



May 31, 2019

Dr. Hye Kyeong Seung
California State University, Fullerton
Department of Communication Science Disorders
800 N State College Blvd
Fullerton, CA 92834-9480

RE: CAA #69 – Focused Site Visit Report

Dear Dr. Seung,

Enclosed is a copy of the report of the focused site visit conducted as a part of the process required in the evaluation of your application for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

We are sending you this report in order to provide the program an opportunity to respond to the report, to correct factual errors, provide clarification on issues, or updates on recent actions taken in your program. For areas that do not demonstrate sufficient evidence to support full compliance with the accreditation standard, please describe the steps and timeline employed by the program to bring it into compliance with the standard.

The CAA's final accreditation decision will be based on a thorough review of all accreditation materials for the program(s) including the application, site visit report, focused site visit report, and all program correspondence throughout the review period. Please note that the program's response must be submitted in electronic (PDF) format within 30 days of the date of this letter and provided in electronic format only, and must be provided as a separate document from the official CAA Site Visit Report. Responses should be sent as an email attachment to caareports@asha.org. If the program intends not to submit a response, please submit a letter acknowledging the report has been received, reviewed and the program's intent not to respond.

Upon receipt, the program's response to the site visit report will be forwarded to the site visitors, who will be permitted the opportunity to provide additional comments prior to action by the Council, and to the CAA for consideration in making the final accreditation decision. In accordance with CAA procedures, a copy of the site visit report is also being sent to President Framroze Virjee at this time.

Please contact me if you have any questions or need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony DiLollo".

Anthony DiLollo, Ph.D., Chair
Council on Academic Accreditation in Audiology and Speech-Language Pathology
Enclosure

cc: Council on Academic Accreditation in Audiology and Speech-Language Pathology
Program file

2200 Research Boulevard, Mail Stop 310
Rockville, MD 20850-3289



California State University, Fullerton

College of Communications

**Department of Communication Science Disorders
CAA File # 69**

**Date of Focused Site Visit:
May 10, 2019**

**Site Visit Chair: Gale B. Rice
Practitioner Member: Dianne Mulick-Altuna**

**Program(s) Reviewed:
Speech-Language Pathology (M.A.) Residential**

INTRODUCTION

The Department of Communication Sciences and Disorders (CSD) is part of the College of Communications at California State University, Fullerton, a school of approximately 40,000 students that offers Bachelor's, Master's, and Doctoral degrees. The university is located in Fullerton, California, which is about 30 miles from downtown Los Angeles. The CSD Department offers a residential master's degree with an on-campus clinic and external affiliations with a wide variety of institutions in southern California.

This was a focused site visit to clarify program compliance with selected accreditation standards. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) completed its review of all accreditation application documents at its February 2019 meeting and was unable to render an accreditation decision at that time. The materials reviewed included the program's application, CAA's initial observations, the program's response to the initial observations, the site visit report from the October 1-2, 2018 site visit, and the program's response to the site visit report. During its review, the CAA found sufficient inconsistencies in the evidence that was provided on-site during the prior site visit, along with the information provided in the site visit report and the program's response to that report to warrant a focused site visit to examine specific issues related to the following standards.

The site visitors used the following sources to verify evidence of compliance with accreditation standards:

1. Interview with the Provost of the University, Dr. Pam Oliver
2. Interview with the Interim Dean of the College of Communications, Dr. Ed Fink
3. Interview with the Chair of the Department of Communication Science Disorders, Dr. HyeKeyeung Seung
4. Interview with the Director of the Speech-Language Pathology Program, Dr. Ying-Chiao-Tsao
5. Interviews with academic faculty within the program (N=5)
6. Interviews with clinical faculty within the program (N=7)
7. Interviews with graduate students (N= 13)
8. Interviews with recent completers of the program (N=7)
9. Tour of on-campus academic facilities
10. Review of university and program websites
11. Review of Graduate Student Handbook—revised 2019
12. Review of faculty meeting minutes and other departmental materials

I. Site Team Observations of Focused Standards

Standard 2.0 Faculty

2.1 The number and composition of the program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:

2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.

X	Evidence demonstrating full compliance with this element of the standard was verified for speech-language pathology.
	Evidence demonstrating full compliance with this element of the standard was not verified speech-language pathology and is described below.

In the letter notifying the program of the need for a focused site visit, the CAA noted that, from the original site visit, site visitors reported that the faculty composition did not ensure that the elements (classes and clinical practica) of the speech-language pathology program were offered on a regular basis. Specifically, the program was not able to offer sufficient sections of on-campus clinical practicum to allow all of the students scheduled, according to their program of study, to enroll in the on-campus practicum due to insufficient faculty to supervise the on-campus clinical practicum. For example, one student reported that the program of study generated when she started the program was changed from 2.5 to 3 years because the program did not offer enough sections of on-campus clinical practicum. Site visitors reported that on-campus clinical practicum courses regularly have waiting lists for enrollment because enrollment is restricted due to limited availability of on-campus clinical educators. The program stated they have added sections and hired additional supervisors to cover all sections in spring

2019. Further, the program indicated that increasing the practicum sections results in heavy reliance on part-time faculty. As a solution, the program is now searching for a new full-time non-tenure track clinical educator with a goal of filling this position by the end of spring 2019.

It was requested that the program, at the time of the focused site visit, demonstrate how the composition of their faculty supports an adequate number of sections of on-campus practicum to allow students to complete the program within the expected time-frame and without delaying students' completion of the program due to inadequate on-campus practicum opportunities.

This requirement was verified by interviews with the department chair, director of clinical education, dean, and provost, and by review of a curricular mapping mechanism (Table 9 of CSU Fullerton's response to the focused site visit notification). This mapping mechanism will be employed going forward to ensure adequate positions within the on-campus clinic for graduate students. This mapping mechanism was developed by the Department Chair and Clinical Coordinator, and will be done annually prior to admission of a new cohort of graduate students. In addition, a new FTE, Clinical Coordinator position has been added to the department.

Standard 3.0B Curriculum (Academic and Clinical Education) in Speech-Language Pathology

3.1B An effective speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e. one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for professional practice in speech-language pathology.

Requirement: The program offers the academic and clinical program on a regular basis so that students are able to satisfy degree and other requirements within the program's published timeframe.

