Speech Language Hearing Services Credential
Speech Language Pathology Program

Program Assessment Document
June 30th, 2014
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California State University, East Bay
College of Letters, Arts, and Social Sciences
Department of Communicative Sciences and Disorders

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Program Summary
Speech Language Pathology Program
Program Summary

Program Design

Program Mission: The Speech Language Pathology program in the Department of Communicative Sciences and Disorders at California State University, East Bay provides students pre-professional and professional training in speech-language pathology and audiology, which is founded on state and national standards, evidence-based practice, research, and science and technology, to prepare them to serve persons with communication disorders and their families in an ethical and culturally competent manner.

Program Vision: The Speech Language Pathology Program at CSUEB will deliver innovative instruction, excel in research, and expand community-based collaboration to create a vibrant and supportive learning community that engages and inspires students, faculty, staff, and clients with communication disorders.

Program Changes Since Last Accreditation Activity: In response to the CSD 2011 Biennial Report, five areas were targeted with four being completed and a fifth area partially completed with ongoing progress.

1. KASA Portfolio Performance Tracking: Performance on this comprehensive portfolio (submitted near Program Completion) is graded consistently, using a grading rubric (appended in this document) and accounts for 40% of the earned grade in a required course, SPPA 6030: Clinical Organization and Management since Fall quarter of 2012 in AY 2012-13.

2. Instructional/Research Infrastructure Enhancements: In academic years 2011-2012 and 2012-13, University funds were acquired through internal grants to significantly enhance the Speech Science Lab and AAC Lab with new equipment and devices, as well as instructional materials for clinic/classroom preparation (e.g. therapy manuals, standardized tests, videos and instructional software), as well as software for advanced linguistic analysis and qualitative research.

3. New Faculty Hiring: In 2012-2013, 2 new tenure-track faculty members began teaching full time. One with expertise in Augmentative and Alternative Communication began in Fall 2012, with a second new faculty member who began in Winter 2013 with expertise in Bilingualism and School-based Issues. The department is currently conducting a faculty search for an Assistant or Associate Professor of Speech-Language Pathology to start in AY 2015-16.

4. Enhancing Candidate Competency in Collaboration: More instructional and clinical training opportunities are being offered to facilitate candidate competency in collaboration and consultation. The program is heavily emphasizing community-based service learning and team-based learning effective Fall quarter of AY 2012-2013. Clinical rounds and clinician teams have been introduced in multiple on-site clinical training programs.

Implementation of New Curriculum Tied to Program Improvement: The new CSD curriculum
has been fully implemented with two new courses added in response to our last CTC accreditation site visit. In 2012-13, a new course was introduced, *Advanced Course on Autism Spectrum Disorders* (SPPA 6999a) with a second new elective on *School-Based Issues in Speech-Language Pathology* offered in 2013-14 to enhance candidate preparation for service delivery in school settings. Further, a new faculty-led clinical program for college students with autism has been introduced in our clinic in 2012-13, and another clinical opportunity was introduced in Summer 2013 for screening bilingual preschoolers and elementary school children.

**Program Faculty and Staff**
There are currently seven permanent full-time academic faculty and clinical staff members, and one permanent, half-time clinical staff member in the CSD Department. Additionally, the program has three part-time clinical supervisors, five lecturers, one full-time administrative support coordinator and a part-time clinic receptionist in AY 2013-14. Varied duties are divided among the 7 faculty and staff members:

Dr. Nidhi Mahendra, Associate Professor and Department Chair (also Undergraduate Advisor)
Dr. Elena Dukhovny, Assistant Professor and Graduate Coordinator
Dr. Kai Greene, Assistant Professor and Graduate Advisor
Dr. Shubha Kashinath, Assistant Professor and Graduate Advisor (also Continuing Education Administrator)
Dr. Robert Peppard, Associate Professor Emeritus
Ms. Shelley Simrin, Clinic Director (also Lecturer and Practicum Supervisor)
Ms. Jenny Rosenquist, Director of Autism Spectrum Disorders Services (also Lecturer and Practicum Supervisor)

Additional administrative and clinic supervisory duties were performed by Ms. Jill Chandler (half-time speech-language pathologist), Director of the Hearing Screening Program and two non-clinical administrative staff members - Ms. Marianna Wolff, Administrative Support Coordinator (ASC) and Ms. Rosa Coleman, Administrative Support Assistant (ASA).

**Program Student Learning Outcomes**
The program has developed the following approved student learning outcomes ([http://www20.csueastbay.edu/ecat/graduate-chapters/g-sppa.html](http://www20.csueastbay.edu/ecat/graduate-chapters/g-sppa.html)) for candidates completing the Master of Science degree in Speech Language Pathology at CSUEB:

- Screen, assess and treat individuals with a variety of communicative disorders across the lifespan
- Communicate effectively with clients, families, and other professionals
- Evaluate and apply clinical research, recognizing the need for evidence to support best practices in clinical service delivery
- Consistently apply ethical professional standards, recognize and respect the limits of their professional preparation and clinical skills, and work effectively with other professionals
- Demonstrate cultural competence and commitment to advocacy for persons with communicative disorders
Curricular Requirements

The Speech Language Pathology (SLP) Program requires the completion of 74 quarter units of academic credit completed with a letter grade of B or better including the courses detailed below. Students also earning the Speech Language Hearing Services Credential complete 78 units of academic credit, including the 74 aforementioned units as well as a 4-unit course, EPSY 5021 - Introduction to Educating all Students in Diverse Classrooms, and fulfilling the State of California's Basic Skills Requirement (CBEST). These requirements must be completed within five calendar years after admission to the program, with at least 63 units completed in residence. SLP Program courses are designed to meet and exceed current standards issued by the California Commission on Teacher Credentialing and American Speech Language Hearing Association.

Course of Study

The SLP curriculum prepares candidates to integrate basic science, clinical research, evidence-based practice cultural competence strategies and cutting edge technology to best serve diverse clients with varied communication disorders across the lifespan. Emphasis is placed on direct and indirect interactions with real patients, case studies, challenging clinical scenarios, collaborative practice, service learning and problem-based learning assignments in multiple courses. Across program courses and practicum experiences, students present information to instructors, peers, health care providers, patients, and their families. Students learn techniques to conduct interviews and collect case history data, and to communicate concisely via clinical writing. The program strives to address culturally competent communication, civil discourse and conflict resolution in multiple courses. Within multiple CSD courses through a variety of clinical, service learning, and collaborative practices, students develop knowledge of multicultural issues germane to the profession and to serving diverse clients across the lifespan. Candidates are prepared thoroughly in the theory and practice of disorders affecting speech, language, hearing, cognition, respiration, and swallowing across the lifespan. Over the course of their study, students integrate information on typical development, developmental and acquired disorders, multicultural issues, and best practices in screening, assessment, treatment, and prevention of communication disorders.

The typical course of study involves advanced coursework with clinical emphasis and the start of clinical practicum in Year 1. Year 2 focuses on ongoing advanced coursework and completion of special-topic electives. Year 2 continues to emphasize enhancement of clinical competence by completing practicum in on-campus and off-campus clinical settings, treatment and diagnostic evaluation practicum, and audiological screening and assessment experiences. Year 2 ends with two quarter-long internships (one of which must be in a public-school setting), completing the Master’s Comprehensive Examination, presenting a Graduate Portfolio and passing the national PRAXIS exam with a score greater than or equal to 600. To better understand the breadth and depth of coursework in the major, readers are directed to review our course listings, descriptions, and specific syllabi. The program completed a significant curriculum overhaul in 2008-2009 and has implemented its enhanced curriculum since academic year 2010-11. Changes made highlight the breadth of scope of practice in speech-language pathology, evolution of ASHA and CTC curricular standards, and contemporary knowledge base.
and evidence-based practice in the profession. The program has been most responsive to our last CTC accreditation visit in which suggestions were made about adding coursework/content on Autism and School-based Issues unique to SLPs. Both these courses were added in the last 2 academic years as well as an enhanced emphasis on collaborative practice (part of our AY 2011-2012 cluster improvement plan), literacy content (part of our AY 2012-13 cluster improvement plan) and serving diverse and multicultural clients (part of our AY 2013-14 cluster improvement plan).

Assessment of Candidates

The assessment system used by the Speech Language Pathology Program at CSUEB is designed to meet the American Speech-Language Hearing Association (ASHA) Standards, the California Teaching Credentialing (CTC) Standards, and the Council for the Accreditation of Teacher Educator Preparation (CAEP- formerly NCATE). The Program provides comprehensive and integrated assessment and evaluation measures to monitor candidate performance and to improve programs. As required by ASHA, CTC and CAEP, candidate performance is tracked via multiple assessments on admission, at appropriate transition points, and on program completion. This Program Assessment document details these transition points, associated assessments, and also provides the assessment tools and their rubrics for review.

There are several key transition points in the program at which candidates are assessed (See Transition Points; also Transition Points and Associated Assessments). Candidates are selected for entry into the program using key assessment measures measured on a 37-point rating scale. Once admitted, there are three major points of transition: Post Practica One (at the end of treating four clients with a communication disorder in clinical practicum) - Post Practica Two (at the end of 100+ hours of client treatment)- and upon program completion subsequent to all coursework, completing two internships (one of which must be in a school-based setting), passing a Comprehensive Examination, successfully submitting a Graduate Portfolio, and obtaining a passing score on the PRAXIS exam.

The required Comprehensive Exam fulfills the University Capstone experience required for the Master of Science Degree in Speech Language Pathology and Audiology. Candidates must demonstrate clinical competency in 13 key topic areas required for the national Certificate of Clinical Competence (CCC) in Speech-Language Pathology. Candidates also submit a comprehensive portfolio containing a graded class project or clinical practicum report showcasing their knowledge in all 13 areas. These areas are:

1) Articulation & Phonology  2) Fluency  3) Voice & Resonance
4) Receptive Language  5) Expressive Language  6) Hearing
7) Swallowing  8) Cognitive Bases of Communication
9) Social Aspects of Communication  10) Communication Modalities
11) Ethical Conduct  12) Research and Evidence-Based Practice and
13) Service Delivery to Culturally/Linguistically Diverse Populations.
Comprehensive examinations, taken by our Masters’ degree candidates in their concluding academic quarter, cover many of these aforementioned 13 topic areas. Finally, candidates must pass the national PRAXIS examination by obtaining a score of 600 or better. Upon completion of all courses, practica, clinical competencies, and examinations, candidates may apply for the Preliminary Speech-Language Pathology Services Credential.

**Primary Candidate Assessments: Graduate Admission Rating**

Multiple measures are used in the admissions process to the Speech-Language Pathology graduate program and considered by the Graduate Committee (comprised of the Graduate Coordinator and 2 full-time, appointed, faculty/staff members). Applicants seeking to enter the program must have a baccalaureate degree in Communicative Sciences and Disorders (CSD) from a regionally accredited four-year institution. Alternatively, applicants to the Master’s program, having earned a degree in a non-CSD major, must have completed prerequisite courses, for the undergraduate degree in Speech-Language Pathology and Audiology.

It is a requirement of California State University, East Bay that applicants have a grade point average of 2.5 in the last 90 quarter hours (equivalent to 60 semester hours) of their coursework. Further, to be considered for admission, prospective applicants must have a GPA of at least 3.0 within the CSD major. Applicants must submit three letters of recommendation and a statement of purpose for review by the graduate committee. The CSD program clearly emphasizes that recommendation letters are preferred from faculty members familiar with the applicant’s coursework, professional demeanor, and clinical skills. In the near future, it is expected that a short interview will become part of the admission requirements – rubrics and a plan for evaluating performance in the interview are under development at this time.

All sources of information about applicants are evaluated using a Graduate Admission Rating Sheet (*available on request*), in which applications are rated by the graduate committee, on GPA in the major, overall GPA, experience, clinical potential, academic potential, and multicultural or multilingual experience for a maximum possible 37 points. After each member of the graduate committee individually rates applicants on the Graduate Admission Rating Sheet, the three ratings are totaled. Applicants are ranked based upon their rating. Top applicants are admitted to the graduate program. Applicants not admitted are placed on a waiting list according to their ranked order. If slots open, wait-listed applicants are admitted per their order on the waiting list.

The process detailed above illustrates the steps used to select potential candidates to the graduate program in Speech-Language Pathology and Audiology. Approximately 97% of the candidates admitted to the graduate program also apply for the preliminary credential. To be eligible for the Preliminary Speech-Language Pathology Services Credential, potential candidates also must pass fulfill California’s Basic Skills Requirement, take an additional CSUEB course EPSY 5021 (*Introduction to Educating All Students in Diverse Classrooms*), and complete an internship or field experience (SPPA 6066) in a school or related educational setting.
Narrative – Program Design and Speech Language
Pathology Standards
CTC-ASHA Alignment Matrix  
Adopted by the Committee on Accreditation, November 5, 2010

An institution that is offering a Speech-Language Pathology Services preparation program, which is accredited by the American Speech-Language-Hearing Association (ASHA) may elect to use ASHA’s standards for California accreditation activities. In addition to meeting ASHA’s standards, each California SLP program must indicate where the underlined concepts are addressed in the approved SLP program.

<table>
<thead>
<tr>
<th>ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed</th>
<th>Course/Assignment/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Program Design, Rationale and Coordination Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.</td>
<td>SPPA 6056: Clinical Practicum in Speech-Language Pathology (See Pages 1-2 for Student Objectives and Competencies)</td>
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<tr>
<td></td>
<td>SPPA 6060: Advanced Course in Childhood Language Disorders (see Pages 1 and 4 - See description of Assignments 2 and 3)</td>
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<td></td>
<td>SPPA 6066: School Internship (See Pages 1-2 on Student Objectives and Competencies)</td>
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<td></td>
<td>SPPA 6999a: School-based Issues in Speech-Language Pathology (See Assignment 1- Systematic Review of Literature: School based Intervention Project on Page 4)</td>
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<td></td>
<td>EPSY 5021: Introduction to Educating All Learners in Diverse Classrooms (Page 1 - See Course Description paragraph, Page 3: Assignment 1, Pages 3-4: Assignment 3)</td>
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<tr>
<td></td>
<td>Student Handbook and Clinic Training Manual (Section VI. Internships, Section VII. Policy Statements)</td>
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<tr>
<td></td>
<td>Student Internship Form (Bottom half of form on Minimum Requirements – candidates must complete specific courses prior to school setting field placement)</td>
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<td>Link Updated</td>
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<td>Typical 2-year Course and Practicum Sequence for Graduate Students, completing the M.S. Degree</td>
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</table>

| 2: Professional, Legal and Ethical Practices Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting | Candidates are provided with specific guidelines to promote safe educational guidelines in the following classes: |
|                                                                                                 | SPPA 6056: Clinical Practicum in Speech-Language Pathology (See Student Handbook and Clinic Manual Pages 106, 117-121 for specific instruction on CPR, infection control, child abuse prevention and reporting policies to ensure safety of clients/students being served). |
|                                                                                                 | SPPA 6060: Advanced Course in Childhood Language Disorders (See Student Competencies 1 through 6 on Pages 2). As indicated in the course calendar (Week 4), students are provided with information on positive behavior supports to address challenging behaviors and promote positive and safe educational environments in classroom and community settings). |
|                                                                                                 | SPPA 4854/6854: Diagnosis of Speech and Language Disorders (See Student... |
**ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed**

<table>
<thead>
<tr>
<th>Course/Assignment/Assessment</th>
<th>Objectives and Competencies on Pages 2-3; See Final Project Description/Requirements on Page 4</th>
</tr>
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<tbody>
<tr>
<td>SPPA 6999a: School-based Issues in Speech-Language Pathology</td>
<td>See Page 2-3 on curricular standards, Page 3-student learning objectives, Page 4-Assignment 1: Systematic Review-School-based intervention, Page 4-Assignment 2: IEP Case study</td>
</tr>
<tr>
<td>SPPA 6999b: Advanced Course on Autism Spectrum Disorders</td>
<td>See Pages 2-3 on Student Objectives and Competencies; See Service Learning Project on Page 5</td>
</tr>
<tr>
<td>EPSY 5021: Introduction to Educating All Learners in Diverse Classrooms</td>
<td>See Assignment 1 on Observations of Special Education Services on Page 3; See Course Schedule/Topics for Weeks 1-4 on Page 6</td>
</tr>
</tbody>
</table>

**3: Educating Diverse Learners**

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender, identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.

