MS IN COMMUNICATION SCIENCES AND DISORDERS

In Workflow

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Approval Path

1. 2026-10-08T22:25:20Z
   Laura Gaeta (l.gaeta): Approved for CSAD Committee Chair
2. 2026-10-08T22:39:44Z
   Darla Hagge (hagge): Approved for CSAD Chair
3. 2026-10-20T23:04:47Z
   Scott Thompson (irwin.thompson): Approved for HHS College Committee Chair
4. 2026-10-21T07:36:46Z
   Aishah Patterson (patterson): Approved for HHS Dean

History

1. May 2, 2018 by clmig-jwehrheim
2. Jul 30, 2019 by Heather Thompson (heather.thompson)
3. Jan 17, 2020 by Heather Thompson (heather.thompson)
4. Jun 2, 2020 by Heather Thompson (heather.thompson)
5. Aug 25, 2021 by Heather Thompson (heather.thompson)

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Viewing: MS in Communication Sciences and Disorders

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Changes proposed by: Laura Gaeta (219773451)

Academic Group: (College)

Health & Human Services

Academic Organization: (Department)

Communication Sciences and Disorders

Catalog Year Effective:

2027-2028 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Laura Gaeta	l.gaeta@csus.edu	916-278-4701
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Program Snapshot

Type of Program:
Major

Program Change Type:
Substantive

Title of the Program:
MS in Communication Sciences and Disorders

Designation: (degree terminology)
Master of Science

Delivery Mode:
Fully Face to Face

Support Mode:
State Support

Please see the CSU/CIP Code Crosswalk: https://www.csus.edu/academic-affairs/curriculum-workflow/_internal/_documents/csu_codes_to_cip.pdf

TMC Templates: https://c-idsystem.org/transfer-efforts/

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

Will this program require accreditation?
Yes

Anticipated date of accreditation request:
2028

Provide a clear, concise overview of the program proposal (new or change) and provide a justification. For NEW programs describe the purpose and focus of the program, identify the target student population(s), and highlight key strengths and distinguishing features of the program.
Changes proposed made to our program to include admission criteria to our MS graduate program so that the process is more holistic and we include students with a range of backgrounds and experiences.

Reasons for these changes include the following:

(1) to remove artificially-created barrier for admission for applicants from programs other than CSUS, (2) to increase the number of applicants to maintain the size of our MS program secondary to a reduction in the number of qualified applicants to our MS CSAD program, (3) to align with other California private and CSU CSAD MS program admission requirements, (4) to align with our discipline's national accreditation standards and to (5) consider the addition of coursework to the graduate program made after the last accreditation review cycle.

These changes will include:

1. Updating admissions criteria including removing the GRE and removing the waiver of the CBEST instituted during COVID-19 pandemic. These changes will improve the application process to allow students from under-represented backgrounds to be increasingly successful in gaining admission to the graduate program.

2. An additional change is being made to the verbiage of the comprehensive exam process. Due to the need to space out the timing of exams to allow students with accommodations to be able to complete testing in an 8-hour period, we are adjusting the number of exam questions that students need to take. The wording change will allow for more flexibility in the exam process.

3. An additional two-unit course, CSAD 220: Cognitive Communication Across the Lifespan, for the spring semester of the first year. This change is in direct response to an updated accreditation standard by the American Speech-Language-Hearing Association. This change will also result in an additional two units to the degree program.

4. CSAD 295S has been submitted for deactivation. The Special Day Class Authorization is no longer needed. Language for the Special Day Class Authorization has been removed.

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives
Research (optional)

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

It will not have an impact on our Common Standards document.

Is this change in response to program or unit assessment activities?

No

Will this program introduce any new or changes to program assessments?

No

Curriculum Alignment and Assessment

Program Learning Outcomes

Provide measurable, program-specific learning outcomes that reflect the most important competencies students will demonstrate upon completion of the program. Programs are expected to assess and use PLOs for continuous improvement.

