



**Crean College of
Health and Behavioral Sciences**
Communication Sciences and Disorders

2018 California Commission of Teacher Credentialing Preconditions Report

Table of Contents

Current Enrollment in the MS of Communication Sciences & Disorders Degree program and Completers for Two Most Recent Years	3
Overview of Chapman University	3
Chapman University Mission	4
Overview of the Crean College of Health and Behavioral Sciences	4
General Statements Applicable to all Preconditions for all Education Preparation Programs	5
Preconditions for Preliminary Speech-Language Pathology	14
Preconditions for Clear Speech-Language Pathology	15
Figure 1 Organizational Chart 2017	16
Submission of Documentation in Support of the Accreditation Site Visit	17

Chapman University College of Health & Behavioral Sciences
 Current Enrollment and Completers
 Approved Credential Programs – Speech-Language Pathology

Program	Credential	Delivery Mode	Location	Current Enrollment ¹ (Spring 2018)
Masters of Science in Communication Sciences & Disorders	Preliminary – Speech-Language Pathology	Traditional	Rinker Campus (Irvine, CA)	83

Program	Credential	Delivery Mode	Location	Enrolled/ Completers ²
Masters of Science in Communication Sciences & Disorders	Preliminary – Speech-Language Pathology	Traditional	Rinker Campus (Irvine, CA)	2016-17 enrolled = 75 2017 completers = 32 2015-16 enrolled = 61 2016 completers = 32

Note: there have been no recommendations for the Clear SLP credential in the last two years.

Part One: Special Characteristics of the Institution overview

Overview of Chapman University

Located in the city of Orange in sunny Southern California, Chapman University is a mid-sized private university with a total undergraduate and graduate enrollment of 8,305 students. Just steps away from the restaurants and shops of Orange’s Historic Old Towne Plaza, Chapman’s stately, palm-treed campus is a centerpiece of this comfortable mid-sized city. Ideally situated within an hour’s drive of Los Angeles, our location provides easy access to LA and Hollywood internships, beautiful beaches, Disneyland, mountains and desert.

Our comprehensive and personal education attracts students from different backgrounds and

¹ Enrollment includes both first and second year students.

² Completers are 2nd year students who graduated and whose MS degree were conferred on August 1.

countries from all over the world. We have students from 49 states, the U.S. territories and more than 60 different countries.

Our diverse student body combined with our small classes makes it possible for students to connect across borders and backgrounds, opening your experience to different cultures and ways of viewing the world.

We emphasize the interdisciplinary study of the arts and sciences as well as professional programs, giving both undergraduate and graduate students the opportunity to become multidimensional, original thinkers—the kind of people who flourish in a challenging world. Not only do we strive to connect academic areas of inquiry through interdisciplinary study, we also work to connect students to faculty and the University to the community, so that your education is personal, relevant and engaged in the larger world.

Chapman University Mission Statement

The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens.

Overview of the Crean College of Health and Behavioral Sciences

The John and Donna Crean College of Health and Behavioral Sciences ([CHBS](#)) “engages faculty and a diverse student body in learning, research, community outreach and evidence-based practice that emphasizes a biopsychosocial perspective to the understanding of health, disability, and disease; that fosters interdisciplinary collaboration and inter-professional practice; and that embraces technological innovations in the classroom, laboratory, and clinic”. The CHBS is located on both the main campus in Orange, CA and on the Rinker Health Science campus in Irvine, CA. The CHBS offers undergraduate and graduate education degrees

There are five graduate programs in CHBS, including the Masters of Science in Communication Sciences and Disorders ([CSD](#)). The CSD program became a university department in 2015 at which time it moved from the College of Education to the CHBS. At the same time, CSD physically moved to the Harry and Diane Rinker Health Science Campus. The CSD department maintains its strong commitment to educating graduate students in speech-language pathology to prepare them for the Speech-language pathology services credential.

The **mission of the Communication Sciences and Disorders Department** of Chapman University is to prepare highly ethical, research-conscious, and culturally respectful speech-language pathologists, committed to preventing, assessing and treating communication disorders across the age span.

The CSD department is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology ([CAA](#)); the CSD department is [accredited](#) in speech-language.

Graduate students who complete the MS degree are prepared for entry-level speech-language pathology positions in schools, medical and other employment settings.

Part Two: Response to General Institutional Preconditions

A. General Statement Applicable to all Preconditions for all Educator Preparation Programs

Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

(1) Accreditation and Academic Credit. The program(s) must be operated by

(a) **Institutions of higher education:** A college or university that

(i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations,

Crean CHBS at Chapman University is fully accredited by by [WASC](#). Please see the March 7, 2014 Chapman University's [WASC accreditation letter](#)

(ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.