**4: Effective Communication and Collaborative Partnerships**

The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-

<table>
<thead>
<tr>
<th>Course/Assignment/Assessment</th>
<th>Based on the feedback received, we have highlighted content that informs candidates of the importance of communicating with the business community (see syllabus SPPA 6030) and bridging transitional stages across the lifespan for all learners (see SPPA 6060, SPPA 6066).</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPA 6030</td>
<td>See page 3 Course Outline 5/19 Guest Panel Discussion on IEP process, collaboration, communicating with business community, and transition planning.</td>
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</tbody>
</table>
| SPPA 6020: Advanced Vocal Rehabilitation | See Pages 3-4 for Statement on
### ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed

(Indicate the course, assignment and/or assessment where the underlined concepts are addressed in your SLP program)

<table>
<thead>
<tr>
<th>Course/Assignment/Assessment</th>
<th>ASHA Standard Addressed</th>
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<tbody>
<tr>
<td>Importance of Collaborative Learning and three clinical group projects</td>
<td>5: Assessment of Students The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.</td>
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<tr>
<td>SPPA 6056: Clinical Practicum in Speech-Language Pathology (See Page 1 for Student Objectives and Competencies, specifically Objective 8)</td>
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<tr>
<td>SPPA 6060: Advanced Course on Childhood Language Disorders (See Page 4 for Assignments 2 and 3 on Intervention Strategy Demonstration and Brochure Project)</td>
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<tr>
<td>Additional reading on bridging transitional stages across the lifespan for all learners is included in syllabus.</td>
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<tr>
<td>SPPA 6066: Internship in School-Setting (See Pages 1-2 on Student Objectives and Competencies)</td>
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<tr>
<td>Clarified student objectives on page 2, Student objective #12 to include bridging transitional stages across the lifespan for all learners.</td>
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<tr>
<td>SPPA 6070: Augmentative/Alternative Communication and Assistive Technology for Speech-Language Pathologists (See Page 2- Experiencing AAC Project involves client education)</td>
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<tr>
<td>SPPA 6220: Dysphagia in Adults and Children (See Assignment 3 on Preparing a Professional In-service Presentation on Dysphagia, Page 4)</td>
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<tr>
<td>SPPA 6020: Advanced Vocal Rehabilitation (See Project: Voice Self-Assessment on Page 2; Clinical Voice Rounds Group on Page 4)</td>
<td></td>
</tr>
<tr>
<td>SPPA 6060: Advanced Course on Child Language Disorders (See Course Calendar Week 5-Knowledge of required statewide assessments, local, state, and federal accountability systems, See Communication Assessment Project and In-Class Project on page 4).</td>
<td></td>
</tr>
<tr>
<td>SPPA 6064: Fluency Disorders (See Page 2 for Cognitive Model Pseudo-stuttering project, In-class Assessment Project using the Stuttering Severity Instrument, and Final Assessment Project)</td>
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<tr>
<td>SPPA 6156: Practicum in Audiological Assessment (See Page 1 on Course Objectives and Grading – explicit information on skills expected to be demonstrated)</td>
<td></td>
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<tr>
<td>SPPA 4854/6854: Diagnosis of Speech and Language Disorders (See Final Project Description/Requirements on Page 4; See Page 9 for Systematic Analysis of Language</td>
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<tr>
<td>ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed</td>
<td>Course/Assignment/Assessment</td>
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<td>(indicate the course, assignment and/or assessment where the underlined concepts are addressed in your SLP program)</td>
<td><strong>Transcripts lab</strong>)</td>
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<td></td>
<td>SPPA 6999a: School-based Issues in Speech Language Pathology (See Page 4 for Project on IEP Case Study: Part A-Assessment, Part B-Report writing, Part C: IEP Goal Setting and Treatment Planning)</td>
</tr>
<tr>
<td></td>
<td>SPPA 6999b: Advanced Course on Autism Spectrum Disorders (See Pages 2-3 on Student Objectives and Competencies; See Page 5 for Project on Observational Assessment using SCERTS for social communication)</td>
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<td></td>
<td>EPSY 5021: Introduction to Educating All Learners in Diverse Classrooms (See Assignment 2 on Student Interview on Page 3; Student Assignment 3 on Differentiated Instruction including knowledge of statewide assessments and local, state, and federal accountability systems).</td>
</tr>
<tr>
<td><strong>6: Using Educational and Assistive Technology</strong> The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.</td>
<td>SPPA 6070 Augmentative/Alternative Communication and Assistive Technology for Speech-Language Pathologists (See Page 2- Experiencing AAC Project, In-class assignments, and field trip to increase awareness of AAC/AT options)</td>
</tr>
<tr>
<td></td>
<td>SPPA 6999b: Advanced Course on Autism Spectrum Disorders (Page 2- course description reveals emphasis on technology and AAC; Page 5 for Individualized Visual Supports Project)</td>
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<td>NOTE: The program houses an Augmentative and Alternative Communication Lab, equipped with state-of-the-art AAC devices and a fleet of ipads (with therapeutic software). Use of AAC devices and ipads is fully integrated into clinical practicum in Speech-Language Pathology (SPPA 6056, SPPA 6057). Current list of AAC-related software and hardware that student clinicians have access to using in practicum can be located here: <a href="http://www20.csueastbay.edu/class/departments/commsci/labs.html">http://www20.csueastbay.edu/class/departments/commsci/labs.html</a> (Under AAC Lab)</td>
</tr>
<tr>
<td><strong>7: Transition and Transitional Planning</strong> The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.</td>
<td>As part of the clinical internship in schools, candidates are involved in planning, implementing, and evaluating transitional life experiences for students. Clinical supervisor evaluations (see below) provide feedback on candidate competency in planning, implementing and evaluating transitional life experiences for students with disabilities on their caseload.</td>
</tr>
<tr>
<td></td>
<td>SPPA 6066: Clinical Internship in Speech-Language Pathology (See Clinical Internship Evaluation Form, VI. E) Candidates are then required to plan, implement, and evaluate transitional life experiences for students as part of their clinical internship in school as reflected in the Clinical Internship Evaluation Form</td>
</tr>
<tr>
<td></td>
<td>SPPA 6999a: School-based Issues in Speech-Language Pathology (See Student Objective 4 on Page 3; See Page 5 for IEP Case Study Project – Parts A, B, and C)</td>
</tr>
<tr>
<td></td>
<td>EPSY 5021: Educating All Diverse Learners (See Assignment 1 on Observations of Special Education Services on Page 3; See Course Schedule/Topics for Weeks 1-4 on Page 6)</td>
</tr>
<tr>
<td><strong>ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed</strong></td>
<td><strong>Course/Assignment/Assessment</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>(indicate the course, assignment and/or assessment where the underlined concepts are addressed in your SLP program)</td>
<td><strong>SPPA 6066: Internship in School Settings</strong> <em>(See Student Objectives and Competencies on Pages 1-2) – Student interns routinely participate in and present at IEP meetings under supervision, generating goals for IEP reports, and care planning)</em></td>
</tr>
<tr>
<td><strong>8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</strong> The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</td>
<td><strong>SPPA 6999a: School-based Issues in Speech-Language Pathology</strong> <em>(See Student Objective 4 on Page 3; See Page 5 for IEP Case Study Project – Parts A, B, and C)</em></td>
</tr>
<tr>
<td></td>
<td><strong>EPSY 5021: Introduction to Educating All Students in Diverse Classrooms</strong> <em>(See Assignment 1 on Observations of Special Education Services on Page 3; See Course Schedule/Topics for Weeks 1-4 on Page 6)</em></td>
</tr>
</tbody>
</table>
Speech Language Pathology Program Standards
## Speech Language Pathology Program
### Program Narrative – Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>How the Institution Meets the Standard — hyperlink to supporting documentation</th>
</tr>
</thead>
</table>
| **SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms**  
Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing. | **Fully Addressed by the ASHA Standards- No additional information needs to be submitted**  
Standard met by completion of:  
Undergraduate pre-requisites to meet ASHA standards (Coursework in Biological Sciences, Physical Sciences, Social and Behavioral Sciences)  
25 hours of observation, prior to the start of clinical practicum (earned at BA/BS level OR completed at CSUEB as part of MS degree requirements)  
NOTE: All graduate courses on disorders review typical processes, development and underlying mechanisms responsible for speech/language/voice/swallowing/cognition. |

| **SLP Standard 2: Child Development and Speech, Language, Hearing Acquisition**  
Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum. | Standard met by completion of:  
Undergraduate pre-requisites to meet ASHA standards (Coursework in Biological Sciences, Physical Sciences, Social and Behavioral Sciences, Language Development, Introduction to Communication Disorders, Cognitive Development - verified on admission; if not taken, students complete any lacking pre-requisites prior to starting graduate courses and clinical practicum)  
25 hours of observation, prior to the start of clinical practicum.  
**SPPA 6060: Advanced Course on Childhood Language Disorders**  
(See Course Calendar on pages 6-7, course weeks 1, 7, 8, 10 which focus on development of literacy and academic language, phonological awareness and relationship of speech and language skills to literacy, language arts and access to core curriculum). Candidate knowledge is assessed in course quizzes and exams.  
Additionally candidates are required to take a pre-requisite course on articulation and phonological disorders (if missing in their pre-requisite coursework). Syllabus is included (**SPPA 4863** (See page 5 for course topics on articulation and speech sound acquisition and phonological awareness))  
NOTE: Development of literacy is being targeted in our AY 2013-14 cluster improvement plan with a goal to enhance candidate exposure to content on literacy and the relationship between phonological/metaphonological skills to acquisition of reading and writing skills, and later language development. We expect to report progress made on this goal in our next Biennial Report. |

| **SLP Standard 3: Speech, Language, Hearing** | **Fully Addressed by the ASHA Standards- No additional** |
and Swallowing Disorders
Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

SLP Standard 4: Assessment of Speech and Language Disorders
Each candidate demonstrates competency in the collection of relevant information regarding individuals’ past and present status and family and health history. Candidates exhibit proficiency in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

Information needed to be submitted
Standard met by program’s national ASHA accreditation standards (and current accreditation by the Council on Academic Accreditation through 2020) and multiple graduate courses on speech, language, hearing and swallowing disorders, including:
- SPPA 6050: Motor Speech Disorders: Adults and Children
- SPPA 6055: Aphasia and Neurogenic Disorders
- SPPA 6060: Advanced Course on Childhood Language Disorders
- SPPA 6064: Fluency Disorders
- SPPA 6999b: Advanced Course on Autism Spectrum Disorders
- SPPA 6220: Dysphagia in Adults & Children

(See Assignment 2 Dysphagia Evaluation Form/Educational Handout on Page 4)

Standard met by:
- 25 required hours of clinical observation (1/3rd of these hours are earned observing diagnostic evaluations including in SPPA 4854/6854 and SPPA 6052)
- SPPA 6020: Advanced Vocal Rehabilitation
- SPPA 6050: Motor speech disorders
- SPPA 6052: Clinical Methods and Procedures
- SPPA 6057: Practicum in Speech-Language Pathology: Assessment
- SPPA 6060: Advanced Course on Child Language Disorders
- SPPA 6064: Fluency Disorders
- SPPA 6070 Augmentative/Alternative Communication and Assistive Technology for Speech-Language Pathologists
- SPPA 6080: Counseling Individuals with Speech Language and Hearing Disorders

(See Page 5 for Motivational Interview Project). Based on feedback received, course content has been expanded to include a stand-alone module on effective use of interpreters/translators (See 6080 Course Calendar Week 9. Candidates will demonstrate proficiency as assessed on online

Dysphagia Evaluation Form/Educational Handout on Page 4)
SLP Standard 5: Management of Speech and Language Disorders

Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit

Please refer to clarification/additional evidence presented below:

Standard met by:
25 required hours of clinical observation (2/3rds of these hours focus on observing therapy sessions)

EPsy 5021: Educating All Diverse Learners (See Assignment 1 – Observation of Special Education Services on Page 3; See Assignment 3 on Differentiated Instruction Model Lesson on Page 3)

Sppa 6020: Advanced Vocal Rehabilitation (See on Page 4 Project: Self-directed Vocal Hygiene Group, Clinical Voice Rounds, Review of Treatment Approaches)

Sppa 6050: Motor Speech Disorders – Adults and Children (See Page 5 for description of Clinical Evidence-based Practice Project)

Sppa 6056: Practicum in Speech-Language Pathology (See Pages 1-2 on Student Objectives and Competencies)

Sppa 6060: Advanced Course on Childhood Language Disorders (See Intervention Strategy Demonstration Project on Page 4; See
knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.

Brochure Project on Page 4; See Course Outline week 4 topic discussion on positive behavior supports and its use in school settings. Candidate performance assessed on In-class Case Study 1

SPPA 6066: Practicum in Speech Language Pathology (See Course Objectives and Clinical Internship Evaluation Form # III D)

SPPA 6064: Fluency Disorders (See Page 2 – Parent Handout Project and Quarterly Therapy Plan Completion for an individual with a fluency disorder)

SPPA 6070: Augmentative/Alternative Communication and Assistive Technology for SLPs (See Page 2 for Experiencing AAC Project requiring learning use of an AAC device and teaching about its use)

SPPA 6160: Audiological Rehabilitation (See Group Project 3 on Page 3- Aural Rehabilitation Session Planning, See Page 3- Lab on October 29 focusing on speechreading and auditory training)

SPPA 6220: Dysphagia in Adults and Children (See Page 4 for Assignments 2 and 3 on Dysphagia Educational Handout and Professional In-service Presentation)

NOTE: All graduate classes are required to address Evidence-based Practice in assessment and management, per ASHA standards and in line with Program Mission and Vision.

SLP Standard 6: School Field Experience
Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

Standard is met by:
SPPA 6066: Internship in School Setting (See Pages 1-2 on Student Objectives and Competencies)

Candidate Assessments – See under Performance assessment on School-based Fieldwork (Internship)

SLP Standard 7: Consultation and Collaboration
Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also

Most SPPA syllabi include a statement on how the course emphasizes consultation and collaboration. (See example in SPPA 6020: Advanced Vocal Pathology and Rehabilitation – Page 4, also see SPPA 6070: Augmentative/Alternative Communication and Assistive Technology for SLPs – Page 2) Focus on consultation and collaboration has been highlighted in the program’s student learning outcomes. See link below:
demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students’ learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

<table>
<thead>
<tr>
<th>SLP Program Standard 8: Assessment of Candidate Performance</th>
<th>Information pertaining to this standard is explained in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to recommending each candidate for a services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.</td>
<td>Section Assessment of Candidates in Program Summary (this document)</td>
</tr>
<tr>
<td></td>
<td>6 candidate assessments detailed in this report; data on these also were submitted in our 2011-2013 Biennial report, including Post-Practica 1 Evaluation, Post-Practica 2 Evaluation, Fieldwork Evaluation, Masters’ Comprehensive Exam Performance, Portfolio Score/Course Grade, PRAXIS exam score.</td>
</tr>
<tr>
<td></td>
<td>3 additional assessments</td>
</tr>
<tr>
<td></td>
<td>Candidate Exit Survey, Alumni Survey, Clinic Client Satisfaction Survey</td>
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<tr>
<td></td>
<td>SPPA 6030: Clinical Management and Organization (See Page 1 Competencies 1 and 2; Formative Assessment); Page 2 for details on Comprehensive Exam, PRAXIS, Portfolio-based Assessment)</td>
</tr>
<tr>
<td></td>
<td>Final exit interview, conducted by program director individually with each candidate (includes signing state and national licensure paperwork, checking completion of all requirements)</td>
</tr>
</tbody>
</table>
Course Listings, Description, and Syllabi
Required Courses (Number of quarter units in parentheses)

- **SPPA 6000 Research Methods in Communicative Sciences and Disorders (4)**
  
  Description: This course features applied research methods in the field of communicative disorders, including literature search techniques, research designs, statistical tests, and scholarly report preparation. Course completion requires an individual research project submission and written assignment.

- **SPPA 6010 Advanced Speech and Hearing Science (2)**
  
  Description: This course covers selected topics in acoustic and physiological phonetics, speech perception and psychoacoustics with laboratory application in the analysis of normal and disordered speech and voice patterns.

- **SPPA 6020 Vocal Pathology and Rehabilitation (4)**
  
  Description: This course emphasizes Assessment procedures for differentiating various organic and non-organic laryngeal dysfunctions in adults and children and selection and application of appropriate treatment methods.

- **SPPA 6030 Clinical Organization and Management (2)**
  
  Description: This course addresses principles and procedures underlying client/patient enrollment, family counseling, and utilizing allied professions for adults and children in clinic and school settings. Special attention is given to organizing and administering speech and language programs following state and federal regulations.

- **SPPA 6040 Advanced Seminar in Speech, Language and Communication Disorders (2)**
  
  Description: This course number features a general title as listed above but varies in its topic focus featuring selected contemporary topics in speech, language and hearing. Topics include autism, bilingualism, child language disorders, deafness, fluency, evaluation and management of hearing loss, acquired speech and language disorders, and advanced assessment and treatment of articulation and phonological disorders.

- **SPPA 6050 Neurogenic Motor Speech Disorders: Adults and Children (4)**
  
  Description: This course focuses on evidence-based evaluation and treatment of the dysarthrias, apraxia of speech and speech and voice problems associated with acquired and developmental neuropathologies in children and adults.
• **SPPA 6052 Clinical Methods and Procedures in Communicative Disorders (3)**
  **Description:** This class exhaustively covers basic principles of client treatment and management, including structuring the therapy session, designing therapy hierarchies, collecting data, working with families, reinforcing correct behavior, and documenting outcomes. Course includes 10 hours of supervised clinical observation.

• **SPPA 6055 Aphasia and Related Neurogenic Language Disorders (4)**
  **Description:** This course teaches graduate students an analysis of historical and current information relating brain dysfunction and language disorders. Essential course components include observation; administering and interpreting standardized and non-standardized assessment procedures, selecting treatment techniques, and collecting data for evidence-based practice treatment decisions.

• **SPPA 6056 Practicum in Speech-Language Pathology: Treatment (2, 3 times)**
  **Description:** This course number pertains to clinical practicum in treatment of speech, language, and swallowing disorders. Emphasizes development, implementation and evaluation of individualized therapy plans administered in both individual and group settings, as well as clinical report writing and oral case presentations.

• **SPPA 6057 Practicum in Speech-Language Pathology: Assessment (2)**
  **Description:** This course pertains to completion of supervised clinical diagnosis of speech-language disorders including history taking, test administration, data analysis, patient counseling, oral and written case presentation.

• **SPPA 6060 Advanced Study of Language Disorders in Children (4)**
  **Description:** This course aims to prepare students for the evaluation and treatment of child language disorders and clinical procedures applicable to clinic and classroom settings. Emphasis is placed on the evaluation of semantic and pragmatic functions and the establishment of functional language.

• **SPPA 6064 Fluency Disorders (4)**
  **Description:** This course features an exclusive focus on fluency disorders such as stuttering and cluttering. Students are introduced and exposed to theories of etiology, contemporary assessment approaches and evidence-based therapies for stuttering and cluttering disorders in adults and children.

