The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its July 19-21, 2012 meeting, as indicated below.

Name of Program: California State University, East Bay

File #: 209

Professional Area:  
- Audiology
- Speech-Language Pathology

Residential Program
- Distance Education
- Satellite Campus
- Contractual Arrangement

Degree Designator(s): M.S.


Action Taken: Re-Accredit for 8 years

Effective Date: July 21, 2012

New Accreditation Cycle: September 1, 2012 – August 31, 2020

Next Review: Annual Report due August 1, 2013

Notices: The program is advised to adhere to the following notices that are appended to this report.

- PROGRAM COMPLIANCE EXPECTATIONS
- PUBLIC DISCLOSURE OF DECISION AND ACCREDITATION STATUS
As a result of its comprehensive review, the CAA found the program to be in compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, except as noted below.

**AREAS OF NON-COMPLIANCE**

The CAA found the program to be not in compliance with the following standards for accreditation. Non-compliance means that the program does not have in place the essential elements necessary to meet the standard. The program should demonstrate its compliance with these standards in the Prior Concerns section of the next Annual Report or by the time line specified below. The CAA will indicate in its review of that report whether the program has addressed these areas sufficiently to achieve compliance.

- There are no areas of non-compliance.

**AREAS OF PARTIAL COMPLIANCE**

The CAA found the program to be in partial compliance with the following standards for accreditation. Partial compliance means that the program has in place some, but not all, of the essential elements necessary to meet all aspects of the standard. The program must demonstrate its compliance with these standards in the Prior Concerns section of the next Annual Report or by the time line specified below. The CAA will indicate in its review of that report whether the program has addressed these areas sufficiently to achieve compliance.

**Standard: 1.5**

**Evidence of Partial Compliance:**

The individual responsible for the graduate program, as program director, does not hold a full time appointment at the institution and is participating in a phased retirement program. Additionally, the individual who served as department head holds a degree in linguistics and also does not hold a full time faculty member and is in a phased retirement program. In addition, the program reports that a full time faculty member, Dr. Nidhi Mahendra, who holds a full time position at the institution with a degree in SLP, has been recommended as department chair and is expected to take over as department chair and program director Summer 2012.

**Steps to be Taken:**

In the next annual report, please discuss how effective administration and leadership for the program is sustained during the transition to appointing the full-time program director. Within 30 days of the appointment of the new program director please submit a “Program Director Change Notification” to CAA.

**Standard: 3.1B**

**Evidence of Partial Compliance:**

The curriculum may include opportunity for students to complete a minimum of 400 clinical education hours, 325 of which are attained at the graduate level; however, documentation in student and alumni files did not include a record of the total number of clinic hours obtained by each student. The site visit team could not confirm that the program is tracking its own clinic hour requirements and some alumni did not show a record of completing the required hours in hearing.

In the response to the site visit report, the program described its current approach to documentation and plans for a new recording keeping system, using technology currently available on the campus.
**Steps to be Taken:**
In the next annual report, please provide a detailed report to the CAA on the development and implementation of the new record keeping system to demonstrate how the program documents student progress toward completion of the graduate degree.

**Standard: 3.4**

**Evidence of Concern:**
Student interviews revealed that professional course work in communication disorders does not always precede or occur concurrently with clinical education in these disorders. On occasion, students are assigned to work with clients when the student has not completed coursework in the disorder area and does not have coursework in progress at the time of the assignment. Requirements for such assignments vary between supervisors, with no consistent policy to ensure adequate preparation of the clinician.

**Steps to be Taken:**
In the next annual report, please update CAA on the plan and procedures for ensuring students have adequate academic preparation for clients whom they will treat and procedures to address rare occasions when a mismatch between course preparation and clinical assignments occur.

**Standard: 4.4**

**Evidence of Concern:**
Student interviews revealed concerns about inconsistent academic advising and changes in the curriculum which may have hindered students progressing through the program. In the response to the site visit report, the program reported that this issue was related to availability of advisors, which will be addressed with two new faculty hires, and implementation of a new curriculum, which will be completed in 2012.

**Steps to be Taken:**
In the next annual report, please update CAA on how implementation of the new curriculum and the addition of new faculty has improved student progress toward completion of the program and advisors.

**Standard: 5.2**

**Evidence of Partial Compliance:**
For state licensure and national certification, records were not kept in sufficient detail to verify that each student obtained the required clock hours since the hours were not totaled.

In the response to the site visit report, the program described its current approach to documentation and plans for a new recording keeping system, using technology currently available on the campus.

