



Council on  
**Academic Accreditation**  
Audiology | Speech-Language Pathology

[accreditation@asha.org](mailto:accreditation@asha.org)

<https://caa.asha.org>



# CAA UPDATE

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Monday, May 11, 2020, 7:00-8:00pm EDT

CAPCSD Annual Conference

Virtual Update



## **Nancy Alarcon**

Emeritus, University of Washington  
2020 CAA Chair

### **Financial Disclosure**

- No relevant financial disclosures

### **Non-financial Disclosure**

- Member of Council on Academic Accreditation and an ASHA member



## **Kimberlee Moore**

Director of Accreditation  
American Speech-Language-Hearing Association (ASHA)

### **Financial Disclosure**

- No relevant financial disclosures

### **Non-financial Disclosure**

- ASHA Staff Member and Ex-Officio Member of Council on Academic Accreditation

# Learning Objectives

*At the completion of this session, participants will be able to:*

- Describe updates to Accreditation Standards processes
- Discuss Standards interpretation and application
- Describe appropriate program responses to citations in annual reports and reaccreditation reports
- Apply knowledge of standards citation trends to strengthen accreditation reporting

# 2020 CAA Members

## • Academic Members

- Nancy Alarcon, Chair (SLP)
- Meher Banajee (SLP)
- Lauren Bland, Vice-Chair (SLP)
- Diana Emanuel, Vice-Chair (AUD)
- Lynn Flahive (SLP)
- Sarah Hargus Ferguson (AUD)\*
- Mary Sue Fino-Szumski (AUD)\*
- Cynthia Fowler (AUD)
- Claudia Meyer (SLP)\*
- Nancy Nelson (AUD)\*
- Judy Page (SLP)
- Gale Rice (SLP)

## • Practitioner Members

- Nicole Chow (SLP)\*
- Laura Cord (SLP)
- Cynthia Fenstermaker (AUD)
- Jaynee Handelsman, Chair - Elect (AUD)
- Laurie Sterling (SLP)\*

## • Public Member

- Rachel Liska

*\* New Members in 2020*



# CAA's Philosophy

- To ensure that all students training to be audiologists and speech-language pathologists receive a high-quality education.
- To work with programs to facilitate their ability to provide the best educational experience for their students – in a way that matches each program's unique strengths and circumstances.

# CAA Website – [caa.asha.org](http://caa.asha.org)



[HOME](#) | [ABOUT](#) | [PROGRAMS](#) | [REPORTING](#) | [SITE VISITS](#) | [RESOURCES](#)



Council on Academic Accreditation  
*in Audiology and Speech-Language Pathology*

## Ask the CAA

What are the CAA's expectations for documenting compliance with a standard?

[Read more](#)



## Committed to Quality

The CAA serves the public by promoting excellence in the graduate education of audiologists and speech-language pathologists. Through a peer review process, the CAA establishes accreditation standards and facilitates continuous quality improvement of the programs it accredits. Graduates of CAA-accredited and candidate programs are educated in a core set of skills and knowledge required for entry into independent professional practice. The CAA is committed to quality, and dedicated to audiology and speech-language pathology programs' success in preparing future professionals.



