

ACCREDITATION ACTION REPORT

Candidacy Application

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its February 16-19, 2022 meeting, as indicated below.

Name of Program: DeSales University

File #: 364

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: February 19, 2022

Candidacy Accreditation Cycle: February 1, 2022 through January 31, 2027

Next Review: Annual Progress Report due February 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 2.3 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 the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

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

CAA Concern:

It was noted that neither the program director nor the director of clinical education holds a PhD/EdD at the time of the site visit. The director of clinical education (Scheuer) expects to have her Ph.D. in Communication Sciences and Disorders conferred in December 2021. There also was a faculty search underway with plans to hire at least one more faculty member who holds the Ph.D. or Ed.D. prior to classes beginning in August 2022. Although the current hiring plan supports the CAA’s expectations under this standard, having a successful search for August 2022 may be critical to meet this standard.

Steps to be taken:

At the time of the first annual progress report, the program should provide an update on the status of the director of clinical education’s degree conferral and the status of the open doctoral faculty search for August 2022. The program should provide an updated course chart that documents teaching assignments and illustrate how the program meets the requirement that at least 50% of the academic content will be taught by Ph.D. or Ed.D. faculty. The program also must include a contingency plan if hiring plans are not realized as planned.

Standard 4.1 The program criteria for accepting students for graduate study in audiology or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

Requirement(s) of the Standard to be met:

- Policies regarding any exceptions to the criteria (such as “conditional” status) must be clearly explained and consistently followed.

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

CAA Concern:

The program criteria for accepting students for graduate study in speech-language pathology must meet or exceed the institutional policy for admission to graduate study. Clarification was requested about the requirements for admission through the 3 + 2 plan for the master's degree program, which the program provided in its response to the site visit report. However, it was not clear how students would be advised of these conditions as a review of the catalogue did not yield anything about a 3+2 program admissions option for the master's program in speech-language pathology. Information about all admissions paths needs to be clearly stated in official materials for the program, such as websites, catalogues, or handbooks.

Steps to be taken:

At the time of the first annual progress report, the program must describe how admissions information for all available paths is made available to potential students and include the URL or excerpts from key resources that include this information.

Standard 4.3 The program has policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program.

Requirement(s) of the Standard to be met:

- The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the academic component of the curriculum.
- The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the clinical component of the curriculum.
- The program must demonstrate that the policies and procedures are applied consistently across all students who are identified as needing intervention.

Compliance Expectation Determined: Planned

Compliance Expectation for Award of Candidacy Status: Initiated

CAA concern:

The site visitors asked for clarification on the program's grading policies, specifically what grade is required to meet program expectations as that condition was inconsistently presented in materials as either "no grade lower than a C" or "no grade lower than a B". The program responded by indicating that all documents now clearly indicate a B or better is required to indicate competencies are met, and that a grade of B- or below would require a course to be retaken. This grading policy applies to both academic and clinical components of the program. However, it remains unclear what will happen if the student does not make a B or better upon retake or how many times a course or clinical activity may be retaken.

Steps to be taken:

At the time of the first annual progress report, the program must provide evidence of a consistent and clear plan for grade expectations and course retake policies. The program must provide clear, consistent guidelines for placing a student in intervention, assure that policies are applied consistently across all students needing intervention, and clarify the procedures used to determine whether an intervention is or is not necessary. The program must clarify the use of terms, i.e., remediation plan and learning contract.

Standard 4.5 Students are informed about the processes that are available to them for filing a complaint against the program.

Requirement(s) of the Standard to be met:

- The program must maintain a record of student complaints filed against the program within the sponsoring institution.

Compliance Expectation Determined: Planned/Initiated

Compliance Expectation for Award of Candidacy Status: Initiated

CAA Concern:

The CAA expects that students are informed about the processes that are available to them for filing a complaint against the program, and that a record of any student complaints is maintained. The university's complaint process was clear, but the program did not indicate how they would apply it.

Steps to be taken:

At the time of the first annual progress report, the program must provide a clear description of how they will apply the university complaint policies and procedures and how they will track complaints.

Standard 5.1 The program regularly assesses student learning.

Requirement(s) of the Standard to be met:

- The program must demonstrate that it assesses the achievement of student learning outcomes to determine student success in the acquisition of expected knowledge and skills.

Compliance Expectation Determined: Planned

Compliance Expectation for Award of Candidacy Status: Initiated

CAA Concern:

The program is expected to assess the achievement of student learning outcomes. At the time of the site visit, the course outcomes and processes cited in the syllabi were inconsistent with the student handbook, course syllabi, and knowledge and skills acquisition table that had been provided to the site visit team as an appendix, and with the information gathered through interviews. In its response to the site visit report, the program indicated that course titles and content are now corrected, which were provided to the CAA as documentation. However, the program must ensure that course outcomes are aligned to allow for students

to meet learning outcomes for the expected knowledge and skills.

Steps to be taken:

At the time of the first annual progress report, the program must provide clear evidence of how they regularly assess student learning and acquisition of knowledge and skills and how outcomes are aligned through syllabi or other means.

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.