



**SAN FRANCISCO
STATE UNIVERSITY**

GRADUATE COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
PROGRAM IN COMMUNICATIVE DISORDERS
1600 Holloway Avenue
San Francisco, CA 94132-4161

Tel: 415/338-1001
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**Program in Communicative Disorders
Response to Accreditation Site Visit Report**

Date: 1/25/17

To: Sue Flesher
Associate Director for Accreditation Services
Council on Academic Accreditation in
Audiology and Speech-Language Pathology (CAA)

From: Laura Epstein, Ph.D., CCC-SLP
Associate Professor
Director, Program in Communicative Disorders
Department of Special Education
Graduate College of Education
San Francisco State University

Re: Report of Accreditation Site Visit on October 17 and 18, 2016

The CD Program is grateful for the wisdom, kindness, and support they received from the CAA site visitors, including Site Visit Chair, Linda I. Rosa Lugo, Ed.D., CCC-SLP, Academic Member LaVae Hoffman, Ph.D., CCC-SLP, Practitioner Member, Marcia Napier, M.A., CCC-SLP, and Trainee Member Anne Marie Kubat, M.S., CCC-SLP. The CD Program agrees with the findings of the site visit report.

The report states that there was evidence to support verification of all CAA standards and substandards, with the exception of Substandard 1.5. This substandard specifically states that "The individual responsible for the program(s) 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 individual effectively leads and administers the program(s)."

Evidence for this substandard revealed that it was partially met. Specifically, the site visit committee found that "Based on a review of the program's organizational chart, interviews with the department chair, college dean, interim provost, and faculty, it was



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verified that Dr. Epstein's advances of the goals of the program and institution, and is a collaborative and positive administrator of the program. However, no mechanism exists whereby the faculty regularly have the opportunity to formally evaluate the program director's effectiveness in advancing the goals of the program and institution, and in leadership and administration of the program."

Through discussions with Dr. Nancy Robinson, Interim Dean of the Graduate College of Education, a mechanism enabling regular review of the Program Director has been developed. It involves two stages:

Stage 1: At the time of submission to CAA each February, the yearly self-study report will be reviewed by the CD Faculty, by Dean Nancy Robinson, and by Dean Lori Beth Way, Interim Dean of Undergraduate Studies, who oversees the Division of Undergraduate Education and Academic Planning, which includes all accreditation for SFSU. This self-study report review will be accompanied by a quantitative and qualitative performance review of the Program Director by each CD Program faculty member, using the attached Program Director Performance Review Form.

Stage 2: At the time of receipt of CAA response to the yearly report, it will be shared with the CD faculty, and both Deans.

At both of these stages, the Program Director will meet with the faculty and both Deans, either together or separately, to go over the materials and receive their evaluation. A form developed for this purpose has been included with this response to CAA.

An important program update since the site visit was completed last October is that the CD Program is nearing completion of a study to determine the feasibility of becoming a department. The signs are extremely positive for this outcome. In addition, the former Dean Judith Munter of GCOE has resigned, and Dr. Nancy Robinson is the new Interim Dean.



Department of Communicative Disorders

Review of Program Director (quantitative and qualitative information)

Purpose: This review is to provide feedback to the Program Director with respect to the duties and responsibilities outlined in the Academic Senate Policy (F11-145) most recent policy on selection, appointment, and review of department chairs and equivalent unit directors. **This review will occur concurrent with the Director’s submission of yearly self-study report to CAA.**

University Policy describes the chairs responsibilities in four main categories of responsibilities and duties:

- I. ACADEMIC PROGRAMS
- II. STUDENT AFFAIRS
- III. FACULTY AFFAIRS
- IV. IV. ADMINISTRATIVE RESPONSIBILITIES

Below please comment on your experiences with the Department Chair/Director in each of these areas. Please provide as much detail as possible in your written comments about strengths and areas for improvement. Attention to collegial language and constructive feedback is highly encouraged. The identity of all contributors will be kept confidential. Thank you in advance for your time and thoughtfulness in providing input to this mid-term feedback process.

