

Report of Program Accreditation Recommendations October 2021

Overview

This report provides a summary for institutions requesting approval for new programs.

Staff Recommendation

That after discussion with the program sponsors and after review of the BIR review of the program as well as documentation from the institution submitting the proposal, the Committee on Accreditation grants initial accreditation for the following programs.

Single Subject Credential- Intern

Humboldt State University

Humboldt State University is seeking to add the intern pathway to their single subject credential program. Credential candidates will be eligible for the intern program after they have completed the pre-service coursework, to be offered during the first semester (fall) of the credential program. Once employed as an intern teacher, each intern will create a Professional Development Plan that is created cooperatively with their school site mentor teacher, principal, and their assigned University Supervisor and includes support and supervision through the university and the employing district. Special fieldwork classes and evaluation forms have been developed for interns to meet their specific situation; otherwise they take the same classes and complete the same assessments as the traditional candidates. Classes will be scheduled so that interns are able to attend their university classes after their K-12 school day.

Speech-Language Pathology Services

California State University, Monterey Bay

The Masters of Science in Speech-Language Pathology (MS-SLP) program at California State University, Monterey Bay (CSUMB) is seeking to offer the Speech-Language Pathology Services Credential. The MS-SLP program is a two-year, full-time program founded in evidence based practices with opportunities for numerous practicum experiences, including a semester long practicum in the public schools. The integration of both practicum and academic opportunities is essential to provide candidates with a well-rounded experience and to fully prepare them to work in the field. Candidate academic progress will be measured through course signature assignments, final grades, and supervisor/practicum feedback. A continuum of supervision, where there is a gradual release responsibility from the Site Supervisor to the candidate, will be employed. This minimum requirement will be adjusted based on the candidate's experience, knowledge, and competency level. Each candidate will also have a University Supervisor who will communicate with the Site Supervisor to monitor clinical performance. Candidates will participate in an advising meeting at least once per semester and additional times as needed to provide support and ensure candidate success. Program submission documents with reviewer feedback: [CSUMB Speech-Language Pathology Services](#)

University of Southern California

The Master of Science in Speech-Language Pathology (MS-SLP) program at USC opened in the Fall 2021, following the candidacy (e.g., for beginning or new programs) Accreditation award from the Council of Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language and Hearing Association (ASHA), which is the accrediting body of audiology and speech-language pathology programs. The MS-SLP program is housed within the Caruso Department of Otolaryngology, Head and Neck Surgery (OHNS), is located on the Health Sciences Campus of USC, and coordinates with USC's Rossier School of Education (RSCOE) for credentialing requirements through CCTC. The MS-SLP program is a two-year, six semester full-time program in which candidates will be trained to work in both education and health care settings. The program will specifically train candidates within the classrooms of urban communities, and prepare future SLPs to serve children in these dynamic settings, with the passion and skill set to provide culturally sensitive and evidence-based interventions to the children in educational placements who require speech-language services. Assessments within the program include formative and summative assessments, in addition to a capstone project and a portfolio for graduation, that address the standards of CAA and CCTC which are identified and taught in coursework and clinical placements.

Program submission documents with reviewer feedback: [USC Speech-Language Pathology IPR](#)