Program Learning Outcomes

Learning Outcome
Students will communicate effectively in oral and written or other forms of communication sufficient for entry into professional practice, including writing in the following formats, genres, and styles of writing used in communication sciences and disorders: • Technical Reports • Diagnostic Reports • Treatment Reports • Treatment plans • Professional Correspondence in English

Students will demonstrate skills in working with individuals across the lifespan with communication and swallowing disorders in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2027):
Students will demonstrate clinical competence in the 4 general competency categories of Writing, Evaluation, Intervention, and Interaction and Personal Qualities (Professional Behavior) and potential for required clinical and internship experiences in order to demonstrate skills across the nine major areas delineated by ASHA:
1) Speech Sound Production to encompass articulation, motor planning and execution, phonology and accent modification.
2) Fluency and Fluency disorders
3) Voice and Resonance, including respiration and phonation
4) Receptive and Expressive language, including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, paralingustic communication, and literacy in speaking, listening, reading, and writing
5) Hearing, including the impact on speech and language
6) Swallowing/feeding including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan.
7) Cognition and cognitive aspects of communication—including language organization, attention, memory, sequencing, problem solving, and executive function
8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
9) Augmentative and alternative communication (AAC) modalities

Students will demonstrate knowledge in working with individuals across the lifespan with communication and swallowing disorders in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2027).
Students will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in order to demonstrate knowledge across the nine major areas delineated by ASHA:
1) Speech Sound Production to encompass articulation, motor planning and execution, phonology and accent modification.

2) Fluency and Fluency disorders

3) Voice and Resonance, including respiration and phonation

4) Receptive and Expressive language, including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, paralingustic communication, and literacy in speaking, listening, reading, and writing

5) Hearing, including the impact on speech and language

6) Swallowing/feeding including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan.

7) Cognition and cognitive aspects of communication—including language organization, attention, memory, sequencing, problem solving, and executive function

8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)

9) Augmentative and alternative communication (AAC) modalities

Students will demonstrate knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Students will demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to typical and atypical human development across the lifespan.

Students will demonstrate, for each of the areas specified in Standard IV-C, current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Students will demonstrate knowledge of standards of ethical conduct.

Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Students will demonstrate knowledge of contemporary professional issues and may include but are not limited to the following:
• trends in professional practice and interprofessional practice (IPP)
• service provision that aligns with the unique histories, values, and circumstances of individuals, families, and/or communities
• telepractice and telesupervision
• technology literacy
• academic program accreditation standards
• ASHA practice policies and guidelines
• social determinants of health

Students will demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10

Please attach a Comprehensive Program Assessment Plan

2026-Departmental Assessment Plan MS and Credential.docx

Please attach a Curriculum Map Matrix

Curricululm Map.pdf

Please attach a Five-Year Budget Projection. For NEW programs, also attach a Budget Narrative.

CSAD State Support Budget V3 (Academic Program Costing Proforma).xlsx

Do these changes impact the degree roadmap?

No

Catalog Description (catalog copy):

Total units required for MS: 60-62 units

Program Description

Employment as a Speech-Language Pathologist in California requires both a Master's degree and a credential or license. Completion of the Master's degree provides the training necessary for students to qualify for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Speech-Language Pathology, the California State License in Speech-Language Pathologist, and the California Speech-Language Pathology Services Credential.

Admission and Continuation Requirements (catalog copy): minimum GPA and prerequisites (if applicable), required coursework or preparation, portfolio, test scores, and/or letters of recommendation. For graduate programs: expectations for a relevant bachelor's degree (required or preferred disciplines, prerequisite knowledge, or equivalent experience), include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Title 5 Section 40510 The Master's Degree and Section 40511 The Doctoral Degree.

Admission Requirements

All individuals applying for admission to the CSAD MS program must have an overall GPA of 2.75 and a 3.00 GPA in the major, and must either:

- have earned (or be "in progress" for final semester) a baccalaureate degree in Communication Sciences and Disorders (or equivalent) from an accredited college or university.

OR

- have earned a baccalaureate degree from an accredited college or university in a major other than Communication Sciences and Disorders (or equivalent) and have completed (or be "in progress" for final semester) a post-baccalaureate (i.e., preparatory) equivalent of a Communication Sciences and Disorders degree (i.e., leveling courses) certificate program.
- Applicants must understand that admission preference is given to students whose undergraduate curriculum is equivalent to Sacramento State's Communication Sciences and Disorders Undergraduate Curriculum.
- In alignment with ASHA requirements, applicants must have completed the following prerequisites:
  - one university-level biological science course.
  - one university-level course covering the basic principles of either physics **or** chemistry.
  - one university-level course in statistics
  - one university-level course in social and/or behavioral science.
- Students must have an overall GPA of 2.75 and a 3.00 GPA in the major.
- Domestic applicants with foreign documents and international students (F-1 or J-1 visa applicants) must consult the Office of Graduate Studies and Global Education/International Admissions Department for specific application instructions. These students must also submit TOEFL scores. Consult the Department website for department-specific TOEFL scores.
- Successful passage of all three sections of of the California Basic Education Skills Test (CBEST).
- Three letters of recommendation.
- Oral and written essay.
- Resume of related work, volunteer, and leadership experience, and any scholarships, awards or other commendations.
- Documentation of completed 25 observation hours.
- Students must consult the Department website for additional current admission requirements and procedures.

