

Survey Response

Institution Information

Institution Description

Please note: Questions under the Institution Description section have been re-aligned under the appropriate sections. E.g. mission statement of the program has been moved to section 1.2.

Survey Response

General Information - Master's Program

Program Description

Speech-Language Pathology

Are graduate courses for the entry-level graduate program available through distance education?

Yes, less than 50% of the academic credit hours

Yes, 50% or more of the academic credit hours

No

Is this graduate program or a component of the program offered through a satellite or branch campus?

Yes, less than 50% of the academic credit hours

Yes, 50% or more of the academic credit hours

No

If the program responded "Yes, 50% or more of the academic credit hours" for the entry-level graduate program are offered at a satellite or branch campus, provide the following information for each satellite or branch campus

General Information - Master's Program

Program Description

Speech-Language Pathology

Master of Science (MS)

Is this graduate program offered as part of a consortium?

Yes

No

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.1 Regional Accreditation

Speech-Language Pathology

Name of Regional Accreditor : Western Association of Schools and Colleges

Regional Accreditation Cycle Start Date : 1/2013

Regional Accreditation Cycle End Date : 1/2023

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.2 Mission, Goals and Objectives

Speech-Language Pathology

Standard 1.2 The program's mission and goals are consistent with CAA standards for entry into professional practice (3.1A and/or 3.1B) and with the mission of the institution.

Provide the mission statement of the institution. If the program is a consortium, include information for all participating entities.

From the heart of a diverse community, San Francisco State University honors roots, stimulates intellectual and personal development, promotes equity, and inspires the courage to lead, create, and innovate.

SF State is a major public urban university, situated in one of the world's great cities. Building on a century-long history of commitment to quality teaching and broad access to undergraduate and graduate education, the University offers comprehensive, rigorous, and integrated academic programs that require students to engage in open-minded inquiry and reflection. SF State encourages its students, faculty, and staff to engage fully with the community and develop and share knowledge.

Inspired by the diversity of our community that includes many first-generation college students, and the courage of an academic community that strives to break down traditional boundaries, SF State equips its students to meet the challenges of the 21st century. With the unwavering commitment to social justice that is central to the work of the university, SF State prepares its students to become productive, ethical, active citizens with a global perspective.

Provide the mission statement of the college. If the program is a consortium, discuss the mission statement for all participating entities.

The Graduate College of Education prepares reflective, transformative educators, clinicians, leaders, and scholars who advance the broad profession of education across the life span through excellence in the art and science of teaching and learning, research on critical issues in education and communicative disorders, integration of new technologies, and commitment to equity and social justice. Our programs are designed to meet global challenges through authentic learning experiences in academic and clinical environments that are grounded in our commitment to inclusiveness, integrity, community, social action, and evidence-based practice.

Provide the mission statement of the program(s) seeking (re)accreditation.

The mission of the Communicative Disorders Program (CD) at San Francisco State University (SFSU) is to prepare professionals to provide competent and compassionate service to people with communication disorders, across the lifespan. The SFSU CD Program is based on the following core values: collaboration; compassion; resilience; inquiry and investigation; life-long learning; professionalism; multiculturalism; leadership; mentorship; advocacy; and internationalism. To learn more about our vision, mission and goals, please read the CD Program Strategic Plan our Position Statement on Supporting Students who are Non-native Speakers of Standard American English.

The vision of the CD Program at SFSU is to meet the challenges of the present and future through dynamic response to the need for qualified professionals in Communication Sciences and Disorders. Through a commitment to addressing the needs of the workplace and professional excellence, SFSU CD faculty will provide mentorship for future professionals to gain experience with wide range and diversity of individuals with communicative disorders; to understand their perspectives; and to integrate research with clinical practice in support of people with communication disorders across the life span.

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What mechanisms are used by faculty to evaluate regularly the congruence of the program and institutional goals? (Select all that apply.)

- ✓ Discuss and review at faculty meetings
- ✓ Discuss and review at faculty retreat
- ✓ Compare program goals with institutional goals
- ✓ Develop program goals based on institutional goals
- ✓ Discuss program goals with institution administration
- Other - specify

What mechanisms are used by faculty to evaluate regularly the extent to which the goals are achieved? (Select all that apply.)

- ✓ Establish measurable outcomes for the goals
- ✓ Monitor achievement of outcomes and progress toward goals
- ✓ Discuss and review at faculty meetings
- ✓ Discuss and review at faculty retreat
- Other - specify

Survey Response

Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.3 Program Strategic Plan

Speech-Language Pathology

Standard 1.3 The program develops and implements a long-term strategic plan.

Describe the process for creating, implementing and evaluating the program's strategic plan.

The current form of our strategic plan came about in 2012, through a series of facilitated planning meetings and interviews with a variety of stake holders of our program, including students, community members, colleagues, consumers, and employers. Implementation was embedded into our faculty meetings, through the selection of three strategic directions that have been continually revisited and addressed. Currently, evaluation of our strategic plan is taking place through the CD Program's participation in a selective grant-supported process of curriculum redesign. Praxis pass rates, employment rates, rates at which students progress through our program, as well as student surveys, ePortfolios, CTC, and interviews serve as data that are reviewed regularly in light of our strategic plan's 3 directors.

What methods are used to assure the congruence of the strategic plan with the mission of the institution? (Select all that apply.)

- Develop program strategic plan based on institutional mission
- Discuss program strategic plan with institution administration
- Involve university administration in the development of the program strategic plan
- Obtain approval of program strategic plan from institution administration
- Discuss and review at faculty meetings
- Discuss and review at faculty retreat
- Compare program strategic plan with institutional mission
- Other - specify

What methods are used to assure the development of the strategic plan has the support of the university administration and reflects the role of the program within the community? (Select all that apply.)

- Involve university administration in the development of the program strategic plan
- Discuss program strategic plan with university administration
- Obtain approval of program strategic plan from university administration
- Discuss and review strategic plan at faculty meetings
- Discuss and review strategic plan at faculty retreat
- Provide opportunities for community input to the strategic plan
- Discuss and review strategic plan at advisory committee meetings
- Other - specify

Describe how the strategic plan is disseminated to faculty, students, alumni and other interested parties.

It is posted prominently on our website at <http://comdis.sfsu.edu>. Also, current initiatives are posted on googledocs, course documents, and faculty meeting minutes, and access to such documents is provided to stakeholder groups.

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.4 Program Authority and Responsibility

Speech-Language Pathology

Standard 1.4 The program's faculty has authority and responsibility for the program.

Does your program have independent departmental status?

Yes

No

Describe how program faculty and instructional staff have authority and responsibility to initiate, implement and evaluate substantive decisions affecting all aspects of the professional education program, including the curriculum.

The CD Program at SFSU is a highly collaborative program, although ultimate responsibility for substantive decisions regarding the program lies with the Program Director. Such decisions that affect the professional program, including the curriculum, are made with input of all CD faculty and staff. This input takes place through faculty meeting attendance; emailing, phoning, or in-person conversations; shared googledocs that invite participation in developing or commenting on aspects of the program; and retreat attendance.

Do the program director and faculty have access to higher levels of administration?

Yes

No

If No, explain

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If your program does not maintain independent departmental status please describe the organizational structure.

The CD Program is located within the Department of Special Education & Communicative Disorders in the College of Education. The CD Program Director and Clinic Coordinator are directly responsible to the Chair of the Department of Special Education & Communicative Disorders.

Including the accredited program(s), how many programs (i.e., for areas of study other than CSD) are housed within the same department as the accredited program?

6

Including the accredited program(s), provide a list of the other programs housed in the same department as the accredited program.

Accredited by CAA and the California Commission on Teacher Credentialing:

- Master of Science in Communicative Disorders

Undergraduate Programs housed within the Department of Special Education & Communicative Disorders:

- Bachelor of Arts in Communicative Sciences and Disorders
- Minor in Special Education

Credentials Accredited by the California Commission on Teacher Credentialing:

- Early Childhood Special Education (birth to pre-K only): children eligible for early intervention, special education, and/or related services under federal law.
- Mild/Moderate Disabilities (K-12, including adults): learning disabilities, cognitive impairments, other health impaired, and emotional disturbance.
- Moderate/Severe Disabilities (K-12, including adults): autism, cognitive impairment, deaf-blindness, emotional disturbance, and multiple disabilities.
- Visual Impairments (0-22): blind, visually impaired, deaf-blind
- Orientation and Mobility (birth-elderly)visual impairments, multiple disabilities, independence.

Master of Arts Degree in Special Education with following emphasis areas:

- Early Childhood Special Education (birth to pre-K only)
- Mild/Moderate Disabilities (K-12, including adults)
- Moderate/Severe Disabilities (K-12, including adults)
- Visual Impairments (0-22)
- Orientation and Mobility (birth-elderly)visual impairments, multiple disabilities, independence.

Ph.D. in Special Education

- Joint-Doctoral Program in Special Education (SFSU and UC Berkeley)

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.4 Program Authority and Responsibility

Speech-Language Pathology

Master of Science (MS)

Where is the program administratively housed?

Allied Health; Health Sciences; Health Professions; Public Health

Arts; Sciences; Humanities; Social and Behavioral Sciences

Audiology; Speech-Language Pathology; Communication Disorders

Communication; Fine Arts

✓ Education

Medicine

Professional Programs/Studies

Other - specify

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.5 Program Director

Speech-Language Pathology

Standard 1.5 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.

Program Director Name : Laura T Epstein

Certification Status : CCC-SLP

How does the program or institution evaluate the effectiveness of the program director? (Select all that apply.)

- Evaluation by the Dean
- Evaluation by the Chair
- Evaluation by instructional staff
- Evaluation by program faculty
- Evaluation by performance committee
- Evaluation by students
- Evaluation by support personnel
- No evaluation
- Other - specify

How often does evaluation of the program director occur?

- Annually
- More than one time annually
- Every 2-5 years
- Less frequently than 5 years
- Never
- Other - specify

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.6 Equitable Treatment

Speech-Language Pathology

Standard 1.6 Students, faculty, staff, and persons served in the program's clinic are treated in a nondiscriminatory manner - that is, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

How is information regarding equitable treatment communicated to students? (Select all that apply.)

- Application materials
- Catalog
- Student handbook
- Student orientation
- Web site - internet (must provide URL) <http://www.sfsu.edu/~admisrec/reg/regrtk.html>
- No mechanism
- Other - specify

How is information regarding equitable treatment communicated to faculty and staff? (Select all that apply.)

- Departmental/program meetings
- Employee handbook
- Employee orientation
- Web site - internet (must provide URL) http://facaffairs.sfsu.edu/sites/sites7.sfsu.edu.facaffairs/files/Faculty_Manual_2014.pdf
- No mechanism
- Other - specify

If your program has a clinic, how is information regarding equitable treatment communicated to clients? (Select all that apply.)

- No Clinic
- Brochures
- Clinic materials
- Posted signage
- Web site - internet (must provide URL) <http://comdis.sfsu.edu/clinic>
- No mechanism
- Other - specify

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.7 Accuracy of Public Information

Speech-Language Pathology

Standard 1.7 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.

When is information about the program and institution updated? (Select all that apply.)

- Every academic term
- Annually
- Every 2 years
- Less frequently than 2 years
- Other - specify Whenever new information is available that must be incorporated into program materials (e.g., website)

What is the process for maintaining the currency and accuracy of that information? (Select all that apply.)

- Administration reviews for currency and accuracy
- Program director reviews for currency and accuracy
- Clinic director reviews for currency and accuracy
- Graduate coordinator reviews for currency and accuracy
- Faculty member(s) reviews for currency and accuracy
- Administrative assistant reviews for currency and accuracy
- Other - specify

Who is responsible for ensuring information is available about the program and the institution to students and to the public? (Select all that apply.)

- Administrative assistant
- Clinic director
- Faculty members
- Graduate coordinator
- Program director
- Other - specify Credentials Department

How is public information about your program accessed? (Select all that apply.)

