

CAA Call for Comment on Proposed Revisions to Standards – March 2026

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2017 Standard for Accreditation	Proposed Revisions to Standard	Rationale for the Proposed Revisions
<p>1.1 The sponsoring institution of higher education holds current institutional accreditation.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Middle States Commission on Higher Education; ○ New England Commission of Higher Education; ○ North Central Association of Colleges and Schools, The Higher Learning Commission; ○ Northwest Commission on Colleges and Universities; ○ Southern Association of Colleges and Schools, Commission on Colleges; ○ Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities. 	<p>1.1 The sponsoring institution of higher education holds current institutional accreditation.</p> <p><i>Requirement for Review:</i></p> <p><i>1.1a</i> The institution of higher education within which the audiology and/or speech-language pathology program is housed <i>in an institution of higher education that holds</i> institutional accreditation from one of the following institutional accrediting bodies: <i>an agency that holds an active recognition from the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA).</i></p> <ul style="list-style-type: none"> ○ Middle States Commission on Higher Education; ○ New England Commission of Higher Education; ○ North Central Association of Colleges and Schools, The Higher Learning Commission; ○ Northwest Commission on Colleges and Universities; ○ Southern Association of Colleges and Schools, Commission on Colleges; ○ Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities. 	<p>In 2020, the U.S. Department of Education (USDE) eliminated the distinction between 'regional' and 'national' institutional accrediting agencies. As the higher education landscape evolves, institutions may seek accreditors that better align with their unique missions and goals. By removing specific references to the six legacy regional bodies and focusing on active recognition by the USDE or CHEA, this language reflects current federal oversight structures. This update ensures the Standard remains current and legally sound, even as the accreditation landscape changes.</p>
<p>1.3 The program has a mission and goals that are consistent with preparation of students for professional practice.</p>	<p>1.3 The program has a mission and goals that are consistent with preparation of students for professional practice.</p>	<p>The intent of this proposed edit is to provide clarity that the mission and goals must be made publicly available.</p>

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<p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> The mission statement and the goals of the program (including religious mission, if relevant) must be presented. 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>Requirement for Review:</i></p> <ul style="list-style-type: none"> <i>1.3a The program makes publicly available</i> the mission statement and the goals of the program (including religious mission, if relevant). must be presented. <i>1.3b</i> 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. [Unchanged] 	
<p>1.5 The program develops and implements a long-term strategic plan.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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. 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. The plan must include a mechanism for regular evaluation of the plan itself and of progress in meeting the plan’s objectives. An executive summary of the strategic plan or the strategic plan must be shared with faculty, students, staff, alumni, and other interested parties. 	<p>1.5 The program develops and implements a long-term strategic plan.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> <i>1.5a</i> The <i>program develops and implements a</i> plan must be <i>that is current and</i> congruent with the mission and goals of the program and the sponsoring institution, has the support of the administration, and reflects the role of the program within its community. <i>1.5b</i> <i>The program</i> The plan <i>identifies within the plan the program’s</i> long-term goals, specific measurable objectives, strategies for attainment of the goals and objectives, and a schedule for analysis of the plan. <i>1.5c</i> <i>The program includes within its</i> plan must include a mechanism for regular evaluation of the plan itself and of progress in meeting the plan’s objectives. 	<p>Proposed revisions seek to clarify that a strategic plan or executive summary must be made publicly available and must be current.</p>

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	<ul style="list-style-type: none"> <i>1.5d The program makes publicly available the strategic plan, or an executive summary of the strategic plan, and shares it</i> An executive summary of the strategic plan or the strategic plan must be shared with faculty, students, staff, alumni, and other interested parties. 	
<p>1.7 The individual responsible for the program 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.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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 The individual designated as program director holds a full-time appointment in the institution. 	<p>1.7 The individual responsible for the program of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in <i>speech-language-hearing science</i> and holds a full-time appointment in the institution.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> <i>1.7a</i> The individual designated as program director holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in <i>speech-language-hearing science</i>. <i>1.7b</i> The individual designated as program director holds a full-time appointment in the institution. [Unchanged] 	<p>The intent of this proposed revision is to clarify that program directors (or equivalent title) must be individuals with subject matter expertise in speech-language pathology, audiology, or speech-language-hearing science in order to appropriately run a clinical training program.</p>
<p>1.8 The institution and program must comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program’s clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information,</p>	<p>1.8 The institution and program must comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program’s clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin,</p>	<p>The intent of this standard is to ensure fair treatment of individuals as permitted by law. A requirement for the inclusion of a written policy regarding the use of accommodations for students with reported disabilities was moved from Standard 4.2 to this standard.</p>

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<p>national origin, race, religion, sex, sexual orientation, and veteran status.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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. 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. 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>race, religion, sex, sexual orientation, and veteran status.</p> <ul style="list-style-type: none"> <i>1.8a</i> 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>1.8b</i> The program must adheres 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>1.8c</i> The program must maintains, 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. <i>1.8d</i> <i>The program has a written policy regarding the use of accommodations for students with reported disabilities.</i> 	
<p>1.9 The program provides information about the program and the institution to students and to the</p>	<p>1.9 The program provides information about the program and the institution to students and to the</p>	<p>Proposed changes to Standards 1.9a-d and 1.9f are grammatical. The intent of the</p>

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<p>public that is current, accurate, and readily available.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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. 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. 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. The program must make public the number of expected terms for program completion for full-time and part-time students. At a minimum, the following results of student outcome measures for the most 	<p>public that is current, accurate, and readily available.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 1.9a The program must publishes 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. 1.9b <i>The program ensures that all</i> 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. 1.9c <i>The program publishes</i> The program must make student outcome measures that are available to the general public by posting the results on the program’s website via a clearly visible and readily accessible link. 1.9d The program publishes must make public the number of expected terms for 	<p>change to Standard 1.9e is to broaden the language from requiring student outcome measures from a specific examination to national examinations that are accepted by credentialing agencies (e.g., state licensing boards, state departments of education, national certification organizations). Proposed changes also clarify that the data is required from the three most recently completed examination cycles rather than academic years for more accurate date reporting.</p>

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<p>recently completed 3 academic years must be provided:</p> <ul style="list-style-type: none"> ○ 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, ○ number and percentage of program test-takers who pass the Praxis® Subject Assessment examination for each of the 3 most recently completed academic years (programs need report only the results once for test-takers who take the test more than one time in the reporting period), <ul style="list-style-type: none"> ● Student outcome measures must be labeled “Student Achievement Data” or “Student Outcome Data.” <ul style="list-style-type: none"> ○ If both the audiology and the speech-language programs are accredited, separate data tables must be provided for each program. ○ If the program has a distance education component or a satellite campus, the student outcome data must be presented for each modality. 	<p>program completion for full-time and part-time students.</p> <ul style="list-style-type: none"> ● <i>1.9e The program publishes, at a minimum, the following results of student outcome measures for the most recently completed 3 academic years and 3 exam cycles, including the</i> the <i>must be provided:</i> <ul style="list-style-type: none"> ○ 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, ○ number and percentage of program test-takers who pass <i>national examinations accepted by credentialing agencies</i> the Praxis® Subject Assessment examination for each of the 3 most recently completed <i>exam cycles</i> academic years (programs need report <i>only</i> the results <i>only</i> once for test-takers who take the test more than one time in the <i>exam</i> reporting period), ● <i>1.9f The program</i> Student outcome measures must be labels <i>student outcome measures</i> as “Student Achievement Data” or “Student Outcome Data.” <ul style="list-style-type: none"> ○ If both the audiology and the speech-language programs are accredited, separate data tables must be provided for each program. ○ If the program has a distance education component or a satellite 	