Chapman University grants baccalaureate and post-baccalaureate credit and degrees. See [Chapman University undergraduate and graduate student catalogs](#) for a complete list of these programs.

(b) **School districts or other non-regionally accredited entities:** The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

Not applicable

(2) Enrollment and Completion. Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; **or**

iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

The CSD Program adheres to Chapman University's guidelines for teach out plans which have been approved by the Western Associate of Schools and Colleges (WASC) and are available from the Vice Provost for Institutional Assessment and Effectiveness. The substance of the plan includes the following:

If Chapman University determines that the CSD Program is not viable and/or loses its accreditation once it has begun, no new students will be admitted and all current students will be notified. If the Program closes, the University will honor its commitment to students and implement a teach-out plan. It is anticipated the teach-out plan will take no more than two years to allow for completion of the Program's didactic and clinical components. If students elect to transfer to another program, every effort will be made to assist students in finding a suitable program and to enable a smooth transition. If extenuating circumstances arise preventing a student from completing the Program in two years, the Dean and CSD Program Director will work closely with the students to accommodate individual needs.

The teach-out plan includes:

- 1. Identifying all students in the Program.***
- 2. Sending a letter of explanation to all students enrolled in the Program.***
- 3. Sending a letter of explanation to all faculty teaching in the Program.***
- 4. Meeting individually with students to develop a personalized plan of completion.***
- 5. Developing and publishing a master schedule of course offerings to teach out the Program.***
- 6. Sending a letter of explanation to all students accepted into the Program but not yet enrolled.***

(3) Responsibility and Authority. To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

The CSD department is in the Crean College of Health & Behavioral Sciences. Therefore, the ongoing oversight of the educational preparation for the Speech-Language Pathology

credentials lies with the Dean, who is the head of the college³. The Dean delegates oversight of ongoing educational preparation to the CSD Department chair and program director.

- (b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.

The CSD chair and program director reports directly to the Dean of the Crean College of Health & Behavioral Sciences. As such, the program director coordinates the educational program in speech-language pathology. Figure 1 on the following page, describes the relationships between the Dean, the CSD chair and program director, faculty and support staff.

- (c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

As displayed in [Figure 1 on page 8](#), duties regarding credential recommendations are provided solely by individuals who are current employees of Crean College of Health and Behavioral Sciences at Chapman University. All recommendations for both the preliminary and clear speech-language pathology credentials are submitted to the Commission by the admissions and credential specialist who is trained and who is Chapman University employee. See also the [CSD Student Handbook \(page 11\)](#).

No parent organization, outside organization(s), or partner(s) are involved in the oversight of the CSD education preparation program or is responsible for any aspect of program delivery.

(4) Lawful Practices. To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

Chapman University does not discriminate on the basis of an individual's race, color, religion, sex, gender identity, gender expression, pregnancy, national origin, ancestry, citizenship

³ The oversight of all other educator preparation programs at Chapman University rests with the Dean of Attallah College of Education Studies. Thus, CSD has an indirect relationship with the Dean of Attallah College of Education Studies.

status, age, marital status, physical disability, mental disability, medical condition, sexual orientation, military or veteran status, genetic information, or any other characteristic protected by applicable state or federal law, so that all members of the community are treated at all times with dignity and respect. It is the University's policy, therefore, to prohibit all forms of such harassment or discrimination among University applicants, faculty, students, staff, and administration. Chapman University's nondiscrimination policies may be found on the [university website](#) and includes decisions regarding the employment, retention, and promotion of employees. The full Chapman University nondiscrimination policy may be found [here](#).

The CSD Student Handbook includes these and more specific policies, such as policies regarding sexual harassment. These can be found on pages 23-24, 50-51 and Appendix H of the [CSD Student Handbook](#).

(5) Commission Assurances. To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

Chapman University assures the Commission that it (a) fulfills all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) cooperates fully in the evaluation of our programs by the Commission, and (c) participates fully in the Commission's accreditation system, including the timely submission of all documents required for accreditation⁴.

(6) Requests for Data. To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

The CSD Department in the Crean College of Health and Behavioral Sciences has and will respond to any and all requests by the Commission for data. We understand it is our responsibility to ensure institutional contact information is current with the Commission. We are fully committed to meeting these requests now and in the future.

⁴ The CSD department experienced the untimely leave of absence of an important staff support person which resulted in the delay of this preconditions report.