I. Academic Programs

	Poor	Needs Improvement	Satisfactory	Good	Outstanding	Know Know / No Basis for Judgement
1. Assumes the leadership in the development	1	2	3	4	5	DK
2. Work with the department faculty in academic	1	2	3	4	5	DK



program planning and review, curriculum development and revision.						
3. Prepares the class schedule in consultation with department faculty or appropriate department committee.	1	2	3	4	5	DK
Comments						

II. Student Affairs

	Poor	Needs Improvement	Satisfactory	Good	Outstanding	Know Know / No Basis for Judgement
1. Supervises, advises, provides information, signs documents and petitions, and otherwise facilitates resolution of administrative difficulties students may	1	2	3	4	5	DK



encounter.						
2. Promotes department activities (programs, 1 competitions, awards, professional organizations, clubs) and recruits potential majors/minors.	1	2	3	4	5	DK
3. Is available to receive students' comments 1 and suggestions about courses, instructors, and programs.	1	2	3	4	5	DK
4. Attempts to resolve complaints, differences, or grievances between students and faculty.	1	2	3	4	5	DK
Comments						
III. Faculty Affairs						
	Poor	Needs	Satisfactory	Good	Outstanding	Know Know



		Improvement				/ No Basis for Judgement
1. Encourages full and collegial participation all members of the department in recognition that governance of the department is a joint and cooperative endeavor.	1	2	3	4	5	DK
2. Participates in the faculty personnel processes of hiring, retention, tenure and promotion with the tenured members of the department and other faculty matters within existing Trustee policy, the Collective Bargaining Agreement, and University and college policies.	1	2	3	4	5	DK
3. Makes an independent recommendation regarding hiring,	1	2	3	4	5	DK



retention, tenure, and promotion after reviewing recommendations from the department's elected H RTP Committee.						
4. Performs the evaluation and recommends the appointment or subsequent appointment of temporary faculty either after receiving department peer review committee recommendation or upon delegation by voting members of the department in accordance with Academic Senate policy and Collective Bargaining Agreement.	1	2	3	4	5	DK
5. Provides leadership at the department level in the implementation of the University's	1	2	3	4	5	DK



Affirmative Action Policy.						
6. Promotes the professional development of the faculty.	1	2	3	4	5	DK
7. Establishes, after consultation with the faculty, appropriate departmental committees.	1	2	3	4	5	DK
Comments						
IV. Administrative Responsibilities						
	Poor	Needs Improvement	Satisfactory	Good	Outstanding	Know Know / No Basis for Judgement
1. Conveys pertinent information to, from, and within the department.	1	2	3	4	5	DK
2. Presents issues that have impact upon the department to faculty and staff.	1	2	3	4	5	DK
3. Represents the Department within the	1	2	3	4	5	DK



College, University, Communities, and Professions.						
4. Works with the college dean on management of resources, including the establishment of enrollment targets, allocation of faculty positions, and all budget matters.	1	2	3	4	5	DK
5. Organizes and supervises department expenditures.	1	2	3	4	5	DK
6. Monitors departmental compliance with university regulations and deadlines.	1	2	3	4	5	DK
7. Invites and responses to comments and suggestions of faculty and staff.	1	2	3	4	5	DK
8. Hires and	1	2	3	4	5	DK



supervises departmental staff.						
Comments						

VI. Overall Effectiveness as Director

	Poor	Needs Improvement	Satisfactory	Good	Outstanding	Know Know / No Basis for Judgement
Please select an overall rating that summarizes your opinion of the Chair's/Director's OVERALL EFFECTIVENESS AS CHAIR/DIRECTOR.	1	2	3	4	5	DK

In addition to your comments and ratings given above, is there anything that you would like to share with the Chair Review Committee about the Chair's/Director's overall performance and effectiveness? If so, please do so in the space below.

Please identify your role:

Student Staff/Administrator Faculty

Information from this questionnaire is confidential.



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Circle one:

Stage 1 Review – Self-Study Report Review

Stage 2 Review – Review of CAA Response to Yearly Report

A signature below indicates that review was satisfactory. This report will be included in the CAA Accreditation Website of the Department of Communicative Disorders.

Betty Yu, Ph.D., CCC-SLP
Associate Professor

Patti Solomon-Rice, Ph.D., CCC-SLP
Associate Professor

Teresa Gray, Ph.D., CCC-SLP
Assistant Professor

Marcia Raggio, Ph.D., CCC-A
Professor

Gloria Soto, Ph.D.
Professor

Nancy Robinson, Ph.D., CCC-SLP
Interim Dean,
Graduate College of Education

Lori Beth Way, Ph.D.
Interim Dean of Undergraduate Studies
Division of Undergraduate Education and Academic Planning