



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2025	Course: CSAD 500C Culminating Experience: Comprehensive Exam	Section: #01 Course ID # 165341 Class Number # 83149									
Meeting Days: 08/21/2025, Thursday 08/22/2025, Friday	Meeting Times: 08:45 a.m. – 3:00 p.m.	Location: Folsom Hall #2204									
Instructor: Dr. Darla K. Hagge CCC-SLP	Email: hagge@csus.edu	Phone: 916/278-6695 – office 714/749-2799 – cell									
Office Location: Folsom Hall, CSAD Department Office #2405	Office Hours by Appointments: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Day</th><th>Start Time</th><th>End Time</th></tr> </thead> <tbody> <tr> <td>Monday</td><td>10:15</td><td>11:45</td></tr> <tr> <td>Wednesday</td><td>10:15</td><td>11:45</td></tr> </tbody> </table>		Day	Start Time	End Time	Monday	10:15	11:45	Wednesday	10:15	11:45
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Date of last syllabus revision: 8/1/2025

Catalogue Course Description:

CSAD 500C. Culminating Experience: Comprehensive Exam.

2 Units

Prerequisite(s): Advanced to Candidacy Graded: Credit/No Credit

Term Typically Offered: Fall, Spring

Written exam comprised of multiple questions. Examinees are given one and a half hours to complete each question.

Place of Course in Program

This course is one of the required culminating experiences: CSAD 500C Comprehensive Exam. All graduate students must complete one of the culminating experiences in the CSUS speech-language pathology master's program: CSAD 500C, CSAD 500P, or CSAD 500T.

<u>Sacramento State Graduate Learning Goals (GLG)</u>	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Yes
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Yes
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Yes
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Yes
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Yes
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Yes

Course Learning Outcomes:

GRADUATE

To demonstrate competency in speech-language pathology by the successful passage of the comprehensive examination.

CSAD 500C COURSE POLICIES, GRADING AND SCHEDULE:

- Comprehensive examination is a written exam comprised of multiple questions administered across two consecutive days.
- Examinees are required to sign (via Adobe) a document entitled: “CSUS CSAD Comprehensive Examination: Academic Integrity Contract”
- Once the Academic Integrity Contract is signed, examinees are provided with a randomly-assigned number. Examinees should use the randomly-assigned number rather than their names for all exam questions. This serves to ensure a blinded grading process.
- Examinees are given one and a half hours to complete each question.
- Testing materials are provided to examinees including an assigned computer, scratch paper, and a pencil.
- Comprehensive Exams are scheduled once per semester at the discretion of the department.
- Upon completion and review by the examiners, each question is given a grade of “Outstanding”, “Pass”, “Pass with conference” or “No-Pass.”
 - 1) “Pass” indicates a satisfactory completion of the question.
 - 2) “Pass with conference” indicates a pass, but the examiner requires oral or written clarification of the answer from the student. This must be completed before the fourteenth week of the semester in which the exam is taken. Conferences are scheduled at the discretion of the examiner.
 - 3) “No-Pass” indicates an unsatisfactory answer.
 - The student may receive a “No-Pass” for up to two questions without retaking the entire exam. These “No-Pass” questions must be rewritten under the direction of the examiner.
 - Question rewrites must be successfully completed with a grade of “Pass” before the fourteenth week of the semester in which the exam is taken.
 - If any rewritten question is not passed, the student receives a grade of No Credit (NC) for CSAD 500C.
 - If three or more questions of the exam receive a grade of “No-Pass”, the student receives a grade of No Credit (NC) for CSAD 500C.

- Student receiving a grade of No Credit (NC) for CSAD 500C must register again in CSAD 500C and retake the comprehensive exam at the next scheduled administration.
- Students may take CSAD 500C no more than two times. The same conditions for grading apply on the retake as on the first attempt at passing the comprehensive examination.
- For any comprehensive question that receives a “PC” or “NP,” the student is required to contact the writer of each question and ask what is required to do in order to pass the question. If a student fails to successfully complete the instructions provided, the student will fail the question.
- All “pass with a conference” must be cleared by the Friday before “dead week” of the Fall 2025 semester. Failure to do so may result in a significant delay (e.g., one semester delay) with the conferral of your MS degree and your ability to obtain employment as an SLP.

