

California State University, East Bay
Department of Speech, Language, and Hearing Sciences
The First 50 Years-1970 to 2020

By William S. Rosenthal, Emeritus Professor of Speech, Language and Hearing Sciences



Start-up

All organizations have an origin story, often the most fascinating facet of their history. The story of our department traces back to 1966, marked by the friendship between Kenneth Perrin and William Rosenthal. They met as doctoral students in speech pathology at the Stanford University School of Medicine. Perrin was on leave from the University of the Pacific, where he led the speech pathology and audiology program. Rosenthal had recently completed a three-year military assignment as a clinical psychology specialist at the Army Audiology and Speech Center at Walter Reed Army Medical Center in Washington, D.C.

In 1968, as they neared the conclusion of their studies and commenced their dissertation research, a pivotal moment emerged. Bob Martin, chair of the Department of Speech and Drama at CSU, East Bay (then CSU, Hayward), reached out to Perrin with a request. The university's master plan mandated the establishment of a speech and hearing program within the Speech and Drama department. While this may seem an unusual pairing, historically many "speech correction" programs originated in speech departments, particularly at major Midwestern universities. Martin lacked expertise in speech

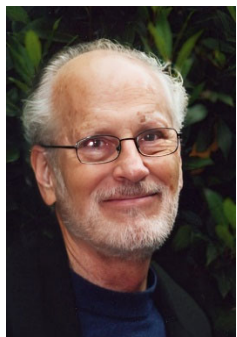
pathology and audiology and sought a consultant to aid in curriculum design. Based on his experience developing the UOP program, Perrin had been recommended to Martin as a good choice.

With the first course mandated for the fall of 1970, Perrin dedicated much of 1969 to crafting an appropriate undergraduate curriculum that could later evolve into a master's degree program as the master plan required. Perrin's design drew heavily from programs at UOP and Stanford and paved the way for Martin to approach Perrin to lead the new program. Despite the tempting offer, Perrin felt a commitment to return to UOP and continue as the program director. Seeking a solution, Perrin turned to his friend Rosenthal, asking him to teach the initial courses in the new program.



Kenneth L. Perrin

Rosenthal had accepted a post-doctoral research position with Jon Eisenson at the Institute for Childhood Aphasia, then part of the Stanford program. While agreeing to teach the first year of courses, at that time Rosenthal had no intention of becoming a permanent member of the CSUH faculty. This arrangement would allow Martin time to find a permanent program director. Thus, in the fall of 1970, the inaugural course, "Introduction to Speech Science," was taught, followed by "Introduction to Speech and Language Disorders" in winter, and "Organic Speech Disorders" in spring, marking the official commencement of the program.



William Rosenthal

Martin continued to grapple with the challenge of securing a permanent director. He turned to Rosenthal, who was in the midst of a two-year research program and hesitant to assume a new responsibility. A potential solution emerged when Robert Veder entered the scene. At that time, Veder held the position of associate professor of audiology at San Jose State University and was among the respondents to the director search.

Engaging in discussions with Rosenthal, Veder saw promising opportunities in taking on the new project. He considered it a more favorable prospect for career advancement compared to his current role at SJSU. Rosenthal indicated to Martin that Veder would be a good option. When Martin extended the offer for him to assume the position of program director, Veder accepted. His tenure commenced in the fall of 1971. Notably, Veder possessed training in both speech and audiology, enabling him to teach the second year of courses, with support from external lecturers. This marked a crucial moment in the ongoing evolution of the program.

Early Years

Rob Veder took on the responsibility of recruiting two mandated tenure-track faculty members over the next two years. He approached Rosenthal and encouraged him to apply. Meanwhile, the research program at the Institute for Childhood Aphasia was winding down, with no plans for renewal. The Institute was cutting ties with Stanford and relocating to San Francisco, where Jon Eisenson would be joining San Francisco State University. Rosenthal had limited options with the research grant ending. He decided to pursue the position.



Robert A. Veder

The outcome was not guaranteed. Rosenthal had not made a compelling impression on the department chair, Bob Martin. When he had taught the opening courses in 1970-71, enrollment had been huge. Rosenthal believed that a difficult first course was needed to persuade students that the route to becoming a speech-language pathologist was rigorous. He did not understand that the university currency was student FTE. Martin was not happy to see students dropping out of the major after the first course offering. In several meetings with Martin during the summer the misunderstanding was resolved. With Veder's endorsement, Rosenthal was offered the faculty position, commencing in the fall quarter of 1972.

By the conclusion of the 1972-73 academic year, Rosenthal had taught courses encompassing all aspects of speech and language disorders, while Veder focused on audiology and hearing science. While Rosenthal possessed expertise in child language disorders and fluency, he faced challenges in areas such as voice and craniofacial disorders. Recognizing this gap, both Veder and Rosenthal agreed that the next faculty hire should address those specific needs.



Rhoda L. Agin

A nationwide search identified a promising candidate in Rhoda Agin, a recent Ph.D. graduate from the University of Illinois. Agin joined the faculty in the fall of 1973, completing the core faculty lineup and providing the program with needed expertise in voice, cleft palate, and other organic disorders.

In 1973, the program lacked a dedicated clinic. Instead, it operated out of three offices in the main hallway of the MB building, opposite the current clinic director's office and the present clinic entrance. The program also lacked dedicated classrooms, with classes held in Robinson Hall and occasionally in the Arts and Education building. Concurrently, the Teacher Education program mandated a speech proficiency screening for teaching credential applicants, overseen by Louise Hanover of the Speech and Drama department. Undergraduate students in the program interacted with Hanover for their sole direct contact experience, participating in screening speech proficiency of future teachers and referring for therapy those in need of assistance.

Despite these constraints, the academic program emerged as exceptionally strong, benefiting from contributions by faculty from other departments and professionals in the Bay Area. Some former Institute for Childhood Aphasia research team members relocated to the Hayward campus, and experts like Donald Morehead and Eleanor Kaplan Levine enhanced the program. Morehead, known for his work on language development in language-delayed children, joined the Department of Human Development faculty, where he taught courses in child language development. Kaplan Levine, a psychologist, joined the Psychology Department, teaching courses in cognitive development. These offerings in other departments alleviated the need for some basic courses in our own undergraduate course structure.

Within our own course structure, Phonological Disorders in Children was taught by Arthur Compton, who in seminal research had introduced the concept of generative phonology in the evaluation and treatment of children's speech sound disorders. Dorothy Tyack and Robert Gottsleben taught a significant portion of the Child Language Disorders course, introducing students to procedures for language sampling and analysis. Later, Marilyn Silva from the English department offered linguistics

courses, including phonological development. Part-time faculty members, such as Donald Belt and Joan Fertman Wolf, among others, also made noteworthy contributions to the evolving program.

