

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

*Approved March 2010*

***Effective Date of Deleted Standards is August 1, 2010***

***Effective Date of New Standard 4.5 is January 1, 2011***

At its March 2010 meeting, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) approved some revisions to several standards as indicated below. Some modifications were made in order to reduce redundancy in the standards. Other revisions were made in order for the CAA to maintain its external recognition from the US Secretary of Education, in accordance with changes made in the reauthorization of the Higher Education Act. The current Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology are available on the CAA Web site.

***Effective January 1, 2011 – additional information will be provided to programs regarding required documentation.***

Standard	Old Wording	New Wording	Description/Rationale for Change
<b>NEW 4.5</b>	None	<p><b>The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.</b></p> <p><i>The program must document that the institutional policies regarding verification of a student's identity protect student privacy and are implemented and applied consistently. If the institution does not have specific policies, the program must develop and implement its own for this purpose. Acceptable mechanisms may include, but are not limited to, secure log in and pass code or other technologies or practices that are effective for verifying student identification, while at the same time protecting student privacy. The policies must include notification to students upon enrollment of any fees associated with verification of identity for distance education purposes.</i></p>	NEW standard required for CAA's continued recognition by USDE, in accordance with the Higher Education Opportunity Act (HEOA). In most cases, a program's university will have policies and procedures for verification of a student's identity, as this is also a requirement for the institution's regional accreditation. The program must either provide evidence that it adheres to and applies those policies consistently, or that it has developed and implemented its own policies and procedures.

**Effective August 1, 2010**

<b>Standard</b>	<b>Old Wording</b>	<b>New Wording</b>	<b>Description/Rationale for Change</b>
<b>3.8A</b>	<p><b>The program must provide evidence that all curriculum standards are met, regardless of mode of delivery.</b></p> <p><i>Distance education and other modes of education delivery must be examined to ensure that the course work and clinical education are equivalent to those offered in the existing program, including number of credits, availability and sequencing of courses, supervision, coordination of placements with external facilities, and diversity of client/patient population. The overall quality of the program must be equivalent across modes of delivery.</i></p>	<b>DELETED</b>	<p>Reduces redundancy with Introduction to Standards, which requires that compliance with ALL standards represents the minimum requirement for accreditation, regardless of mode of delivery, including distance education. The CAA will evaluate programs to ensure that the program is equivalent across all modes of delivery and that students enrolled in distance education or other modes of education delivery are held to equivalent standards and afforded equivalent access to all courses, clinical practicum opportunities and supervision, advising, student support services, program resources, etc.</p>
<b>3.8B</b>	<p><b>The program must provide evidence that all curriculum standards are met, regardless of mode of delivery.</b></p> <p><i>Distance education and other modes of education delivery must be examined to ensure that the course work and clinical education are equivalent to that offered in the existing program, including number of credits, availability and sequencing of courses, supervision, coordination of placements with external facilities, and diversity of client/patient population. The overall quality of the program must be equivalent across modes of delivery.</i></p>	<b>DELETED</b>	<p>Reduces redundancy with Introduction to Standards, which requires that compliance with ALL standards represents the minimum requirement for accreditation, regardless of mode of delivery, including distance education. The CAA will evaluate programs to ensure that the program is equivalent across all modes of delivery and that students enrolled in distance education or other modes of education delivery are held to equivalent standards and afforded equivalent access to all courses, clinical practicum opportunities and supervision, advising, student support services, program resources, etc.</p>
<b>4.5</b>	<p><b>The program must provide evidence that all student standards are met, regardless of mode of delivery for curriculum.</b></p> <p><i>The program must ensure that students enrolled in distance education or other modes of education delivery are held to equivalent standards and afforded equivalent access to advising, student support</i></p>	<b>DELETED</b>	<p>Reduces redundancy with Introduction to Standards, which requires that compliance with ALL standards represents the minimum requirement for accreditation, regardless of mode of delivery, including distance education. The CAA will evaluate programs to ensure that the program is equivalent across all modes of delivery and that students enrolled in distance</p>

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	<i>services, and program resources.</i>		education or other modes of education delivery are held to equivalent standards and afforded equivalent access to all courses, clinical practicum opportunities and supervision, advising, student support services, program resources, etc.