X	Evidence demonstrating full compliance with this element of the standard was verified for speech-language pathology.
	Evidence demonstrating full compliance with this element of the standard was not verified speech-language pathology and is described below.

In the letter notifying the program of the need for a focused site visit, the CAA noted that, based on the original site visit, there was a concern that, although the academic and clinical program is offered on a regular basis, both students and faculty reported that there are not sufficient sections of on-campus practicum courses (i.e., COMD 548 Clinical practicum: Speech and language disorders in children and COMD 558A Clinical practicum: speech and language disorders in adults) offered each semester to accommodate all of the students who need to enroll in the required clinical practicum. Some students reported that their individual program of

study had been extended because they were put on a waiting list for the required on-campus practicum. In response to the site visit report the program indicated that students may be lacking adequate undergraduate coursework and may be required to take additional classes. In addition, some students choose to take a reduced course load for personal reasons which may delay their progress through the program and result in a clinic practicum spot not being available during the semester in which the student wishes to complete that particular clinic. Thus, it may delay timely graduation and can take three years or more. The program also states, "In the future, the number of graduate admissions will not exceed practicum spaces to ensure their timely graduation."

It was requested that the program, at the time of the focused site visit, explain how they will provide adequate sections of on-campus practicum so as to allow students to complete the program within the expected time-frame and without delaying students' completion of the program due to inadequate on-campus practicum opportunities.

This requirement was verified by review of the 2019 Student Handbook, (p.6), and a review of Table 9 of the program response to the focused site visit notification, which delineates a curricular mapping mechanism. This mapping mechanism will be employed going forward to ensure adequate positions within the on-campus clinic for graduate students. This mapping mechanism was developed by the Department Chair and Clinical Coordinator, and will be done annually prior to admission of a new cohort of graduate students.

In addition, a new FTE, Clinical Coordinator position has been added to the department. During the interview with the Provost (Dr. Pam Oliver) and the interim Dean of the College of Communications (Dr. Edward Fink), the administration indicated that in addition to the FTE Clinical Coordinator position, the Department will continue to utilize support from part time clinical supervisors.

Standard 4.0 Students

4.6 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress.

Requirement: The program must maintain records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress.

X	Evidence demonstrating full compliance with this element of the standard was verified for speech-language pathology.
	Evidence demonstrating full compliance with this element of the standard was not verified speech-language pathology and is described below.

In the letter notifying the program of the need for a focused site visit, the CAA noted that, during the original site visit, students reported being delayed in graduation due to insufficient sections of on-site clinical practicum. Some students reported that their individual program of study had been extended because they were put on a waiting list for the required on-campus practicum. It is not clear how and when students were advised of this situation.

It was requested that the program, at the time of the focused site visit, describe how students are advised regarding their progress toward graduation and any changes to their anticipated graduation date.

This requirement was verified by review of the Individual Student Schedule form, Notice of Intent to Register form, and chair interview. Clinically, each student is required to complete a form prior to the following semester, indicating completion of required courses for on campus clinical placement, and previous clinical placements for their off campus clinical setting.

The Site Visit Team would like to acknowledge and thank the administration, program director, and faculty for their time, attention, and participation in the site visit process. The site visit is an integral part of the accreditation process and serves to assist the CAA in meeting its mission – “to promote excellence in graduate education in the discipline of communication sciences and disorders for the professions of audiology and speech-language pathology through a peer review process of establishing and promulgating accreditation standards that encourage continuous quality improvement.”

November 28, 2018

President Framroze Virjee
California State University, Fullerton
Office of the President
800 N State College Blvd
Fullerton, CA 92834-9480

RE: CAA File #69 – CAA Site Visit Report

Dear President Virjee,

Enclosed is a copy of the report of the site visit conducted as a part of the process required in the evaluation of the accreditation application to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) for the master's program in speech-language pathology.

In accordance with established procedures, this report is being sent to you to provide an opportunity for the administration of the communication sciences and disorders program to clarify any comments that are considered incorrect prior to the CAA's decision. You may wish to include your comments in the response submitted by Dr. Hye Kyeong Seung or you may send them separately to Sue Flesher (sflesher@asha.org) within 30 days of the date of this letter. The CAA's final accreditation decision will be based on a thorough review of all accreditation materials of the program(s) including the application, site visit report, and the program's correspondence throughout the review period.

Thank you for your cooperation.

Sincerely,



Jennifer C. Friberg, Ed.D, Chair
Council on Academic Accreditation in Audiology and Speech-Language Pathology

Enclosure

cc: Dr. Hye Kyeong Seung
Council on Academic Accreditation in Audiology and Speech-Language Pathology
Susan Flesher, Associate Director of Accreditation Services

The program is offered in high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.



California State University, Fullerton

College of Communications

Department of Communication Sciences and Disorders

CAA File #69

October 1-2, 2018

Site Visit Chair: Dee M. Lance
Academic Faculty Member: Melissa S. Passe
Practitioner Member: David E. Harper
Trainee: Stefan A. Frisch

Program Reviewed: Speech-Language Pathology, MS, residential

INTRODUCTION

The Department of Communication Sciences and Disorders (CSD) is part of the College of Communications at California State University, Fullerton, a school of approximately 40,000 students that offers Bachelor's, Master's, and Doctoral degrees. The university is located in Fullerton, California which is about 30 miles from downtown Los Angeles. The CSD Department offers a residential master's degree with an on-campus clinic and external affiliations with a wide variety of institutions in southern California.

The site visitors used the following sources to verify evidence of compliance with accreditation standards:

1. Interview with the President, Framroze M. Virjee, J.D.
2. Interview with the Provost and Executive Vice President of the University, Kari Knutson Miller, Ph.D.
3. Interview with the Dean (Interim) of the College of Communications, Edward J. Fink, Ph.D.
4. Interview with the Chair of the Department of Communication Sciences and Disorders, HyeKyeung Seung, Ph.D.
5. Interviews with faculty within the program (N = 10)
6. Interviews with adjunct faculty (N = 3)
7. Interviews with program support staff (N = 2)
8. Interviews with students within the speech-language pathology program (N = 17)
9. Interviews with off-campus preceptors/supervisors for speech-language pathology (N = 5)

10. Review of academic files of recent graduates
11. Review of academic files of current students
12. Tour of on-campus academic facilities
13. Review of university and program websites
14. Review of course syllabi and university catalogs
15. Review of Student Handbook
16. Review of faculty meeting minutes and other departmental materials
17. Review of program announcements
18. Public Meeting (1 faculty emeritus member and 1 adjunct faculty member)

I. Site Team Observations:

Standard 1.0 Administrative Structure and Governance

1.1 The sponsoring institution of higher education holds current regional accreditation.

The site visitors were able to verify evidence to support verification of this standard.

