

Standards Compliance Continuum for Candidacy – 2017 Standards, Last Revised January 2023

	Level I: Development Proposal	Level II: Application		Level III: Program Improvement/ Maintenance	
	Readiness to submit candidacy application	Approval for a site visit	CAA's award of candidacy	CAA's approval of 1st annual progress report	CAA's approval of 2nd/3 rd annual progress report
1.0 ADMINISTRATIVE STRUCTURE AND GUIDANCE					
1.1 Institutional Accreditation					
The institution of higher education within which the audiology and/or speech-language pathology program is housed must hold institutional accreditation from one of the following institutional accrediting bodies:	I	I	M	M	M
1.2 Degree Granting Authority					
The sponsoring institution of higher education must be authorized under applicable laws or other acceptable authority to provide the program of post-secondary education.	I	I	M	M	M
The sponsoring institution of higher education must have appropriate graduate degree-granting authority.	I	I	M	M	M
1.3 Mission, Goals, and Objectives					
The mission statement and the goals of the program (including religious mission, if relevant) must be presented.	I	I	M	M	M
The program must describe how the mission statement and program goals are used to guide decision making to prepare students for entry level into professional practice in audiology or speech-language pathology.	P	I	I	M	M

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1.4 Evaluation of Mission and Goals					
The program monitors its mission and goals to ensure that they remain congruent with those of the institution.	P	I	I	M	M
The program periodically reviews and revises its mission and goals.	P	P	I	M	M
The program systematically evaluates its progress toward fulfillment of its mission and goals.	P	P	P	I	M
1.5 Program Strategic Plan					
The plan must be congruent with the mission and goals of the program and the sponsoring institution, have the support of the administration, and reflect the role of the program within its community.	P	I	I	M	M
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	I	I	M	M
The plan must include a mechanism for regular evaluation of the plan itself and of progress in meeting the plan's objectives.	P	P	I	M	M
An executive summary of the strategic plan or the strategic plan must be shared with faculty, students, staff, alumni, and other interested parties.	P	I	I	M	M

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1.6 Program Authority and Responsibility					
The institution's administrative structure demonstrates that the program's faculty is recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum.	P	P	I	M	M
The program faculty has reasonable access to higher levels of administration.	P	P	I	M	M
1.7 Program Director					
The individual designated as program director holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science.	I	I	I	M	M
The individual designated as program director holds a full-time appointment at the institution.	I	I	I	M	M
1.8 Equitable Treatment					
The institution and program must comply with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination based on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.	I	I	I	M	M

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The program must adhere to its institutional policies and procedures—including non-harassment policies, internal complaint procedures, and appropriate educational programs—to ensure that the program complies with all applicable nondiscrimination statutes and that all staff, faculty, and students are made aware of the policies and the conduct they prohibit.	I	I	I	M	M
The program must maintain, as relevant, a record of internal and external complaints, charges, and litigation alleging violations of such policies and procedures and ensure that appropriate action has been taken.	P	P	P	I	M
1.9 Public Information					
The program must publish to the general public on its website the program's CAA accreditation status, in accordance with the language specified in the Public Notice of Accreditation Status in the CAA Accreditation Handbook, as required under federal regulations. This must be displayed in a clearly visible and readily accessible location. Additional references to the program's accreditation status must be accurate but need not include all components of the accreditation statement.	P	P	I	M	M

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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	P	I	M	M
The program must make student outcome measures available to the general public by posting the results on the program's website via a clearly visible and readily accessible link.	P	P	P	I	I/M
The program must make public the number of expected terms for program completion for full-time and part-time students.	P	P	I	I	M
- At a minimum, the following results of student outcome measures for the most recently completed 3 academic years must be provided: - number and percentage of students completing the program within the program's published time frame for each of the 3 most recently completed academic years,	P	P	P	I	I/M
number and percentage of program test-takers who pass the Praxis® Subject Assessment examination for each of the 3 most recently completed academic years	P	P	P	I	I/M

