Fall 2026 CAA Annual Report - Audiology

Utah State University

General Information & Instructions

Reports submitted to the CAA are major sources of substantiating information about elements of an education program in relation to its compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. Programs must report on the continuity and recovery of the program's operations if events occur that significantly interrupt normal institutional operations, as applicable. It is the responsibility of the program director to submit completed reports to the CAA on or before the due date.

Programs are required to submit accreditation review materials by February 1 or August 1, except for programs applying for candidacy status for which applications are scheduled to be submitted January 1 or July 1. Due dates for programs that hold an accreditation status, e.g., accredited, candidate, are assigned based on the dates of the programs' accreditation or candidacy cycles. Accreditation reports must be filed through the on-line reporting system unless otherwise directed.

The CAA has developed a Fabric User Guide to assist program directors and report editors that use the online reporting platform, along with other helpful resources, on the Resources page of the CAA website.

I. **Entering Responses**
   a. Save often! When entering data, clicking the NEXT button will advance you to the next section of the instrument, however the SAVE feature should be used often to prevent loss of data.
   b. If more than one user is accessing the report instrument to provide data, report editors should not work on the same Standard section simultaneously. Changes to a page may not save correctly if multiple users have the same Standard page open at the same time.
   c. Whenever possible, responses to questions within this instrument should be ***plain, unformatted* text**. Using other text formatting may cause the system to slow. If content needs to be added from a website, Word document, or other computer application, users should do the following:
      1. Open Notepad or a similar application to create a new text file.
      2. Copy the desired content from the website, Word document, or other application.
      3. Paste the copied content into the Notepad text file (this will strip out formatting).
      4. Copy your now unformatted content from the text file and paste into the report.

II. **Responding to Prior Concerns**
   a. You **must** respond to any non-compliance citations or areas for follow-up that were noted on the previous Accreditation Action Report. There is a text box at the start of each standard section to respond to prior concerns.
   b. When providing supporting evidence to the CAA for Standards and any prior concerns, refer to the **Document Guidance** resource from the CAA website for possible sources of evidence to provide in your response.

III. **Use of Distance Education Technologies**
   a. If (during the last reporting period) your program offered (or is currently offering) coursework via distance education *or* if your program has been approved for a permanent distance education modality, your program **must** address institutional policies regarding verification of student identity.
   b. Standard 4.10 states the following:
      - **Standard 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.**

- 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.
    - All programs who utilized distance education technologies, even if on a temporary basis, are required to answer the questions related to distance education.

c. The online report instrument is designed with conditional logic throughout so that if the response under the modalities section is "yes", additional questions related to distance education will appear for you to respond to.

IV. **Submitting Your Report**

a. Before submitting:

i. Review and verify all data reported is accurate and current.

ii. Ensure that all links to websites are accurate and are working.

b. **Only Program Directors may submit the report. To submit the report, you must click the submit button at the bottom of the instrument and confirm that you are submitting your annual report. You can verify that you have submitted your report by clicking the Instruments tab and reviewing the status of this report instrument.**

c. It is understood that any information submitted for the purposes of this evaluation shall be used to determine compliance with CAA Standards; furthermore, non-identifying program data may be analyzed and published in the aggregate in order to further the purpose of the CAA, which is to assure quality in preparation of students in audiology and speech-language pathology to serve the professions and the public.

V. **Additional Resources**

a. Refer to the following policies regarding report submission and timelines which are outlined in the **Accreditation Handbook** (Chapter XI. EXPECTATIONS OF PROGRAMS). Make sure you are familiar with the rationale, criteria, and timelines for each of these policies.

i. Requests for Submission Extension (Chapter XI.C)

ii. Administrative Probation (Chapter XI.D)

iii. Lapse of Accreditation (Chapter XI.E)

b. Additional reporting resources may be found on the CAA website (https://caa.asha.org/Resources/) and include data collection worksheets, templates for documents to be uploaded with your CAA report, additional documentation guidance (https://caa.asha.org/siteassets/files/accreditation-standards-documentation-guidance.pdf), and other information about submitting your CAA report.

The CAA's main point of contact for the program is the individual designated as the Program Director (see Standard 1.7). For notification purposes, the CAA will also communicate accreditation decisions or accreditation-related information to the institution's president, or their designee.

Provide the name, title, and email address for the institution's president, or their designee, below.

University President or Designee Name (Last, First)	Title	Email Address
Brad L. Mortensen	President	brad.mortensen@usu.edu

Modalities

If coursework is offered via distance learning (DE) or satellite campus, then any changes and updates in both residential and DE and/or satellite must be noted throughout the report with respect to all program offerings.

****Your response to the following questions could enable additional questions to appear within this report. If you later alter your response to these questions, you risk losing information entered.****

Confirm

Are graduate courses for the entry-level graduate program available through distance education?

No

Is this graduate program or a component of the program offered through a satellite location?