The institution of higher education within which the speech-language pathology program is housed holds regional accreditation from The Western Association of Schools and Colleges – Senior College and University Commission (WSCUC). This was verified by the WSCUC website (<https://www.wscuc.org/institutions/california-state-university-fullerton>).

1.2 The sponsoring institution of higher education must be authorized to provide the program of study in audiology and/or speech-language pathology.

The site visitors were able to verify evidence to support verification of this standard.

The sponsoring institution of higher education is authorized under applicable laws or other acceptable authority to provide the program of post-secondary education. The sponsoring institution of higher education has appropriate graduate degree-granting authority. This was verified by visiting the California Postsecondary Education Commission website (<http://www.cpec.ca.gov>).

1.3 The program has a mission and goals that are consistent with preparation of students for professional practice.

The site visitors were able to verify evidence to support verification of this standard.

The mission statement and the goals of the program were presented. This was verified by review of the program's website.

The mission statement and program goals are used by the program to guide decision-making to prepare students for entry level into professional practice in speech-language pathology. This was verified by interviews with the department chair and faculty.

1.4 The program faculty must regularly evaluate the congruence of program and institutional missions and the extent to which the goals are achieved.

The site visitors were able to verify evidence to support verification of this standard.

The program monitors its mission and goals to ensure that they remain congruent with those of the institution. The program reviews and revises its mission and goals annually. The program systematically evaluates its progress toward fulfillment of its mission and goals and revises them as appropriate. These requirements were verified by meeting minutes and in interviews with the department chair and faculty.

1.5 The program develops and implements a long-term strategic plan.

The site visitors were able to verify partial evidence to support verification of this standard.

The speech-language-pathology program's long-term strategic plan is congruent with the mission and goals of the program and the sponsoring institution, is supported by the administration, and reflects the role of the program within its community. This was verified by review of the strategic plan, review of the mission and goals of the program and institution and in interviews with the dean, provost, department chair, and faculty.

At the time of the site visit, the program's strategic plan contained long-term goals and short-term objectives but many of the objectives did not contain specific, measurable criteria. The strategic plan did not include either strategies for the attainment of goals and objectives or a schedule for analysis of the plan.

The program conducts regular evaluations of the plan itself and of progress in meeting the plan's objectives but these mechanisms were not documented within the plan. They were observed through review of faculty meeting minutes.

These requirements were verified by a review of the strategic plan and the executive summary, faculty meeting minutes, and in interviews with department chair and faculty.

An executive summary of the strategic plan is shared with faculty, students, staff, alumni, and other interested parties. This was verified by review of the program website, student handbook, and in interviews with the department chair and faculty.

In the CAA's Initial Observations, it was indicated that the site visitors should be provided with the program's complete strategic plan with specific, measurable objectives, strategies for the attainment of the goals, and a specific schedule for analysis of the plan. The program provided an executive summary of the strategic plan which included long-term goals but did not consistently include specific, measurable objectives. Additionally, the strategic plan did not include either strategies for the attainment of the goals and objectives or a schedule for the analysis of the plan. Additionally, CAA requested that the site visitors determine if there was a mechanism for the dissemination of the program's strategic plan to students. The site visitors were able to observe the strategic plan in the student handbook.

1.6 The program's faculty has authority and responsibility for the program.

The site visitors were able to verify evidence to support verification of this standard.

The institution's administrative structure demonstrates that the program's faculty is recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum. This was verified by a review of the program's organizational chart, faculty meeting minutes, and through interviews with the college dean, department chair, and faculty. The department chair and faculty report having access to higher levels of administration and an interview with the college dean confirmed such access.

1.7 The individual responsible for the program of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science and holds a full-time appointment in the institution.

The site visitors were able to verify evidence to support verification of this standard.

The individual designated as program director, HyeKyeung Seung, holds a PhD with a major emphasis in speech-language pathology from the University of Wisconsin-Madison. These requirements were verified by review of her curriculum vitae.

The individual designated as program director holds a full-time appointment in the institution.

These requirements were verified by review of her curriculum vitae and in interviews with the department chair, college dean, and faculty.

1.8 The institution and program must comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

The site visitors were able to verify evidence to support verification of this standard.

The institution and program comply with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

The program adheres to its institutional policies and procedures—including non-harassment policies, internal complaint procedures, and appropriate educational programs—to ensure that the program complies with all applicable nondiscrimination statutes and that all staff and faculty are made aware of the policies and the conduct they prohibit.

These requirements were verified by review of the departmental student handbooks, the university's Faculty Handbook, in interviews with the department chair and faculty, and through observing posted signs in the clinic.

The program maintains, as relevant, a record of internal and external complaints, charges, and litigation alleging violations of such policies and procedures and ensures that appropriate action has been taken. This was verified by review of the program's complaint file.

In the CAA's Initial Observations, the program was asked to provide the site visitors with documentation of the procedures used to ensure all faculty and staff are made aware of the institution's discrimination and non-harassment policies and the conduct they prohibit. The site visitors were able to observe that faculty and staff were aware of the institution's discrimination and no-harassment policies and the conduct they prohibit through interviews with faculty and review of the university's Faculty Handbook.

1.9 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.

The site visitors were able to verify evidence to support verification of this standard.

The speech-language pathology program's accreditation status is accurately presented on websites, catalogs, advertisements, and other publications/electronic media. The program indicates its CAA accreditation status in accordance with the language specified in the Public Notice of Accreditation Status in the CAA [Accreditation Handbook](#), as required under federal regulations.

Websites, catalogs, advertisements, and other publications/electronic media are accurate regarding standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges.

The speech-language pathology program makes public the number of expected terms for program completion for full-time and part-time students.

These requirements were verified by the program and university website, university catalog, interviews with department chair, faculty and students.

Based on the review of the speech-language pathology program's website, the speech-language pathology program makes student outcome measures available to the general public by posting the results on the program's website. The student outcome results are available via a clearly visible and readily accessible link labeled Student Outcome Data, which meets the CAA's requirement for this standard.