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(programs need report only the results once for test-takers who take the test more than one time in the reporting period),					
Student outcome measures must be labeled "Student Achievement Data" or "Student Outcome Data."	P	P	P	I	I/M
If both the audiology and speech-language programs are accredited, separate data tables must be provided for each program.	P	P	P	I	I/M
If the program has a distance education component or a satellite campus, the student outcome data must be presented for each modality.	P	P	P	I	I/M
2.0 FACULTY					
2.1 Faculty Sufficiency—Overall Program					
- The program must document: - the number of individuals in and composition of the group that delivers the program of study; (e.g., a hiring plan has been approved by the administration such that it supports appropriate faculty expertise)	P	P	I	I/M	M
the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral	P	P	I	I/M	M

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degrees, clinical doctoral degrees, and master's degrees;					
○ how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3;	P	P	I	I/M	M
○ how the faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession;	P	P	I	I/M	M
○ how the faculty composition is sufficient to allow students to meet the program's established learning goals and objectives;	P	P	I	I/M	M
○ how the faculty composition is sufficient to allow students to meet the expectations set forth in the program's mission and goals;	P	P	I	I/M	M
○ 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.	P	P	I	I/M	M
2.2 Faculty Sufficiency–Institutional Expectations					
- The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide teaching, research, and service as part of their workload - are accessible to students,	P	P	P	I	M

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○ have sufficient time for scholarly and creative activities,	P	P	P	I	M
○ have sufficient time to advise students,	P	P	P	I	M
○ have sufficient time to participate in faculty governance,					
○ have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.	P	P	P	I	M
● The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide clinical education and service as part of their workload	P	P	P	I	M
○ are accessible to students,					
○ have sufficient time for scholarly and creative activities, if applicable,	P	P	P	I	M
○ have sufficient time to advise students if applicable,	P	P	P	I	M
○ have sufficient time to participate in faculty governance,	P	P	P	I	M
○ have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.	P	P	P	I	M
● The program must demonstrate that faculty who are tenure eligible have the opportunity to meet the criteria for tenure of the sponsoring institution.	P	P	P/I	P/I	I/M

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The program must demonstrate that faculty who are eligible for promotion have the opportunity to meet the criteria for promotion of the sponsoring institution.	P	P	P/I	P/I	I/M
The program must demonstrate that faculty who are eligible for continuing employment have the opportunity to meet the expectations for continued employment of the sponsoring institution.	P	P	P/I	P/I	I/M
2.3 Faculty Qualifications					
The program must demonstrate that the qualifications and competence to teach graduate-level courses and to provide clinical education are 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.	P	I	I	M	M
The program must demonstrate that all individuals providing didactic and clinical education, both on-site and off-site, have appropriate experience and qualifications for the professional area in which education is provided.	P	I	I	M	M

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The program must demonstrate that the faculty possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum as specified in Standard 3.	P	I	I	M	M
The program must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).	P	P	I	M	M
2.4 Faculty Continuing Competence					
The program must demonstrate that all individuals who have responsibility to deliver academic and clinical components of the graduate program maintain continuing competence.	P	I	I	M	M
The program must demonstrate that all individuals who have responsibility to deliver the graduate program pursue lifelong learning.	P	I	I	M	M
3.0A CURRICULUM (ACADEMIC AND CLINICAL EDUCATION) IN AUDIOLOGY					
3.1A Overall Curriculum Sufficiency The doctoral program in audiology must provide evidence of a curriculum that allows students to achieve the following requirements and knowledge and skills as follows:					