Communication Sciences and Disorders Graduate Program Policies and Procedures

1. A student must have a 3.0 GPA in the major in order to graduate with a Master of Science Degree in Speech-Language Pathology. To achieve this GPA, students may not earn a grade of less than B in any major didactic course or a grade of less than B- in any clinical practicum. Repeated course grades will either be forgiven or averaged with the new grade according to the campus graduate policy on repeating courses. Students failing to maintain a GPA of 3.00 are automatically placed on academic probation. The student then has one semester to make up the grade point deficiency or s/he will not be allowed to continue the graduate program and will be dismissed. Any student who has failed any two clinical practicum courses will not be allowed to continue in the graduate program and will be dismissed.
2. Prior to enrolling in any Clinical Practica, students must fulfill the following criteria:
   a. Proof of required immunizations consistent with Department Policy. See Department webpage for details.
   b. Complete a background check consistent with Department Policy. See Department webpage for details.
   c. Students must complete all clinical practica in the proscribed sequence. Students who have not completed a given semester's clinical practica will not be allowed to progress into subsequent clinical practica including internships.
   d. Current certification in Cardiopulmonary Resuscitation (CPR) for Health Care Providers.
3. Students must meet clock-hour requirements for the American Speech-Language and Hearing Association (ASHA) Certificate of Clinical Competence (CCC), California License in Speech-Language Pathology and the California Speech-Language Pathology Services Credential.
4. Internship requirements: Documentation of the following is required by the end of the second clinical semester:
   a. Current certification in Cardiopulmonary Resuscitation (CPR) for Health Care Providers.
   b. Complete Certificate of Clearance.
   c. Students must complete CSAD 295I, and either CSAD 295M or CSAD 295P.
5. Students must furnish their own transportation to off-campus practicum sites.
6. Students must explore and complete additional internship requirements as delineated by each site.
7. Clock hours from the following may be counted for the CCC and California License in Speech-Language Pathology only if the on-site supervisors have their CCCs and California License in Speech-Language Pathology:

Code	Title	Units
CSAD 295I	Internship: Speech-Language and Hearing Services in Schools (SLHS)	4
CSAD 295M	Internship: Speech-Language Pathology in a Medical Setting	4
CSAD 295P	Internship: Speech-Language Pathology in Private Practice	4

8. Students must complete 100 supervised, direct-client-contact practica hours over approximately forty-five work days while also achieving clinical competency in **CSAD 295I**.
9. Students must complete a minimum of 50 supervised, direct-client-contact practica hours over approximately 9-12 weeks while also achieving clinical competency in CSAD 295M or CSAD 295P.
10. Students must meet the clinical practicum requirements for the Certificate of Clinical Competence (CCC) and the California License in Speech-Language Pathology at the time of graduation in order to receive the Master's Degree.
11. Students must submit a signed record of all observation hours and supervised clinical clock hours to the Department of Communication Sciences and Disorders. Students should retain multiple copies for their personal records.
12. Advancement to Candidacy: Students must file for Advancement to Candidacy per Office of Graduate Studies procedures as posted on their website.

Additional Information

Program Completion

If the Bachelor's Degree in Communication Sciences and Disorders, or its equivalent, has been completed at another University, additional time may be needed to complete the undergraduate requirements not already met. If courses are waived at Sacramento State because they were taken at another University, the student must have an adequate number of graduate units at Sacramento State in the major to meet the MS degree requirements and ASHA graduate-level requirements.

Certificate of Clinical Competence

The Master of Science Degree from Sacramento State is designed to fulfill the academic and clinical requirements for the Certificate of Clinical Competence (CCC), which is granted by the American Speech-Language-Hearing Association (ASHA). The student must complete a Clinical Fellowship (one year of paid professional experience under supervision) and pass the appropriate PRAXIS exam before the certificate is granted.

Licensure

The Master of Science Degree from Sacramento State is designed to fulfill the academic and clinical requirements for the California License in Speech-Language Pathology. The license is required for employment in settings other than schools or federal agencies. Students must complete a Clinical Fellowship Year (one year of paid professional experience under supervision) and pass the appropriate PRAXIS exam before the license is granted.