The published student outcome measures include, for each of the three most completed academic years, the number and percentage of students completing the program within the program's published time frame; test-takers who pass the Praxis[®] Subject Assessment examination; and program graduates employed in the profession or pursuing further education in the profession within one year of graduation.

In the CAA's Initial Observations, it was noted that the program needed to update the language on the program's website to reflect the current CAA language concerning accreditation status. At the time of the site visit, the site visitors were able to observe the updated language on the program's website. Additionally, in the CAA's Initial Observations it was noted that the program needed to label outcomes measures posted on the website as either "Student Achievement Data" or "Student Outcome Data." At the time of the site visit, it was observed that the program

changed the label to Student Outcomes Data.

Standard 2.0 Faculty

- 2.1 The number and composition of the full-time program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:**
- 2.1.1 allows students to acquire the knowledge and skills required in Standard 3,**
 - 2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,**
 - 2.1.3 allows students to meet the program's established goals and objectives,**
 - 2.1.4 meets the expectations set forth in the program's mission and goals,**
 - 2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.**

The site visitors were able to verify partial evidence to support verification of this standard.

Review of faculty curriculum vita and interview with faculty and students indicates the number and composition of full-time program faculty is not sufficient to deliver a program of study in speech-language pathology. The number of individuals in and composition of the group that delivers the program of study and the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral degrees, clinical doctoral degrees, and master's degrees was verified for the speech-language pathology program. Prior to the site visit, the program hired one new faculty member, Dr. Chakarabarty, with expertise in voice. Currently there is one open faculty line and in a discussion with the interim dean the site visitors were assured that the program would be able to continue to search for a faculty member, with an expertise in AAC, until the position was filled.

The faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3.0B (Curriculum in Speech-Language Pathology).

The faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession.

The faculty composition is sufficient to allow students to meet the program's established learning goals and objectives.

The faculty composition is sufficient to allow students to meet the expectations set forth in the program's mission and goals.

The faculty composition does not ensure that the elements (classes and clinical practica) of the speech-language pathology program are offered on a regular basis. In interviews with students and faculty, it became apparent that the program was not able to offer sufficient sections of on-campus clinical practicum to allow all of the students scheduled, according to their program of study, to enroll in the on-campus practicum. The program's chair and faculty reported that this was true and it was because of insufficient faculty to supervise the on-campus clinical practicum. For example one of the students reported that the program of study generated when she started the program was changed from 2 ½ to 3 years because the program did not offer enough sections of on-campus clinical practicum. On further investigation, it was determined that on-campus clinical practicum courses regularly have waiting lists for enrollment because

enrollment was restricted due to the limited availability of on-campus clinical educators. The site visitors were able to observe that academic coursework was offered regularly, allowing students to enroll in didactic courses as prescribed by their program of study.

These observations were verified by faculty curriculum vitae, course syllabi, program handbooks, interviews with department chair, faculty, students, alumni and off-campus clinical supervisors.

In the CAA's Initial Observations, it was noted that the program was searching for two faculty members, one with expertise in voice and one with expertise in AAC. At the time of the site visit the program had hired a faculty member with an expertise in voice, but was still searching for a faculty member with an expertise in AAC.

2.2 The number, composition, and workload of the full-time program faculty are sufficient to allow faculty to meet expectations with regard to teaching, research, and service of the sponsoring institution.

The site visitors were able to verify evidence to support verification of this standard.

All faculty who have responsibility in the graduate program and have obligations to provide teaching, research, and service as part of their workload are accessible to students, have sufficient time for scholarly and creative activities, to advise students, to participate in faculty governance, and to participate in other activities that are consistent with the expectations of the sponsoring institution. These requirements were verified through a review of faculty curriculum vitae and through interviews with the college dean, department chair, and the program's faculty. Faculty who are tenure eligible have the opportunity to meet the criteria for tenure of the sponsoring institution. Faculty who are eligible for promotion have the opportunity to meet the criteria for promotion of the sponsoring institution. Faculty who are eligible for continuing employment have the opportunity to meet the expectations for continued employment of the sponsoring institution. These requirements were verified by review of the faculty handbook, tenure and promotion policies and procedures, and in interviews with the department chair and program faculty.

2.3 All faculty members (full-time, part-time, adjuncts), including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education as assigned by the program leadership.

The site visitors were able to verify evidence to support verification of this standard.

All faculty members are qualified and competent to teach graduate-level courses in the speech-language program and to provide clinical education in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education.

All individuals providing didactic and clinical education, both on-site and off-site, have appropriate experience and qualifications for the professional area in which education is provided.

The faculty possess appropriate qualifications and expertise to provide the depth and breadth of

instruction for the curriculum as specified in Standard 3.0B for speech-language pathology. These requirements were verified by a review of faculty vitae and course syllabi, and through interviews with the department chair and faculty.

Based on a review of faculty vitae and course syllabi and through interviews with the department chair and faculty, the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

2.4 All faculty members maintain continuing competence and demonstrate pursuit of lifelong learning.

The site visitors were able to verify evidence to support verification of this standard.

All individuals who have responsibility to deliver academic and clinical components of the graduate speech-language pathology program maintain continuing competence. All individuals who have responsibility to deliver the graduate speech-language pathology program pursue lifelong learning. These requirements were verified by review of faculty curriculum vitae, tenure and promotion criteria, course syllabi, and through interviews with the department chair and faculty.

Standard 3.0B Curriculum (Academic and Clinical Education) in Speech-Language Pathology

3.1B An effective entry-level professional speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e., one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for professional practice in speech-language pathology.

The site visitors were able to verify partial evidence to support verification of this standard.

A review of program course offerings showed that the program offers a curriculum leading to the degree in speech-language pathology that is 65 semester credit hours. Although the academic and clinical program is offered on a regular basis, both the students and faculty reported that there are not sufficient sections of on-campus practicum courses (i.e., COMD 548 Clinical practicum: speech and language disorders in children & COMD 558A Clinical practicum: speech and language disorders in adults) offered each semester to accommodate all of the students who need to enroll in the required clinical practicum. Some students reported that their individual program of study had been extended because they were put on a waiting list for the required on-campus practicum. Since the program's published graduation completion time frame is a range from 2 1/2 to 3 years, these issues are not apparent in the program's published completion rate data. This was verified through interviews with the department chair, faculty, and students.

