



Office of the Provost

DEC 13 2018

RECEIVED

December 6, 2018

Dr. Deborah Larson
California State University, Chico
Office of the Provost
400 West First Street
Chico, CA 95929

☑ Daniel

☐ Angela

RE: CAA File #173 – CAA Site Visit Report

Dear Dr. Larson,

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

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

Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer C. Friberg".

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

Enclosure

cc: Dr. Suzanne B. Miller
Council on Academic Accreditation in Audiology and Speech-Language Pathology
Susan Flesher, Associate Director of Accreditation Services

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California State University, Chico

College Communication and Education

Department of Communication Arts and Sciences

CAA File # 173

Dates of Site Visit October 11-12, 2018

**Site Visit Chair: John Bernthal
Academic Faculty Member: Mona Ryan
Practitioner Member: Carolyn Vogel
Trainee: Marlene Chojnowski**

Program Reviewed: Speech-Language Pathology, MA, residential

INTRODUCTION

Chico State University was founded in 1887, making it the second oldest California State University campus. It was established as the northern branch of the State Normal School. In 1972, the college became California State University, Chico, commonly known as Chico State. The institution offers more than 100 majors and options and a number of graduate degrees. Enrollment at the institution is over 17,000 students, with over 96% from California. The institution has been classified as a "Hispanic Serving Institution."

The program offers a MA in Communication Sciences and Disorders consisting of 41 academic hours and 15 clinical hours for a total of 56 semester hours as part of a two-year, full-time residential program.

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

1. Interview with the Program Director, Suzanne Miller, PhD
2. Interview with the Department Chair, Susan Avanzino, PhD
3. Interview with the Provost Deborah Larson, PhD
4. Interview with the Chief of Staff, Brooke Banks, PhD
5. Interview with the Dean of the College of Communication and Education, Angela Trethewey, PhD and Associate Dean of the College of Communication and Education, Deborah Summers, Ed.D.
6. Interviews with academic faculty within the program (N = 6),
7. Interview with Clinical Director/Internship Coordinator, Kenyan Martin, MA

8. Interviews with program support staff (N = 2)
9. Interviews with students within the speech-language pathology program (N = 14)
10. Interviews with off-campus preceptors/supervisors for speech-language pathology (N = 1)
11. Review of academic files of recent graduates (N = 5)
12. Review of academic files of current students (N = 10)
13. Tour of on-campus academic facilities
14. Review of university and program websites
15. Review of course syllabi and university catalogs
16. Review of Graduate Student Handbook, Preceptor Handbook and Student Clinical Handbook
17. Review of faculty meeting minutes and other program materials
18. Review of program announcements
19. Public Meeting (1 client receiving services through the Speech and Hearing Clinic; 6 students in the program)

I. *Site Team Observations:*

Standard 1.0 Administrative Structure and Governance

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

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

The institution of higher education within which the California State University, Chico Communication Sciences and Disorders program is housed holds regional accreditation from Western Association of Schools and Colleges (WASC). The institutional reaccreditation report has been submitted to WASC and a site visit has been scheduled for March 19, 2019. This was verified by the WASC website, the institution's website and the program's application.

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

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

The sponsoring institution of higher education is authorized by the Chancellor's Office for the California State University program under applicable laws of the State of California to provide the program of post-secondary education. The sponsoring institution of higher education has appropriate graduate degree-granting authority. This was verified by a letter from the CSU Chancellor's office, the department program chair, and administration.

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

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

The mission statement and the goals of the program were presented. These statements and goals were verified by a review of the institutional and program website and the Student Handbook.

The mission statement and program goals are used by the program to guide decision-making to prepare students for entry level into professional practice in speech-language pathology. This was verified by interviews with academic and clinical faculty, the program director, staff, administrators, and graduate students.

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

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

The program monitors its mission and goals to ensure that they remain congruent with those of the institution.

The program periodically reviews and revises its mission and goals consistent with those of the university.

The program systematically evaluates its progress toward fulfillment of its mission and goals.

These requirements were verified through interviews with program faculty, the program chair, administrators, a review of faculty minutes and the faculty handbook.

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

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

The Communication Sciences and Disorders program's long-term strategic plan is congruent with the mission and goals of the program and the sponsoring institution, is supported by the administration, and reflects the role of the program within its community. This plan was verified through interviews with faculty, the program chair, and administrators. Evidence to support the standards included interviews with the faculty, program chair, faculty, administrators and students.

