

ACCREDITATION ACTION REPORT
Reaccreditation Review

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its July 10-13, 2024 meeting, as indicated below.

Name of Program: Touro University

File #: 270

Professional Area:

<input type="checkbox"/>	Audiology
<input checked="" type="checkbox"/>	Speech-Language Pathology

Modality:

<input checked="" type="checkbox"/>	Residential
<input type="checkbox"/>	Distance Education
<input type="checkbox"/>	Satellite Campus
<input type="checkbox"/>	Contractual Arrangement

Degree Designator(s): MS

Current Accreditation Cycle: 05/01/2016 – 04/30/2024

Action Taken: Continue Accreditation

Effective Date: July 13, 2024

New Accreditation Cycle: 05/01/2024 – 04/30/2032

Next Review: Annual Report due August 1, 2025

Notices: The program is advised to adhere to the following notices that are appended to this report.

- PROGRAM COMPLIANCE EXPECTATIONS
- PUBLIC DISCLOSURE OF DECISION AND ACCREDITATION STATUS

In the context of the institutional and program mission statements and in consideration of the credentials for which the program is preparing students, the CAA conducted its comprehensive review and found the program to be in compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, except as noted below.

AREAS OF NON-COMPLIANCE

The CAA found the program to be not in compliance with the following Standards for Accreditation. Non-compliance means that the program does not have in place the essential elements necessary to meet the standard. The program must demonstrate its compliance with these standards when responding to prior concerns in the next annual report or reaccreditation application or by the timeline specified below. The CAA will indicate in its review of that report whether the program has addressed these areas sufficiently to achieve compliance. **Failure to demonstrate compliance with the standards may jeopardize the program's accreditation status or require the CAA to place the program on probation. A program will be placed on probation or accreditation withdrawn after the review of a second consecutive report reveals that issues continue for the same standard(s) and the program remains not in full compliance with all standards (effective January 1, 2021- see [CAA Accreditation Handbook, Chapter XVII](#)).**

Standard 3.1B An effective entry-level professional speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e., one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for professional practice in speech-language pathology

Requirement for Review:

- The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.

Evidence of Non-Compliance:

The site visit team was unable to verify that the program provided sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, and with different populations in order to acquire and demonstrate skills across the scope of practice in speech-language pathology. Supported by testimonials from alumni, community members, students, faculty interviews, and program materials, site visitors were not able to verify that most students had sufficient clinical experiences beyond school settings, particularly in non-school-related medical settings and with older populations with neurogenic communication and swallowing disorders. For instance, program records showed that of the 48 graduates in the 2023 cohort, two students were placed in hospitals and five in skilled nursing facilities, while the rest were placed in schools.

In its response to the site visit report, the program stated that it had sufficient resources and placements to offer diverse clinical opportunities, citing coursework and existing contracts with community-based settings focused on adults. The program plans to increase the use of these contracts starting in Fall 2024 and highlighted alternative

opportunities such as using clinical simulation in courses like SPPN 621B Seminar Diagnosis and the Aphasia course SPPN 637.

However, the CAA remains concerned about how students will achieve the necessary breadth and depth of clinical experiences across the lifespan of clients/patients. It is unclear how the in-person clinical experiences and existing contracts with external sites will be effectively utilized, as site visitors could not verify student placements at these sites.

Steps to Be Taken:

At the time of the next annual report, the program must provide evidence that it provides sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations across the lifespan of clients/patients in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice. The program must also provide evidence that their updated Policy Action Plan has been implemented.

AREAS FOR FOLLOW-UP (clarification/verification)

The CAA did not find the program to be out of compliance with the following Standards for Accreditation at this time. However, the program must provide additional information or an update in the program's next annual report or reaccreditation application for clarification or verification of these issues, in order to monitor the program's continued compliance in the stated areas.

Standard 3.6B The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional service delivery in speech-language pathology.

Requirement for Review:

- The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to:
 - Experience the breadth and depth of clinical practice
 - Obtain experiences with different populations
 - Obtain a variety of clinical experiences in different work settings

Evidence of Concern:

The site visitors were unable to verify that students had sufficient clinical experiences in terms of breadth and depth across a variety of work settings, and with different populations. Although the program outlined mechanisms to develop comprehensive clinical education plans for each student, placements were primarily in school settings. This restricted students' exposure to the full speech-language pathology scope of practice, particularly with populations beyond those typically found in school settings. The site visitors were concerned that students' experiences with only populations under the age of 22 would not provide the necessary experience with older adults, such as patients with geriatric dysphagia or other neurogenic communication and swallowing disorders common in middle-aged and elderly populations.