The curriculum provides opportunities for students to complete a minimum of 400 supervised clinical practice hours, including 25 hours in clinical observation; 325 of these hours can be

attained at the graduate level. The supervised clinical experiences are distributed throughout the program of study.

The speech-language pathology program has established a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into professional practice. A clear process has been established to evaluate student achievement of the program's established objectives.

The curriculum allows students to acquire the knowledge and skills necessary for entry into professional practice in speech-language pathology, consistent with the scope of practice for speech-language pathology, and across the range of practice settings.

The program is offered in high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered. Opportunities are offered to qualify for state and national credentials that are required for entry into professional practice that are consistent with the program mission and goals (e.g., state license, state teacher certification, national credential).

These requirements were verified by a review of the curriculum, course syllabi, university catalogs, through interviews with department chair, faculty, students, and off-campus supervisors.

Based on a review of course syllabi, student files, and through interviews with the department chair, faculty, and students, the plan of study encompasses all of the following domains.

- professional practice competencies
- foundations of speech-language pathology practice
- identification and prevention of speech, language, and swallowing disorders and differences
- assessment of speech, language, and swallowing disorders and differences
- intervention to minimize the impact for speech, language, and swallowing disorders and differences

3.1.1B Professional Practice Competencies

The program provides content and opportunities for students to learn so that each student can demonstrate as expected the attributes and abilities for the following professional practice competency areas.

- Accountability
- Integrity
- Effective Communication Skills
- Clinical Reasoning
- Evidence-Based Practice
- Concern for Individuals Served
- Cultural Competence
- Professional Duty
- Collaborative Practice

3.1.2B Foundations of Speech-Language Pathology Practice

The program includes content and opportunities to learn so that each student can demonstrate knowledge of the foundations of speech-language pathology practice.

3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences

The program includes content and opportunities to learn so that each student can demonstrate knowledge of identification and prevention of speech, language, and swallowing disorders and differences.

3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences

The program includes content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with speech, language, and swallowing disorders and differences.

3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms

The program includes content and opportunities to learn so that each student can demonstrate knowledge and skills to provide intervention to minimize the effects of changes in the speech, language, and swallowing mechanisms.

3.1.6B General Knowledge and Skills Applicable to Professional Practice

The program includes content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstration of general knowledge and skills applicable to professional practice.

3.2B An effective speech-language pathology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.

The site visitors were able to verify evidence to support verification of this standard.

The curriculum is planned and based on current standards of speech-language pathology practice. The curriculum is based on current literature and other current documents related to professional practice and education in speech-language pathology. The curriculum is delivered using sound pedagogical methods. These requirements for the planning, basis, and delivery of the curriculum were verified by a review of course syllabi and interviews with department chair, faculty, and students. Based on a review of meeting minutes and in interviews with the department chair and faculty, the curriculum is reviewed systematically and on a regular basis. The review of the curriculum is conducted by comparing existing plans to current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.

In the CAA Initial Observations, the program was asked to provide the site visitors with a description of the pedagogical methods used throughout the curriculum. The site visitors were able to observe the program's use of sound pedagogical methods to deliver the curriculum

through faculty interviews and review of syllabi.

3.3B An effective speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program's established learning goals and objectives and develop into a competent speech-language pathologist.

The site visitors were able to verify evidence to support verification of this standard.

Based on a review of student files, course syllabi, course sequence, university catalogs, and through interviews with faculty and students, the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.

In the CAA's Initial Observations, the program was asked to provide the site visitors with information indicating how course sequencing for students allows for integration across all areas of the program. The site visitors were able to verify that the course sequencing for students allows for integration of the curriculum across all areas of the program as evidenced by a review of course syllabi, student files, programs of study, and through interviews with faculty and students.

3.4B An effective speech-language pathology program is organized and delivered in such a manner that the diversity of society is reflected in the program.

The site visitors were able to verify evidence to support verification of this standard.

Issues related to diversity are infused throughout the academic and clinical program, which was verified by a review of course syllabi, and through interviews with the department chair, faculty, and students.

3.5B An effective speech-language pathology program is organized so that the scientific and research foundations of the profession are evident.

The site visitors were able to verify evidence to support verification of this standard.

A review of student records, course syllabi, faculty curriculum vitae and interviews with the department chair, faculty, and students indicates that the program has in place procedures used to verify that students obtain knowledge in the basic sciences, basic science skills (e.g., scientific methods, critical thinking), and the basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing).

The curriculum provides opportunities for students to understand and apply the scientific bases of the profession, understand and apply research methodology, become knowledgeable consumers of research literature, become knowledgeable about the fundamentals of evidence-based practice, and apply the scientific bases and research principles to clinical populations. This requirement was verified by a review of course syllabi, faculty vitae, and through interviews with faculty and students. The program includes research and scholarship participation opportunities that are consistent with the mission and goals of the program.

3.6B The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of

individuals who may be served that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional service delivery in speech-language pathology.

The site visitors were able to verify evidence to support verification of this standard.

The program has mechanisms in place to develop comprehensive plans of clinical educational experiences that provide students the opportunity to experience the breadth and depth of clinical practice. Each student obtains experiences with different populations (individuals across the lifespan and continuum of care, from culturally and linguistically diverse backgrounds, who express various types and severities of changes in structure and function of the speech and swallowing mechanisms).

Each student obtains a variety of clinical experiences in different work settings.

Each student obtains experiences with appropriate equipment and resources.

Each student learns from experienced speech-language pathologists who will serve as effective clinical educators. These requirements were verified by a review of student records, tour of facilities, and through interviews with the department chair, clinic director, faculty, and students.

3.7B An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student.

The site visitors were not able to verify evidence to support verification of this standard.

Based on interviews with the department chair, clinic director, clinic coordinator, faculty, and students, the procedures used in clinical education do not ensure that student development is supported. The procedures used in clinical education for clinical supervision of practicum are driven by a workload formula of 4 client/clinician pairs (4:1 student to faculty/supervisor ratio) per clinical session. The program could not demonstrate a mechanism that would allow for any additional teaching or supervision within the clinical session, should it be necessary. Although each student acquires the independence needed to enter professional practice as evidenced by the student outcome measures.

