

**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 November 2009 – Effective Immediately**

At its July 2009 meeting, the CAA approved some minor revisions to the Implementation language related to the following standards. No changes were made to the standards themselves. These modifications were made in order to provide clarification regarding the interpretation of certain 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. Specific changes are shown as ~~strike through~~ and in **red italics** in the New Wording column. In some cases, only the portion of the Implementation language for which there were changes is included in the chart. Complete text is provided in the [Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology](#).

Standard	Old Wording	New Wording	Description of Change
<i>Introduction</i>	The intention of accreditation is to promote excellence in educational preparation while assuring the public that graduates of accredited programs are educated in a core set of knowledge and skills required for independent professional practice. Quality education can be achieved in a variety of ways, and the CAA wishes to support programs in the achievement of the highest quality possible. These standards identify basic elements that must exist in all accredited graduate education programs while encouraging flexibility in the ways in which programs pursue excellence.	The intention of accreditation is to promote excellence in educational preparation while assuring the public that graduates of accredited programs are educated in a core set of knowledge and skills required to qualify for state and national credentials for independent professional practice. Quality education can be achieved in a variety of ways, and the CAA wishes to support programs in the achievement of the highest quality possible. These standards identify basic elements that must exist in all accredited graduate education programs while encouraging allowing flexibility in the ways in which programs pursue excellence.	Clarified that programs should prepare graduates to qualify for appropriate credentials, according to their stated mission.
<i>Introduction</i>	The CAA has adopted the following standards as necessary conditions for accreditation of eligible graduate education programs. The CAA is responsible for evaluating the adequacy of an applicant program's efforts to satisfy each standard. Compliance with all standards represents the minimum requirement for accreditation.	The CAA has adopted the following standards as necessary conditions for accreditation of eligible graduate education programs. The CAA is responsible for evaluating the adequacy of an applicant program's efforts to satisfy each standard. Compliance with all standards represents the minimum requirement for accreditation, regardless of mode of delivery, including distance education. The CAA will	In accordance with reauthorized Higher Education Act (HEA), clarified that all standards must be met, regardless of mode of delivery, including distance education.

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		<i>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.</i>	
Introduction	Standards for accreditation appear in bold . <i>Italicized</i> information following each standard provides interpretations or explanations of the standard and/or guidance to applicants on how to document compliance.	Standards for accreditation appear in bold . <i>Italicized</i> information Implementation language following each standard provides interpretations or explanations of the standard and/or guidance to applicants programs on how to document compliance.	Editorial change
1.2	<p>The program's mission and goals are consistent with CAA standards for entry into professional practice (3.1A and/or 3.1B) and with the mission of the institution.</p> <p><i>The mission statements of the institution, college, and program (including religious mission, if relevant) must be presented as evidence to support compliance with this standard. The program's faculty must regularly evaluate the congruence of program and institutional goals and the extent to which the goals are achieved.</i></p>	<p><i>The mission statements of the institution, college, and program (including religious mission, if relevant) must be presented as evidence to support compliance with this standard. The program's faculty must regularly evaluate the congruence of program and institutional goals and the extent to which the goals are achieved.</i></p>	In accordance with reauthorized Higher Education Act (HEA), amended to include religious mission as appropriate.
1.7	<p>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>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,</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</i></p>	Clarified expectation regarding what specific information programs should make public.