- Catalogs - printed
- Catalogs - online (must provide URL) <http://bulletin.sfsu.edu/programs/gce/speciale>
- Clinic Handbook - printed
- Clinic Handbook - online (must provide URL) <http://comdis.sfsu.edu/gradadvising#practicum>
- Student Handbooks - printed
- Student Handbooks - online (must provide URL) <http://comdis.sfsu.edu/gradadvising#practicum>
- Program web sites (must provide URL) <http://comdis.sfsu.edu/home>
- Printed brochures (specify) Departmental Brochure
- Other printed resources (specify) College Brochure

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- ✓ Other online resources (must provide URL) gcoe.sfsu.edu

Where are the program Praxis pass rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://comdis.sfsu.edu/students>

Other - specify

Where are the program completion rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://comdis.sfsu.edu/students>

Other - specify

Where are the graduate employment rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://comdis.sfsu.edu/students>

Other - specify

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Standard 2.0 Faculty - Master's Program

Standard 2.1 Faculty Qualifications

Speech-Language Pathology

Standard 2.1 All faculty members, 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 assigned by the program.

Answer the following question related to requirements for ASHA certification

Describe how the program ensures that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area.

When applicants are being considered to be clinical supervisors, the Clinic Director conducts a pre-interview to determine verbally that the applicant has their CCC and CA State License. If they do, they are then interviewed in person, and a copy of their CCC is obtained as a step in the hiring process. Status of the CCC is maintained on a yearly basis from the Clinic Director.

Indicate how verification of supervisor certification is completed. (Select all that apply.)

- Verify through ASHA
- Other - specify Require copy of current CCC to be on file with CD Program Office

Identify who is responsible for verifying that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area. (Select all that

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other - specify Internship Coordinators

When does the program verify ASHA certification status for individuals providing supervision? (Select all that apply.)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other - specify

Answer the following question related to requirements for state requirements.

How does the program verify that individuals providing supervision hold credentials consistent with state requirements? (Select all that apply.)

- Obtain copy of state credential
- Verify through state agency
- Other - specify

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Who is responsible for verifying that credentials for individuals providing supervision are consistent with state requirements? (Select all that apply.)

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other - specify Internship Coordinators

When does the program verify the state credential status for individuals providing supervision? (Select all that apply.)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other - specify

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Standard 2.0 Faculty - Master's Program

Standard 2.2 Faculty Sufficiency

Speech-Language Pathology

Standard 2.2 The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full-and part-time faculty is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program's faculty.

How do the students access faculty? (Select all that apply.)

- Appointment
- Before and/or after class or clinic
- Email
- Phone
- Standing office hours
- Other - specify

How do the students access adjunct faculty? (Select all that apply.)

- Appointment
- Before and/or after class or clinic
- Email
- Phone
- Standing office hours
- Other - specify

Describe the institution's expectations regarding faculty workloads.

The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community. Faculty members have additional professional responsibilities such as: advising students, participation in campus and system-wide committees, maintaining office hours, working collaboratively and productively with colleagues and participation in traditional academic functions.

The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform.

Instructional faculty members may not normally participate in all activities identified in this Article during each academic term or year. The composition of professional duties and responsibilities of individual faculty cannot be restricted to a fixed amount of time, and will be determined by the appropriate administrator after consultation with the department and/or the individual faculty member. The department or other appropriate unit's overall instructional or course assignments shall be consistent with department and student needs.

Please refer to Article 20 WORKLOAD from the Collective Bargaining Agreement, California Faculty Association (CFA), Unit 3 (May 15, 2007-June 30, 2010) at http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/article20.shtml

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Briefly summarize the institution's expectations for granting tenure. Provide the URL for the institution's policy if available.

At SFSU, "Tenure" means the right of a faculty member to continue at San Francisco State University subject to the conditions in the Collective Bargaining Agreement.

Advancement in rank is based on merit as demonstrated by teaching effectiveness, professional achievement and growth, and contributions to the campus and community.

URL: <http://senate.sfsu.edu/policy/retention-tenure-and-promotion-policy>

Are the current number and FTE of doctoral and other faculty sufficient to administer the graduate program of study?

Yes

No

Explain

The total FTE of faculty employed in the SFSU Communicative Disorders Program in the past academic year who commit time to the graduate program was approximately 10.71. The ratio of faculty FTE to the enrollment of 70 graduate students is approximately 1/7 students; and this is within the targeted faculty/student ratio for the California State University system.

Is the current number of doctoral and other faculty sufficient to offer the breadth and depth of the academic and clinical curriculum?

Yes

No

Explain

The extent of expertise available among the full and part-time faculty and the FTE committed to the graduate program address the specialized teaching expertise needed for the speech-language pathology curriculum. Further, all courses in the curriculum are offered yearly, allowing students to complete requirements in a timely manner toward graduation.

Is the current number of doctoral and other faculty sufficient to allow students to meet the expected student learning outcomes?

Yes

No

Explain

Through formative and annual CD Program evaluation, conducted by the CD faculty members, several indicators of faculty sufficiency to allow students to meet expected learning outcomes were found. These indicators include high percentages of positive student feedback regarding faculty mentoring through students' course and clinic evaluations; formative evaluation of student performance; graduation and employment rates; and leadership outcomes in the CSD professions demonstrated by former SFSU CD graduates. Formative evaluation showed that the results of the Learning Outcome Verification (LOV) forms submitted by faculty during mid-term and final evaluations each semester indicate that the majority of the students are meeting the expected student learning outcomes. Remediation plans for the limited few students who need further assistance are instituted at mid-term. Final LOV evaluations indicate that these students, with additional assistance and mentoring, are able to meet the learning outcomes for the semester. In the past Academic Year, one student took a medical leave, resulting in an extension of academic and clinical practicum experiences beyond the two-year time frame of two years. This student is meeting learning outcomes and moving successfully through the CD program at a slower pace.

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Is the current number of doctoral and other faculty sufficient to advise students?

Yes

No

Explain

The 4 tenure/tenure-track full-time CD Faculty (Dr. Epstein, Yu, Solomon-Rice, and Raggio) and two tenured faculty who work at .20 FTE as CD faculty (Dr. Robinson), and at .60 FTE (Dr. Soto) as of the F2014-Su2015 academic year share advising responsibilities for the CD program students as indicated for their workloads. Office hours are coordinated so that they are held on various days and times throughout the week to increase CD faculty's availability to students and to meet students' varied schedules.

Is the current number of doctoral and other faculty sufficient to participate in faculty governance?

Yes

No

Explain

The CD faculty meet either as a Program, or with all the faculty in the Department, alternating every week on Monday mornings to discuss current issues related to the CD program, e.g., strategic planning, program revisions, course and clinic scheduling, advising issues, student learning, CEU offerings.

The CD program director meets regularly with the Department chair to both represent and present CD faculty and program needs.

Is the current number of doctoral and other faculty sufficient to complete scholarly productivity (research)?

Yes

No

Explain

The CD faculty are actively engaged in scholarly activities and research. All faculty members regularly supervise student research, conduct presentations before professional organizations and conferences, and publish in peer-reviewed journals. All tenure-track CD faculty have obtained grants and awards to fund their activities, and have engaged CD students in the process.

Is the current number of doctoral and other faculty sufficient to support timely student completion of the program?

Yes

No

Explain

The proposed time to complete the graduate program in CD is 4 semesters of full-time enrollment (two academic years with one part-time summer session available in between) for classified graduate students, with 1-4 additional courses required for graduate students who require additional coursework to meet ASHA certification standards. The majority of the CD students finish the master's degree within this time period. All graduate courses and clinical practica are offered in the pre-planned semester and sequence. Regular advising every semester helps students remain on track.

Is the current number of doctoral and other faculty sufficient to maintain the expected faculty workload?

Yes

No

Explain

In the past academic year, the CD program had 5.8 FTE tenure/tenure-track members (four full time and two part-time) and 16 individuals with specialized expertise who provide part-time academic and/or clinical instruction. The workloads of the tenure-track faculty members and several long-term part-time academic and clinical instructors are distributed in order to fulfill the goals of the CD program. For example, academic and clinical instruction assignments are made according to faculty

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expertise. Further, tenure-track faculty divide administrative duties that include on-campus clinic coordination, school intern placement, adult internship placements, and student advising, with coordination provided by the CD Program Director. All CD faculty members participate in long-range planning in multiple ways including attendance at CD Faculty meetings, twice yearly CD Faculty retreats, email input to strategic plan drafts, and individual consultation.

Is the current number of doctoral and other faculty sufficient to allow faculty to have adequate time for professional development?

- Yes
- No

Explain

All of the CD faculty regularly attend professional seminars and conferences to maintain their professional development and CE requirements for ASHA certification and California licensure.

Is the current number of doctoral and other faculty sufficient for faculty accessibility by students as needed?

- Yes
- No

Explain

All CD faculty are required to hold scheduled office hours for accessibility by students who are enrolled in their academic courses and/or clinical practica. In addition, CD faculty are accessible by email, telephone, and iLearn.

Is the current number of doctoral and other faculty sufficient to allow faculty to meet tenure expectations?

- Yes
- No

Explain

All CD tenure-track faculty are moving forward in their probationary process on schedule.

Is the current number of doctoral and other faculty sufficient to allow faculty to participate in other activities consistent with the institution expectations?

- Yes
- No

Explain

All CD tenure and tenure-track faculty regularly attend the program and department meetings, and serve on one or more departmental, college, and university committees. As mentioned previously, faculty regularly present before professional organizations/conferences, conduct research, and publish textbooks and in professional journals.

Of the following what are the indicators of institutional commitment to the accredited program? (Select all that apply.)

- Support for professional development
- New faculty lines
- New staff lines
- New facilities
- Additional space
- New equipment
- Student support (graduate assistantships, scholarships, etc.)
- Other - specify

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Does your program collect demographic data on students by their race and ethnicity status?

Yes

No

Collected, but not reportable because of institutional policies and/or external policies (e.g., state, regional, legislative)

Does your program collect demographic data on students by their gender status?

Yes

No

Collected, but not reportable because of institutional policies and/or external policies (e.g., state, regional, legislative)

Provide information to show the number of students enrolled in other CSD degree programs (i.e., those not included in CAA accreditation). Enter "0" where no students were enrolled.

Other (non-accredited) CSD Degree Programs							
Degree Program	Undergraduate						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	215	0	0	0	0	0	215
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
Grand Total							215

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Other (non-accredited) CSD Degree Programs							
Degree Program	Master's (non-entry level professional degree)						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	0	0	0	0	0	0	0
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
Grand Total							0

Other (non-accredited) CSD Degree Programs							
Degree Program	Doctoral (non-entry level professional degree)						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	0	0	0	0	0	0	0
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
Grand Total							0

Standard 2.0 Faculty - Master's Program

Standard 2.2 Faculty Sufficiency

Speech-Language Pathology

Master of Science (MS)

How many total students were enrolled in the entry-level professional degree program for the most recently completed academic year (fall through and including summer). Enter "0" where no enrollments occurred for a given category.

Full Time : 70

Part Time : 0

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Standard 2.0 Faculty - Master's Program

Standard 2.3 Continuing Competence

Speech-Language Pathology

Standard 2.3 Faculty members maintain continuing competence.

Indicate all the areas in which the institution provides support for continuing professional development. (Select all that apply.)

- ✓ Institutional faculty development or instructional grants
- ✓ Institutional research grants
- ✓ Professional development opportunities on campus
- ✓ Release time for professional development
- ✓ Support for professional travel
- None
- ✓ Other - specify affiliation with UAP (North Dakota Center for Persons with Disabilities)

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Standard 3.0 Curriculum - Master's Program

Standard 3.1 Overall Curriculum Sufficiency

Speech-Language Pathology

Standard 3.1 The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of scope of practice in Speech-Language Pathology.

Provide the URL of the Web site link for the official course descriptions/offerings to the graduate program.

<http://bulletin.sfsu.edu/programs/gce/speciale#500302>

Describe how the curriculum is consistent with the mission and goals of the program.

The mission of the Communicative Disorders Program was developed in 2012, and it guides our program practices, which in turn, shape our curriculum. Our mission is as follows:

The mission of the Communicative Disorders Program (CD) at San Francisco State University (SFSU) is to prepare professionals to provide competent and compassionate service to people with communication disorders, across the lifespan. The SFSU CD Program is based on the following core values: collaboration; compassion; resilience; inquiry and investigation; life-long learning; professionalism; multiculturalism; leadership; mentorship; advocacy; and internationalism (<http://comdis.sfsu.edu>).