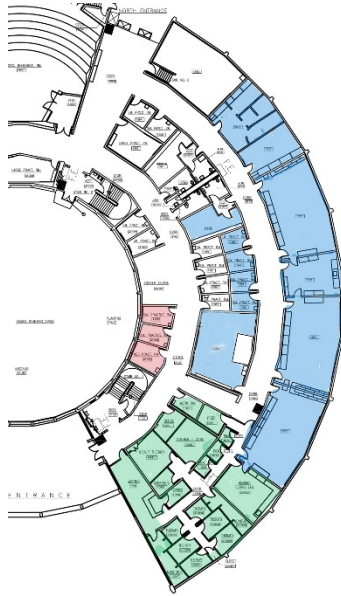
Crisis Times

A recurring theme in this narrative underscores the establishment and growth of a program amidst the challenges posed by limited university resources and, at times, a skeptical administration. Particularly during the mid- to late-1970s, the prevailing conditions were dire. The entire nation grappled with economic peril marked by record-high interest rates, elevated unemployment, and diminishing tax revenues. California was no exception. The State University System faced substantial pressure, coping with severe budget cuts. The Chancellor's office contemplated the closure of entire campuses, and among the vulnerable ones, Hayward stood out due to its modest size and lower-than-projected student enrollment.

In response to the financial crisis, campuses were directed to compile lists of potential faculty layoffs based on seniority, including those with tenure. This period was accompanied by intense anxiety, as both the campus and our program were at risk. Despite the challenging circumstances, our program survived. Miraculously, we not only endured but thrived, a testament to Veder's strategic initiatives. Rob Veder's remarkable tenure as program director and later as chair of our department extended for an unprecedented 18 years, a duration rarely witnessed in a system where department chairs typically rotate among various faculty members, seldom exceeding three to five years. Two primary factors contributed to this uncommon longevity.

First, as an audiologist, Veder had a limited number of courses to teach. Despite initial expectations for the development of a master's program in audiology, it failed to materialize. This was due to two decisive factors; the lack of necessary resources and the evolving landscape of audiology, which initially encouraged and later mandated a doctoral degree as the minimum preparation for practice.

Second, there were not sufficient audiology courses to constitute a full teaching load. By assuming administrative responsibilities, Veder could meet the requirements of full-time status. This unique circumstance allowed Veder to invest substantial time and effort into administrative roles, shaping the trajectory of our department over nearly two decades. Veder's tenure at San Jose State before joining Hayward equipped him with valuable insights into effective approaches for engaging with the administration to secure funding for various initiatives. His prior experience provided him with a nuanced understanding of the administrative processes and dynamics. This enabled him to navigate efficiently and advocate successfully for financial support for different projects.



Red-Original Office Space 1972
 Green-Clinic and Lab Space 1976
 Blue-Expanded Clinic, Lab, and Classroom Space 2005-2020

The inaugural initiative was the establishment of a clinic. Although the original master plan envisioned a separate clinic building adjacent to Robinson Hall, situated between Robinson and the amphitheater, this plan never materialized. Collaboration with the university architect led to an alternate proposal, converting several classrooms and music practice rooms in the MB building into a clinic space. The proposal, supported by the Speech and Drama department, sought a modest construction budget of \$50,000, covering both construction expenses and equipment for the clinic. The project was justified by the requirement within the undergraduate major that mandated students complete a clinical practicum requirement as part of their degree. With no existing facility to fulfill this requirement, construction, it was argued, was imperative. Remarkably, despite the economic crisis in 1974, the project secured approval. Construction commenced in 1975 and was completed in time for the fall quarter of 1976.

The clinic, still occupying its original space, comprised a waiting room, reception area, office, a suite of six observable therapy rooms, a sizable observable group therapy room, a library-conference room, three practice testing rooms, and a laboratory space equipped with an audiology test booth. This initial configuration served as the foundation upon which significant additional space and facilities were added.



Original Clinic Reception Area-Gwen Captain at the Counter with Students



Remodeled Reception Area. Marianna Wolff and Robert Peppard

Leveraging the Clinic Opportunity

Establishing and maintaining clinical operations presented unique challenges that diverged from the requirements of typical academic departments. Operating within the framework of Speech and Drama, the program initially relied on administrative support in Robinson Hall for secretarial and routine office services. However, the demands of running a speech, language, and hearing clinic in an entirely

different location necessitated a resident staff. Consequently, Veder justified the need for additional personnel, leading to the creation of a specific clinic administrative assistant role to manage appointments, greet patients, oversee intake procedures, and maintain clinic records.

The primary responsibility of faculty was teaching the courses in the curriculum. Their availability to supervise clinical training was limited. Therefore, the positions of Clinical Supervisor and Clinic Coordinator (later Director) were established. As Human Resources lacked such classifications, new job descriptions had to be crafted. The inaugural hire was Judy Huret, who played a pivotal role in developing many of the original clinical policies and procedures.



Judy Huret, First Clinic Coordinator and Rob Veder, First Program Director in New Clinic Audio Suite in 1976

A succession of coordinators and directors, including Martha Manning, Christine Strike-Roussos, Barbara K. Rockman, Shelley Simrin, Audra Elliot, Jenny Rosenquist, Ellen Bernstein-Ellis, and Sophia Kanenwisher, all contributed to the evolution of the clinical operation. Numerous part-time supervisors from school, hospital, and rehabilitation settings have also made substantial contributions to the program over the years.

In the early stages of operating the clinic, securing funding for the necessary level of supervision proved challenging, especially after the graduate program was estab-

lished. Despite persistent efforts by Veder, he was unable to convince the administration to hire part-time faculty to cover clinical supervision as required coursework. In response, the faculty decided to implement a fee-for-service clinic, charging modest fees for therapy sessions with a flexible policy to waive fees for those facing financial hardship. A University foundation account was established to receive clinic fees. These fees played a crucial role in hiring additional clinical supervision. The faculty collectively managed the foundation account, deciding on fund allocations for supplies, testing and therapy materials, and equipment that the university couldn't provide.

Through these strategic measures, a robust and well-funded clinic operation emerged, benefiting not only the students in the program but also the broader community.



Shelley Simrin, Longest Serving Clinic Coordinator/Director

Graduate Program Redux

The campus master plan that initially mandated our degree program envisioned the launch of a graduate degree program within three years, targeting 1973. However, the financial constraints of that era not only postponed the implementation of the graduate program but also removed the proposal from the master plan altogether. Ken Perrin's original curriculum plan included three graduate courses as an initial foundation for the master's degree. Although these courses were initially listed in the university catalog, they faced removal with the abandonment of the graduate program. To salvage them, we successfully proposed converting them into upper-division electives.