• **SPPA 6066 Clinical Internship in Speech-Language Pathology (6, 2 times)**
  **Description:** This course features field placement in supervised and approved settings such as public schools, hospitals, and community speech-language and hearing clinics. Candidates register for SPPA 6066 twice during their graduate career, with a requirement to complete fieldwork in two very different practice settings, with one of them essentially being a public school setting.
• **SPPA 6070 Augmentative/Alternative Communication-Assistive Technology for Speech-Language Pathologists (4)**  
  **Description:** This course covers foundational principles of augmentative/alternative communication for both children and adults. Students learn about hardware, software, and peripheral equipment for assessment, system fittings, trials, and intervention.

• **SPPA 6080 Counseling Individuals with Speech, Language and Hearing Disorders (4)**  
  **Description:** This course prepares students for competencies in counseling pediatric and adult clients with varied communication disorders as well as their families. Course topics include: counseling theory, models, processes, and strategies.

• **SPPA 6156 Practicum in Audiological Assessment (2)**  
  **Description:** This course covers supervised clinical diagnosis of hearing disorders including history taking, test administration, data analysis, patient counseling, including an oral and written clinical case presentation.

• **SPPA 6160 Audiological Rehabilitation (4)**  
  **Description:** This is an advanced course on issues facing clinicians when providing audiological rehabilitation services in clinical settings. Emphasis is on group formation and communication strategies training. Guided practical experience in group audiological rehabilitation techniques.

• **SPPA 6220 Dysphagia in Adults and Children (4)**  
  **Description:** This course covers principles and evidence-based clinical guidelines for screening, assessment, and treatment of dysphagia in adults and children. Anatomy and physiology of normal swallowing, bedside and instrument-based assessment of swallowing disorders, behavioral and instrument-based treatment techniques, and ethical issues in clinical practice.

**Elective Courses** (Students must fulfill an 8-unit elective requirement, from the options below)

• **SPPA 6999a School-based Issues for Speech Language Pathologists** (Offered first in March 2014; will be offered annually)  
  **Description:** This course aims to prepare students to practice competently as speech-language pathologists in school-based settings. Upon completion of this course, candidates learn the necessary terminology for school-based programming; components of special education eligibility per federal laws; how to form collaborative relationships with parents, educators, and other school staff; discuss IEP plans, intake/annual/triennial and exit IEPs; learn about school-based accommodations and classroom modifications; understand the meaning of adverse impact on educational
performance; demonstrate intervention principles & methods across grade levels and diverse school populations; and reference goals and objectives to school curricular standards and benchmarks.

- **SPPA 6999b: Autism across the Lifespan** (Offered annually since January 2013)
  **Description:** The purpose of this course is to provide class participants with the knowledge needed to develop effective communication and language assessment and intervention strategies for individuals with autism and severe communication disabilities. Major emphasis will be placed on the speech, language, communication and behavior concerns of individuals with autism spectrum disorder. Guidelines for the assessment and intervention of communication will be provided. Functional assessments, intervention planning, structured teaching and environmental supports to provide effective learning and collaborative teaming with family and multiple disciplines will be emphasized through active learner participation with each other and individuals with ASD. Technology use and augmentative and alternative communication supports and strategies will also be addressed.

- **SPPA 6999c: Aging, Mild Cognitive Impairment and Dementia**
  **Description:** The purpose of this class is to provide graduate students with a comprehensive understanding of human cognitive systems in adults, cognitive changes in healthy aging, health-related medical conditions, mild cognitive impairment- a preclinical condition, and dementia. In dementia, we will focus on core clinical competencies of understanding classic types of dementia and their clinical presentation. We will focus on cognitive-communicative problems in dementia, screening and assessment, and selected evidence-based interventions. This course emphasizes hands-on learning and will feature opportunities for active discussions, reading medical charts, reviewing tests for screening and assessment of clients with dementia, and case study analyses.

- **SPPA 6221: Accent Modification for Nonnative Speakers of English (2)**
  **Description:** This course features a contemporary understanding of principles and techniques to modify pronunciation by non-native English speakers. Speaker attitudes, dialect diversity, phoneme contrasts, American English stress patterns, and syllable and word reduction.

- **SPPA 6223 Early Language Assessment and Intervention (2)**
  **Description:** This course provides information and develops skills for working with the birth to 3 population at risk for speech and language delays and/or disorders including: children of substance abuse pregnancies, premature birth, chromosomal disorders, developmental delay, and pervasive developmental disorders. Topics include characteristics of these populations, appropriate assessment procedures, family-centered services, and transdisciplinary approaches.
• **SPPA 6227 Communication Disorders in Right Hemisphere Syndrome (2)**  
  **Description:** This course teaches students about assessment protocols and treatment strategies for individuals with communication deficits and related disorders, such as neglect, secondary to right hemisphere brain injury.

• **SPPA 6228 School-based Issues in Speech-Language Pathology (2)**  
  **Description:** This course prepares students to competently address issues pertaining to public school setting: IEPs, fair hearings, reports, school personnel, federal and state regulations, qualification standards, dismissal criteria, bilingualism and second language acquisition, best practices, group treatment, data collection, working with parents and teachers, and behavior management.

• **SPPA 6229 Medical Speech-Language Pathology (2)**  
  **Description:** This course addresses issues pertaining to medical settings; acute, subacute and chronic care, hospice, tracheostomy tubes and vents, genetic syndromes, unusual medical diagnoses, infection control, IHPs, chart documentation, productivity standards, federal and state regulations, best practices, and working with medical professionals as a team.

• **SPPA 6854 Diagnosis of Speech and Language Disorders (4)**  
  **Description:** This course addresses fundamental concepts of diagnosis and evaluation along with the theory and practice in the assessment of various disorders of speech, language, cognition and swallowing.

• **SPPA 4863 Articulation and Phonological Disorders in Children (4)**  
  **Description:** Systematic study of children's speech disorders resulting from deviant articulation and/or phonological rule systems. Critical review of articulation and phonological assessments, theories, and treatments.

**Additional Required Course for Speech Language Hearing Services Credential Track**

• **EPSY 5021 Introduction to Educating All Students in Diverse Classrooms (4)**

**Note:** To obtain the Speech Language Hearing Services Credential, candidates have to complete an internship in the public schools (fulfilled by enrolling in SPPA 6066 for 6 units) and fulfill California’s Basic Skills Requirement.
Candidate Assessments
### Transition Points for Speech Language Pathology Program

<table>
<thead>
<tr>
<th>Transition Points (TP)</th>
<th>Knowledge (K)</th>
<th>Skills (S)</th>
<th>Dispositions (D)</th>
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</thead>
<tbody>
<tr>
<td><strong>Entry- Admission</strong></td>
<td></td>
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</tr>
<tr>
<td>• Baccalaureate degree in Communicative Disorders from a regionally accredited 4-year institution</td>
<td>• Baccalaureate degree in Communicative Disorders from a regionally accredited 4-year institution</td>
<td>• Graduate level writing skills</td>
<td>• Demonstrates professional attitudes and behavior</td>
</tr>
<tr>
<td>• GPA of 3.0 or better in last 90 quarter units (60 semester units) of coursework</td>
<td>• GPA of 3.0 or better in last 90 quarter units (60 semester units) of coursework</td>
<td>• Completed 25 hours of observation of assessment and therapy with children and adults with communication disorders.</td>
<td>• Displays compassion towards individuals with disabilities</td>
</tr>
<tr>
<td>• Majors other than Communicative Disorders or SLP must complete prerequisites</td>
<td>• Majors other than Communicative Disorders or SLP must complete prerequisites</td>
<td>• Recognizes speech and language differences from disorders in second language learners and speakers with accents/dialects.</td>
<td>• Develops attitude that all individuals deserve fair and equitable treatment</td>
</tr>
<tr>
<td>• Global Graduate Application Scale ranking (37-point scale, scored by 3-member graduate committee)</td>
<td>• Global Graduate Application Scale ranking (37-point scale, scored by 3-member graduate committee)</td>
<td>• Knowledge of the underlying mechanism of speech, language, hearing and swallowing.</td>
<td>• Believes all individuals have potential</td>
</tr>
<tr>
<td>• Knowledge of development and acquisition of speech, language, swallowing and hearing ability including language differences.</td>
<td>• Knowledge of development and acquisition of speech, language, swallowing and hearing ability including language differences.</td>
<td>• Knowledge of speech, language, hearing, and swallowing disorders</td>
<td>• Accepts and appreciates differences in culture, socio-economic status, lifestyle, age, gender and gender identity.</td>
</tr>
<tr>
<td>• Knowledge of speech, language, hearing, and swallowing disorders</td>
<td>• Knowledge of speech, language, hearing, and swallowing disorders</td>
<td>• Knowledge of speech, language, hearing, and swallowing disorders</td>
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</tr>
<tr>
<td><strong>Post Clinic Practica I</strong> (SPPA 6056)</td>
<td>• Completion of 45 clock hours of supervised clinical practicum with a grade of B or higher.</td>
<td>• Completion of 45 clock hours of supervised clinical practicum with a grade of B or higher.</td>
<td>• Interacts appropriately with clients and families</td>
</tr>
<tr>
<td></td>
<td>• Applies knowledge of theory and research to therapy</td>
<td>• Applies knowledge of theory and research to therapy</td>
<td>• Uses supervisor suggestions appropriately</td>
</tr>
<tr>
<td></td>
<td>• Develops appropriate therapy goals and intervention plans</td>
<td>• Develops appropriate therapy goals and intervention plans</td>
<td>• Takes initiative and works in self-directed manner</td>
</tr>
<tr>
<td></td>
<td>• Modifies tasks and expectations appropriately during sessions</td>
<td>• Modifies tasks and expectations appropriately during sessions</td>
<td>• Demonstrates professional behavior</td>
</tr>
<tr>
<td><strong>Post Clinic Practica II</strong> (SPPA 6056)</td>
<td>• Completion of 100+ clock hours of supervised clinical practicum with a grade of B or higher.</td>
<td>• Completion of 100+ clock hours of supervised clinical practicum with a grade of B or higher.</td>
<td>• Interacts appropriately with clients and families</td>
</tr>
<tr>
<td></td>
<td>• Applies knowledge of theory and evidence-based practice to therapy</td>
<td>• Applies knowledge of theory and evidence-based practice to therapy</td>
<td>• Uses supervisor suggestions appropriately</td>
</tr>
<tr>
<td></td>
<td>• Develops appropriate therapy goals and plans</td>
<td>• Develops appropriate therapy goals and plans</td>
<td>• Takes initiative and works in self-directed manner</td>
</tr>
<tr>
<td></td>
<td>• Modifies tasks and expectations appropriately during sessions</td>
<td>• Modifies tasks and expectations appropriately during sessions</td>
<td>• Demonstrates professional behavior</td>
</tr>
<tr>
<td><strong>Program Completion</strong></td>
<td>• Completion of 12 units of Internship (SPPA 6066) with a grade of B or higher.</td>
<td>• Completion of 12 units of Internship (SPPA 6066) with a grade of B or higher.</td>
<td>• Demonstrates professional attitude and ethical behavior.</td>
</tr>
<tr>
<td></td>
<td>• Obtained at least 100 supervised clinical practicum clock hours in a public school setting.</td>
<td>• Obtained at least 100 supervised clinical practicum clock hours in a public school setting.</td>
<td>• Demonstrates compassion and caring attitude towards diverse clients and their families</td>
</tr>
<tr>
<td></td>
<td>• Completion of 46 upper division units with a minimum 3.0 GPA</td>
<td>• Completion of 46 upper division units with a minimum 3.0 GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Passing performance on all 4 Comprehensive Exam questions</td>
<td>• Passing performance on all 4 Comprehensive Exam questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Submission of Portfolio</td>
<td>• Submission of Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Completion of at least 375 hours of supervised clinical hours</td>
<td>• Completion of at least 375 hours of supervised clinical hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fulfill California’s Basic Skills Requirement</td>
<td>• Fulfill California’s Basic Skills Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Passed PRAXIS Exam (Score ≥ 600)</td>
<td>• Passed PRAXIS Exam (Score ≥ 600)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses research and evidence-based practice effectively in assessment and treatment</td>
<td>• Uses research and evidence-based practice effectively in assessment and treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaborates effectively with other professionals</td>
<td>• Collaborates effectively with other professionals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Effectively screens and manages clients across the lifespan with diverse disorders, differences, and backgrounds</td>
<td>• Effectively screens and manages clients across the lifespan with diverse disorders, differences, and backgrounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writes accurate, clear, and professional diagnostic and treatment plans/reports</td>
<td>• Writes accurate, clear, and professional diagnostic and treatment plans/reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses research and evidence-based practice effectively in assessment and treatment</td>
<td>• Uses research and evidence-based practice effectively in assessment and treatment</td>
<td></td>
</tr>
</tbody>
</table>
## Transition Points with Associated Assessments for Speech Language Pathology Program and the Speech Language Hearing Services Credential

<table>
<thead>
<tr>
<th>Transition Points (TP)</th>
<th>Assessment</th>
<th>Description</th>
<th>What it Assesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry-Admission</td>
<td>B.A. or B.S. degree • Graduate Writing Exam • Global Graduate Application Scale • 3 letters of recommendation • Statement of purpose</td>
<td>Undergraduate degree • Written essay • 37-point ranking of GPA, coursework, knowledge, skills, and disposition • Rating scale + written recommendation • Written essay illustrating experiences, skills, attitudes</td>
<td>K, S, K, S, D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S, D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>K, S, D</td>
</tr>
<tr>
<td>Post Clinic Practica I (SPPA 6056)</td>
<td>3.0 (Grade = B) or better on SPPA 6056 Clinical Practicum Profile</td>
<td>12-point ranking of knowledge, skills and disposition post-completion of 45 clinical clock hours</td>
<td>K, S, D</td>
</tr>
<tr>
<td>Post Clinic Practica II (SPPA 6056)</td>
<td>3.0 (Grade = B) or better on SPPA 6056 Clinical Practicum Profile</td>
<td>12-point ranking of knowledge, skills and dispositions post-completion of 100+ clinical clock hours</td>
<td>K, S, D</td>
</tr>
<tr>
<td>Program Completion</td>
<td>3.0 GPA or better in 46 units of graduate coursework • 3.0 (Grade = B) or better in 12 units of SPPA 6066, School Internship • Passing all questions on Comprehensive Examination • Knowledge and Skills Assessment (KASA) Portfolio • Fulfill California’s Basic Skills Requirement • Passing PRAXIS Exam (earning score 600 or better)</td>
<td>M. S. degree • Provision of speech-language therapy • Written essay revealing knowledge of speech and language disorders across the lifespan • Collection of reports and assignments depicting knowledge and skills in all ASHA standards • Multiple-choice exam • Multiple-choice exam assessing knowledge of communication disorders</td>
<td>K, S, D, K, S, K</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>K</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>K</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>K</td>
</tr>
</tbody>
</table>

30
Speech Language Pathology Program  
Grading Rubric Used for Post Practica I, Post Practica II, and  
Fieldwork (School Internship SPPA 6066) Evaluation

Rubric  
1  No evidence of specified skill/ Ineffective (scores 1-3)  
2  Needs specific direction/demonstration (scores 4-6)  
3  Needs only general direction (scores 7-9)  
4  Can work independently (scores 10-12)

<table>
<thead>
<tr>
<th>Clinical Profile</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (K)</td>
<td></td>
</tr>
<tr>
<td>1. Applies knowledge of theory and research to therapy (K)</td>
<td></td>
</tr>
<tr>
<td>2. Plans appropriate lessons (K)</td>
<td></td>
</tr>
<tr>
<td>3. Gives instructions appropriately (S)</td>
<td></td>
</tr>
<tr>
<td>4. Elicits target behaviors appropriately (D)</td>
<td></td>
</tr>
<tr>
<td>5. Collects data accurately (S)</td>
<td></td>
</tr>
<tr>
<td>6. Writes in clear, complete, accurate, professional format (S)</td>
<td></td>
</tr>
<tr>
<td>7. Interacts appropriately with clients and families (D)</td>
<td></td>
</tr>
<tr>
<td>8. Uses supervisors’ suggestions appropriately (D)</td>
<td></td>
</tr>
<tr>
<td>9. Takes initiative and works in self-directed manner (D)</td>
<td></td>
</tr>
<tr>
<td>10. Demonstrates professional behavior (D)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disposition (D)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Average</td>
<td></td>
</tr>
</tbody>
</table>

Note: These evaluations are discussed with candidates at each point (Post-Practica I, Post-Practica II, Post-Fieldwork) and feedback provided
## Rubric for Evaluation of Performance on Comprehensive Final Examination

<table>
<thead>
<tr>
<th>Comprehensive Final Examination Topic Area</th>
<th>Little or No Evidence of Knowledge Demonstrated Fail 1</th>
<th>Weak Evidence Demonstrated in one area Low Pass 2</th>
<th>Clear Evidence of Knowledge Demonstrated Pass 3</th>
<th>Superior Evidence of Knowledge Demonstrated High Pass 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of articulation /phonology, fluency, and language disorders in children, including assessment and treatment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Demonstrates knowledge of assessment and management of hearing disorders</td>
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<tr>
<td>3. Demonstrates knowledge of voice and resonance disorders, including assessment and management</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Demonstrates knowledge of assessment and management of adult neurological disorders, including cognitive and social aspects of communication.</td>
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</tr>
</tbody>
</table>

**Note:** Candidates are provided written documentation stating results of comprehensive exams by topic area, with further instructions based on performance evaluation.
Grading Rubric for Evaluation of Candidate Portfolios (Used in SPPA 6030)

<table>
<thead>
<tr>
<th>Aspect Evaluated (Points Available)</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation &amp; Organization (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Statements (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2 points each w/exception of Professional Standards worth 1 point each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KASA Form (previously graded)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Index (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifacts (7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points (Incl. Possible 5 Extra Credit) = 40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Candidates present electronic portfolios in their final quarter, earning scores as part of their course grade in SPPA 6030 (Clinical Organization and Management).
Speech Language Pathology Program and Speech Language Hearing Services Credential

Program Completion: PRAXIS Exam Score Tracking Sheet

<table>
<thead>
<tr>
<th>PRAXIS Exam Scores</th>
<th>Little or No Evidence of Knowledge Score 500-600</th>
<th>Clear Evidence of Knowledge Score 600-690</th>
<th>Superior Evidence of Knowledge Score 700 +</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FAIL</td>
<td>PASS</td>
<td>HIGH PASS</td>
</tr>
</tbody>
</table>

Number of students, in an academic year with this outcome

Number of students, with this outcome, over a 2-year period

Percentage of Candidates with a Pass or High Pass Outcome- _________

Note: Program data on PRAXIS Examination Results can be located here: [http://www20.csueastbay.edu/class/departments/commsci/prospective/accreditation.html](http://www20.csueastbay.edu/class/departments/commsci/prospective/accreditation.html)
Additional Data
### Speech Language Pathology Program: Additional Information
#### 2011-12 Unit Evaluation Report

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Speech Pathology Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UAO 1 Name</strong></td>
<td><strong>Equitable Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>UAO 1 Outcome</strong></td>
<td><strong>Target</strong></td>
</tr>
</tbody>
</table>

**UAO 1 Narrative**

We are on target regarding our candidates’ ability to demonstrate knowledge, skills, and dispositions to achieve equitable learning outcomes. This UAO is addressed by examining performance in use of evidence-based research in guiding clinical practice, acquisition of knowledge and skills in serving diverse learners, and ethical standards of professional practice.