Our mission aligns with our strategic plan, which was originally developed over a series of retreats in 2012-2013, and which is revisited and updated at each faculty meeting of the CD Program. Within this framework, our curriculum is continually reviewed and revised to ensure that our program prepares students in the full breadth and depth of the scope of practice in speech-language pathology.

How do students entering the graduate program with degrees from other disciplines complete the prerequisite academic and clinical requirements? (Select all that apply.)

- Add term(s) to the student's graduate program
- Completion of prerequisite requirements prior to admission
 - Program does not admit students with degrees from other disciplines
 - Proficiency exam
 - Take an overload of course work
- Other - specify A minimum of 9 prerequisite courses is required before a graduate student applicant's file can be reviewed; if content is missing relative to the SFSU undergraduate curriculum, the relevant course is added to the student's roadmap.

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Indicate the assessments used to ensure students have oral and written communication skills sufficient for professional practice. (Select all that apply.)

- ✓ Case studies or research presentations (e.g., roundtable presentations)
- ✓ Class exam scores/grades
- ✓ Completion and review of clinical assignments (reports, lesson plans, progress notes)
- ✓ Completion and defense of research project, thesis, or dissertation
- ✓ Completion of class assignments (oral and written)
- ✓ Comprehensive exams (oral and/or written)
 - Grand rounds
 - Oral communication screenings
- ✓ Personal interviews by faculty of applicants and/or students
- ✓ Personal statement on application
- ✓ Score on analytical writing section of GRE
- Other - specify

Indicate how graduate students earn graduate credit when a course may be taken for either graduate or undergraduate credit. (Note: A different grading scale alone would not meet the intent of this standard). (Select all that apply.)

- Courses for both graduate and undergraduate credit are not offered
- Additional course requirements (e.g., papers, assignments, labs)
- Additional meeting time(s)
- Differential grading scale
- ✓ Portfolio essays
- ✓ Other - specify Graduate student course roadmaps are individualized to include prerequisite coursework when indicated; such courses are taken for graduate credit

Describe the process for verifying the achievement of the minimum clinical experience required for each student in the graduate program of study.

Students are evaluated in their clinical practica at midterm and at the end of the semester. The evaluation tool used by all clinical supervisors and mentors in the CD Program is known as the Knowledge and Skills Assessment Certification in Speech-Language Pathology All Clinical Practicum Evaluations instrument. This instrument was developed by CD faculty Nancy Robinson and Patti Solomon-Rice, and was subsequently published in the following peer-reviewed journal: Solomon-Rice, P. & Robinson, N. (2015). Clinical Supervision and the Use of a Three-Tiered Hierarchical Approach to Evaluate Student Clinician Performance, Perspectives SIG 11. It is administered by program-wide midterm and end-of-semester dates, and indicates the progress of each student both within and across his or her clinical training experiences.

List the ways in which students obtain academic and clinical education pertaining to normal and impaired human development across the life span.

There are several programmatic mechanisms that provide this content and experience. One is the sequential structure of the content of the CD program, in which normal development is first established in academic coursework during the undergraduate junior year; next the student is provided an introduction to disorders but continues to learn about normal development, during the senior year. During these undergraduate two years, students also acquire a foundation in anatomy and physiology in the key areas of speech, language, and hearing. Issues such as difference versus disorder are introduced in the first graduate year, along with disorders of language, speech and swallowing in adults and children.

A second mechanism for ensuring that students obtain academic and clinical education pertaining to normal and impaired human development across the life span is embedded into our clinical training sequence. During the first graduate year,

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students receive 3 semester-long practicum experiences in both children and adults. This is followed, during the second graduate year, by two semester-long internships in a medical and in a school setting when possible and appropriate, or a set of two semester-long internships within a range of ages and settings that are responsive to the student's specialty training needs with autism spectrum disorder or augmentative and alternative communication.

How do students obtain information about the interrelationship of speech, language and hearing and speech-language pathology and audiology? (Select all that apply.)

- Clinical experiences (e.g. hearing screening, speech screening, audiologic (re)habilitation, co-supervision, multidisciplinary teams)
 - Co-teaching of course work
- Course offerings (e.g. introductory courses in audiology and speech pathology, graduate courses)
- Interdisciplinary research
 - Other - specify

Describe how contemporary professional issues (such as reimbursement and credentialing regulations) are presented in the curriculum.

Contemporary professional issues are presented in designated courses, specifically CD 768 - Advanced Clinical Methods, CD 725 - Student Teaching Workshop: Communication Disabilities, CD 712 - Medical Internship Workshop. These specific courses are designated because of their key position as integration points between academic coursework and clinical practica, making contemporary professional issues immediately relevant and concrete to emerging clinicians.

Describe how the program guides students to assess the effectiveness of their clinical services.

While the theme of effectiveness of clinical services is interwoven throughout the curriculum in the SFSU program, it is the integration of courses across the curriculum that steers the student to reflect upon and evaluate their own efficacy and effectiveness. Reflection is encouraged if not required within academic courses, which, when appropriate, incorporate clinical practica into the course content. Clinical seminars, as well as the mentorship and supervision built around the clinical practica themselves further encourage students to develop a critically supportive perspective towards their emerging practice. Concrete clinical practices such as taking clinical data, examining clinical relationships, and offering alternative views and techniques further encourage and support for students to appraise their clinical effectiveness.

When students are assigned in teams for assessment or intervention, describe how the students count the hours and how this time is verified.

The SFSU CD program follows the guidelines stated under ASHA Certification Standard V-C, in which each student receives credit for only the time he/she actually provided services. Under no circumstances is clinical contact time awarded to more than one student clinician.

Does the program offer clinical practicum for undergraduates?

- Yes
- No

If the program offers clinical practicum for undergraduates, provide the following information. (Enter "0", if none)

Average number of undergraduate students enrolled in clinical practicum per academic year	40
Average number of clock hours earned per undergraduate student per academic term (semester or quarter)	5
Average number of academic terms (semesters or quarters) undergraduates are enrolled in clinical practicum	1

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How are credit hours offered at the institution?

Quarter

✓ Semester

Other - specify

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Standard 3.0 Curriculum - Master's Program

Standard 3.1 Overall Curriculum Sufficiency

Speech-Language Pathology

Master of Science (MS)

Based on full-time enrollment, indicate the academic and clinical requirements for the degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree. If no credits are required for a particular category, indicate that by providing a "0".

Requirements	Number of credits
Minimum required academic credits	33.00
Minimum elective academic credits	0.00
Minimum required practicum/clinical	20.00
Minimum elective practicum/clinical	0.00
Minimum required research (include dissertation, thesis and/or research project credits, if applicable)	0.00
Minimum elective research (include dissertation, thesis and/or research project credits, if applicable)	3.00
Other - specify	3.00
Total	59.00

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Standard 3.0 Curriculum - Master's Program

Standard 3.2 Clinical Education

Speech-Language Pathology

Standard 3.2 Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

Describe how the academic and clinical curriculum is reviewed and updated to reflect current knowledge, skills, technology, and scope of practice.

The required curriculum in the Communicative Disorders (CD) Program at San Francisco State University is designed to meet the knowledge, skill, technology, and scope of practice requirements for Sub-Standard 3.2B through introductory and advanced coursework.

Our curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in our profession, as demonstrated in myriad ways, including but not limited to our faculty meetings, syllabus reviews each semester, our Strategic Planning retreat that takes place each year, our annual Open House and Mentor Dinner, our iLearn site dedicated to our academic instructors, and our Google community (SFSU CD Academic Faculty Mentoring Community).

Syllabi for all academic and clinical courses are collected and reviewed on a twice-yearly basis; individual courses, content, and instructors are reviewed continually throughout the academic year, and into the summer when necessary by the Program Director.

Our Process:

Syllabi are collected and reviewed on a semester basis, when the schedule is assembled for the future semester (usually during the first month of the preceding semester).

The Program Director designs and develops, updates and disseminates a syllabus template to match ASHA certification standards.

Each instructor is contacted and asked to update and submit his or her syllabus to the Program Director, in line the syllabus template developed.

Any curricular issues or concerns are brought up at faculty meetings, and followed up with individual instructors by the Program Director.

Content relevant to ASHA certification standards is linked to specific CD courses as indicated on course syllabi, and is also summarized in the "long" Knowledge and Skills Acquisition (KASA) document, which is used to track students through the program.

It is important to have Program-wide outcomes that facilitate curricular review, and the SFSU CD Program's ePortfolio assignment fills this role. Each graduate student must submit an ePortfolio, which consists of a representative sample of their work and reflections over the course of their graduate training. Each student's ePortfolio is completely unique, and reflects an integration of their particular clinical training experiences and specific interests. Each one is closely reviewed by at least one faculty member, which provides an opportunity for the Program as a whole to receive holistic feedback about their impact on individual students, as well as to demonstrate to individual faculty how students experienced their courses and clinics. The ePortfolio consists of a Welcome Page, a Professional Philosophy Statement, a page about Academic Preparation, a page highlighting Clinical Experiences, a Resume page, and a Projects and Initiatives page.

Our Process:

The ePortfolio is integrated within key courses across the graduate curriculum, including CD 701, CD 707, CD 706, and CD 725.

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Students are responsible for selecting key assignments and experiences for their ePortfolios.

When complete, each student submits their ePortfolio link to a core faculty member, who places it within the spreadsheet. When all the ePortfolios for the particular graduating class have been collected, core faculty divide them up and review their sets. Feedback is emailed to the student, as well as placed within the spreadsheet. Students receive an approval email to let them know that their ePortfolio has been approved.

List the ways in which students obtain academic and clinical education necessary for professional practice in a multicultural society.

A hallmark of our program is the reflection of cultural diversity within our coursework and curriculum, in which we sensitively incorporate elements from the culturally rich and diverse Bay Area. Our clinics and internships are fully immersed within this sociocultural environment. This setting supports a variety of state-of-the-art practices disseminated by our faculty in their research, academic teaching, and clinical instruction, including response-to-intervention (RtI), AAC literacy, naturalistic language supports for toddlers, adult neurogenic clinics focused on socialization and integration, and family-centered communication clinic for children on the autism spectrum. Our diverse clientele guides the scope of our cultural and linguistic knowledgebase and is reflected at all levels of our academic and clinical training.

As individual faculty in the SFSU CD Program, we are devoted to responding to our multicultural society by providing current clinical knowledge, skills, technology, and scope of practice, through our innovative and individually designed training clinics. Each faculty member in possession of the CCC-SLP, as well as selected clinical instructors, has designed a specialty training clinic that focuses on unique populations, including early childhood / preschool (classroom setting), bilingual school age (classroom settings), ASD, AAC (adult and child), fluency (developing), child language, and adult neurogenics.

Our first-year clinics are all community-based and supervised directly by our full-time faculty when possible, with each clinic supporting a distinct and unique community within the Bay Area with cultural sensitivity. Because all of our core faculty who possess the CCC-SLP provide clinical instruction as well as teach academic courses, each member brings authentic experiences and information about diverse populations directly into their classrooms; current evidence regarding best practices is applied from classroom to clinic. All clinical instructors meet with the Clinic Director periodically and go over the Clinical Instructors' Handbook. All clinical instructors receive student evaluations each semester. Our internship sites are distributed all around the incredible cultural diversity of the greater Bay Area, and provide more independent experiences immersed within the multicultural society.

Describe how clinical practicum is offered and how supervision of practicum is managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc.

The Clinic Director coordinates student placement for the first-year clinical practica. Each student receives three semester-long placements, usually two with children, and one with an adult. Sometimes, if the student feels very strongly that they plan to specialize in work with adults, they may be placed in two adult clinics and one child clinic. The Clinic Director determines specific clinic placements based on student interest, student skills, and other details. A fourth clinical placement in this sequence of experiences is the Diagnostics clinic, and is the final pre-internship clinic - although timing in this clinic may differ depending upon individualization of the student's roadmap. All full-time faculty who are in possession of the CCC supervise clinics, as well as community practitioners who present with a range of expertise to offer to our graduate students.