The clinical education component of the program is not structured to be consistent with the knowledge and skill levels of each student. Although there is integration of courses and clinical practicum experiences, as stated above the clinical workload formula of 4:1 student to faculty/supervisor ratio per session does not allow for any adjustment for student knowledge and skill level. During the student interviews, some students commented that while they felt well supported overall by the clinical educators there were times during therapy when they felt a need for more direct help in the moment rather than a retrospective discussion with the supervisor. This applied particularly to difficult cases where there was some urgency in the request for help (e.g. a child having a temper tantrum). Some faculty members also mentioned a

concern that they did not always have sufficient time available to help students who needed more support than the average.

3.8B Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations.

The site visitors were not able to verify evidence to support verification of this standard.

The supervision provided to each student is not adjusted to ensure that the specific needs are met for each individual who is receiving services. Again, clinical supervision of practicum is driven by a workload formula of 4:1 student to faculty/supervisor ratio per hour which does not allow any adjustment in direct clinical supervision that would ensure the welfare of the patient at any given time. The program could not demonstrate a mechanism that would allow any additional supervision time within the 50-minute clinical session.

The clinical education procedures do not ensure that the welfare of each person being served by the student and clinical educator team is protected. Due to the inflexibility of a 4:1 student to faculty/supervisor ratio the program could not demonstrate that supervisors were able to provide sufficient, timely support to students who may need assistance during a treatment session.

The program has policies in place that ensures student and faculty follow the ASHA Code of Ethics, HIPAA guidelines, universal precautions, and nondiscrimination policies when dealing with patients as evidenced by a review of student handbooks, a tour of the clinic, and through faculty and student interviews. However, the services provided by the student and clinical educator team are not in accordance with current, recognized standards of ethical practice and relevant federal and state regulations, due to an inability of the clinical educators to adapt supervision time to meet the individual needs of the client and the student.

Thus, the site visitors were not able to verify the program's compliance with this standard after a review of clinical handbooks, and through interviews conducted with the department chair, clinic director, clinic coordinator, faculty and students.

In the CAA's Initial Observations, the program was asked to provide the site visitors with the policies and procedures the program uses to assure that its students and clinical educators follow recognized ethical and regulatory constraints when treating patients. The program has policies in place that ensures student and faculty follow the ASHA Code of Ethics, HIPAA guidelines, universal precautions, and nondiscrimination policies when dealing with patients as evidenced by a review of student handbooks, a tour of the clinic, and through faculty and student interviews.

3.9B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

The site visitors were able to verify evidence to support verification of this standard.

Based on a review of written agreements with active external facilities, the program has evidence of valid agreements with all active external facilities in which students are placed for

clinical practicum experiences. The program has written policies regarding the role of students in the selection of externship sites and the placement of students in the sites. The program's written policies describe the processes used by the program to select and place students in external facilities. These requirements were verified by a review of the departmental student handbook, and through interviews with the department chair, clinic director, students, and off-campus clinical supervisors.

The program's written policies and procedures describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student. These requirements were verified by a review of the departmental student handbook, and through interviews with the department chair, clinic director, clinic coordinator, students, and off-campus clinical supervisors. The program has processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met. These requirements were verified by a review of the departmental student handbook, and through interviews with the department chair, clinic director, clinic coordinator, students, and off-campus clinical supervisors.

3.10B An effective entry-level speech-language pathology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.

The site visitors were able to verify evidence to support verification of this standard.

The program has written policies and procedures that describe its expectations of student behavior with regard to academic and clinical conduct. The program has policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited to, plagiarism, dishonesty, all aspects of cheating, and violations of ethical practice. These requirements were verified through interviews with the department chair, clinic director, clinic coordinator, faculty, and students.

Standard 4.0 Students

4.1 The program criteria for accepting students for graduate study in audiology or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

The site visitors were able to verify evidence to support verification of this standard.

The admission criteria meet or exceed those of the institution and are appropriate for the degree being offered. Policies regarding any exceptions to the criteria (such as "conditional" status) are clearly explained and consistently followed. These requirements were verified by a review of program's websites, student handbook, and through interviews with the department chair and faculty.

4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

The site visitors were able to verify evidence to support verification of this standard.

The curriculum and program policies and procedures for admission, internal and external clinical placements, and retention of students reflect a respect for and understanding of cultural, linguistic, and individual diversity.

The program has a policy regarding proficiency in spoken and written English and other languages of instruction and service delivery and all other performance expectations.

The program's language proficiency policy is applied consistently.

The program has a policy regarding the use of accommodations for students with reported disabilities.

These requirements were verified by a review of the program's website, student handbook, and through interviews with the department chair, faculty, and students.

4.3 The program has policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program.

The site visitors were able to verify evidence to support verification of this standard.

The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the academic component of the curriculum.

The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the clinical component of the curriculum.

The program has policies and procedures for implementing and documenting all forms of intervention used to facilitate each student's success in meeting the program's expectations.

The program's policies and procedures for student intervention are applied consistently across all students who are identified as needing intervention.

These requirements were verified by a review of course syllabi, student handbooks, student records, and through interviews with the department chair, faculty, and students.

4.4 Students are informed about the program's policies and procedures, expectations regarding academic integrity and honesty, ethical practice, degree requirements, and requirements for professional credentialing.

The site visitors were able to verify evidence to support verification of this standard.

Students are informed regarding program policies and procedures, program expectations regarding academic integrity and honesty, program expectations for ethical practice, the degree requirements, and the requirements for professional credentialing. These requirements were verified by a review of course syllabi, student handbooks, student records, and through interviews with department chair, faculty, and students.

4.5 Students are informed about the processes that are available to them for filing a complaint against the program.

The site visitors were able to verify evidence to support verification of this standard.

Students are informed regarding the process and mechanism to file a complaint against the program within the sponsoring institution.

Students are aware of the process and mechanism, including contact information for the CAA, to file a complaint related to the program's compliance with standards for accreditation. These requirements were verified by a review of program's websites, student handbooks, and through interviews with the department chair, clinic directors, faculty, and students.

The program maintains a record of student complaints filed against the program within the sponsoring institution.

The program maintains a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct and make these available to the CAA upon request.

These requirements were verified by a review of complaint files, student handbooks and through interviews with the department chair, faculty, and students.

4.6 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress.

The site visitors were able to verify evidence to support verification of this standard.

The program maintains records of advisement for each of its students.

The program maintains records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress.