In response to the site visit report, the program provided a list of contracts with external settings that treated adult populations to demonstrate compliance with the standard. The program also highlighted other ways it offers diverse clinical experiences, such as using clinical simulation and a full day interprofessional education experience with an adult patient with aphasia and dysphagia, including inpatient evaluation, therapy, and discharge planning. Additionally, the program clarified that some educational settings listed as schools were actually day programs serving both child and adult (up to age 21) populations.

Despite these explanations, the CAA remains unclear about how the program utilizes community-based sites to ensure each student experiences a wide range of clinical practices, different populations, and various work settings. Although the program provided multiple signed contracts with external sites, fewer than 10 of the 48 graduates in 2023 had placements outside school settings.

Steps to Be Taken:

At the time of the next annual report, the program must demonstrate that it has mechanisms to develop comprehensive plans for clinical educational experiences. The program must provide an update explaining how its plans for clinical educational experiences offer each student the opportunity to experience the breadth and depth of clinical practice, work with different populations, and obtain a variety of experiences in different work settings.

PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

The CAA has evaluated this program regarding its performance with respect to student achievement and provides the following report, required as an accrediting agency recognized by the US Secretary of Education [[34 CFR 602.17\(f\)](#)].

Comments/Observations:

<i>The CAA assessed the program's performance with respect to student achievement and found the program to meet or exceed the established CAA expectations (as described in accreditation standard 5.0-Assessment) in the following checked areas. Details regarding any of these areas found to be <u>not</u> in compliance are described earlier in this report in the context of the relevant standard.</i>	
X	Program Completion Rates
X	Praxis Examination Rates

PROGRAM COMPLIANCE EXPECTATIONS

As an accrediting agency recognized by the U.S. Secretary of Education, the CAA must comply with Criterion §602.20 [[34 CFR 602.20](#)]. This criterion requires that if an accrediting agency's review of a program indicates that the program is not in compliance with any standard, the CAA must provide a written timeline to the program to come into compliance that is reasonable, as determined by the CAA, based on the nature of the finding, the stated mission, and educational objectives of the program. The timeline may include intermediate checkpoints on the way to full compliance and must not exceed three years for programs, regardless of professional area. If the review of a second consecutive report reveals that issues continue for the same standard(s), regardless of which requirements for review were identified, and the program remains not in full compliance with all standards, the CAA may act to place the program on probation or withdraw its accreditation status in accordance with the policy and procedures outlined in the [Accreditation Handbook](#). The CAA may place a program on probation or withdraw accreditation from a program prior to this time when there is clear evidence of circumstances that jeopardize the capability of the program to provide acceptable educational experiences for the students.

PUBLIC DISCLOSURE OF THIS DECISION AND ACCREDITATION STATUS

The CAA publishes a notice of final accreditation actions on its website after comprehensive reviews are completed in accordance with its published policies. In the event an adverse action is taken and becomes final (i.e., withdrawal or withholding of an accreditation status), the CAA is required to publish a brief statement summarizing the reasons for withholding or withdrawing the accreditation status of a program, together with the comments, if any, that the affected program may wish to make.

The Criteria for Recognition by the U.S. Secretary of Education requires all recognized accrediting agencies to provide for the public correction of incorrect or misleading information an accredited or preaccredited program releases about accreditation or preaccreditation status, contents of site visit reports, and accrediting or preaccrediting actions with respect to the program. [[34 CFR 602.23\(d\)](#) and [602.23\(e\)](#)] The program must make accurate public disclosure of the accreditation or preaccreditation status awarded to the program, using the language provided in the [Accreditation Handbook](#) (see Chapter XII Informing the Public) on the academic accreditation website. If the program chooses to disclose any additional information within the scope of the ED rule, such disclosure also must be accurate. Any public disclosure of information within the scope of the rule must include the CAA's name, address, and telephone number as described in the [Accreditation Handbook](#). If an institution or program misrepresents or distorts any action by the CAA with respect to any aspect of the accreditation process, its accreditation status, the contents of the site visit report, or final CAA accreditation

actions or decisions, the CAA will inform the chief executive officer of the institution and the program director that corrective action must be taken. If corrective action is not taken, the CAA will release a public statement that provides correct information and may invoke other sanctions as may be appropriate.