The program's mission concentrated on producing highly qualified undergraduates capable of effectively competing for entry into graduate programs at other universities. This objective proved remarkably successful, with a diverse curriculum offering an array of elective courses. Despite the challenges posed by budget constraints and the delayed introduction of the graduate degree, the program persevered in delivering a rich academic experience for our undergraduate students who were highly sought after by neighboring graduate programs.

Despite the challenges, our goal remained the initiation of the graduate program. By 1982, the economic landscape had improved, and the university's budget had seen positive changes. Seizing this opportune moment, we presented a proposal to revive the master's degree program. Crucially, we argued that introducing the graduate program would not incur significant additional costs for the campus.

The foundation for a graduate program was already in place, with a well-established clinic that was appropriately staffed and equipped. Additionally, we had three tenure-track faculty members and identified the need for just one more to cover the additional graduate courses. An evident point in our favor was that the campus was losing students who sought graduate degrees at other institutions. We contended that establishing the master's degree program would not only retain these students but also attract more, thus contributing to the university's overall enrollment and academic appeal.

The timing was strategic, aligning with improved economic conditions and a more favorable budgetary environment. The proposal, thoughtfully curated with new course proposals and backed by the department, the support of Alan Smith (Dean of Arts, Letters, and Social Sciences), and various faculty committees, successfully navigated through the approval process within the academic senate. Subsequently, the graduate program was officially launched in 1983, with the inaugural class graduating in 1984.



First Class of Graduate Students in 1984

Following the requisite three years of operation stipulated by the American Speech-Language-Hearing Association (ASHA), we applied for program certification, a significant milestone. The attainment of certification provided us with a solid framework, enabling us to reference ASHA program requirements and reviewer recommendations when seeking additional staffing and new course approvals. As anticipated, our commitment to increased enrollment was realized. The program attracted a substantial number of individuals holding bachelor's degrees in diverse disciplines. These candidates needed to enroll in most undergraduate courses to complete basic prerequisites as well as ASHA certification requirements. That naturally contributed to higher enrollment in undergraduate courses. Moreover, the program attracted students from other speech and language undergraduate programs beyond our own institution.

In California, legislative changes mandated that Speech and Language specialists in public schools meet the highest standards in the state, equivalent to licensure requirements. In response, a specialist credential in speech-language-hearing was established in collaboration with the School of Education, involving the addition of one or two courses to meet the newly revised standards.

The introduction of the graduate program brought with it a new set of administrative responsibilities that exceeded the capacity of the program director and, later, the chair. In response, the position of graduate coordinator was established to address these evolving demands. Managing tasks such as recruiting and processing graduate applicants, which were then paper-intensive and time-consuming.

William Rosenthal undertook the role of graduate coordinator in 1984 and continued in that capacity until 2002. During his tenure, the administrative processes were managed with the resources available at that time, which were notably more manual compared to the streamlined and centralized online systems in place today. Following Rosenthal's service, Robert Peppard assumed the role of graduate coordinator, succeeded later by Elena Dukhovny. These individuals played crucial roles in facilitating

the smooth operation and growth of the graduate program, adapting to the changing administrative landscape over the years.

The Great Schism

The Speech and Drama department faculty, of which we were part, held weekly meetings in the conference room in Robinson Hall. Meetings were cordial and a number of close cross discipline friendships developed over the years. Still, there was a persistent sense that the department's diverse programs had little academic commonality. In the late 'eighties, these divergences became increasingly pronounced, with John Cambus being anxious to exploit his interests in journalism and mass communication. Cambus thought those interests would be best served by a separate academic department. Therefore he initiated efforts to establish a new department focused on Mass Communication.

As it became evident that Cambus's initiative would be successful, other members of the department began questioning their alignment with the current department structure. Following thoughtful discussions, the decision was made to propose a split into three new departments: Speech Communication, Theater and Dance, and Communicative Sciences and Disorders. Our chosen department name aligned with ASHA's preferred designation at the time. The proposal received approval following the standard administration and faculty committee reviews. Robert Veder, who had served as the program director, was recommended by the faculty to become the new department's chair.

The transition to department status had minimal impact on the day-to-day operations of the academic and clinical program, although the department now had to manage its own budget and office support. The clinic administrative assistant assumed the additional role of department secretary, necessitating additional front office staffing.

Over the years, various individuals have occupied administrative roles in the department, but a few stand out for their long service and dedication, including Trisha Dimmer, Susan Rodrigues, Gwen Captain, Bobbie Brinker, and Marianna Wolff. They provided continuity across time and changing faculty.

There is the old admonition to be careful what you wish for. Our wish to be a separate department once fulfilled led to some unforeseen challenges. As part of the established Speech and Drama department, we were somewhat shielded from administrative pressures. However, as a standalone department, we suddenly became more visible, and unfortunately, felt somewhat misplaced in a school (college) that appeared uncertain about how to integrate us. Under the long tenure of Arts, Letters, and Social Sciences Dean Alan Smith, our program and department thrived within budgetary constraints. After Smith's retirement, subsequent deans, of whom there were several, did not consistently offer the same level of support, some asking whether we might be better suited in another school or college.

Similar tensions were experienced by other departments across the university, leading to a perceived need for a new college accommodating health-related disciplines. As of this writing, the prospect of a College of Health is on the horizon, nearing the realization of that objective.

The President Joins the Faculty

Ellis McCune, the second president of the university, assumed the position six years after the establishment of the current Hayward campus. During his 23-year tenure, the college laid the foundation of core buildings and programs that eventually evolved into the present university. However, there was a consistent shortfall in projected student enrollment, leading to the Hayward campus being dubbed the best-kept secret in the Bay Area and the California State University system. A group of faculty members envisioned the campus as a liberal arts outpost within the CSU, with a preference for low enrollment and an exclusive student body. That view was not consistent with the core East Bay population from which the student body was largely drawn. Many of these students were the first in their family to attend college. Their interests were more pragmatic. They sought an education that led more directly to well-paying occupations and careers.

Additionally, there was minimal outreach to alumni or the community for financial support until late in McCune's tenure when a university outreach program was established. Dennis Lavery became the first head of University Advancement.

Upon President McCune's retirement announcement in 1989, a search for his replacement began. The Chancellor's office invited faculty nominations, and a campus faculty selection committee would interview and vet candidates, with their recommendation carrying significant weight. Many faculty members sought a leader who could expand the university's vision and guide it in a new direction.

Norma Rees and William Rosenthal had been professional colleagues for years. Both were interested in language acquisition and child language disorders, and they held similar views on aspects of the problem that diverged somewhat from the mainstream. They had participated together in several sessions on the topic at ASHA conventions. During that time Rees was teaching at Queens and Hunter Colleges, after which she became Dean of Graduate Studies at City University of New York (CUNY). This led to more ambitious and noteworthy administrative positions as Vice Chancellor at the University of Wisconsin, Milwaukee, and later the Massachusetts Board of Regents of Higher Education where she was the Vice Chancellor for Academic Affairs, Policy, and Planning. She also served as ASHA president for two years.