The program maintains records demonstrating that any concerns about a student's performance in meeting the program requirements, including language proficiency, are addressed with the student.

These requirements were verified by review of student handbooks, student records, and interviews with the department chair, faculty, alumni, and students.

4.7 The program documents student progress toward completion of the graduate degree and professional credentialing requirements.

The site visitors were able to verify evidence to support verification of this standard.

The program maintains complete and accurate records of all students' progress during the entire time of their matriculation in the program. This was verified by a review of student files, a review of CALIPSO (which has been implemented by the program recently), and through interviews with the department chair, faculty, and students.

The records for each student include documentation that demonstrates that the student has met all the academic, clinical, and other requirements for the degree and the credentials that are identified by the program in its mission and goals. This was verified by a review of student files, a review of CALIPSO records (which has been implemented by the program recently), and through interviews with the department chair, faculty, and students.

In the CAA's Initial Observations, the program was asked to provide the site visitors with a description of record keeping processes. The program reported changing over to CALIPSO for students entering the program after 2016. The site visitors were able to observe the transition between the electronic KASA files and CALIPSO. The records of students who were in their first year of the program were maintained on CALIPSO. The program's electronic KASA was used for those students who were in their second year.

4.8 The program makes the documentation of student progress toward completing the graduate degree and meeting professional credentialing requirements available to its students to assist them in qualifying for the credential(s).

The site visitors were able to verify evidence to support verification of this standard.

The program provides each student access to his or her own records upon request. The program makes records available to program graduates and those who attended the program, but did not graduate.

The availability of records for program graduates and those who attended the program but did not graduate are consistent with the institution's and the program's policies regarding retention of student records.

These requirements were verified by a review of student files, student handbooks, course catalogs, and through interviews with the department chair, faculty and current students.

4.9 Students are provided information about student support services available within the program and institution.

The site visitors were able to verify evidence to support verification of this standard.

Based on a review of student handbooks, university catalogs, the program's website, and through interviews with the department chair, faculty and students, students are informed about the full range of student support services (beyond accommodations for disabilities addressed in Standard 4.2) available at the sponsoring institution.

4.10 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

The site visitors were able to verify evidence to support verification of this standard.

The speech-language pathology program offers one graduate course via distance education and uses one-way transmissions as the means to deliver the course work and interact with all participants. This was verified through interview with the department chair and students.

The institutional policies regarding verification of a student's identity are followed and implemented and applied consistently.

The speech-language pathology program makes clear that the identities of students enrolled in a distance education course or program are protected.

These requirements were verified by interviews with the department chair, faculty, and students.

Standard 5.0 Assessment

5.1 The program regularly assesses student learning.

The site visitors were able to verify evidence to support verification of this standard.

The program assesses the achievement of student learning outcomes to determine student success in the acquisition of expected knowledge and skills.

The program provides a learning environment that provides each student with consistent feedback.

These requirements were verified by a review of course syllabi, student files, and through interviews with the department chair, faculty and students.

5.2 The program conducts ongoing and systematic formative and summative assessments of the performance of its students.

The site visitors were able to verify evidence to support verification of this standard.

The program has developed an assessment plan that is used throughout the program for each student, which includes the purpose of the assessments and the variety of assessment techniques used, including both formative and summative methods.

Assessments are administered by multiple academic and clinical faculty members.

The program uses its assessments to evaluate and enhance student progress and acquisition of knowledge and skills.

Student assessment is applied consistently and systematically by the program.

These requirements were verified by a review of course syllabi, student files, and through interviews with the department chair, faculty, and students.

5.3 The program administers regular and ongoing assessment protocols to evaluate the quality of the program and to facilitate continuous quality improvement.

The site visitors were able to verify evidence to support verification of this standard.

The assessment protocols are used to evaluate the academic and clinical aspects of the entire

program.

These requirements were verified by a review of course syllabi, student files, and through interviews with the department chair, faculty, and students.

The program collects data from multiple sources (e.g., alumni, faculty, employers, off-site clinical educators, community members, individuals receiving services) and uses it to evaluate the program's success in achieving its goals, objectives, and the extent to which student learning outcomes have been met.

The program systematically collects evaluations of the academic and clinical aspects of the program from students and uses these to assess those aspects of the program.

These requirements were verified by a review of course syllabi, student files, faculty meeting minutes, student outcomes measures and through interviews with the department chair, faculty, and students.

Based on faculty meeting minutes and interviews with the department chair and faculty the program uses the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program's stated goals and objectives and the measured student learning outcomes.

5.4 The program uses the results of its ongoing programmatic assessments for continuous quality improvement and evaluates the improvements.

The site visitors were able to verify evidence to support verification of this standard.

The program uses programmatic assessment data to promote continuous quality improvement of the program.

The program evaluates program improvements for congruence with its stated mission and goals.

These requirements were verified by a review of faculty meeting minutes and through interviews with the department chair and faculty.

5.5 The percentage of students who are enrolled on the first census date of the program and complete the program within the program's published academic terms meets or exceeds the CAA's established threshold.

The site visitors were able to verify evidence to support verification of this standard.

The speech-language pathology program's time frame to complete the program is 5 semesters or 2 ½ to 3 years as not all of their students enroll in summer practicum. The program met the CAA's established threshold which requires that at least 80% of students must have completed the program within the program's published time frame, as averaged over the three most recently completed academic years.

5.6 The percentage of test-takers who pass the Praxis® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA's established

threshold.

The site visitors were able to verify evidence to support verification of this standard.

The speech-language pathology program met the CAA's established threshold, which requires that at least 80% of test-takers from the program pass the Praxis® Subject Assessment examination, as averaged over the three most recently completed academic years. This requirement was verified by a review of student records, and through interviews with the department chair and faculty.

5.7 The percentage of program graduates who are employed in the profession or pursuing further education in the profession within 1 year of graduation meets or exceeds the CAA's established threshold.

The site visitors were able to verify evidence to support verification of this standard.

The speech-language pathology program met the CAA's established threshold, which requires that at least 80% of program graduates must be employed in the profession or pursuing further education in the profession within one year of graduation, as averaged over the three most recently completed academic years.

This requirement was verified by a review of faculty meeting minutes and through interviews with the department chair and program faculty.