The plan identifies long-term goals, specific measurable objectives, strategies for attainment of the goals and objectives, and a schedule for analysis of the plan.

The plan includes mechanisms for regular evaluation of the plan itself and of progress in meeting the plan's objectives.

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

An executive summary of the strategic plan is shared with faculty, students, staff, alumni, and the advisory committee. This summary was verified by a review of the program website, student handbook, an email sent to faculty, staff, and advisory board members and interview with the program director.

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

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

The institution's administrative structure demonstrates that the program's faculty is recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum. This standard was verified by a review of faculty meeting minutes, program and university websites, and through interviews with faculty, the program chair and administrators and is consistent with university policy. The Communication Sciences and Disorders program is one of two programs housed in the Department of Communication Arts and Sciences in the College of Communication and Education. The Communication Sciences and Disorders program director and the faculty maintain authority for the program within the structure and procedures of the University. This standard was verified through interview with the program chair, department chair and by a review of faculty meeting minutes and is consistent with the organizational structure of the institution.

The program faculty has reasonable access to higher levels of administration consistent with institutional procedures and structure. This was verified through interviews with the program director, faculty and administrators.

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

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

The program director is Susanne Miller, Ph.D. who holds a major in Communication Sciences and Disorders from the University of Wisconsin. Dr. Miller is a tenured, full-professor who holds a full-time appointment in the institution. She holds dual certification in speech-language pathology and audiology. These requirements were verified by a review of vitae, the program website, and through interviews with administrators and faculty.

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

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

The institution and program comply with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. The site visitors were unable to verify a written statement concerning nondiscrimination based on citizenship, although the program director and faculty indicated no discriminatory practices based on citizenship.

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

These requirements were verified by a review of program and institutional policies, and through interviews with the program director, faculty, staff, administrators, students, and alumni. It was also verified by a review of program and institutional websites, faculty, clinic and student handbooks. All tenure track faculty must participate in on-line training modules for prevention of sexual violence, anti-harassment, discipline, retaliation, data security and privacy and avoidance of bias in hiring.

The program maintains as relevant, a record of internal and external complaints, charges, and litigation alleging violations of such policies and procedures and ensure that appropriate action has been taken. This record was verified through interviews with the program chair and staff.

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

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

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

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

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

These requirements were verified by a review of the program website along with interviews with the program director, faculty, students and alumni.

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

The CAA Initial Observations noted an area of concern regarding the accreditation statement and labeling of student outcome data on the program's website. The site visitors were able to verify that the website was compliant with this requirement. Websites, catalogs and other publications were accurate regarding the program's status. The current program website reflects an accurate accreditation statement.

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

2.0 Faculty

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

- 2.1.1 allows students to acquire the knowledge and skills required in Standard 3,**
- 2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,**
- 2.1.3 allows students to meet the program's established goals and objectives,**
- 2.1.4 meets the expectations set forth in the program's mission and goals,**
- 2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.**

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

Review of the program's website, program handbooks, faculty vitae, and interviews with program faculty, alumni, and on- and off-campus clinical supervisors indicates the number and composition of full-time program faculty are sufficient to deliver a program of study in communication sciences and disorders. The number of individuals in and composition of the group that delivers the program of study and the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral degrees and master's degrees was verified for the communication sciences and disorders program.

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

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

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

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

The faculty composition ensures that the elements (classes and clinical practica) of the communication sciences and disorders program are offered on a regular basis so that students can complete the program within the published time frame.

The CAA Initial Observations asked that the program provide an update on the outcome of the faculty search. Include how the current faculty composition ensures that all elements of the program are being offered on a regular basis, so students are gaining the appropriate knowledge and skills and completing program within published time frame. Since the time of the CAA's review of the program's application, Megan Willi, accepted a full-time assistant professor position and joined the faculty in August of 2018.

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

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

All faculty who have responsibility in the graduate program and have obligations to provide teaching, research, and service as part of their workload are accessible to students, have sufficient time for scholarly and creative activities, to advise students, to participate in faculty governance, and to participate in other activities that are consistent with the expectations of the sponsoring institution.

All faculty who have responsibility in the graduate program and have obligations to provide clinical education and service as part of their workload are accessible to students, have sufficient time for scholarly and creative activities, to advise students, to participate in faculty governance, and to participate in other activities that are consistent with the expectations of the sponsoring institution.