Upon completion of the first year practica, each graduate student participates in two semester-long off-campus internships during his or her second year in the program, typically during the fall semester and spring semester. A wide range of internship sites are available, fully immersed within the culturally rich and diverse broader San Francisco Bay Area.

The two internship experiences, one a school-based experience, and the other a medical or clinical-based experience, are requested by students in accordance with their roadmaps, via an on-line request system, in which students convey their clinical interests, languages spoken, and geographic needs. The coordinators place the students based on the information received, and will meet with the students to discuss the student's needs further when necessary. When a match between mentor and mentee is determined to be appropriate, the internship coordinators send out an introduction email with specific instructions on it, which the students are expected to follow in order to secure the site. This step may include interviews, some of which are competitive. There may be further steps to follow in order to meet specific site requirements. Each internship site is established with a current Memorandum of Understanding (MOU).

Monthly internship workshops are scheduled alongside the clinical experiences, to ensure that students share and integrate

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information from their internship experiences, as well as receive information about professional issues, certification, licensure, and credentials, in order to prepare them for their impending graduations.

Each student is evaluated twice per semester using our Knowledge and Skills Acquisition (KASA), Certification in Speech-Language Pathology, All Clinical Practicum Evaluations instrument.

Each student is assigned a SFSU site visitor, who is a T/TT faculty member or a part-time instructor with expertise in the field.

Each SFSU site visitor makes 4 contacts with the intern and mentor each semester, with at least one site visit or more, depending on need or by request. The site visitor fills out a SFSU Communicative Disorders Program SFSU Supervisor's Report of Site Visit (CD715, CD881, or CD882) for each visit, which is filed with the school or medical internship coordinator.

The student intern confidentially evaluates his or her internship mentor at the end of the semester, by completing the School or Medical Site Supervisor Feedback Evaluation Form. This form is filed with the school or medical internship coordinator.

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Standard 3.0 Curriculum - Master's Program

Standard 3.3 Scientific and Research Foundation

Speech-Language Pathology

Standard 3.3 The scientific and research foundations of the profession are evident in the curriculum.

How do students obtain knowledge in the basic sciences (e.g. biology, physics, social sciences, and math)? (Select all that apply.)

- Deficiency or prerequisite course work
- Graduate course work
- Participation in faculty research
- Undergraduate course work
- Other - specify

How do students obtain knowledge in the basic communication sciences (e.g. acoustics, physiological and neurological processes of speech, language, hearing, linguistics)? (Select all that apply.)

- Deficiency or prerequisite course work
- Graduate course work
- Graduate course work in another department
- Undergraduate course work in another department
- Participation in faculty research
- Research project or dissertation
- Other - specify

How does the curriculum reflect the scientific bases of the professions and include research methodology, exposure to research literature? (Select all that apply.)

- Attend research conferences
- Complete research literature reviews within courses
- Complete research project, dissertation or thesis
- Grand rounds
- Incorporate evidence-based practice into the clinic
- Other class research projects
- Participate in faculty research
- Require research course
- Other - specify USDOE/OSEP Grant Support for students to develop interventions in field-based research in the area of AAC and Autism Spectrum Disorders.

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How does the program include opportunities to participate in research? (Select all that apply.)

- Capstone project
Dissertation
- Independent research project
- Interdisciplinary research
- Participation in externship research projects
- Participate in faculty research
- Thesis
- Other - specify Recruit and support students with grant support to work as research assistants with faculty

Are the research opportunities offered by the program consistent with the specified mission and goals of the program?

- Yes
- No

Explain

The strategic directions of the SFSU CD Program are:

- 1) Showcasing the field and program;
- 2) Providing exemplary education; and,
- 3) Promoting Excellence across Faculty and Professional Community.

The research opportunities offered by the CD Program at SFSU are consistent with these strategic directions , and support and provide impetus to the mission of the program.

Regarding the first Strategic Direction, that of showcasing the field and program, research productivity is a way to promote and highlight our program within the professional and university communities. Research at SFSU is highly regarded, and research productivity by individual faculty brings recognition and reward to themselves and to the program as a whole. Research is an integral component of retention, tenure and promotion of full-time faculty. Research is also highly valued by our professional organizations, specifically the California Speech-Language-Hearing Association and the American California Speech-Language-Hearing Association.

The second Strategic Direction, that of providing exemplary education, reflects the CD Program's commitment to an integrated clinical model, in which each full-time faculty member participates as a clinician (and carries out clinical education as a part of their full-time workload), an instructor, and a researcher. Research is an integral part of the role of each full-time faculty member, and underlies educational excellence. Students, in turn, participate in research whenever opportunities are possible, and receive the exemplary education offered by hands-on research experiences.

The third Strategic Direction, which is Promoting excellence across faculty and professional community, brings our colleagues in the field to participate in, provide feedback regarding, and invest in the research generated by our program faculty.

Are these research opportunities consistent with the institution's expectations for this program?

- Yes
- No

Explain

Research at SFSU is highly regarded. It is embedded in the themes of the Graduate College of Education. It is an integral component of retention, tenure and promotion of full-time faculty in the Department of Special Education & Communicative Disorders. Research is also highly valued by our professional organizations, specifically the California Speech-Language-Hearing Association and the American California Speech-Language-Hearing Association. Recognition of achievement in research by our professional organizations is consistent with expectations of our Department, College and

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University.

Standard 3.0 Curriculum - Master's Program

Standard 3.4 Sequence of Learning Experiences

Speech-Language Pathology

Standard 3.4 The academic and clinical curricula reflect an appropriate sequence of learning experiences.

Describe any differences to the expected sequence of courses and clinical experiences that result from different tracks.

Courses and clinical experiences are designed to coordinate application of classroom learning. For example, students are provided the option of completing hospital or school internship, following successful mastery of clinical competencies in on-campus clinical practicum experiences. In addition, specialized training in AAC and Autism Spectrum Disorders were supported through USDOE/OSEP grant funding. Course sequences were adjusted so that students who participated in additional AAC or ASD courses and field work were able to complete grant requirements in coordination with CD program requirements.

When a student is assigned to a clinical experience before or concurrent with appropriate course work, how does the program ensure that the student is appropriately prepared for this clinical experience? (Select all that apply.)

- Additional time spent with supervisor
- Concentrated/accelerated course work
- Does not occur in this program
- Extra clinical labs
- Extra readings
- Observations prior to hands-on experience (live or video)
- One-to-one tutorial
- Other - specify

If students are assigned to a clinical experience before or concurrent with appropriate course work how does the program evaluate the adequacy and effectiveness of the activities used to ensure the student is appropriately prepared for clinical experience?

Approximately 15 students admitted to the SFSU CD Program yearly cohort of 30 students come from our own program and have received the background coursework that provides the foundation for clinical training. The remaining 17 students come a variety of programs in other universities. As such, it is inevitable that they will enter our program with varied foundational prerequisite coursework. While prospective student applications are not reviewed unless they indicate through their transcripts that they have taken at least 9 foundational courses, once in the program, graduate students must complete coursework in any areas that were not covered by their 9 (or more) foundational courses.

Students entering the graduate program at SFSU begin their clinical training in their first semesters, and our program is carefully and pedagogically designed to support their clinical training. This is enabled through our multi-layered course structure, which consists of academic courses, clinical seminars (CD 711, CD 712, CD 713 and CD 725), and clinical practica (CD 880, CD 715, CD 882, and CD 884). Academic courses focus on the evidence base for the "Big 9," while clinical seminars are guided tutorials focused on clinical issues that proactively guide students through their clinical practica. At the same time, clinical seminars respond with content and support regarding issues that emerge within clinical practica. Within this framework of courses, students experience both formative evaluation throughout the semester that is based on clinical paperwork such as evidence-based intended therapy plans, SOAP notes, diagnostic and therapy report drafts, supervisory feedback, and midterm clinical performance evaluation. Students receive summative evaluation that is based on final therapy reports and final clinical performance evaluations.

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Standard 3.0 Curriculum - Master's Program

Standard 3.5 Supervision

Speech-Language Pathology

Standard 3.5 Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

What indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the professions? (Select all that apply.)

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous student evaluations
- Previous supervisory experience
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other - specify

How does the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (Select all that apply.)

- Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- Evaluate student clinical performance at mid-term
- Evaluate student clinical performance at end of term
- Maintain records of the amount of time of observations, meetings and conferences
- Use student feedback
- Use supervisor feedback
- Other - specify

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How do students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (Select all that apply.)

- ✓ During the clinical session
- ✓ Email
- ✓ Clinical labs
- ✓ Phone
- ✓ Posted office hours
- ✓ Regularly scheduled meetings/conferences
- ✓ Unscheduled meetings
- Other - specify

How does the program inform students regarding ethics, legal and safety issues and procedures (Select all that apply.)

- ✓ Acknowledgement of confidentiality policies (e.g. sign agreements)
- ✓ Clinical handbook
- ✓ Clinical labs
- ✓ Clinical practice
- ✓ Course work
- ✓ HIPAA training
- ✓ Professional practice course work
- ✓ Web site - internet (must provide URL) <http://comdis.sfsu.edu/gradadvising#practicum>
- ✓ Student handbook
- ✓ Student orientation
- ✓ Universal precautions training
- University safety training
- Other - specify

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Standard 3.0 Curriculum - Master's Program

Standard 3.6 External Placements

Speech-Language Pathology

Standard 3.6 Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

Who is responsible for monitoring agreements with external facilities (Select all that apply.)

- Administrative assistant
- Clinic director
- Faculty
- Higher administration (e.g. dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other - specify School and Medical Internship Coordinators

Who is responsible for coordinating clinical education placements? (Select all that apply.)

- Administrative assistant
- Clinic director
- Faculty
- Intern\externship supervisor
- Program director
- Student
- Other - specify School and Medical Internship Coordinators

Are there written agreements between all external sites and the program?

- Yes
- No

If No, explain

How does the program monitor clinical education placements (Select all that apply.)

- Intern/extern supervisor
- Meeting with the externship supervisor
- Onsite visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluation
- Review of student clinical records/files
- Written contractual agreement
- Other - specify

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.7 Clinical Settings

Speech-Language Pathology

Standard 3.7 The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.

How does the program ensure each student is exposed to a variety of clinical settings, client/patient populations and age groups?

Continued program evaluation is conducted to determine that clinical training is consistent with needs identified in community settings. The SFSU CD Advisory Council and supervising clinicians in the field are solicited for input on regular basis . Clinical training across the lifespan is offered in a variety of settings , including the university clinic, public and non-public schools, community clinics, Head Start Centers and community hospital and rehabilitation facilities. All graduate students are required to pursue the Speech Pathology Services Credential (formerly the Clinical Rehabilitative Services Credential) required for public school employment. The requisite clock-hours for this credential are acquired through semester-long, supervised placement in a public or non-public school setting. The majority of students' adult clock-hours required for graduation are obtained during an off-campus intern/externship in a hospital or rehabilitation center.

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Standard 4.0 Students - Master's Program

Standard 4.1 Admission Criteria

Speech-Language Pathology

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

Of the following, what graduate admission requirements are required by the institution? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other - specify Test of Basic Skills, Written English Proficiency Requirement

Complete the table below to show the grade point average (GPA) admission criteria for the university/college and for the graduate program. Where no criterion is required, respond by indicating "0" in the appropriate space.

	University/College criterion	Program criterion
Minimum GPA at the time of admission to the graduate program	3.00	3.00
Other GPA in a major area of study	3.00	3.00

Does the program use additional GPA requirements for admission (e.g., GPA in the major, GPA in the last 30 hours, etc.)?

- Yes
- No

If the program uses additional GPA requirements for admission, please describe.

GPA is considered for the last 60 units.

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Complete the table below to show the Graduate Record Exam (GRE) admissions criteria for the university/college and for the graduate program. Enter "0" if there are no minimum criteria for a particular score.

