ACCREDITATION ACTION REPORT
Candidacy Annual Progress Report Review – Further Consideration

The Council on Academic Accreditation in Audiology and Speech-Language Pathology has reviewed the program’s annual progress report and took the following accreditation action at its September 22, 2022, meeting, as indicated below.

Name of Program: Xavier University of Louisiana

File #: 337

Professional Area:
- [ ] Audiology
- [X] Speech-Language Pathology

Modality:
- [X] Residential
- [ ] Distance Education
- [ ] Satellite Campus
- [ ] Contractual Arrangement

Degree Designator(s): M.S.

Current Candidacy Cycle: 7/1/2019 - 6/30/2024

Action Taken: Withdraw Candidacy

Effective Date: To Be Determined (pending acceptance of action taken)

Next Review: Request for Appeal due by December 21, 2022

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

Date of Decision: September 22, 2022
The CAA conducted its comprehensive review in the context of the institutional and program mission statements and in consideration of the credentials for which the program is preparing students, and determined that the program demonstrated sufficient compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, except as noted below.

The program filed its second annual progress report in August 2021. Based on the review of that report, the CAA deferred its decision for additional information in Fall 2021 and subsequently conducted a focused site visit to the program in February 2022 on the four standards listed below, to which the program provided a response. Based on the review of the annual progress report and requested deferral information, the focused site visit report and response, and the additional information provided for further consideration in August 2022, the CAA determined that the program has not demonstrated the expected level of compliance with all Standards of accreditation at this time.

Standard 2.1 The number and composition of the program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:

2.1.1 allows students to acquire the knowledge and skills required in Standard 3,
2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,
2.1.3 allows students to meet the program’s established goals and objectives,
2.1.4 meets the expectations set forth in the program’s mission and goals,
2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.

Requirement(s) of the Standard to be met:

The program must document

- the number of individuals in and composition of the group that delivers the program of study;
- the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral degrees, clinical doctoral degrees, and master’s degrees;
- how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3;
- how the faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession;
- how the faculty composition is sufficient to allow students to meet the program’s established learning goals and objectives;
- how the faculty composition is sufficient to allow students to meet the expectations set forth in the program’s mission and goals;
- how the faculty composition ensures that the elements (classes and clinical practica) of the program are offered on a regular basis so that students can complete the program within the published time frame.

Compliance Expectation Determined: Maintained
Compliance Expectation Level III – Program Improvement/Maintenance: Maintained

Following review of documents provided by the program for further consideration, the CAA determined that the program has provided evidence that satisfied the concerns related to this Standard.
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(s) of the Standard to be met:  
The master’s program in speech-language pathology must perform the following functions.

- Provide the opportunity for students to complete a minimum of 400 supervised clinical practice hours, 25 of which may be in clinical observation; 325 of these hours must be attained at the graduate level. The supervised clinical experiences should be distributed throughout the program of study.
- 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.
- Establish a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into professional practice.
- Offer opportunities for each student to acquire the knowledge and skills needed for entry into professional practice, consistent with the scope of practice for speech-language pathology, and across the range of practice settings.
- Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.
- Offer the academic and clinical program on a regular basis so that students are able to satisfy degree and other requirements within the program’s published time frame.
- Offer opportunities for students to qualify for state and national credentials that are required for entry into professional practice, consistent with the program’s mission and goals (e.g., state license, state teacher certification, national credential).

Compliance Expectation Determined: Planned/Initiated  
Compliance Expectation Level III – Program Improvement/Maintenance: Initiated/Maintained

CAA concern: The CAA expects the program to provide a curriculum that 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. The program has not been able to provide evidence within the defined time period that demonstrates that they consistently provide opportunities for students to develop clinical skills across the full range of disorder areas and populations of the scope of practice and to prepare students for clinical experiences.

The program reported the use of case studies to supplement clinical practicum and reported the development of adding adult clients and medical sites to available clinical education opportunities and expanding the available clients in the on-campus clinic. However, the data provided for further
consideration does not showcase how students have been able to benefit from these opportunities, as the clinical practicum sites do not appear to have the capacity to provide students with adequate opportunities to gain experience across the lifespan and within the disorder populations within the scope of practice of speech-language pathology. The CAA is concerned that the students are not obtaining the knowledge and skills that prepare them for entry into the profession. As stated in the focused site visit report, separate interviews with students and external clinical supervisors report that students were not prepared to enter external clinical practicum or professional practice. While the program reported that Praxis pass scores have improved, the program continues to report Praxis examination pass rates that are consistently below the stated threshold. Data submitted for further consideration is presented within program cohorts instead of within the test taking year, with additional scores included from individuals who had subsequently taken the exam after graduation and after the completion of a mentored professional experience. For these reasons, the CAA remains concerned that students who complete this program have not obtained the opportunities to possess the knowledge, skills, and readiness to enter professional practice and achieve licensure and certification in the industry upon graduation.

Following the review of documents provided by the program for further consideration, the CAA has determined that the program has not provided evidence that satisfied the concerns related to this Standard. The CAA has not observed the expected level of progress for this program in its third year of operation, indicating that the curriculum does not allow individuals to practice within the full scope of the field upon graduation.

---

**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(s) of the Standard to be met:*
- 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 diverse populations,
  - obtain a variety of clinical experiences in different work settings,
  - obtain experiences with appropriate equipment and resources,
  - learn from experienced speech-language pathologists who will serve as effective clinical educators.

*Compliance Expectation Determined: Planned/Initiated*
*Compliance Expectation Level III – Program Improvement/Maintenance: Initiated/Maintained*

**CAA concern:** The CAA expects that the program ensures that each student has access to a client base from a variety of clinical settings, populations, and age groups. After further consideration, the CAA
has not found evidence that the program has provided enrolled students with diverse clinical experiences in different work settings in order to gain the breadth and depth of clinical practice, as stated in Standard 3.1B.

**Standard 3.9B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.**

*Requirement(s) of the Standard to be met:*
- The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences.
- The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.
- The program must have written policies that describe the processes used by the program to select and place students in external facilities.
- The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.
- The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.

*Compliance Expectation Determined: Initiated/Maintained*
*Compliance Expectation Level III – Program Improvement/Maintenance: Maintained*

Following review of documents provided by the program for further consideration, the CAA determined that the program has provided evidence that satisfied the concerns related to this Standard.

**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 U.S. Secretary of Education [34 CFR 602.17(ff)].

*Comments/Observations:*

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 not in compliance are described earlier in this report in the context of the relevant standard.

<table>
<thead>
<tr>
<th>n/a</th>
<th>Program Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Employment Rates</td>
</tr>
<tr>
<td>n/a</td>
<td>Praxis Examination Rates</td>
</tr>
</tbody>
</table>
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) 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.