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	<p><i>grading policies and requirements, and fees and other charges. Data on the following student outcome measures must be available to the general public: program completion rates, Praxis examination pass rates, and employment rates. (See Standard 5.3 below.)</i></p>	<p><i>other charges. Average dData on the following student outcome measures compiled from the three most recently completed academic years, including the number, percentage, and specific years reported, must be available to the general public: program completion rates, Praxis examination pass rates, and employment rates. (See Standard 5.3 below.)</i></p>	
<p>2.1</p>	<p>All faculty members, 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 assigned by the program.</p> <p><i>Qualifications and competence to teach graduate-level courses and to provide clinical education must be evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education. All individuals providing clinical education, both on-site and off-site, must have appropriate experience and credentials for the professional area in which clinical education is provided.</i></p>	<p><i>Qualifications and competence to teach graduate-level courses and to provide clinical education must be evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education. All individuals providing didactic and clinical education, both on-site and off-site, must have appropriate experience and credentials qualifications for the professional area in which clinical education is provided so that the program can achieve its mission and goals to enable its graduates to qualify for entry into independent professional practice.</i></p>	<p>Clarified expectations for qualifications of faculty, consistent with the program's stated mission, and removed reference to specific certification or other credentials.</p>
<p>3.1A</p>	<p>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 audiology.</p> <p><i>The program must provide a curriculum leading to an entry-level clinical doctoral degree with a major emphasis in audiology. The program must offer appropriate courses and clinical</i></p>	<p><i>The program must provide a curriculum leading to an entry-level clinical doctoral degree with a major emphasis in audiology. The program must offer appropriate courses and clinical experiences on a regular basis so that students</i></p>	<p>Clarified that programs should prepare graduates to qualify for appropriate credentials, <u>according to their stated mission</u>.</p> <p>Removed reference to specific certification.</p>

Standard	Old Wording	New Wording	Description of Change
	<p><i>experiences on a regular basis so that students may satisfy the degree requirements within the published time frame.</i></p> <p><i>The program must ensure that students have opportunities to acquire the knowledge and skills needed for entry into independent professional practice across the range of practice settings (including but not limited to hospitals, schools, private practice, community speech and hearing centers, and industry) and to meet relevant licensure and certification standards.</i></p> <p><i>Doctoral-level programs in audiology must provide evidence of a curriculum that allows students to achieve the knowledge and skills listed below. Typically, the achievement of these outcomes requires the completion of 4 years of graduate education or the equivalent.</i></p> <p><i>The doctoral curriculum in audiology must include a <u>minimum</u> of 12 months' full-time equivalent of supervised clinical experiences throughout the program of study. These include short-term rotations and longer term externships. Clinical experiences must constitute at least 25% of the program length.</i></p>	<p><i>may satisfy the degree requirements within the published time frame.</i></p> <p><i>The program must ensure that students have opportunities to acquire the knowledge and skills needed for entry into independent professional practice across the range of practice settings (including, but not limited to, hospitals, schools, private practice, community speech and hearing centers, and industry) and to meet relevant licensure and certification standards. qualify for relevant state and national credentials for independent professional practice.</i></p> <p><i>Doctoral-level programs in audiology must provide evidence of a curriculum that allows students to achieve the knowledge and skills listed below. Typically, the achievement of these outcomes requires the completion of 4 years of graduate education or the equivalent.</i></p> <p><i>The doctoral curriculum in audiology must include a minimum of 12 months' full-time equivalent of supervised clinical experiences throughout the program of study. and should be distributed throughout the program of study. Clinical experiences must constitute at least 25% of the program length.</i></p>	<p>Emphasized that clinical experience should be distributed throughout the program.</p>
3.1B	<p>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.</p> <p><i>The program must provide a curriculum leading to a master's or other entry-level graduate clinical degree with a major emphasis in speech-language pathology. The program must offer</i></p>	<p><i>The program must provide a curriculum leading to a master's or other entry-level graduate clinical degree with a major emphasis in speech-language pathology. The program must offer appropriate courses and clinical experiences on a regular basis so that students may satisfy the</i></p>	<p>Clarified that programs should prepare graduates to qualify for appropriate credentials, <u>according to their stated mission</u>.</p> <p>Removed reference to specific certification.</p> <p>Emphasized that clinical experiences should be distributed throughout the</p>