**Evidence-based Research**
In 2010-11 and 2011-12 graduates reported feeling prepared with knowledge and skills in contemporary research methodology with an emphasis on evidence-based practice to meet their job responsibilities. Mean scores on exit surveys were 3.2 in 2010-11 and 3.33 in 2011-2012 falling between Average and Strong ratings. These numbers represent a slight dip from the overall average (3.58). This is expected to be a temporary situation given the change of assignment of these courses to new tenure-track faculty. Alumni survey data support these findings revealing a mean rating of 4.0 (Strong) in 2010-11 and 3.44 in 2011-2012. These data are largely a result of 2 required courses – one each on Evidence-based Practice (SPPA 4859) and Research Methods (SPPA 6000). The latter requires graduate students to actually initiate and complete a clinical research project with a client with a communication disorder.

**Cultural and Linguistic Diversity**
In 2010-11 and 2011-2012, program graduates felt prepared in serving culturally and linguistically diverse learners with communication disorders. Mean scores on exit surveys were 3.43 (above Average) in 2010-11, and 3.66 in 2011-12. Alumni survey data reveal ratings of 3.5 in 2010-2011 and 3.44 in 2011-2012. The program added an entire course on Cultural and Linguistic Diversity Issues beginning in AY 2009-10. We expect to further enhance performance in this area, with an added elective in AY 2013-14 on content relevant for speech-language pathologists working in the public school setting pertaining to competently serving English-language learners and bilingual children.

<table>
<thead>
<tr>
<th><strong>UAO 2 Name</strong></th>
<th><strong>Equitable Environments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>UAO 2 Outcome</td>
<td>Target</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>UAO 2 Narrative</strong></td>
<td>This is a point of pride in the Speech-Language Pathology training program. Clients in our on-campus Speech-Language and Hearing Clinic consistently report being treated with respect, dignity, trust, and fairness. In 2011-2012, 100% of clients and/or parents reported the quality of care provided by their student clinician was <em>Good or Excellent</em>. 98% of clients/families reported being clearly respected and indicated a high level of overall satisfaction with clinical services provided. 95% of clients/families surveyed reported <em>Good or Excellent</em> clinician responsiveness to concerns raised; 91% reported <em>Good or Excellent</em> explanations of therapy goals and techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UAO 3 Name</th>
<th>Working Collaboratively</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAO 3 Outcome</td>
<td>Target</td>
</tr>
<tr>
<td><strong>UAO 3 Narrative</strong></td>
<td>We have made steady improvement in this area since our last analysis, when evaluation data revealed an Acceptable status. This was a focus area for improvement, particularly in enhancing student perceptions about being prepared to work collaboratively. This was addressed by developing a program learning outcome addressing collaborative learning, discussions at faculty meetings, developing standard language for inclusion in course syllabi regarding the importance of collaborative learning and clearly specifying assignments in which this competency would be addressed in a particular course. Further, the program is moving more towards the use of team-based service learning in multiple courses to strongly prepare graduates to work collaboratively. In 2010-2011 and 2011-2012, 8 required courses incorporated signature collaborative learning assignments. In 2010-11, exiting graduates rated themselves as being prepared to work using a collaborative consultation approach with mean scores of 3.34 (compared to 3.52 as the 4-year average). In 2011-2012, these scores improved to 3.58. Related to this UAO, specific survey items were modified to make explicit what was meant by a ‘collaborative consultation approach’, in the exit survey.</td>
</tr>
</tbody>
</table>

In Clinical Practicum (SPPA 6056), clinical supervisors rated highly candidates’ ability to work collaboratively with parents at 4.0 (close to Working Independently) in 2010-11, and 3.94 in 2011-12. |

| UAO 4 Name | Candidate Knowledge, Skills, and Professional Dispositions |
### UAO 4 Outcome

**Target**

**UAO 4 Narrative**

Our candidates demonstrate robust performance in this area, as measured by scores obtained on the National PRAXIS examination. We had pass rates (scores of 600+) on the National PRAXIS exam of 94% (31/33 candidates) on first attempt in 2010-11. In 2011-2012, we had a 100% (34/34 candidates) pass rate on first attempt.

Our internal data on the Master’s Comprehensive Examination accurately helps to identify candidates who are in need of additional help. The Comprehensive Examination is required and completed in the last 1-2 quarters in the program. Candidates respond to 4 essay-style questions in core areas of professional preparation in Speech-Language Pathology. Each question is scored as a

1 (Fail: Little to No Evidence of Knowledge)
2 (Low Pass: Weak Evidence in One Area)
3 (Pass: Clear Evidence of Knowledge) and
4 (High Pass: Superior Evidence of Knowledge).

In 2010-11, the overall average score (across 4 questions) across candidates was 3.07. In 2011-2012, the overall average score (across 4 questions) across candidates was 3.06. Candidates demonstrating scores of 1 or 2 on any topic must re-write questions. In 2010-11 and 2011-12, all candidates achieved a passing score of 3.0 or better during re-writes.

### UAO 5 Name

**Assessment System and Unit Evaluation**

**UAO 5 Outcome**

**Acceptable**

**UAO 5 Narrative**

We are acceptable in this area and are working to improve our tracking of individual candidates throughout program duration to complement our collection and analysis of data from an annual student cohort.

**Applicant data**

Undergraduate Major, GPA, Graduate Selection Committee ratings, Rank Order

**Group data**

SPPA 6056, Graduate Clinical Practicum: Supervisor Evaluations, Client Evaluations
SPPA 6066: Internship - Fieldwork experience in the Public Schools: Supervisor Evaluations
**SPPA 6030: Clinical Organization and Management: Comprehensive Final Scores, Graduate Exit Surveys, PRAXIS Scores, Electronic Portfolios (copy kept by the Department)**
Alumni: Alumni Surveys

<table>
<thead>
<tr>
<th>UAO 6 Name</th>
<th>Field Experiences and Clinical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAO 6 Outcome</td>
<td>Target</td>
</tr>
<tr>
<td>UAO 6 Narrative</td>
<td>We continue to maintain performance on target in this area. We collect and analyze performance data in clinical practicum and in candidates’ internship placement in the public school setting.</td>
</tr>
</tbody>
</table>

**SPPA 6056 – Clinical Practicum (Post-Practica Evaluation I)**
- 2010-11: Overall mean score = 3.59
- 2011-12: Overall mean score = 3.70

**SPPA 6056 – Clinical Practicum (Post-Practica Evaluation II)**
- 2010-11: Overall mean score = 3.85
- 2011-12: Overall mean score = 3.85

**SPPA 6066 - School Internship**
- 2010-11: Overall mean score = 3.95
- 2011-12: Overall mean score = 3.93

Note: Overall mean scores are based on a 4-point rating across 11 specific areas pertaining to knowledge, skills, and dispositions. The 4-point scale includes 1: Unsatisfactory Performance, 2: Needs Specific Direction and Demonstration, 3: Needs Only General Direction, and 4: Can Work Independently. Through analysis reveals that candidates are working steadily towards independence in their clinical practicum and independence is nearly established by the time of completion of their internship placement in the schools.

<table>
<thead>
<tr>
<th>UAO 7 Name</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAO 7 Outcome</td>
<td>Target</td>
</tr>
<tr>
<td>UAO 7 Narrative</td>
<td>Please see &quot;Unit Assessment Outcome Detail&quot; under &quot;Overall Unit Assessment Outcome, 2010-2011 and 2011-2012.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UAO 8 Name</th>
<th>Faculty Qualifications, Performance, and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAO 8 Outcome</td>
<td>Acceptable</td>
</tr>
<tr>
<td>UAO 8 Narrative</td>
<td>Please see &quot;Unit Assessment Outcome Detail&quot; under &quot;Overall Unit Assessment Outcome, 2010-2011 and 2011-2012.&quot;</td>
</tr>
</tbody>
</table>

<p>| UAO 9 Name | Unit Governance and Resources |</p>
<table>
<thead>
<tr>
<th>UAO 9 Outcome</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAO 9 Narrative</td>
<td>Please see &quot;Unit Assessment Outcome Detail&quot; under &quot;Overall Unit Assessment Outcome, 2010-2011 and 2011-2012.&quot;</td>
</tr>
<tr>
<td>UAO 10 Name</td>
<td>Credential Recommendation Process</td>
</tr>
<tr>
<td>UAO 10 Outcome</td>
<td>Target</td>
</tr>
<tr>
<td>UAO 10 Narrative</td>
<td>We are at Target and doing well in this area. The Credential Student Service Center (CSSC) at the College of Education and Allied Studies (CEAS) is currently responsible for tracking and ensuring that all our candidates have met all requirements for the Speech-Language Pathology Services Credential. The Department of Communicative Sciences and Disorders (CSD) is responsible for tracking and ensuring candidates have met the requirements for graduation and for completion of the Master of Science degree in Speech-Language Pathology. During the last 1-2 quarters in the program, candidates meet with their academic advisors who direct them to the CSSC website and office for more information. Once the graduate degree posts, the College of CEAS takes over the credential recommendation process.</td>
</tr>
<tr>
<td>UAO 11 Name</td>
<td>Advice and Assistance</td>
</tr>
<tr>
<td>UAO 11 Outcome</td>
<td>Target</td>
</tr>
<tr>
<td>UAO 11 Narrative</td>
<td>We are doing reasonably well in this area, but are seeking to make substantive improvements in the near future. Each candidate is assigned a faculty advisor who is available to advise candidates about their academic, professional, and personal development. Candidates are recommended for field experience following consultation with their advisor, who ensures all prerequisite courses are completed and that academic and clinical performance has been satisfactory. Candidates then meet with the Clinic Director who is responsible for identifying the candidate an appropriate field placement in the public schools, based on location, needs, interests in specific populations/age groups, and knowledge of ongoing class schedules. Advisors advise candidates using cohort-specific 1-year or 2-year academic roadmaps (also posted on the department website). These roadmaps lay out the sequence of courses the candidate is to follow to complete the required prerequisites and proceed through the program in a timely manner.</td>
</tr>
</tbody>
</table>
Advisors also counsel candidates into more appropriate careers who may be inappropriate for the program (e.g., if failing courses and/or clinical practicum), or who find themselves ill-suited for the profession of speech-language pathology. Candidates who are struggling in Clinical Practicum (Grade of B- or lower) are provided an Action Plan in consultation with the Clinic Director and academic faculty advisor. Action Plans lay out specific areas in which the candidate must improve in Clinic in order to continue in the Program. Candidates who do not improve on an Action Plan are counseled out of the Program.

Evidence regarding candidate progress includes course grades, GPA, clinical performance evaluations, and fieldwork placement evaluations by off-site, licensed and certified, clinical supervisors.

**Areas of Ongoing Improvement:**
Strategic efforts are underway in response to our recent national re-accreditation by the American Speech-Language Hearing Association (granted in 2012 for an 8-year period until 2020). Advisor roles are being clearly delineated and documentation/tracking efforts being enhanced to use electronic spreadsheets to track candidates’ grades and progress in the Program. Resources on the departmental website are being added and enhanced; new faculty are being trained more systematically to serve as academic advisors. Group advising formats are being used (for whole-cohort advising) to complement individual advising. Finally, a detailed advising survey was sent out in Spring 2013 to assess student perceptions of existing advising resources, information, access to advisors, and to anticipate future needs.
Candidate Exit Survey

Note: Data on this additional assessment was included in our 2011-2013 Biennial Report.

Please judge the quality of your graduate preparation at CSUEB. The basic question is, “**How well prepared are you for employment in speech/language pathology or for doctoral study?**” Please consider both courses and practicum, including on-and off-campus. For each area, rate your preparation on a 4-point scale, shown below or indicate NA for Not Applicable:

“In this area, my graduate preparation at **CSUEB** (coursework plus all practicum) was:

4. **Strong** – I am well prepared. 
3. **Average** – I am adequately prepared. 
2. **Weak** – I am somewhat prepared, but believe I will need additional review and/or training after graduating. 
1. **Very Weak** – I am not at all prepared and believe I will need significant study and/or training after graduating.

NA--My individual experience did not include coursework or practicum in this particular area.

Please circle the appropriate numbers in each area, according to the scale shown above:

<table>
<thead>
<tr>
<th>Speech &amp; hearing science</th>
<th>Basic human communication processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NA</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Normal and abnormal communication development across life span</th>
<th>Variety of practicum experiences settings, client populations &amp; age groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NA</td>
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</tbody>
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<table>
<thead>
<tr>
<th>&quot;Problem-solving&quot; approach to clinical work</th>
<th>Cultural &amp; linguistic diversity issues and service delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NA</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Oral and Written Communication Standards</th>
<th>Collaborative consultation approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>NA</td>
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<table>
<thead>
<tr>
<th>Methods of prevention, assessment, treatment for individuals with communication and swallowing disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pediatric language and early intervention clinical services.</th>
<th>Articulation &amp; phonological development and disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
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<th>Receptive and expressive language development and disorders</th>
<th>Adult language disorders, including aphasia</th>
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<th>Social aspects of communication, including autism spectrum.</th>
<th>Swallowing and related functions and disorders</th>
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<tr>
<th>Certification, specialty recognition, licensure, and professional credentials</th>
<th>Cognitive aspects of communication, including cognitive and neurogenic disorders.</th>
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<tr>
<td>Fluency and fluency disorders</td>
<td>Voice and resonance including disorders</td>
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<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
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<td>Auditory assessment w/in scope of practice</td>
<td>Hearing, including aural habilitation and rehabilitation</td>
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<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
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<tr>
<td>Contemporary professional issues</td>
<td>Communication modalities, e.g. oral, manual, written, AAC</td>
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<tr>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
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<tr>
<td>Evaluating outcomes of service delivery</td>
<td>Written documentation and record-keeping</td>
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<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
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<tr>
<td>Ethical conduct standards in professional practice</td>
<td>Research methodology and principles including evidence-based practice</td>
</tr>
<tr>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
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</tbody>
</table>

Would you recommend the CSUEB graduate program to a prospective student?

Very highly  Highly  Neutral  With reservations  No

In this section, please answer each question connected with CTC/CAEP accreditation of the credential part of our program. For each area, rate your preparation for your **school-based internship** on a 4-point scale, shown below.

4. Well prepared  
3. Adequately prepared  
2. Somewhat prepared  
1. Not at all prepared  
NA

Please circle the appropriate numbers in each area, according to the scale described above.

How prepared are you to design and implement a program that is research-based and allows all students to succeed?

4 3 2 1 NA

How prepared are you to work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments?

4 3 2 1 NA

How prepared are you to create an environment in which all individuals are treated with respect, dignity, trust and fairness?

4 3 2 1 NA

How prepared were you to work in your school-placement internship?

4 3 2 1 NA

Please use the space below for comments regarding **STRENGTHS** and **WEAKNESSES** of your graduate preparation. We appreciate specific comments on the ratings you indicated, and on any aspects of practicum and coursework. For specific weaknesses, consider providing suggestions that might address these weaknesses.

**STRENGTHS**

**WEAKNESSES**

**OTHER COMMENTS**
Alumni Survey—2 years post-graduation

Question: “In this area, my graduate preparation at CSUEB was”:

4: Strong  3: Average  2: Weak  1: Very Weak

1. Speech and hearing science
2. Normal and abnormal lifespan communication development
3. Problem solving approach to clinical work
4. Oral and written communication standards
5. Prevention, assessment treatment of communication and swallowing disorders
6. Pediatric language and early intervention clinical services
7. Receptive and expressive language development and disorders
8. Social aspects of communication, incl. Autism spectrum
9. Certification, specialty recognition, licensure, professional credentials
10. Fluency and fluency disorders
11. Auditory assessment within scope of practice
12. Contemporary professional issues
13. Evaluating outcomes of service delivery
14. Ethical conduct standards in professional practice
15. Basic human communication processes
16. Variety of practicum experiences (settings, populations, age groups)
17. Cultural and linguistic diversity and service delivery
18. Collaborative consultation approach
19. Interdisciplinary Teamwork
20. Articulation and phonological development and disorders
21. Adult language disorders, including Aphasia
22. Communication modalities, (e.g., oral, manual, written, AAC)
24. Voice and resonance including disorders
25. Hearing, including aural rehabilitation and rehabilitation
26. Swallowing and related functions and disorders
27. Written documentation and record keeping
28. Research methodology and principles, incl. evidence-based practice

Items specific to School-based Setting Fieldwork

29. Design and implement a research-based treatment program
30. Create environment where all are treated with respect/dignity/trust/fairness
31. Work collaboratively to achieve equitable learning outcomes/environments
32. Work in school-based internship

Note 1: The Program tracks carefully alumni responses regarding their graduate preparation at CSUEB, with emphasis on rating of preparation for school-based fieldwork (Items 29-32).