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• Completion of 4 years of graduate education or the equivalent	P	I	I	I/M	I/M
• Minimum 12 months' full-time equivalent of supervised clinical experiences to include short-term rotations and longer term externships that are distributed throughout the program of study	P	I	I	I/M	I/M
• Established a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into independent professional practice.	P	I	I	I/M	I/M
• Establishes a clear process to evaluate student achievement of the program's established objectives	P	I	I	I/M	I/M
• Offers opportunities for each student to acquire the knowledge and skills needed for entry into independent professional practice, consistent with the scope of practice for audiology, and across the range of practice settings	P	I	I	I/M	I/M
• Offers a plan of study that encompasses the following domains: ○ Professional practice competencies ○ Foundations of audiology practice ○ Identification and prevention of hearing loss, tinnitus, and vestibular disorders	P	I	I	I/M	I/M

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- Assessment of the structure and function of the auditory and vestibular systems as well as the impact of any changes to such systems - Intervention to minimize the effects and changes in the structure and function of the auditory and vestibular systems on an individual's ability to participate in his or her environment.					
Offers high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.	P	I	I	I/M	I/M
Offers the academic and clinical program on a regular basis so that students are able to satisfy degree and other requirements within the published time frame.	P	I	I	I/M	I/M
Offers opportunities to qualify for state and national credentials that are required for entry into independent professional practice that are consistent with the program mission and goals.	P	I	I	I/M	I/M
3.2A Curriculum Currency					
The program must demonstrate that the: curriculum is planned and based on current standards of audiology practice;	P	P	P	I	M
curriculum is based on current literature and other current documents related to	P	P	P	I	M

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professional practice and education in audiology;					
○ curriculum is delivered using sound pedagogical methods;	P	P	P	I	M
○ curriculum is reviewed systematically and on a regular basis;	P	P	P	I	M
○ review of the curriculum is conducted by comparing existing plans to current standards of audiology practice, current literature, and other documents related to professional practice and education in audiology.	P	P	P	I	M
3.3A Sequence of Learning					
• The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.	P	P/I	I	I/M	I/M
3.4A Diversity Reflected in the Curriculum					
• The program must provide evidence that issues related to diversity, equity, and inclusion are incorporated throughout the academic and clinical program, in theory and practice.	P/I	I	I	I/M	M
• The program must provide evidence that students are given opportunities to identify and acknowledge approaches to addressing culture and language that include cultural humility,	P	P/I	P/I	I/M	M

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cultural responsiveness, and cultural competence in service delivery.					
The program must provide evidence that students are given opportunities to identify and acknowledge the impact of both implicit and explicit bias on clinical service delivery and actively explore individual biases and how they relate to clinical services.	P	P/I	P/I	I/M	M
- The program must provide evidence that students are given opportunities to identify and acknowledge: - The impact of how their own set of cultural and linguistic variables affects patients/clients/students care. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identify, national origin, race, religion, sex, sexual orientation, or veteran status.	P	P/I	P/I	I/M	M
The impact of cultural and linguistic variables of the individual served may have on delivery of effective care. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race,	P	P/I	P/I	I/M	M

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religion, sex, sexual orientation, or veteran status.					
○ The interaction of cultural and linguistic variables between the caregivers and the individual served. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.	P	P/I	P/I	I/M	M
○ The social determinants of health and environmental factors for individuals served. These variables include, but are not limited to, health and healthcare, education, economic stability, social and community context, and neighborhood and built environment, and how these determinants relate to clinical services.	P	P/I	P/I	I/M	M
○ The impact of multiple languages and ability to explore approaches to addressing bilingual/ multilingual individuals requiring services, including understanding the difference between audiological and cultural perspectives of being d/Deaf and acknowledge Deaf cultural identities.	P	P/I	P/I	I/M	M
○ The program must provide evidence that students are given opportunities to	P	P/I	P/I	I/M	M