	University criterion	Program criterion
Minimum <u>overall</u> GRE scores	0	0
Minimum <u>verbal</u> GRE score	0	0
Minimum <u>quantitative</u> GRE score	0	0
Minimum <u>writing</u> GRE score	0.0	0.0

Of the following, what graduate admission requirements are required by the program? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other - specify Passing CBEST, Meeting Written English Proficiency Requirement, Obtaining Certificate of Clearance from the California Commission on Teacher Credentialing if interviewed, Completion of prerequisite coursework

Do the program admission requirements differ from that of the institution?

- Yes
- No

Please describe any exceptions to the program's admissions requirement that are exercised by the program.

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Standard 4.0 Students - Master's Program

Standard 4.2 Student Adaptations

Speech-Language Pathology

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

Describe how the program provides accommodations for individuals with special needs with respect to curriculum, practicum, policies, and procedures.

Policies and Procedures

Our Mission Statement (<http://comdis.sfsu.edu/home>) communicates our commitment to diversity, including language proficiency in service delivery, multiculturalism, and special needs. Our list of core values addresses this commitment, and includes collaboration; compassion; resilience; inquiry and investigation; life-long learning; professionalism; multiculturalism; leadership; mentorship; advocacy; and internationalism.

Our Program upholds these standards and competencies in our curriculum and its policies and procedures for admission, in our internal and external clinical placements, and in our retention of students that reflect a respect for and understanding of cultural, linguistic, and individual diversity, including special needs. There is consistent application of policy through our regular and frequent faculty meetings, as documented in our CD Faculty Meeting Minutes.

In cases of special learning needs, the CD Program follows the guidelines put in place by, and works closely with, the Disability Programs and Resource Center (DPRC - <http://access.sfsu.edu/home>) whenever indicated to support students with special needs.

Curriculum and Practicum

We require a variety of assignment types across our courses, ranging from individual to group assignments that include exams, papers, projects, posters, oral presentations, and more (see course syllabi). This variety captures the full range of our students' learning styles. Furthermore, the faculty constitute a full range of teaching styles, all of which are supported within a collegial and supportive environment.

To provide a framework for student learning, both our curriculum and practicum represent a sequence of learning outcomes that extends from academic coursework, to on-campus clinical education, to off-campus internships, known as the Road Map (<http://comdis.sfsu.edu/masters> - bottom of link). This sequence provides a supportive roadmap for learning by our students.

Students with special needs may alert their academic instructors or clinical educators as to their needs, or they may be discovered by an instructor or educator based on student performance. At this juncture, student and instructor/educator meet to discuss the learning needs. When deemed necessary and/or mutually agreed-upon, a referral may be made to Disability Programs Resource Center (DPRC). Students are also referred to the CD Program's Learning Outcome Verification (LOV) system, in which the student's needs are discussed. Then specific faculty within the program are assigned to work with the student and instructor/educator to determine learning strategies. The student's progress for the remainder of the semester is tracked by the team to determine success of the learning plan.

How is respect for and understanding of cultural and individual diversity incorporated into the curriculum? Give one example.

There are myriad examples of how respect for and understanding of cultural and individual diversity are incorporated into our curriculum, because honoring diversity is a centerpiece of our program's identity. Therefore, a prime example of how this respect and understanding is conveyed is our Program's Position Statement on students who are non-native speakers of standard American English, which is prominently displayed on our website, immediately underneath our Mission Statement: (<http://comdis.sfsu.edu/nnsposition>).

This position statement asserts that we "promote linguistic diversity and view the use of different languages and dialects among our students as an asset to our academic and professional community. We hold the position that students who use

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non-standard varieties of American English – whether because English is not their first language or because standard American English (SAE) is not their primary dialect – are no different from their peers in their ability to provide competent speech -language services to persons with communicative disorders, so long as they have met our program standards for academic and clinical performance.”

Our position translates into all aspects of our curriculum, but an excellent example is our course CD 701, Language Difference and Language Disorder, taught by Dr. Betty Yu. This course fully explores the issues regarding difference versus disorder, and embraces the ideas encapsulated in the position statement above. Value and competence are conveyed to all students in the class, as they explore their own identities; through this, they learn to express valuing diversity through activities that clinically and academically apply such principles.

How do the program’s policies and procedures convey respect for and understanding of cultural and individual diversity (e.g. admission, internal and external clinical placement and student retention policies and procedures, proficiency in English)? Give one example.

The SFSU CD Program's policies and procedures for admission are designed to promote cultural and individual diversity along as many dimensions as there are faculty voices, and more.

We admit to our graduate program a total of 15 students each year from our own undergraduate program, out of our total cohort of 32. Our public university is a minority institution, with a mandate to support the many undergraduates who are often the first in their family to attend college, who are likely to come from families of poverty, and who may speak English as their second language. The learning needs of these students are embraced in the final paragraph of the SFSU mission statement (<http://www.sfsu.edu/~puboff/mission.html>): “Inspired by the diversity of our community that includes many first-generation college students, and the courage of an academic community that strives to break down traditional boundaries, SF State equips its students to meet the challenges of the 21st century. With the unwavering commitment to social justice that is central to the work of the university, SF State prepares its students to become productive, ethical, active citizens with a global perspective.”

Our Program’s criteria for reviewing prospective students’ files are reflected in our CD application review scoring sheet. This rating sheet was designed with SFSU’s mission and values in mind. For example, our selection criteria include diversity and bilingualism. One fifth of each applicant’s score is based on elements of diversity, social advocacy, and bilingualism that are discerned in the applicant’s materials.

When reviewing prospective student applications, two faculty members independently score applicants using our CD application review scoring sheet. We then either face or skype interview the top 75 candidates, in groups of approximately 5-6 candidates. The object of the group interview is to observe collaboration and community building skills, as well as associated pragmatics skills, through requiring the students to read an ethical dilemma and develop a consensus as a group, about whether an ethical dilemma in fact exists and how to resolve it. We use an interview scoring sheet for each participant.

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.3 Student Information

Speech-Language Pathology

Standard 4.3 Students are informed about the program's policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. Students are informed about documented complaint processes.

How are students informed about program policies and procedures? (Select all that apply.)

- ✓ Academic advising
- ✓ Course work
- ✓ Handouts
- ✓ Posting on bulletin board
- ✓ Student orientation meetings
- ✓ Student handbooks
- ✓ Web site (provide URL) <http://comdis.sfsu.edu/>
- ✓ Other - specify frequent emails are sent to students regarding policy and procedure updates and deadlines

How are students informed about degree requirements and requirements for professional credentialing? (Select all that apply.)

- ✓ Academic advising
- ✓ Course work
- ✓ Handouts
- ✓ Posting on bulletin board
- ✓ Student orientation meetings
- ✓ Student handbooks
- ✓ Web site (provide URL) <http://comdis.sfsu.edu/>
- ✓ Other - specify Frequent emails are sent to students regarding credentialing information

How are students informed about ethical practice? (Select all that apply.)

- ✓ Academic advising
- ✓ Course work
- ✓ Handouts
- ✓ Posting on bulletin board
- ✓ Student orientation meetings
- ✓ Student handbooks
- ✓ Web site (provide URL) <http://comdis.sfsu.edu/>
- ✓ Other - specify Emails are sent to students regarding ethical issues and position statements posted on the CD Program website.

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How are students informed about student complaint procedures including contacting the CAA? (Select all that apply.)

- ✓ Academic advising
- ✓ Course work
- ✓ Handouts
- ✓ Posting on bulletin board
- ✓ Student orientation meetings
- ✓ Student handbooks
- ✓ Web site (provide URL) <http://comdis.sfsu.edu/>
- ✓ Other - specify Emails are sent to students regarding complaint procedures for SFSU, ASHA and CAA

Describe the program's policies for dealing with student complaints.

The procedures for student complaints are posted at this link on our website:
http://comdis.sfsu.edu/current_students#complaint, and are as follows:

A complaint may be made to the Council on Academic Accreditation (CAA) about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Criteria for Complaints Against Graduate Education Programs. For a complaint to be considered by the CAA, it must:
(a) be against an accredited education program or program in Candidacy status in speech-language pathology and/or audiology,
(b) relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards, and
(c) include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc.) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA, if relevant to the complaint.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The burden of proof rests with the complainant. All written testimony must include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office to verify and communicate with the source of the complaint.

Complaints against a program may be submitted even if separate action is pending against the program by another body, except as outlined above.

For more information, see <http://www.asha.org/uploadedFiles/Accreditation-Handbook.pdf#search=%22student%22>) on the ASHA website re: complaints. All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. Complaints will not be accepted by e-mail or facsimile.

Explain how student complaints are reviewed to assess their impact on compliance with accreditation standards.

The SFSU CD Program welcomes all student input, including student complaints. Should a student complaint be brought to attention of the CD Program, it would be fully discussed and analyzed for its impact on accreditation standard compliance. Should the program be found to be at fault, or should revision of policies, procedures, or other program components be indicated, these changes would first be evaluated for integrity with the accreditation standards. Once a satisfactory way to address the complaint were to be found to uphold the standards, the necessary changes would immediately be incorporated into the CD Program website, and be brought to the attention of the Chair and Dean of the College.

Survey Response

Is the record of student complaints retained?

Yes

No

If No, explain

Describe how privacy of student information is protected when handling student complaints.

Should a student complaint be received by the CD Program, it is paramount to protect the identify of the student making the complaint. It is possible that, in some instances, the identify of the student would be retained by the Chair or the Dean. In other cases, the Program Director would additionally retain the identify of the student. Following procedures already adopted for other types of interventions by the CD Program, the student's name would not be identified in any program-specific written records. Furthermore, CD faculty treat student identity strictly in accordance with HIPAA/FERPA guidelines.

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.4 Student Advising

Speech-Language Pathology

Standard 4.4 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students are also provided information on student support services.

Describe the program's advising policies and procedures with respect to academic and clinical instruction, access to adjunct faculty, and student support services. Provide the Web site URL if available.

Students in the CD Program are required to obtain academic and clinical advising every semester. When they first enter the program, an individualized roadmap is developed for each student that takes into consideration prerequisite coursework, the integration of this coursework with SFSU CD program requirements, and the student's particular interests and goals. A course roadmap is developed on a googledoc, that is shared with all academic advisors. It is updated at least every semester to reflect progress in both academic and clinical instruction, at each academic and clinical advising session.

Access to adjunct faculty is provided through course meetings, email addresses, phone access, course website-based correspondence (via iLearn), and through holding regular office hours in assigned office spaces.

Students are informed regarding the full range of support services available at SFSU through information posted on the website for the Program (http://comdis.sfsu.edu/current_students), the Department of Special Education & Communicative Disorders website (<http://spedcd.sfsu.edu/content/advising>), the Graduate College of Education website (<http://gcoe.sfsu.edu/student-services>), and the SFSU website (<http://www.sfsu.edu/#>). Students receive this information through a variety of ways, including during Program-wide orientations that are held every semester, meetings held at various roadmap milestones (internship placement, comprehensive exam meetings, meetings to review clinical skills, meetings to prepare paperwork for accreditation and licensure), during class lectures when appropriate, and during group and individual academic advising sessions.

Indicate those individual(s) who serve as academic advisors. (Select all that apply.)

- Faculty member
- Program Director
- Staff
- Other - specify

How often do students receive academic advisement?

- Once per academic year
- Once per term
- More than once per term
- Other - specify

Is advisement of clinical performance provided separate from academic advisement?

- Yes
- No

Survey Response

If advisement of clinical performance is provided separate from academic advisement, indicate the individual(s) who serve as clinical advisors. (Select all that apply.)

- Clinical director
- Clinical supervisor/preceptor
- Faculty member
- Program director
- Staff
- Other - specify

How often do students receive clinical advisement?

- Once per academic year
- Once per term
- More than once per term
- Other - specify

How are students informed about student support services? (Select all that apply.)

- Academic advising
- Handouts
- Posting on bulletin board
- Student handbooks
- Student orientation meetings
- Web site (provide URL) http://comdis.sfsu.edu/current_students
- Other - specify Individual Advising

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.1 Program Assessment of Students

Speech-Language Pathology

Standard 5.1 The program conducts ongoing and systematic formative and summative assessment of the performance of its current students.

Provide three examples of specific graduate student learning outcomes that have been developed by the program and describe how they are related to the mission of the program.

