



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

<https://caa.asha.org>



# CAA UPDATE

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Thursday, April 8, 2021

CAPCSD Annual Conference

Virtual



# Jaynee Handelsman

2021 CAA Chair

## Financial Disclosure

CAA covers my expenses for this conference.

## Non-financial Disclosure

Member of Council on Academic Accreditation, however, I do not receive any compensation for this role. I am 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 Standards and accreditation 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 improve accreditation reports

# 2021 CAA Members

## • Academics

- Gale Rice, Chair-Elect (SLP)\*
- Meher Banajee, Vice-Chair (SLP)\*
- Mary Sue Fino-Szumski, Vice-Chair (AUD)\*
- Lynn Flahive (SLP)
- Jean Gordon (SLP)\*
- Susan Gordon-Hickey (AUD)\*
- Memorie Gosa (SLP)\*
- Sarah Hargus Ferguson (AUD)
- Cynthia Fowler (AUD)
- Claudia Meyer (SLP)
- Nancy Nelson (AUD)
- Judy Page (SLP)

## • Practitioners

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

## • Public Member

- Mary Reeves\*

\*New Members

\* Executive Committee





# 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.

# Topics

- CAA Updates
- Program Information & Statistics
- Standards Updates
- Updates to CAA Policies & Procedures
- Accreditation Decisions & Standards Citation Trends
- Reminders & Program Tips
- CAA Volunteer Opportunities



# CAA Updates

# 2019 - 2022 CAA Strategic Plan



- Strategic Priority 1: *Enhance*
- Strategic Priority 2: *Expand*
- Strategic Priority 3: *Explore*

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# USDE Recognition Update

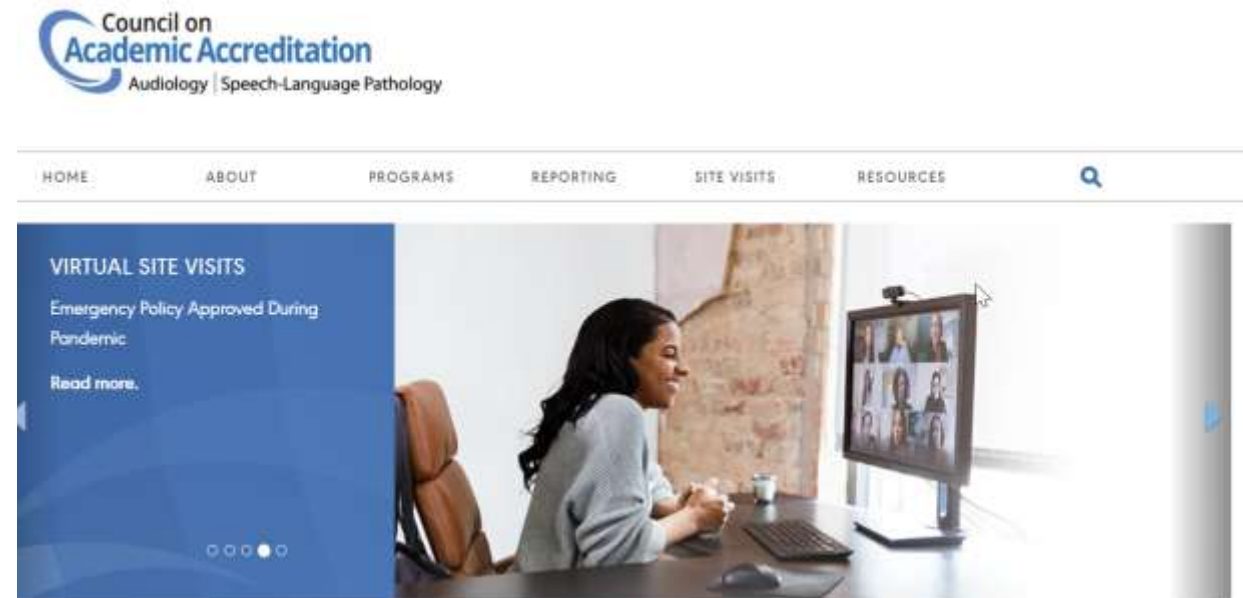


U.S. Department of Education

- NACIQI Recommendation for Full 5-year Recognition Term
- Final Notification by June 2021
- Benefits to CAA Programs & Students
  - Non-Title IV federal grants
  - Eligibility condition for licensure in some jurisdictions