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	<p><i>appropriate courses and clinical experiences on a regular basis so that students may satisfy the degree requirements within the published time frame.</i></p> <p><i>The intent of this standard is to ensure that program graduates are able to acquire the knowledge and skills needed for entry into professional practice and to meet relevant licensure and certification standards.</i></p> <p><i>Programs of study in speech-language pathology must be sufficient in depth and breadth for graduates to achieve the knowledge and skills outcomes identified for entry into professional practice as listed below. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.</i></p> <p><i>The curriculum in speech-language pathology must provide the opportunity for students to complete a minimum of 400 clinical education hours, 325 of which must be attained at the graduate level. The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice.</i></p>	<p><i>degree requirements within the published time frame.</i></p> <p><i>The intent of this standard is to ensure that program graduates are able to acquire the knowledge and skills needed for entry into professional practice and to meet relevant licensure and certification standards to qualify for relevant state and national credentials for independent professional practice.</i></p> <p><i>Programs of study in speech-language pathology must be sufficient in depth and breadth for graduates to achieve the knowledge and skills outcomes identified for entry into professional practice as listed below. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.</i></p> <p><i>The curriculum in speech-language pathology must provide the opportunity for students to complete a minimum of 400 supervised clinical education hours, 325 of which must be attained at the graduate level. The supervised clinical experiences should be distributed throughout the program of study. The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice.</i></p>	<p>program of study.</p>

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5.2	<p>The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.</p> <p><i>The program must maintain accurate and complete records throughout each student's graduate program. It is advisable that forms or tracking systems be developed and used for this purpose. Responsibility for the completion of the records and timetable for completion must be clearly established. Records must be readily available to students upon request. Records must be available to program graduates in accordance with the institution's and program's policies for retention of student information, and those policies must be described. The program must maintain documentation on each student in sufficient detail so that completion of all academic and clinical requirements can be verified.</i></p>	<p><i>The program must maintain accurate and complete records throughout each student's graduate program. It is advisable that forms or tracking systems be developed and used for this purpose. Responsibility for the completion of the records and timetable for completion must be clearly established. Records must be readily available to students upon request. Records must be available to program graduates in accordance with the institution's and program's policies for retention of student information, and those policies must be described. The program must maintain documentation on each student in sufficient detail so that the program can verify completion of all academic and clinical requirements can be verified. for the graduate degree and eligibility for relevant state and national credentials.</i></p>	<p>Clarified that programs should keep records of student acquisition of credentialing requirements, <u>according to their stated mission.</u></p>
5.3	<p>The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.</p> <p><i>The program must document the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The documentation must indicate the mechanisms used to evaluate each program component, the schedule on which the evaluations are conducted and analyzed, and the program changes and/or improvements that have resulted from assessments.</i></p> <p><i>The program collects and evaluates data on its effectiveness from multiple sources (e.g.,</i></p>	<p><i>The program must document the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The documentation must indicate the mechanisms used to evaluate each program component, the schedule on which the evaluations are conducted and analyzed, and the program changes and/or improvements that have resulted from assessments.</i></p> <p><i>The program collects and evaluates data on its effectiveness from multiple sources (e.g.,</i></p>	<p>Clarified expectation regarding what specific assessment data programs should collect and provide to the CAA.</p>

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	<p>students, alumni, faculty, employers, off-site supervisors or preceptors, community members, persons served). The data must include students' and graduates' evaluations of courses and clinical education.</p> <p>Although many types of data may be used, the following measures of student achievement are required and will be evaluated relative to established benchmarks:</p> <ul style="list-style-type: none"> • percentage of program graduates passing the Praxis examinations by year • percentage of students completing the program within the program's published time frame • percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation 	<p>students, alumni, faculty, employers, off-site supervisors or preceptors, community members, persons served). The data must include students' and graduates' evaluations of courses and clinical education.</p> <p>Although many types of data may be used, the following measures of student achievement are required and will be evaluated relative to established benchmarks:</p> <ul style="list-style-type: none"> • number and percentage of program graduates passing the Praxis examinations by year for the three most recently completed academic years • number and percentage of students completing the program within the program's published time frame for the three most recently completed academic years • number and percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation for the three most recently completed academic years. 	