Credential

The Master of Science Degree from Sacramento State is designed to fulfill the academic and clinical requirements for the California Speech-Language Pathology Services Credential. This credential authorizes the individual to work as an itinerant speech-language pathologist in the California public schools.

For more information on these examinations, the student is referred to the **CTC Exams website**.

Candidates must pass all three sections of the California Basic Education Skills Test (CBEST).

Note:

Admission into programs leading to license, credential, and certification does not guarantee that students will obtain a license, credential, or certification. License, credential, and certification requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. Additionally, licensure or credential requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet license, credential, or certification requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission or after completion that they cannot meet license, credential, or certification requirements. Information concerning license, credential, or certification requirements are available from the department graduate coordinator who can be reached at (916) 278-4867.

Minimum Units and Grade Requirement for the Degree

Units required for the MS: 60-62

Minimum Cumulative GPA: 3.0

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure may begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements and achieved classified status;
- successfully complete all courses with a grade of "B" or higher with a minimum of 3.0 cumulative GPA in all graduate level coursework;
- passed (with a grade of "B" or higher) a Graduate Writing Intensive (GWI) course in the discipline

Students must advance to candidacy before they can enroll in CSAD 500C, CSAD 500P or CSAD 500T (see culminating experience below).

Program Requirements (catalog copy):

Program Requirements

Graduate courses are designed for students to begin in the fall semester and progress in a proscribed sequence. Students are admitted into the program in two cohorts. The first cohort (Fall Clinical Practica Cohort) begins clinical practica and coursework in the fall semester and can expect to graduate in a minimum of 4 semesters. The second cohort (Spring Clinical Practica Cohort) begins coursework in the fall semester and begins clinical practica in the spring semester. This group can expect to graduate in a minimum of 5 semesters.

Fall Clinical Practica Cohort

Semester 1: Fall		**Units**
CSAD 218	Motor Speech Disorders	3
CSAD 223	Advanced Seminar in Child Language Disorders	3
CSAD 228A	Speech Sound Disorders: Concepts and Methods	2
CSAD 229A	Practice: Speech Disorders I	2
CSAD 241S	Practice: Hearing Screenings	1
CSAD 242A	Methods: Language Disorders I & Professional Writing-Field of Speech-Language Pathology & Audiology	2
CSAD 243A	Practice: Language Disorders I	2
	Units	**15**
Semester 2: Spring		
CSAD 217	AAC and Assistive Technologies	2
CSAD 221	Neurogenic Language Disorders	4
CSAD 222	Curriculum in Relation to Language -- Learning Disabilities in School-age Children	3
CSAD 228B	Voice and Fluency: Concepts and Methods	3
CSAD 229B	Practice: Speech Disorders II	2
CSAD 242B	Methods: Language Disorders II	1
CSAD 243B	Practice: Language Disorders II	2
CSAD 220	Course CSAD 220 Not Found (CSAD 220 is submitted in Workflow as a new course)	
	Units	**17**
Semester 3: Fall		
CSAD 219	Counseling Techniques for Speech Pathologists and Audiologists	3
CSAD 227	Dysphagia and the Medical Setting	3
CSAD 228C	Methods: Speech Disorders III	1
CSAD 229C	Practice: Speech Disorders III	2
CSAD 242C	Methods: Language Disorders III	1
CSAD 243C	Practice: Language Disorders III	2
CSAD 244	Methods: Speech -- Language Assessment	1

CSAD 245	Practice: Speech -- Language Assessment	1
CSAD 500T or CSAD 500P	Culminating Experience: Thesis [3] or Culminating Experience: Project	2
	Units	**16**
Semester 4: Spring		
CSAD 250	Speech/Language Internships Seminar	2
CSAD 295I	Internship: Speech-Language and Hearing Services in Schools (SLHS) [1]	4
Select one of the following:		4
CSAD 295M	Internship: Speech-Language Pathology in a Medical Setting	
CSAD 295P	Internship: Speech-Language Pathology in Private Practice	
Select one of the following:		2
CSAD 500C	Culminating Experience: Comprehensive Exam	
CSAD 500P	Culminating Experience: Project	
CSAD 500T	Culminating Experience: Thesis	
	Units	**12**
Semester 5: Fall		
Semester 5 is optional [2]		
Select one or two of the following:		
CSAD 295M	Internship: Speech-Language Pathology in a Medical Setting	
CSAD 295P	Internship: Speech-Language Pathology in Private Practice [1,2]	
	Units	**0**
	Total Units	**60**

1 Minimum of 8 units of internships required for the Master of Science Degree in Speech-Language Pathology.
2 If a student elects to pursue an additional internship experience, then the student may enroll in one or more of these experiences.
3 Students completing a thesis or project must enroll in two units of CSAD 500T or CSAD 500P in semester 3 **AND** semester 4. Students completing the comprehensive examination must enroll in 2 units of CSAD 500C in semester 4.