# CAA Website “Makeover”

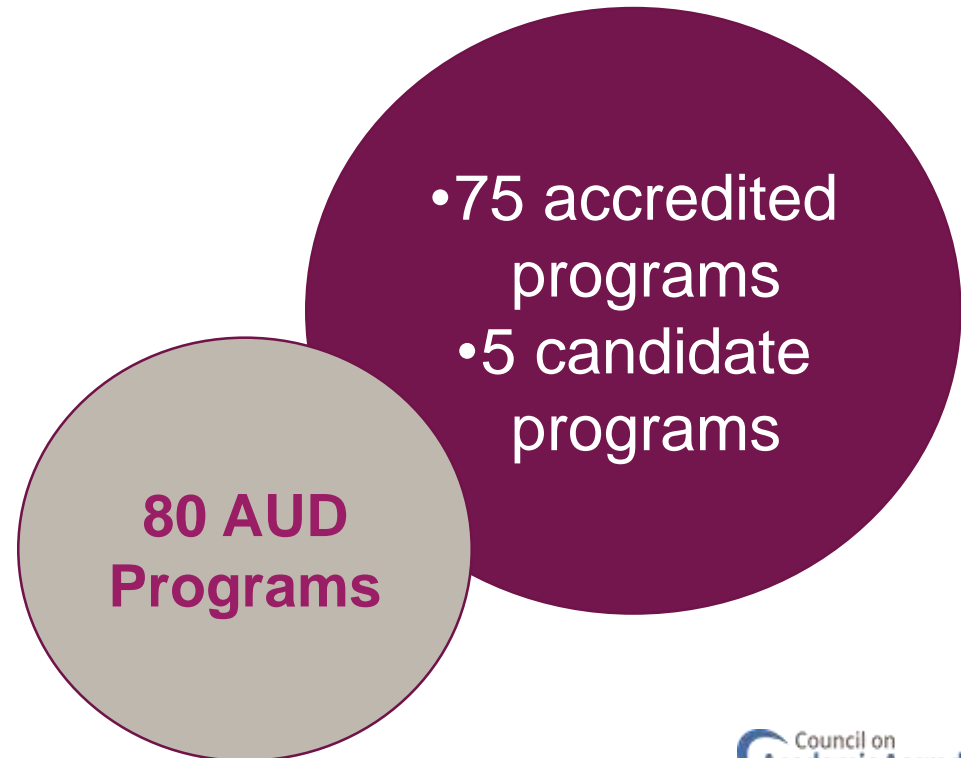
- Same Address:  
<https://caa.asha.org>
- Update Bookmarks for PDFs or other documents including:
  - Accreditation Handbook
  - Standards for Accreditation



# **Program Information & Statistics**


# By the Numbers...

- As of March 2021, there are **373** CAA-accredited and candidate programs within **300** institutions of higher education in the U.S.





# CAA Programs - [caa.asha.org/programs/](https://caa.asha.org/programs/)

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

## 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 July 2020, current CAA-accredited and candidate programs are housed within 296 institutions of higher education in the United States.

[VIEW ALL PROGRAMS](#)[CAA FEES](#)  
[ACCREDITATION DECISIONS](#)  
[CALL FOR PUBLIC COMMENTS](#)  
[COMPLAINTS](#)

### ACCREDITATION HANDBOOK

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

# 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 1.1

**“... sponsoring institution of higher education...”**

Replacement of “regional” with “institutional” in standard and requirement for review.

- 1.1 The sponsoring institution of higher education holds current institutional ~~regional~~ accreditation.