No

Standard 1.1 Institutional Accreditation

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

Requirement for Review:

- 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:
  - 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Institutional Accreditation listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Institutional Accreditation.

None have occurred

Name of Institutional Accreditor:

WASC Senior College and University Commission

Provide current dates of Institutional Accreditation.

Start Date	End Date
04/01/1924	04/01/2032

Is the institution currently undergoing review by the Institutional Accreditor?

No

List all institutions participating in the consortium, the institutional accreditation for the participating entity, and which entity(s) will be granting the degree.

Check the Degree Granting Entity (Check all that apply)	Name of Institution	Name of Institutional Accreditor

Program is not part of a consortium

Use the text box below to describe any additional clarifying information regarding the program's compliance with Standard 1.1.

None

Standard 1.2 Degree Granting Authority

The sponsoring institution of higher education must be authorized to provide the program of study in audiology and/or speech-language pathology. --

Requirement for Review:

- The sponsoring institution of higher education must be authorized under applicable laws or other acceptable authority to provide the program of post-secondary education.
- The sponsoring institution of higher education must have appropriate graduate degree-granting authority.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Degree Granting Authority listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Degree Granting Authority.

None have occurred

Use the text box below to describe any additional clarifying information regarding the program's compliance with Standard 1.2.

None

Standard 1.3 Mission, Goals and Objectives

The program has a mission and goals that are consistent with preparation of students for professional practice. --

Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Mission, Goals and Objectives listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's mission, goals and objectives.

None have occurred

For which credentials are students prepared? Select all that are relevant to the program's mission and goals.

Certificate of Clinical Competence (CCC)

State Licensure

Specify States:

Utah

Use the text box below to describe any additional clarifying information regarding the program's compliance with Standard 1.3.

None

Standard 1.4 Evaluation of Mission and Goals

The program faculty must regularly evaluate the congruence of program and institutional missions and the extent to which the goals are achieved.

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Requirement for Review:

- The program monitors its mission and goals to ensure that they remain congruent with those of the institution.
- The program periodically reviews and revises its mission and goals.
- The program systematically evaluates its progress toward fulfillment of its mission and goals.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Evaluation of Mission and Goals listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's evaluation of mission and goals.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.4.

None

Standard 1.5 Program Strategic Plan

The program develops and implements a long-term strategic plan. --

Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.5 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Strategic Plan listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's strategic plan.

None have occurred

Provide an executive summary of the strategic plan that is shared with faculty, students, staff, alumni, and other interested parties. If the strategic plan, or an executive summary of the strategic plan, is shared on the program's website, provide the URL.

Department: To meet the land grant mission of Utah State University, the Emma Eccles Jones College of Education, Health, and Human Sciences and the Department of Speech and Hearing Sciences plans to implement the following 5-year strategic plan to address: national reputation, growth, and program quality. The plan addresses undergraduate education and the three graduate divisions of speech-language pathology, audiology, and deaf education.

Audiology-
Goal: Maintain or increase the number of applicants for the AuD program annually, through recruiting efforts targeting universities across the United States.
Outcome measure: Number of applicants in annual spring application pool.

Goal: Maintain or increase faculty and student presentations and publications to continue the wide recognition of contributions to the field.

Outcome measure: Count of presentation and publications

Goal: Maintain or increase total grant dollars from internal and external sources to support our research, teaching, and service.

Outcome measure: Grant dollar annual total.

URL: https://cehhs.usu.edu/shs/assessment/strategic-plan

Describe the methods used to ensure that the strategic plan reflects the role of the program within its community.

Faculty meet and discuss the plan's goals, outcome measures, and accompanying data annually during our audiology division retreat to ensure the strategic plan reflects our audiology program's role in the university and the surrounding community at large

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.5.

None

Standard 1.6 Program Authority and Responsibility

The program's faculty has authority and responsibility for the program. --

Requirement for Review:

- The institution's administrative structure demonstrates that the program's faculty is recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum.
- The program faculty has reasonable access to higher levels of administration.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.6 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Authority and Responsibility listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's authority and responsibility.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.6.

None

Standard 1.7 Program Director

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.

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Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.7 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Program Director listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's director.

None have occurred

Provide the name of the individual designated as program director below.

Name of Program Director:	Tanner Price
☑ The program understands that it must notify the CAA of program director changes as soon as possible, but no later than 30 days after the change, including temporary appointments and sabbaticals. Failure to notify the CAA Accreditation Office within the timelines may jeopardize the program's accreditation status.	
Information about reporting changes can be found on the CAA website at https://caa.asha.org/reporting/reporting-changes/	

Program Director date appointed:

07/01/2024

Is the Program Director new since submission of the last CAA report?

No

If this program director is serving in an interim capacity, describe the program's specific plans for appointing a permanent program director.

This Program Director is a permanent appointment

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.7.

None

Standard 1.8 Equitable Treatment

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

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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.

Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.8 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Equitable Treatment listed in the last Accreditation Action Report

Have you ever requested an exemption from any federal anti-discrimination provisions based on your institution's religious tenets?