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	<p align="center">campus, the student outcome data must be presented for each modality.</p>	
<p>2.1 The number and composition of the program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:</p> <p>2.1.1 allows students to acquire the knowledge and skills required in Standard 3,</p> <p>2.1.2 allows student to acquire the scientific and research fundamentals of the discipline,</p> <p>2.1.3 allows students to meet the program’s established goals and objectives,</p> <p>2.1.4 meets the expectations set forth in the program’s mission and goals,</p> <p>2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.</p> <p><i>Requirement for Review</i></p> <ul style="list-style-type: none"> ● The program must document <ul style="list-style-type: none"> ○ the number of individuals in and composition of the group that delivers the program of study; ○ the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral 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>2.1 The number and composition of the program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver <i>the</i> a program of study. that:</p> <p>2.1.1 allows students to acquire the knowledge and skills required in Standard 3,</p> <p>2.1.2 allows student to acquire the scientific and research fundamentals of the discipline,</p> <p>2.1.3 allows students to meet the program’s established goals and objectives,</p> <p>2.1.4 meets the expectations set forth in the program’s mission and goals,</p> <p>2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.</p> <p><i>Requirement for Review</i></p> <ul style="list-style-type: none"> ● The program must document ● the number of individuals in and composition of the group that delivers the program of study; ● the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral degrees, clinical doctoral degrees, and master’s degrees; ● 2.1a The how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3; ● 2.1b The how the faculty composition is sufficient to allow students to acquire the 	<p>Potential revisions to this standard include the removal of the sub-standards and the first two Requirements for Review to reduce redundancies that appear in the overarching standard.</p>

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<ul style="list-style-type: none"> ○ how the faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession; ○ how the faculty composition is sufficient to allow students to meet the program’s established learning goals and objectives; ○ how the faculty composition is sufficient to allow students to meet the expectations set forth in the program’s mission and goals; ○ 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>scientific and research fundamentals of the profession;</p> <ul style="list-style-type: none"> • 2.1c <i>The</i> how the faculty composition is sufficient to allow students to meet the program’s established learning goals and objectives; • 2.1d <i>The</i> how the faculty composition is sufficient to allow students to meet the expectations set forth in the program’s mission and goals; • 2.1e <i>The</i> 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>2.3 All faculty members (full-time, part-time, adjuncts), 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 as assigned by the program leadership.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • 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 	<p>2.3 All faculty members (full-time, part-time, adjuncts), 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 as assigned by the program leadership.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • 2.3a The program must demonstrate that the qualifications and competence <i>of faculty</i> 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 	<p>Substantive proposed changes to Standard 2.3 include only Standard 2.3d. Changes to Standard 2.3a-2.3c are grammatical only.</p> <p>The rationale for the proposed language to Standard 2.3d includes:</p> <ul style="list-style-type: none"> • Current language is focused on “quantity.” The revision is intended to focus on “quality” and good decision-making for the programs to ensure that students are being taught by the faculty who have the most relevant experience.

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<p>responsibilities in the program, and other indicators of competence to offer graduate education.</p> <ul style="list-style-type: none"> 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. 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. 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>responsibilities in the program, and other indicators of competence to offer graduate education.</p> <ul style="list-style-type: none"> 2.3b All <i>The program must demonstrate that all</i> 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. 2.3c 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. 2.3d The program <i>has the appropriate mix of research and clinical faculty with appropriate terminal degrees (e.g., PhD, EdD, ScD) and clinical degrees/ credentials to meet university- and program-specific mission and goals. The program must demonstrate that the scientific and research fundamentals of the profession are taught by faculty with advanced qualifications for teaching foundational concepts of the field.</i> must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD). 	<ul style="list-style-type: none"> Proposed revisions seek to ensure that the scientific and research fundamentals are being taught by individuals with the appropriate knowledge and experience rather than just those with a specific degree. Programs will be asked where research fundamentals are being taught, who is teaching the content, and why they are qualified to teach the content. Proposed revisions allow flexibility to co-teach or bring in adjuncts or visiting professors who can teach research-focused clinical scientists to teach these concepts.

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Note: Standards 3.1A and its subparts are related to curriculum and knowledge and skills for AUDIOLOGY.		
<p>3.1A An effective entry-level professional audiology program allows each student to acquire knowledge and skills in sufficient breadth and depth to enable the student to function as an effective, well-educated, and competent clinical audiologist (i.e., one who can practice within the full scope of practice of audiology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program’s mission and goals and that prepare each student for independent professional practice as an audiologist.</p> <p><i>Requirement for Review:</i> The doctoral program in audiology must meet the following requirements:</p> <ul style="list-style-type: none"> • 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. • Include a minimum of 12 months' full-time equivalent of supervised clinical experiences. These include short-term rotations and longer term externships and should be distributed throughout the program of study. • Establish 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>3.1A An effective entry-level professional audiology program allows each student to acquire <i>the required</i> knowledge and skills in sufficient breadth and depth to enable the student to function as <i>a competent and effective</i> an effective, well-educated, and competent clinical audiologist (i.e., one who can <i>deliver services across</i> practice within the full scope of practice of audiology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program’s mission and goals and that prepare each student for independent professional practice as an audiologist.</p> <p><i>Requirement for Review:</i> <i>Ensure that the</i> doctoral program in audiology must <i>meets</i> the following requirements:</p> <ul style="list-style-type: none"> • <i>(i)</i> 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 <i>9-12 semesters</i> 4 years of graduate education or the equivalent <i>in quarters or trimesters</i>. • <i>(ii)</i> Include a minimum of 12 months' full-time equivalent of supervised clinical experiences. These include short-term rotations and longer-term externships and should be distributed throughout the program of study. • <i>(iii)</i> Establish a clear set of program goals and objectives that must be met for students to 	<p>Proposed revisions to Standard 3.1A are designed to allow more flexibility in program length from a timeframe of 4 years to a timeframe of 9-12 semesters. Other proposed edits are grammatical or structural.</p>

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<ul style="list-style-type: none"> • Establish a clear process to evaluate student achievement of the program’s established objectives. • Offer 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. • Offer a plan of study that encompasses the following domains: <ul style="list-style-type: none"> ○ professional practice competencies; ○ foundations of audiology practice; ○ identification and prevention of hearing loss, tinnitus, and vestibular disorders; ○ 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 of changes in the structure and function of the auditory and vestibular systems on an individual’s ability to participate in his or her environment. • Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered. • Offer the academic and clinical program on a regular basis so that students are able to 	<p>acquire the knowledge and skills needed for entry into independent professional practice.</p> <ul style="list-style-type: none"> • <i>(iv)</i> Establish a clear process to evaluate student achievement of the program’s established objectives. • <i>(v)</i> Offer 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. • <i>(vi)</i> Offer a plan of study that encompasses the following domains: <ul style="list-style-type: none"> ○ <i>(a)</i> professional practice competencies; ○ <i>(b)</i> foundations of audiology practice; ○ <i>(c)</i> identification and prevention of hearing loss, tinnitus, and vestibular disorders; ○ <i>(d)</i> assessment of the structure and function of the auditory and vestibular systems as well as the impact of any changes to such systems; ○ <i>(e)</i> intervention to minimize the effects of changes in the structure and function of the auditory and vestibular systems on an individual’s ability to participate in his or her <i>their</i> environment. • <i>(vii)</i> Offer high quality learning environments that are learner-centered, knowledge- and skill- centered, and assessment- centered. 	