**Steps to be Taken:**
In the next annual report, please provide a detailed report to the CAA on the development and implementation of the new record keeping system to demonstrate how the program documents student progress toward professional credentialing requirements and makes this information available to students.
AREAS FOR FOLLOW-UP (clarification/verification)

The program should provide an update in the next Annual Report on the issues related to the following standards for accreditation. The CAA did not find the program to be out of compliance with these standards at this time, but requires that additional information be provided in the next Annual Report in order to monitor the program’s continued compliance in the stated areas.

**Standard: 2.2**

**Evidence of Concern:**

The number of full-time doctoral level faculty in speech-language pathology, audiology, and speech-language-hearing sciences, and other full- and part-time faculty/instructional staff are not sufficient to meet the teaching needs of the program without the interim hiring of qualified lecturers when tenure track faculty are not available to teach courses. However, the program indicates that two new faculty hires will begin in Fall 2012, and in Spring 2013.

**Steps to be Taken:**

In the next annual report, please update CAA on the status of the new faculty hires and provide updated faculty detail for each new hire that documents their role to the program and appropriate qualifications.

**STRENGTHS/COMMENDATIONS**

The CAA identified the following strengths and commends the program in these areas relevant to the accreditation standards.

**Standard: 3.1B, 3.7B**

**Comments/Observations:**

The program’s intensive Aphasia Treatment Program is a clear strength. It provides opportunities for interdisciplinary work and collaboration for the program’s students and members of the community, families, and caregivers. There are many and varied activities including the group’s choir which are unique and quite valuable for persons with aphasia and the students enrolled in the program.
The CAA has evaluated this program regarding its performance with respect to student achievement and provides the following report, required as an accrediting agency recognized by the US Secretary of Education [34 CFR 602.17(f)(2)].

**PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT**

**Comments/Observations:**

The CAA assessed the program’s performance with respect to student achievement and found the program to meet or exceed the established CAA expectations (as described in accreditation standard 5.0-Assessment) in the following checked areas. Details regarding any of these areas found to be not in compliance are described earlier in this report in the context of the relevant standard.

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**PROGRAM COMPLIANCE EXPECTATIONS**

CAA’s recognition by the United States Secretary of Education requires that, if an accrediting agency’s review of a program under any standard indicates that the program is not in compliance with that standard, the agency must require the program to take appropriate action to bring itself into compliance with the agency’s standards within a time period that must not exceed two years. [34 CFR 602.20(a)(2)(iii)] If, after review of a required report, the program remains out of compliance with any standard and sufficient progress toward compliance has not been demonstrated, CAA may act to place the program on probation in accordance with the policy and procedures outlined in the Accreditation Manual on the academic accreditation Web site. If the program does not bring itself into compliance within the specified period, the accrediting agency must take immediate adverse action. If the program continues to remain out of compliance with any standard at the end of the specified period, CAA will withdraw accreditation, unless the CAA judges the program to be making a good faith effort to come into compliance with the standards. In such case, the CAA may, for good cause, extend the period for achieving compliance for no longer than one additional year, and may decide to continue the accreditation cycle and to monitor the program’s progress. CAA defines a “good faith effort” as 1) an appropriate plan for achieving compliance within a reasonable time frame, 2) a detailed timeline for completion of the plan, 3) evidence that the plan has been implemented according to the established timeline, and 4) reasonable assurance that the program can and will achieve compliance as stated in the plan.

**PUBLIC DISCLOSURE OF THIS DECISION AND ACCREDITATION STATUS**

The CAA publishes a notice of final accreditation actions on its Web site after comprehensive reviews are completed in accordance with its published policies. In the event an adverse action is taken and becomes final (i.e., withdrawal or withholding of an accreditation status), the CAA is required to publish a brief statement summarizing the reasons for withholding or withdrawing an accreditation status of a program and the comments, if any, that the affected program may wish to make.