# Topics

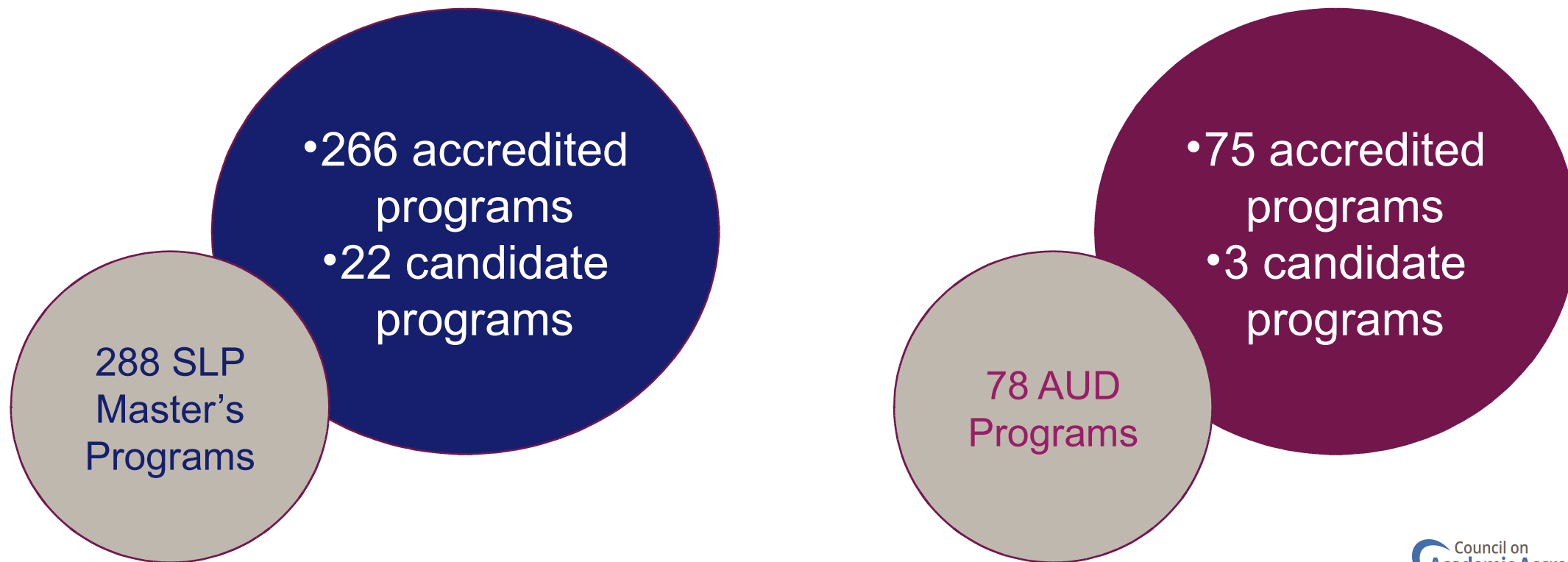
- Program Information & Statistics
- Standards Updates
- Updates to CAA Processes & Procedures
- Accreditation Decisions & Standards Citation Trends
- Reminders & Program Tips
- CAA February 2020 Meeting Highlights
- Impact of COVID-19 on Programs
- CAA Volunteer Opportunities



# Program Information & Statistics

# By the Numbers...

- As of February 2020, there are **366** CAA-accredited and candidate programs within **295** institutions of higher education in the U.S.



# CAA programs

## <https://caa.asha.org/programs/>



## Programs

The CAA offers an accreditation program for eligible clinical doctoral programs in audiology and master's programs in speech-language pathology that prepare students for entry into the professions. The CAA publishes a directory of the graduate education programs in audiology and speech-language pathology that have undergone a comprehensive review by the CAA. In this review, the council evaluates the adequacy of a program's efforts to demonstrate compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. Compliance with all standards indicates that the program meets the expectations for the CAA for accreditation, regardless of mode of delivery. The CAA monitors all programs on an annual basis to ensure that compliance with the standards is maintained.

As of February 2020, current CAA-accredited and candidate programs are housed within 295 institutions of higher education in the United States.

[View All Programs](#)

### 288 Speech-Language Pathology Master's Programs

- 266 accredited programs
- 22 candidate programs

### 78 Audiology Clinical Doctorate Programs

- 75 accredited programs—includes 5 consortia
- 3 candidate programs

[CAA Fees >](#)

[Accreditation Decisions >](#)

[Call for Public Comments >](#)

[Complaints >](#)

### Accreditation Handbook



The [Accreditation Handbook](#) contains the policies and procedures that govern the CAA's operations, including the conduct of accreditation reviews of eligible programs.

### Standards for Accreditation



The CAA has adopted [Standards for Accreditation](#) for review of eligible graduate education programs in audiology and speech-language pathology.



# Standards Update

The 2017 CAA  
Standards for  
Accreditation

# Components of an Accreditation Standard

Standard: The required outcome.

Requirement for Review:

- Provides interpretations or explanations of the standard.
- Frequently, there are multiple parts to the requirement for review.
- Note: all aspects of the requirements for review need to be met to be in compliance with the Standard.

Documentation Guidance: Provides suggestions on how to document compliance with the standard.

# Standard 1.8

***“...must comply with all applicable laws, regulations, and executive orders prohibiting discrimination...”***

Addition of “and students” to the second requirement for review:

- 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.”

# Standard 1.9

***“...information about the program and the institution to students and to the public that is current, accurate, and readily available.”***

Clarification on displaying the program’s accreditation status was added to the first requirement for review:

- 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 accessible location. Additional references to the program’s accreditation status must be accurate but need not include all components of the accreditation statement.