Rosenthal called Rees and told her about the new opening. She asked, "Do you want to nominate me?" Rees had other long term professional friends in the Bay Area. Thus, several letters went forward nominating her for the president's position. Arriving several days prior to her campus interview, she met with Rosenthal, who explained the problems facing the university and what some faculty believed needed to be done to expand its footprint and community engagement. By the time of her interview with the selection committee, she had already met with the mayors of Oakland, San Leandro, San Lorenzo, and Hayward. She was able to articulate to the committee a vision for the university that incorporated the needs of the campus and the larger community that it served.

Rees' nomination topped the list of recommendations sent to the Chancellor's Office, and she was subsequently appointed president. While it was customary for the university president to hold a professorship with tenure, final approval rested with the home department and the faculty senate. The

CSD faculty enthusiastically endorsed Norma Rees' appointment as a full professor with tenure in our department, welcoming her as a member of the faculty. Throughout her years as president, Rees consistently and proudly referred to Rob Veder, the department chair, as her “boss.”



Norma Rees

As president of the university Rees' schedule did not permit her to teach in the department, although in the early years she appeared as a guest lecturer in several department courses. While her dual role as president and faculty member indirectly benefited the department, Rees emphasized from the start that she could not show favoritism to the department, and that its success should stand or fall on its own merits.

Her recusal apparently did not extend to her provost, who sometimes seemed to magically find funds to support departmental activities. Perception is often more powerful than reality, and school deans and other administrators were reluctant to confront the department that was home to the president. Simultaneously, the department's faculty felt a strong obligation to make it a showcase within the university—an entity that President Rees could point to with pride.

Norma Rees' commitment to increased community engagement and the expansion of the university footprint yielded indirect benefits for our department and others. One notable example was her support for the School of Business in launching an international MBA program, significantly raising the school's profile among alumni and the business community. Private donations resulting from this initiative facilitated the construction of the Valley Business and Technology Center, marking the first new construction on campus since 1971. As the business school's operations originally in the MB building moved to new quarters, areas in the MB building began to open up, making possible a significant expansion of our department's space.

Norma Rees spearheaded a significant expansion of University Advancement with the goal of engaging alumni, the broader community, and corporations as potential sources of donations. The success of these efforts led to additional construction projects, including the development of the new student union and student housing. Rees believed that having students in residence was essential for maintaining a vibrant and active campus.

Her strategic initiatives extended to the establishment Downtown Oakland Center and solidifying the Concord Center as an integral part of the university. Both were crucial moves that positioned the university as the dominant higher education source in the East Bay. One of her last initiatives was changing the university's name from CSU, Hayward to CSU, East Bay, reflecting the university's broadened reach and the three-campus configuration.

As the university's reputation grew, so did the standing of our department. Our master's graduates emerged as the primary source of speech-language pathologists in East Bay school districts, hospitals, rehabilitation centers, and skilled nursing facilities. When Norma Rees retired in 2006, both the university and her home department were in robust positions, a testament to her transformative leadership. In 2014,



Note that the date on the plaque is the beginning date of the program, not the clinic. The clinic was established in 1976.

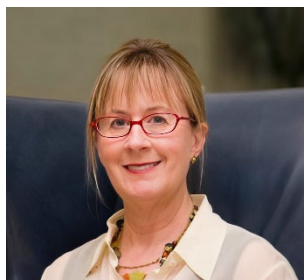
in recognition of Norma Rees leadership and contributions to the university and the profession, California State University, East Bay dedicated and renamed the Speech Language and Hearing Clinic after Norma S. Rees, former university president, and her husband Ray Rees.

Faculty Initiatives and Path for the Future

Following Norma Rees' retirement, the campus continued its expansion under the leadership of presidents Mohammad H. Qayoumi and Leroy M. Morishita. However, from our department's perspective, the most impactful leadership has come from Cathy A. Sandeen, who became president in 2021. Her initiative to establish a College of Health was long overdue, uniting departments with the shared focus of providing professional services to clients and patients. Previously, these departments were dispersed among colleges that did not fully appreciate their unique requirements such as certification and accreditation by their respective professional organizations and government agencies.

The concept of a school or college of health was proposed to Norma Rees, albeit somewhat late in her presidency. By that point, she had expended much of her political capital and saw limited prospects for success in presenting this idea to the broader faculty. President Sandeen and all those involved in advancing this goal deserve recognition for undertaking a project that did not receive universal support on campus but ultimately will bring significant benefits to the programs involved and to the university at large.

By the 1990s, the department had achieved a level of stability and security that allowed energy to be directed toward more innovative and expansive directions. Examples included the development of a student research journal, a distinguished lecturer series, and clinical rounds focusing on individual disorders. These initiatives often reflected the specific interests of individual faculty members and received support from intramural funding as well as external grants. Each of the twenty talented tenure track faculty that have passed through the department portals has made some unique and important contributions to the program. Some of these initiatives were transitory, others have become an established part of the program.



Jan Avent, Founder of the
Aphasia Treatment Program

Perhaps most noteworthy is the Aphasia Treatment Program (ATP). Starting in 1996, it has continued through the 2020's as the most enduring of faculty initiatives. Founded by Jan Avent, it has engaged numerous students and faculty over the years. In 2013 it received the ASHA Distinguished Service Award for a project to establish an Aphasia Friendly Guide for Yosemite National Park. ATP members collaborated with the National Park Service to develop the guide. The project was also recognized by the National Stroke Association and in 2014 received the CSHA Public Service Award. More recently, the Aphasia Tones choir was founded by Ellen Bernstein-Ellis, ATP director emeritus.

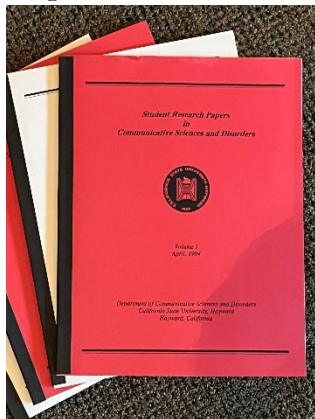
As the first fifty years came to a close, an unexpected challenge emerged—the COVID pandemic. The nearly complete shutdown had a profound impact on our program, the entire university, and the world. In response, the faculty and staff of our department tackled this challenge by embracing distance learning and telepractice. Although it is less than ideal for instruction and clinical treatment, these formats presented an opportunity to explore new methods of teaching and service delivery.



Student Research

Student involvement in research has been a cornerstone of the department. In recent years, the number of students choosing the thesis option has increased. However, the majority still choose the comprehensive examination as their capstone experience. Recognizing the importance of training clinician scientists, our faculty has proactively created opportunities for students to learn about research and develop critical evaluation skills.