# Standard 3.1.1A/B

**“The program must provide content and opportunities for students to learn so that each student can demonstrate ...”**

Streamlined and rearranged language in standards and multiple requirements for review.

- The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities ~~and demonstrate those attributes and abilities~~ in the manners identified.

# Standard 3.8 A/B

**“Clinical education is provided in a manner that ensures that the welfare of each person ...”**

Added bullet to requirement for review addressing universal precautions.

- The program must demonstrate that it provides the opportunity for students to understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.



# Standard 1.9

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

Employment data requirement removed from requirement for review:

- ~~• number and percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation for each of the 3 most recently completed academic years.~~

# Standard 5.7

***“...percentage of program graduates who are employed in the profession...meets or exceeds the CAA’s established threshold.”***

- Standard and requirement for review eliminated.
- ~~• The percentage of program graduates who are employed in the profession or pursuing further education in the profession within 1 year of graduation meets or exceeds the CAA’s established threshold.~~

# Standard 5.8

**“...how it uses the results of its analyses of success in meeting the established CAA thresholds.”**

- Employment rate removed as student achievement outcome from standard.
- ~~• The percentage of program graduates who are employed in the profession or pursuing further education in the profession within 1 year of graduation meets or exceeds the CAA's established threshold.~~

# Standard 5.2

**“... ongoing and systematic formative and summative assessments of the performance of its students.”**

- Clarifying bullet added to requirement for review:
- For purposes of assessing compliance, the Praxis examination cannot be used to meet this standard as a form of summative assessment.

# Proposed Changes to Standards

## Proposed Standards Changes, *pending peer review*:

- 3.4A An effective audiology program is organized and delivered in such a manner that ~~the diversity of society is,~~ equity and inclusion are reflected in the program and throughout academic and clinical education.
- 3.4B An effective speech-language pathology program is organized and delivered in such a manner that ~~the diversity of society is,~~ equity and inclusion are reflected in the program and throughout academic and clinical education.

# Summary of Approved Standards Changes

## Approved Standards Changes, pending implementation date

- 1.1
- 3.1.1A/B, 3.1.4A, 3.1.5A, 3.1.6A/B
- 3.8A/B
- 1.9, 5.7, 5.8
- 5.2



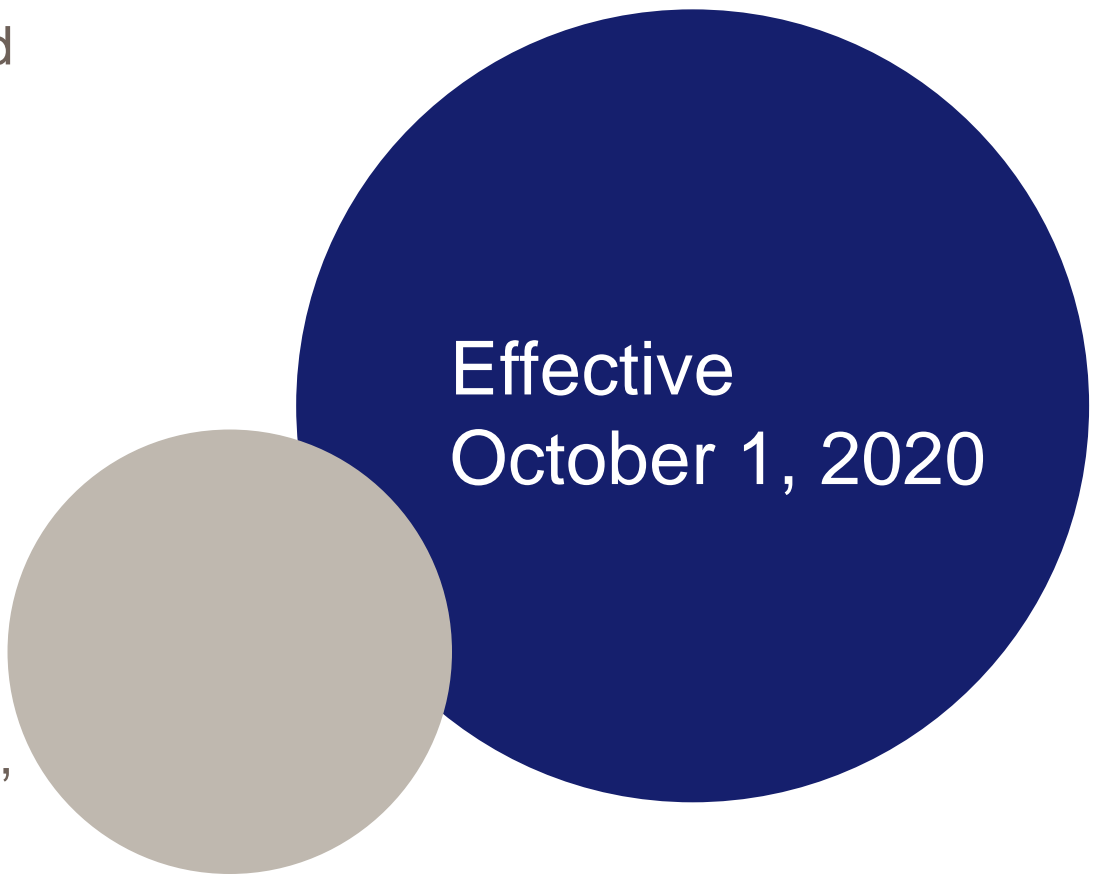
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# **Updates to Policies and Procedures**