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<p>satisfy degree and other requirements within the published time frame.</p> <ul style="list-style-type: none"> Offer 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. 	<ul style="list-style-type: none"> <i>(viii)</i> Offer 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. <i>(ix)</i> Offer opportunities to qualify for state and national credentials that are required for entry into independent professional practice that are consistent with the program's mission and goals. 	
<p>3.1.1A Professional Practice Competencies</p> <p>The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities in the manners identified.</p> <p><u>Accountability</u></p> <ul style="list-style-type: none"> Adhere to the professional codes of ethics, the audiology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal, state, and institutional regulations and policies related to the profession of audiology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice). 	<p>3.1.1A Professional Practice Competencies</p> <p>The program must provide content and opportunities for students to learn <i>so</i> that each student can demonstrate the following attributes and abilities in the manners identified.</p> <p><u>Accountability</u></p> <ul style="list-style-type: none"> <i>(i). Demonstrate knowledge of and adherence</i> to the professional codes of ethics, the audiology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal, state, and institutional regulations and policies related to the profession of audiology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). <i>(ii) Demonstrate knowledge of</i> Differentiate service delivery models based on practice sites (e.g., hospital, school, 	<p>Proposed edits are intended to clarify language with 3.1.1A Accountability only, specifically with regard to measuring data related to students demonstrating knowledge of professional codes of ethics and service delivery models. The proposed edit also requires that students are able to explain how to facilitate access to services within different practice sites.</p> <p>Other areas within this standard are unchanged.</p>

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<ul style="list-style-type: none"> • Demonstrate an understanding of the effects of their actions and make appropriate changes as needed. • Explain the health care and education landscapes and how to facilitate access to services in both sectors. 	<p>private practice) <i>and explain how to facilitate access to audiology services across practice sites.</i></p> <ul style="list-style-type: none"> • <i>(iii)</i> Demonstrate an understanding of the effects of their actions and make appropriate changes as needed. • <i>(iv)</i> Explain the health care and education landscapes and how to facilitate access to services in both sectors. 	
<p>3.1.2A Foundations of Audiology Practice The program includes content and opportunities to learn so that each student can demonstrate knowledge of the</p> <ul style="list-style-type: none"> • embryology, anatomy, and physiology of the auditory, vestibular, and related body systems; • normal aspects of auditory and vestibular function across the lifespan; • normal aspects of speech production and language function across the lifespan; • normal aspects of speech perception across the lifespan; • effects and role of genetics in auditory function, diagnosis, and management of hearing loss; • effects and role of genetics in vestibular function, diagnosis, and management of vestibular disorders; 	<p>3.1.2A Foundations of Audiology Practice The program includes content and opportunities to learn so that each student can demonstrate knowledge of the</p> <ul style="list-style-type: none"> • <i>(i)</i> embryology, anatomy, and physiology of the auditory, vestibular, and related body systems; • <i>(ii)</i> normal aspects of auditory and vestibular function across the lifespan; • <i>(iii)</i> normal aspects of speech production and language function across the lifespan; • <i>(iv)</i> normal aspects of speech perception across the lifespan; • <i>(v)</i> effects and role of genetics in auditory function, diagnosis, and management of hearing loss; • <i>(vi)</i> effects and role of genetics in vestibular function, diagnosis, and management of vestibular disorders; 	<p>Proposed edits include the use of updated terminology (xii) and the inclusion of skills related to the use of interpreters, as needed (vxii).</p> <p>All other areas are unchanged.</p>

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<ul style="list-style-type: none"> • effects of chemicals and other noxious elements on auditory and vestibular function; • effects of pathophysiology on the auditory, vestibular, and related body systems; • medical and surgical interventions that may be used to treat the results of pathophysiology in these systems; • interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders; • effects of hearing loss on the speech and language characteristics of individuals across the life span and the continuum of care; • effects of hearing impairment on educational, vocational, social, and psychological function and, consequently, on full and active participation in life activities; • physical characteristics and measurement of simple and complex acoustic stimuli; • physical characteristics and measurement of non-acoustic stimuli (e.g., EEG, tactile, electrical signals); • methods of biologic, acoustic, and electroacoustic calibration of clinical equipment to ensure compliance with current American National Standards Institute (ANSI) standards (where available) and other recommendations regarding equipment function; 	<ul style="list-style-type: none"> • <i>(vii)</i> effects of chemicals and other noxious elements on auditory and vestibular function; • <i>(viii)</i> effects of pathophysiology on the auditory, vestibular, and related body systems; • <i>(ix)</i> medical and surgical interventions that may be used to treat the results of pathophysiology in these systems; • <i>(x)</i> interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders; • <i>(xi)</i> effects of hearing loss on the speech and language characteristics of individuals across the life span and the continuum of care; • <i>(xii)</i> effects of hearing impairment <i>differences and vestibular dysfunction</i> on educational, vocational, social, and psychological function and, consequently, on full and active participation in life activities; • <i>(xiii)</i> physical characteristics and measurement of simple and complex acoustic stimuli; • <i>(xiv)</i> physical characteristics and measurement of non-acoustic stimuli (e.g., EEG, tactile, electrical signals); • <i>(xv)</i> methods of biologic, acoustic, and electroacoustic calibration of clinical equipment to ensure compliance with current American National Standards Institute (ANSI) standards (where available) 	

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<ul style="list-style-type: none"> principles of psychoacoustics as related to auditory perception in individuals with normal hearing and those with hearing loss; principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application of research to clinical populations. 	<p>and other recommendations regarding equipment function;</p> <ul style="list-style-type: none"> <i>(xvi)</i> principles of psychoacoustics as related to auditory perception in individuals with normal hearing and those with hearing loss; <i>(xvii) utilization of certified interpretation and transliteration services to communicate effectively with patients, as required.</i> <i>(xviii)</i> principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application of research to clinical populations. 	
<p>3.1.3A Identification and prevention of hearing loss, tinnitus, and vestibular disorders</p> <p>The program provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in</p> <ul style="list-style-type: none"> the prevention of the onset of loss of auditory system function, loss of vestibular system function, development of tinnitus, and development of communication disorders; the use of protocols to minimize the impact of the loss of hearing, tinnitus, loss of vestibular system function, and development of communication disorders; the use of screening protocols, including clinically appropriate and culturally sensitive screening measures, to assess individuals who may be at risk for hearing impairment 	<p>3.1.3A Identification and prevention of hearing loss, tinnitus, and vestibular disorders</p> <p>The program provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in</p> <ul style="list-style-type: none"> <i>(i)</i> the prevention of the onset of loss of auditory system function, loss of vestibular system function, development of tinnitus, and development of communication disorders; <i>(ii)</i> the use of <i>best practices and</i> protocols to minimize the impact of the loss of hearing, tinnitus, loss of vestibular system function, and development of communication disorders; <i>(iii)</i> the use of screening protocols, including clinically appropriate, <i>student/patient/client-specific</i>, and culturally <i>relevant</i> 	<p>Proposed edits include language related to the use of best practices (ii), as well as screening protocols that are client-specific and culturally relevant (iii).</p> <p>All other areas are unchanged.</p>

