

**ACCREDITATION ACTION REPORT**

**Candidacy Application – Further Consideration**

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its September 22, 2022, meeting, as indicated below.

**Name of Program:** **Delaware Valley University**

**File #:** **363**

**Professional Area:**

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

**Modality:**

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

**Degree Designator(s):** **M.S.**

**Action Taken:** **Award Candidacy Status**

**Effective Date:** **September 22, 2022**

**Candidacy Accreditation Cycle:** **9/1/2022 – 8/31/2027**

**Next Review:** **1<sup>st</sup> 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.

**After the submission and review of the program's application for candidacy, the CAA provided the program its initial observations and conducted a virtual site visit to the program in February 2022 for which a report was generated; the program responded to the initial observations and to the candidacy site visit report. Before a decision whether to award candidacy status could be determined, the CAA requested additional information from the program for which the program provided a response. Based on the review of the application, the site visit report, and all of the program's responses including information provided for further consideration in August 2022, the CAA determined that the program has now demonstrated the expected compliance level with all Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology to award candidacy status.**

**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
  - how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3;
  - 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

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 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(s) of the Standard to be met:*

- 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.

Compliance Expectation Determined: **Planned**

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

**CAA Concern:** The CAA expects that all faculty contributing to the program are qualified and competent to provide the academic and clinical education as assigned by program leadership. The CAA remains concerned about the qualifications and competence of the identified faculty to support student development in a distance education setting and how courses are distributed to faculty with the appropriate knowledge, skill, and credentials.

**Steps to Be Taken:** The program must document how the newly hired faculty are assigned didactic courses, and how students are receiving knowledge and skills training from qualified faculty.

**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:

- 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.
- 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 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.

- Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.

Compliance Expectation Determined: **Initiated**

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

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 3.3B An effective speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program’s established learning goals and objectives and develop into a competent speech-language pathologist.**

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

- The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.

Compliance Expectation Determined: **Initiated**

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

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 3.7B An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student.**

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

- The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice.
- The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skills levels of each student.

Compliance Expectation Determined: **Initiated**

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

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 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.