# Final Changes to Policies and Procedures

- Charge to Site Visitor Recruitment, Selection and Evaluation Committee (Chapter V)
- Recruitment and Election Processes for CAA Members for 2023 and 2024 (Chapter VI)
- Accredited On-Probation (Chapter X)
- Accreditation Decisions and Religious Mission (Chapters XVI and XVII)
- Submission of Transition Reports When Accreditation Status is Withdrawn (Chapters XVI, XVII and XVIII)
- Follow-Up to Virtual Site Visits (Chapter XIX)



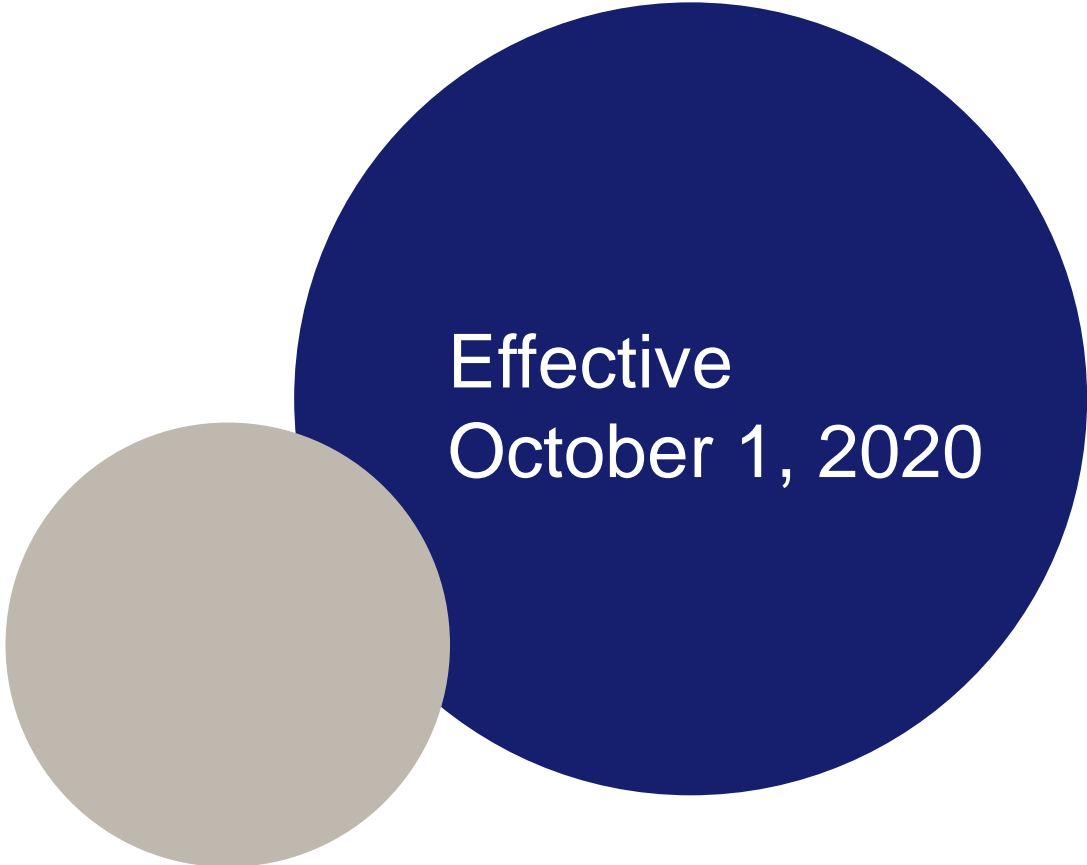
Effective  
October 1, 2020

# Final Changes to Policies and Procedures

## Policy on Public Notice of Accreditation Status

“The Master of Science (M.S.) education program” or “The Doctor of Audiology (Au.D.) education program”

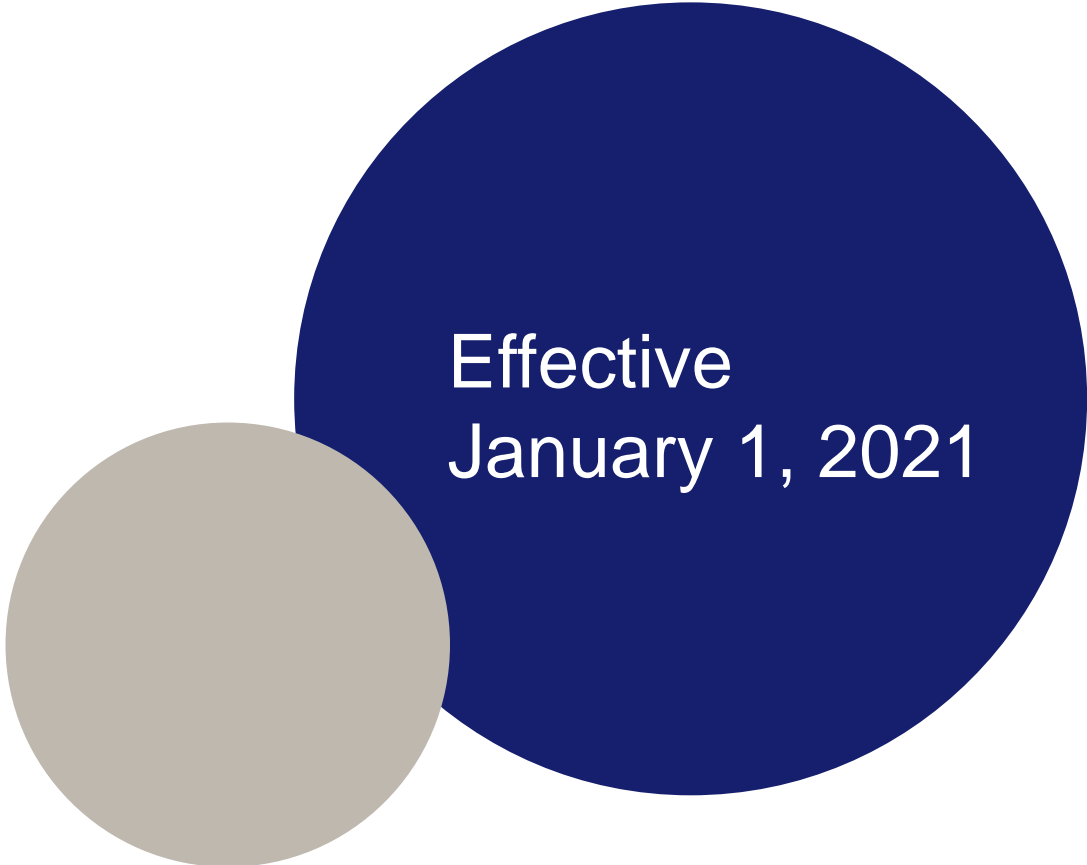
Programs will use the title and designator affiliated with their program.