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<p>and activity limitation or participation restriction;</p> <ul style="list-style-type: none"> • the screening of individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures; • the use of screening tools for functional assessment; • administering programs designed to reduce the effects of noise exposure, tinnitus, and agents that are toxic to the auditory and vestibular systems; • applying psychometrics and principles of screening; • applying the principles of evidence-based practice; • selection and use of outcomes measures that are valid and reliable indicators of success of prevention programs. 	<p>sensitive-screening measures, to assess individuals who may be at risk for hearing impairment and activity limitation or participation restriction;</p> <ul style="list-style-type: none"> • <i>(iv)</i> the screening of individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures; • <i>(v)</i> the use of screening tools for functional assessment; • <i>(vi)</i> administering programs designed to reduce the effects of noise exposure, tinnitus, and agents that are toxic to the auditory and vestibular systems; • <i>(vii)</i> applying psychometrics and principles of screening; • <i>(viii)</i> applying the principles of evidence-based practice; • <i>(ix)</i> selection and use of outcomes measures that are valid and reliable indicators of success of prevention programs. 	
<p>3.1.4A Assessment of the structure and function of the auditory and vestibular systems as well as the impact of any changes to such systems</p> <p>The program provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to</p> <ul style="list-style-type: none"> • evaluate information from appropriate sources to facilitate assessment planning; • obtain a case history; 	<p>3.1.4A Assessment of the structure and function of the auditory and vestibular systems as well as the impact of any changes to such systems</p> <p>The program provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to</p> <ul style="list-style-type: none"> • <i>(i)</i> evaluate information from appropriate sources to facilitate assessment planning; • <i>(ii)</i> obtain a case history; 	<p>Proposed revisions reflect current practice patterns (iv, ix) and the inclusion of updated diagnosis or classification systems (xviii).</p> <p>All other areas remain unchanged.</p>

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<ul style="list-style-type: none"> • perform an otoscopic examination; • remove cerumen, when appropriate; • administer clinically appropriate and culturally sensitive assessment measures; • perform audiologic assessment using behavioral, physiological (e.g., immittance, wideband reflectance, evoked potentials), psychophysical, and self-assessment tools; • perform audiologic assessment using techniques that are representative of the challenges listeners may face in everyday communication situations; • perform assessment to plan for rehabilitation; • perform assessment to characterize tinnitus; • perform balance system assessment and determine the need for balance rehabilitation; • document evaluation procedures and results; • interpret results of the evaluation to establish type and severity of disorder; • generate recommendations and referrals resulting from the evaluation processes; • provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served; • maintain records in a manner consistent with legal and professional standards; • communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s); 	<ul style="list-style-type: none"> • <i>(iii)</i> perform an otoscopic examination; • <i>(iv)</i> remove cerumen, <i>where permitted and</i> when appropriate; • <i>(v)</i> administer clinically appropriate and culturally sensitive assessment measures; • <i>(vi)</i> perform audiologic assessment using behavioral, physiological, (e.g., immittance, wideband reflectance, evoked potentials), psychophysical, and self-assessment tools; • <i>(vii)</i> perform audiologic assessment using techniques that are representative of the challenges listeners may face in everyday communication situations; • <i>(viii)</i> perform assessment to plan for rehabilitation; • <i>(ix)</i> perform assessment <i>using evidence-based practice</i> to characterize tinnitus; • <i>(x)</i> perform balance system assessment and determine the need for balance rehabilitation; • <i>(xi)</i> document evaluation procedures and results; • <i>(xii)</i> interpret results of the evaluation to establish type and severity of disorder; • <i>(xiii)</i> generate recommendations and referrals resulting from the evaluation processes; • <i>(xiv)</i> provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served; 	

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<ul style="list-style-type: none"> • engage in interprofessional practice to facilitate optimal assessment of the individual being served; • assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s); • apply the principles of evidence-based practice; • select and use outcomes measures that are valid and reliable indicators of success in assessment protocols and in determining the impact of changes in structure and function of the auditory and vestibular systems • administer clinically appropriate and culturally sensitive self-assessment measures of communication function and functional assessment tools for individuals across the lifespan and the continuum of care, • administer clinically appropriate and culturally sensitive scales of communication function to communication partners of the individual being served, • determine contextual factors that may facilitate or impede an individual’s participation in everyday life. 	<ul style="list-style-type: none"> • <i>(xv)</i> maintain records in a manner consistent with legal and professional standards; • <i>(xvi)</i> communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s); • <i>(xvii)</i> engage in interprofessional practice to facilitate optimal assessment of the individual being served; • <i>(xviii)</i> assign the <i>appropriate</i> correct Common Procedural Terminology (CPT) code(s), <i>Healthcare Common Procedure Coding System (HCPCS)</i>, and the correct International Classification of Diseases (ICD) code(s); • <i>(xix)</i> apply the principles of evidence-based practice; • <i>(xx)</i> select and use outcomes measures that are valid and reliable indicators of success in assessment protocols and in determining the impact of changes in structure and function of the auditory and vestibular systems • <i>(xxi)</i> administer clinically appropriate and culturally sensitive self-assessment measures of communication function and functional assessment tools for individuals across the lifespan and the continuum of care, • <i>(xxii)</i> administer clinically appropriate and culturally sensitive scales of communication function to communication partners of the individual being served, 	

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	<ul style="list-style-type: none"> • <i>(xxiii)</i> determine contextual factors that may facilitate or impede an individual’s participation in everyday life. 	
<p>3.1.5A Intervention to minimize the effects of changes in the auditory and vestibular systems on an individual’s ability to participate in his or her environment</p> <p>The program’s curriculum provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to</p> <ul style="list-style-type: none"> • perform assessment for aural (re)habilitation; • perform assessment for tinnitus intervention; • perform assessment for vestibular rehabilitation; • develop and implement treatment plans using appropriate data; • counsel individuals served, families, and other appropriate individuals regarding prognosis and treatment options; • develop culturally sensitive and age-appropriate management strategies; • perform hearing aid, assistive listening device, and sensory aid assessment; • recommend, dispense, and service prosthetic and assistive devices; • provide hearing aid, assistive listening device, and sensory aid orientation; • conduct audiologic (re)habilitation and engage in interprofessional practice to maximize outcomes for individuals served; 	<p>3.1.5A Intervention to minimize the effects of changes in the auditory and vestibular systems on an individual’s ability to participate in his or her environment</p> <p>The program’s curriculum provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to</p> <ul style="list-style-type: none"> • <i>(i)</i> perform assessment for <i>audiologic aural</i> (re)habilitation; • <i>(ii)</i> perform assessment for tinnitus intervention; • <i>(iii)</i> perform assessment for vestibular rehabilitation; • <i>(iv)</i> develop and implement treatment plans using appropriate data; • <i>(v)</i> counsel individuals served, families, and other appropriate individuals regarding prognosis and treatment options; • <i>(vi)</i> develop <i>and implement individualized treatment plans and</i> culturally sensitive and age-appropriate management strategies <i>using appropriate data</i>; • <i>(vii)</i> perform hearing aid, <i>hearing assistive technology,</i> assistive listening device, and sensory aid assessment; • <i>(viii)</i> recommend, dispense, and service prosthetic and assistive devices; 	<p>Proposed edits (i, vi, viii, ix) include updated terminology.</p> <p>All other areas remain unchanged.</p>