Spring Clinical Practica Cohort

Semester 1: Fall		**Units**
CSAD 218	Motor Speech Disorders	3
CSAD 223	Advanced Seminar in Child Language Disorders	3
	Units	**6**
Semester 2: Spring		
CSAD 221	Neurogenic Language Disorders	4
CSAD 222	Curriculum in Relation to Language -- Learning Disabilities in School-age Children	3
CSAD 228A	Speech Sound Disorders: Concepts and Methods	2
CSAD 229A	Practice: Speech Disorders I	2
CSAD 241S	Practice: Hearing Screenings	1
CSAD 242A	Methods: Language Disorders I & Professional Writing-Field of Speech-Language Pathology & Audiology	2
CSAD 243A	Practice: Language Disorders I	2
CSAD 220	Course CSAD 220 Not Found	
	Units	**16**
Semester 3: Fall		
CSAD 219	Counseling Techniques for Speech Pathologists and Audiologists	3
CSAD 227	Dysphagia and the Medical Setting	3
CSAD 228B	Voice and Fluency: Concepts and Methods	3
CSAD 229B	Practice: Speech Disorders II	2
CSAD 242B	Methods: Language Disorders II	1
CSAD 243B	Practice: Language Disorders II	2
	Units	**14**
Semester 4: Spring		
CSAD 217	AAC and Assistive Technologies	2
CSAD 228C	Methods: Speech Disorders III	1
CSAD 229C	Practice: Speech Disorders III	2
CSAD 242C	Methods: Language Disorders III	1
CSAD 243C	Practice: Language Disorders III	2
CSAD 244	Methods: Speech -- Language Assessment	1
CSAD 245	Practice: Speech -- Language Assessment	1

CSAD 500T or CSAD 500P	Culminating Experience: Thesis [3] or Culminating Experience: Project	2
	Units	**12**
Semester 5: Fall		
CSAD 250	Speech/Language Internships Seminar	2
CSAD 295I	Internship: Speech-Language and Hearing Services in Schools (SLHS) [1]	4
Select one of the following:		4
CSAD 295M	Internship: Speech-Language Pathology in a Medical Setting [1]	
CSAD 295P	Internship: Speech-Language Pathology in Private Practice	
Select one of the following:		2
CSAD 500C	Culminating Experience: Comprehensive Exam	
CSAD 500P	Culminating Experience: Project	
CSAD 500T	Culminating Experience: Thesis	
	Units	**12**
Semester 6: Spring		
Semester 6 is optional [2]		
Select one of the following:		
CSAD 295M	Internship: Speech-Language Pathology in a Medical Setting	
CSAD 295P	Internship: Speech-Language Pathology in Private Practice [1, 2]	
	Units	**0**
	Total Units	**60**

1 Minimum of 8 units of internships required for the Master of Science Degree in Speech-Language Pathology.
2 If a student elects to pursue an additional internship experience, then the student may enroll in one or more of these experiences.
3 Students completing a thesis or project must enroll in two units of CSAD 500T or CSAD 500P in semester 3 **AND** semester 4. Students completing the comprehensive examination must enroll in 2 units of CSAD 500C in semester 4.