Effective  
October 1, 2020

# Final Changes to Policies and Procedures

- Enforcement of Standards
  - USDE July 1, 2020 regulations
  - Maximum 3 years for programs to address areas of non-compliance, includes probationary time
  - CAA will place programs on probation on second consecutive report with non-compliance
- Good Cause Extensions
  - Allows additional time beyond the 3 years for programs to return to compliance, if warranted



Effective  
January 1, 2021

# Final Changes to Policies and Procedures (Effective July 1, 2021)

## *Distance Education*

- Regular and substantive interactions between DE students and faculty must be evident
- Program monitors and is responsive to DE students' engagement and success
- Teaching, learning, and assessment opportunities must include at least 2 of the following:



Providing direct instruction;



Assessing or providing feedback on a student's coursework;



Providing information or responding to questions about the content of a course or competency;



Facilitating a group discussion regarding the content of a course or competency; or



Other instructional activities approved by the institution's or program's accrediting agency.

# Final Changes to Policies and Procedures



Continued Waiver for Distance Education (temporary)



Substantive Change Application Revised



New Candidacy Notice of Intent Fee – proposed for January 2022



Consultative Conferences



# Final Changes to Policies and Procedures: *Consultative Conferences*



## Consultations will:

Provide clarity of Council expectations, policies and procedures, or findings

Review the program's plans to address issues impacting its accreditation status



## Consultations will not:

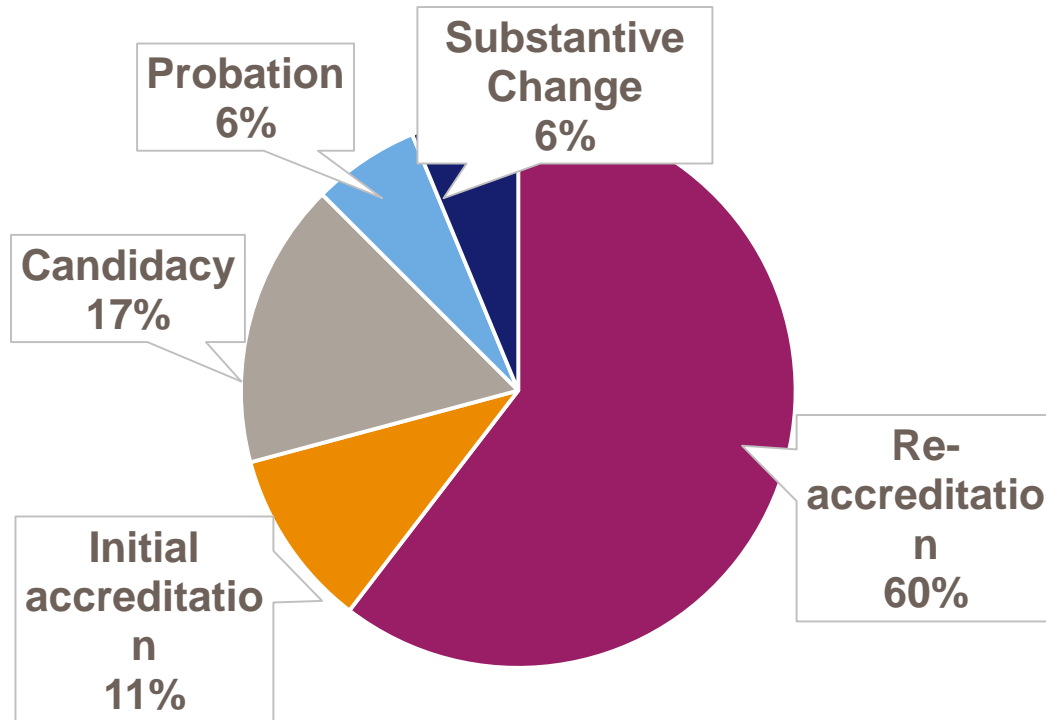
Guarantee CAA's approval (or action) upon review of the program's next report or application