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<ul style="list-style-type: none"> • serve as an advocate for individuals served, their families, and other appropriate individuals; • monitor and summarize treatment progress and outcomes; • assess efficacy of interventions for auditory, tinnitus, and balance disorders; • apply the principles of evidence-based practice; • document treatment procedures and results; • maintain records in a manner consistent with legal and professional standards; • communicate results, recommendations, and progress in a culturally sensitive and age-appropriate manner to appropriate individual(s); • select and use outcomes measures that are valid and reliable indicators of success in determining the impact of the interventions used to minimize the effects of changes in structure and function of the auditory and vestibular systems. 	<ul style="list-style-type: none"> • <i>(ix)</i> provide hearing aid, <i>hearing assistive technology (HATs)</i>, and hearing technology assistive listening device, and sensory aid orientation; • <i>(x)</i> conduct audiologic (re)habilitation and engage in interprofessional practice to maximize outcomes for individuals served; • <i>(xi)</i> serve as an advocate for individuals served, their families, and other appropriate individuals; • <i>(xii)</i> monitor and summarize treatment progress and outcomes; • <i>(xiii)</i> assess efficacy of interventions for auditory, tinnitus, and balance disorders; • <i>(xiv)</i> apply the principles of evidence-based practice; • <i>(xv)</i> document treatment procedures and results; • <i>(xvi)</i> maintain records in a manner consistent with legal and professional standards; • <i>(xvii)</i> communicate results, recommendations, and progress in a culturally sensitive and age-appropriate manner to appropriate individual(s); • <i>(xviii)</i> select and use outcomes measures that are valid and reliable indicators of success in determining the impact of the interventions used to minimize the effects of changes in structure and function of the auditory and vestibular systems. 	

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<p>3.1.6A General Knowledge and Skills Applicable to Professional Practice</p> <p>The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with hearing and vestibular disorders across the lifespan by demonstration of:</p> <ul style="list-style-type: none"> • ethical conduct; • integration and application of the interdependence of speech-language, and hearing; • engagement in contemporary professional issues and advocacy; • engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services; • clinical education and supervision skills; • clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care; • professionalism and professional behavior that is reflective of cultural and linguistic differences; • interaction skills and interpersonal qualities, including counseling and collaboration; • ability to work effectively as a member of an interprofessional team. 	<p>3.1.6A General Knowledge and Skills Applicable to Professional Practice</p> <p>The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with hearing and vestibular disorders across the lifespan by demonstration of:</p> <ul style="list-style-type: none"> • <i>(i)</i> ethical conduct; • <i>(ii)</i> integration and application of the interdependence of speech-language, and hearing; • <i>(iii)</i> engagement in contemporary professional issues and advocacy; • <i>(iv)</i> engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services; • <i>(v) knowledge of the clinical education and supervisory process</i> on skills; • <i>(vi)</i> clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care; • <i>(vii)</i> professionalism and professional behavior that is reflective of cultural and linguistic differences; • <i>(viii)</i> interaction skills and interpersonal qualities, including counseling and collaboration; • <i>(ix)</i> ability to work effectively as a member of an interprofessional team. 	<p>Proposed edits (v) clarify the expectation of this skill to be knowledge of the supervisory process.</p> <p>All other areas are unchanged.</p>

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Note: Standards 3.1B and its subparts are related to curriculum and knowledge and skills for SPEECH-LANGUAGE PATHOLOGY.		
<p>3.1B An effective entry-level professional speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e., one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program’s mission and goals and that prepare each student for professional practice in speech-language pathology.</p> <p><i>Requirement for Review:</i> The master’s program in speech-language pathology must perform the following functions.</p> <ul style="list-style-type: none"> • Provide 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. • 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 	<p>3.1B An effective entry-level professional speech-language pathology program allows each student to acquire <i>the required</i> knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and <i>a competent and effective</i> clinical speech-language pathologist (i.e., one who can practice <i>deliver services across</i> within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program’s mission and goals and that prepare each student for professional practice. in speech-language pathology.</p> <p><i>Requirement for Review:</i> <i>Ensure that the</i> master’s program in speech-language pathology <i>meets the following requirements:</i> must perform the following functions.</p> <ul style="list-style-type: none"> • <i>(i)</i> Provide 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. • <i>(ii) must</i> 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 	<p>The intent of this proposed revision within the overarching standard is to reduce redundancies and provide clarity.</p>

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<p>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.</p> <ul style="list-style-type: none"> • Establish 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. • Establish a clear process to evaluate student achievement of the program’s established objectives. • Offer 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. • Offer a plan of study that encompasses the following domains: <ul style="list-style-type: none"> ○ professional practice competencies; ○ foundations of speech-language pathology practice; ○ 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. 	<p>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 <i>two (2)</i> 2-years of graduate education or the equivalent.</p> <ul style="list-style-type: none"> • <i>(iii)</i> Establish 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. • <i>(iv)</i> Establish a clear process to evaluate student achievement of the program’s established objectives. • <i>(v)</i> Offer 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. • <i>(vi)</i> Offer a plan of study that encompasses the following domains: <ul style="list-style-type: none"> professional practice competencies; <i>(a)</i> foundations of speech-language pathology practice; <i>(b)</i> identification and prevention of speech, language, and swallowing disorders and differences; <i>(c)</i> assessment of speech, language, and swallowing disorders and differences; <i>(d)</i> intervention to minimize the impact for speech, language, and 	

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<ul style="list-style-type: none"> • Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered. • Offer 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. • Offer 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>swallowing disorders and differences.</p> <ul style="list-style-type: none"> • <i>(vii)</i> Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered. • <i>(viii)</i> Offer 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. • <i>(ix)</i> Offer 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>3.1.1B Professional Practice Competencies</p> <p>The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities in the manners identified.</p> <p><u>Accountability</u></p> <ul style="list-style-type: none"> • Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal, state, and institutional regulations and policies related to the profession of audiology and its services, 	<p>3.1.1B Professional Practice Competencies</p> <p>The program must provide content and opportunities for students to learn <i>so</i> that each student can demonstrate the following attributes and abilities in the manners identified.</p> <p><u>Accountability</u></p> <ul style="list-style-type: none"> • <i>(i). Demonstrate knowledge of and adherence</i> to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal, state, and institutional regulations and policies related to the 	<p>The intent of the proposed revisions is to clarify language with 3.1.1B Accountability only, specifically with regard to measuring data related to students demonstrating knowledge of professional codes of ethics and service delivery models. The proposed edit also requires that students are able to explain how to facilitate access to services within different practice sites.</p> <p>Other areas within this standard are unchanged.</p>

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<p>including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).</p> <ul style="list-style-type: none"> • Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice). • Demonstrate an understanding of the effects of their actions and make appropriate changes as needed. • Explain the health care and education landscapes and how to facilitate access to services in both sectors. 	<p>profession of audiology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).</p> <ul style="list-style-type: none"> • <i>(ii) Demonstrate knowledge of Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice) and explain how to facilitate access to speech-language pathology services across practice sites.</i> • <i>(iii)</i> Demonstrate an understanding of the effects of their actions and make appropriate changes as needed. • <i>(iv)</i> Explain the health care and education landscapes and how to facilitate access to services in both sectors. 	
<p>3.1.2B Foundations of Speech-Language Pathology Practice The program must include content and opportunities to learn so that each student can demonstrate knowledge of the</p> <ul style="list-style-type: none"> • discipline of human communication sciences and disorders; • basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, 	<p>3.1.2B Foundations of Speech-Language Pathology Practice The program must include content and opportunities to learn so that each student can demonstrate knowledge of the</p> <ul style="list-style-type: none"> • <i>(i)</i> discipline of human communication sciences and disorders; • <i>(ii)</i> basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, 	<p>Proposed edits include only the addition of the final bullet under (iv)(b) related to the use of interpreter services, as needed.</p> <p>All other areas remain unchanged.</p>