# Standard 3.1.6A

*“The clinical education component of an effective entry-level audiology program...”*

Removed the eighth bullet under the Requirement for Review:

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

- ~~Perform assessment of devices used to manage tinnitus~~



# Standard 4.10

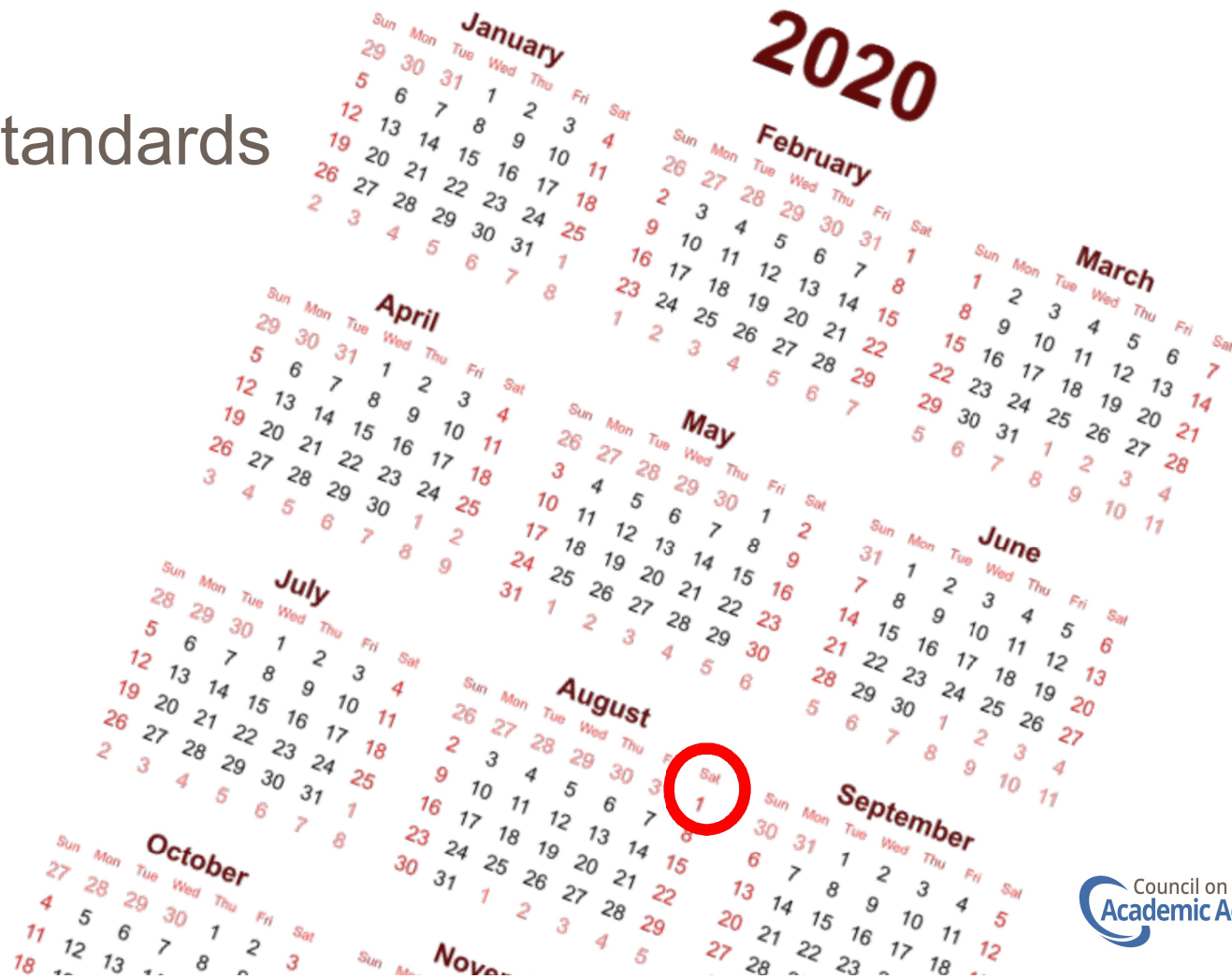
***“..must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program..”***

Addition of a fourth Requirement for Review for programs that do not have policies and procedures for identifying students participating in distance education:

- If the institution does not have specific policies, the program must develop and implement its own policies for this purpose.

