ACCREDITATION ACTION REPORT

Re-Accreditation Review

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its February 27 – March 2, 2019 meeting, as indicated below.

Name of Program: California State University, Long Beach

File #: 102

Professional Area:

- [ ] Audiology
- [x] Speech-Language Pathology

Modality:

- [x] Residential
- [ ] Distance Education
- [ ] Satellite Campus
- [ ] Contractual Arrangement

Degree Designator(s): M.A.


Action Taken: Continue Accreditation

Effective Date: March 2, 2019

New Accreditation Cycle: 4/1/2019 – 3/31/2027

Next Review: Annual Report due February 1, 2020

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

- PROGRAM COMPLIANCE EXPECTATIONS
- PUBLIC DISCLOSURE OF DECISION AND ACCREDITATION STATUS
In the context of the institutional and program mission statements and in consideration of the credentials for which the program is preparing students, the CAA conducted its comprehensive review and found the program to be in compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, except as noted below.

AREAS OF NON-COMPLIANCE

The CAA found the program to be not in compliance with the following Standards for Accreditation. Non-compliance means that the program does not have in place the essential elements necessary to meet the standard. The program must demonstrate its compliance with these standards when responding to prior concerns in the next annual report or reaccreditation application or by the time line specified below. The CAA will indicate in its review of that report whether the program has addressed these areas sufficiently to achieve compliance. Failure to demonstrate compliance with the standards may jeopardize the program’s accreditation status or require the CAA to place the program on probation.

- There are no areas of non-compliance with accreditation standards.

AREAS OF PARTIAL COMPLIANCE

The CAA found the program to be in partial compliance with the following Standards for Accreditation. Partial compliance means that the program has in place some, but not all, of the essential elements necessary to meet all aspects of the standard. The program must demonstrate its compliance with these standards when responding to prior concerns in the next annual report or reaccreditation application or by the time line specified below. The CAA will indicate in its review of that report whether the program has addressed these areas sufficiently to achieve compliance. Failure to demonstrate compliance with the standards may jeopardize the program’s accreditation status or require the CAA to place the program on probation.

Standard 3.1.4B Overall Curriculum Sufficiency

Evidence of partial compliance:

The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- social aspects of communication (e.g., behavioral and social skills affecting communication); and
- augmentative and alternative communication needs
Insufficient content and opportunity relevant to the areas of voice and resonance, hearing, augmentative and alternative communication and swallowing were noted at the time of the site visit. Since then the program reports that revisions to the curriculum were approved and will be implemented fall 2019 including a new required clinical methods course, a required 3-unit graduate seminar in voice, resonance and fluency disorders, and a required 3-unit graduate seminar in alternative and augmentative communications.

**Steps to be Taken:**

In the next annual report, provide an update on the implementation of the newly revised curriculum and courses that includes content and opportunities associated with voice and resonance, hearing, augmentative and alternative communication and swallowing such that students can demonstrate acquisition of the required knowledge and skills for entry into professional practice.

**Standard 3.2B Curriculum Currency**

**Evidence of partial compliance:**

The program must demonstrate that the curriculum is planned and based on current standards of speech-language pathology practice; is based on current literature and other current documents related to professional practice and education in speech-language pathology; is delivered using sound pedagogical methods; is reviewed systematically and on a regular basis; and review of the curriculum is conducted by comparing existing plans with current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.

Insufficient content and opportunity relevant to evaluation in the areas of voice and resonance, hearing, augmentative and alternative communication and swallowing were noted at the time of the site visit. Since then the program reports that revisions to the curriculum were approved and will be implemented fall 2019 including a new required clinical methods course, a required 3-unit graduate seminar in voice, resonance, and fluency disorders, and a required 3-unit graduate seminar in alternative and augmentative communications.

**Steps to be Taken:**

In the next annual report, discuss steps taken to ensure the curriculum is systematically reviewed on a regular basis, planned and based on current knowledge and practice guidelines of the profession of speech-language pathology.

**AREAS FOR FOLLOW-UP (clarification/verification)**

The CAA did not find the program to be out of compliance with the following Standards for Accreditation at this time. However, the program must provide additional information or an update in the program’s next annual report or reaccreditation application for clarification or verification of these issues, in order to monitor the program’s continued compliance in the stated areas.

- There are no areas for follow-up with accreditation standards.
PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

The CAA has evaluated this program regarding its performance with respect to student achievement and provides the following report, required as an accrediting agency recognized by the US Secretary of Education [34 CFR 602.17(f)(2)].

Comments/Observations:

| x | Program Completion Rates |
| x | Employment Rates |
| x | Praxis Examination Rates |

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

PROGRAM COMPLIANCE EXPECTATIONS

As an accrediting agency recognized by the U.S. Secretary of Education, the CAA must comply with Criterion §602.20 [34 CFR 602.20(a)(2)(iii)]. This criterion requires that if an accrediting agency’s review of a program indicates that the program is not in compliance with any standard, the CAA must establish timelines for programs that are not in full compliance “to take appropriate action to bring itself into compliance with the agency’s standards”. As the programs that the CAA accredits are at least two years in length, the maximum time allowed under this criterion is two years. If, after review of a required report, the program remains out of full compliance with any standard and sufficient progress toward compliance has not been demonstrated, the CAA may act to place the program on probation or withdraw its accreditation status in accordance with the policy and procedures outlined in the Accreditation Handbook. The CAA may place a program on probation or withdraw accreditation from a program prior to this time when there is clear evidence of circumstances that jeopardize the capability of the program to provide acceptable educational experiences for the students, as noted above. However, a program will be placed on probation or accreditation withdrawn after the review of a third consecutive report reveals that issues continue for the same standard(s) and the program remains not in full compliance with all standards.

PUBLIC DISCLOSURE OF THIS DECISION AND ACCREDITATION STATUS

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

The Criteria for Recognition by the U.S. Secretary of Education requires all recognized accrediting agencies to provide for the public correction of incorrect or misleading information an accredited or preaccredited program releases about accreditation or preaccreditation status, contents of site visit reports, and accrediting or preaccrediting actions with respect to the program. [34 CFR 602.23(d) and 602.23(e)]

Date of Decision: March 2, 2019
program must make accurate public disclosure of the accreditation or preaccreditation status awarded to
the program, using the language provided in the Accreditation Handbook (see Chapter XII Informing the
Public) on the academic accreditation website. If the program chooses to disclose any additional
information within the scope of the ED rule, such disclosure also must be accurate. Any public disclosure
of information within the scope of the rule must include the CAA’s name, address, and telephone number
as described in the Accreditation Handbook. If an institution or program misrepresents or distorts any
action by the CAA with respect to any aspect of the accreditation process, its accreditation status, the
contents of the site visit report, or final CAA accreditation actions or decisions, the CAA will inform the
chief executive officer of the institution and the program director that corrective action must be taken. If
corrective action is not taken, the CAA will release a public statement that provides correct information
and may invoke other sanctions as may be appropriate.