

**Communication Disorders and Sciences  
College of Health and Human Development**

**CDS State-side (Residential) Master of Science Speech-Language Pathology  
Executive Summary Strategic Plan 2017 – 2022**

**Vision Statement**

Continue our long-standing history as a leader in preparing students to enter the profession of speech language pathology through exemplary clinical and academic teaching, research, and client services. We will be recognized for forward-thinking program development and innovative community engagement.

**Mission Statement**

The Department of Communication Disorders and Sciences has a three-dimensional mission of teaching, research and service for the advancement of human potential in speech, language and hearing. As part of a comprehensive university system dedicated to undergraduate and graduate instruction, teaching is always regarded as the first priority. Our faculty will be mentors as well as educators. We will prepare our students to become thoughtful, reflective professionals who act with integrity and embrace diversity and inclusion.

The Department shares the values of the University:

- Commitment to Teaching, Scholarship, and Active Learning.
- Commitment to Excellence.
- Respect for All People.
- Alliances with the Community.
- Encouragement of Innovation, Experimentation, and Creativity.

Guided by these values, the Department has identified Strategic goals and objectives to accomplish this mission.

**Focus Areas**

The Communication Disorders and Sciences State-Side Residential program has seen steady interest in the M.S. graduate program in Speech Language Pathology. The number and quality of students applying to the graduate program has remained strong. In the interest of remaining current and addressing the Department mission, the following Focus Areas were identified as priorities:

- Clinical Education

- Diversity and Inclusion
- Academic Program Completion

## Goals

### Focus Area: Clinical Education

#### 1. Development of a Clinical Educator Position

With the numbers of students admitted to the State-Side Residential Program consistently being between 43 students each fall to 48 students each fall, the State-Side Residential Program identified the need to create a position for a clinical educator that would manage the Clinical Education Process for the program especially in regards to off campus placement of students in *CD672A Advanced Clinical Practice in Speech Pathology and Audiology I (3)*, and *CD672C Advanced Clinical Practice in Speech Pathology and Audiology II (6)*. Requirements and job duties and responsibilities were developed in conjunction with the Department of Communication Disorders & Sciences Distance Learning Program and the College of Health and Human Development (see appendix A).

**Status:** The position was approved to begin recruitment August 2019. Per the university policy (Faculty Affairs), following the development and approval of the position, but prior to posting and conducting a search, the position was to be offered for consideration to all part-time faculty. Three part-time faculty responded with interest. All three were interviewed, and an offer was made to one part-time faculty member who accepted the position. Therefore, the position was not formally posted, nor was a national search conducted. The State-side Clinical Educator was hired and began working at the start of the 2019/2020 academic year.

#### 2. Need for improved student-clinician readiness for external placements (i.e., externship and student teaching)

Assessment data indicate that external clinical supervisors/preceptors describe the need for students to enter externship and student teaching clinical experiences better prepared to start at a faster pace to take on caseloads and prepare and implement clinical treatment and diagnostic sessions more independently. School-based Master Clinicians who serve on the Advisory Board for the Department of Communication Disorders and Sciences (CDS) have identified that many of the student clinicians in the Master of Science Degree Program acclimate slowly to the pace of professional practice when they arrive at training sites, and that the time period students spend orienting to the off- campus site, and then assuming evaluation and treatment responsibilities for clients, needs to be as short in duration as possible.

#### Status

- a. The department recognized the value in putting greater emphasis on clinical decision-making through increasing students' experience with clinical case studies.
  - 1) This led to curriculum modifications also described elsewhere (Curriculum folder #13). Faculty have added use of case studies in course lectures, assignments and exams.

- 2) In academic year 2019-2020 the multiple-choice component of the Comprehensive Exam was reviewed and faculty updated questions to require clinical decisions regarding case studies. In addition, the written essay portion of the Comprehensive Exam was replaced with an oral portion in which students are given two cases, one pediatric and one adult. After an hour of preparation time, students meet with a panel of three instructional and/or clinical faculty to discuss the cases. The panel members ask questions to guide students through the case presentation.
- b. Associate Professor and Department Chair Patricia J Seymour received a grant which addresses improved preparation of student clinicians in the semester before they begin their Student Teaching clinical experience. In collaboration with Los Angeles Unified School District, the grant provides a unique opportunity for some students to complete their third semester of clinic during the summer at a public-school site with a Master Clinician who works an extended school year. At the conclusion of the summer practicum, the student is then assigned to the same Master Clinician for their fourth clinical assignment which is the school-based “Student Teaching” (SPED 544 CD). In this way, the students have the opportunity to get experience at the school site prior to beginning their Student Teaching and, therefore, should be able to accommodate more quickly and work more independently. Implementation was to begin 2020-2021AY, but with COVID, it has been delayed for a year.

