



## **CERTIFIED RETURN RECEIPT**

August 28, 2009

Vicki L. Hammen, PhD  
Indiana State University  
College of Education  
Communication Disorders & Counsel, School & Educational Psychology  
501 North 8th Street  
Terre Haute, IN 47809

**CAA File #72 – Master’s program in speech-language pathology**

Dear Dr. Hammen,

I am pleased to inform you that during its meeting on July 29 – August 1, 2009 the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) voted to re-accredit the graduate education program in **speech-language pathology** at Indiana State University for a period of **8 years** beginning **June 1, 2009** through **May 31, 2017**.

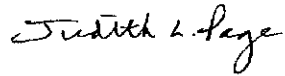
The issues provided in the attached **Accreditation Action Report** should be addressed in the program’s next annual report. Your first annual report will be submitted using the on-line report format via the Higher Education System and according to the revised Annual Report submission date on **August 1, 2010**. Approximately three months prior to the due date of your reports, you will be sent a reminder that the program’s next report to the CAA is due for submission.

### Notification of Program Changes:

In accordance with Standard 1.5 and 1.7, notification of any change to the program director must be provided in writing to the CAA within 30 days of the change. This notification should include reporting temporary or interim replacements resulting from searches for a new program director and sabbatical leave. Notice of a change should also include a vita for the new/interim director and the program’s plan for implementation of the change.

Congratulations to you, the faculty and staff in the program, as well as the administration, on this national distinction.

Sincerely,

A handwritten signature in cursive script that reads "Judith L. Page".

Judith L. Page, PhD, Chair

Council on Academic Accreditation in Audiology and Speech-Language Pathology

cc: Daniel J. Bradley, President  
Susan Flesher, ASHA National Office  
CAA Members

**Council on Academic Accreditation  
in Audiology and Speech-Language Pathology**

**ACCREDITATION ACTION REPORT**

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its July 2009 meeting regarding the following program:

**Name of Program: Indiana State University**

**File #: 72**

**Professional Area:**

**Audiology**   
**Speech-Language Pathology**

**Residential Program**   
**Distance Education**   
**Satellite Campus**   
**Contractual Arrangement**

**Degree Designator: MA, MS**

**Current Accreditation Cycle: 6/1/01-5/31/09**

**Action Taken: Accredited for a period of 8 years**

**Effective Date: July 30, 2009**

**Accreditation Cycle: 6/1/09 – 5/31/17**

**Next Review: Annual Report**

**Notices:** The program is advised to adhere to the following notices that are appended to this report.

- COMPLIANCE EXPECTATIONS
- PUBLIC DISCLOSURE OF ACCREDITATION STATUS

*In its comprehensive review, the CAA found the program to be in compliance with all accreditation standards except those noted below.*

### **AREAS OF NON-COMPLIANCE**

The program was determined not to be in compliance with the following standards for accreditation. Non-compliance means that the program does not have in place the essential elements necessary to meet the standard. The program should report its progress made toward addressing these concerns in the Prior Concerns section of the next Annual Report or according to the time line specified below. The CAA will indicate in its review of that report whether the program has adequately addressed these areas.

**Standard : 3.1B    The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.**

#### **Evidence/Rationale:**

Although an additional doctoral-level faculty member has been hired for Fall 2009 with expertise in the area of phonology, there remains some concern regarding acquisition of knowledge and skills in the areas of articulation, phonology, hearing, and methods of prevention of communication disorders. The program has indicated that students are expected to obtain knowledge of articulation disorders in their undergraduate training, but do not indicate how students entering from other programs acquire this knowledge. Additionally, current course syllabi do not address the integration of skills acquisition in these areas, and it is unclear how the program develops, validates, and assesses student learning outcomes for the acquisition of these knowledge and skills, particularly when some of the coursework is expected to have been taken at the undergraduate level.

#### **Steps to be Taken:**

Please explain the process that is currently in place to develop, validate, and assess student learning outcomes for the acquisition of knowledge and skills in the areas of articulation, phonology, hearing, and prevention of communication disorders. Indicate how the course syllabi reflect the integration of knowledge and skills in these areas, and whether the graduate course in phonology has been implemented in the curriculum.