The Dean of Crean College, Dr. Janeen Hill, has delegated this responsibility to the Chair and Program Director, CSD, [Dr. Mary Kennedy](#) .

(7) Veracity in all Claims and Documentation Submitted. To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

Chapman University, specifically the CSD department in Crean College, positively affirms the veracity of all statements and documentation submitted to the Commission.

(8) Grievance Process. To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed.

The CSD program in the Crean College of Health and Behavioral Sciences has both applicant and candidate appeal/grievance policy and procedures, which guarantee due process and equity.

Applicant appeal/grievance policies and procedures about admission decisions are available publically on the [CSD website under Admissions](#). These are outlined below:

CSD applicants' questions about an admission decision:

1. Applicants who wish to inquire about or appeal an admission decision may contact the CSD admissions specialist in writing at csdadmissions@chapman.edu. If the student wishes to submit a formal written appeal , this must be received by the admissions specialist within 10 days of admissions decision. It will then be forwarded to the program director, who will review the applicant's documentation, discuss it with the admission committee (if deemed necessary) and respond in writing to the applicant.

2. If the applicant wishes to further appeal the response they may do so in writing to csdadmissions@chapman.edu within 10 days of CSD program director's response to the initial appeal. . At this point, meeting will be arranged with the applicant to review their application package and review scores and to discuss the program's decision.

3. If the program decides not to admit the student, the applicant may submit a written appeal to the Dean of Crean College of Health and Behavioral Sciences within 5 working days of notification of the program's decision. The Dean will confer with the applicant and meet with the program director and admissions committee, if appropriate. Within 10 business days of meeting with the Dean, the applicant will receive a formal written statement indicating the decision of the college. The Dean's decision is final.

Grade disputes or appeal procedures are also explained and available to all candidates as outlined in various sections of the [CSD Student Handbook](#)

- **Grade dispute procedures involving a specific course, including a clinical practicum course are provided in the CSD student handbook, page 43. All students are made aware of their right to further appeal through the university 'grade review policy' as outlined in the [Graduate student catalog](#).**
- **Other complaints or concerns procedures are identified on page 43 of the CSD Student Handbook as well, including discussing matters with the CSD Chair and Program Director (Dr. Mary Kennedy), the Dean of Crean College of Health and Behavioral Sciences (Dr. Janeen Hill) and ultimately with the Vice Provost of Graduate Education (Dr. Richard Redding).**
- **Information about other forms of grievance, such as academic petitions and academic appeals are available to candidates both in the CSD Student Handbook (pages 46 – 48) on the Chapman University website, including the Graduate petition form [Graduate petition form](#) and [the appeal process](#).**

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) requires that all candidates are made aware of policies and procedures for complaints against accredited programs. Candidates are made aware of these procedures as written in the [CSD Student Handbook](#) (pages 48 – 49), which is available publically.

(9) Faculty and Instructional Personnel Participation. All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. [Reference: Education Code Section 44227.5 \(a\) and \(b\)](#).

CSD faculty and instructional personnel who regularly teach one or more courses in programs leading to a credential actively participate in the public-school system at least once every three academic years. Such participation includes teaching practicum courses that involve observing students in the school practicum placements, working directly with schools as speech-language pathologists, consulting with schools districts, participating in special school based projects, etc. The Chair and Program Director of CSD and the Dean of CHBS oversee compliance with this precondition. A form was created where CSD faculty report their school-based activities and the time frame during which they participated. See Table 1 on page 12 for a list of faculty (full-time and part-time) who regularly teach curriculum related to public schools and SLP credentials.

Table 1. Speech-Language Pathology Faculty and Instructional Personnel Participating in Public Schools April 5, 2018