# Implementation

These updates to the Standards  
will go into effect  
**August 1<sup>st</sup>, 2020**



# Updates to CAA Processes & Procedures

- Candidacy notice of intent procedures
- Candidacy programs and substantive change applications

# New Candidacy “Notice of Intent” Procedures

- Staff consultation required at least 2 years before proposed enrollment date
- Program must file a “Notice of Intent” to apply at least 24 months in advance of proposed enrollment date
- CAA will schedule programs for a submission date based on availability
  - Two submission dates for candidacy applications (February 1 and August 1)
  - Limit of 4 candidacy applications per submission date
  - Submission date of the application will determine the anticipated enrollment date for students (18 months later)
- Implemented April 2020 for submission dates beginning 2021
- Visit <https://caa.asha.org/reporting/candidacy-procedures/> for more information and to see schedule

# Candidacy Programs and Substantive Change

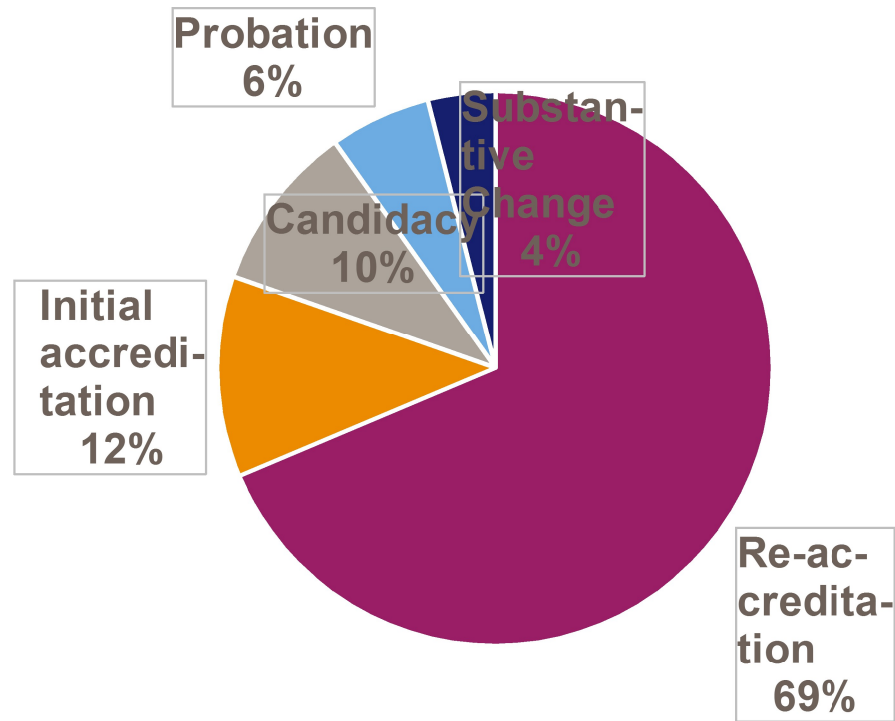
When the CAA grants accreditation or candidacy status to an entry-level graduate education program, accreditation status applies only for the conditions that existed at the time of the CAA's action.

- As of January 1, 2020, programs in candidacy are not eligible to seek approval of substantive changes while the program holds candidacy status