One of our earliest initiatives in this regard was integrated into the Research Methods course. Beginning in 1993 students were required to plan and execute an original experimental (not library) research project as part of the course requirements. Each of the research projects was conceived, planned, executed, analyzed, and written up over the span of an eleven-week academic quarter.



Student Research Journal

To provide additional motivation, we established a competitive process whereby six to eight of the roughly twenty papers produced each year were selected for inclusion in a student research journal. The journal was distributed to sister institutions and cataloged by the CSUEB library. Volume 1 of the journal was published in April of 1994, with William Rosenthal serving as the editor until 2007, succeeded by Janet Patterson in subsequent years.

Furthermore, as part of our commitment to highlight student research, two or three projects were chosen annually to be sponsored as student poster sessions at the ASHA and CSHA conventions, as well as the CSU-wide student research competition.

Perhaps more significant has been the integration of students as active participants in faculty research endeavors. A prime illustration of this is the student involvement in the Aphasia Treatment Program (ATP), which was initiated in 1996 under the leadership of Jan Avent. Students have been actively engaged not only in the treatment aspect, but also as integral members of the research teams led by ATP directors, including Jan Avent, Janet Patterson, Nidhi Mahendra, and Ellen Bernstein-Ellis. Research stemming from the ATP has consistently involved student participation, frequently resulting in co-authorship of research articles.

Subsequent faculty research initiatives that have included students as research assistants and co-investigators include:

Aging and Cognition Research Clinic (ACRC), Nidhi Mahendra

Fluency Treatment and Theory, William Rosenthal

Early Social Communication Research Clinic, Shubha Kashinath

Alternative and Augmentative Communication (AAC), Elena Dukhovny

Brain Rehabilitation and Investigation of Neuroplasticity (B.R.A.I.N.), Pradeep Ramanathan

Neurocognitive Research on the Rehabilitation of Language (NRRL), Michelle Gravier

Multilingualism Lab, Eve Higby

Child Language Development and Disorders, Katrina Nicholas

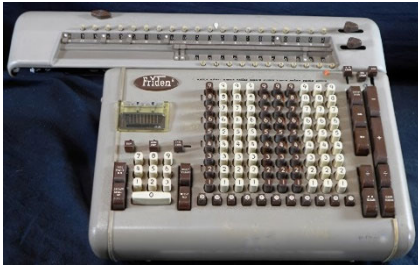


IT Revolution Evolution

Our department is part of a world that has witnessed remarkable growth and ground-breaking transformation in information technology. In a way, the department and IT have grown up together. My personal journey with IT intertwines with the department's development, and I've chosen to depart from my role as an objective narrator to recount this part of the story in the first person. My story begins somewhat earlier.

Back in 1965, as my military service at the Army Audiology and Speech Center at Walter Reed Medical Center neared its end, I was tasked with completing the statistical analyses of data from an on-going research project. This required the calculation of dozens of means and standard deviations. I convinced the Army to spend taxpayer money on what was then the state-of-the-art machine; a Friden SRQ calculator. This was a mechanical rotary calculator, similar to a mechanical adding machine, but more sophisticated. Data was entered on the left and right side of an extended keyboard. The machine's registers would accumulate the terms required for statistical calculations. Finally, a single key-stroke would calculate the square root of terms yielding the final result. There was something strangely

satisfying about listening to the whirring wheels and chattering carriage as the numbers magically appeared one-by-one in the top register.



Friden SRQ Calculator

Then at Stanford, early in 1966, I attended a demonstration of the Wang Corporation's new electronic calculator. This machine could do everything that the Friden could and more. The results appeared instantaneously in an electronic display. It was half the size of the Friden, weighed about 75% less, and was completely silent.



Wang Electronic Calculator

One day in 1966 we noticed an entire courtyard area of the Stanford Medical Center being enclosed in glass in preparation for the installation of an enormous IBM 360-50 main frame computer. This



IBM 360-50 Mainframe Computer

computer, using time-sharing technology, became the data processing hub for research and clinical labs. The time-sharing concept extended to placement of IBM terminals throughout the Center. These were bi-directional Selectric typewriters that allowed communication with the main frame. Students in the medical school received free accounts to help with the shakedown phase of the installation. Learning to program in PL1 on this main-frame was my first foray into the world of computer programming, a skill that

proved invaluable for future academic pursuits. I used that system to complete the data analyses for my dissertation and also to (legally) complete a take-home exam in statistics. Completing a take-home statistics exam using an IBM main frame computer was comical if not absurd.

By 1974, as we planned the construction of our department clinic and lab at Hayward, we sought to include a computer to support our research endeavors. Our choice, the Wang 2200 desktop computer, initially faced rejection from the purchasing department because of a policy that only computer centers and computer science departments could have computers. We resubmitted the request, describing the Wang as a "data acquisition and analysis device." This time the order went through.

The Wang and its slave printer lived in the alcove behind the audio booth in the lab. The 2200 came with 4K of RAM that we upgraded to 8K. It used a cassette tape drive to save and upload data and program files. It had a small CRT screen to read out displays of data, program lines, and rudimentary games. The programming language was BASIC. The unit weighed 49 pounds. Nevertheless, Rob Veder and I took turns hauling the unit home over quarter breaks. Along with our children, we learned to write programs, often typing in many lines of code to produce games like Life, Hunt the Wumpus, and a primitive version of Star Trek.

One of our early clinic coordinators, Martha Manning, envisioned a more efficient way to match students with clients using the Wang computer. Disliking the manual task of considering student needs, client schedules, and specific disorders, Martha proposed automating the process. We hired a programmer to develop the necessary code for this task. The resulting program, while effective, generated a lengthy printout spanning about five pages of computer paper, too extensive to be accommodated at once in the Wang's memory. The program had to load and run in segments. To execute the program, Martha would spend an afternoon inputting student and client data before initiating the process. Once started, we would secure the lab, posting a note that read "Do Not Enter," and leave for the day. By the following morning, after 12 to 15 hours of computation, the program would produce the printout needed for Martha to make clinic assignments.



Wang 2200 Desktop Computer

In 1977, Apple entered the desktop computer market, targeting the educational sector with vibrant displays and innovative software. This development proved particularly beneficial for therapy sessions with children, as the computers offered engaging word and picture games. Recognizing its potential, our clinic swiftly embraced this technology, becoming one of the university's early adopters. Two Apple computers found a home in the practice therapy rooms lining the main corridor of our clinic.