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recognize that cultural and linguistic diversity exists among various groups, including among d/Deaf and hard of hearing individuals, and foster the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs.					
3.5A Scientific and Research Foundations					
- The program must demonstrate the procedures used to verify that students obtain knowledge in: - the basic sciences;	P	P/I	I	I/M	I/M
basic science skills (e.g., scientific methods, critical thinking);	P	P/I	I	I/M	I/M
the basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing).	P	P/I	I	I/M	I/M
- The program must demonstrate how the curriculum provides opportunities for students to: - understand and apply the scientific bases of the profession,	P	P/I	I	I/M	I/M
understand and apply research methodology,	P	P/I	I	I/M	I/M
obecome knowledgeable consumers of research literature,	P	P/I	I	I/M	I/M

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○ become knowledgeable about the fundamentals of evidence-based practice,	P	P/I	I	I/M	I/M
○ apply the scientific bases and research principles to clinical populations.	P	P/I	I	I/M	I/M
• The program must include research and scholarship participation opportunities that are consistent with the mission and goals of the program.	P	P	I	I/M	M
3.6A Clinical Settings/Populations					
• The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to:	P	P/I	I	I/M	I/M
○ experience the breadth and depth of clinical practice,					
○ obtain experiences with different populations,	P	P/I	I	I/M	I/M
○ obtain a variety of clinical experiences in different work settings,	P	P/I	I	I/M	I/M
○ obtain experiences with appropriate equipment and resources,	P	P/I	I	I/M	I/M
○ learn from experienced audiologists who will serve as effective clinical educators.	P	P/I	I	I/M	I/M
3.7A Clinical Education--Students					
• The program must demonstrate that the procedures used in clinical education ensure that	P	P	I	I/M	M

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student development is supported and that each student acquires the independence needed to enter professional practice.					
The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skill levels of each student.	P	P	I	I/M	M
3.8A Clinical Education--Client Welfare					
The program must demonstrate that the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.	P	I	I	M	M
The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.	P	I	I	M	M
The program must demonstrate that the services provided by the student and clinical educator team is in accordance with recognized standards of ethical practice and relevant federal and state regulations.	P	P	P	I	M
The program must demonstrate that it provides the opportunity for students to understand and practice the principles of universal precautions to	P	I	I	M	M

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prevent the spread of infectious and contagious diseases.					
3.9A External Placements					
The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences.	P	I	I	M	M
The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.	P	I	I	M	M
The program must have written policies that describe the processes used by the program to select and place students in external facilities.	P	I	I	M	M
The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.	P	I	I	M	M
The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.	P	I	I	M	M

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3.10A Student Conduct					
The program must have written policies and procedures that describe its expectations of student behavior with regard to academic and clinical conduct.	P	I	I	M	M
The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited, to plagiarism, dishonesty, all aspects of cheating, and violations of ethical practice.	P	I	I	M	M
3.0B CURRICULUM (ACADEMIC AND CLINICAL EDUCATION) IN SPEECH-LANGUAGE PATHOLOGY					
3.1B Overall Curriculum Sufficiency The master's program in speech-language pathology must perform the following functions:					
Provides the opportunity for students to complete a minimum of 400 supervised clinical practice hours, 25 of which may be in clinical observation; 325 of these hours must be attained at the graduate level. The supervised clinical experiences should be distributed throughout the program of study.	P	I	I	I/M	I/M
The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in	P	P	I	I/M	I/M

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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. Typically the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.					
Establishes a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into professional practice.	P	P	I	I/M	I/M
Establishes a clear process to evaluate student achievement of the program's established objectives.	P	P	I	I/M	I/M
Offers opportunities for each student to acquire the knowledge and skills needed for entry into professional practice, consistent with the scope of practice for speech-language pathology, and across the range of practice settings.	P	P	I	I/M	I/M
- Offers a plan of study that encompasses the following domains: - Professional practice competencies - Foundations of speech-language pathology practice	P	P	I	I/M	I/M