Textbooks and Materials:

No new materials required. However, students should prepare for the comprehensive examination by reviewing their textbooks, lecture notes, power point presentations, handouts and all materials/resources obtained from all prior CSAD graduate coursework.

Students will use a university computer only to complete all comprehensive examination questions using CANVAS to obtain and submit each question. Students are not allowed to access any other site for any reason while using the computer except CANVAS. No exceptions.

Attendance:

Students are expected to attend both class meetings and to be prepared to complete six comprehensive examination questions during the two class meetings. Students are expected to arrive early and be prepared to begin responding to a comprehensive examination question the scheduled time. No exceptions. If a student is late to begin any of the six scheduled comprehensive examination question, **no additional time will be provided**. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling, emergency situation with documentation **and/or** a documented medical issue **and** (b) instructor approval. No exceptions.

Online Resources:

Only the Canvas website may be accessed during the two-day comprehensive examination.

Students who access any other internet-based site including webpages, resources, blogs, emails, etc will immediately fail the CSAD 500C course and will be reported to the CSUS Office of Student Conduct.

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CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities**. To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more. Note: Failure to meet professional competencies may result in an A-PIP or C-PIP.

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	Examples of Skills to be Demonstrated:	Competency Enriched Activity (CEA)
Accountability: • Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).	- Comply with all HIPAA and FERPA requirements. - Comply with all of ASHA's code of ethics.	<u>This Course:</u> - Maintain privacy and confidentiality of comprehensive examination questions <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences - All CSU Compliance Trainings, completed by the end of the first week of the semester
• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).	- Demonstrate understanding of SLP service differences between employment settings. - Demonstrate understanding of differences between levels of care in medical SLP services.	<u>This Course:</u> - Demonstrate understanding of service delivery models through successful passage of comprehensive examination questions. <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.	<u>This Course:</u> - Demonstrate professional behavior and communication throughout the entire comprehensive examination process including testing days, clearance of any comprehensive examination questions, completing by department-established deadline. <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
• Explain the health care and education landscapes and how to facilitate access to services in both sectors.	Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan.	<u>This Course:</u> Successful completion of the comprehensive examination cycle <u>The Program:</u>

	Educate and facilitate client/family self-advocacy knowledge and skills.	- Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
Effective Communication Skills		
Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.	- Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. - Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	<u>This Course:</u> - Demonstrate appropriate communications with all faculty and administrators throughout the comprehensive examination process <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.	Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..	<u>This Course:</u> - Successful passage of the comprehensive examination cycle <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
Professional Duty		
Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	- Understand the role that an SLP performs in all clinical services - Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.	<u>This Course:</u> - Successful passage of the comprehensive examination cycle <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
Demonstrate knowledge of the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.	- Identify the four domain areas of IPE (CERT). - Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. - Educate and advocate for the profession with other disciplines during all interactions.	<u>This Course:</u> - Successful passage of the comprehensive examination cycle <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	- Understand and perform the role of an advocate - Advocate at all levels for those that our profession serves.	<u>This Course:</u> - Successful passage of the comprehensive examination cycle <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences

• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	• Understand, acknowledge, respect, and learn from clinical instructors and supervisors. • Model and perform professionalism when interacting with all clinic assistants and staff.	<u>This Course:</u> • Successful passage of the comprehensive examination cycle <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
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Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<https://sacramentostate.policystat.com/policy/11300038/latest>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report

this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

Other Resources

The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success Program: <https://www.csus.edu/saseep/>

CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 500C: Culminating Experience: Comprehensive Exam

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the MS program can be found online in the student's CALIPSO account.

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.
- Standard IV-B: Basic Human Communication Processes
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

Standard IV-B: Swallowing Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.