These requirements were verified through interviews with academic and clinical faculty, the program director, administrators, students, and alumni and by a review of faculty vitae.

Faculty who are tenure eligible have the opportunity to meet the criteria for tenure of the sponsoring institution.

Faculty who are eligible for promotion have the opportunity to meet the criteria for promotion of the sponsoring institution.

Faculty who are eligible for continuing employment have the opportunity to meet the expectations for continued employment of the sponsoring institution.

These requirements were verified through interviews with academic faculty and the program director and discussion and review of tenure/promotion policies and procedures.

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

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

All faculty members (full-time, part-time, adjuncts) are qualified and competent to teach graduate-level courses in the communication sciences and disorders program and to provide clinical education in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education.

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

The faculty possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum as specified in Standard 3.0B for speech-language pathology.

These requirements were verified by a review of full-time and part-time academic and clinical faculty vitae (including initial academic preparation including degrees held and areas of study for each degree, pursuit of relevant continuing professional development, research activities, licensing and certification information, and tenure-track status and rank), course syllabi, and through interviews with academic and clinical faculty, the program director, clinic director, and administrators.

Based on a review of course syllabi and the program website, the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

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

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

All individuals who have responsibility to deliver academic and clinical components of the graduate communication sciences and disorders program maintain continuing competence.

All individuals who have responsibility to deliver the graduate communication sciences and disorders program pursue lifelong learning.

These requirements were verified by a review of academic and clinical faculty vitae, on-campus activities available for continuing education (i.e., NSSLHA yearly conference), and through interviews with academic and clinical faculty, the program director, students, and alumni.

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

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

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

A review of program course offerings showed that the program offers a curriculum leading to the MA degree in Communication Sciences and Disorders that is 56 semester credit hours that is delivered only as a full-time cohort. The academic and clinical program are offered on a regular basis so that students are able to satisfy degree and other requirements within the program's published time frame. Typically, the achievement of the degree requires the completion of 2 years of graduate education or the equivalent.

The curriculum provides opportunity for students to complete a minimum of 400 supervised clinical practice hours, including 25 hours in clinical observation; 325 of these hours can be attained at the graduate level. The supervised clinical experiences are distributed throughout the program of study.

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

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

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

These requirements were verified through interviews with the program director, faculty, and students. Additional sources included a review of student files and course syllabi.

Based on a review of student files the plan of study encompasses all of the following domains:

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

3.1.1B Professional Practice Competencies

The program provides content and opportunities for students to learn so that each student can demonstrate as expected the attributes and abilities for the following professional practice competency areas. These areas were verified through interviews with the program director, other faculty, and review of the clinic and graduate student handbooks and course syllabi.

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

3.1.2B Foundations of Speech-Language Pathology Practice

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

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

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

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

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

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

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

3.1.6B General Knowledge and Skills Applicable to Professional Practice

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

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

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

The curriculum is planned and based on current standards of speech-language pathology practice.

The curriculum is based on current literature and other current documents related to professional practice and education in speech-language pathology.

The curriculum is delivered using sound pedagogical methods.

These requirements for the planning, basis, and delivery of the curriculum were verified by course syllabi, meeting minutes, program evaluation, student outcomes, and interview with academic and clinical faculty, program director, students, alumni, on- and off-campus clinical supervisors/preceptors.

Based on interviews with the program director, faculty, the department chair and college dean the curriculum is reviewed systematically and on a regular basis.

The review of the curriculum is conducted by comparing existing plans to current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.

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

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

Based on a review of the program and course sequence, course syllabi, faculty meeting minutes, student records, and through interviews with academic and clinical faculty, the program director, students and on- and off-campus clinical supervisors/preceptors, the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.

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

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

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

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

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

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

The curriculum provides opportunities for students to understand and apply the scientific bases of the profession, understand and apply research methodology, become knowledgeable consumers of research literature, become knowledgeable about the fundamentals of evidence-based practice, and apply the scientific bases and research principles to clinical populations.

This requirement was verified by a review of course syllabi, student records, and through student and faculty interviews.

The program includes research and scholarship participation opportunities that are consistent with the mission and goals of the program.

3.6B The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional

service delivery in speech-language pathology.

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

The program has mechanisms in place to develop comprehensive plans of clinical educational experiences that provides students the opportunity to experience the breadth and depth of clinical practice.

Each student obtains experiences with different populations (individuals across the lifespan and continuum of care, from culturally and linguistically diverse backgrounds, who express various types and severities of changes in structure and function of the structure and function of the speech and swallowing mechanisms).