Name	Employment status to University	Academic Rank	Position description	Classroom Teaching Contribution	Reported school-based experiences within 3 years	How faculty participated in the public school system within a 3 year window.
Charly Amen, CCC-SLP	Adjunct	Instructor	Clinical Supervisor	0.16	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements; is an SLP in the public schools
Christy Bowers, CCC-SLP	Adjunct	Lecturer	Instructional Faculty	0.13		Worked in the public schools as an SLP; will participate in the public schools in 2018-2019.
Katie Bowman, CCC-SLP	Adjunct	Instructor	Clinical Supervisor	0.35	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements
Janet Dodd, SLPD, CCC-SLP	Adjunct	Lecturer	Instructional Faculty	0.25	Yes	Is a full-time SLP in the public schools
Debra Drysdale, CCC-SLP	Adjunct	Lecturer	Instructional Faculty	0.21	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements
Mary Fagan, PhD., CCC-SLP	Full-Time 12mo.	Assistant Professor	Instructional Faculty	0.5	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements
Lynn Gallandt, CCC-SLP	Adjunct	Instructor	Clinical Supervisor	0.13	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements
Sherri Gruszczynski, CCC-SLP	Adjunct	Instructor	Clinical Supervisor	0.23	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements
Gilbert Herer, PhD., CCC-SLP/A	Adjunct	Lecturer	Instructional Faculty	0.21	Yes	Instructs students to conduct hearing screenings in the public schools.
Deanna Hughes, PhD., CCC-SLP	Full-Time 12mo.	Assistant Professor	Instructional Faculty	0.5		Has been a faculty member for only 18 months.
Mary Kennedy, PhD., CCC-SLP	Full time	Full Professor	Department Chair, Instructional Faculty, Program Director	0.63	Yes	Taught a practicum course & observed/supervised students including public school practicum placements
Lisa LaChance, CCC-SLP	Adjunct	Lecturer	Instructional Faculty	0.21		Has been a faculty member for only 14 months.
Angela Mandas, CCC-SLP	Full-Time 12mo.	Other	Instructional faculty, Other	0.25	Yes	Conducts mediation in the public schools as clinical fieldwork coordinator, conducts observations and supervision.
Olivia Martinez, CCC-SLP	Adjunct	Instructor	Instructional Faculty	0.13	Yes	Is a full-time SLP in the public schools
Loryn McGill, CCC-SLP	Adjunct	Lecturer	Instructional Faculty	0.13	Yes	Serves school age children in her private practice and participates in IEPs.
Judith Montgomery, PhD., CCC-SLP	Full-Time 9mo.	Full Professor	Instructional Faculty	0.75	Yes	Conducts hearing screenings in the public schools with CSD students; participates in practicum activities during the summer
Jessica Olsen, CCC-SLP	Adjunct	Instructor	Clinical Supervisor	0.08	Yes	Teaches a practicum course and is a school-based SLP.
Abby Rozenberg, CCC-SLP	Adjunct	Lecturer	Instructional Faculty	0.13	Yes	Works an independent contractor with school districts when litigation occurs.
Leora Shaffer, CCC-SLP	Adjunct	Instructor	Clinical Supervisor, Instructional Faculty	0.23	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements
Lauren Shearer, CCC-SLP	Adjunct	Instructor	Clinical Supervisor	0.25	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements
Kimberly Tan, CCC-SLP	Adjunct	Lecturer	Clinical Supervisor, Instructional Faculty	0.25	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements
Elisabeth Ward, CCC-SLP	Adjunct	Instructor	Clinical Supervisor	0.25	Yes	Teaches a practicum course & observes/supervises students including public school practicum placements

(10) Communication and Information. To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

The CSD program has an accessible and accurate website which is maintained by Crean College and linked to the Chapman University website. As such, [CSD departmental website](#) contains relevant information for the public, those seeking admission information and enrolled candidates. This website includes requirements for admission, the [CSD Student Handbook](#) (which also contains relevant information), the [Program at a Glance](#) which outlines the sequence of didactic and practicum course experiences, the mission of CSD, the 3 year Strategic Plan and a list of faculty. The [Chapman University Graduate catalog](#) is also accessible to the public and includes a description of critical information about the CSD program under 'Crean College of Health and Behavioral Sciences'; here one can find CSD admission requirements and requirements for completion of the MS degree in CSD, called 'Demonstration of Mastery.'

(11) Student Records Management, Access, and Security. To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will policy. Institutions will provide verification that:

- (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
- (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
- (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

The CSD department at Chapman University maintains individual student records of course performance through PeopleSoft. Program based staff monitor and ensure accuracy of student progress via PeopleSoft. Candidates have access to their own records electronically, through PeopleSoft and through Calipso, which tracks their clinical practicum hours and experiences throughout the program.

The CSD program's policy for retaining student transcripts is the same as the University policy, this states that

"These records are available through the Registrar's office for students to request, once they have graduated. The Chair/Program director also has access to transcripts of former students."

- *The CSD program's policy for retaining student admission record is the same as the University policy; these records are kept for 5 years.*
- *Records/forms that are required for ASHA certification, and the California state license that indicate that students have met the professional competencies, knowledge and skills and clinical hours are now retained electronically by the CSD program indefinitely.*
- *Calipso, a record keeping program tracks clinical practicum hours (including knowledge, skills by clinical population) for 5 years, however starting 2017-18, the CSD*

program will keep copies of the records indefinitely.

