

**Commission on Teacher Credentialing  
Preliminary Report of Findings and Addendum**

<b>Institution</b>	California State University Fresno	<b>Program</b>	<b>SPEECH LANGUAGE PATHOLOGY SERVICES</b>
<b>Date of Review</b>	January 29, 2021		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

*Posting the Addendum*

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

<b>Standards Found to be Preliminarily Aligned</b>	1, 4, 5, 6, 8; SLP (1), 2, (3), 4, 6, 7, 8 (SLP standards 1 and 3 are fully addressed by ASHA accreditation).	
<i>ASHA Accreditation serves to meet much of the language of the standards for SLP programs. Reviewers are providing feedback regarding the portion of the standards not addressed through ASHA. Please see <a href="#">Standards Alignment Matrix</a> for additional information.</i>		
<b>Standards Requiring More Information</b>	<b>Comment from Program Reviewers</b>	<b>Response from Program</b>
<b>Standard 2:</b> Professional, Legal and Ethical Practices	Program reviewers could not find evidence of how students are instructed in the practice of promoting safe educational environments. Please provide.	<p>The topic of safe educational environments is addressed within the program’s clinical coursework.</p> <ul style="list-style-type: none"> <li>● CSDS 230: A variety of topics are introduced, practiced, and assessed, including universal precautions, infection control, and student/client confidentiality (i.e., HIPAA, FERPA). Documentation of this content is available in the clinic’s <a href="#">infection control policy</a> and <a href="#">CSDS 230 syllabus (pg. 4, Confidentiality)</a>.</li> <li>● CSDS 257: Students have the opportunity to apply skills learned to promote safe educational environments within their student teaching experiences. Documentation of this</li> </ul>

		<p>content is available in the <a href="#">CSDS 257 syllabus (see pg. 6)</a>. These items are assessed as part of the professional practice, interaction, and personal qualities sections (e.g., pg. 3 items 3, 5, 11, and 20) of the <a href="#">CALIPSO Performance Evaluation</a>.</p>
<b>Standard 3: Educating Diverse Learners</b>	<p>Program reviewers could not find evidence of instruction in understanding and acceptance of differences in gender identity/expression. Please provide.</p>	<p>Of particular importance within the field of speech-language pathology is ensuring that students are prepared to provide voice and communication services for transgender and gender diverse populations. Student Learning Objectives associated with this topic are included within the <a href="#">CSDS 216 course (see syllabus, pg. 2, Course Goals and Objectives #6)</a>. Students have further opportunity to apply this knowledge within their student teaching experience.</p>
<b>Standard 7: Transition and Transitional Planning</b>	<p>Provide evidence that candidates have the opportunity to collaborate with personnel from other educational and community agencies to plan for successful transitions for students.</p>	<p>The topic of collaborative service delivery is discussed within multiple courses within the curriculum. Transition planning and the roles of various service providers, in particular, is addressed within <a href="#">CSDS 214 (see syllabus, pg. 8; discussed within the context of the module on <i>Infants and Toddlers</i>)</a> and <a href="#">CSDS 218 (see syllabus, pg. 10; discussed within the context of the module on <i>Services for Adults and the SLP's Role</i>)</a>. This topic is practiced within students' clinical coursework (i.e., CSDS 230 and 257). Students are assessed on this topic within their CSDS 257 course (see <a href="#">Learning Outcomes Checklist of the CSDS 257 syllabus [pg. 3]</a> and the <a href="#">CALIPSO Performance Evaluation [pg. 3, items 3, 8, and 16]</a>).</p>
<b>Speech Language Pathology Program Standards</b>		
<b>SLP Standard 5: Management of Speech and Language Disorders</b>	<p>Please provide evidence that candidates have the opportunity to effectively monitor the progress of students relative to behavior intervention strategy.</p>	<p>The topic of supporting students with behavioral difficulties is first introduced within <a href="#">CSDS 214 (see syllabus, pg. 9)</a>. Students then apply this knowledge within their clinical coursework (i.e., <a href="#">CSDS 230 [see syllabus, pg. 2, #11]</a> and <a href="#">CSDS 257 [see syllabus, pg. 4, final item]</a>), where they implement and monitor student progress with behavioral supports. These areas are also measured via the <a href="#">CALIPSO Performance Evaluation used in both CSDS 230 and CSDS 257 (see pg. 3, items #26 and #27)</a>.</p>