

Department of Communication Sciences and Disorders

Policy on Proficiency in English and/or other Languages

Master's in Communication Sciences and Disorders

CBEST

The Department of CSAD requires students applying to the program to provide proof of passing the California Basic Educational Skills Test (CBEST).

TOEFL

Sacramento State requires that domestic applicants with foreign documents and international students (F-1 or J-1 visa applicants) consult the Office of Graduate Studies and Global Education/International Admissions Department for specific application instructions. Domestic applicants with foreign documents and international students whose native language is not English must also submit TOEFL scores. The CSAD Department specific required TOEFL scores are as follows: Paper-based 560/Computer-based 220/Internet-based 100.

American Sign Language

All students are required to have completed a minimum of one course in American Sign Language.

Graduate Writing Intensive Course

All students admitted to the graduate program will be enrolled in a graduate writing intensive course (CSAD 242A) during their first clinical semester. This course provides significant writing scaffolding and support.

Pedagogy and Support

Our faculty embrace universal design for learning, focusing on developing pedagogical methods to engage all students in the educational process. We make every attempt to use a wide variety of instructional media in our courses, including lecture, PowerPoint, video, and small group activities. Course components indicating competency include exams, projects, and portfolios. We are also committed to both summative and formative evaluation strategies for teaching and learning and, in fact, all of our faculty include in their syllabi a template for Learning Outcomes Competencies that tie specific course learning outcomes to specific course components indicating competence. Students obtaining grades below a set threshold are required to meet with their instructor to problem solve and determine strategies to support their learning.

If it is determined that a student is need of additional support, faculty will recommend any or all of the following as appropriate:

- Peer mentor
- Department specific tutor
- Performance Improvement Plan (PIP)) or Academic Performance Improvement Plan (APIP)
- Peer and Academic Resource Center (PARC)
- Campus writing center
- Career center for professional presentation strategies
- Individualized faculty support for oral language expression

Doctor of Audiology

TOEFL

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Graduate Writing Intensive Course

All students admitted to the graduate program will be enrolled in a graduate writing intensive course (CSAD 621) during their second semester. This course provides significant writing scaffolding and support. Additionally, CSAD 630 will focus on providing support for writing clinical reports.

Graduate Record Examination (GRE)

All students are required to take the Graduate Record Examination, including the Analytical Writing measure.

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Graduate or undergraduate students who are interested in presenting at a conference or in extracurricular professional meetings or activities that would impact their didactic or clinical schedule must adhere to the following policy.

DIDACTIC COURSEWORK

(non-practicum courses including methods)

Each didactic course has its own syllabus outlining absence policies. Undergraduate and graduate students who are interested in presenting at a conference or participating in extracurricular professional leadership meetings/activities are required to meet with each of their didactic course instructors in order to:

- Obtain permission
- Review individual class absence policies
- Discuss missed assignment/class work

CLINICAL PRACTICA

Only documented emergencies or conflicts are considered excused absences from clinical practica.

The primary responsibilities of graduate student clinicians and undergraduate clinic assistants during the semester are to their clients. Therefore, requests to be excused from clinic for extracurricular activities will be considered and may be approved on a case-by-case basis. Please be advised that these activities are considered secondary to clinical responsibilities and are approved in rare circumstances only.

The following procedures must be followed to submit a request:

1. Identify and obtain the support of one (1) full-time faculty member who will sponsor the extracurricular efforts.
2. Obtain permission from all appropriate clinical instructors to cancel the sessions.
3. The student and identified faculty sponsor must write a proposal to document completion of steps (1) and (2) and describe the extracurricular activity. The faculty sponsor will submit this proposal to the Student Petitions Committee. The committee will review the submitted proposal and respond to the identified faculty sponsor.

If the petitions committee provides pre-approval, the faculty sponsor will:

1. Be responsible for procuring, submitting, and filing a copy of the student's required university travel and approval documentation in the student's file.
2. Be available and willing to supervise all clinical make-up sessions, including the final week of instruction and finals week, if necessary.

The student will confirm, using a provided client notification template, that all impacted clients will be willing and/or available to make-up sessions during dead week. If any impacted client is unwilling and/or unavailable to make up the sessions, the student request to travel will not receive final approval.