Graduate Learning Outcome 1

- Description : In their final semester of graduate studies, students must submit an ePortfolio that demonstrates mastery and integration of professional competencies through a Welcome Page, a Professional Philosophy page, an Academic Preparation page, a Clinical Experience page, a Resume page, and if desired, a Projects and Initiatives page. Please see this link for details about this assignment, and examples of completed ePortfolios: <http://cddemo.myefolio.com/cdeport>. Students submit a link to their ePortfolio either to Dr. Yu through her course CD 706 (Counseling, which is typically taken during the final semester of graduate studies), or to the Program Director (if they are graduating in either summer or fall semester). EPortfolio links are divided among CD full-time faculty, who then review them using the rubric developed for this purpose. Students respond to faculty evaluations by revising and resubmitting their ePortfolios. Evaluative comments are available to all full-time faculty through a tracking document that is shared on line, thus providing to faculty both qualitative and quantitative information about the impact of the program on individual students.
- How related to the mission of the program : The ePortfolio is linked to the CD Program's Strategic Initiative 2, that of Providing Exemplary Education. It provides to full-time faculty both qualitative and quantitative information about the impact of the program on individual students, which is used for continual improvement of the Program.

Graduate Learning Outcome 2

- Description : In CD 707, Language Disorders in School-Aged Children, which is offered in the spring semester of the first graduate year, students are required to present an evidence-based poster that is related to clinical practices in school settings, at the SFSU NSSLHA Annual Conference. This conference is held in every spring semester. The assignment consists of several steps, beginning with learning content relevant to school-based issues that reflect class themes, and selecting an aspect of such issues for further research. Students develop and submit a research paper based on these issues. From this work, they create individual posters that are developed through class discussions and a class-wide poster presentation rehearsal. The students then present their posters formally and professionally on the day of the conference. Summative evaluations take place at each step of this process, which culminates in successful presentations of their work at the NSSLHA conference.

Last academic year, the theme of the course was evidence-based workload strategies. Two posters that were outstanding in reflecting this theme were subsequently submitted and accepted for presentation at the ASHA Annual Convention in Denver, 2015 (Black, S. and Epstein, L.

Survey Response

(2015). A Year-Long Elementary School Workload Plan for Children With Fetal Alcohol Syndrome. Poster submission accepted for presentation, ASHA Convention, Denver, CO.; and, Cohen, N., Erickson, G., Goldberg, J., Muzio, L., Stratton, K., Veremenko, and L., Epstein, L. (2015). A Year-Long School Workload Plan for Children With Traumatic Brain Injury Poster submission accepted for presentation, ASHA Convention, Denver, CO.).

How related to the mission of the program

: The CD 707 poster presentation assignment is connected to all the CD Program's Strategic Directions, including Strategic Direction 1, Showcasing the Field and the Program, as well as Strategic Direction 2, Providing Exemplary Education, and Strategic Direction 3, Promoting Excellence across Faculty and Professional Communities.

Regarding Strategic Direction 2, the process of developing a poster for presentation, as well as the expected high standards that result in quality of work that is sufficient for submission to the ASHA Annual Convention, all set the highest bar possible for providing exemplary education.

As for Strategic Direction 1, Showcasing the Field and the Program, the SFSU NSSLHA Annual Conference is attended by students, and by professionals and families in our community, and it is an important service that the SFSU CD Program provides to the field. As such, it is a highly visible venue for showcasing our program and field, and student work that reflects best practices is a point of pride that resonates strongly in our community. Furthermore, it provides a way to promote excellence across all of our faculty, particularly our off-campus intern mentors, by presenting current, state-of-the-art information to them. This addresses Strategic Direction 3, which focuses on Promoting Excellence across Faculty and Professional Communities.

Graduate Learning Outcome 3

Description

: CD 768, Advanced Clinical Skills, is taught in the Fall semester of the first graduate year, by Dr. Patti Solomon-Rice. A central assignment in this course is the Single Subject Research Design Case Study. This assignment contains both written and oral components. It establishes principles of evidence-based practice. It provides a point of integration between theory and practice through its reliance on the student's first clinical experience as the subject for the case study. This assignment was developed in coordination with Dr. Deborah Curtis, who teaches ISED 797, Seminar in Educational Research (which is housed in the Department of Equity, Leadership Studies, and Instructional Technologies, Graduate College of Education), thus ensuring that our first-year graduate students experience the full spectrum of evidence-based practices that are relevant to our field.

How related to the mission of the program

: The Single Subject Research Design Case Study is connected to the CD Program's Strategic Direction 2, Providing Exemplary Education, and Strategic Direction 3, Promoting Excellence across Faculty and Professional Communities.

Regarding Strategic Direction 2, the Case Study promotes exemplary education through the integration it fosters between research and clinical practice, and its reliance on the development of evidence-based practices that is immediately applied to clinical training experiences.

As for Strategic Direction Strategic Direction 3, Promoting Excellence

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across Faculty and Professional Communities, the collaboration that this assignment represents between two courses in two different departments leads to a greater understanding of our field on the part of non-CD faculty, and a greater appreciation of the high expectations we have for our students. It facilitates a sharing of expertise that strengthens the research underpinnings of our students' formative graduate experiences.

Describe the process used by the program to develop, validate, and assess student learning outcomes for the knowledge and skills required for entry into professional practice.

The SFSU CD Program develops, validates, and assesses student learning outcomes that it deems necessary for the knowledge and skills required for entry into professional practice through a variety of ways that create a robust process. Content is guided by the ASHA Certification Standards, onto which the CD curriculum is mapped to ensure coverage of all certification areas. The program uses a form known as the Knowledge and Skills Acquisition long form, as well as an individualized program roadmap for each student, which is updated each semester. Course syllabi are reviewed each semester, and instructors check that their content areas are being addressed as described on the KASA long form. Course outcomes have multiple integration points (as described in our learning outcomes, in which course assignments are presented to wider audiences, or developed collaboratively with faculty outside of CD) which allow for evaluative input by many sources, including our faculty, colleagues from other departments, and our professional community of practitioners. Information regarding these outcomes are reviewed regularly at CD faculty meetings, which are scheduled to meet 2 to 3 times per month.

Provide examples of how the program evaluates students' academic and clinical progress using formative and summative assessments.

Academic - Formative Assessment Example : The core (T/TR) faculty in the CD meet for 2 hours 1-3 times a month to discuss program issues from all facets of our academic and clinical programs, including feedback from meetings with internship supervisors and students after site visits, meetings between instructors and with their students who are struggling in courses/clinics as reported by the Learning Outcome Verification (LOV) reports (see immediately below), clinic coordinator, school internship coordinator, medical internship coordinator, administrative office coordinator.

Students who are struggling either academically or clinically are reviewed each semester by the core faculty through a system known as the Learning Outcome Verification (LOV) reports. This system is based on instructors reporting students with a C- or lower (undergraduate students), or a B- or lower (graduate students), along with a description of the difficulty, and any remediations in place. The LOV note administrator, Betty Yu, assigns individual core faculty to students who are reported by a clinical or academic instructor to the CD full-time faculty, due to a demonstrated need for extra support. The core faculty works in collaboration with non-tenure track faculty to develop strategies to better support individual students.

Academic - Summative Assessment Example : At the end of the semester, the students who were reported to the Learning Outcome Verification (LOV) report system are reviewed once more, to follow up on the results of the intervention strategies. Program advancement criteria, which are posted on the Program's website (<http://comdis.sfsu.edu/gradadvising#grading>), are applied to each individual case. The advancement criteria state the following:

- 1) Letter grade of C or better in each graduate-level academic course, with an overall B average (3.0 GPA) for the program.
- 2) Letter grade of B or better in CD768 Advanced Clinical Skills.
- 3) Letter grade of B or better in all CD880 level clinics

Students who do not meet the requirements above will not be allowed to advance in the academic and clinical practica sequence. The student will be required to meet with an advisor to develop a remediation plan that may

Survey Response

include additional coursework and/or practicum experience.

No clock hours will be counted for clinical practica that result in a grade of W (withdrew) or I (incomplete) for reasons other than faculty approved medical/emergency situations.

Clinical - Formative Assessment Example

: The core (T/TR) faculty in the CD meet for 2 hours 1-3 times a month to discuss program issues from all facets of our academic and clinical programs, including feedback from meetings with internship supervisors and students after site visits, meetings between instructors and with their students who are struggling in courses/clinics as reported by the Learning Outcome Verification (LOV) reports (see immediately below), clinic coordinator, school internship coordinator, medical internship coordinator, administrative office coordinator.

Students who are struggling either academically or clinically are reviewed each semester by the core faculty through a system known as the Learning Outcome Verification (LOV) reports. This system is based on instructors reporting students with a C- or lower (undergraduate students), or a B- or lower (graduate students), along with a description of the difficulty, and any remediations in place. The LOV note administrator, Betty Yu, assigns individual core faculty to students who are reported by a clinical or academic instructor to the CD full-time faculty, due to a demonstrated need for extra support. The core faculty works in collaboration with non-tenure track faculty to develop strategies to better support individual students.

Clinical - Summative Assessment Example

: At the end of the semester, the students who were reported to the Learning Outcome Verification (LOV) report system are reviewed once more, to follow up on the results of the intervention strategies. Program advancement criteria, which are posted on the Program's website (<http://comdis.sfsu.edu/gradadvising#grading>), are applied to each individual case. The advancement criteria state the following:

- 1) Letter grade of C or better in each graduate-level academic course, with an overall B average (3.0 GPA) for the program.
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Students who do not meet the requirements above will not be allowed to advance in the academic and clinical practica sequence. The student will be required to meet with an advisor to develop a remediation plan that may include additional coursework and/or practicum experience.

No clock hours will be counted for clinical practica that result in a grade of W (withdrew) or I (incomplete) for reasons other than faculty approved medical/emergency situations.

Is student progress evaluated by a range of program faculty and supervisors or preceptors?

- Yes
 No

If No, explain

Survey Response

Describe the process and activities employed by the program to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in all academic and clinical (including all off-site experiences) components of the program.

Student performance in academic courses is evaluated throughout the semester through in-class assessments that typically include midterm and final exams, resulting in immediate feedback to students regarding their performance. In addition, students are evaluated and given feedback through a number of other types of assessments, including research briefs, research papers, oral presentations, or team or individual projects.

Student mastery of clinical competencies is evaluated weekly and through midterm and final evaluations that are completed with numerical rating scale of specific clinical competencies required in a given clinical site (child language, AAC, dysphagia, alaryngeal speech, neurogenics, etc.)

In addition, the Communicative Disorders Program participates with the Department of Special Education in College-wide student performance evaluation in graduate degree and credential programs throughout the College of Education each semester. For each area of academic knowledge and clinical competence, data is gathered, maintained and analyzed to determine successful performance of each student based on a "core" assignment/assessment for each course.

Describe how the program documents guidelines for remediation, provides that information to students, and implements remediation opportunities consistently.

Midterm results in courses and in clinical experiences are documented in a process known as LOVs (Learning Outcome Verification). Students who are performing at less than "B" level are identified as in need of remediation plans. Plans are written and documented by instructors and followed up to determine the effectiveness at the end of the semester. LOVs are conducted both at the midterm and final periods in the semester. The LOV process has been implemented for nearly 3 academic years with increasing success. Students with concerns and issues are identified earlier than in the past and supported to identify possible modifications in approaches to studies. Consistent application of the LOVs process is required twice each semester, at midterm and final exam points. All instructors are required to participate.

Describe how the program ensures that all feedback mechanisms for remediation are applied consistently.

The Communicative Disorders Program at SFSU is a highly collaborative program, and all decisions regarding remediation are conducted jointly during faculty meetings. There are further checks and balances whenever discrepancies are discovered across faculty and staff responses to students. In such cases, the section on the website in which the information is listed is reviewed, clarified, and edited jointly. The clinic administrator conducts the final check for clarity, as she is often on the front lines regarding student issues.

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.2 Student Progress Documentation

Speech-Language Pathology

Standard 5.2 The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.

Are the required records for each student's planned course of study maintained by the program?

