

## ACCREDITATION ACTION REPORT

### Candidacy Application

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its May 25, 2021 meeting, as indicated below.

**Name of Program: Metropolitan State University Denver**

**File #: 356**

**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): M.S.**

**Action Taken: Award Candidacy**

**Effective Date: May 25, 2021**

**Candidacy Accreditation Cycle: May 1, 2021 through April 30, 2021**

**Next Review: Annual Progress Report due August 1, 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

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, unless noted below.

**Standard 2.1 (Faculty Sufficiency-Overall Program)**

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:

- 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:** *Initiated*

**Compliance Expectation for Award of Candidacy Status:** *Initiated*

The program acknowledges that there are subject areas (adult language, cognition, and swallowing) for which there are not current faculty to teach. These courses would be offered in the second year of the program. Additionally, the program planned to hire a Director of Clinical Education in spring 2021.

**Steps to be Taken:** At the time of the first Annual Progress Report, the program should report on the success of hiring faculty or affiliates that can teach in the areas of adult language, cognition, and swallowing for which the courses would be offered in the second year of the program. In addition, the program should report on the success of hiring a clinical director.

**Standard 3.6B (Clinical Settings/Populations)**

**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: Initiated*

*Compliance Expectation for Award of Candidacy Status: Initiated*

At the time of application, only MSU Denver’s campus facility (for students with autism and Auraria Early Learning Center) was listed in Appendix VI-B Speech-Language Pathology Clinical Population. It was noted that the college has approximately 100 agreements with clinical facilities that are anticipated to be extended to include speech-language pathology. First year students would rotate through simulation and on-campus opportunities and then students will be placed externally for clinical rotations. Since the program will not open until 2022, the first external placements would be for fall 2023.

**Steps to Be Taken:** At the time of the first Annual Progress Report, update the status of new agreements or extensions to current agreements for external clinical placements. Provide information about the size and diversity of individuals who are served and the clinical populations available in the facilities where students are placed. Provide information for each graduate clinical education site (where agreements are in place) that will be used by the program, including any on-campus facilities.

**Standard 6.4 (Program Equipment and Materials)**

**The program’s equipment and educational and clinical materials are appropriate and sufficient to achieve the program’s mission and goals.**

*Requirement(s) of the Standard to be met:*

- The program must demonstrate that the quantity, quality, currency, and accessibility of materials and equipment are sufficient to meet the mission and goals of the program.

*Compliance Expectation Determined: Initiated*

**Compliance Expectation for Award of Candidacy Status: *Initiated***

The program reports that equipment and materials have been budgeted, but purchase is pending the hire of a clinic director.

**Steps to Be Taken:** At the time of the first Annual Progress Report, the program should report on the purchasing status of the equipment and materials for the program.

**PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT**

The CAA 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\(f\)](#)]. Upon award of Candidacy status, no students are enrolled in the program; thus student achievement data has not been collected. However, the CAA assessed the program’s process for collecting and reporting student achievement data and found the program to meet or exceed the established CAA expectations as described in the Candidacy Compliance Continuum for accreditation standard 5.0 – Assessment.

**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.