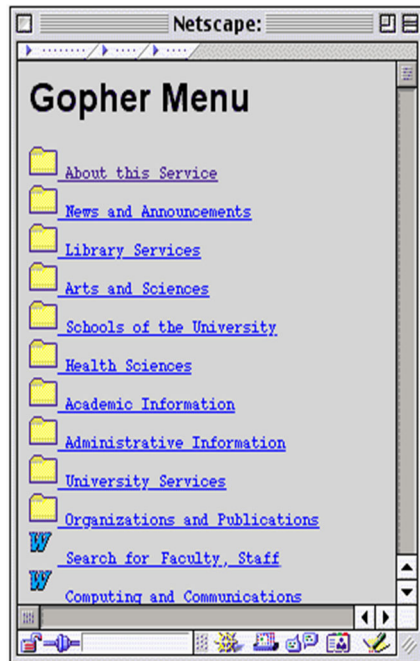


Apple IIGS Desktop Computer

The CSU system struggled with how to incorporate the emerging IT landscape, leading individual campuses to devise their own strategies. Our campus opted to move away from the concept of a centralized computer system and instead focused on establishing nodes within each building. This shift was facilitated by the development of smaller yet more powerful servers and routers, rendering large mainframe computers obsolete for our needs. The early adoption of this approach was evident in our MB building. It was among the first to undergo installation, largely driven by the presence of the business school on the second floor.

Around 1982, the campus initiated the distribution of IBM PCs to department offices and individual faculty members. While email communication within the campus system (LAN, Local Area Network) was established, connectivity with the outside world was still absent. Sensing that this would soon change, Ann Meyer from Human Development and I embarked on developing our respective department sites on the campus system. We were likely among the earliest such initiatives at the department level. These early endeavors were primarily text-based, devoid of graphics or photos. They essentially mirrored segments of the university catalog.

As the campus gradually established connections to the outside world in the late 1980s, email protocols enabled communication with other CSU campuses and an expanding network of universities. On the day we officially "went live," I sent an email message to my friend Len at USC. Len, a computer scientist and mathematician, was part of the team credited with inventing public key cryptography—



Sample Text Based Gopher Menu

a system crucial for data encryption protection. In his response, Len sent a return email welcoming me to the "information superhighway." Little did we anticipate the eventual congestion and hazards that would come to define this digital thoroughfare.



IBM PC Desktop Computer

In 1991, the University of Minnesota introduced the Gopher internet protocol, named after the university's mascot. This protocol enabled users to search for and access files stored on various remote web servers. While the file structure was rudimentary, consisting solely of simple text files, it marked a significant step forward in making departmental information available online. Despite this advancement, there were relatively few individuals actually looking.

Among the early SLP adopters of the internet was Judith Maginnis Kuster from the Minnesota State University system. I knew Judy from our encounters at ASHA conventions, owing to our shared interest in stuttering and other fluency disorders. In the mid-90s, Judy initiated an internet resource called The Stuttering Home Page, which remained in a text-only format well into the 2010s. This resource provided valuable information and support for individuals interested in stuttering and related topics.

Additionally, internet resources were complemented by user groups like USENET (User's Network), with dedicated forums such as "alt.support.stuttering." These platforms facilitated discussions and exchanges of information among individuals with shared interests. Furthermore, email lists linked to specialized servers, known as listservs, emerged, including STUTT-L, STUTT-X, and STUTT-HLP, catering to those interested in stuttering. Similar resources emerged for other disorders, reflecting the growing influence of the internet on knowledge dissemination and community building within the field of speech-language pathology.

The decade from 1990 to 2000 was one of explosive development and upheaval for IT. In the beginning, to make the computer do something useful, one needed to understand and be able to control its operating system. Recognizing the need for user support, third-party developers flooded the market with a multitude of instructional books. One notable example is the esoteric disk operating system (DOS) used in IBM and Microsoft-based computers. Books like "The DOS Bible", authored by Steven Simrin, the husband of our colleague Shelly Simrin emerged to demystify this complex system.



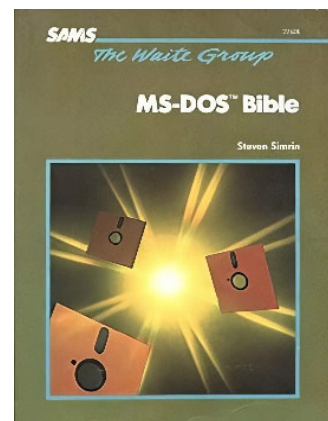
Judy Kuster's Stuttering Home Page 1996

In those early days, if we desired the computer to perform a specific task, we had to craft a program instructing it on which actions to take. This was typically achieved using BASIC programming (Beginners' All-purpose Symbolic Instruction Code). The scheduling program developed for Martha Manning on the Wang 2200 exemplifies this approach. As time progressed, professionally crafted software programs started to emerge rapidly. Primarily designed for office support functions, these applications encompassed word processing and data processing, along with sophisticated statistical software packages.

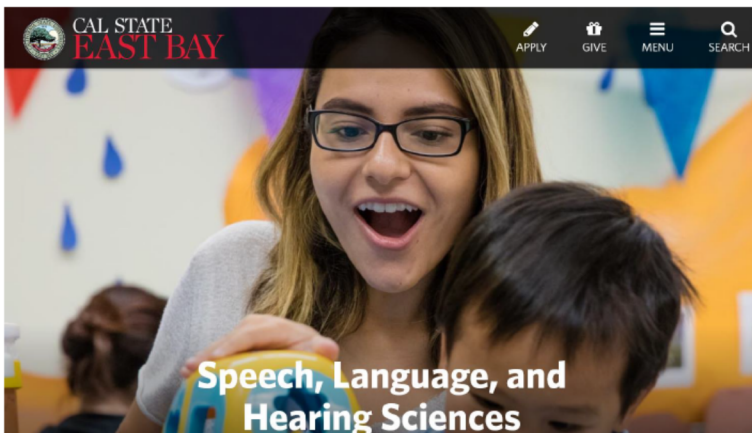
In 1993, the World Wide Web protocol was introduced, marking a significant milestone in the history of computing. With this development came the need to grasp a new programming language, HTML (Hypertext Markup Language), which served as the foundation for constructing websites. HTML allowed the integration of graphics and color, enhancing the visual appeal and functionality of computers.

In response to these advancements, the university took steps to establish a fresh web presence. The initial iteration was just three pages deep, featuring links to various administrative units, colleges, and departments. While these pages maintained a consistent "look" indicative of CSU, Hayward, there was noticeable divergence in format among the college pages. Moreover, departmental websites, if they existed at all, lacked uniformity, and followed no discernible pattern. It was akin to navigating through the "wild west" of the internet.

I recognized the importance of creating a positive first impression to engage potential applicants to our program. In essence, the web emerged as a powerful marketing tool for our department. Collaborating with fellow faculty members, I aimed to ensure that our department's web presence seamlessly integrated with the university's format and visual identity.