CAA Call for Comment on Proposed Revisions to Standards – March 2026

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<p>developmental, and linguistic and cultural bases;</p> <ul style="list-style-type: none"> • ability to integrate information pertaining to normal and abnormal human development across the life span; • nature of communication and swallowing processes <ul style="list-style-type: none"> o elements <ul style="list-style-type: none"> • articulation; fluency; • voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities; • hearing, including the impact on speech and language; • swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology); • cognitive aspects of communication (e.g., attention, memory, • sequencing, problem solving, executive functioning); • social aspects of communication (e.g., 	<p>developmental, and linguistic and cultural bases;</p> <ul style="list-style-type: none"> • <i>(iii)</i> ability to integrate information pertaining to normal and abnormal human development across the life span; • <i>(iv)</i> nature of communication and swallowing processes <ul style="list-style-type: none"> o <i>(a)</i> elements <ul style="list-style-type: none"> • articulation; fluency; • voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities; • hearing, including the impact on speech and language; • swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology); • cognitive aspects of communication (e.g., attention, memory, • sequencing, problem solving, executive functioning); • social aspects of communication (e.g., 	

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<p>behavioral and social skills affecting communication);</p> <ul style="list-style-type: none"> • augmentative and alternative communication. <ul style="list-style-type: none"> o knowledge of the above elements includes each of the following: • etiology of the disorders or differences, • characteristics of the disorders or differences, • underlying anatomical and physiological characteristics of the disorders or differences, • acoustic characteristics of the disorders or differences (where applicable), • psychological characteristics associated with the disorders or differences, • developmental nature of the disorders or differences, • linguistic characteristics of the disorders or differences (where applicable), • cultural characteristics of the disorders or differences. 	<p>behavioral and social skills affecting communication);</p> <ul style="list-style-type: none"> • augmentative and alternative communication. <ul style="list-style-type: none"> o <i>(b)</i> knowledge of the above elements includes each of the following: • etiology of the disorders or differences, • characteristics of the disorders or differences, • underlying anatomical and physiological characteristics of the disorders or differences, • acoustic characteristics of the disorders or differences (where applicable), • psychological characteristics associated with the disorders or differences, • developmental nature of the disorders or differences, • linguistic characteristics of the disorders or differences (where applicable), • cultural characteristics of the disorders or differences. • <i>Utilization of certified interpretation and transliteration services to communicate effectively with patients, as required.</i> 	
<p>3.1.6B General Knowledge and Skills Applicable to Professional Practice The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing</p>	<p>3.1.6B General Knowledge and Skills Applicable to Professional Practice The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing</p>	<p>The intent of the proposed revisions, which include only the revision to (v), clarify the expectations of this skill.</p> <p>All other areas remain unchanged.</p>

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<p>disorders across the lifespan and by demonstration of</p> <ul style="list-style-type: none"> • ethical conduct; • integration and application of knowledge of the interdependence of speech, language, and hearing; • engagement in contemporary professional issues and advocacy; • engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services; • clinical education and supervision; • clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care; • professionalism and professional behavior that is reflective of cultural and linguistic differences; • interaction skills and interpersonal qualities, including counseling and collaboration; • ability to work effectively as a member of an interprofessional team. 	<p>disorders across the lifespan and by demonstration of</p> <ul style="list-style-type: none"> • <i>(i)</i> ethical conduct; • <i>(ii)</i> integration and application of knowledge of the interdependence of speech, language, and hearing; • <i>(iii)</i> engagement in contemporary professional issues and advocacy; • <i>(iv)</i> engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services; • <i>(v)</i> knowledge of the supervisory process <i>clinical education and supervision</i>; • <i>(vi)</i> clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care; • <i>(vii)</i> professionalism and professional behavior that is reflective of cultural and linguistic differences; • <i>(viii)</i> interaction skills and interpersonal qualities, including counseling and collaboration; • <i>(ix)</i> ability to work effectively as a member of an interprofessional team. 	
<p>Note: Standards 3.2-3.10 reflect changes that will be made for curriculum sections for both professions.</p>		

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<p>3.2A/B An effective audiology/speech-language pathology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • The program must demonstrate that the • curriculum is planned and based on current standards of audiology practice; • curriculum is based on current literature and other current documents related to professional practice and education in audiology/ speech-language pathology; • curriculum is delivered using sound pedagogical methods; • curriculum is reviewed systematically and on a regular basis; • 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/ speech-language pathology. 	<p>3.2A/B An effective audiology/ speech-language pathology program is <i>planned and delivered in an organized, sequential, and integrated manner with</i> characterized by planning and organization, is reviewed systematically <i>and regular review, on a regular basis,</i> and is consistent with current knowledge and practice guidelines of the profession.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • <i>a. The</i> curriculum is planned and based on current standards of audiology/ speech-language pathology practice; • <i>b. The</i> curriculum is based on current literature and other current documents related to professional practice and education in audiology and speech-language pathology; • <i>c. The</i> curriculum is delivered using sound pedagogical methods; • <i>d. The</i> curriculum is reviewed systematically and on a regular basis; • <i>e. Review</i> of the curriculum is conducted by comparing existing plans to current standards of audiology/ speech-language pathology practice, current literature, and other documents related to professional practice and education in audiology/ speech-language pathology. 	<p>The intent of the proposed revision is to the overarching language only to provide clarity to expectations.</p>
<p>3.3A/B An effective audiology/speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program’s</p>	<p>3.3A/B An effective audiology/speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program’s</p>	<p>The intent of the proposed revisions is to the overarching standard only, clarifying that expectations are for entry-level knowledge and skills only.</p>

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<p>established learning goals and objectives and develop into an independent, competent audiologist/ speech-language pathologist.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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>established learning goals and objectives and develop into an <i>entry-level</i>, independent, competent audiologist/ speech-language pathologist.</p> <p><i>Requirement for Review:</i></p> <p><i>(a)</i> The program must demonstrate how the courses and clinical experiences are organized and sequenced and to allow for integration across all elements of the program.</p>	
<p>3.9A/B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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. 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. The program must have written policies that describe the processes used by the program to select and place students in external facilities. The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the 	<p>3.9A/B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> <i>(i)</i> The program must have evidence of <i>has</i> valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences. <i>(ii)</i> The program must have <i>has</i> written policies regarding the role of students in the selection of externship sites and the placement of students in the sites. <i>(iii)</i> The program must have <i>has</i> written policies that describe the processes used by the program to select and place students in external facilities. <i>(iv)</i> The program must have <i>has</i> written policies and procedures that describe the processes used to determine whether a 	<p>Proposed revisions are to (v) only, specifying that processes must be written.</p> <p>Other areas are changed for grammatical purposes only.</p>

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<p>appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.</p> <ul style="list-style-type: none"> 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>clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.</p> <ul style="list-style-type: none"> <i>(v)</i> The program must have <i>has written</i> processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met. 	
<p>3.10A/B An effective entry-level audiology/ speech-language pathology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> The program must have written policies and procedures that describe program expectations 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>3.10A/B An effective entry-level audiology/ speech-language pathology program ensures that its students know <i>and exercise</i> the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> <i>(i)</i> The program must have <i>has written</i> policies and procedures that describe program expectations of student behavior with regard to academic and clinical conduct. <i>(ii)</i> The program must have <i>has written</i> 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>Proposed revisions to the overarching standard is for grammatical purposes. The revision to (ii) specifies that the policies and procedures must be written.</p>
<p>4.1 The program criteria for accepting students for graduate study in audiology or speech-language pathology meet or exceed the institutional policy for admission to graduate study.</p>	<p>4.1 The program criteria for accepting students for graduate study in audiology or speech-language pathology meet or exceed the institutional policy for admission to graduate study.</p>	<p>The intent of this proposed revision is to clarify the written policy requirements and expectations for admissions criteria.</p>