Note 2: Data on this additional assessment was included in our 2011-2013 Biennial Report.
Speech Language Pathology Program
Norma S. and Ray R. Rees Speech, Language and Hearing Clinic

Client Satisfaction Surveys

Clients receiving services in our on-campus clinic rate graduate student clinicians on all the following areas- high ratings point to more prepared candidates

1. Thoroughness of care
2. Student clinician demonstrated adequate respect for client
3. Overall satisfaction with client’s progress over quarter
4. Positive influence of therapy made on client’s life
5. Given adequate explanation of therapy or assessment
6. Given complete and thorough answers to questions
7. Provided excellent discussions and counseling to family
8. Respected privacy re: giving info/recommendations to family
9. Student clinician’s willingness to listen to client’s concerns
10. Adequate explanation of therapy goals/objectives, methods
11. Student clinician’s demonstrated level of knowledge
12. Student clinician’s planning and organization of sessions
13. Usefulness of homework assignments provided
14. Usefulness of recommendations re: functional communication

Note: Data on this additional assessment was included in our 2011-2013 Biennial Report.
## CSUEB DEPARTMENT OF COMMUNICATIVE SCIENCES AND DISORDERS – CLINICAL INTERNSHIP EVALUATION

### Profile of Clinical Skills

<table>
<thead>
<tr>
<th>Key</th>
<th>Skill Description</th>
<th>A+</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>NA</th>
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<tbody>
<tr>
<td>10-12</td>
<td>Familiarity with, and choice of, appropriate diagnostic tools ensuring use of least biased testing techniques</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
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<tr>
<td>7-9</td>
<td>Administers and scores according to established procedures</td>
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<td>4-6</td>
<td>Observes and identifies relevant behaviors</td>
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<td>1-3</td>
<td>Interprets, analyzes and communicates diagnostic information accurately</td>
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<td></td>
<td>Establishes appropriate short and long term objectives</td>
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<td>Collects and uses baseline data as appropriate</td>
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<tr>
<td>I. Diagnosis in Therapy Setting</td>
<td>A. Applies theory and research knowledge in treatment</td>
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<td></td>
<td>B. Demonstrates creative selection/preparation of treatment techniques and materials, ensuring appropriate accommodations and modifications to support client access to academic curriculum.</td>
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<td>C. Plans and organizes lessons to meet individual &amp; group goals</td>
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<td>II. Development &amp; Preparation for Therapy</td>
<td>A. Uses materials and/or equipment proficiently</td>
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<td>B. Provides clear, concise instruction in a manner appropriate to the age, attention and functional level of the client/patient</td>
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<td>C. Uses appropriate cues and task modifications, as needed to maintain attention while eliciting/facilitating therapy objectives</td>
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<td>D. Demonstrates appropriate reinforcement/behavior mgt.</td>
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<td>E. Responds to/modify treatment based on changes in client/patient performance</td>
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<td>F. Uses time in therapy session effectively to maximize learning</td>
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<td>III. Therapy Implementation</td>
<td>A. Includes information that is relevant, accurate and appropriate</td>
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<td>B. Writes in a style that is clear, well-balanced and complete</td>
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<td>IV. Written Documentation</td>
<td>A. Sensitivity and responsiveness to the emotional as well as the behavioral needs of clients/patients</td>
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<td>B. Appropriate interaction w/ family members/other professionals</td>
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<td>V. Interpersonal Skills</td>
<td>A. Familiarity with, and choice of, appropriate diagnostic tools ensuring use of least biased testing techniques</td>
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<td>B. Administers and scores according to established procedures</td>
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<td>F. Collects and uses baseline data as appropriate</td>
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Evaluation of Internship

| VI. Personal & Professional Qualities | A. Professionalism: Oral communication model, dependability, appearance, level of involvement, seeks help when needed | B. Manages time, documentation & caseload demands w/flexibility | C. Responds to supervisor’s suggestions appropriately | D. Takes initiative and works in a self-directed manner | E. Trains family/support staff to enhance therapy, as appropriate and plans, implements, and evaluates transitional life experiences for clients and families. |

* Sum of Points ÷ Total Number of Items Scored = Clinical Profile Points (.7 breaks to next highest letter grade 9.7 = A- etc.) = Letter Grade (refer to key)
<table>
<thead>
<tr>
<th>Mid-Quarter: ___________________________</th>
<th>Mid-Quarter: ___________________________</th>
<th>Mid-Quarter: ___________________________</th>
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<tbody>
<tr>
<td>(Intern Signature/Date)</td>
<td>(Site Supervisor Signature/Date)</td>
<td>(CSUEB Supervisor Signature/Date)</td>
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<th>End of Quarter: _______________________</th>
<th>End of Quarter: _______________________</th>
<th>End of Quarter: _______________________</th>
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<tbody>
<tr>
<td>(Intern Signature/Date)</td>
<td>(Site Supervisor Signature/Date)</td>
<td>(CSUEB Supervisor Signature/Date)</td>
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Supervisor’s signature indicates s/he has observed in accordance with CTC and ASHA (3.5A) accreditation standards for Supervision of Clinical Practicum and observed a minimum of 50% of each diagnostic evaluation and 25% of total treatment sessions/each case and the supervision is commensurate with the clinical knowledge and skills of each student.

Name (printed): ____________________________    Signature: _____________________________    ASHA number: __________________   Date: ________

Name (printed): ____________________________    Signature: _____________________________    ASHA number: __________________   Date: ________

Name (printed): ____________________________    Signature: _____________________________    ASHA number: __________________   Date: ________
PROFESSIONAL EXPERIENCE

California State University East Bay (2009-present)
  Clinical Supervisor/Hearing-Screening Coordinator (8/09-present)
  Responsible for clinical supervision of Speech-Language Pathology graduate students enrolled in clinical practicum in the Speech-Language Clinic on campus. Participating in supervision of graduate students involved in clinical evaluations of clients; reviewing all clinical documentation produced by students, including Quarterly Treatment Plans, Home Programs, Quarterly Treatment Summaries, Weekly Therapy Treatment Plans, SOAP notes, and clinician self-evaluations. Commenting verbally and in writing on each student’s competences; intervening in the treatment process to demonstrate clinical models with their clients. Arranging hearing screenings required to prepare for the Speech-Language Pathology profession; supervising on-site hearing screenings at health fairs and contracted agencies throughout the Bay Area. This position reports to the Clinical Director.

  Speech Language Pathologist (8/08-6/09)
  Responsible for Milpitas High School, Rancho Middle School, and Cal Hills (a continuation high school). Provided speech and language services (testing and therapy) to students; participated as a member of the IEP team; used Web IEP to enter data into student files. Volunteered to take responsibility for tests and protocols district-wide, which included surveying all of the Speech-Language Pathologists, discarding out-of-date materials, and recommending a standard protocol for testing materials used in the district.

San Ramon Valley Unified School District (2007-2008)
  Speech Language Pathologist (8/07-6/08)
  Responsible for providing speech and language services to Cal High students. Responsible for performing speech and language evaluations of students, and for providing speech and language therapy to students.

  Participated as a member of the Individual Education Plan (IEP) team for speech and language students, while ensuring effective interaction with teaching staff, psychologists, parents and students; leading the team and maintaining a timely schedule of IEP reviews for speech-only students. Entered complete data into the Genesea computer program for speech-only students and goals for speech students. Ensured optimal scheduling of students by avoiding pulling them from the same class each week on the school’s even-and-odd schedule. Planned appropriate activities for students, such as a pragmatics groups, and
groups for severe SDC students. Performed consultation for District in August of 2007 on Brain Injury/Stroke Student due to expertise in the area of speech and language.

Participated as a member of the school faculty by attending staff meetings, department meetings, focus group meetings, job-alike meetings, and collaborating with staff members and faculty. As part of the CASEE team in the Special Education department, ensured that students received optimum services to pass the exit exam. Involved in “oral reading of the CASEE” for students with this need on their IEP. Case manager for students with “speech only” needs.

**East Bay Therapy, Pleasanton, CA (2002-2007)**

*Speech Language Pathologist (12/02-6/07)*

Provided contracted speech and language services to California High School students. Responsible for performing speech and language evaluations of students, and for providing speech and language therapy to students.

Participated as a member of the Individual Education Plan (IEP) team for speech and language students, while ensuring effective interaction with teaching staff, psychologists, parents and students; leading the team and maintaining a timely schedule of IEP reviews for speech-only students. Entered complete data into the Genesea computer program for speech-only students and goals for speech students. Ensured optimal scheduling of students by avoiding pulling them from the same class each week on the school’s even-and-odd schedule. Planned appropriate activities for students, such as a pragmatics groups, and groups for severe SDC students.

My work at Cal High started in 2002 at two days per week. As the caseload increased in 2003, my work gradually increased to three to four days per week at Cal High and one day per week at Pine Valley Middle school. From 2004 to 2007 my work at Cal High was full-time except for February-June 2006. During that four-month period I worked at Hidden Hills Elementary school three days per week and at Amador High School one day per week, did testing at various other schools, and carried a caseload at East Bay Therapy’s clinic in Pleasanton.

**Olsten Health Services/Bay Area Rehab Without Walls, San Jose, CA (1998-1999)**

*Executive Director (3/98-11/99)*

Responsible for day-to-day operations and overall direction of Bay-Area neurologically-based home and community re-entry program. Managed the P&L for the Bay Area and Sacramento programs; in FY’98 the Bay Area program generated $1.6M in revenue with a profit contribution of 179% of target.

Developed interdisciplinary teams to service neurological patients. Recruited, hired, trained, developed and evaluated staff, including physical therapists, occupational therapists, speech therapists, neuropsychologists, social workers, rehabilitation specialists, case managers and administrative support personnel. Responsible for ensuring that staff received appropriate orientation and in-service training. Responsible for budgeting and business development. Grew total staff by 35% during the second year. Negotiated with insurance companies and
managed care organizations to obtain payment authorization for program services. Evaluated new areas such as Santa Rosa for expansion of service. Ensured high-quality customer service by conducting chart audits, accompanying caregivers on field visits, conducting program evaluations, monitoring outcome data and conducting customer satisfaction surveys.

**Continental Medical Systems, Mechanicsburg, PA (1992-1996)**

**Kentfield Rehabilitation Hospital, Kentfield, CA**

*Assistant Administrator, Outpatient Clinics (3/94-5/96)*

Responsible for the management of Kentfield Outpatient Clinics and Kentfield Occupational Medicine Clinic. Offsite clinics were located in Antioch and San Francisco (CA).

While reporting to the CEO, responsible for providing effective organization, development and implementation of operational functions and patient care services within and across rehabilitation disciplines, including physical therapy, occupational therapy, speech pathology, neuropsychology and biotherapy. Direction of day-to-day functions, including recruiting, hiring and training staff; conducting staff counseling and performance appraisals; managing budgets; specifying and ordering equipment; developing and monitoring specialty programs; ensuring inter-departmental teamwork; devising and implementing quality improvement programs; representing Outpatient Clinics at hospital meetings.

Started up the Outpatient Clinics in Antioch and San Francisco. Responsible for opening new service sites, including assessing community need, developing and implementing startup plans, implementing and maintaining operational functions, recruiting and hiring staff, and ensuring compliance with current Federal, state and local standards.

**Contra Costa Rehabilitation Center, Pittsburg, CA**

*(A CMS/Kentfield Contract-Managed Unit)*

*Director of Rehabilitation Services (7/92-3/94)*

Managed all rehabilitation services at Los Medanos Community Hospital, including acute inpatient services, outpatient clinic services, Regency Convalescent Hospital, and Contra Costa Rehabilitation Center (a 14-bed inpatient rehabilitation unit located on the fifth floor of Los Medanos Community Hospital).

Started up the Rehabilitation Center (opened 12/92), including OT, PT, ST, TR, rehabilitation nursing, comprehensive inpatient rehabilitation, case management, admissions, neuropsychology and pulmonary rehabilitation. Created policies and procedures (which were later adopted by other CMS managed-care units); developed staffing plan; recruited and hired all staff; designed budget; guided architectural layout of unit; selected and purchased all equipment; developed quality assurance monitors.

Once the Rehabilitation Center was open, planned, developed, organized, implemented and directed the day-to-day operation of the entire rehabilitation operation. Improved the quality of services provided by each department; built inter-departmental teamwork; reviewed and approved the implementation of new plans and procedures within each department; maintained policies and procedures. Enhanced the quality assurance and assessment
program; prepared and monitored an annual budget. Represented Rehabilitation Services at hospital and outside agency meetings; served on various hospital committees; ensured that public information describing the services provided was accurate and fully descriptive.

Built a quality reputation for the Rehabilitation Center in the community; received outstanding ratings during state licensing and JCAHO reviews; received outstanding annual patient satisfaction surveys (all services rated as excellent); established consistent referral patterns from local hospitals; maintained an excellent working relationship with the medical profession and other health-related organizations.

Also provided on-site Human Resources functions for all 42 employees, including employment document verification, orientation, salary and benefit package review, hazardous chemical and supervisory training programs, etc.


**Golden State Rehabilitation Hospital, San Ramon, CA**

*Program Director, Inpatient Services (8/91-6/92)*

Developed and maintained program philosophy, mission statements, goals and objectives for all inpatient programs (Brain Injury, Stroke, Spinal Cord Injury, Orthopedics/General and Pediatric). Identified, implemented and monitored new programs and services; developed and maintained current programs; ensured quality of programs; assisted in recruitment, selection, development and evaluation of program staff; ensured that departmental budgets were adequate to support program needs; conducted inpatient program team meetings; generated quarterly and annual program evaluation reports; ensured that clinical policies and activities met CARF and JCAHO standards.

Managed clinical data-management computer system; directed and trained staff in use of system; generated corporate and hospital reports from system. Developed and maintained census by performing direct marketing activities; advised marketing team on admissions; assisted in development of marketing plans. Developed and presented educational information to community and referral sources; assisted in development and implementation of inservice education for staff; developed and led support groups; assigned staff to provide appropriate clinical services to patients.

*Program Director, Stroke and Brain Injury (4/90-8/91)*

Developed and maintained census for Stroke and Brain Injury Programs by performing direct marketing activities; assisted in development of marketing plans. Performed program and team development; identified and implemented new services; developed and led support groups; assisted in selection and assignment of staff to programs. Developed program evaluation system for CARF; assisted in development of policies and procedures for CARF accreditation; served as one of two main contacts throughout accreditation process. Maintained program policy, procedures and program evaluation system; developed and presented educational inservices.
Program Director, Stroke (3/89-4/90)
Accepted position five months prior to hospital opening. During startup period, developed policy and procedures manual for Stroke Program; developed quality assurance standards; hired and directed program clinical staff (PT, OT, ST, Nursing and Social Workers); developed program budget. Once hospital opened in 9/89, directed day-to-day operations of Stroke unit; developed and maintained census by personally marketing program and hospital to physicians, discharge planners, allied health professionals and others (the Stroke Program accounted for 80% of all patients in the hospital during the first six months of operation).

San Jose Medical Center, San Jose, CA (1981-1989)
Director, Speech Pathology (5/83-3/89)
Managed Speech Pathology Department. Directed day-to-day operations of department; provided clinical and operational support to staff; prepared and monitored yearly budgets; monitored documentation to comply with JCAHO regulations; maintained quality assurance standards. Built cohesive team interaction between Speech Pathology Department and other disciplines; marketed and promoted speech pathology services, programs, and the Center for Rehabilitation to physicians, hospital staff and the public. Developed programs for Student Externship, Cognitive Re-education, Foreign Accent Reduction for Employees, Computer-Assisted Therapy and the Speech Pathology portion of a Multidisciplinary Dysphagia Protocol. Treated patients with brain injury, stroke or on our pediatric unit part-time (50%-75%).

Staff Speech Pathologist (7/81-5/83)
Treated patients with brain injury, stroke or on our pediatric unit full-time.

San Jose Speech and Hearing Center, San Jose, CA (1977-1981)
Clinical Coordinator (9/77-7/81)
Managed staff and directed daily clinical operations. Assigned staff to on-site clinic and private school, off-site contracted acute care hospitals, skilled nursing facilities, home health agencies and schools. Interacted regularly with personnel at contracted facilities for coordination of staff and for input on quality assurance monitors; established and communicated documentation standards.

Developed and coordinated projects and programs such as pre-school speech and language screenings, and a dysphagia program for acute and convalescent hospitals; developed and delivered educational presentations for contracted sites; evaluated and treated adults and children with speech, language and voice disorders. Carried a full caseload.