The "MS-DOS Bible" by Steve Simrin



Evolution of Department Web Page Headers Over the Years

standardized format for departments, we quickly adapted to comply with these requirements.



Current University and Department Format as of 2024

To achieve this, our site adopted the same header and design elements as the main university page for our interior department pages. This uniformity not only enhanced the professionalism of our online presence but also reinforced our affiliation with the broader university community.

As the late '90s approached, the establishment of a university-wide Web Development Group in which I participated further facilitated coordination and guidance for the university's overall web strategy, ensuring a cohesive and effective online presence across departments and units.

During the period from 1993 to 2003, I took on the responsibility of managing our department's web pages, ensuring they remained in step with the evolving format standards of the university. As the university began to mandate a



CALIFORNIA STATE UNIVERSITY
EAST BAY

Communicative Sciences & Disorders

Information and Resources
Program News and Extras

Go to the Program News and Resources link for more information on this and other news!

Some links on this page require Adobe Acrobat Reader



ranked Speech-Language Pathologist 27th out of 50 best jobs in America.



Information for Prospective Students	Information for Current Students
<ul style="list-style-type: none"> General Program Information How To Apply Financial Aid International Students Career Information About Speech-Language Pathology & Audiology Accreditation Information and Data Frequently Asked Questions (FAQs) (revised 10/09) Campus Map <p>There will be an Open House for prospective graduate students, hosted by Dr. Robert Peppard, Admission Coordinator, on Tuesday November 17, 2009 at 6:30pm. Location: Hayward Campus, CSD Clinic, MB1099.</p>	<ul style="list-style-type: none"> Archives for Graduation Class Schedule Fall 2009 Textbooks Forms and Policies B.S. Degree-Student Audit (new) Faculty and Staff Office Hours Blackboard Mc-CSUEB University Adjustment Center CSUEB Library/Electronic Resources CSUEB Confidential Student Services Center Contact NSSLHA - National Student Speech-Language-Hearing Association <p>A non-mandatory group advising session for 1st degree undergraduates will be held Tuesday, October 27th from 8:00 to 10:00 am in MB2061.</p>
Degree/Credential Requirements Prior to Fall 2010 <ul style="list-style-type: none"> Undergraduate B.S. Degree Undergraduate Courses Undergraduate Roadmap - Fall 2008 (revised 10/09) Undergraduate Roadmap - Fall 2009 Undergraduate Advanced Electives (new 10/09) 	Degree/Credential Requirements Starting Fall 2010 <small>(Please note the curricular modifications for the B.S. and M.S. degree will go into effect Fall 2010.)</small> <ul style="list-style-type: none"> Undergraduate B.S. Degree Undergraduate Courses Undergraduate Roadmap - Fall 2010
<ul style="list-style-type: none"> Graduate M.S. Degree Graduate Courses Conditionally Classified Category I Roadmap - Fall 2008 (new 10/09) Conditionally Classified Category I Roadmap - Fall 2009 Conditionally Classified Category II Roadmap - Fall 2009 Conditionally Classified Category II Roadmap - Fall 2009 Second Year Only Speech-Language Pathology Services Credential 	<ul style="list-style-type: none"> Graduate M.S. Degree Graduate Courses Conditionally Classified Category I Roadmap - Fall 2010 Conditionally Classified Category II Roadmap - Fall 2010 Speech-Language Pathology Services Credential
Clinical Services and Information <ul style="list-style-type: none"> Speech, Hearing and Language Clinic How to get Speech and Language Services Mobile Speech and Hearing Screening Aphasia Treatment Program ADP Website - Created by student clinicians and participants of the Aphasia Treatment Program ACRC - Aging and Cognition Research Clinic Therapy Treatment Programs TALK - The Autism Language Clinic 	Quick Links to Important WEB Sites <ul style="list-style-type: none"> Net Connections for Communication Disorders and Sciences - The most complete reference for communicative disorders available University Programs in Speech-Language Pathology and Audiology - Links to select university programs American Speech-Language-Hearing Association (ASHA) California Speech-Language-Hearing Association (CSHA) Speech-Language Pathology and Audiology Board (State of California License) California Commission on Teacher Credentialing (School Credential)



Department of Communicative Sciences and Disorders 1099 Muir & Brannan Building, CSUEB, Hayward, CA 94542
 Telephone: Academic Program 510-883-3233, Clinic 510-883-3241, TTY 510-883-3337
 Want to talk to the person who maintains this web site? Email: william.reynolds@csueastbay.edu

CSD Home Page



Department Website Directory from 2010

From mechanical calculators to the World Wide Web, each milestone has shaped our approach to education and clinical practice. This was never more evident than during the 2019-2021 pandemic. Without distance learning capability and on-line telehealth clinical services, our program would have been shuttered. Indeed, the entire educational system would have been devastated. It is remarkable to reflect that the phone in your pocket or purse is more powerful than the IBM main frame computer of fifty years ago. Our journey alongside the information technology revolution reflects not only the evolution of computing technology but also our department's adaptability and commitment to innovation.

Our updated web pages featured sections dedicated to highlighting special programs within the department, such as the Aphasia Treatment Program, ACRC, NSSLHA, and events like the Distinguished Lecture series. These additions not only highlighted our department's offerings but also provided valuable information to visitors to the site.

After my retirement, I continued to maintain and update the website as a personal project. However, as technology advanced and administrative capabilities improved, the task eventually transitioned to our administrative coordinator. Nonetheless, I believe it worthwhile to have a faculty member oversee the department website to ensure that the content remains current and accurately reflects ongoing student activities, faculty projects and special events.

RESIDENT FACULTY:

[Click here for all Office Hours](#)

[Click on name or picture to access individual faculty web pages.](#)

Joan P. Patterson, Ph.D. , Kent State University Associate Professor and Chair Areas of interest: child language disorders, adult neurological disorders, clinical research Office: MB 2046 Phone: 510-883-7337 (Office Hours/Click) E-Mail: joan.patterson@csueastbay.edu	Robert C. Fowdard, Ph.D. , University of Wisconsin Professor Associate Professor and Chair Areas of interest: child language disorders, adult neurological disorders, clinical research Office: MB 1092 Phone: 510-883-4110 (Office Hours/Click) E-Mail: robby.fowdard@csueastbay.edu
Jan R. Aram, Ph.D. , University of California, San Diego Professor Areas of interest: adult neurological disorders, clinical research Office: MB 2007 Phone: 510-883-3886 (Office Hours/Click) E-Mail: jan.aram@csueastbay.edu	Norma S. Ryan, Ph.D. , New York University Professor, President of the University Areas of interest: child language (phonology), reading disorders Office: WA 912D Phone: 510-883-3877 E-Mail: norma.ryan@csueastbay.edu
Nishi Mahalingam, Ph.D. , University of Arizona Assistant Professor Areas of interest: Neuropsychology of speech and language, cultural and linguistic diversity Office: Phone: (Office Hours/Click) E-Mail: nishi.mahalingam@csueastbay.edu	Shelley M. Smith, M.A. , San Francisco State University Director of Clinical Services Areas of interest: speech and language disorders, child language, aphasia Office: MB 1097A Phone: 510-883-4762 (Office Hours/Click) E-Mail: shelley.smith@csueastbay.edu
Andrea E. Hertz, M.A. , San Francisco State University Director of Special Programs Areas of interest: autism, child language disorders, dyslexia, & neurocognitive alternative communication Office: MB 1088 Phone: 510-883-4278 (Office Hours/Click) E-Mail: andrea.hertz@csueastbay.edu	