Be punitive

# CAA Decisions & Trends

Accreditation Decisions  
&  
Standards Citation Trends

# 2020 Accreditation Decisions



*Note: Continued accreditation = 239 (not represented here)*

41  
application  
reviews\*

*\*30 master's SLP & 11 clinical doctoral AUD*

# 2020 Standards Compliance Trends\*

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

- Public Information (1.9)
- Knowledge and Skills (3.1B)
- Tracking of Student Progress (4.7)

**\*As a result of re-accreditation and initial accreditation application reviews.**

1.9  
3.1B  
4.7

<https://caa.asha.org/reporting/standards/standards-compliance-trends/>



DATA



KNOWLEDGE



ACTION

**And now, for the  
most common  
citations in 2020  
Annual Reports...**

# 2020 Standards Compliance Trends\*

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

- Public Information (1.9)
- Faculty qualifications (2.3)





# Congratulations!

Programs with a “clean review” and no citations  
during the 2020 reviews

- **23 applications**
- **108 annual reports**

# Summary of 2021 Program Decisions & Citations

## February 2021 CAA Meeting

28 Programs Reviewed (5 Aud; 23 SLP)

- 4 candidacy reviews (0 Aud, 4 SLP)
- 1 initial accreditations
- 21 re-accreditations (5 Aud, 16 SLP)
- 1 annual report
- 1 substantive change application (DE)

## Standards Cited Most: Feb2021

**Standard 1.9** - accreditation statement; labeling and currency of student outcome measures.

**Standard 4.6** - students receive advising on a continuing basis.





# Reminders & Program Tips

A background image showing three people in a meeting. On the left, a woman with long blonde hair is looking down. In the center, a woman with short dark hair and glasses is looking at a document. On the right, a man with glasses is partially visible. They are all seated at a table with papers and laptops in the background.

# Respond to Prior Concerns

This is critical for both applications and annual reports.

- The CAA will consider probation if:
  - It is the 2<sup>nd</sup> consecutive citation for the same issue
  - The program does not have a plan and timetable for resolving issues
  - Good faith effort and sufficient progress has not been made



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

- Response should include:
  - Clarification of issues raised
  - Plans for improvement in areas of concern
  - Timelines for implementation of program improvements and new policies and processes
  - Updates since the time of the site visit, even if they were not stated as an area of concern





# Complete the Site Visitor Performance Feedback Survey

Submit after the Site Visit

- Provide feedback on EACH member of the site visit team
- This is confidential – and SEPARATE from the accreditation review and decision
- The CAA uses this information to improve site visitor training and performance

# Virtual Site Visit Update



Emergency Policy adopted on June 4, 2020 still in effect



Availability Survey for programs anticipating a Fall 2021 virtual site visit to go out in April



Virtual Visit with Follow-up onsite at appropriate time



# CAA Volunteer Opportunities

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

- By getting involved in the accreditation process, you will
  - Collaborate & Learn from colleagues and programs
  - Apply new ideas for your own program's improvement
  - Provide valuable service to CAA and the CSD community
- Apply by **May 1** to serve on CAA and CAA Nominating Committee – terms begin January 2022

# Accreditation Staff Resources

- Anne Curley, [acurley@asha.org](mailto:acurley@asha.org)
- Gretchen Ehret Hoshaw, [gehret@asha.org](mailto:gehret@asha.org)
- Tess Kirsch, [tkirsch@asha.org](mailto:tkirsch@asha.org)
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