## **Focus Area: Diversity and Inclusion**

### **1. Bilingual Certificate**

With the diversity of language and culture in California, there is an appeal of identifying oneself to clients as a “bilingual practitioner.” Bilingual practitioners are able to help those with communication needs in more than one language and to serve minority-language communities better. While there is no national bilingual certification, ASHA provides information regarding necessary competencies for those who wish to “present themselves as bilingual for the purposes of providing clinical services.” The ASHA website outlines five areas of competency that a bilingual practitioner should possess:

- i. Native or near-native proficiency in another language in the areas of vocabulary, word-meaning, phonology, grammar, and pragmatics.
- ii. Knowledge of typical language development for both monolingual and bilingual speakers of the language.
- iii. The ability to administer and interpret diagnostics in the other language and distinguish between a difference and a disorder.
- iv. The ability to provide treatment in the other languages.
- v. The ability to recognize cultural factors that may impact services.

The need for increased opportunities for students to develop the competencies necessary to identify as a bilingual practitioner was first addressed at the CD faculty retreat on January 17, 2020. The goal is to develop a Bilingual Certificate Program that provides a framework for

students to obtain academic knowledge and clinical experience to meet these competencies. Graduate students will participate in specialized clinical experiences and enroll in specialized coursework within the current structure of the M.S. degree requirements.

**Status:** The certificate program design was completed and a proposal for implementation was developed. However, the process of obtaining approval for the Bilingual Certificate was deferred because of the challenges resulting from the pandemic during the 2020-2021 academic year.

## 2. M.S., SLP Degree Admissions

Review and improve the holistic review process for applicants.

### **Status:**

- The Coordinator of Admissions for the Residential/Stateside M.S. degree programs attended workshops and seminars on holistic admission processes, and reviewed literature on best practices regarding holistic admissions. Changes in the process were made based on this information and training. Revised the Statement of Intent questions for applicants to provide additional information that will assist reviewers to incorporate holistic factors in the review process. The written Statement prompt was rewritten to add wording that clarified and encouraged applicants to include information such as:
- Student's background and life experience, including leadership skills, languages spoken/bilingual
- Initiative in seeking out opportunities for learning and growth
- Compelling background/story (e.g. first in family to attend college, had to help support family, etc.)
- How the applicant will contribute to the diversity of the program.
- Professional and volunteer experience.

Review and improve the application process to include electronic applications, electronic submission of letters of recommendation and electronic ratings by admission committee members.

### **Status:**

- 2016 admissions cycle was first year to implement electronic applications, including online submission of letters of recommendations. This allowed Admissions Committee reviewers to rate/review applications from electronic folders held in the shared drive. However, rating sheets remained hard copy.
- 2017 admissions cycle electronic applications were reviewed from folders in the myCSUNbox which is CSUN's secure cloud-based file storage and collaboration application. Rating sheets remained hard copy.
- 2021 admissions cycle was the first year for completely electronic applications. Like the previous year, applications were reviewed from folders in myCSUNbox. However, the Graduate Application Rating Sheets were replaced with an electronic rating form using a Microsoft Form.

**Focus Area: Academic Program Completion**

**1. Establish 2-year academic progression (Cohort)**

In order to meet CAA requirement that students complete the M.S. graduate program in five (5) semesters as published in the CSUN Catalog, the Department has proposed moving to accepting students in Cohort groups with a set five semester academic course plan. While it is possible for students to complete the department requirements for completing the M.S. degree, the current policies allow for individualized plans and modifications from semester to semester. As a result, many students do not complete their graduate program in five semesters. Moreover, this creates a number of problems for students and for the department. With many individual plans and changes to schedule course plans, it is difficult for the department to predict course demand and schedule classes to adequately accommodate student need. This results in an inordinate amount of time spent in student advisement and scheduling of courses each semester. In addition, student feedback has indicated their desire for greater predictability regarding course schedules and graduation.

**Status:**

CHHD and University potential support for cohorting of the M.S. SLP graduate program was extended to the Program at the start of the Spring 2018 semester, and the potential support was conveyed to the Department at the March 9, 2018 faculty meeting; this topic and has been on the agenda of faculty meetings every semester to date. In fact, Cohort grouping was the focus of a department retreat on January 17, 2020 when possible 5-semester sequences of courses were proposed because the critical need for moving to graduate Cohorts had become increasingly apparent. The Department Chair made repeated proposals regarding the move to Cohort scheduling, but these efforts were not fully successful until April 2021 when the College Associate Dean indicated that he will consider the Department's request to move to graduate cohorts. There is now support for bringing the proposal for cohorting to CSUN's Office of Graduate Studies and the Office of the Provost for implementation fall 2022.