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- Identification and prevention of speech, language, and swallowing disorders and differences - Assessment of speech, language, and swallowing disorders and differences - Intervention to minimize the impact for speech, language, and swallowing disorders and differences					
Offers high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.	P	P	I	I/M	I/M
Offers the academic and clinical program on a regular basis so that students are able to satisfy degree and other requirements within the program's published time frame.	P	P	I	I/M	I/M
Offers opportunities for students to qualify for state and national credentials that are required for entry into professional practice, consistent with the program's mission and goals (e.g., state license, state teacher certification, national credential).	P	P	I	I/M	I/M
3.2B Curriculum Currency					
The program must demonstrate that the: curriculum is planned and based on current standards of speech-language pathology practice;	P	P	P	I	M

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○ curriculum is based on current literature and other current documents related to professional practice and education in speech-language pathology;	P	P	P	I	M
○ curriculum is delivered using sound pedagogical methods;	P	P	P	I	M
○ curriculum is reviewed systematically and on a regular basis;	P	P	P	I	M
○ review of the curriculum is conducted by comparing existing plans with current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.	P	P	P	I	M
3.3B Sequence of Learning					
• The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.	P	P/I	I	I/M	I/M
3.4B Diversity Reflected in the Curriculum					
• The program must provide evidence that issues related to diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education, in theory and practice.	P	P/I	I	I/M	I/M

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The program must provide evidence that students are given opportunities to identify and acknowledge approaches to addressing culture and language that include cultural humility, cultural responsiveness, and cultural competence in service delivery.	P	P/I	P/I	I/M	M
The program must provide evidence that students are given opportunities to identify and acknowledge the impact of both implicit and explicit bias on clinical service delivery and actively explore individual biases and how they relate to clinical services.	P	P/I	P/I	I/M	M
- The program must provide evidence that students are given opportunities to identify and acknowledge: - The impact of how their own set of cultural and linguistic variables affects patients/clients/students care. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.	P	P/I	P/I	I/M	M
- The impact of cultural and linguistic variables of the individual served may have on delivery of effective care. These variables include, but	P	P/I	P/I	I/M	M

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are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.					
○ The interaction of cultural and linguistic variables between the caregivers and the individual served. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.	P	P/I	P/I	I/M	M
○ The social determinants of health and environmental factors for individuals served. These variables include, but are not limited to, health and healthcare, education, economic stability, social and community context, and neighborhood and built environment, and how these determinants relate to clinical services.	P	P/I	P/I	I/M	M
○ The impact of multiple languages and ability to explore approaches to addressing bilingual/ multilingual individuals requiring services, including understanding the difference in cultural perspectives of being d/Deaf and acknowledge Deaf cultural identities.	P	P/I	P/I	I/M	M

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The program must provide evidence that students are given opportunities to recognize that cultural and linguistic diversity exists among various groups, including among d/Deaf and hard of hearing individuals, and foster the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs.	P	P/I	P/I	I/M	M
3.5B Scientific and Research Foundations					
- The program must demonstrate the procedures used to verify that students obtain knowledge in: - the basic sciences and statistics;	P	P/I	I	I/M	I/M
- basic science skills (e.g., scientific methods, critical thinking);	P	P/I	I	I/M	I/M
- the basics of communication sciences (e.g., acoustics, linguistics, and neurological processes of speech, language, and hearing).	P	P/I	I	I/M	I/M
- The program must demonstrate how the curriculum provides opportunities for students to: - understand and apply the scientific bases of the profession,	P	P/I	I	I/M	I/M
- become knowledgeable about the fundamentals of evidence-based practice,	P	P/I	I	I/M	I/M
- understand and apply research methodology,	P	P/I	I	I/M	I/M