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

Each student obtains experiences with appropriate equipment and resources.

Each student learns from experienced speech-language pathologists who serve as effective clinical educators.

These requirements were verified by a review of student records and through interviews with academic and clinical faculty, the program director, students, alumni, and on- and off-campus clinical supervisors/preceptors.

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

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

Based on a review of student records and through interviews with academic and clinical faculty, the program director, students and on- and off-campus clinical supervisors, the procedures used in clinical education ensure that student development is supported, and that each student acquires the independence needed to enter professional practice.

The clinical education component of the program is structured to be consistent with the knowledge and skill levels of each student.

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

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

The supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.

The clinical education procedures ensure that the welfare of each person being served by the student and clinical educator team is protected.

The services provided by the student and clinical educator team are in accordance with current, recognized standards of ethical practice and relevant federal and state regulations.

These requirements were verified by a review of student records and policies and procedures in student handbooks, and through interviews with academic and clinical faculty, the program director, students, alumni, clinical coordinator, clients/caregivers, and on-off-campus clinical supervisors/preceptors.

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

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

Based on written agreements with active external facilities, and through interviews with clinical coordinator and program director, the program has evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences.

The program has written policies regarding the role of students in the selection of externship sites and the placement of students in the sites. The program's written policies describe the processes used by the program to select and place students in external facilities. These requirements were verified by a review of graduate student academic and clinic handbooks, and interviews with the program director, clinic coordinator, students, alumni, and off-campus clinical supervisors/preceptors.

The program's written policies and procedures describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.

The program has processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met. The sources used to verify these educational objectives include a review of the policies and procedures of clinical placements in the student clinic handbook, written agreements with active external facilities and interviews with the clinical director.

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

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

The program has written policies and procedures that describe its expectations of student behavior with regarding academic and clinical conduct.

The program has policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited, to plagiarism, dishonesty, all aspects of cheating, and violations of ethical practice.

These requirements were verified by a review of policies and procedures in the graduate student handbook and clinic handbook, and through interviews with academic and clinical faculty, the program director, students, clinical coordinator, on- and off-campus clinical supervisors/preceptors.

Standard 4.0 Students

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

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

The admission criteria meet or exceed those of the institution and are appropriate for the degree being offered.

Policies regarding any exceptions to the criteria (such as "conditional" status) are clearly explained and consistently followed.

These requirements were verified by a review of the program's website, admission policies and procedures and through interviews with the program director, students and alumni.

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

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

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

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

The program's language proficiency policy is applied consistently.

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

These requirements were verified by a review of the website, student and clinic handbook, policies and procedures, and through interviews with the program director, academic and clinical faculty, clinical supervisors, administrators, students, and alumni.

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

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

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

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

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

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

These requirements were verified by a review of policies and procedures, course syllabi, faculty meeting minutes, student records, documentation of tracking and evaluation system and through interviews with the program director, academic and clinical faculty, clinical supervisors, students and alumni.

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

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

Students are informed regarding program policies and procedures, program expectations regarding academic integrity and honesty, program expectations for ethical practice, the degree requirements, and the current requirements for professional credentialing. The evidence for this standard was verified through a review of the clinic handbook, policies and procedures, course syllabi, student advisement forms and through interviews with the program director, academic and clinical faculty, clinical supervisor, students, and alumni.

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

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

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

Students are aware of the process and mechanism, including contact information for the CAA, to file a complaint related to the program's compliance with standards for accreditation.

These requirements were verified by the clinic handbook, and policies and procedures.

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

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

These requirements were verified by a review of student complaint files, faculty meeting minutes, policies and procedures, and through interviews with the program director, academic and clinical faculty, clinical supervisors, administrators, students, and alumni.

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

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

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

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

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

These requirements were verified by a review of the clinic handbook, policies and procedures, student files, tracking system, and through interviews with the program director, academic and clinical faculty, clinical supervisors, administrators, students, and alumni.

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

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

The program maintains complete and accurate records of all students' progress during the entire time of their matriculation in the program. This was verified by a review of student files, tracking system, and through interviews with the program director, academic and clinical faculty, clinical supervisors, administrative staff, students, and alumni.

The records for each student included documentation that demonstrates that the student has met all the academic, clinical, and other requirements for the degree and the credential(s) that are identified by the program in its mission and goals. This was verified by a review of policies and procedures, student files, and the tracking system.