The US Department of Education (USDE) requires all recognized accrediting agencies to provide for the public correction of incorrect or misleading information an accredited or preaccredited institution or program releases about accreditation or preaccreditation status, contents of site visit reports, and accrediting or preaccrediting actions with respect to the institution or program. [34
The program must make accurate public disclosure of the accreditation or preaccreditation status awarded to the program, using the suggested language provided in the Accreditation Manual on the academic accreditation Web site. If the program chooses to disclose any additional information within the scope of the USDE rule, such disclosure also must be accurate. Any public disclosure of information within the scope of the rule must include the CAA’s name, address, and telephone number as described in the Accreditation Manual. If a program misrepresents or distorts any action by the CAA with respect to any aspect of the accreditation process, its accreditation status, the contents of the site visit report, or final CAA accreditation actions or decisions, the CAA will notify the chief executive officer of the institution and the program director, informing them that corrective action must be taken. If corrective action is not taken, the CAA will release a public statement that provides correct information and may invoke other sanctions as may be appropriate. If the Accreditation unit discovers that a program has released incorrect or misleading information within the scope of the USDE rule, then it, acting on behalf of CAA, will make public correction, and it reserves the right to disclose this Accreditation Action Report in its entirety for that purpose.
Plan for Modifying Speech-Language Pathology Services Credential Program

1. Please describe the process your program engaged in to address the modified standards.

The Speech-Language Pathology Credential Program is housed in CSU East Bay’s Communicative Sciences and Disorders Department (CSD). CSD Program addressed the CTC and ASHA modified standards during the 2009-2010 academic year. New courses consistent with the revised standards were developed, and implemented for the first time with the Fall 2010 entry cohort. Thus, the transition to a program consistent with new standards began in the Fall of 2010. Two elective courses were modified and offered yearly as required courses: Dysphagia and AAC. Two Diversity courses were added (one required, one elective). In addition, a new faculty member with expertise in Autism and Augmentative and Alternative Communication (AAC) was hired fall 2009 and taught AAC spring 2010. The Program’s Advisory Committee approved the curriculum modifications, as did the University Curriculum Committee before they were offered by the Department in the Fall of 2010.

The Program’s Speech-Language and Hearing Clinic Director met with field supervisors to inform them of needed changes in supervision to align with the new standards. In addition, the Director updated clinical assessment forms during summer 2010, enabling field supervisors to document candidates’ progress towards meeting goals involving the modified standards.

2. Describe the changes that your program will be making to your courses and field experiences to address the modified standards. Please also provide your timeline for implementing your newly revised courses and field experiences.

Standard 1: Program Design, Rationale and Coordination

Coursework in the CSD Program follows a progression from normal development to speech, language and hearing disorders. To make sure that candidates are following the required progression of courses, a series of prerequisite courses must be completed prior to enrollment in higher-level disorder coursework. Students enroll in fieldwork experience in the schools
following completion of clinical practicum coursework, including assessment and diagnosis of speech and language disorders in clients, and hearing screenings.

**Standard 2: Professional, Legal and Ethical Practices**
Candidates in the CSD Program are required to enroll in Educational Psychology 5021 prior to enrollment in SPPA 6066, fieldwork in the schools. In addition, the CSD curriculum stresses professional and ethical practices in all coursework. SPPA 4865 (Language Disorders in Children), 6060 (Advanced Language Disorders), and 6070 (AAC) address working with students who have disabilities in the schools, special education laws, and IEPs, etc. Candidates receive additional information about professional, legal and ethical practices during enrollment in SPPA 6030, Clinical Management and Organization. Candidates also may enroll in SPPA 6228, School-Based Issues, and/or SPPA 6224, Ethics, which are both electives.

**Standard 3: Educating Diverse Learners**
The CSD program added SPPA 4868, Cultural and Linguistic Diversity, to its requirements in fall 2010, and SPPA 6222, The Speech Pathologist and Cultural Diversity (as an elective). (Both of these classes also address diversity of gender identity/expression). Language development and disabilities, including literacy are addressed in SPPA 4865, Language Disorders in Children, and SPPA 6060, Advanced Language Disorders. The program ensures that candidates demonstrate knowledge, skills and abilities necessary to treat students with speech, language, and hearing disabilities by completing at least 325 hours of supervised clinical practicum work at the graduate level, including assessment and treatment, and hearing screenings. Prior to graduation, candidates must document their knowledge and skills on the required KASA (knowledge and skills assessment) form, in addition to completing statements of their understanding and knowledge of the 9 disorder areas of speech-language pathology during enrollment in SPPA 6030, Clinical Management and Organization. An electronic copy of these documents is kept by the Department.

