

**Summary of Changes to Implementation Language  
Standards for Accreditation of Graduate Education Programs  
in Audiology and Speech-Language Pathology**

**Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)  
Approved July 2008**

The CAA made some minor revisions to the **Implementation** language related to the following standards at its July 2008 meeting. No changes were made to the standards themselves. The modifications were made in order to provide clarification regarding the interpretation of specific standards. Specific changes are in **red** in the New Wording columns.

Standard	Old Wording	New Wording	Description of Change
1.1	<p><b>The applicant institution of higher education holds regional accreditation.</b></p> <p><i>The institution of higher education within which the applicant audiology and/or speech-language pathology program is housed must hold regional accreditation from one of the following six regional accrediting bodies: (1) Middle States Commission on Higher Education; (2) New England Association of Schools and Colleges, Commission on Institutions of Higher Education; (3) The Higher Learning Commission of the North Central Association of Colleges and Schools; (4) Northwest Commission on Colleges and Universities; (5) Southern Association of Colleges and Schools, Commission on Colleges; or (6) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.</i></p>	<p><i>The institution of higher education within which the applicant audiology and/or speech-language pathology program is housed must hold regional accreditation from one of the following six regional accrediting bodies: (1) <b>Middle States Association of Colleges and Schools</b>, Middle States Commission on Higher Education; (2) New England Association of Schools and Colleges, Commission on Institutions of Higher Education; (3) <b>North Central Association of Colleges and Schools</b>, The Higher Learning Commission; (4) Northwest Commission on Colleges and Universities; (5) Southern Association of Colleges and Schools, Commission on Colleges; or (6) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.</i></p>	<p>Updated official names of regional accreditation organizations.</p>

Standard	Old Wording	New Wording	Description of Change
1.5	<p><b>The individual responsible for the program(s) of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science and holds a full-time appointment in the institution. The individual effectively leads and administers the program(s).</b></p> <p><i>Individuals without earned graduate degrees in the areas listed in the standard but with earned graduate degrees in other areas of major emphasis, such as linguistics, deaf education, special education, reading, administration, speech communication, or otolaryngology, typically do not satisfy this standard. A department chair who is not serving as the program director need not meet this standard, but it must be clear in this situation that the program director is indeed responsible for the program(s) of professional education.</i></p> <p><i>Regular evaluation of the program director's effectiveness in advancing the goals of the program and institution and in leadership and administration of the program must be documented.</i></p>	<p><i>Individuals with graduate degrees in areas <b>other than those listed in the standard</b> typically do not satisfy this standard. <b>In such cases, the individual's qualifications must be evaluated by the CAA to determine appropriateness for the program director to provide the leadership in teaching, research, and clinical areas.</b> A department chair who is not serving as the program director need not meet this standard, but it must be clear in this situation that the program director is indeed responsible for the program(s) of professional education.</i></p> <p><i>Regular evaluation of the program director's effectiveness in advancing the goals of the program and institution and in leadership and administration of the program must be documented.</i></p>	<p>Clarified intent regarding required qualifications for program director.</p>

Standard	Old Wording	New Wording	Description of Change
1.7	<p><b>The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.</b></p> <p><i>Web sites, catalogs, advertisements, and other publications/electronic media must be accurate regarding the program’s accreditation status, standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges. Data on the following student outcome measures must be available to the public: program completion rates, Praxis examination pass rates, and employment rates. (See Standard 5.3 below.)</i></p>	<p><i>Web sites, catalogs, advertisements, and other publications/electronic media must be accurate regarding the program’s accreditation status, standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges. Data on the following student outcome measures must be available to the <b>general</b> public: program completion rates, Praxis examination pass rates, and employment rates. (See Standard 5.3 below.)</i></p>	<p>Added the word “general” before “public” in the last sentence to clarify intent.</p>
3.3A	<p><b>The scientific and research foundations of the profession are evident in the curriculum.</b></p> <p><i>The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g., biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics and physiological and neurological processes of speech, language, and hearing). The curriculum must reflect the scientific bases of the professions and include research methodology. The curriculum must provide opportunities for students to become knowledgeable consumers of research literature. The program of study must include research and scholarship opportunities that are consistent with the mission and goals of the</i></p>	<p><i>The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g., biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics and physiological and neurological processes of speech, language, and hearing). The curriculum must reflect the scientific bases of the professions and include research methodology. The curriculum must provide opportunities for students to become knowledgeable consumers of research literature, <b>with an emphasis on the fundamentals of evidence-based practice, as well as the application of these</b></i></p>	<p>Clarified research expectations for a clinical doctoral program in audiology.</p>

Standard	Old Wording	New Wording	Description of Change
	<p><i>program and institutional expectations for clinical doctoral programs.</i></p>	<p><b><i>principles and practices to clinical populations.</i></b> The program of study must include research and scholarship <b><i>participation</i></b> opportunities that are consistent with the mission and goals of the program and <b><i>the institutional and professional</i></b> expectations for clinical doctoral programs.</p>	
<p><b>3.3B</b></p>	<p><b>The scientific and research foundations of the profession are evident in the curriculum.</b></p> <p><i>The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g., biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics; physiological and neurological processes of speech, language, and hearing; linguistics). The curriculum must provide opportunities for students to become knowledgeable consumers of research literature. The curriculum must reflect the scientific bases of the professions and include research methodology, research literature, and opportunities to participate in research and scholarship activities, consistent with the mission and goals of the program and institutional expectations.</i></p>	<p><i>The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g., biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics; physiological and neurological processes of speech, language, and hearing; linguistics). The curriculum must provide opportunities for students to become knowledgeable consumers of research <b><i>literature with an emphasis on the fundamentals of evidenced-based practice, as well as the application of these principles and practices to clinical populations.</i></b> The curriculum must reflect the scientific bases of the professions and include research methodology, research literature, and opportunities to participate in research and scholarship activities, consistent with the mission and goals of the program, institution, <b><i>and profession.</i></b></i></p>	<p>Clarified research expectations for a master's program in speech-language pathology.</p>