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

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

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

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

These requirements were verified by a review of the policies and procedures, student files, tracking system, and through interviews with current and former students, the program director, academic and clinical faculty, clinical supervisors, administrative staff, and alumni.

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

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

Based on a review of student handbooks, websites and through interviews with the program director, academic and clinical faculty, students, and alumni the students are informed about the full range of student support services (beyond accommodations for disabilities addressed in Standard 4.2) available at the sponsoring institution.

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

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

The program does not offer any course work via distance education technologies and, therefore, does not have to comply with this standard. This was verified by a review of the program website, and through interviews with the program director and administrators.

Standard 5.0 Assessment

5.1 The program regularly assesses student learning.

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

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

These requirements were verified by a review of policies and procedures, course syllabi, student files, documentation in the tracking system, graduate and employer surveys, graduate exit interviews and through interviews with the program director, academic and clinical faculty, on- and off-campus supervisors/preceptors, students, and alumni.

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

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

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

Assessments are administered by multiple academic and clinical faculty members.

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

Student assessment is applied consistently and systematically by the program.

These requirements were verified by a review of policies and procedures, program student learning goals, course syllabi, student files, documentation in the tracking system, and through interviews with the program director, academic and clinical faculty, and on- and off-campus supervisors/preceptors.

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

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

The assessment protocols are used to evaluate the academic and clinical aspects of the entire program. This was verified by a review of policies and procedures, faculty meeting minutes, documentation of tracking systems, and through interviews with the program director, academic and clinical faculty, on- and off-campus supervisors/preceptors, students, and alumni.

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

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

These requirements were verified by review of policies and procedures, faculty meeting minutes, student, graduate and program assessment documents, and student evaluations.

Based on a review of policies and procedures, faculty meeting minutes, documentation in the tracking systems, and through interviews with the program director, academic and clinical faculty, on- and off-campus clinical supervisors/preceptors, students, and alumni the program uses the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program's stated goals and objectives and the measured student learning outcomes.

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

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

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

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

These requirements were verified by a review of policies and procedures, faculty meeting minutes, and through interviews and academic and clinical faculty, the program director and administrators.

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

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

The speech-language pathology program's time frame to complete the program is five (5) semesters. The program met CAA's established threshold which requires that at least 80% of students must have completed the program within the program's published time frame, as averaged over the three most recently completed academic years.

This requirement was verified by a review of the policies and procedures, student records, student tracking summaries, outcome measure summaries for the program completion rate, faculty meeting minutes, and through interviews with the program director, academic and clinical faculty, students, and alumni.

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

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

The speech-language pathology program met the CAA's established threshold, which requires that at least 80% of test-takers from the program pass the *Praxis*[®] Subject Assessment examination, as averaged over the three most recently completed academic years.

This requirement was verified by a review of policies and procedures, student records, student tracking summaries, outcome measure summaries for praxis examination pass rate, faculty meeting minutes, and through interviews with the program director, academic and clinical faculty, students, and alumni.

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

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

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

This requirement was verified by a review of policies and procedures, student tracking summaries, outcome measure summaries for employment rate, faculty meeting minutes, and through interviews with the program director, academic and clinical faculty, and alumni.

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

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

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

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

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

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

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

The program evaluates the effectiveness of the faculty and staff in delivering the program through regular student, peer and administration feedback and self-evaluation.

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

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

These requirements were verified by the review of policies and procedures, the university website, faculty meeting minutes, student, graduate and program assessments, and through interviews with the program director, academic and clinical faculty, administrators, and students.

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

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

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

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

These requirements were verified by the review of policies and procedures, faculty meeting minutes, and through interviews with the program director, academic and clinical faculty, and administrators.

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

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

Based on a review of Suzanne Miller, PhD's vitae, the organizational chart, and through interviews with the program director, academic and clinical faculty, administrators, and administrative staff, the program director's effectiveness in advancing the goals of the program and in leadership and administration of the program are regularly evaluated.

Standard 6.0 Program Resources

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

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

Based on a review of the budget, program mission and goals statements, and through interviews with the program director, administrators, academic and clinical faculty, administrative staff, students and alumni, budgetary allocation for the program is regular, appropriate, and sufficient to deliver a high quality program that is consistent with the mission and goals. There is sufficient support for personnel, equipment, educational and clinical materials, and research activities.

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

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

Based on interviews with the program director, academic and clinical faculty, and administrators, support, incentives, and resources are available for the continued professional development of the faculty.