Culminating Experience

1. A student working toward a master's degree may choose as a Culminating Experience either a Thesis CSAD 500T, Project CSAD 500P, or Comprehensive Examination CSAD 500C.
2. **In order to enroll in** CSAD 500T, CSAD 500P, or CSAD 500C **a student must have been advanced to candidacy**.
3. A student may not register for CSAD 500T unless the following conditions have been met:
   - The first and second readers judge that the first two chapters of the thesis or project (literature review and methodology) are sufficiently well-developed.
   - Her/his proposal has been approved by the Culminating Experience Committee no later than the 11th week of the second clinical semester. The proposal must include the first two chapters specified above.
   - Institutional Review Board (IRB) approval has been obtained. ***It is possible for this process to take up to a full academic year.***
   - Written approval of the first reader has been accepted by the Department Chair.
4. No subjects may be recruited until the student has registered for CSAD 500T and has received Institutional Review Board (IRB) approval.
5. A student may not register for CSAD 500P until the following conditions have been met:
   - The first and second readers judge that her/his written proposal describing the project's significance, objectives, methodology, and conclusions or recommendations are sufficiently well-developed.
   - Her/his proposal has been approved by the Culminating Experience Committee no later than the 11th week of the second clinical semester. The proposal must include the first project description specified above.
   - Written approval of the first reader has been accepted by the Department Chair.
   - Institutional Review Board (IRB) approval obtained, if applicable. ***It is possible for this process to take up to a full academic year.***
6. A student enrolled in CSAD 500T or CSAD 500P may switch to the CSAD 500C Comprehensive Exam with approval from the Culminating Experience Committee and submission of a Petition for Exception form. ***There is no reversal of this change.***

Thesis (CSAD 500T)

- **Definition:** A thesis is an independent research study conducted by the student under the supervision of members of the faculty. A thesis must involve a research question or hypothesis, review of pertinent literature, and the collection and analysis of data. It is the student's responsibility to locate and recruit subjects and to collect the data, as well as to write the thesis. A thesis that includes the generation of original data is preferred; however, proposals based on file data or other secondary data sources will be considered.
- **Supervision:** A thesis is supervised by a committee of two or more faculty members in the Department of Communication Sciences and Disorders. The "first reader" is the chair of the committee, and the student's primary advisor and editor. The "second reader" evaluates the thesis at the beginning, consults on the development of the manuscript as necessary, and must approve the final manuscript.

- **Credit:** A student enrolls in two units of CSAD 500T each semester he/she works on the thesis, up to a total of four units. If the thesis is not completed within two semesters the student may enroll in continuous enrollment (CSAD 599), if not otherwise actively enrolled, for two additional semesters. Students are allowed a maximum of three semesters past the semester of first registering in CSAD 500T to complete their thesis for a maximum of four semesters total. Students who do not finish the thesis within the first semester of enrolling in CSAD 500T will receive a grade of "Report in Progress" (RP). If a student does not complete the thesis within the four total semesters, s/he will receive a No Credit (NC) grade for the original units and must enroll in CSAD 500C for the culminating experience.

Project (CSAD 500P)

- **Definition:** A project is a significant undertaking appropriate to the professional fields of Speech-Language Pathology or Audiology. It must evidence originality and independent thinking, appropriate form and organization, and a rationale. It must be described and summarized in a written document that includes the project's significance, objectives, methodology, and a conclusion or recommendation. The project can be, but is not limited to, a curriculum project that contributes to the fields by enhancing communication of the subject matter or a research project that contributes to the fields by adding to the professional knowledge base.
- **Supervision:** A project is supervised by a committee of two or more faculty members in the Department of Communication Sciences and Disorders. The "first reader" is the chair of the committee, and the student's primary advisor and editor. The "second reader" evaluates the project at the beginning, consults on the development of the project as necessary, and must approve the final project.
- **Credit:** A student enrolls in two units of CSAD 500P each semester he/she works on the project, up to a total of four units. If the project is not completed within two semesters, the student may enroll in continuous enrollment (CSAD 599) , if not otherwise actively enrolled, for two additional semesters. Students are allowed a maximum of three semesters past the semester of first registering in the CSAD 500P to complete their project for a maximum of four semesters total. Students who do not finish the project within the first semester of enrolling in CSAD 500P will receive a grade of "Report in Progress" (RP). If a student does not complete the project within the four total semesters, she/he will receive a No Credit (NC) grade for the original units and must enroll in CSAD 500C for the culminating experience.

Comprehensive Exam (CSAD 500C)

- Definition: Written exam comprised of multiple questions. Examinees are given one-and-a-half hours to complete each question.
- 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."
  a. "Pass" indicates a satisfactory completion of the question.
  b. "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 14th week of the semester in which the exam is taken. Conferences are scheduled at the discretion of the examiner.
  c. "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 14th 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 in its entirety at the next scheduled administration.
- The same conditions for grading apply on a retaken comprehensive exam as on the first attempt. Students may take CSAD 500C no more than **two times**.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

See attachment.

Attach a copy of correspondence with these units:

CSAD_MS_CurriculumProposalSummary.pdf

Provide a fiscal analysis of the proposed changes:

See attachment.

How will the above changes be accommodated within the department/College existing fiscal resources?

There will be no need for accomodations.

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

None

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