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<p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> The admission criteria must meet or exceed those of the institution and be appropriate for the degree being offered. Policies regarding any exceptions to the criteria (such as "conditional" status) must be clearly explained and consistently followed. 	<p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 4.1a The admission criteria must <i>The program meets</i> or exceeds these <i>the admissions criteria</i> of the institution and be <i>has criteria that are</i> appropriate for the degree being offered. 4.1b <i>The program has written</i> policies regarding any exceptions to the criteria (such as "conditional" status). must be clearly explained and consistently followed. 	
<p>4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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. The program must have a policy regarding proficiency in spoken and written English and 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>4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate <i>support</i> differences among individual students.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 4.2a The program must provide evidence that its curriculum and program policies and procedures for admission, internal and external clinical placements, and retention of students <i>supporting students during their progression through the program</i> reflect a respect for and understanding of <i>individual student needs and learning differences</i>. cultural, linguistic, and individual diversity. The program must have a policy regarding proficiency in spoken and written English and other languages of instruction and service delivery and all other performance expectations. 	<p>The intent of this proposed revision is to streamline the requirements to clarify the population affected and the written policies and procedures that are required of this standard for student support services and student progression throughout the program.</p>

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<ul style="list-style-type: none"> • The program must have a policy regarding the use of accommodations for students with reported disabilities. 	<ul style="list-style-type: none"> • The program must demonstrate that its language proficiency policy is applied consistently. • The program must have a policy regarding the use of accommodations for students with reported disabilities. 	
<p>4.3 The program has policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • 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. • 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. • 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. • The program must demonstrate that the policies and procedures are applied 	<p>4.3 The program has <i>written</i> policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • 4.3a The program has <i>written</i> 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. • 4.3b The program has <i>written</i> 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. • 4.3c The program has <i>written</i> policies and procedures for implementing and documenting all forms of intervention used to facilitate each student’s success in meeting the program’s expectations. • The program must demonstrate that the policies and procedures are applied 	<p>The intent of this proposed revision is to clarify the written requirements and expectations of this standard for implementation. The last requirement for review was removed, as all policies and procedures, regardless of the standard, must be applied consistently.</p>

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<p>consistently across all students who are identified as needing intervention.</p>	<p>consistently across all students who are identified as needing intervention.</p>	
<p>4.4 Students are informed about the program's policies and procedures, expectations regarding academic integrity and honesty, ethical practice, degree requirements, and requirements for professional credentialing.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • The program must provide information regarding <ul style="list-style-type: none"> ○ program policies and procedures, ○ program expectations regarding academic integrity and honesty, ○ program expectations for ethical practice, ○ the degree requirements, ○ the requirements for professional credentialing. 	<p>4.4 Students are informed about the program's policies and procedures, expectations regarding academic integrity and honesty, ethical practice, degree requirements, and requirements for professional credentialing.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • 4.4a The program must provides information to students regarding <ul style="list-style-type: none"> ○ Written program policies and procedures, ○ program expectations regarding academic integrity and honesty, ○ program expectations for ethical practice, ○ the degree requirements, ○ the requirements for professional credentialing. 	<p>The intent of this proposed revision is to clarify the population affected and the written policies and procedures that are required of this standard for implementation.</p>
<p>4.5 Students are informed about the processes that are available to them for filing a complaint against the program.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • The program must provide information regarding the process and mechanism to file a complaint against the program within the sponsoring institution. 	<p>4.5 Students are informed about the processes that are available to them for filing a complaint against the program.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • 4.5a The program must provide information has written policies, processes, and procedures about how to file regarding the process and mechanism to file a complaint against the program within the sponsoring institution. 	<p>The intent of this proposed revision is to clarify the written requirements and expectations of this standard for implementation.</p>

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<ul style="list-style-type: none"> • The program must maintain a record of student complaints filed against the program within the sponsoring institution. • 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. • 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. 	<ul style="list-style-type: none"> • 4.5b The program must maintains a record of student complaints filed against the program within the sponsoring institution. • 4.5c The program must maintains a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct and makes these available to the CAA upon request. • 4.5d Students must be made aware are informed 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>4.7 The program documents student progress toward completion of the graduate degree and professional credentialing requirements.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • The program must maintain complete and accurate records of all students' progress during the entire time of their matriculation in the program. • The records for each student must include documentation that can demonstrate that the student has met all the academic, clinical, and other requirements for the degree and the credential(s) that are identified by the program in its mission and goals. 	<p>4.7 The program documents student progress toward completion of the graduate degree and professional credentialing requirements.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • 4.7a The program must maintains complete and accurate records of all students' progress during the entire time of their matriculation in the program <i>to include documentation that can demonstrate that the student has met all the academic, clinical, and other requirements for the degree and the credential(s) that are identified by the program in its mission and goals.</i> • The records for each student must include documentation that can demonstrate that the student has met all the academic, clinical, and other requirements for the degree and 	<p>The intent of this proposed revision is to clarify the student progress documentation, requirements, and expectations of this standard for implementation.</p>

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	<p align="center">the credential(s) that are identified by the program in its mission and goals.</p>	
<p>4.8 The program makes the documentation of student progress toward completing the graduate degree and meeting professional credentialing requirements available to its students to assist them in qualifying for the credential(s).</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • The program must provide each student access to his or her own records upon request. • The program must make records available to program graduates and those who attended the program, but did not graduate. • 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>4.8 The program makes the documentation of student progress toward completing the graduate degree and meeting professional credentialing requirements available to its students to assist them in qualifying for the credential(s).</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • <i>4.8a The program has written policies regarding retention of student records that are consistent with the institution’s policies.</i> • <i>4.8b The program has written policies and procedures regarding how current students, former students, and graduates can obtain their records.</i> • <i>4.8c The program makes their own records available, upon request, to each student, graduate, and student that did not graduate from the program.</i> • The program must provide each student access to his or her own records upon request. • The program must make records available to program graduates and those who attended the program, but did not graduate. • 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 	<p>The intent of this proposed revision is to clarify the student populations that are affected and the written policies and procedures that are required of this standard for implementation.</p>

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	<p align="center">program's policies regarding retention of student records.</p>	
<p>4.9 Students are provided information about student support services available within the program and institution.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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>4.9 Students are provided <i>with</i> information about student support services available within the program and institution.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 4.9a The program must have a mechanism to inform <i>Students are informed</i> about the full range of student support services (beyond accommodations for disabilities addressed in Standard 1.8 4.2) available at the sponsoring institution. 	<p>The intent of this proposed revision is to clarify the requirements and expectations of this standard for implementation.</p>
<p>4.10 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.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> The program must document that the institutional policies regarding verification of a 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. If there are fees associated with learning within a distance modality, the program must 	<p>4.10 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program <i>other virtual learning experiences</i> is the same student who participates in, and completes, the program and receives the academic credit <i>for those courses and the program.</i></p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 4.10a The program must document that the <i>adheres to</i> institutional policies regarding verification of a student's identity. are followed and implemented and applied consistently. <i>If the institution does not have specific policies, the program must develop and implement its own written policies and procedures for this purpose.</i> 	<p>The intent of this proposed revision is to clarify the scope of distance education experiences that apply to this standard and the required written policies and procedures for implementation.</p>