Yes

No

If No, explain

Describe how the program ensures that records for the planned course of study are kept accurate, complete and current throughout each student's graduate program.

The required records for each student's planned course of study are maintained both informally, through an individualized student roadmap, a Knowledge and Skills Acquisition form, and formally, through submitting an Advancement to Candidacy form to the Division of Graduate Students at SFSU.

Informally, a roadmap for each student is shared with the student and all full-time faculty through shared google docs. This roadmap is updated once per semester, at an individual academic advising appointment that is scheduled by the student with any of the full-time faculty through Mallorie Desimone, or her assistant, Emily Hernandez. It is accessed whenever the student meets with an advisor of the program, as necessary. The data from the roadmap are transferred onto an in-house document known as the Knowledge and Skills Acquisition 9-1-14 CD, or simply, "the long KASA." The long KASA is a tool that is used to monitor the student's progress towards meeting the 2014 ASHA certification standards as well as CA State Licensure and CA credential, as students move through their individualized roadmaps.

In the semester before graduation, the student submits a formal document known as the Advancement to Candidacy (ATC) form to the Division of Graduate Studies at SFSU. This form documents that the courses that the student has and will complete match up to the course requirements are described by the program in the University Bulletin. It is signed by the SPED&CD Department Chair, and forwarded to Graduate Studies. A copy of the signed document is retained in the SPED&CD main office. When the ATC is approved, the student can apply for graduation in the following semester.

Indicate the individual(s) responsible for maintaining the records for each student's planned course of study. (Select all that apply.)

Administrative/support staff

Academic advisor

Clinical advisor

Program director

Student

Other - specify

Survey Response

Indicate the schedule or timeline for updating records for each student's planned course of study. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Are the required records for progress toward each student's completion of degree requirements maintained by the program?

- Yes
- No

If No, explain

Describe how the program ensures that records for progress toward completion of degree requirements are kept accurate, complete and current throughout each student's graduate program.

The required records for each student's degree requirements are maintained both informally, through an individualized student roadmap, a Knowledge and Skills Acquisition form, and formally, through submitting an Advancement to Candidacy form to the Division of Graduate Students at SFSU.

Informally, a roadmap for each student is shared with the student and all full-time faculty through shared google docs. This roadmap is updated once per semester, at an individual academic advising appointment that is scheduled by the student with any of the full-time faculty through Mallorie Desimone, or her assistant, Emily Hernandez. It is accessed whenever the student meets with an advisor of the program, as necessary. The data from the roadmap are transferred onto an in-house document known as the Knowledge and Skills Acquisition 9-1-14 CD, or simply, "the long KASA." The long KASA is a tool that is used to monitor the student's progress towards meeting the 2014 ASHA certification standards as well as CA State Licensure and CA credential, as students move through their individualized roadmaps.

In the semester before graduation, the student submits a formal document known as the Advancement to Candidacy (ATC) form to the Division of Graduate Studies at SFSU. This form documents that the courses that the student has and will complete match up to the course requirements are described by the program in the University Bulletin. It is signed by the SPED&CD Department Chair, and forwarded to Graduate Studies. A copy of the signed document is retained in the SPED&CD main office. When the ATC is approved, the student can apply for graduation in the following semester.

Indicate the individual(s) responsible for maintaining records toward each student's completion of degree requirements. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

Survey Response

Indicate the schedule or timeline for updating records toward each student's completion of degree requirements. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Are the required records for each student's progress toward completion of ASHA CCC requirements maintained by the program?

- Yes
- No

If No, explain

Describe how the program ensures that records for each student's progress toward the completion of ASHA CCC requirements are kept accurate, complete, and current throughout each student's graduate program.

Informally, a roadmap for each student is shared with the student and all full-time faculty through shared google docs. This roadmap is updated once per semester, at an individual academic advising appointment that is scheduled by the student with any of the full-time faculty through Mallorie Desimone, or her assistant, Emily Hernandez. It is accessed whenever the student meets with an advisor of the program, as necessary. The data from the roadmap are transferred onto an in-house document known as the Knowledge and Skills Acquisition 9-1-14 CD, or simply, "the long KASA." The long KASA is a tool that is used to monitor the student's progress towards meeting the 2014 ASHA certification standards as well as CA State Licensure and CA credential, as students move through their individualized roadmaps.

The Long KASA is checked formally during the student's enrollment of CD 725, which is taken during the second graduate year when the student enrolls in the school internship. The student's file is checked at each Orientation (held on the Friday before the first day of classes each semester), using a checklist to make sure that the contents of the file are complete. The contents of the file are submitted throughout the semester as they are generated (KASAs, clock hours, etc.) and filed by CD Program Administrative Office Coordinator Mallorie Desimone and her student assistant (Jennifer Enerio). Lastly, the file is checked upon graduation, when the Program Director reviews the process for certification and licensure with the student, and provides the signed paperwork required. The student receives an original signed copy of the 2014 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director, explaining that the form must be submitted by the student. A copy of the form is retained in the student's file.

Indicate the individual(s) responsible for maintaining records toward each student's progress toward the completion of ASHA CCC requirements. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

Survey Response

Indicate the schedule or timeline for updating records toward each student's progress toward the completion of ASHA CCC requirements. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Are the required records for progress toward each student's progress toward completion of state licensure maintained by the program?

- Yes
- No

If No, explain

Describe how the program ensures that records for each student's progress toward completion of state licensure are kept accurate, complete and current throughout each student's graduate program.

Informally, a roadmap for each student is shared with the student and all full-time faculty through shared google docs. This roadmap is updated once per semester, at an individual academic advising appointment that is scheduled by the student with any of the full-time faculty through Mallorie Desimone, or her assistant, Emily Hernandez. It is accessed whenever the student meets with an advisor of the program, as necessary. The data from the roadmap are transferred onto an in-house document known as the Knowledge and Skills Acquisition 9-1-14 CD, or simply, "the long KASA." The long KASA is a tool that is used to monitor the student's progress towards meeting the 2014 ASHA certification standards as well as CA State Licensure and CA credential, as students move through their individualized roadmaps.

The Long KASA is checked formally during the student's enrollment of CD 725, which is taken during the second graduate year when the student enrolls in the school internship. The student's file is checked at each Orientation (held on the Friday before the first day of classes each semester), using a checklist to make sure that the contents of the file are complete. The contents of the file are submitted throughout the semester as they are generated (KASAs, clock hours, etc.) and filed by Program Administrative Office Coordinator Mallorie Desimone and her student assistant (Jennifer Enerio). Lastly, the file is checked upon graduation, when the Program Director reviews the process for certification and licensure with the student, and provides the signed paperwork required. The California State licensure process requires that the program submit an original Clinical Practicum form on behalf of the student that is signed in blue ink; a copy is retained in the student's file.

Indicate the individual(s) responsible for maintaining the records for each student's progress toward completion of state licensure. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

Survey Response

Indicate the schedule or timeline for updating records for each student's progress toward completion of state licensure. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Are the required records for progress toward each student's completion of state teacher certification and/or other program certifications maintained by the program?

- Yes
- No

If No, explain

Describe how the program ensures that records for each student's progress toward completion of state teacher certification and/or other program certifications are kept accurate, complete and current throughout each student's graduate program.

Informally, a roadmap for each student is shared with the student and all full-time faculty through shared google docs. This roadmap is updated once per semester, at an individual academic advising appointment that is scheduled by the student with any of the full-time faculty through Mallorie Desimone, or her assistant, Emily Hernandez. It is accessed whenever the student meets with an advisor of the program, as necessary. The data from the roadmap are transferred onto an in-house document known as the Knowledge and Skills Acquisition 9-1-14 CD, or simply, "the long KASA." The long KASA is a tool that is used to monitor the student's progress towards meeting the 2014 ASHA certification standards as well as CA State Licensure and CA credential, as students move through their individualized roadmaps.

By the sixth week of the semester, students submit a school internship application to the Department of Special Education & Communicative Disorders, which is collected by administrator Steve Macaris and submitted to the Credentials Department. This application includes a TB screening, Certificate of Clearance by the CCTC, evidence of having passed the California Basic Skills (CBEST) test, and a Credential Approved Program (CAP) form. The Credentials Department corresponds with the California Commission on Teacher Credentialing to ensure that students meet the requirements for the Speech-Language Pathology Service Credential, and notify the student as to the progress of their credential application.

The Long KASA is checked formally during the student's enrollment of CD 725, which is taken during the second graduate year when the student enrolls in the school internship. The student's file is checked at each Orientation (held on the Friday before the first day of classes each semester), using a checklist to make sure that the contents of the file are complete. The contents of the file are submitted throughout the semester as they are generated (KASAs, clock hours, etc.) and filed by Program Administrative Office Coordinator Mallorie Desimone and her student assistant (Jennifer Enerio). Lastly, the file is checked upon graduation, when the Program Director reviews the process for certification and licensure with the student, and provides the signed paperwork required.

Survey Response

Indicate the individual(s) responsible for maintaining the records for each student's progress toward completion of state teacher certification and/or other program certification. (Select all that apply.)

- Administrative/support staff
 - Academic advisor
 - Clinical advisor
- Program director
- Student
- Other - specify The Credentials Department of the Graduate College of Education

Indicate the schedule or timeline for updating records for each student's progress toward completion of state teacher certification and/or other program certifications. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify When the student submits a School Internship Application

Describe how the program makes records readily available to students and graduates in accordance with the institution's and program's policies for retention of student information. Provide the Web site URL if available.

The SFSU CD Program strictly abides by FERPA, in line with SFSU policies: http://www.sfsu.edu/~admisrec/reg/sfsu_policy.html. Within the program, student files are kept in a locked filing cabinet located in an closed and locked office out of sight of students. When students meet with their academic or clinical advisors, they request their student file from the CD Program Administrative Office Coordinator Mallorie Desimone or her student assistant (Jennifer Enerio), both of whom are trained in FERPA and HIPAA procedures. In addition, at student orientation meetings held every semester, CD Program Administrative Office Coordinator Mallorie Desimone and her student assistant (Jennifer Enerio) distribute the files to the students individually. In each instance, files are either returned by the student or faculty member, or collected and returned immediately to the CD Program office by Mallorie and/or Jennifer and secured in the locked filing cabinets.

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.3 Program Effectiveness

Speech-Language Pathology

Standard 5.3 The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.

Indicate the procedures used by students to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Student</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Course evaluations	✓						
Evaluations of clinical supervisors	✓						
Evaluations of clinical sites	✓						
Student advisory group review	✓						
Student surveys	✓						
Other - specify	NSSLHA Student Representative attends CD Faculty meetings to provide input to						
If Other, select	✓						

Indicate the procedures completed by graduates to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Graduate</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Alumni/graduate surveys		✓					
Exit interviews	✓						
Other - specify	Student exit evaluation form submitted by MS students						
If Other, select	✓						

Survey Response

Indicate the procedures used by the program to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of Program Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Advisory committee review	✓						
Curriculum review committee	✓						
Employer surveys				✓			
Supervisor/preceptor evaluations	✓						
Program Annual Reports	✓						
Program staff/faculty meetings and retreats	✓						
University reviews			✓				
Other - specify	online survey to gather input from faculty, community SLPs, students and graduates						
If Other, select			✓				

Provide two recent examples of how the results of the evaluations described above are used to plan and implement accredited graduate program improvements.

Example #1 : Supervisor/preceptor evaluations of school internship sites provided information on the quality of experiences afforded at such sites, both in terms of the quality of mentorship, and in terms of the school support for a range of current practices within such schools. As a result, student placements were ceased at two sites until the school internship coordinator was able to talk with the mentors, and support offered if possible to remediate the situations.

Example #2 : Through program staff/faculty meetings and retreats, it emerged that some students who were being interviewed for medical site placements were not awarded the placements, due to scheduling issues, in which the students needed to attend courses on campus at times that conflicted with the medical internship schedules. This realization led to a cascade of changes to the program roadmap and course sequence that ultimately improved the program overall (to be carried out beginning fall 2016). The aural rehabilitation course (CD 705), formerly a graduate course that conflicted with medical internship scheduling, was moved to the undergraduate level, wherein it was realized that undergraduate students now had exposure to more content that enabled them to make a far better-informed decision as to whether they would like to pursue audiology upon graduation.