Santa Clara Unified School District, Santa Clara, CA (1977)
Speech and Language Specialist (1/77-9/77)

Eshmun Center, San Jose, CA (1975-1977)

Speech Pathologist (7/75-1/77)
TEACHING EXPERIENCE
San Jose State University, San Jose, CA
   Instructor, 1984
   Assistant Professor, 1986

EDUCATION
San Jose State University, San Jose, CA
   BA, Speech Pathology and Audiology, 1974
   MA, Speech Pathology and Audiology, 1976

CERTIFICATIONS
State of California
   Restricted Speech and Hearing Credential, 1975-present

American Speech-Language-Hearing Association
   Certificate of Clinical Competence, 1977-present

LICENSES
State of California
   Speech Pathology License, 1/77-present

HONORS
Phi Kappa Phi National Honor Society, Member

ASSOCIATION MEMBERSHIPS
California Speech-Language-Hearing Association, 1975-present
   Printing Committee, CSHA conference, 1977
   Nominating Committee, 1987-1989
   Local Arrangements Chairperson, District 4, 1987-1988
   Conference Chairperson, District 4, 1988-1990
   Advisory Committee, District 4, 1988-1990
   Hospitality Chairperson, CSHA Conference, 1990
   State Nominations Chairperson, 1989-1991
   Commissioner, Professional Services, 1990-1992
   Commissioner, Association Services, 1995-1997

American Speech-Language-Hearing Association, 1976-present
   Congressional Action Contact, 1985-1991

Bay Area Group for Adult Communication Disorders, 1976-1982
California Speech Pathologists and Audiologists in Private Practice, 1977-1992
   Local Arrangements Chairperson, Private Practice Workshop, 1978
   Governmental Affairs, HCFA Task Force, 1983-1985

Chatterbox Club, American Cancer Society, 1975-1977
   Advisor, 1976-1977
Santa Clara County Speech and Hearing Association, 1977-1991

Professional Group for Adult Communication Disorders, 1982-1989
  Vice-President, 1982-1983
  President, 1983-1984

Northern California Speech-Language-Hearing Director's Forum, 1984-1989
  Chairperson, 1985 and 1986

National Head Injury Foundation, 1984-1992

American Cancer Society, 1986-1992
  Lost Chord Club of Santa Clara County, Advisor, 1986-1992
  Laryngectomy Services Sub-Committee, 1988-1990
    Chairperson, 1990-1992
EDUCATION

**Doctor of Philosophy, Special Education**, 2006-2011  
*University of California, Berkeley and San Francisco State University*

**Master of Arts, Communication Sciences and Disorders**, 1999-2001  
*Northwestern University, Evanston, IL*

**Bachelor of Arts, Psychology**, with Minor in **Linguistics**, 1995-1999  
*University of California, Berkeley*

TEACHING EXPERIENCE

2012-current  
**Assistant Professor**, Communicative Sciences and Disorders, *California State University, East Bay*  
- Teaching a range of courses, including Phonetics, Language Disorders, Augmentative and Alternative Communication, Clinical Practicum and others

2011-2012  
**Clinical Supervisor**, *San Jose State University*  
- Courses taught: Practicum in Advanced Assessment (EDSP 276), Advanced Practicum in Speech-Language Pathology (EDSP 277)

2010-2012  
**Lecturer**, *San Francisco State University*  
- Courses taught: Communication Development and Disorders (CD 658), Communicative Disorders (CD 660), English Language Learning and Exceptionality (CD 750)

2008-2010  
**Clinical Supervisor**, *San Francisco State University*  
- Courses taught: Advanced Communication Therapy (CD 880)

OTHER WORK EXPERIENCE

2009-2012  
**Speech-Language Pathologist / Assistive Technology Consultant**, Parents Helping Parents, San Jose, CA  
- Consulted on Augmentative and Alternative Communication (AAC) and early language development strategies for families and education professionals

2006  
**Speech-Language Pathologist**,  
*Center for Speech, Language and Occupational Therapy, Los Altos, CA*  
- Assessed and treated a wide variety of pediatric and adult clients

2002-2005  
**Speech-Language Pathologist**, *Achievekids School, San Jose, CA*  
- Assessed and treated students with moderate to profound cognitive disabilities
• Assessed and treated students with AAC needs

PUBLICATIONS


Dukhovny, E., Gahl, S. (in revision) Lexical representations in AAC users include SGD-based information. In revision with the *Journal of Communication Disorders*

PRESENTATIONS AND POSTER SESSIONS


Dukhovny, E. & Drennan, D. (2011) *Using an iPad or iPod Touch as a Communication Device*. Workshop for families and professionals presented at Parents Helping Parents, San Jose, CA


Dukhovny, E. (2010) *Aided language production and phonological encoding*. Seminar presented at the biennial conference of the International Society for Alternative and Augmentative Communication (ISAAC), Barcelona, Spain


GRANTS

Dukhovny, E. (PI, 2013-2014) Automaticity in the use of Speech Generating Devices. Funded by Faculty Support Grant; California State University, East Bay

SELECTED PROFESSIONAL SERVICE AND DEVELOPMENT

Member, Faculty Hearing Panel (2013 – current), CSUEB

Faculty fellow, Faculty Assessment Coordinator Team (2013 - current), College of Letters, Arts and Social Science, CSU East Bay

Member, Institutional Review Board (2012 – current), CSUEB

Member, Faculty Learning Community on Team-based Learning (Winter/Spring 2013), CSUEB

CERTIFICATIONS

Language Acquisition through Motor Planning (LAMP), Prentke Romich Company, 2012
  • A framework for skill acquisition in the use of Speech Generating Devices

AAC Early Intervention Training Program, San Francisco State University, 2009
  • A sequence of courses and fieldwork focusing on early language intervention with AAC

It Takes Two to Talk, Hanen Centre, Toronto, Canada, 2009
  • A framework for consultation-driven, family-centered early language intervention

SCERTS Educational Model Training, Communication Crossroads, Monterey, CA, 2006
  • Educational framework for professionals working with autism spectrum disorders

Compton P-ESL Accent Modification, Institute of Language and Phonology, San Francisco, CA, 2004
  • Specialized training in accent reduction intervention for adults

  • A framework for use of picture exchange as AAC

PROFESSIONAL ASSOCIATIONS

Member, American Speech, Language and Hearing Association (ASHA), including:
  • ASHA Special Interest Division 10, Issues in Higher Education
  • ASHA Special Interest Division 12; Augmentative and Alternative Communication
  • ASHA Special Interest Division 14; Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations

Member, California Speech-Language-Hearing Association (CSHA)
  • Member, United States Society for Augmentative and Alternative Communication
Kai Jason Greene, Ph.D., CCC-SLP

California State University, East Bay
Department of Communicative Sciences and Disorders
25800 Carlos Bee Boulevard - TR654A
Telephone: (510) 885-7557
Email: kai.greene@csueastbay.edu

Employment History

**Assistant Professor** (January 2013 to present)
The California State University, East Bay
Department of Communicative Sciences and Disorders
Hayward, California

- Teach undergraduate and graduate courses
- Supervise student clinical diagnostics and treatment sessions in the university clinic
- Continue research on Spanish-English bilingual language development and disorders

**Graduate Research Assistant** (August 2007 to December 2012)
The University of Texas at Austin
Department of Communication Sciences & Disorders
Human Abilities in Bilingual Language Acquisition (HABLA) Lab
Austin, Texas

- Collected data for a large research study of diagnostic markers in bilingual children
- Analyzed data for multiple research projects focused on Spanish-English bilinguals
- Supervised graduate and undergraduate students during data collection process
- Transcribed, coded and analyzed bilingual language data

**Bilingual Speech-Language Clinical Supervisor** (August 2010 to August 2012)
The University of Texas at Austin
Speech-Language-Hearing Clinic, Austin, Texas
The University of Texas Elementary School, Austin, Texas

- Supervised graduate students in the provision intervention and diagnostic services
- Modeled appropriate intervention techniques during bilingual language sessions
- Assigned readings and discussion of evidence-based practice for the field
- Addressed issues regarding communication disorders for educators and parents

**Guest Lecturer** (August 2009 to September 2012)
The University of Texas at Austin
Department of Communication Sciences & Disorders
Austin, Texas

- Instructed, lectured, guided and facilitated instruction in graduate & undergraduate classes: “Language Disorders in School-age Children,” and “Language Theory and Bilingualism”

**Bilingual Speech-Language Pathologist** (May 2010 to June 2011)
Bilinguistics
Austin, Texas

- Provided bilingual speech-language intervention in diverse urban public schools
- Conducted bilingual language assessments across multiple grade levels
• Addressed multiple issues regarding communication disorders for educators and parents

**Teaching Assistant** (August 2009 to May 2010)
The University of Texas at Austin
Department of Communication Sciences & Disorders
Austin, Texas

• Taught *Systematic Analysis of Language Transcripts* (SALT) undergraduate class
• Provided specific tutorials and instruction regarding language transcript analysis
• Discussed multiple aspects of child language acquisition and development

**Bilingual Speech-Language Pathologist** (September 1999 to July 2007)
Los Angeles Unified School District
Division of Speech and Language
Los Angeles, California

• Provided speech-language intervention in a diverse urban school district
• Completed bilingual language assessments across multiple grade levels
• Addressed diverse issues about communication disorders for educators and parents

**In-home Counselor** (October 1996 to September 1999)
California Hospital Medical Center
Pico-Union Family Preservation Network
Los Angeles, California

• Provided bilingual in-home counseling in the Pico-Union neighborhood of Los Angeles
• Managed individual family’s cases with the Department of Child and Family Services
• Participated in a network of bilingual service agencies for Central American immigrants

**Adult Literacy Instructor** (January 1994 to June 1996)
Austin Housing Authority: Department of Education
Austin, Texas

• Taught English as a Second Language classes in an adult education program
• Developed and implemented a community-based curriculum for family participants
• Provided instruction to fulfill requirements for U.S. citizenship and Spanish G.E.D.

**Community Outreach Coordinator** (July 1994 to June 1996)
Political Asylum Project of Austin
Austin, Texas

• Interpreted and translated legal documents for Spanish-speaking clients
• Coordinated community-based anti-discrimination employment workshops

**Administrative Assistant**
December 1992 to December 1993
Bernal Heights Neighborhood Center & Housing Corporation
San Francisco, California

• Extended administrative support to a non-profit agency’s multiple community programs
• Wrote grants to expand membership support
Peace Corps Volunteer
Environmental Education Instructor
September 1989 to September 1992
United States Peace Corps
The Bay Islands of Honduras, Central America

- Taught environmental education classes to island teachers (K – 12)
- Wrote, published and distributed a Bay Islands environmental education manual

English as a Second Language & Bilingual Language Instructor
January 1984 to July 1989
Los Angeles Unified School District
Los Angeles, California

- Taught and integrated Spanish-English language instruction in elementary schools

Spanish-English Medical Translator/Interpreter
June 1986 to September 1987
Venice Family Clinic
Los Angeles, California

- Translated and interpreted for medical staff and patients in a pediatric community clinic

Education History

Ph.D. Communication Sciences and Disorders (December, 2012)
The University of Texas at Austin

M.A. Communication Sciences and Disorders (August, 2002)
The California State University at Los Angeles

Spanish-English, English-Spanish Interpreter & Translator Certification Program (August 1997)
The University of California at Los Angeles - Extension

B.A Latin American Studies (September 1987)
The University of California at Los Angeles

Scholarships/Fellowships

California State University, East Bay
Faculty Research Support Grant 2014-15 ($5,000)

California State University, East Bay
Faculty Learning Community, 2014
Project on Written Communication Project ($750)

California State University, East Bay
Kellogg Foundation Research Grant 2014 ($3,000)

California State University, East Bay
Faculty Research Support Grant 2013-14 ($5,000)

California State University, East Bay
Faculty Learning Community, 2013  
Project on Social Justice, Diversity, and Multi-cultural Issues ($500)  

The University of Texas at Austin  
Department of Communication Sciences and Disorders  
Academic Clinical Researcher Training Project, 2012 ($10,000)  

The University of Texas at Austin  
University Continuing Fellowship, 2011-2012 ($26,000)  

The University of Texas at Austin  
Department of Communication Sciences and Disorders  
Academic Clinical Researcher Training Project, 2011-2012 ($10,000)  

Texas Speech-Language and Hearing Foundation (TSHF)  
Empress Zedler Research Endowment Fund, 2011-2012 ($1,000)  

The University of Texas at Austin  
College of Communication  
Jesse H. Jones Fellowship, 2010-2011 ($6,500)  

The University of Texas at Austin  
Department of Communication Sciences and Disorders  
Academic Clinical Researcher Training Project, 2010-2011 ($20,000)  

The University of Texas at Austin  
College of Communication  
Jamail Graduate Scholarship, 2009-2010 ($5,000)  

The University of Texas at Austin  
Department of Communication Sciences and Disorders  
Pic Wagner Graduate Scholarship, 2009-2010 ($3,000)  

The University of Texas at Austin  
Department of Communication Sciences and Disorders  
Pre-emptive Scholarship, 2007-2008 ($26,000)  

Conference/Research Presentations  


Li, Gary, Walker, JoAnn, & Greene, K. (2013, June). Faculty learning community: Diversity, multicultural learning, and social justice. Poster presented during the


**Projects and Publications**


Shubha P. Kashinath
189 E Las Palmas Ave   MB1099, 25800 Carlos Bee Boulevard
Fremont, CA 94539   CSUEB, Hayward, CA 94542-3065
Email: shubha.kashinath@csueastbay.edu  Phone: (510)885-3090

Education
6/95    BS    All India Institute of Speech and Hearing, Mysore, India
8/97    MS    University of Arizona, Tucson, Arizona
12/02   PhD   Florida State University, Tallahassee, Florida

Awards
2012    Faculty Award, Accessibility Services, CSUEB
2003    13th Annual NIDCD-Sponsored Research Symposium Travel Fellow, American Speech
         Language Hearing Association
2001-2003 University Fellowship, Florida State University
1999    American Speech-Language and Hearing Foundation (ASHF) Kala Singh Memorial
         Graduate Scholarship
1995    University Graduate Fellowship, University of Arizona
1992-1995 Government of India Scholarship for Outstanding Students

Certifications
6/98-present    American Speech-Language Hearing Association
                Certificate of Clinical Competence, Speech-language pathology
8/00-present    State of Florida, licensed speech-language pathologist
2013- present  State of California, Licensed speech language pathologist

Professional Affiliations
Aug 1997-present Member, American Speech-Language Hearing Association
Jan, 2008-present Member, Division for Early Childhood, Council for Exceptional Children
Dec 2006-present Member, ASHA Special Interest Group 14 for Communication Disorders
               and Sciences in Culturally and Linguistically Diverse Populations
Jan 1999-present Member, ASHA Special Interest Group 1 for Language
               Learning and Education
Jan, 2008-present Member, Florida Association of Speech-Language Pathologists
               and Audiologists
Sept, 2010-present Member, California Association of Speech-Language Pathologists
                     and Audiologists

Appointments
9/09-Present    Assistant Professor, California State University East Bay
1/08-8/10       Research Associate, Department of Communicative Sciences and Disorders, Florida State
                University.
                Responsibilities: Project Coordinator, Tallahassee Site, Project KidTalk-Tactics Model
                Demonstration Project, U.S. Department of Education/IES. Model development in
                collaboration with Vanderbilt University, on-site clinician training, intervention
                implementation, development of data coding measures, supervision of data coding.
8/09-8/10       Project Director, Autism Spectrum Specialized Education and Training (ASSET), Florida
                State University.
Responsibilities: Development of grant curriculum, supervision and coordination of community and family based practical experiences, graduate seminar teaching and mentoring of student research projects.

11/05-7/07  Motherhood Leave

1/04-11/05; 8/07-present  Project Coordinator, Project ASSET
Graduate interdisciplinary preparation of special education personnel to serve children and youth with autism, U.S. Department of Education
Responsibilities: Collaboration with community sites and family mentors, graduate clinical supervision at community based practica, graduate seminar teaching, mentoring of student research projects.

1/03-11/05  Project Coordinator, Project FGRBI
Field Initiated Research Grant: Generalized effects of family guided early intervention routines, U.S. Department of Education
Responsibilities: Model/material development, clinician training, intervention implementation, research assistant training and supervision, reliability and fidelity monitoring, data analysis, dissemination.

12/02-8.10  Clinical Supervisor, L.L.Schendel Speech and Hearing Clinic, FSU
Responsible for providing services/supervising graduate clinicians home-based intervention services to families of children with developmental disabilities involved in research and teaching grant programs

9/00-9/01  Project Coordinator, Project TaCTICS
Outreach Training Project: TaCTICS (Therapists as Collaborative Team members for Infants/Toddler Community Services), U.S. Department of Education
Responsibilities: Involved with project director and collaborators in supporting and providing in-service training to service providers working in early intervention with children with disabilities across 10 states, dissemination of project findings at national conferences, and invited presentations.

8/98-8/10  Consultant, Center for Autism and Related Disabilities, FSU
Provided consultation services to teachers and family of individuals with autism in the community.

6/97-7/98  Clinical Fellow
A.V. Therapies, Inc.  Lancaster, California
Responsibilities: Providing services (supervised) to individuals with communication impairments including children in early intervention, school-age children, and adults in acute and long term geriatric care facilities as well as home-based settings.

Instructional Achievement

Courses Taught

Undergraduate
Evidence-based practice: Focus on Autism
Child Language Development

Graduate
Research Methods in Communicative Sciences and Disorders
Alternative and Augmentative Communication
Autism and Severe Communication Disorders
Advanced Study of Child Language Disorders
Counseling Individuals with Communication Impairments.

Clinical Instruction
Clinical Practicum in Speech Language Pathology (offered every quarter)

Research Mentoring


SCHOLARLY OR CREATIVE ACTIVITY

Research Grants

Principal Investigator, Research and Scholarly Activity (RSCA), Faculty Research Grant, Office of Research and Professional Development, California State University East Bay. August, 2014-June, 2015. $5000.