EMERITUS FACULTY:

Rhonda L. Levin, Ph.D. , University of Illinois Professor Emerita Areas of interest: voice disorders, disorders of the orofacial complex, cultural diversity E-Mail: rllevin@csueastbay.edu	Robert A. Yaden, Ph.D. , University of Washington Professor Emeritus Areas of interest: audiology, and rehabilitation E-Mail: rob.yaden@csueastbay.edu
William S. Reynolds, Ph.D. , Stanford University Professor Emeritus Areas of interest: fluency disorders, child language disorders, speech science E-Mail: william.reynolds@csueastbay.edu	All Faculty Members and Supervisors are licensed by the State of California and hold the ASHA CCC in their professional areas

Old Faculty Page from 2010 Website

Coda

Just as organizations have an origin story, as they mature, they also develop a spirit or character, embodying the soul of that organization. The narrative of our program and department is one marked by growth, challenge, innovation, flexibility, and excellence. It recounts not only our history but also serves as a roadmap for the next fifty years, in which resilience and adaptability will maintain our commitment to excellence in speech-language pathology education and clinical services.

Author's Note

I grappled with the decision of whether to present this account as a first-person memoir or to include myself merely as one of the many referenced individuals. Except for the section on IT, I opted for the latter. My belief was that future readers would be more fascinated by the stories rather than the person recounting them. However, writing in the third person carries some risks, implying a level of accuracy and objectivity that may not be warranted. Some dates, in particular, may be off by a year or two.

In narrating the early days, I have relied heavily on memory, supplemented when available by documentation and research. History is always a work in progress. People never tire of improving on other people's memories. Whoever wishes to add to this narrative and carry it forward for the next fifty years is welcome to do so. It is the property of the department, not any one individual.

Special thanks go to Jan Avent, Rhoda Agin, Shelley Simrin, and Elena Dukhovny for their invaluable assistance in reviewing, filling in and correcting my sometimes faulty and absent memories. Carol Murphy provided a critique of the initial draft, ensuring that the narrative remained accessible to a non-Ph.D. level audience. Nevertheless, the final product is entirely my responsibility. I extend my apologies for any errors or omissions and appreciate the understanding of those whose contributions may have been inadvertently omitted or incorrectly attributed.

In addition to the on-site clinical supervisors listed in the Appendix, there have been countless remote site supervisors as well as internship sponsors who have made significant contributions to the mission of the department. Regrettably, there are too many to list here. Please count this as a note of sincere appreciation to those who have participated in those roles. You have all made a positive impact on the department and the profession through your actions.

In certain parts of this chronicle, I have exceeded my self-imposed fifty-year boundary of 2020. Since this was written in 2024, I felt it appropriate to include faculty and staff in residence at the time.

-William S. Rosenthal, August 2024

Appendix

Tenure Track Faculty through 2024

Robert A. Veder-Emeritus; Founding Faculty; Program Director and Department Chair

William S. Rosenthal-Emeritus; Founding Faculty; Graduate Coordinator; Fluency Treatment Program; Student Research Journal; Department Web Master

Rhoda L. Agin-Emerita; Founding Faculty; Curriculum Development; Voice Disorders, Craniofacial Anomalies and Multicultural Communication Disorders; Guide to the Pronunciation of Asian Pacific Names

James Solomon-Neuropathology

Laura Epstein-Child Language Disorders

Jan R. Avent-Emerita; Department Chair; Aphasia Treatment Program (ATP); Extramural Scholarship Development

Norma S. Rees-Emerita; President of the University

Robert C. Peppard-Emeritus; Graduate Coordinator

Jillian G. Barrett-Director of Audiology; Interim Department Chair; Clinic and Lab Space Expansion

Janet P. Patterson-Department Chair; Interim Associate Dean College of Letters, Arts and Social Sciences

Nihdi Mahendra Singh-Department Chair; Aging and Cognition Research Clinic (ACRC)

Patricia Lohman-Hawk-Department Chair; Fluency Specialist

Kai Jason Greene-Child Language Development and Disorders, Graduate Advisor

Rebecca Kelly-Director of Audiology

Shubha Kashinath-Department Chair; Early Social Communication Research Clinic

Elena Dukhovny-Department Chair; Graduate Coordinator; Augmentative and Alternative Communication, Project Listen with AAC

Pradeep Ramanathan-Brain Rehabilitation and Investigation of Neuroplasticity Lab (B.R.A.I.N.)

Michelle Gravier-Neurocognitive Research on the Rehabilitation of Language Lab (NRRL)

Eve Higby-Multilingualism Lab

Katrina Nicholas-Child Language Development and Disorders

Zoi Gkalitsiou-Fluency and Fluency Disorders, Bilingualism, Psycholinguistics

Clinic Coordinators and Directors

Judy Huret

Martha Manning

Christine Strike-Roussos

Barbara K. Rockman

Shelley Simrin

Audra Elliot

Jenny Rosenquist

Ellen Bernstein-Ellis

Anna Krajcin

Sophia Kanenwisher

Long-time Clinic Supervisors

Bonnie Groth

Patricia Yee

Sherrin Loyd

Michaela Sullivan

Karen Jang

Melissa Jakubowitz

Patti L. Solomon-Rice

Lynda Coyle

Bonnie Cabasino

Judy Van Horn
Jill Chandler
Leah Huang
Stephanie Williams
Jerry Lou Vitellaro

Long-term Lecturers

Donald Belt
Joan Fertman Wolf
Arthur Compton
Marilynn Buzolich
Harold Clumeck
Carol Murphy
Sandra Sulprizio
Shelley Simrin
Jennifer Henderson-Sabes
Anna Krajcin
Heather Starmer
Robin Hauge
Stacey Landberg
Nabonita Dutta
Jenan Maaz
Jinyoung Jo

Long-term Administrative Assistants/Coordinators

Trisha Dimmer
Susan Rodrigues
Bobbie Brinker
Gwen Captain

Fran Roccaforte

Kathleen Villongco

Kathy Palmer

Marianna Wolff

Tiffany Ramoneda

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