ACCREDITATION ACTION REPORT

Candidacy Application

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its May 19 and 24, 2022 meeting, as indicated below.

Name of Program: Trine University
File #: 362

Professional Area:

- [x] Audiology
- [ ] Speech-Language Pathology

Modality:

- [x] Residential
- [ ] Distance Education
- [ ] Satellite Campus
- [ ] Contractual Arrangement

Degree Designator(s): M.S.

Action Taken: Award Candidacy Status

Effective Date: May 24, 2022

Candidacy Accreditation Cycle: May 1, 2022 through April 30, 2027

Next Review:
- Update on Faculty Hiring due August 1, 2022
- 1st Annual Progress Report due August 1, 2023

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** 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.

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**CAA concern:** The CAA expects that the program will have sufficient faculty to deliver the program of study and support students in meeting all objectives for the professional program. The original hiring plan executed by the program secured the program director and the clinic director, who both hold master’s degrees, and a doctoral level (PhD) adjunct faculty who specializes in voice and resonance and would begin the program in Spring 2023. The program does not currently have sufficient faculty hired to meet faculty sufficiency.
requirements, and the majority of the courses to be taught are assigned to faculty still to be hired as noted in Standard 2.3 Faculty Qualifications, below.

However, the program has implemented its “Hiring Plan B” that reflects the shift by the program to secure sufficient faculty to support the goals of the program and meet CAA’s expectations. The new hiring plan includes the two full-time faculty (the program and clinic directors) and one adjunct faculty beginning in Spring 2023 that already have been hired. In addition, the program has one open search for a full-time research doctoral faculty and also has active searches open for two adjunct PhD faculty to cover the curriculum, for which responsibilities include Fall 2022 classes (first semester).

Steps to be taken: Although the CAA is optimistic in the program’s ability to secure the additional full-time and adjunct faculty, the program must provide an update by August 1, 2022 on its faculty searches and coverage for the 2022-2023 academic year as outlined in hiring plan B.

2.3 All faculty members (full-time, part-time, adjuncts), including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education as assigned by the program leadership.

Requirement for Review:
- The program must demonstrate that the qualifications and competence to teach graduate-level courses and to provide clinical education are evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education.
- The program must demonstrate that all individuals providing didactic and clinical education, both on-site and off-site, have appropriate experience and qualifications for the professional area in which education is provided.
- The program must demonstrate that the faculty possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum as specified in Standard 3.
- The program must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

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CAA concern: The CAA expects the program to demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD). In its response to the site visit report and as noted above under Standard 2.1 Faculty Sufficiency-Overall Program, the program has implemented a revised hiring plan and searches are open for one full-time research doctoral faculty member and for two adjunct
PhD faculty to cover the curriculum, including classes in Fall 2022 (first semester). There are a total of 23 academic credits assigned to be taught by doctoral faculty, and only two credits are assigned to the one PhD adjunct faculty that has been hired to teach in Spring 2023.

**Steps to be taken:** Although the CAA is optimistic in the program’s ability to secure the additional full-time and adjunct faculty, the program must provide an **update by August 1, 2022** on its faculty searches and coverage for the 2022-2023 academic year as outlined in hiring plan B. The program also must provide an updated Appendix IV-B: Curriculum Offerings and Course Characteristics – Speech-Language Pathology table that notes the assigned faculty, including the faculty member’s highest earned degree, for ease of documenting that PhD/EdD faculty are teaching at least 50% of the academic content credits. These required updates are to ensure that there is accountability for securing the needed qualified faculty for Fall 2022.

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**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.
- The curriculum offers opportunities for each student to acquire the knowledge and skills needed for entry into independent professional practice, consistent with the scope of practice for speech-language pathology, and across the range of practice settings.
- The program has established a clear process to evaluate student achievement of the program’s established objectives.
- Offer a plan of study that encompasses the following domains:
  - professional practice competencies;
  - foundations of speech-language pathology practice;
  - identification and prevention of speech, language, and swallowing disorders and differences;
  - assessment of speech, language, and swallowing disorders and differences;
  - intervention to minimize the impact for speech, language, and swallowing disorders and differences.