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2017 Standard for Accreditation	Proposed Revisions to Standard	Rationale for the Proposed Revisions
<p>document how that information is provided to students.</p> <ul style="list-style-type: none"> If the institution does not have specific policies, the program must develop and implement its own policies for this purpose. 	<ul style="list-style-type: none"> 4.10b The program must make clear <i>has written policies and procedures that are used to verify</i> that the identities of students enrolled in a distance education course or program are protected. 4.10c If there are <i>Information regarding</i> fees associated with learning within a distance modality, the <i>education course or</i> program must document how that information is provided to students. If the institution does not have specific policies, the program must develop and implement its own policies for this purpose. 	
<p>5.2 The program conducts ongoing and systematic formative and summative assessments of the performance of its students.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> The program must develop an assessment plan that is used throughout the program for each 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. The program must demonstrate how it uses its assessments to evaluate and enhance student progress and acquisition of knowledge and skills. 	<p>5.2 The program conducts ongoing and systematic formative and summative assessments of the performance of its students.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 5.2a The program must develops an assessment plan that is used throughout the program for each student. The plan must include the purpose of the assessments and use a variety of assessment techniques, including both formative and summative methods. 5.2b Assessments must be <i>are</i> administered by multiple academic and clinical faculty members. 5.2c The program must demonstrate how it uses its <i>Assessments are used</i> to evaluate and 	<p>The intent of this proposed revision is to align with state regulations that do not specifically require the Praxis examination for professional licensure or certification and to clarify the requirements and expectations of this standard for implementation.</p>

CAA Call for Comment on Proposed Revisions to Standards – March 2026

Note: Language in *italics* has been added. Language that has been struck through has been removed. Only standards and Requirements for Review that have proposed edits appear on this document.

2017 Standard for Accreditation	Proposed Revisions to Standard	Rationale for the Proposed Revisions
<ul style="list-style-type: none"> The program must demonstrate that student assessment is applied consistently and systematically. For purposes of assessing compliance, the Praxis examination cannot be used to meet this standard as a form of summative assessment. 	<p>enhance student progress and acquisition of knowledge and skills.</p> <ul style="list-style-type: none"> <i>5.2d</i> The program must demonstrate that Student assessment is applied consistently and systematically. <i>5.2e</i> <i>The program utilizes forms of summative assessment unrelated to national examinations accepted by credentialing agencies.</i> For purposes of assessing compliance, the Praxis <i>these</i> examinations cannot be used to meet this standard as a form of summative assessment. 	
<p>5.5 The percentage of students who are enrolled on the first census date of the program and complete the program within the program’s published academic terms meets or exceeds the CAA’s established threshold.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 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 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>5.5 The percentage of students who are enrolled on the first census date of the program and complete the program within the program’s published academic terms meets or exceeds the CAA’s established threshold.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> <i>5.5a</i> The <i>program meets the</i> CAA’s established threshold, <i>which</i> 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 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>The intent of this proposed revision is to clarify the requirements and expectations of this standard for implementation.</p>

CAA Call for Comment on Proposed Revisions to Standards – March 2026

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2017 Standard for Accreditation	Proposed Revisions to Standard	Rationale for the Proposed Revisions
<p>5.6 The percentage of test-takers who pass the <i>Praxis</i>® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA’s established threshold.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> The CAA’s established threshold requires that at least 80% of test-takers from the program pass the <i>Praxis</i>® 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. If, when averaged over 3 academic years, the program’s <i>Praxis</i>® 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>5.6 The percentage of test-takers who pass the <i>national examination Praxis</i>® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA’s established threshold.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 5.6a The program meets the CAA’s established threshold, which requires that at least 80% of test-takers who are nearing the end of the program or have recently graduated from the program pass the <i>Praxis</i>® Subject Assessment national examination accepted by credentialing agencies, as averaged over the 3 most recently completed exam cycles academic years; results should be reported only once for test-takers who took the exam multiple times in the same examination reporting period. If, when averaged over 3 academic years, the program’s <i>Praxis</i>® 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>The intent of this proposed revision is to align with state regulations that do not specifically require the <i>Praxis</i> examination for professional licensure or certification, recognize the individuals who will count towards the pass rate calculation, and clarify the requirements and expectations of this standard for implementation.</p>
<p>5.8 The program demonstrates how it uses the results of its analyses of success in meeting the established CAA thresholds for program completion rate and <i>Praxis</i>® Subject Assessments pass rate for continuous quality improvement at the programmatic level.</p> <p><i>Requirement for Review:</i></p>	<p>5.8 The program demonstrates how it uses the results of its analyses of success in meeting the established CAA thresholds for program completion rate and <i>Praxis</i>® Subject Assessments pass rates on national examinations accepted by credentialing agencies for continuous quality improvement at the programmatic level.</p>	<p>The intent of this proposed revision is to align with state regulations that do not specifically require the <i>Praxis</i> examination for professional licensure or certification.</p>

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2017 Standard for Accreditation	Proposed Revisions to Standard	Rationale for the Proposed Revisions
<ul style="list-style-type: none"> The program must demonstrate its analysis processes to determine whether the program is 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><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 5.8a The program must demonstrate its analysis processes <i>has a process</i> to determine whether the program is meeting or exceeding each established CAA threshold. 5.8b The program must demonstrate how it uses the results of these analyses to ensure continuous quality improvement. 	
<p>5.11 The individual responsible for the program of professional education seeking accreditation effectively leads and administers the program.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> The program must demonstrate how the individual responsible for the program of professional education effectively leads and administers the program. 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>5.11 The individual responsible for the program of professional education seeking accreditation effectively leads and administers the program.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 5.11a The program <i>director</i> must demonstrate how the individual responsible for <i>of</i> the program of professional education effectively leads and administers the program. 5.11b The program director’s effectiveness in advancing the goals of the program and in <i>the</i> leadership and administration of the program must be <i>are</i> regularly evaluated. 	<p>The intent of this proposed revision is to clarify that the program director is the individual who is assessed on the effective leadership of the program.</p>
<p>6.3 The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.</p> <p><i>Requirement for Review:</i></p>	<p>6.3 The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.</p> <p><i>Requirement for Review:</i></p>	<p>The intent of this proposed revision is to clarify the requirements and expectations of this standard for implementation.</p>

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2017 Standard for Accreditation	Proposed Revisions to Standard	Rationale for the Proposed Revisions
<ul style="list-style-type: none"> The program must demonstrate that its facilities are adequate to deliver a program that is consistent with its mission and goals. 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. 	<ul style="list-style-type: none"> 6.3a The program must demonstrate that its facilities are <i>appropriate and sufficient</i> adequate to deliver a program that is consistent with its mission and goals. 6.3b The program must demonstrate that the facility has <i>facilities have</i> been evaluated and that the program includes access and accommodations for the needs of individuals with disabilities, in accordance with federal regulations. 	
<p>6.6 The program has access to clerical and technical staff that is appropriate and sufficient to support the work of the students, faculty, and staff. The access is appropriate and sufficient for the program to meet its mission and goals.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> The program must demonstrate adequate access to clerical and technical staff to support the work of the students, faculty, and staff. The program must demonstrate how access to the clerical and technical staff helps the program meet its mission and goals. 	<p>6.6 The program has access to clerical and technical staff that is appropriate and sufficient to support the work of the students, faculty, and staff. The access is appropriate and sufficient for the program to meet its mission and goals.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> 6.6a The program must demonstrate adequate <i>has sufficient</i> access to clerical and technical staff to support the work of the students, faculty, and staff. 6.6b The program must demonstrate how <i>a</i>Access to the clerical and technical staff helps the program meet its mission and goals. 	<p>The intent of this proposed revision is to clarify the requirements and expectations of this standard for implementation.</p>