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○ become knowledgeable consumers of research literature,	P	P/I	I	I/M	I/M
○ apply the scientific bases and research principles to clinical populations.	P	P/I	I	I/M	I/M
• The program must include research and scholarship participation opportunities that are consistent with the mission and goals of the program.	P	P	I	I/M	M
3.6B Clinical Settings/Populations					
• The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to:	P	P/I	I	I/M	I/M
○ experience the breadth and depth of clinical practice,					
○ obtain experiences with diverse populations,	P	P/I	I	I/M	I/M
○ obtain a variety of clinical experiences in different work settings,	P	P/I	I	I/M	I/M
○ obtain experiences with appropriate equipment and resources,	P	P/I	I	I/M	I/M
○ learn from experienced speech-language pathologists who will serve as effective clinical educators.	P	P/I	I	I/M	I/M
3.7B Clinical Education--Students					
• The program must demonstrate that the procedures used in clinical education ensure that	P	P/I	I	I/M	I/M

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student development is supported and that each student acquires the independence needed to enter professional practice.					
The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skills levels of each student.	P	P/I	I	I/M	I/M
3.8B Clinical Education--Client Welfare					
The program must demonstrate that the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.	P	P	P	I	M
The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.	P	I	I	M	M
The program must demonstrate that the services provided by the student and clinical educator team are in accordance with recognized standards of ethical practice and relevant federal and state regulations.	P	I	I	M	M
The program must demonstrate that it provides the opportunity for students to understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.	P	I	I	M	M

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3.9B External Placements					
The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences.	P	I	I	M	M
The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.	P	I	I	M	M
The program must have written policies that describe the processes used by the program to select and place students in external facilities.	P	I	I	M	M
The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.	P	I	I	M	M
The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.	P	I	I	M	M
3.10B Student Conduct					
The program must have written policies and procedures that describe program expectations	P	I	I	I/M	I/M

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of student behavior with regard to academic and clinical conduct.					
The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited to, plagiarism, dishonesty, and all aspects of cheating, and violations of ethical practice.	P	I	I	I/M	I/M
4.0 STUDENTS					
4.1 Admission Criteria					
The admission criteria must meet or exceed those of the institution and be appropriate for the degree being offered.	I	I	I	M	M
Policies regarding any exceptions to the criteria (such as "conditional" status) must be clearly explained and consistently followed.	I	I	I	M	M
4.2 Student Adaptations					
The program must provide evidence that its curriculum and program policies and procedures for admission, internal and external clinical placements, and retention of students reflect a respect for and understanding of cultural, linguistic, and individual diversity.	P	P	I	M	M
The program must have a policy regarding proficiency in spoken and written English and	P	P	I	M	M

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other languages of instruction and service delivery and all other performance expectations.					
The program must demonstrate that its language proficiency policy is applied consistently.	P	P	I	M	M
The program must have a policy regarding the use of accommodations for students with reported disabilities.	P	P	I	M	M
4.3 Student Intervention					
The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the academic component of the curriculum.	P	P	I	I/M	M
The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the clinical component of the curriculum	P	P	I	I/M	M
The program has policies and procedures for implementing and documenting all forms of intervention used to facilitate each student's success in meeting the program's expectations.	P	P	I	I/M	M
The program must demonstrate that the policies and procedures are applied consistently across	P	P	I	IM	M

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all students who are identified as needing intervention.					
4.4 Student Information					
- The program must provide information regarding - program policies and procedures,	P	I	I	I/M	M
- program expectations regarding academic integrity and honesty,	P	I	I	I/M	M
- program expectations for ethical practice,	P	I	I	I/M	M
- the degree requirements,	P	I	I	I/M	M
- the requirements for professional credentialing.	P	I	I	I/M	M
4.5 Student Complaints					
The program must provide information regarding the process and mechanism to file a complaint against the program within the sponsoring institution.	P	I	I	I/M	M
The program must maintain a record of student complaints filed against the program within the sponsoring institution.	P	I	I	I/M	M
The program must maintain a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct and make these available to the CAA upon request.	P	I	I	I/M	M