Based on interviews with the program director, academic and clinical faculty, and administrators, opportunities for release time and/or travel support is provided for faculty to maintain competence.

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

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



Program facilities are marginally adequate to deliver a program that is consistent with its mission and goals. The clinic space is dated and cramped. These requirements were verified by tour of the facilities and through interviews with the program director, academic and clinical faculty, administrators, and students.

Although the program facilities have been evaluated and the program includes access and some accommodations for the needs of individuals with disabilities, in accordance with federal regulations, evacuation routes for exiting the clinic were not posted in the rooms

These requirements were verified by tour of the facilities, interviews with the program director, academic and clinical faculty, administrators, and students.

The CAA Initial Observations asked the program to provide an update on the limited parking for the clinic. The site visitors were informed by University administrators during the site visit that the clinic had been approved for two additional reserved parking spaces for client parking.

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

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

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

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

Equipment is maintained in good working order.

These requirements were verified by a tour of the facilities, review of inventories of major equipment and materials, and through interviews with the program director, academic and clinical faculty, clinical supervisors, administrators, and students.

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

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

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

Based on a tour of the facilities, a review of inventories of major equipment and materials, and through interviews with the program director, academic and clinical faculty, clinical supervisors, administrators, students and administrative staff, the program has adequate access to a technical infrastructure that supports the work of the students, faculty, and staff.

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

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

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

Based on a tour of the facilities, and through interviews with the program director, academic and clinical faculty, clinical supervisors, administrators, students and administrative staff, the program has adequate access to clerical staff to support the work of the students, faculty, and staff.

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

II. Verification of Public Comment/Public Meeting Announcement

A copy of the announcement of the public meeting is included in the Appendices. This notice was posted in and around the building that houses the program, in hallways, and at entrances. The meeting was announced by faculty to their students. Clients and their families, members of the campus community, alumni, and the public were notified by the announcement's publication in the campus newspaper, and local/community newspapers.

Appendices

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

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



ACCREDITATION STANDARDS INVENTORY

The site visit team's detailed observations for each 2017 Standard can be found in the body of the site visit report.

2017		Audiology			Speech-Language Pathology		
Standard		Evidence Verified	Partial Evidence Verified	Evidence Not Verified	Evidence Verified	Partial Evidence Verified	Evidence Not Verified
	Standard 1.0 Administrative Structure and Governance						
1.1	Regional Accreditation				X		
1.2	Degree Granting Authority				X		
1.3	Mission, Goals, and Objectives				X		
1.4	Evaluation of Mission and Goals				X		
1.5	Program Strategic Plan				X		
1.6	Program Authority and Responsibility				X		
1.7	Program Director				X		
1.8	Equitable Treatment				X	X	
1.9	Public Information				X		
	Standard 2.0 Faculty						
2.1	Faculty Sufficiency—Overall Program				X		
2.2	Faculty Sufficiency—Institutional Expectations				X		
2.3	Faculty Qualifications				X		
2.4	Faculty Continuing Competence				X		

2017		Audiology			Speech-Language Pathology		
Standard		Evidence Verified	Partial Evidence Verified	Evidence Not Verified	Evidence Verified	Partial Evidence Verified	Evidence Not Verified
	Standard 3.0A Curriculum (Academic and Clinical Education) in Audiology						
	Standard 3.0B Curriculum (Academic and Clinical Education) in Speech-Language Pathology						
3.1	Overall Curriculum Sufficiency				X		
3.2	Curriculum Currency				X		
3.3	Sequence of Learning				X		
3.4	Diversity Reflected in the Curriculum				X		
3.5	Scientific and Research Foundations				X		
3.6	Clinical Settings/Populations				X		
3.7	Clinical Education--Students				X		
3.8	Clinical Education--Client Welfare				X		
3.9	External Placements				X		
3.10	Student Conduct				X		
	Standard 4.0 Students						
4.1	Admission Criteria				X		
4.2	Student Adaptations				X		
4.3	Student Intervention				X		
4.4	Student Information				X		
4.5	Student Complaints				X X	XXXXXXXXXX	