5.8 The program demonstrates how it uses the results of its analyses of success in meeting the established CAA thresholds for program completion rate, Praxis® Subject Assessments pass rate, and employment rate or the rate of continuation of education in the field for continuous quality improvement at the programmatic level.

The site visitors were able to verify evidence to support verification of this standard.

The program analyzes the student outcome data to determine whether the program is meeting or exceeding each established CAA threshold.

The program uses the results of these analyses to ensure continuous quality improvement.

These requirements were verified by a review of faculty meeting minutes, outcome measures for program completion rate, praxis examination data, employment rate and through interviews with the department chair and program faculty.

5.9 The program regularly evaluates and documents the results of the assessment of all faculty and staff to determine their effectiveness in delivering a thorough and current program.

The site visitors were able to verify evidence to support verification of this standard.

The program evaluates the effectiveness of the faculty and staff in delivering the program through regular student evaluation of courses and regular program assessment.

Faculty and staff evaluations take place in a fair and systematic fashion that is consistent with institutional policy and procedures.

The program faculty are actively involved in their evaluations in a manner that is consistent with institutional policy and procedures.

These requirements were verified by a review of faculty meeting minutes, program assessments, and through interviews with the department chair and faculty.

5.10 The faculty and staff involved in delivering the program to students use the results of the evaluation of their performance to guide continuous professional development that facilitates the delivery of a high quality program.

The site visitors were able to verify evidence to support verification of this standard.

The faculty and staff use the results of evaluations of performance to guide continuous professional growth and development.

It is evident that the growth and development of faculty and staff facilitate the delivery of a high quality program.

These requirements were verified by a review of faculty meeting minutes, and through interviews with the department chair and faculty.

5.11 The individual responsible for the program of professional education seeking accreditation effectively leads and administers the program.

The site visitors were able to verify evidence to support verification of this standard.

Based on interviews with the college dean and program faculty, the program director's effectiveness in advancing the goals of the program and in leadership and administration of the program are regularly evaluated.

Standard 6.0 Program Resources

6.1 The institution provides adequate financial support to the program so that it can achieve its stated mission and goals.

The site visitors were able to verify evidence to support verification of this standard.

Based on a review of program mission and goals and through interviews with the college dean, department chair and a review of clinical materials and lab equipment, the budgetary allocation for the program is regular, appropriate, and sufficient to deliver a high-quality program that is consistent with the mission and goals. There is sufficient support for personnel, equipment, educational and clinical materials, and research activities. The program's move to a pro bono clinic reduced the departmental revenue by 10%, but the department dean and department chair reported that the program had sufficient budget to meet their needs. This was evident by observations of materials, lab equipment, new observation equipment, and dedicated travel funds for faculty, etc.

In the CAA's Initial Observations, the program was asked to provide an update on the outcome of this change and its impact on the program's clinical education. In a review of the program's clinical educational material, observation equipment, lab equipment, and through interviews with the dean, department chair, and faculty the site visitors observed no negative impact from the 10% reduction in the program's clinical revenue.

6.2 The institution provides adequate support to the program so that its faculty and staff have the opportunities to maintain continuing competence.

The site visitors were able to verify evidence to support verification of this standard.

Based on interviews with the college dean, department chair, and faculty, support, incentives, and resources are available for the continued professional development of the faculty.

Based on interviews with the college dean, department chair, and faculty, opportunities for release time and/or travel support is provided for faculty to maintain competence.

6.3 The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.

The site visitors were able to verify evidence to support verification of this standard.

Program facilities are adequate to deliver a program that is consistent with its mission and goals.

The program facilities have been evaluated and the program includes access and accommodations for the needs of individuals with disabilities, in accordance with federal regulations.

These requirements were verified by tour of facilities and through interviews with the college dean, department chair, and faculty.

6.4 The program's equipment and educational and clinical materials are appropriate and sufficient to achieve the program's mission and goals.

The site visitors were able to verify evidence to support verification of this standard.

The quantity, quality, currency, and accessibility of materials and equipment are sufficient to meet the mission and goals of the program.

The program has a process for reviewing and updating materials and equipment to determine whether the quantity, quality, and currency are sufficient to meet the mission and goals of the program.

Equipment is maintained in good working order.

These requirements were verified by a tour of facilities, review of inventories of equipment, and through interviews with the department chair, faculty, and students.

Based on a review of calibration records and through interviews with the department chair, clinic directors, and faculty, any equipment for which there are ANSI or other standards-setting body requirements meets the expectations of the standard(s).

6.5 The program has access to an adequate technical infrastructure to support the work of the students, faculty, and staff. The technical infrastructure includes access to the Internet, the online and physical resources of the library, and any streaming or videoconferencing facilities needed for the program to meet its mission and goals.

The site visitors were able to verify evidence to support verification of this standard.

Based on a tour of facilities, review of inventories of equipment, and through interviews with the department chair, and faculty the program has adequate access to a technical infrastructure that supports the work of the students, faculty, and staff.

Access to the technical infrastructure helps the program meet its mission and goals.

6.6 The program has access to clerical and technical staff that is appropriate and sufficient to support the work of the students, faculty, and staff. The access is appropriate and sufficient for the program to meet its mission and goals.

The site visitors were able to verify evidence to support verification of this standard.

Based on interviews with the college dean, department chair, and clerical and technical staff, the program has adequate access to clerical and technical staff to support the work of the students, faculty, and staff.

Access to the clerical and technical staff helps the program meet its mission and goals.

In the CAA's Initial Observations, the program was asked to provide the site visitors with an update on any progress made in obtaining a departmental staff assistant. In interviews with the dean, department chair, and department staff the site visitors were assured that the department will be adequately served by the current arrangement of staff with support from student workers.

II. Verification of Public Comment/Public Meeting Announcement

A copy of the announcement of the public meeting is included in the Appendices. This notice was posted in the building and invitations were emailed to all clients currently served by the clinic. The meeting was announced by faculty to their students.

Appendices

1. Accreditation Standards Inventory
2. Site Visit Agenda
3. Public Meeting Announcement

The Site Visit Team would like to acknowledge and thank the administration, department chair, faculty, and students for their time, attention, and participation in the site visit process. The site visit is an integral part of the accreditation process, and serves to assist the CAA in meeting its mission – “to promote excellence in graduate education in the discipline of communication sciences and disorders for the professions of audiology and speech-language pathology through a peer review process of establishing and promulgating accreditation standards that encourage continuous quality improvement.”