

**ACCREDITATION ACTION REPORT
Candidacy Application Review**

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its May 29, 2024 meeting, as indicated below.

Name of Program: University of Texas at Tyler

File #: 380

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): MS

Action Taken: Award Candidacy

Effective Date: May 29, 2024

Candidacy Accreditation Cycle: 05/01/2024 – 04/30/2029

Next Review: 1st Annual Progress Report due August 1, 2025

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.

<p>Standard 1.5 The program develops and implements a long-term strategic plan</p> <p><i>Requirement(s) of the Standard to be met:</i></p> <ul style="list-style-type: none"> • The plan identifies long-term goals, specific measurable objectives, strategies for attainment of the goals and objectives, and a schedule for analysis of the plan
<p>Compliance Expectation Determined: Initiated Compliance Expectation for Award of Candidacy Status: Initiated</p>
<p>CAA concern and steps to be taken:</p> <p>At the time of the site visit, the site visit team was unable to verify compliance at the expected level for Standard 1.5. The site visit team completed a review of the program’s strategic plan and noted that it lacked specific measurable objectives, and strategies for attainment of the goals and objectives. In response to the site visit report, the program reported that its strategic plan had been updated to include modifications, such as each strategic goal is now followed by Specific Measurable Outcomes and Strategies for Attainment, and included this updated plan with the response to the site visit report. In a review of the program’s website, the CAA found that the strategic plan that is available was out-of-date (last revised July 2023) and is not the updated plan that was included with the response to the site visit report.</p> <p>At the time of the first annual progress report, the program must ensure that the most up-to-date strategic plan is provided and/or shared with stakeholders.</p>

<p>Standard 1.9 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.</p> <p><i>Requirement(s) of the Standard to be met:</i></p> <ul style="list-style-type: none"> • Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges.
<p>Compliance Expectation Determined: Initiated, Planned Compliance Expectation for Award of Candidacy Status: Initiated</p>
<p>CAA concern and steps to be taken:</p> <p>In its response to the site visit report, the program reported that university administration has decided to delay the program’s start date to the fall of 2025. However, a review of the program’s website showed that the program indicates that the expected start date is still August 2024, and that it is accepting applications for the fall of 2024.</p>

At the time of the first annual progress report, the program must clarify its plan for a delayed opening and ensure that its website is accurate regarding academic offerings.

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 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](#)

CAA concern and steps to be taken:

At the time of the site visit, the site visit team was unable to verify compliance at the expected level the clinical component of the program for Standard 2.1. The site visit team was unable to verify that the number and composition of the program faculty are sufficient to deliver a program of study that allows students to acquire knowledge and skills, scientific and research fundamentals, meet the program's learning goals and objectives and expectations set forth in the program's mission, and that the program is offered on a regular basis so that students may complete the program within its established time frame. The site visit team observed that the program had two tenure-track faculty, both with research degrees. A third faculty (Au.D.) serves as an adjunct with the undergraduate program and will teach as an adjunct in the graduate program. In response to the site visit report, the program reported that it has hired a Coordinator of Clinical Education and that it has drafted position descriptions for clinical educators, and for a clinic administrative staff position.

At the time of the first annual progress report, the program must provide an update on its hiring plan for the two clinical educator positions, and the clinic administrative staff position that remain unfilled.

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 and steps to be taken:

The site visit team was unable to verify that the program demonstrated that the majority of academic content will be taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD). In its response to the site visit report, the program reported that it had successfully hired a Coordinator of Clinical Education and that it continues to advertise a full-time assistant professor position. The program added that the search committee will continue recruiting and interviewing efforts until that position is filled. The program further reported that if the faculty position is not filled by the program's start date, an adjunct faculty member currently teaching in the undergraduate program would teach two courses in the graduate program. The program noted that this faculty member is scheduled to earn a clinical doctorate in August 2024. Based on this information, it is unclear if the program can demonstrate that the majority of academic content is taught by doctoral faculty holding a PhD or EdD.

At the time of the first annual progress report, the program must provide an update on academic faculty assigned to provide academic education for the graduate program, and must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

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.