2017		Audiology			Speech-Language Pathology		
Standard		Evidence Verified	Partial Evidence Verified	Evidence Not Verified	Evidence Verified	Partial Evidence Verified	Evidence Not Verified
4.6	Student Advising				X		
4.7	Student Progress Documentation				X		
4.8	Availability of Student Records				X		
4.9	Student Support Services				X		
4.10	Verification of Student Identity for Distance Education				NA		
Standard 5.0 Assessment							
5.1	Assessment of Student Learning					X	
5.2	Program Assessment of Students						
5.3	Ongoing Program Assessment				X		
5.4	Ongoing Program Improvement				X		
5.5	Program Completion Rate				X		
5.6	PRAXIS Examination Pass Rate				X		
5.7	Employment Rate				X		
5.8	Program Improvement--Student Outcomes				X		
5.9	Evaluation of Faculty				X		
5.10	Faculty Improvement				X		
5.11	Effective Leadership				X		

2017		Audiology			Speech-Language Pathology		
Standard		Evidence Verified	Partial Evidence Verified	Evidence Not Verified	Evidence Verified	Partial Evidence Verified	Evidence Not Verified
Standard 6.0 Program Resources							
6.1	Institutional Financial Support				X		
6.2	Support for Faculty Continuing Competence				X		
6.3	Physical Facilities					X	
6.4	Program Equipment and Materials				X		
6.5	Technical Infrastructure				X		
6.6	Clerical and Technical Staff Support				X		

Signatures (site visitors):

CHAIR

John Bertel

MEMBER

Mona Ryan

MEMBER

Carolyn Vogel

MEMBER

Marlene Ann Salmeron

TRAINEE

CAA Site Reviewer Agenda
 Thursday, October 11, 2018

Pick up 8:00

Activity	Time	Location	John	Carolyn	Mona	Marlene
Faculty Meeting	8:30-9:00	AJH 130	X	X	X	X
PD Meeting Suzanne Miller	9-9:30	AJH 130 B	X	X	X	X
Individual faculty meetings	9:30-11:15					
Jessika Lawrence	9:30-10:15	AJH 130 E	X			
Kenyan Martin Clinic Director/ Internship Coordinator	9:30-10:15	AJH 112 B		X		X
David McCoy	9:30-10:15	AJH 114 C			X	
Break (Prep Room)	10:15-10:30	AJH 112 E	X	X	X	X
Susan Steffani Grad Coordinator	10:30-11:15	AJH 130 C		X		X
Shelley Von Berg	10:30-11:15	AJH 130 D	X			
Megan Willi	10:30-11:15	AJH 130 A			X	
Meet with Staff (Jackie & Peggy)	11:20-11:50	AJH 100	X			
Begin Review of Files- Random file selection (CD & PD assist)	11:20-11:50	AJH 100/101A		X	X	X
Tour facilities (PD & CD)	11:50-12:15	AJH 100	X	X	X	X
Lunch	12:15-1:15	Open	X	X	X	X
Review Graduate & Clinic Files	1:15-3:15	AJH 100/101A	X	X	X	X
Alumni- phone/in person interviews 6@ 15 min each (Some will also be internship supervisors)	1:15-3:15	AJH Clinic Rooms	X	X	X	X
Observe Clinic	3-3:15	AJH Clinic		X		X
Break (Prep Room)	3:15-3:30	AJH 112 E	X	X	X	X
Grad Students	3:30-4:15	AJH 112	X	X	X	X
Public Meeting	4:30-5:15	Selvester's 104	X	X	X	X

CAA Site Reviewer Agenda
 Friday, October 12, 2018

Activity	Time	Location	John	Carolyn	Mona	Marlene
PD Meeting	7:40-8:00	AJH 130 B	X	X	X	X
Com Arts & Sciences Department Chair Susan Avanzino	8:10-8:50	Tehama 201	X	X	X	X
Provost: Debra Larson	9-9:30	Kendall 106	X	X	X	X
President Designee: Chief of Staff Brooke Banks	9:30-10	Kendall 105	X	X	X	X
Break	10:00-10:15	Selvester's Café	X	X	X	X
Off campus site (Shelley)	10:20-11:20	Peg Taylor		X		X
Continue with Phone or in person interviews or file review if needed	10:20-11:20	Clinic Rooms	X		X	
Communication & Education Dean: Angela Trethewey	11:30-12:15	Tehama 203	X		X	X
Lunch	12:15-1:15	Open	X	X	X	X
Team meets (Prep Room)	1:15-1:45	AJH 112 E	X	X	X	X
Exit interview with faculty	1:45-3:00	AJH 130	X	X	X	X

Public Meeting for CAA accreditation site visit

Submitted

Monday, Sept. 24, 2018

Location

Colusa Hall 100B

Campus Announcement

Event Date & Time

Thursday, Oct. 11, 2018, 4:30-5:15 p.m.