- *Records/forms that are required for recommending students to the California Teachers Credential for Speech Pathology services will be kept indefinitely by the program.*
- *Verification of health records (e.g., immunizations) are completed by Clinical Fieldwork Coordinator (CFC) and these records become a part of the clinical record that the CFC and student both have access to. These are retained indefinitely in the student's electronic portfolio that is maintained by the program staff, starting 2016-17.*
- *Other student records, such as advising records, remediation form records, electronic portfolios, capstone projects, etc. are retained by the CSD program indefinitely.*

All student records retained by the CSD program as of 2017-18, are kept on a secure, password-protected, electronic server. Prior to this date, some records were paper and are filed in a secured, locked cabinet in a CHBS file room where only the chair, Administrative Assistant and the Admissions Specialist has access.

Enrolled CSD graduate students have access to their own student records at all times. They have personal access to their unofficial transcripts throughout the program electronically through the university website. They have personal access to their departmental admission file upon request. They have personal access to their clinical practicum hours and performance feedback/reviews from all clinical practicum sites, including the knowledge and skills acquired at each by practicum site and with each practicum supervisor through the Calipso record keeping program.

Students track their own knowledge and skills, as are required by the Council on Academic Accreditation (CAA), by meeting with their academic advisors twice a year. At this meeting, students and advisors sign-off on all completed courses and the knowledge and skills they achieved by completing those courses.

As of 2017-18, CSD no longer maintains paper records after students have graduated from the program. At this point, students' tracking form of knowledge and skills are scanned and maintained electronically, indefinitely. All electronic files are password protected and only accessible to Chapman University personnel. All student records, including their clinical practicum placements and hours, are retained electronically indefinitely.

(12) Disclosure. Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.

No outside organizations provide any direct educational services as all or part of the educator preparation programs sponsored by the Crean College of Health and Behavioral Sciences at

Preconditions for Speech Pathology

Preliminary Speech-Language Pathology

(1) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a credential, that the candidate holds or has been recommended for a master's degree in Speech-Language Pathology from a program accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation.

The CSD department is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA); the CSD department is [accredited](#) in speech-language. Graduate students who complete the MS degree are prepared for entry-level speech-language pathology positions in schools, medical and other employment settings. Students must meet all of the graduation requirements, and these requirements are in line with the knowledge, the skills and professional aspects that meet the accreditation standards of CAA.

Prior to being recommended for the Preliminary Speech-Language Pathology credential, the credential submitter for CSD verifies with the Registrar that each student's MS degree has been conferred (on August 1) prior to recommending any students to CTC, for the Preliminary Speech-Language Pathology credential. It is only after this official degree conferral date, that students are recommended. There are additional requirements of students beyond the MS degree, which students need as well in order to be recommended, including the following:

- ***Copy of TB test results***
- ***Copy of official CBEST score report***
- ***Certificate of Clearance***
- ***Grades to post to transcripts***
- ***PRAXIS (National exam required by the American Speech, Language, and Hearing Association for National certification) Score report, verified on the ETS Praxis database.***

Preconditions for Speech Pathology

Clear Speech-Language Pathology

(1) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a Clear Speech-Language Pathology Credential that the candidate has satisfied all of the following criteria:

- a. The Candidate has a Preliminary Speech-Language Pathology Services Credential.

Should the candidate request that the CSD department recommend them for the Clear SLP Credential, the CSD credential submitter verifies that they indeed have a Preliminary SLP services credential with the appropriate documentation⁵.

- b. The Candidate has achieved a passing score, as determined by the American Speech-Hearing-Language Association's certification requirements on the Educational Testing Services' national teachers' Praxis series written test in speech-language pathology or a successor exam.

Any candidate that is recommended for the Clear SLP credential must provide official documentation of a passing score on the CBest exam and the ETS national teachers' Praxis exam in speech-language pathology. The latter test scores are provided by the ETS automatically to Chapman University. The CSD credential submitter has access to this official data.

- c. The Candidate has completed a mentored practical experience period, in the form of a 36 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.

Any candidate that is recommended for the Clear SLP credential must provide official documentation of successful completion of the required 36 week full-time mentored clinical experience, including the documentation of the required amount of supervision. This is called the 'clinical fellowship' experience by the American Speech, Language and Hearing Association, and is one of the requirements that must be fulfilled by candidates to receive their 'Certificate of Clinical Competence' irrespective of the Clear SLP credential.

⁵ Please note that the vast majority of the time, the school district where the individual is employed under the Preliminary SLP credential, makes the recommendation for the Clear SLP credential. In the past two years, no individuals have been recommended for the Clear SLP credential by Chapman University.

Organizational Chart 2017