# CAA Decisions & Trends

Accreditation Decisions  
&  
Standards Citation Trends

# 2019 Accreditation Decisions



*Note: 242 Programs continued to hold accreditation (not represented here)*

**46**  
application reviews\*

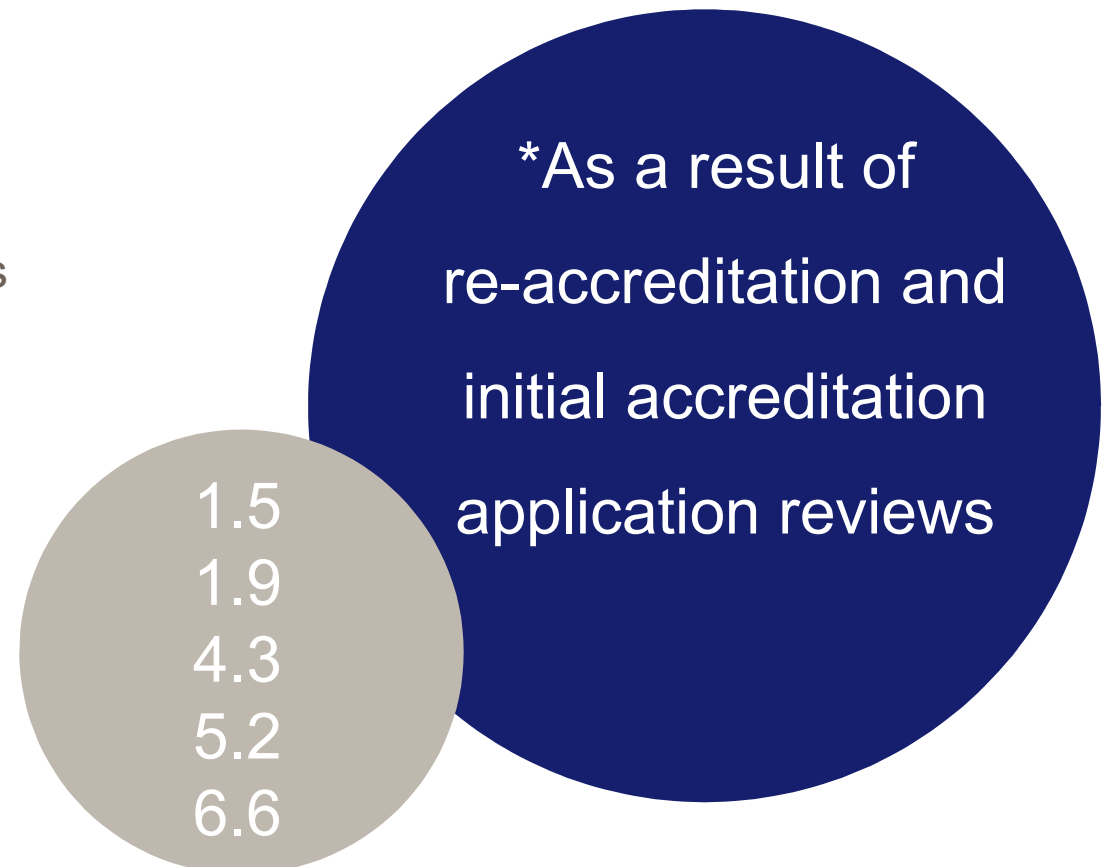


**\*41 master's SLP & 5 clinical doctoral AUD**

# 2019 Standards Compliance Trends\*

Areas of the 2017 standards most frequently cited for program noncompliance or partial compliance:

- Strategic plan development, including measurable goals & objectives (Standard 1.5)
- Current, accurate, and readily available public information about the program and/or institution, including accurate student outcome measures, accreditation statement, and other program information (Standard 1.9)
- Policies & procedures for students needing intervention (Standard 4.3)
- On-going formative and summative assessment(Standard 5.2)
- Sufficient access to clerical and technical staff (Standard 6.6)







