major professor and at least two other graduate faculty). A minimum of two graduate faculty members from the Communication Sciences and Disorders Program will supervise the research project. One faculty member from the program will serve

as thesis advisor and committee chair. One committee member should be selected from another unit in the School of Family Studies and Human Services or another department in the University. The candidate selects all committee members, including the thesis advisor. Committee members will serve at their own discretion and availability.

The student will present the thesis topic to his or her supervisory committee at a pre-proposal meeting. The purpose of this meeting is to present the proposed topic for approval and suggestions prior to writing the proposal. A written prospectus of the thesis project (first three chapters) should be given to committee members at least two weeks prior to the presentation of the proposal. The prospectus should include an introduction, appropriate review of literature, a statement of problems, and the proposed methods (please refer to FSHS guidelines for additional information). The student's supervisory committee must, as a group, approve the protocol for the Institutional Review Board (IRB). Data collection cannot occur until approval is obtained through the Committee on Research Involving Human Subjects.

Following the approval of the prospectus and the completion of the research project, the student must obtain written permission to have the final oral examination. This examination is an oral defense of the original research project. Copies of the thesis should be distributed to each committee member a minimum of two weeks prior to the final oral exam. During that time period, the committee may suggest clarification and/or revisions. A final draft of the thesis should be presented to the committee for examination at the oral exam. The committee may require further revisions at that time.

## QUESTIONS

Specific questions about procedures, deadlines, and forms may be addressed to Becky Wolfe Taylor (Senior Administrative Assistant) at 785-532-6879. Questions about the graduate program and curriculum should be addressed to the Graduate Program Coordinators, Dr. Debra Burnett or Dr. Jane Garcia, at the same number. Information about the CSD graduate program is also available on line at <http://www.he.k-state.edu/fshs/academics/csd/grad/>.

## SPECIAL NOTES

Information concerning academic grievances and grievances against faculty can be found on line at:

[http://www.k-state.edu/grad/graduate\\_handbook/appendixa.html](http://www.k-state.edu/grad/graduate_handbook/appendixa.html)

Program complaints or grievances can be forwarded to the Council on Academic Accreditation (CAA) through the American Speech-Language-Hearing Association. Details are available on line at:

<http://www.asha.org/uploadedFiles/Accreditation-Handbook.pdf#search=%22grievances%22>

K-State notice of nondiscrimination policy can be accessed at:

<http://www.k-state.edu/nondiscrimination.html>