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

**CAA concern:** The CAA expects the program of study to allow each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-

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*Date of Decision: May 24, 2022*
educated, and competent clinical speech-language pathologist. At the time of the site visit, the team raised concerns about the depth of content in some areas being suitable for a graduate degree program. Since the site visit, the program evaluated its course objectives and reworked some courses to provide more depth in the subject matter. The updated syllabi that the program provided with its response to the site visit report address the issues identified and appear appropriate. However, the CAA noted that no changes were made to the credit hours or time in class to support the additional depth. The courses in voice and resonance, developmental language disorders, dysphagia, and adult acquired language disorders course continue to be planned as 2-hour intensive courses. The program is encouraged to monitor the student outcomes for these courses to ensure that they provide adequate preparation to assume clinical responsibilities.

Steps to be taken: In the first annual progress report, the program must provide updated syllabi for these four courses, expected to be updated once faculty are hired and assigned to teach the courses. The program should provide an update as to whether credit load for these courses seems appropriate given the additional depth.

Standard 5.3 The program administers regular and ongoing assessment protocols to evaluate the quality of the program and to facilitate continuous quality improvement.

Requirement(s) of the Standard to be met:

- The program must collect data from multiple sources (e.g., alumni, faculty, employers, off-site clinical educators, community members, individuals receiving services) and allow evaluation of the program’s success in achieving its goals, objectives, and the extent to which student learning outcomes have been met.
- The program must systematically collect evaluations of the academic and clinical aspects of the program from students and use these to assess those aspects of the program.
- The program must use the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program’s stated goals and objectives and the measured student learning outcomes.

CAA concern: As noted in its concerns for Standard 3.1B Overall Curriculum Sufficiency, the CAA expects the program of study be appropriate to allow 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. At the time of the site visit, the team raised concerns about the depth of content in some areas suitable for a graduate degree program—specifically the courses in voice and resonance, developmental language disorders, dysphagia, and adult acquired language disorders—that are to be offered as 2-hour intensive courses. The program reworked these course syllabi to provide more depth in the subject matter, which address the issues identified, however the CAA noted that no changes were made to the credit hours or time in class to support the additional depth. The
program is encouraged to monitor the student outcomes for these courses and to seek feedback from students and/or site supervisors about adequacy of preparation to ensure that they provide adequate preparation to assume clinical responsibilities.

**Steps to be taken:** In the first annual progress report, the program must describe its efforts to assess the effectiveness of the expanded classes and student preparation to assume clinical placements related to these disorder areas. The program should provide an update as to whether credit load for these courses seems appropriate given the additional depth.

**Standard 6.3** The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program’s mission and goals.

*Requirement(s) of the Standard to be met:*
- The program must demonstrate that its facilities are adequate to deliver a program that is consistent with its mission and goals.
- The program must demonstrate that the facility has been evaluated and that the program includes access and accommodations for the needs of individuals with disabilities, in accordance with federal regulations.

**Compliance Expectation Determined:** Planned/Initiated
**Compliance Expectation for Award of Candidacy Status:** Initiated

CCA concern: The program plans to use temporary space as a new facility is being constructed on the Fort Wayne campus for the College of Health Professions. The temporary space includes office space for faculty, two clinic rooms with versatile set up options, two smart classrooms, a conference room, student-faculty lounge, and a materials/equipment room with two computer work stations. Although the university expected to break ground in spring/summer 2022 for the new facility with the hope to be completed for use by the Fall 2023 term, the construction timeline has been adjusted and the program now expects to be in the new space in 2024 instead of Fall 2023.

**Steps to be taken:** In the first annual progress report, the program must provide an update on the Fort Wayne facility construction, including any adjustments to the completion or occupancy timelines.

**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.