Movement to Student Learning Outcomes

The certification standards that took effect in 2005 and 2007 for speech-language pathology and audiology, respectively, forged a new direction for academic training programs.

Following the lead of higher education in general, accreditation requirements were now beginning to the initiation of outcome measures to ensure that applicants for certification were competent to enter the profession that they had chosen.

Three meetings/conferences appear to have played a pivotal role in in this process.

Historical Perspectives I

Highland Park Conference (Darley et al 1963)
- Minimum level of training should be the master’s degree
- Required a one year internship (externship) as part of or following graduate studies.
- Recommendation that ASHA begin initiating discussion of the nature, requirements and, name of a professional (clinical) degree.
- At the time of Highland Park Conference ASHA Certification was earned at two levels – Basic and Advanced.
- An outgrowth of the HP Conference was the adoption of a single level of certification & the requirement of a master’s degree as minimal level for certification.

Historical Perspectives II

Big-Ten University Programs Conference (1976)
- Highland Park conference did not support any resolutions regarding a clinical doctorate.
- Big-Ten University conference discussed issues dealing with the creation of the clinical doctorate.
- No specific resolutions of action statements were produced, however the discussions had dealt with the broad issues of a changing system of health care delivery, the experience drawn from the professions of psychology and optometry and curricular issues.

Historical Perspectives III

National Conference on Undergraduate, Graduate, and Continuing Education (1983)
- Objectives of Graduate Education by Dr. Kenneth Moll
  - Understanding of basic processes of human communication
  - Understanding of the nature of disorders, with particular reference to the area of specialization.
  - Understanding of principles of assessment, treatment and prevention of those disorders
  - Ability to apply those principles to assessment treatment.
  - Development of skills that will foster continued assessment, expansion, and adaptation of knowledge and skill.

Impact on Educational Training Programs in CSD

Council on Academic Accreditation
- Formulates standards for the accreditation of graduate education programs that provide entry-level professional preparation in audiology and/or speech-language pathology.
- Evaluates programs that voluntarily apply for accreditation.

Council of Clinical Certification
- Defines and reviews the standards for clinical certification of individuals for the professions of audiology and speech-language pathology.
- Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence.
COUNCIL ON ACADEMIC ACCREDITATION

- National Recognition as an Accrediting Agency
  - Council for Higher Education Accreditation (CHEA)
  - U.S. Department of Education (USDE)
  - Both CHEA and USDE require agencies to participate in scheduled comprehensive reviews every 5-19 years to maintain recognition.
  - Currently CAA holds continued recognition by both CHEA and USDE as an accreditor of academic training programs in audiology and speech-language pathology.

CAA RECOGNITION BY USDE

- CAA applied for continued recognition by USDE in 2002.
- The initial response from USDE led CAA to make decisions that would no longer have it adopting or enforcing another group’s standards or curriculum expectations, but to develop its own requirements.
- 2003 the CAA began making the separation between accreditation and certification.
- Higher education in general and education in particular was moving toward more outcomes-oriented expectations of student achievement.

THE DEVELOPMENT OF STANDARDS I

- Practice Analysis
  - Identification of critical clinical skills and foundational knowledge needed to practice in audiology and speech-language pathology.
  - The Council for Clinical Certification (CFCC) and the Council on Academic Accreditation (CAA) partner with ASHA to develop and conduct the study.
  - Conducted on a regular basis so as to verify the agreement between the current standards and the perception by the profession.

THE DEVELOPMENT OF STANDARDS II

- Practice Analysis
  - The results of the practice analysis inform the CAA and CFCC on academic and clinical standards for the professions of audiology and speech-language, as well as the content and weighting of the Praxis examination.
  - Last conducted in 2007 for audiology with the implementation of new standards as of January 2011.
  - Last conducted in 2009 for speech-language pathology. Implementation of new standards has not been announced.

ACCREDITATION & CERTIFICATION STANDARDS

<table>
<thead>
<tr>
<th>CAA</th>
<th>CFCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Structure and Governance</td>
<td>Degree</td>
</tr>
<tr>
<td>Faculty</td>
<td>Education Program</td>
</tr>
<tr>
<td>Curriculum (Academic and Clinical Education)</td>
<td>Program of Study</td>
</tr>
<tr>
<td>Students</td>
<td>Knowledge and Skills Outcomes</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>Program Resources</td>
<td>Maintenance of Certification</td>
</tr>
</tbody>
</table>

ACCREDITATION VS. CERTIFICATION

<table>
<thead>
<tr>
<th>Accreditation (CAA)</th>
<th>Certification (CFCC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes, structure, &amp; processes associated with educational training programs.</td>
<td>Concerned with Knowledge &amp; skills of graduates.</td>
</tr>
<tr>
<td>Accreditation (CAA)</td>
<td>Dependent on quality of accreditation process (CAA).</td>
</tr>
<tr>
<td>Certification (CFCC)</td>
<td>Not prescriptive of process of education (CAA).</td>
</tr>
</tbody>
</table>
| Involves verification of acquisition of K&S by program. | Involves successful completion of CF in SLP, pass national examination.
The KASA was developed by the CAA in response to the requests by training programs to have a tracking mechanism to monitor students knowledge and skills. The KASA was only meant to be an example for programs and has never been required by either CAA or CFCC. Terms such as ‘KASA Standard’ and ‘KASA Competencies’ may be misleading. A positive outcome of the KASA format is that it provides a guide for programs as they assess their curriculum.

REFERENCES
Reese, N.S. & Snope, T.L. (Eds.), Proceedings of the 1983 National Conference on Undergraduate, Graduate and Continuing Education. ASHA Reports, 13, Rockville, MD: ASHA.
REFERENCE LINKS


CAA (2002). Guidelines for developing and Evaluating Plans for Assessing Student Achievement, http://www.asha.org/academic/accreditation/CAA_Student_Achieve/

http://www2.ed.gov/admins/finaid/accrred/accreditation_pg13.html#RecogntionCriteria