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Students must be made aware of the process and mechanism, including contact information for the CAA, to file a complaint related to the program's compliance with standards for accreditation.	P	I	I	I/M	M
4.6 Student Advising					
The program must maintain records of advisement for each of its students.	P	P	I	M	M
The program must maintain records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress.	P	P	I	M	M
The program must maintain records demonstrating that any concerns about a student's performance in meeting the program requirements, including language proficiency, are addressed with the student.	P	P	I	M	M
4.7 Student Progress Documentation					
The program must maintain complete and accurate records of all students' progress during the entire time of their matriculation in the program.	P	P	I	M	M
The records for each student must include documentation that can demonstrate that the student has met all the academic, clinical, and	P	P	I	M	M

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other requirements for the degree and the credential(s) that are identified by the program in its mission and goals.					
4.8 Availability of Student Records					
The program must provide each student access to his or her own records upon request.	P	P	I	M	M
The program must make records available to program graduates and those who attended the program, but did not graduate.	P	P	I	M	M
The availability of records for program graduates and those who attended the program, but did not graduate, must be consistent with the institution's and the program's policies regarding retention of student records.	P	P	I	M	M
4.9 Student Support Services					
The program must have a mechanism to inform students about the full range of student support services (beyond accommodations for disabilities addressed in Standard 4.2) available at the sponsoring institution.	P	P	I	M	M
4.10 Verification of Student Identity for Distance Education					
The program must document that the institutional policies regarding verification of a	P	P	I	M	M

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student's identity are followed and implemented and applied consistently.					
The program must make clear that the identities of students enrolled in a distance education course or program are protected.	P	P	I	M	M
If there are fees associated with learning within a distance modality, the program must document how that information is provided to students.	P	P	I	M	M
If the institution does not have specific policies, the program must develop and implement its own for this purpose.	P	P	I	M	M
5.0 ASSESSMENT					
5.1 Assessment of Student Learning					
The program must demonstrate that it assesses the achievement of student learning outcomes to determine student success in the acquisition of expected knowledge and skills.	P	P	I	I	M
The program must demonstrate that it provides a learning environment that provides each student with consistent feedback.	P	P	I	I	M
5.2 Program Assessment of Students					
The program must develop an assessment plan that is used throughout the program for each	P	P	I	I	M

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student. The plan must include the purpose of the assessments and use a variety of assessment techniques, including both formative and summative methods.					
Assessments must be administered by multiple academic and clinical faculty members.	P	P	I	I	M
The program must demonstrate how it uses its assessments to evaluate and enhance student progress and acquisition of knowledge and skills.	P	P	I	I	M
The program must demonstrate that student assessment is applied consistently and systematically.	P	P	I	I	M
For purposes of assessing compliance, the Praxis examination cannot be used to meet this standard as a form of summative assessment.	P	I	I	M	M
5.3 Ongoing Program Assessment					
The assessment protocols must be used to evaluate the academic and clinical aspects of the entire program.	P	P	P	I	M
The program must collect data from multiple sources (e.g., alumni, faculty, employers, off-site clinical educators, community members, individuals receiving services) and allow evaluation of the program's success in achieving	P	P	P	I	M

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its goals, objectives, and the extent to which student learning outcomes have been met.					
The program must systematically collect evaluations of the academic and clinical aspects of the program from students and use these to assess those aspects of the program.	P	P	P	I	M
The program must use the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program's stated goals and objectives and the measured student learning outcomes.	P	P	P	I	M
5.4 Ongoing Program Improvement					
The program must describe how it uses programmatic assessment data to promote continuous quality improvement of the program.	P	P	P	I	M
The program must describe the processes it uses to evaluate program improvements for congruence with its stated mission and goals.	P	P	P	I	M
5.5 Program Completion Rate					
The CAA's established threshold requires that at least 80% of students must have completed the program within the program's published time frame (number of academic terms), as averaged	P	P	P	I	M

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Standards Compliance Continuum for Candidacy – 2017 Standards, Last Revised January 2023