Principal Investigator, Research and Scholarly Activity (RSCA), Faculty Research Grant, Office of Research and Professional Development, California State University East Bay. August, 2013-June, 2014. $5000.

Co-Investigator, The California Wellness Foundation, Project R2M2 - Recruitment, Retention, and Mentoring of Minority Students: Diversifying the Speech Pathology Pipeline. August 2012-August 2015.

Principal Investigator, Research and Scholarly Activity (RSCA), Faculty Research Grant, Office of Research and Professional Development, California State University East Bay. August, 2011-June, 2012. $5000.


Refereed Publications


Kashinath, S., (2012). Meta-analysis finds that peer mediated and video-modeling social skills interventions are effective for children with autism, but caution is urged in interpreting the results. Evidence-Based Communication Assessment and Intervention, 6:2, 58-62


**Manuscripts in preparation**

Kashinath, S., Barber, A., Soroka, C., etal (in prep). Perceptions of college students with autism: implications for supports and services. For submission to *Autism.*

**Research Reports, Monographs and White Papers**


**Invited Publications**


**Chapters**


**Refereed Presentations (Note: * indicates a student author)**


Kashinath, S. (2012). Joining in vs. taking over: A collaborative consultative approach for speech language pathologists in Inclusive Settings. Poster presented at the California Speech and Hearing Association (CSHA), San Jose, CA.


**Invited Presentations**


Coston, J., & Kashinath, S. (2008, September). *The Building Blocks of Florida’s Team-Based Primary Service Provider Approach.* Presented to the Early Step program in Tallahassee, FL.


**Professional Service**

**Committee Service: National level**

2014  Convention Proposal Review Committee, Division of Early Childhood Annual Convention
2013  Search Committee, Executive Director, Division of Early Childhood
2013  Convention Proposal Review Committee, Division of Early Childhood Annual Convention
2011  Program Committee, Infants and Toddlers, American Speech Language Hearing Association Convention
2005  Member, Multicultural Issues Board, American Speech-Language Hearing Association
2003-05 President, Asian Indian Caucus, American Speech-Language Hearing Association
2001-03 Secretary-Treasurer, Asian Indian Caucus, American Speech-Language Hearing Association

**Committee Service: State and Local Level**

2014  Member, Program Committee, California Speech and Hearing Association Annual Conference
2012-2013 Member Advisory Board, Project Common Ground, SFSU
2012  Presentation, Early Learning Coalition, 4C’s Alameda County on “bilingual language assessment in infants and toddlers”

**Committee Service and Participation: University Level**

2013  Faculty Marshall, graduation
2013  Faculty representative, Welcome Day
2012-present  Member, Academic Senate, CSUEB
2012  Member, CLASS A2E2 Committee
2011-2012  Member, CLASS Faculty Assessment Coordinator Team (FACT)
Spring, 2011  Faculty Marshall, Graduation
2011-2012  Presenter, Diversity Day, CSUEB

Departmental Service

2014  Chair, CSD TT Search Committee
2013  Chair, CSD TT Search Committee
2011-2012  Co-chair, Tenure Track Search Committee.
2010-present  Administrator, Continuing Education Activities (CEA)
2010-present  Member, Adhoc Committee on Graduate Curriculum Review,
            Faculty Designee, AAC Technology review and acquisition
2010-2013  Member, Graduate Admissions Review Committee
2011-present  Member, Masters Comprehensive Exam Committee

Service as Reviewer of Manuscripts and Grants

Manuscript Reviewer for Journals
SIG 14 Perspectives on Cultural and Linguistic Diversity
Journal of Autism and Developmental Disorders
American Journal of Speech Language Pathology
Early Childhood Services: An Interdisciplinary Journal
Topics in Early Childhood Special Education

Grant Reviewer
ASHA Multicultural Grants Competition (2005)

Community Service

2013  Volunteer member, Girl Scouts of Northern California
2013  Volunteer, John Muir Elementary School Hayward
2012-present  Consultant, Autism Program, Shristi Special Academy, Bangalore, India
2007-09  Member, Whole Child Leon, Tallahassee, FL
2007-09  Volunteer, Kids Incorporated of the Big Bend, Tallahassee, FL
2004-05  Certified Trainer, Intervention in Natural Environments
            Early Steps, Children’s Medical Services, Florida
Nidhi Mahendra
Associate Professor, Department of Communicative Sciences & Disorders
Director, Aging and Cognition Research Clinic
25800 Carlos Bee Blvd
California State University East Bay
Hayward, CA 94542-3014

Phone: (510) 885-3182
Email: nidhi.mahendra@csueastbay.edu
Website: http://class.csueastbay.edu/commsci/mahendra.htm

EDUCATION

2011-2013 Fellowship in Ethnogeriatrics
Stanford Geriatric Education Center, Stanford University School of Medicine

2005 Postdoctoral Fellowship
University of Arizona, Tucson, Arizona

2001 Ph.D. University of Arizona, Tucson, Arizona
Major: Speech Language and Hearing Sciences

1996 M. S. All India Institute of Speech & Hearing, University of Mysore, India
Majors: Speech-Language Pathology, Audiology
Thesis: Using language tasks to differentially diagnose dementia from aphasia.

1994 B. S. All India Institute of Medical Sciences, New Delhi, India
Major: Speech and Hearing Science

EMPLOYMENT

7/2012 – Present Department Chair, Department of Communicative Sciences & Disorders
California State University East Bay

6/2011- Present Associate Professor, Department of Communicative Sciences & Disorders
California State University East Bay

1/2006 – 6/2011 Assistant Professor, Department of Communicative Sciences & Disorders
California State University East Bay
On Call Speech Language Pathologist, Masonic Home for Adults (2010-12)
Per diem Speech-Language Pathologist, Kaiser Permanente (2006-08)
2003 – 2005 Postdoctoral Fellow, Department of Speech Language and Hearing Sciences and University Teaching Center, University of Arizona (Funded by Department of Education Grant # P333A990010-03)

2002 – 2003 Speech-Language Pathologist, Center for Speech Language & Occupational Therapy (CSLOT) Adjunct Faculty, Department of Communicative Sciences & Disorders, California State University Hayward

2001 – 2002 Speech-Language Pathologist, Aegis Therapies Lecturer, Department of Communicative Sciences & Disorders, California State University Hayward

2000 – 2001 Instructional Specialist (Sr.), University Teaching Center, University of Arizona

1996 – 2000 Graduate Teaching Associate, Department of Speech & Hearing Sciences, University of Arizona (Academic year appointment)

1997-2000 Research Associate, National Institute on Aging Grant on Alzheimer’s Disease Rehabilitation (Title: AD Rehab by Students), University of Arizona

AWARDS & HONORS

2014-2016: Editor, ASHA SIG 14 Perspectives on Communication Sciences and Disorders in Culturally and Linguistically Diverse Populations

2014: Named Lynda Campbell Memorial Lecturer, Department of Communication Sciences and Disorders, Saint Louis University

2014: Named 2014 Oyer Lecturer, Department of Communicative Sciences and Disorders, Michigan State University

2013: Recipient, Award of Faculty Fellow in Diversity and Social Justice, CSUEB

2012: Recipient, Certificate of Recognition for Significant Contribution to Multicultural Affairs, American Speech Language Hearing Association

2012: Faculty Sabbatical Award, California State University East Bay

2012, 2010: Recipient, Juried Award for Commitment to Diversity Issues as Course Instructor (Course: SPPA 4868 – Cultural and Linguistic Diversity), Diversity Day, CSUEB

2008: Selected Attendee, American Speech Language Hearing Association Training Institute on Lessons for Success: Developing the Emerging Scientist

2006: Recipient, American Journal of Speech Language Pathology Editors Award, ASHA

2005: Recipient, Certificate of Appreciation, for Service as Chair of ASHA’s Multicultural Issues Board

2003, 1999: Recipient, National Institute on Deafness and Other Communication Disorders Travel Fellowship

2000: Recipient, Science & Research Career Forum Fellowship, ASHA

2000, 1998: Nominee, Outstanding Graduate Teaching Assistant, University of Arizona

1997: Recipient, Graduate Student Research Scholarship, ASHA Foundation
1996: Recipient, Manohar Memorial Young Scientist Award, Best Paper in Speech Pathology, 28th Annual Convention of the Indian Speech and Hearing Association (ISHA)
1994-1996: Recipient, Government of India Scholarship for Outstanding Graduate Students, All India Institute of Speech and Hearing, India

PROFESSIONAL ASSOCIATION MEMBERSHIP

Certified Member, American Speech Language Hearing Association (ASHA)
Licensed Member, California Speech Language Hearing Association (CSHA)
Institutional Affiliate, National Aphasia Association
Member, ASHA Special Interest Group 2 and Group 14

PROFESSIONAL CERTIFICATION, LICENSURE, & ADDITIONAL TRAINING

Training, NIH Course on Grantwriting (2012)
Training, Relationship Development Intervention (RDI) for Children with Autism (2002)
Certified, Administration and Scoring of the Rehabilitation Outcomes Measure (2001)
Certificate in College Teaching, University of Arizona (2000)
Certified Provider, Lee Silverman Voice Treatment (LSVT™) (1999)
Certified, Administration and Scoring of the Clinical Dementia Rating (CDR) Scale (1997)

GRANTS

External Grants
2012-2015 Training Grant, The California Wellness Foundation
Project R2M2 (Recruiting, Retaining and Mentoring Minorities): Diversifying the speech-language pathology pipeline.
(PI: Nidhi Mahendra, Co-Investigator: Shubha Kashinath)

2012-2014 Pilot Research Grant, Masonic Homes of California.
Title: Revitalizing activity programming on a dementia unit – outcomes of cognitive-linguistic and technology-assisted interventions.
(PI: Nidhi Mahendra)

2006-2010 Alzheimer’s Association Everyday Technology for Alzheimer Care Award.

Title: Barriers influencing minority clients’ access to speech pathology and audiology services. (PI: Nidhi Mahendra)

Internal Grants
2013-2014 Faculty Research Grant, CSUEB
Title: Advancing Diversity in Aging Research
2012-2013 Faculty Research Grant, CSUEB
Title: *No Community Left Behind: Developing multilingual resources about aphasia.*

2012 Minigrant, Faculty Learning Community: *Service Learning*
Office of Faculty Development, CSUEB

2011-2012 Faculty Research Grant, CSUEB
*Release time award (25% time in Fall 2011) to support grant and manuscript preparation*

2011, 2010 Minigrant, Faculty Learning Community: *Diversity, Multiculturalism, and Social Justice*, Office of Faculty Development, CSUEB

2008 Minigrant, Faculty Learning Community: *Scholarship of Teaching and Learning*, Office of Faculty Development, CSUEB

2006-2007 Faculty Research Grant, CSUEB
Title: *Identifying cultural and linguistic barriers to accessing speech-language pathology services* (PI: Nidhi Mahendra)

2000 Dissertation Grant, College of Science, University of Arizona

**PUBLICATIONS**

* indicates student co-author

**Peer-Reviewed Publications**


**Book Chapters & Edited Publications**


Author Contribution to ASHA Policy Documents

Edited Commentaries/Magazine Articles


3. Mahendra, N. (2008). Fixed-interval and randomized-interval spaced retrieval seem to have comparable outcomes for improving picture naming in three persons with aphasia, but the jury is still out! Research Commentary, Evidence Based Communication Assessment and Intervention, 2:1, 6-10.

Media Presentations and Participation


PRESENTATIONS

Invited Presentations
2007-2014


Mahendra, N. (May 2012). Adult neurogenic language disorders: Preparing speech language pathologists to work with South Asian clients. 60-minute webinar, San Jose State University (part of OSEP Grant Curriculum).


Mahendra, N. (April 2009). Barriers facing minority clients accessing speech language pathology and audiology services. California State University East Bay Faculty Research Colloquium, Hayward.


2000–2007


Prior to 2000


Mahendra, N. (January 1998). Functional magnetic resonance imaging and language comprehension: A synthesis of research findings. Institute of Speech and Hearing, Bangalore, India.

**Peer-Reviewed Scholarly Presentations**

* indicates student co-author

**2007-2014**


Mahendra, N., Bernstein-Ellis, E. (April 2012). Promoting cognitive and communicative wellness among persons with dementia and aphasia. 1st Conference on Healthy Aging in Multicultural Populations (CHAMP), San Jose.


Mahendra, N., Schoneman, K.*, Engineer, N.* (November 2009). Barriers influencing minority clients’ access to speech language pathology services. Poster, ASHA Convention, New Orleans.


2002-2007


Bisbee, J., Mahendra, N., Crowley, C. et al. (November 2003). Knowledge and skills for providing services in a pluralistic society. ASHA Convention, Chicago.

1997-2002


**INSTRUCTIONAL CONTRIBUTIONS**

**Graduate Courses Taught (\* represents currently taught courses)**
SPPA 6999 Healthy Aging, Mild Cognitive Impairment, & Dementia*
SPPA 6222 Cultural and Linguistic Diversity: A case-based seminar
SPPA 6220 Dysphagia in Adults and Children
SPPA 6050 Neuromotor speech disorders

**Undergraduate Courses**
SPPA 4868 Cultural and linguistic diversity*
SPPA 4866 Introduction to neurocognitive disorders*
SPPA 4854 Diagnosis of speech and language disorders
SPPA 4867 Introduction to speech science
SPPA 2850 Introduction to communication disorders

**Faculty Development Workshops (as Facilitator)**

Woods, D., Mahendra, N., Ituarte, S., Taylor, S., Manopoulos, M. (September 2010). Incorporating diversity content into course curricula. Back to the Bay- Faculty development session, California State University East Bay.


Mahendra, N., Kim, E. (February 2004). Cognitive neuroscience and higher education: Where the twain shall meet? Three-hour workshop, National Faculty Center Institute, University of Arizona, Tucson.


SERVICE
Service: International Level

2008-Present: Member, Editorial Board, Nonpharmacological Therapies for Dementia (Scientific journal published by Nova Publishers)

Service: National Level

2010-Present: Member, Multicultural Task Force (MTF), National Aphasia Association
2014: Member, ASHA Convention Program Committee (Language Disorders in Adults)
2012: Member, ASHA Convention Program Committee (Language Disorders in Adults)
2012: Guest Editor, Issue on South Asian Populations, ASHA Special Interest Group 14 Perspectives on Communication Disorders in Culturally and Linguistically Diverse Populations
2008-2011: Member, Adhoc Working Group tasked with co-authoring the ASHA Policy Statement on Clinical Education of Students with Accents
2008-2012: Member, Alzheimer’s Association Working Group, Benefits of Technology-Assisted Cognitive Exercise for Adults
2010: Member, ASHA Convention Program Committee (Multicultural Issues)
2009, Guest Editor, Dementia Issue, ASHA Special Interest Group 2 Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders
2001-2009: Member, ANCDS-ASHA Dementia Best Practice Guidelines Committee
2008: Member, ASHA Convention Program Committee (Language Disorders in Adults)
2008: Member, Planning Committee, ASHA Division 14 Research Conference on Cultural and Linguistic Diversity Issues
2004-2008: Member, Advisory Board, Asian-Indian Caucus, ASHA
2005: Chair, Multicultural Issues Board, ASHA
2005: Member, ASHA Convention Program Committee (*Multicultural Issues*)
2002-2004: Member, ASHA Multicultural Issues Board
2001-2003: President, Asian-Indian Caucus, A Related Professional Organization of ASHA

**Service: State and Local Level**

*State Level*
2014: Moderator, Multiple convention sessions, 2014 Annual Convention of the California Speech Language Hearing Association
2010: Guest Editor, Quarterly Magazine (Issue Topic: *Multiculturalism Revisited*), California Speech Language and Hearing Association
2008-2010: Chair, Diversity Issues Committee, California Speech Language and Hearing Association
2006-2008: Member, Diversity Issues Committee, California Speech Language and Hearing Association

*Local Level*
2012-2013: Member, *South Asian Healthy Aging Initiative* (SAHAI)
2012: Presenter, *Therapeutic use of music for persons with dementia* (Staff In-service), Masonic Home for Adults
2007: Presenter, *Maintaining cognitive and communicative wellness*, Masonic Home for Adults
2006: Presenter, *Maintaining cognitive and communicative wellness*, Alma Via Care Facility

**Committee Service and Participation: University Level**

2014-2016: Member, Faculty Affairs Committee, Academic Senate, California State University East Bay
2013-Present: Member, Advisory Board, Center for Student Research, California State University East Bay
2012-2013: Selected Participant, Instructional Programs Task Group, CSUEB Initiative on *Program Prioritization: Planning for Distinction.*
2009-2012: Member, CSUEB Institutional Review Board (second term)
2010-2011: Member, Committee on Research (CR)
2009: Presenter, CLASS New Faculty Research Colloquium
2009: Volunteer Examiner, Second Language Proficiency Assessment, Department of Geography
2008: Presenter, CSUEB Research and Scholarly Work Exhibit
2007-2009: Elected Member, CSUEB Faculty Hearing Panel
2006-2009: Member, CSUEB Institutional Review Board
**Departmental Service**

2012-Present: Department Chair, Communicative Sciences and Disorders
2010-2014: CSUEB Chapter Advisor, National Student Speech Language Hearing Association
2011-2012: Co-Chair, Tenure Track Search Committee
2010-2011: Co-director, Aphasia Treatment Program
2009-2010: Associate Department Chair, Communicative Sciences & Disorders (January-June)
2008-2011: Standing Member, Masters Comprehensive Exam Committee
2007-2011: Member, Graduate Admissions Review Committee
2007-2008, 2008-2009: Member, Tenure Track Search Committee