Survey Response

Beginning with the most recently completed academic year (fall through and including summer), provide data for the last three years on the number and percentage of your program's graduates who have been employed in the profession within one year of graduation. Include graduates who are either employed or are pursuing further education in the profession. Provide data for graduates who were previously enrolled in the residential program.

Academic Year	Employment Rate in Profession	
	Number of graduates (#)	Percent of graduates (%)
2014/2015	29	89
2013/2014	40	93
2012/2013	31	100
3 year average		94

Is the three-year employment average below 80%?

Yes

No

If Yes, explain

Beginning with the most recently completed academic year (fall through and including summer) provide Praxis Examination pass rate data for the previous three periods/testing-cycles for graduates of the program. Provide data for graduates previously enrolled in the residential program.

Method for reporting praxis examination pass rate data:			
	<input checked="" type="checkbox"/> ETS Data	Institutional Data	
Period	Number of students taking the exam	Number of students passed	Pass rate
2014/2015	16	15	0.93
2013/2014	28	27	0.96
2012/2013	25	24	0.96
3 year average			0.95

What is the program's published expectation for length of time (stated in semesters/quarters) for students to complete the degree?

With a CSD undergraduate major : 4-semester/quarters

Without a CSD undergraduate major : 8-semester/quarters

Survey Response

Beginning with the most recently completed academic year (fall through and including summer), provide the average program completion rates for the graduation cohorts in the last 3 years (based on enrollment data), within the program's published expectation for length of time for students to complete the degree. Provide data for graduates previously enrolled in the residential program.

Period	Number completed program within expected time frame	Number completed later than expected time frame	Number not completing	Percentage completing
2014/2015	29	1	0	100
2013/2014	43	0	0	100
2012/2013	31	0	0	100
3 year average	34	0	0	100

Did the program completion rate for any year fall below 80%?

Yes

No

If the program completion rate fell below 80% for any year, describe the activities in which the program has engaged to improve the completion rate, and resulting progress from these activities.

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.4 Evaluation of Faculty Members

Speech-Language Pathology

Standard 5.4 The program regularly evaluates all faculty members and faculty uses the results for continuous improvement.

Describe the institutional policy and guideline for regular evaluation of the faculty by program leadership.

There is an annual review of each probationary faculty member by the department peer review committee, the department chair, and the dean for the purpose of recommending retention, termination, terminal year appointment, or tenure to the Provost and Vice President for Academic Affairs.

http://facaffairs.sfsu.edu/sites/sites7.sfsu.edu.facaffairs/files/Spec_Educ_Jan_09.pdf

Describe how the program's policies regarding the academic and clinical teaching and scholarship competence and other professional expectations of faculty are in accordance with the institution's policies.

As one of six programs within the Department of Special Education & Communicative Disorders, the CD Program abides by the retention, tenure and promotion policies of the Department, College, and University.

The University has policies that dictate the basic structure of the review process, which are described at this link:

<http://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources>. The policy states that the University Tenure and Promotions (RTP) Committee shall consist of five members who review recommendations from the College. The policies further dictate that an RTP committee of at least 3 members be established in the Department to review individual faculty members, with each member serving a 3-year term.

The Department of Special Education & Communicative Disorders has developed criteria that are more specific to its faculty's fields of study and professional expectations that are described at this link:

http://facaffairs.sfsu.edu/sites/sites7.sfsu.edu.facaffairs/files/Spec_Educ_Jan_09.pdf. Individual faculty members who are undergoing reviews are guided by individuals from the RTP Committee to ensure consistent application of the criteria results in faculty meeting, if not exceeding, the Department expectations. Peer review is an essential part of the RTP process, and is described in detail in the SPED&CD RTP criteria.

Clinical educators and academic instructors are evaluated by the students, peers (both formally and informally, when appropriate), Program Director (informally), and Department Chair (formally) every semester, and are subject to department guidelines. <http://ctfd.sfsu.edu/content/resources-lecturers-and-resource-guide>

Describe how students have opportunity to evaluate the academic and clinical faculty on an ongoing and regular basis. (Select all that apply.)

- ✓ Course evaluations
- ✓ Supervisor evaluations
- Exit interviews
- ✓ Informal feedback provided in classes
- ✓ Informal feedback provided in clinical experiences
- Other - specify

Survey Response

Indicate the mechanisms used by the program to evaluate the academic and clinical teaching and scholarship competence and other professional expectations of faculty and the frequency with which they are used. (Select all that apply.)

- | | |
|---|---------------------|
| ✓ Review by personnel committee | Annually |
| ✓ Review by department chair | Every academic term |
| ✓ Review of professional development activities | Annually |
| ✓ Review of manuscripts and research proposals | Annually |
| ✓ Review of publications | Annually |
| ✓ Peer evaluations | Annually |
| ✓ Student evaluations | Every academic term |
| ✓ Teaching evaluations | Every academic term |
| ✓ Promotion and tenure review | Annually |
| ✓ Post-tenure review | 3-5 years |
| ✓ Maintenance of ASHA certification | Every academic term |
| ✓ Maintenance of state credentials | Every academic term |
| Other - specify | |
| No mechanism used | |

Describe how the results of faculty evaluations are communicated to the faculty and used to improve performance.

Tenured and tenure track faculty are reviewed in accordance with University guidelines (<http://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources>). This review process includes following up on recommendations made by the RTP committee, and providing remediation when appropriate. All instructors are reviewed by students, peers, and the Chair, and meet with the Chair to discuss their performance if there is reason for concern.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.1 Institutional Financial Support

Speech-Language Pathology

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

Report the main sources and amounts of financial support for the program for the most recently completed academic year. Enter "0" where none.

Source of support	Amount in \$
Institutional Support	
Faculty and staff salaries	572,494
Supplies and expenses (all non-capital and non-salary expenditures)	15,628
Capital equipment	0
(Institutional Support) Sub-Total	588,122
Grants and contracts	250,000
Other sources	
Student Fees	1,820
CD Trust Fund	35,847
Total Amount	875,789

Is the financial support provided by the institution adequate for the program?

- Yes
- No

Explain

The financial support that is provided by SFSU and the Graduate College of Education is sufficient for the CD Program to serve our students, meet our goals and move forward with our strategic initiatives.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.2 Physical Facilities

Speech-Language Pathology

Standard 6.2 The program has adequate physical facilities (classrooms, offices, clinical space, and research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.

Are all physical facilities adequate to achieve the program's mission and goals?

Yes

No

Explain

Classrooms, offices, clinical space and research laboratories provide adequate accessibility, safety, and are sufficient to achieve our mission and goals.

Are all physical facilities appropriate, safe and reasonably accessible to persons with disabilities?

Yes

No

Explain

All classrooms, offices, clinical space and research laboratories are ADA-approved and are appropriate, safe, and reasonably accessible to person with disabilities.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.3 Program Equipment and Educational/Clinical Materials

Speech-Language Pathology

Standard 6.3 The program's equipment and educational/clinical materials are appropriate and sufficient to achieve the program's mission and goals.

Are the program's equipment and educational/clinical materials appropriate and sufficient to achieve the program's mission and goals?

Yes

No

Explain

Yes, the program's equipment and educational/clinical materials appropriate and sufficient to achieve our mission and goals. The Program Director has responsibility for managing clinic funds, which are used to support equipment and materials. Such equipment and materials are obtained at faculty's requests, as well as through consistent monitoring by the Program Administrator.

Indicate the individual(s) responsible to ensure proper equipment calibration. (Select all that apply.)

Administrative assistant

Clinic director

Clinic coordinator

Faculty member

Program director

Student

Other - specify

Indicate how often equipment is calibrated.

Annually

Semi-Annually

Other - specify

Indicate the individual(s) responsible for maintaining written records that equipment is calibrated in accordance with manufacturer standards, American National Standards Institute (ANSI), or other appropriate agencies. (Select all that apply.)

Administrative assistant

Clinical director or coordinator

Faculty member

Program director

Student

Other - specify

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.4 Program Support Services and Resources

Speech-Language Pathology

Standard 6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program's mission and goals.

Is the clerical and technical staff adequate and sufficient to meet the program's mission and goals?

Yes

No

Explain

Clinical and technical staff are adequate and sufficient to meet the program's needs and goals. They consist of the Program administrator, Mallorie Desimone, and her student assistant, Emily Hernandez (formerly Jennifer Enerio).

Are the support services adequate and sufficient to meet the program's mission and goals?

Yes

No

Explain

Support services at SFSU include administrative support from the Department and College, Graduate Studies, the GCOE Credentials Office, and the Graduate Studies Advising Department. Technical support for computer technology comes from Academic Technology, and from the GCOE. Faculty support for excellence in teaching is provided by Faculty Affairs, Center for Teaching and Faculty Development, and the Associate Dean of GCOE. Lastly research support comes from the Office of Research and Sponsored Programs, and from the Associate Dean of Research at GCOE. All of these sources of support aid the Communicative Program to achieve our mission and goals.

Are the library resources adequate and sufficient to meet the program's mission and goals?

Yes

No

Explain

Library resources are adequate and sufficient to meet program needs. The library facility is three years old, and provides study and classroom space as well as access to both digital and hard copy materials. A materials budget from the library is available for use by CD faculty to order special materials such as DVDs, software, journals, and books that are stored in the library facility. The college has a librarian designated to provide services to the college, who is Athena Nazario. Ms. Nazario is CD's liaison for ordering materials, informing faculty as to the availability of a variety of information and library functions, and she also conducts informational sessions for CD classes on how to use the library.

Are the computer and internet resources adequate and sufficient to meet the program's mission and goals?

Yes

No

Explain

Computer and internet resources are adequate and sufficient to meet the CD Program's mission and goals. Protected internet access is provided in individual office spaces, in classrooms, and throughout the university. The Graduate College of Education provides new computers every 3 years to each faculty member. Technical support services in the form of computer labs, computer maintenance and repairs are provided by the Graduate College of Education.

Survey Response

Describe how the adequacy of resources is addressed in the program's strategic plan.

Adequacy of resources is key to the SFSU CD Program's strategic plan, both explicitly, where it is specifically mentioned regarding resources necessary to support evidence-based practices and technology resources; and implicitly, because any successful strategic planning will require resources.

To move forward strategically regarding resource support, the CD Program reviews resources adequacy in the context of the strategic plan at regular CD Program faculty meetings. The Program works closely with the SPED&CD Chair and the GCOE Dean so that they are aware of the CD Program's mission and goals, as well as the resources required to meet those goals. Progress towards goals is continually updated at both SPED&CD and CD faculty meetings, which take place on most Mondays throughout the semester.

Describe how the program evaluates the adequacy of resources.

Adequacy of resources is evaluated in a number of ways by the CD Program. Student input is an important source of information regarding adequacy of resources. Students report at the CD faculty meeting on a regular basis. Such students also represent NSSLHA interests that pertain to resource adequacy. The CD Program Administrator, Mallorie Desimone, and her assistant, Emily Hernandez (formerly Jennifer Enerio), are essential members of the CD team, and are in charge of maintaining the CD library of assessments and intervention materials, as well as any other materials required by faculty. They also take student input regarding access to clinical materials as well as any other student-driven resource concerns, and report this information at the faculty meetings. When appropriate, Ms. Desimone subsequently orders materials, and collects student and client fees to support this endeavor according to University policy. Individual CD faculty report their resource needs to the CD Program, which are responded to by the appropriate team members during the meeting. Program-wide resources are attended to by core CD faculty, and include such resources as classroom space, office space, laboratory space, ePortfolio and iLearn support, and non-concrete but essential resources such as academic and clinical instruction. When issues are encountered, input is sought from the SPED&CD Chair, and the Dean and Academic Dean of the GCOE.

How frequently does the program evaluate the adequacy of resources?

Every academic term

Annually

Every 2 years

Less frequently than 2 years

- ✓ Other - specify Adequacy of resources is addressed on an on-going basis at faculty meetings, whenever issues related to adequacy of resources are raised. When necessary, such issues are weighed relative to our strategic plan, and action steps are defined.