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over the 3 most recently completed academic years.					
If, when averaged over 3 academic years, the program's completion rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.	P	P	P	I	M
5.6 PRAXIS Examination Pass Rate					
The CAA's established threshold requires that at least 80% of test-takers from the program pass the Praxis® Subject Assessment examination, as averaged over the 3 most recently completed academic years; results should be reported only once for test-takers who took the exam multiple times in the same examination reporting period.	P	P	P	I	M
If, when averaged over 3 academic years, the program's Praxis® Subject Assessment exam pass rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.	P	P	P	I	M
5.7 RESERVED					
5.8 Program Improvement--Student Outcomes					
The program must demonstrate its analysis processes to determine whether the program is	P	P	P	I	M

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meeting or exceeding each established CAA threshold.					
The program must demonstrate how it uses the results of these analyses to ensure continuous quality improvement.	P	P	P	I	M
5.9 Evaluation of Faculty					
The program must demonstrate the mechanisms that it uses to evaluate the effectiveness of the faculty and staff in delivering the program.	P	P	P	I	M
The program must demonstrate that the evaluation takes place in a fair and systematic fashion that is consistent with institutional policy and procedures.	P	P	P	I	M
The program faculty must be actively involved in these evaluations in a manner that is consistent with institutional policy and procedures.	P	P	P	I	M
5.10 Faculty Improvement					
The program must demonstrate how the faculty and staff use the results of evaluations of performance to guide continuous professional growth and development.	P	P	P	I	M
The program must demonstrate how the growth and development of its faculty and staff facilitate the delivery of a high quality program.	P	P	P	I	M

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5.11 Effective Leadership					
The program must demonstrate how the individual responsible for the program of professional education effectively leads and administers the program.	P	P	I	I	M
The program director's effectiveness in advancing the goals of the program and in leadership and administration of the program must be regularly evaluated.	P	P	I	I	M
6.0 PROGRAM RESOURCES					
6.1 Institutional Financial Support					
- The program must demonstrate: - that its budgetary allocation is regular, appropriate, and sufficient to deliver a high quality program that is consistent with its mission and goals;	P	I	I	M	M
that there is sufficient support, consistent with the program mission and goals, for personnel, equipment, educational and clinical materials, and research activities;	P	I	I	M	M
consistency of sources of funds that are received outside the usual university budgeting processes, if the program is dependent on them.	P	I	I	M	M

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6.2 Support for Faculty Continuing Competence					
The program must demonstrate that support, incentives, and resources are available for the continued professional development of the faculty.	P	P	I	I	M
6.3 Physical Facilities					
The program must demonstrate that its facilities are adequate to deliver a program that is consistent with its mission and goals.	P	I	I	M	M
The program must demonstrate that the facility has been evaluated and that the program includes access and accommodations for the needs of individuals with disabilities, in accordance with federal regulations.	P	I	I	M	M
6.4 Program Equipment and Materials					
The program must demonstrate that the quantity, quality, currency, and accessibility of materials and equipment are sufficient to meet the mission and goals of the program.	P	P	I	I	M
The program must demonstrate that it has a process for reviewing and updating materials and equipment to determine whether the quantity, quality, and currency are sufficient to meet the mission and goals of the program.	P	P	I	I	M

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The program must demonstrate that the equipment is maintained in good working order.	P	P	I	I	M
The program must demonstrate that any equipment for which there are ANSI or other standards-setting body requirements meets the expectations of the standard(s).	P	P	I	I	M
6.5 Technical Infrastructure					
The program must demonstrate adequate access to a technical infrastructure that supports the work of the students, faculty, and staff.	P	I	I	M	M
The program must demonstrate how access to this infrastructure helps the program meet its mission and goals.	P	I	I	M	M
6.6 Clerical and Technical Staff Support					
The program must demonstrate adequate access to clerical and technical staff to support the work of the students, faculty, and staff.	P	I	I	M	M
The program must demonstrate how access to the clerical and technical staff helps the program meet its mission and goals.	P	I	I	M	M

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