**Service as Reviewer of Policy Documents, Manuscripts and Grants**

**Policy Document Reviewer**

Invited Reviewer, Alzheimer’s Association Practice Recommendations for *In-Home Care of Persons with Dementia*
Invited Reviewer, Alzheimer’s Association Policy Brief on the *Benefits of Speech Therapy, Occupational Therapy, and Physical Therapy for Persons with Dementia*
Invited Reviewer, ASHA Documentation Template on Cognitive-Communication

**Adhoc Reviewer for Journals**

American Journal of Alzheimer’s Disease and Other Dementias
American Journal of Speech Language Pathology
Aphasiology
Clinical Gerontologist
International Journal of Language and Communication Disorders
Journal of Medical Speech Language Pathology
Journal of Speech Language Hearing Research
Nonpharmacological Therapies for Dementia

**Grant Reviewer**

American Speech Language Hearing Association (2005)
Robert C. Peppard  
Vita - June 2014

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California State University, East Bay  
Hayward, CA  
94542-3065

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Home: (510) 614-8096  
Fax: (510) 885-2186  
e-mail: Robert.peppard@csueastbay.edu

EDUCATION

Ph.D.  Communicative Disorders  
University of Wisconsin, Madison  
1990

M.A.  Speech Pathology  
Bowling Green State University  
1972

B.A.  Speech Pathology and Psychology  
Cleveland State University  
1970

CERTIFICATION & LICENSURE

Certificate of Clinical Competence in Speech Pathology  
American Speech-Language-Hearing Association

License in Speech-Language Pathology - State of California

EXPERIENCE

Emeritus Associate Professor  
Department of Communication Sciences and Disorders  
2013-present

Associate Professor  
Department of Communication Sciences and Disorders  
2000-2013

Assistant Professor  
Department of Speech-Language Pathology  
Duquesne University  
1997-2000

Assistant Professor  
Dept. of Communication Sciences  
Case Western Reserve University  
Cleveland, Ohio  
1993-97

Assistant Professor  
Department of Speech/Language Pathology & Audiology  
Northeastern University  
Boston, Massachusetts  
1990-1993

Research/Clinical Consultant
Department of Otolaryngology  
Boston University Hospital  
Boston, Massachusetts  
1991-1993

Project Assistant  
Voice Analysis Laboratory  
Waisman Center for Developmental Disorders  
University of Wisconsin, Madison  
1986-1990

Associate Professor of Speech  
Saint Xavier College  
Chicago, Illinois  
1979-1986

Assistant Clinical Professor of Speech Pathology,  
Department of Otolaryngology and  
Maxillofacial Surgery  
University of Cincinnati Medical Center  
1972-1979

MAJOR AREAS OF INTEREST AND RESEARCH

Assessment and Treatment of Medical and Non-medical Voice Disorders including Effects of Phonosurgery

Assessment of Acoustic, Stroboscopic, Aerodynamic and Psychoacoustic Characteristics of Normal and Disordered Voice

Care of the Professional Voice

Multicultural Aspects of Voice Management

Voice Characteristics of the Hearing Impaired

Effects of Aging on Communication

Head and Neck Cancer Rehabilitation

Neuromotor Speech Disorders

Teaching Experience

_Undergraduate courses in Speech Pathology and Audiology_  
Voice and Articulation  
Anatomy and Physiology of the Speech Mechanism  
Introduction to Speech Science  
Introduction to Communication Disorders  
Introduction to Clinical Procedures  
Organic Disorders of Speech: Voice and Cleft Palate  
Neuropathologies of Speech: Aphasia, Dysarthria, Cerebral Palsy  
Introduction to Audiology  
Introduction to Aural Rehabilitation

_Graduate Seminars_  
Voice Production and Disorders  
Speech Science Seminar
Craniofacial Anomalies
Neuromuscular Disorders
Instrumentation

Supervision of Clinical Practicum
Student Advising
Service on College Committees

PROFESSIONAL ASSOCIATIONS & ACTIVITIES

Member - American Speech-Language-Hearing Association 1972-present
Reviewer-Journal of Speech & Hearing Research 1994-present
Reviewer-Neurology 1995-present
Program Committee Member- American Speech-Language-Hearing Assn, Annual Convention, Orlando, Fl., Cultural and Linguistic Diversity in Training, Service Delivery, and Public Policy 1995
Program Committee Member- American Speech-Language-Hearing Assn Annual Convention, Seattle, WA, Resonance, Voice Disorders and Alaryngeal Speech. 1996

GRANTS & AWARDS

Applied- Funded
RSHS Facutly Practice Plan Grants - A Multi-cultural Audit in the Health Care Professions, April,2000 $5,000
Presidential Scholarship Award, Effects of aging on selected video stroboscopic and auditory perceptual characteristics of female singers and non-singers. 1999 -$5,000
W.P. Jones Presidential Faculty Development Fund-Vocal Function in Adolescent Males and Females, 1994- $600
Research Development Fund Grant-Changes in Vocal Function Following Vocal Warmup-1992-$10,000
American Cancer Society Grant-Rehabilitation of the Glossectomized-1973-1975, $5,000/year for 2 years
University Faculty Development Grant - Use of Biofeedback in Laryngectomy Rehabilitation, 1979-$5,000

PUBLICATIONS


**Articles in preparation for re-submission**


Peppard, R. and Bless, D. M. Effects of aging on selected Video stroboscopic and auditory perceptual characteristics of female singers and non-singers. *Journal of Voice*.

**Articles in Preparation**

Peppard, R. and Bless, D. M., Effects of aging on selected acoustic characteristics of female singers and non-singers. In preparation for ISHR.


**PRESENTATIONS and ABSTRACTS**

Avent, J., Buzolich, M., Graham, M., Peppard, R., Rosenthal, W., Group Treatment: Common Threads Across Disorders. CSHA Convention, Long Beach, CA, March, 2004

Avent, J., Buzolich, M., Graham, M., Peppard, R., Rosenthal, W., Group Treatment: Common Threads Across Disorders. ASHA Convention, Chicago, IL, November, 2003


Peppard, R., Voice Disorders: A Multi-disciplinary Approach, Invited presentation at one day workshop, AVoice Disorders: Current Diagnosis & Treatment, Sponsored by University of Pittsburgh School of Medicine, October 1, 1999.


Peppard, R., Clinical Review of Spasmodic Dysphonia, invited presentation at one day workshop AVocal Nodules and Beyond, sponsored by University of Pittsburgh Voice Center, Pittsburgh, September 25, 1998.


Peppard, R., Management of voice problems of high risk individuals in school populations, 2 day invited workshop for Allegheny Intermediate Unit, March 6, 1998.


Peppard, R., Laryngeal Imaging in the Practice of Speech and Voice Pathology, ASHA Teleseminar, August, 1994


Peppard, R and Salisbury, T., Homophobia in the Speech and Hearing Workplace, American Speech Language and Hearing Assn. Convention, San Antonio, TX, November, 1992


Quenelle, D. & Peppard, R., Reconstruction Procedures for Patients with Floor of the Mouth Cancer, Short course presented at the American Academy of Otolaryngology, Las Vegas, 1978.

Unpublished Papers

Jennifer (Jenny) Rosenquist
1583 Denkinger Rd.
Concord, CA  94521
(925) 212-0691
jennyrose966@yahoo.com

EXPERIENCE:

Clinical Supervisor and Coordinator of Autism Spectrum Disorder Services; Lecturer (10/2007-present)
California State University East Bay, Hayward CA

Provide clinical supervision to graduate clinicians in Speech-Language Pathology, including provision of written and verbal feedback, therapy demonstration, individual training and referral to professional resources. Lead weekly meeting for new clinicians, providing instruction in CSUEB Clinic requirements, clinical writing and therapeutic intervention. Supervise graduate students in Diagnostic Clinic, guide planning, implementation and analysis of speech-language evaluation. Complete Internship conferences with students and Supervisors to ensure completion of breadth of training requirement. Assist Clinical Director, as needed, with client scheduling, revision of clinical documents, clinician and supervisor mentoring, and general clinic responsibilities. Supervise services for children with Autism Spectrum Disorders, oversee appropriate recommendations and services for children with ASD. Perform additional departmental duties as requested, including serving in Graduate Admission Committee. Appointed as a Quarterly Lecturer to teach undergraduate and graduate level courses, including Clinical Methods and Phonological Disorders in Children. Guest lecture as requested.

Speech-Language Pathologist-Per-diem Home Health (9/2011-present)
ResCare Home Health, San Leandro, CA; ProHealth Home Care, San Jose CA

Perform initial assessments and provide short-term speech therapy services to an adult population eligible for home health services. Provide direct therapy, work with families and caregivers and develop maintenance plans for patients with dysphagia, aphasia, cognitive-linguistic deficits, apraxia and dysarthria. Complete required documentation, including reports, physician orders, discharge summaries and OASIS. Collaborate with team members and consult, as requested.

Director of Therapy Services; Speech-Language Pathologist  (1999-10/2007)
We Care Services for Children, Concord CA
1998-1999 as Contract employee through Speech Pathology Group, Walnut Creek

Responsible for overseeing provision of all therapy services to developmental classrooms and within home-based programs for children birth through three. Provide supervision of therapy staff in all programs, ensure compliance with state and agency guidelines for documentation and service delivery. Responsible for ongoing supervision of Graduate level clinicians and Clinical Fellowship Year therapists from local universities. Develop new programs, including those paid for through state contracts and private payors. Co-coordinator for We Care’s Autism Family Support Project, organize monthly educational and social events for families of children with Autism, and co-creator of We Care’s Camp for Autistic children. Serve on the Program Planning Committee, Natural Environments Committee and Management Team. Collaborate in the grant writing process for various private foundations. Participate in some aspects of the budget making process. Responsible for hiring and terminating staff members as needed.

Serve as the contact for new referrals for all home and community based therapy services. Ensure staff compliance with guidelines for documentation and service delivery for over 60 clients in program. Lead monthly staff meetings; provide ongoing training to professional and paraprofessional staff. Provide information and education to community based organizations. Develop and modify developmental and therapeutic curriculum within 2 classrooms. Provide direct speech and language therapy to infants and toddlers in small groups and individual settings, as well as preschool children in individual sessions. Work closely within an interdisciplinary team, with
community based professionals, staff and case managers of affiliated agencies. Extensive work with families of children with disabilities.

**Speech-Language Pathologist, Independent Contractor  (2003-Present)**

**The Regional Center of The East Bay, Concord CA**

Provide in-home speech and language therapy services to infants and toddlers with communication delays and disorders. Provide culturally relevant, child focused therapy which is inclusive of the family unit. Train and empower parents to facilitate the communication skills of the child within routine and familiar contexts. Work closely with allied professional staff, responsible for semi-annual assessments, ensure that clinical objectives of each child are achieved.


**Orthopaedic and Neurologic Rehab, Inc., San Pablo CA**

Provide speech and language services to an adult neurological population. Oversee and supervise staff Speech Pathologists, Clinical Fellowship Year clinicians, and student interns. Assure quality assurance within standards of practice and documentation; provide staff training, work closely within an interdisciplinary team of professional and paraprofessional staff.

**Speech-Language Pathologist  (1995-1996)**

**Rounseville Rehabilitation Center, Oakland CA**

Provide speech and language services to an adult neurological population. Treat a variety of disorders including aphasia, dysphagia, apraxia and dysarthria related to acute and degenerative conditions. Provide therapy to clients on an inpatient and outpatient basis. Provide staff training; work closely with physicians, nurses and social workers.

**Speech-Language Pathologist  (1994-1995)**

**PACE Therapy, Inc. Concord CA**

Provide speech and language services to adults in a variety of skilled nursing, acute, acute rehab and out patient settings. Treat a variety of disorders including aphasia, dysphagia, apraxia and dysarthria related to acute and degenerative conditions. Extensive staff training work closely with physicians, nurses and social workers.


**Wintersteen and Associates, Belvedere CA**

Provide speech and language services to an adult population in a variety of skilled nursing and acute care facilities throughout multiple cities and counties. Treat a variety of disorders including aphasia, dysphagia, apraxia and dysarthria related to acute and degenerative conditions. Supervision of staff therapists and Clinical Fellowship Year candidates.

**Speech-Language Pathologist  (1990-1991)**

**San Diego City School District, San Diego CA**

Provide speech and language therapy services to elementary and middle school aged children. Treat a variety of communication difficulties including expressive and receptive language delays, articulation and phonological disorders, fluency disorders and voice disorders. Collaborate with teaching staff to address communication needs in the classroom environment. Complete assessments, Individual Education Plans, adhere to state regulations for special education service delivery.

**Speech-Language Pathologist Aide  (1987-1990)**

**San Diego City School District, San Diego CA**
Under the direction and supervision of a licensed Speech-Language Pathologist, provide therapy services to preschool and elementary school-aged children with physical disabilities such as Cerebral Palsy, Spina Bifida, traumatic brain injury and Muscular Dystrophy.

**EDUCATION:**

BA in Communicative Disorders, San Diego State University 1988
In Communicative Disorders, Emphasis in Speech-Language Pathology, San Diego State University 1991

**CERTIFICATIONS:**

American Speech Language Hearing Association since 1991
Licensed by the State of California since 1991

**REFERENCES:**

Available upon request
Shelley M. Simrin  
(AKA Hewitt)  

216 Arlington Avenue  
Kensington, CA 94707  
510- 527-6020 (home)  510- 885-4762 (work)  
Shelley.simrin@csueastbay.edu

EDUCATION  
San Francisco State University  
Master of Arts, January 1776 with Honors  
Communicative Sciences and Disorders  
Recipient of Graduate Training Fellowship

California State University, Hayward  
Unclassified Graduate Student  
January-June 1973

University of California, Berkeley  
Bachelors of Arts, December 1972 with Distinction  
Psychology  
Member of Phi Beta Kappa

CERTIFICATION STATUS  
Certificate of Clinical Competence, Speech Language Pathology, June 1977-present  
CA State License, Speech & Language Pathology, August 1977-present  
CA Teaching Credential- Speech & Hearing, July 1975-present

PROFESSIONAL AFFILIATIONS & CONTINUING EDUCATION  
American Speech-Language & Hearing Association (A.S.H.A.)  
California Speech- Language & Hearing Association (C.S.H.A.)  
District #3 Nominating Committee Member  
Recipient of A.S.H.A. Award of Continuing Education  
Council of Academic Programs in Communicative Sciences & Disorders  
Attendee of numerous CAPCSD conferences, A.S.H.A. and C.S.H.A. conventions  
Attendee of various intensive workshops and some university courses following M.A.  
Recipient of CSHA District #3 Outstanding Service Award 2011

PROFESSIONAL EXPERIENCE  
1987-present  Director of Clinical Services — California State University, East Bay
  • Administer CSD University Clinic (e.g. scheduling, budgeting, maintaining client records & statistics, ordering materials, preparing accreditation documents for yearly reviews and site visits, designing action plans for at risk clinicians, arranging internships, problem-solving with CSD Chair etc.)  
  • Supervise student clinicians & graduate interns  
  • Hire and supervise new staff supervisors  
  • Orient, supervise and evaluate staff as well as faculty in clinical assignments  
  • Expand clinic opportunities to a variety of offsite clinic assignments to respond to increasing clinic enrollments while maintaining supervisory costs  
  • Represent CSUEB University Clinic in general and professional community
• Review and revision of clinical procedures, including documentation
• Administer & supervise Audio Screening Clinic in absence of faculty audiologist

**1982-1989**  **Speech Pathologist -- Alta Bates Medical Center, Berkeley**  
(full time 4/82-4/87; scheduled per diem 4/87-5/88; acute 9/88-4/89)  
• Provide assessment, including videofluoroscopy, and treatment of acute rehabilitation inpatients with a variety of neurogenic disorders in a trans-disciplinary environment at Albany and Herrick campuses  
• Serve as Acting Chief of Speech Pathology in absence of Chief at Albany site  
• Provide assessments and treatment of adult and pediatric outpatients with a variety of speech and language disorders at Herrick campus  
• Provide assessment, including videofluoroscopy, and treatment of neurogenic patients in intensive care, acute and skilled nursing units at Ashby campus  
• Develop and supervise graduate intern program at Albany and Herrick sites  
• Provide family and staff training

**1987-1988**  **Speech Pathologist -- Private Practice**  
• Provide assessment and treatment of neurogenic patients in convalescent hospital and in-home settings in Rossmore retirement community in Walnut Creek

**1/82-4/82**  **Speech Pathologist -- Institute of Child Phonology, San Francisco**  
• Provide assessment and treatment of children in lowest quartile in a parochial school in Hunter’s Point area of San Francisco

**1980-1981**  **Speech Pathologist -- Cerebral Palsy Association of Philadelphia**  
• Provide assessment and treatment of preschool Head Start children as a member of a newly formed multi-disciplinary team  
• Design family and staff training

**1980-1981**  **Speech Pathologist -- Moss Rehabilitation Hospital, Philadelphia**  
• Provide assessment and treatment for outpatients with neurogenic disorders in an evening clinic

**1977-1980**  **Speech Pathologist -- Yolo County Office of Education**  
**1976-1977**  **Speech Pathologist -- Mount Diablo Unified School District**  
• Provide assessment, educational planning and treatment, including therapeutic and curriculum intervention, along with mainstreaming of elementary aged children within a Communicatively Handicapped Special Day Class

**1975-1976**  **Speech Pathologist -- Mount Diablo Unified School District**  
• Itinerant clinician serving a school of severely handicapped children and the largest elementary school, including four special day classes, in the district

**Teaching Experience**  
• Instructor for SPPA 6030 Fall 2012, Spring 2013, Fall 2013 & Spring 2014  
• Provide clinical instruction for SPPA 4856, 6056, 6057 & 6066, including syllabi & practicum assignments  
• Substitute lecturer for SPPA 4852, 6052 & 4854  
• Proctor, writer and reviewer for various Masters Comprehensive Exam

**References Available on Request**