Recurrence

One-time

Description

The Communication Sciences and Disorders' Master of Arts program at California State University, Chico, is undergoing its 8-year re-accreditation review by the Council on Accreditation of Audiology and Speech-Language Pathology of American Speech-Language-Hearing Association (CAA). Please join us and the site visitors for a public meeting Thursday, October 11, 2018, 4:30-5:15 pm in Colusa Hall 100B on the university campus. A copy of the Standard and / or the CAA's Policy on Public Comment may be obtained by contacting the CAA Office at ASHA, 220 Research Boulevard, #310, Rockville, Maryland 20850, call the CAA Center at 1-800-498-2071, or accessing the documents online at <http://caa.asa.org>

Contact Information

Dr. Suzanne B. Miller

sbmiller@csuchico.edu

Calendar

Other Events

Student Announcement Category

Events

Employee Announcement Category

Events

Announcement Date(s)

Tuesday, Sept. 25, 2018

Monday, Oct. 1, 2018

Find the Newest classified ads here!
NEW TODAY!
 Check out all the newest classified ads on our website:
www.chicoer.com
 Subscribe Today - 400 E. Park Ave., Chico - 896-7777 or 1 (800) 777-1421

THE Key to Professional Services

YARD SALES
Special Section
Runs Friday and Saturday

New Today
 The Communication Sciences and Disorders Master of Arts program at California State University, Chico, is undergoing its 8-year re-accreditation review by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA).

Air Conditioning and Heating
BARMHART HEATING & AIR
 24 Hr. Emergency Service
 Free Estimates
 Free Installation/Replacement
 25 yrs. exp. Family Owned & Operated
 (530) 896-7276

HELPFUL HINTS FOR PLACING YARD SALE ADS
 1. Write an ad listing all major items with prices. Use general terms for smaller items.
 2. Display and price all items. Place smaller items on a table plainly marked with prices.
 3. Reduce prices of items unsold by the middle of the last day of your sale.
 4. Be sure to have plenty of change - singles and about \$10 in coins.
 5. Place large signs on private property. Please remove signs at the end of your sale.
 6. Ads in this section will run in both Friday & Saturday editions.
 7. Be sure to call a helpful 800 area by Thursday before your sale to place your ad with this section. Prepayment required. Wash, Check, Visa and MasterCard accepted.
 8. All Chico and Oroville Yard Sales are listed by zones for easy location.
 9. This section has a 6 line minimum so you can list all the details to make your sale successful.

New Today
 Please join us and the site visitors for a public meeting Thursday, October 11th, from 4:30-5:30pm in Colusa 100B on the university campus.

Handyman
WEDMER PLUS
 Dry Rot Water Damage Repair
 Bathroom Remodeling
 Carpentry & Plumbing
 Insured 896-5555
 Bonded
 896-498-9648

MESSAGE THERAPY
 MASSAGE • 9-11 FULL-BODY massage ever hour
 Great for: Head Lice
 Call 530-896-1276

Job Announcement
 September 24, 2018
 The Grand Unified School District is seeking the following Coaching Positions:
 Orchard High School -
 • Head Wrestling Coach
 • Assistant Wrestling Coach
 • Girls Wrestling Coach
 • Head Coach - Fresh/2nd/3rd Softball

Handyman
Firewood
 Firewood - English Walnut Full cord \$250. Delivered
 Call 530-896-5587

JOE SHAW PAINTING
 Interior & Exterior
 Competitive prices
 Contractor Lic. #47777
 Call 891-5563

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Handyman
Home Improvement
 PISH TV 1504 chanel, 500.95/mo. for 180 Channel \$1450. 100% Speed internet included. Free install. 50% down. No restrictions.
 9577-865-9777 (COCA)

Tractor Work
WED ABATMENT
 Field mowing, tree brakes, rotor bling, backhoe work.
 Call Randy at 530-511-0644

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Handyman
Tree Service and Pruning
 Tree trimming & removal
 BILLYE TREE CO. (Lansing & Placer)
 514-6163

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Oroville Area

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Job Announcement
 September 24, 2018
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 Orchard High School -
 • Head Wrestling Coach
 • Assistant Wrestling Coach
 • Girls Wrestling Coach
 • Head Coach - Fresh/2nd/3rd Softball

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