**Standard 4: Effective Communication and Collaborative Partnerships**
This standard is currently being addressed in the following 3 ways:

a) In projects in the following courses aimed to foster communication and collaboration between candidates: SPPA 6010: Advanced Speech Science; SPPA 6060, Advanced Language Disorders; and SPPA 6228, Issues in the Schools. In addition, collaborative projects are included in all 3 clinical practicum courses: SPPA 6056, Clinical Practicum; SPPA 6057, Assessment in SLP; and SPPA 6156, Audiological Assessment. These collaboration projects were offered beginning fall 2010 with implementation of the new curriculum. These projects were included in our Cluster Improvement Plan to help improve collaboration skills.

b) In clinical practicum with clients and their families in SPPA 6056, 6057, and 6071;

c) During field work placement in a school during enrollment in SPPA 6066, Internship.

**Standard 5: Assessment of Students**
The Program added SPPA 6057, Speech Diagnostic Clinic, effective summer 2011. Prior to this time, candidates enrolled in SPPA 6056, Clinical Practicum an additional term to learn to assess clients. Candidates receive additional assessment opportunities during their school fieldwork experience in SPPA 6066, Internship.
Standard 6: Using Educational and Assistive Technology
The CSD Program uses computer technology in all courses, including Blackboard, computer-based data collection and analysis, and in computer-based clinical assessments. In addition, the program houses state-of-the-art Speech Science and AAC Laboratories. The clinical workroom houses 9 computers for student use, and the Department has 7 i-PADS for clinical use. The Program purchased $36,000 worth of assistive technology equipment during the spring of 2011 to outfit the new AAC lab and continues to update speech science equipment.

Standard 7: Transition and Transitional Planning
The Program offered the elective course SPPA 6228, School-based Issues in Speech-Language Pathology during fall, 2011 to meet this new standard. In order to ensure the information was current and appropriate, the course was taught by a highly regarded school-based speech-language pathologist. Additional information is presented on transition/transitional planning in SPPA 6070, AAC. Candidates demonstrate their knowledge and ability in this area during their fieldwork placement in schools during enrollment in SPPA 6066, Internship.

Standard 8: Participating in ISFPs/IEPs and Post-Secondary Transition Planning
Candidates gain this knowledge and experience through enrollment in SPPA 6066, Internship. Field supervisors are required to provide candidates training and opportunities to participate in IFSP/IEP/transition planning process as appropriate in the field placement setting, (e.g., high school, elementary, pre-school). The Clinic Director oversees that field supervisors provide candidates with this experience. This area was added to the fieldwork assessment (grade) form in summer 2011.

STANDARDS SPECIFIC TO THE CREDENTIAL

SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms
No transition plan is required as the ASHA standards fully address this standard.

SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition
No transition plan is required as the ASHA standards fully address this standard, which includes development of literacy.

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders
No transition plan is required as the ASHA standards fully address this standard.

SLP Standard 4: Assessment of Speech and Language Disorders
Effective fall 2010, SPPA 6057 (Assessment in SLP) and SPPA 6156 (Audiological Assessment) were added to the curriculum. Prior to this time, candidates enrolled in two additional quarters of SPPA 6056, Clinical Practicum to obtain their assessment experience. Candidates also obtain assessment experience during their fieldwork experiences in SPPA 6066 (Internship).

SLP Standard 5: Management of Speech and Language Disorders
Candidates enroll in 6 quarter hours of SPPA 6066, Internship in a school setting. No curricular modification is needed to further address this standard.

SLP Standard 6: School Field Experience
The Program currently requires no curricular change to address this standard. The Clinic Director communicated with all field supervisors fall, 2010 to alert them to the modified standard.

SLP Standard 7: Consultation and Collaboration
Candidates enroll in 6 quarter hours of SPPA 6066, Internship in a school setting to gain this experience following peer collaboration projects in all clinical practicum coursework and 3 other courses: SPPA 6010, 6060, and 6228. The Clinical Director has consulted with all field supervisors and added an area on the assessment form to enable supervisors to track candidates’ progress in this area effective summer 2010.

**SLP Standard 8: Assessment of Candidate Performance**

*Upon successful completion of all fieldwork, candidates meet with the Program Director (who is typically the Department Chair) for an exit interview. Clinical clock hours and coursework are reviewed during this meeting. Candidates submit three items to the Program demonstrating evidence that they have performed satisfactorily on the full range of knowledge and skills necessary to work as a speech-language pathologist in the public schools. These consist of a portfolio of their work; competency statements highlighting their knowledge and understanding of the nine disorder areas; and a KASA (Knowledge and Skills Assessment) form, listing all courses taken and clinical practicum earned in the 9 disorder areas.

*Note: The Clinic Director, who has been in close contact with the supervising field master clinician informs the Program Director that candidates have performed satisfactorily in their fieldwork prior to the scheduling of an exit interview.*