**Appendix A**  
**Clinical Education Coordinator**  
**(Formerly Identified as Clinical Educator Specialist)**  
**Position Statement**  
**CDS State-Side Residential**  
**Master's Degree Program Speech-Language Pathology**

**FACULTY POSITION ANNOUNCEMENT**

**(formerly AA-1)**

Department: Communication Disorders  
& Sciences

**Effective Date of Appointment: 2018 – 2019  
AY**

**(Subject to Budgetary Approval)**

Faculty Hire Number: [CDO FILL IN BLANK]

Rank: [Lecture A, Grade 2]

**Salary: Dependent upon qualifications, range  
is**

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**About the University:**

One of the largest universities in the country, California State University, Northridge (CSUN) is an urban, comprehensive university that delivers award-winning undergraduate and graduate programs to nearly 40,000 students annually and counts more than 330,000 alumni who elevate Southern California and beyond. Since its founding in 1958, CSUN has made a significant and long-term economic impact on California, generating nearly \$1.9 billion in economic impact and more than 11,700 jobs each year. The LAEDC recognized CSUN as its 2015 Eddy Award winner for its positive economic impact. Serving more students on Pell Grants than any other institution in California, CSUN is also a social elevator and one of the most diverse universities in the country. CSUN ranks 13<sup>th</sup> in awarding bachelor's degrees to traditionally underserved students and enrolls the largest number of Deaf and Hard-of-Hearing students of any U.S. state university. The journal *Nature* recently named CSUN a Rising Star for scientific research, and the NSF ranks CSUN in the top five nationally among similar institutions for graduates who go on to earn doctorates in the sciences. CSUN is where individuals rise. And through them, so does Greater Los Angeles and beyond.

**About the Colleges:**

The College of Health and Human Development is one of nine Colleges in California State University, Northridge. The College of Health and Human Development (HHD) is composed of nine academic departments, eight community-focused centers, and engagement in the campus wide Institute. The mission and view of the College of Health and Human Development emphasizes health, well-being and the educating individuals and communities in choices that impact how individuals live.

The College of Health and Human Development at California State University, Northridge offers fully accredited Bachelors' and Masters' degree programs in the departments of Child and Adolescent Development, Communication Disorders and Sciences, Environmental and

Occupational Health, Family Environmental Sciences, Health Sciences, Kinesiology, Recreation and Tourism Management. The College of Health and Human Development also offers a clinical doctorate in Physical Therapy, and has been approved to begin offering a clinical doctorate in the field of Audiology beginning Fall of 2018. We have graduated over 3,000 students annually over the past several years from nearly 20 degree programs. Our programs span education, scholarship, and outreach services. We emphasize improvement of the quality of life for individuals and families, as well as managing services that promote health and well-being. Our collaborative approach fosters optimal learning for a diverse community of students, staff, and faculty.

The Tseng College of Graduate, International and Midcareer Education: The Tseng College of Graduate, International and Midcareer Education is one of nine Colleges in California State University, Northridge. The Tseng College creates and delivers innovative programs that provide access to CSUN's distinguished scholarship and teaching for midcareer professionals, regional employers, international students and the community.

The College specializes in developing graduate-degree and certificate programs that prepare midcareer adults for advancement in rapidly growing fields, and its international English-language and college-preparation program for foreign students is among the nation's largest.

#### **About the Department:**

The Department of Communication Disorders and Sciences has a three-dimensional mission incorporating teaching, research and service for the advancement of human potential in speech, voice, language and hearing. As part of a comprehensive university system dedicated to undergraduate and graduate instruction, teaching is always regarded as the first priority.

The Department of Communication Disorders and Sciences offers an undergraduate degree in Audiology and beginning the 2018-2019 academic year will begin offering a Doctor of Audiology (Au.D.). The Department also offers an undergraduate degree and master degree in the discipline of speech-language pathology, including an on-line M.S. degree program in speech-language pathology. Its speech-language pathology programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and by the California Commission on Teacher Credentialing. The Department is one of the institution's departments that are collectively accredited by the National Council on Accreditation in Teacher Education. The Department's website address is: <http://hhd.csun.edu/comdis/>. The Department's website for the Distance Learning Program is: <http://tsengcollege.csun.edu/programs/CDS> .

The Department and its offices, classrooms, laboratories and clinical Center are housed in a 35,000 square foot, three-story facility. The audiology wing offers two complete audiology test suites, as well as labs for auditory electro-physiology (ABR and OAE), ENG and VAT, computerized platform posturography, a hearing aid dispensary, and an ear mold and real ear testing lab. Speech-language pathology facilities include 12 individual treatment rooms and 10 larger, group treatment spaces, all with direct observation and video recording capability. There are research spaces and newly acquired instrumentation for speech science, swallowing, and related laboratories. Other facility features include a clinic business office to support 15,000 annual client visits for services

in language, speech and hearing disorders, classrooms, clinical observation rooms and conference rooms with multi-media infrastructure.

