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Accreditation Commission for Audiology Education

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Computerized Accreditation Program

February 9, 2024

Laura Gaeta, PhD, F-AAA, AuD Program Director
California State University, Sacramento
6000 J Street, Mail Stop 6071
Sacramento, CA 95819

Dear Dr. Gaeta:

The Board of Directors of the Accreditation Commission for Audiology Education (ACAIE) has completed a review of the report of the November 2023 site visit of the Doctor of Audiology (AuD) Program at the California State University, Sacramento. Following this review, the ACAIE Board voted unanimously to award the status of "Accreditation" of the AuD Program for a 10-year Accreditation Status term, February 6, 2024 – February 28, 2034.

The site review determined that the program is **In Compliance** with 35 of the 40 ACAIE standard. Additionally, the ACAIE has identified one standard for which it commends California State University, Sacramento as a particular program strength:

- **Standard 6: Program Director**

The Program Director has appropriate education and training to lead the AUD program. She has established a record of success within this program in academic administrative leadership. Dr. Gaeta's responsiveness to and caring support of the audiology students at every level of the program was repeatedly noted by faculty and students alike during the site visit. Dr. Gaeta has forged a particularly effective relationship with the recently-hired clinical education coordinator, Dr. Cassar, as well as with the department chair, Dr. Thompson.

The ACAIE has judged five standards to be in **Partial Compliance** and require additional remediation:

- **Standard 8: Facilities**

One concern raised consistently by the students in every cohort is the limitation on access to Folsom Hall and the equipment housed therein, specifically at times other than normal business hours. This constrains opportunities for hands-on experience, additional practice, completion of assignments and research and compromises student learning opportunities, as well as the program's plan for increased enrollment. The program must implement strategies to address this concern.

- **Standard 9: Equipment**

As noted in Standard 8, access to the equipment in Folsom Hall has been limited because of a policy requiring staff to be on site, keyed access, and limited clinic hours. This concern is frequently noted by students in all cohorts.

It is also noted that equipment for auditory brainstem response is somewhat limited as one of two units was out for repair but reportedly "lost." In order to meet the needs of the program effectively, this equipment needs to be returned or replaced.

There appears to be some disparity across new tenure track faculty in startup funds to acquire equipment to support progress to tenure and promotion.

- **Standard 11: Student Support Services**

The program should seek to include student participation in program governance where possible, including committee involvement. For example, students could serve on the committee charged with student handbook revisions. Drafts of updates to allow for greater student involvement in program governance were shared with the site visit team by the Dr. Thompson.

- **Standard 22: Required Knowledge & Competencies**

The program must:

1) expand the opportunities for in-house hands-on clinical practice in both balance assessment and clinical amplification to better prepare students for the internship and externship phases of the program, and to support uniform development of knowledge and skills in these areas.

2) identify people on faculty, in the community, or nationally to buttress students' efforts in constructing the required business plan. These should provide clear and realistic context (i.e., actual costs of office space in the relevant location, hiring and managing staff, developing referral sources, etc.).

3) require all relevant procedural and diagnostic coding and the appropriate documentation to support such in ALL in house clinical activities, and measure student performance in these areas to support application of knowledge gained in the didactic segments on billing and coding, and to facilitate a more advanced level of experience prior to the students being placed in the internship and externship phases of the program.

- **Standard 40: Emergency Action Plan**

The program needs to ensure that emergency action plan information/training is provided to the students in each internship and externship site. The program should add this content to the program's site intake form, and also confirm this during Dr. Cassar's on-site visits. Finally, documentation of the provision of this information to audiology students placed in these sites should be maintained by the program.

Action Required

The ACAE is requiring that California State University, Sacramento bring all five of the above-referenced standards into full compliance by **February 28, 2025, to maintain accreditation**. As interim measures to demonstrate progress toward full compliance, the Program must submit a detailed plan for bringing each standard into compliance by **May 30, 2024**. Bringing these standards into full compliance is critical for the success and sustainability of

California State University, Sacramento's AuD program, and the ACAE is ready to advise and assist the program in achieving it.

In closing, the ACAE Board of Directors thanks the California State University, Sacramento for your commitment to providing quality audiology education and congratulates you on achieving the status of "Accreditation." We wish you continued success with your Doctor of Audiology program. Please feel free to contact Kathryn Werner, Director, ACAE, at 703-226-1044 or kwerner@audiology.org if you should have any questions regarding the information in this letter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carol Cokely".

Carol Cokely, PhD
Chair, ACAE

cc: Carlos Nevarez, PhD, Interim Provost and Vice President for Academic Affairs
Mary Maguire, PhD, Dean, College of Health & Human Services
Heather Thompson, PhD, AuD, Chair Dept. of Communication Sciences and Disorders
Scott Griffiths, PhD, Chair, ACAE Site Visit
Lisa Hunter, PhD, Chair, ACAE Program Accreditation Review Committee