

# **Chapman University, Communication Sciences and Disorders Program Summary**

## **Program Design**

The Communication Sciences and Disorders (CSD) department offers a MS graduate degree in speech-language pathology. It is accredited by the Council on Academic Accreditation, the accrediting body of the American Speech-Language-Hearing Association, and is located in the College of Health and Behavioral Sciences (CHBS) on the Rinker campus, Irvine, CA. Mary Kennedy, Ph.D., CCC-SLP has been the department chair since Fall 2016 and is a CTC Authorized Designee. Catherine Dee, MS, is the CSD Authorized Submitter, who manages the credentialing process.

Dr. Kennedy reports directly to Janeen Hill, Ph.D., Dean of CHBS. She also communicates with Michelle Hall, Ph.D. (Director of Assessment, Donna Ford Attallah College of Educational Studies) about credentialing, and with Margaret Grogan, Ph.D., Dean of the Attallah College of Educational Studies and the university's Appointing Authority.

Candidate stakeholders have multiple opportunities to provide feedback about their education during faculty advisement, meetings with the fieldwork coordinator, and meetings with Dean of CHBS and department chair. Exit interviews are conducted at the time of graduation, and employer and alumni surveys are conducted every 2-3 years.

## **Course of Study**

Candidates in the CSD program are required to complete 62 credits: 51 credits of coursework, and, 11 credits of clinical practicum over six trimesters. Knowledge and skills are introduced, practiced and at times, assessed in the classroom prior to or concurrently with school practicum. Clinical practicum begins the 2<sup>nd</sup> trimester where candidates can be introduced to the school setting concurrently with courses on child language disorders and autism. In the 3<sup>rd</sup> trimester, candidates take augmentative/alternative communication in the classroom and enroll in a school practicum with students who use AAC. In the 4<sup>th</sup> trimester, candidates take school-based issues in the classroom, and enroll in a large school practicum. In the 5<sup>th</sup> trimester, candidates may enroll in another school practicum. In the 6<sup>th</sup> trimesters, candidates complete any remaining competences. CSD candidates receive a range of school-based experiences with children across various ages and diverse backgrounds in typically two school-based practicums.

Candidates are supervised in school practicums according to ASHA and CTC standards. SLP supervisors are trained by CSD faculty in workshops that are offered bi-annually. Candidates also receive feedback and instruction from university practicum instructors who observe students at school practicum sites. On-site supervisors provide ongoing feedback besides formal evaluations.

## **Assessment of Candidates**

Candidates are informed about assessment in several ways. First, they are provided with the CSD Graduate Student Handbook and CSD Clinical Manual at orientation where assessment is described. Additionally, candidates discuss performance with faculty advisors. They meet with university practicum instructor and on-site supervisor to discuss their performance at the midterm and final time points.

Candidate competencies are assessed using formative and summative assessment in practicum and traditional courses throughout the program. On-site supervisors and university practicum instructors identify when candidates have mastered school-based competencies during midterm and final evaluations of student performance. Candidates must pass comprehensive exams, complete capstone projects, create electronic portfolios, and complete 400+ practicum hours prior to graduation.