DATA



KNOWLEDGE



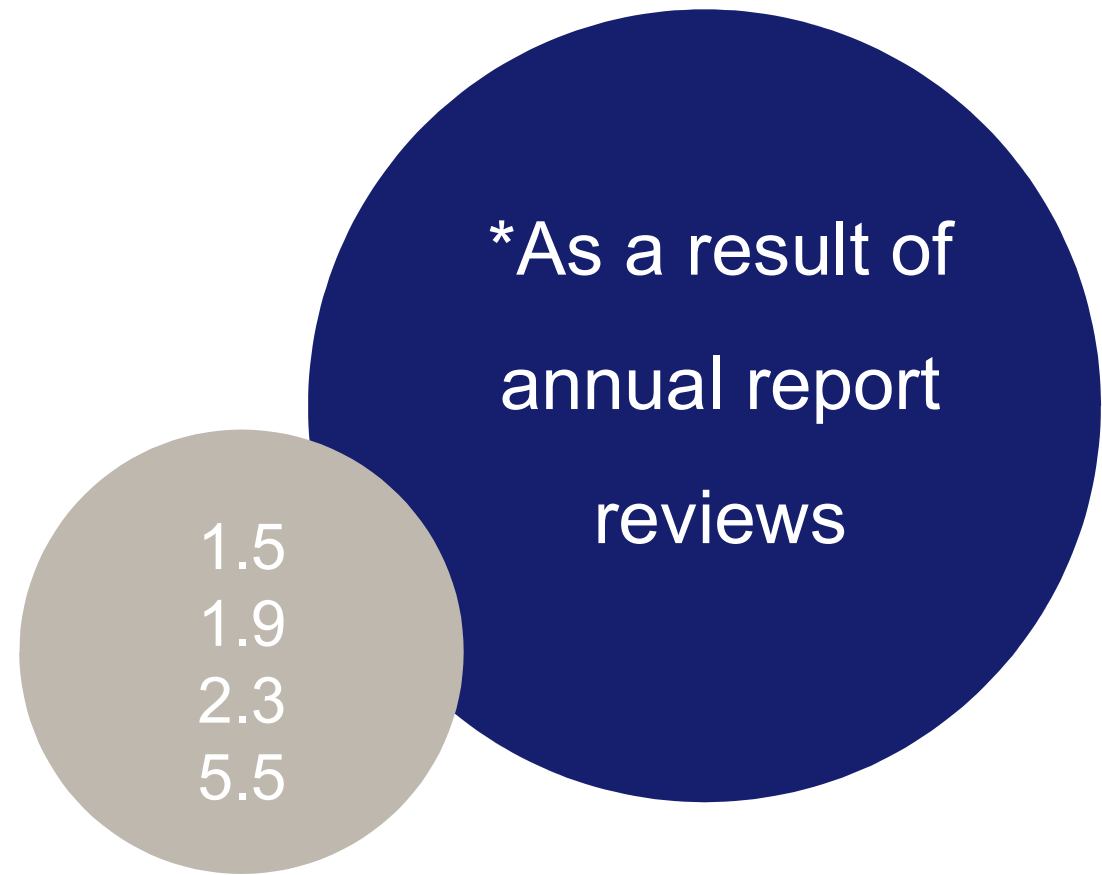
ACTION

# The most common citations in 2019 Annual Reports...

# 2019 Standards Compliance Trends\*

Areas (2017 standards) most frequently cited for program noncompliance or partial compliance in annual report reviews:

- The program develops and implements a long-term strategic plan (Standard 1.5)
- The program provides information that is current, accurate, and readily available, including accurate student outcome measures and accreditation statement (Standard 1.9)
- Faculty members are qualified and competent; the majority of academic content is taught by doctoral faculty who hold the appropriate terminal degree (PhD, EdD) (Standard 2.3)
- The CAA's established threshold that at least 80% of students must have completed the program within the program's published time frame averaged over the 3 most recently completed academic years (Standard 5.5).



# Congratulations!

Programs with a “clean review” and no citations during the 2019 reviews

- 24 Applications
- 137 Annual reports

# Reminders & Program Tips

## **Respond to Prior Concerns**

This is critical for  
Applications and Annual reports

## **Respond to ALL concerns raised in the Site Visit Report**

## **Complete the Site Visitor Performance Feedback Survey**

Submit after the Site Visit

# CAA Meeting Highlights

February 19 –22, 2020

- ✓ Monitoring the Higher Education Reauthorization Act
- ✓ Actively engaged in
  - Submitting our CAA Petition for Continued Recognition through the USDE
  - Applying updates to CHEA standards and completing our recognition reports
- ✓ Reporting on the work of the ASHA Ad Hoc Committee on Graduate Education in SLP
- ✓ Identifying key content for presentations with CAPCSD and ASHA stakeholders
- ✓ Constructing deliverables that respond to our 2019-2021 CAA Strategic Plan

# The Impact of COVID-19 on Programs

## Council on Academic Accreditation *in Audiology and Speech-Language Pathology*

### Coronavirus Update

A message from CAA and CFCC

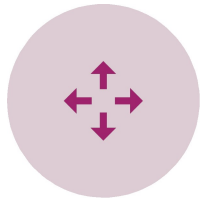
[Read more](#)



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# Impact and Information



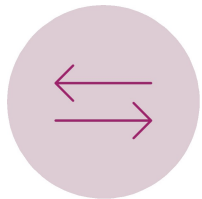
**Program Disruptions**



**Annual Report and Accreditation Applications**



**Site Visits**



**Program Changes**



**SLP Clock Hours: Standard 3.1B.**



**Affiliation Agreements: Standard 3.9 A/B:**



**Student Outcome Data**



**ETS Praxis Exam**



# CAA Volunteer Opportunities



## CAA Volunteer Opportunities

[caa.asha.org](http://caa.asha.org)

- By getting involved in the accreditation process, you will
  - Learn from colleagues and programs
  - Apply new ideas for your program's improvement
  - Provide valuable service to CAA and the CSD community

# Accreditation Staff Resources

Nancy Ambrose  
[nambrose@asha.org](mailto:nambrose@asha.org)

Anne Curley  
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Elizabeth Haines  
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