**CSUN's Commitment to You:**

CSUN is committed to achieving excellence through teaching, scholarship, learning and inclusion. Our values include a respect for all people, building partnerships with the community and the encouragement of innovation, experimentation and creativity. CSUN strives to cultivate a community in which a diverse population can learn and work in an atmosphere of civility and respect. CSUN is especially interested in candidates who make contributions to equity and inclusion in the pursuit of excellence for all members of the university community.

For more information about the University, check visit website at: <http://www.csun.edu>

**Qualifications:**

The Department announces an opening for a full-time Clinical Educator Specialist appointment. The Clinical Educator Specialist position requires a minimum of a Masters degree in Speech-Language Pathology. The position requires the individual also to be certified through the American Speech-Language Hearing Association (CCC-SLP) as well as licensed in the State of California (SLP) or eligible for a California SLP license.

The Clinical Educator Specialist position requires experience as a practicing Speech-Language Pathologist with a strong preference for having provided supervision, preferably with students. Knowledge of a variety of disorders across the life-span is highly desirable. Prior traditional face-to-face classroom and on-line teaching experience and prior use of platforms for instructional technology are highly desirable. Bilingual abilities for both English and Spanish are also highly desirable. Applicants must demonstrate a commitment to working in a diverse student and faculty environment.

CSUN is a Learning Centered University. The successful candidate will be expected to join faculty and staff in a commitment to active learning, to the assessment of learning outcomes, and to implementing when appropriate multiple pathways that enable students to graduate.

At time of appointment, the successful candidate, if not a U.S. citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States.

**Responsibilities:**

The primary responsibilities of the Clinical Educator Specialist include assisting in the management of clinical education for the State Side Program. Responsibilities include: a) typically serving as the primary course instructor for 12 units of clinical assignments (direct involvement with students to identify and arrange clinical practicum experiences is required), and serving as an intermittent substitute preceptor for the Language, Speech and Hearing Center, b) assisting the Clinic Director and Clinic Coordinator training and mentoring of secondary course instructor(s), c) assisting the Clinic Director and Clinic Coordinator with redesigns of clinical courses as needed, d) assisting the Clinic Director and Clinic Coordinator to identify potential clinical instructors, e) 3 units of department duties, such as management of CALIPSO for student hours, communication with clinical educators, monitoring and assisting with of students' progression in knowledge and skill competencies.

Within the above descriptions, activities will include: contacting students to identify and arrange clinical practicum experiences especially for CD 672A, assisting the Clinic Director and Clinic Coordinator with the management of clinical practicum agreements including confirmation of students' completion of site prerequisites, coordinating required (student) background checks - health care requirements - health safety training, monitoring of students' clinical privileges, maintaining contact with (off campus) supervisors throughout the clinical practicum experiences through several platforms (e.g., individual emails, phone calls, development of Listservs, site visits), management of CALIPSO (web-based documentation software system).

Additional responsibilities include collection of and (statistical) analysis of data as they would apply to the assessment the Institution and Program Student Learning Outcomes.

Other duties as assigned.

**Application Deadline:**

Screening of applications will begin August 12, 2019. Priority will be given to applicants who meet the screening deadline; however, the position will remain open until filled.

Applicants must submit a letter of application and curriculum vitae by email, and three current letters of recommendation to the addresses below. In later phases of the search process, applicants may be requested to provide verification of terminal degrees, licenses and certificates.

**Inquiries and applications must be addressed to:**

Dr. Elizabeth G. Weber, Search Chair (Email: [elizabeth.weber@csun.edu](mailto:elizabeth.weber@csun.edu))  
Department of Communication Disorders and Sciences  
California State University, Northridge  
18111 Nordhoff Street  
Northridge, California 91330-8279

**General Information:**

In compliance with the Annual Security Report & Fire Safety Report of Campus Security Policy and Campus Crime Statistics Act, California State University, Northridge has made crime-reporting statistics available on-line [here](#). Print copies are available by request from the Department of Police Services, the Office for Faculty Affairs, and the Office of Equity and Diversity.

The person holding this position is considered a 'mandated reporter' under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in [CSU Executive Order 1083](#) as a condition of employment.

A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position.

CSUN is an Equal Opportunity Employer and prohibits discrimination on the basis of race, color, ethnicity, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical condition, marital status, veteran status, and disability. Our nondiscrimination policy is set forth in [CSU Executive Order 1096](#). Reasonable accommodations will be provided for applicants with disabilities who self-disclose by contacting Recruitment Services at (818) 677-2101.