### **AREAS OF PARTIAL COMPLIANCE**

The program is in partial compliance with the following standards. Partial compliance means that the program has in place some, but not all, of the essential elements necessary to meet all aspects of the standard. The program should report its progress made toward addressing these concerns in the Prior Concerns section of the next Annual Report or according to the time line specified below. The CAA will indicate in its review of that report whether the program has adequately addressed these areas.

**Standard : 3.7    The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.**

**Evidence/Rationale:**

It was reported that students who earn an undergraduate degree from Indiana State University (ISU) have already completed their school-based clinical practicum, while graduate students from other programs complete that practicum at the graduate level. This raises the question of whether those ISU undergraduates are obtaining an adequate breadth and depth of school-based clinical experiences.

**Steps to be Taken:**

Please provide an explanation of methods in place to ensure that graduate students with an undergraduate degree from ISU possess the same knowledge and skills of a school-based population as the students who enter graduate school and accrue those school-based practicum hours as part of their graduate training.

**AREAS FOR FOLLOW-UP (clarification/verification)**

The program should provide an update in the next Annual Report on the issues related to the following standards. The CAA did not determine the program to be out of compliance with these standards at this time, but will require additional information in the next Annual Report in order to monitor the program's continued compliance in the stated areas.

**Standard : 5.3      The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.**

**Evidence/Rationale:**

The program completion rate for the specified time frame fell below the 80% benchmark. The program provided an explanation, indicating that it was "student-dependent" rather than "program dependent".

**Steps to be Taken:**

Please submit updated data regarding the current program completion rate.

**STRENGTHS/COMMENDATIONS**

The CAA identified the following strengths and commends the program in these areas:

- The program is to be commended for the development of an innovative clinical skills inventory for tracking supervision and also for its implementation of a clinic floater position to provide clinical services in the absence of the assigned clinician.

As a recognized accrediting agency, the CAA has evaluated the program regarding its performance with respect to student achievement and provides the following report, as required by the US Secretary of Education [34 CFR 602.17(f)(2)].

## **PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT**

### **Comments/Observations:**

The CAA found the program to meet or exceed the established expectations for student achievement (as described in accreditation standard 5.0-Assessment) in the following areas:

- Program Completion Rates
- Employment Rates
- Praxis Examination Rates

## **NOTICE TO PROGRAM**

CAA's recognition by the United States Department of Education (ED) requires that, if an accrediting agency's review of a program under any standard indicates that the program is not in compliance with that standard, the agency must require the program to take appropriate action to bring itself into compliance with the agency's standards within a time period that must not exceed two years. [34 CFR 602.20(a)(2)(iii)] If, after review of a reaccreditation application or an Annual Report, the program remains out of compliance with any standard and sufficient progress toward compliance has not been demonstrated, CAA may act to place the program on probation in accordance with the policy and procedures outlined in the Accreditation Manual on the CAA Web site. If the program does not bring itself into compliance within the specified period, the accrediting agency must take immediate adverse action. If the program continues to remain out of compliance with any standard at the end of the specified period, CAA will withdraw accreditation, unless the CAA judges the program to be making a good faith effort to come into compliance with the evaluative criteria. In such case the CAA may, for good cause, extend the period for achieving compliance and may determine to continue the accreditation cycle and to monitor the program's progress. CAA defines a "good faith effort" as 1) an appropriate plan for achieving compliance within a reasonable time frame, 2) a detailed timeline for completion of the plan, 3) evidence that the plan has been implemented according to the established timeline, and 4) reasonable assurance that the program can and will achieve compliance as stated in the plan.

## **PUBLIC DISCLOSURE OF THIS DECISION AND ACCREDITATION STATUS BY THE PROGRAM AND INSTITUTION**

The US Department of Education recognition requires all recognized accrediting agencies to provide for the public correction of incorrect or misleading information an accredited or preaccredited institution or program releases about accreditation or preaccreditation status, contents of reports of on-site reviews, and accrediting or preaccrediting actions with respect to the institution or program. [34 CFR 602.23(d) and 602.23(e)] The institution and program must make accurate public disclosure of the accreditation or preaccreditation status awarded to the program. If the

institution or 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 accrediting agency's name, address, and telephone number as described in the Accreditation Manual located on the CAA Web site. 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 notify the chief executive officer of the institution and the program director, informing them 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. If the Accreditation unit discovers that an institution or program has released incorrect or misleading information within the scope of the ED rule, then it, acting on behalf of CAA, will make public correction, and it reserves the right to disclose this Accreditation Action Report in its entirety for that purpose.