

Revisions to Standards for Accreditation - to be implemented August 1, 2020

2017 Standard for Accreditation (revisions in red)	Revised Standard (August 2020)	Comments on Approved Revisions
<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, 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, and 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>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, 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>Adds “students” to the groups that the program must make aware of their nondiscrimination statutes, policies and procedures.</p>

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<p>1.9 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.</p> <p><i>Requirement for Review:</i></p> <ul style="list-style-type: none"> • Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding the program’s accreditation status. The program must publish to the general public on its website indicate 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. • ... 	<p>1.9 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.</p> <p><i>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. • ... 	<p>Revised text better clarifies the CAA’s intent that the full accreditation statement with the exact wording as noted in the <i>Accreditation Handbook</i> needs to appear only once in its entirety on the program website to meet this part of the standard. The CAA expects any accreditation statement the program publishes on print or social media to be accurate, but does not need to have all elements as required for the program’s website.</p> <p>Also see updates to the accreditation status statements in the Public Notice of Accreditation Status policy in the CAA Accreditation Handbook.</p>

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<p>3.1.6A 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; ● perform assessment of devices used to manage tinnitus; ● recommend, dispense, and service prosthetic and assistive devices; ● provide hearing aid, assistive listening device, and sensory aid orientation; ● ... 	<p>3.1.6A 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; ● 	<p>The CAA approved removal of ““perform assessment of devices used to manage tinnitus” as the concepts are subsumed under “perform assessment of tinnitus intervention” (second bullet) in this section of the standard.</p>

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<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 document how that information is provided to students. • If the institution does not have specific policies, the program must develop and implement its own for this purpose. 	<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 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>The addition clarifies the expectation that a program has a mechanism in place to verify student identity in distance education courses or programs, in the absence of institutional policy or protocols.</p>