No

If you have not requested an exemption from federal anti-discrimination provisions, do you believe you qualify for such an exemption? If so, clarify which provisions and for what reasons.

No data available

Describe any changes that have occurred in the last reporting period regarding the program's Equitable Treatment.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.8.

None

Standard 1.9 Public Information

The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.

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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 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 recently completed 3 academic years must be provided:
    - 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),
- Student outcome measures must be labeled "Student Achievement Data" or "Student Outcome Data."
    - 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.9 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Public Information listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the currency, accuracy and availability of public information about the program.

None have occurred

The CAA requires programs to disclose accurate and complete information on their respective websites about their accreditation status to include the specific degree program holding the accreditation status and the full name, address, and phone number of the accrediting agency: Council on Academic Accreditation in Audiology and Speech-Language Pathology.

See chapter XII.C *Public Notice of Accreditation Status* within the Accreditation Handbook for guidance and examples of applicable accreditation statements.

Confirm that the program's current Accreditation Statement is written in accordance with the Accreditation Handbook, then provide the URL where this information can be found:

https://cehhs.usu.edu/shs/graduate/doctor-of-audiology

The CAA has developed guidance on presenting student achievement data and has created a checklist for programs to use related to Standard 1.9 – Public Information:

- **Are the student outcome measures labeled as "Student Achievement Data" or "Student Outcome Data"?**
- **Are the outcome measures separated by professional area and modality (if applicable)?**
- **Do you have the number AND percentage for each of the required outcomes listed?**

- **Do the outcome measures reflect the last 3 mostly recently completed academic years?**
- **Are the specific academic years listed, so that timelines are clear in the outcome measures?**
- **Do you have written policies and procedures for updating the website content at least annually? Where do you keep that document kept for faculty/staff to reference? Does it specify when the program data will be updated?**

☑ Check this box to confirm that the above items have been reviewed prior to answering all remaining questions below.

Provide the URL where the Praxis pass rates are located on the program's website.

https://cehhs.usu.edu/shs/assessment/student-achievement-data/praxis-exam-pass-rate

Provide the URL where the completion rates are located on the program's website.

Programs are advised to compare the student outcome data displayed on the program's website with the Program Completion Rate Calculator worksheet data (submitted under Standard 5.5), as both sets of data should match. More information about calculating program completion rates can be found on the CAA website.

https://cehhs.usu.edu/shs/assessment/student-achievement-data/program-completion-rate

In addition to publishing these student achievement data (Praxis pass rate and program completion rates) on the program's website, does the program publish student achievement information anywhere else? (Select all that apply)

N/A

Describe how information regarding the number of expected terms for program completion (full-time students, part-time students, different delivery modalities, etc.) is made available to the public and to students.

If this information is available on the program's website, include the specific URL.

We communicate the AuD program's expected completion timeline through our departmental website and the university catalog, both of which clearly state that students complete a four-year, 90 semester credit hour post-baccalaureate program over 11 sequential semesters. The catalog provides additional detail on our curriculum structure, describing the integration of didactic coursework with progressive clinical education across our university-based and affiliated healthcare settings. The program is offered as full-time, residential study only. We do not offer part-time options or alternative delivery modalities. The sequential nature of our curriculum—with students beginning clinical practicum in year one and progressing through increasing levels of independence to a full-time fourth-year externship—requires in-person participation and continuous enrollment. All public information regarding program length and delivery format is consistent across our website and institutional catalog.

https://cehhs.usu.edu/shs/graduate/doctor-of-audiology
https://catalog.usu.edu/programs/AUDG-AUDG_AUD-MAJOR/program-overview-aoYks

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.9.

None

Faculty Roster/Details and Courses Worksheet

Provide a full listing of individuals who are currently employed by the university and contribute to the graduate program for which you are seeking accreditation in the table below.

Visit the CAA website Program Resources webpage to download the Faculty Roster Summary Worksheet. Once this worksheet is completed, upload it below.

AY25-26 USU Audiology faculty-roster-summary-worksheet.xlsx

For each faculty member listed on the Faculty Roster Summary uploaded above, a Faculty Data Collection Worksheet must be downloaded from the CAA Program Resources webpage, completed in full, and uploaded to the table below.

For identification purposes, each Faculty Data Collection Worksheet should be saved using the following format: LastName.FirstName.FacultyDataAUD
Example: Smith.John.FacultyDataAUD

Once you have uploaded all faculty data collection worksheets, please check the box below confirming that you agree to the attestation statement.

"I confirm that a current Faculty Data Collection Worksheet for each faculty member that is currently employed by the university and contributes to the graduate program has been uploaded to the Standard 2.0 Faculty Data Worksheet Table. This listing matches the uploaded Faculty Roster Summary Worksheet."

☑ Check box to confirm

Faculty Name (Last, First)	Faculty Data Collection Worksheet (filename format: LastName.FirstName.FacultyDataAUD)	Additional Clarifying Information? (not required)
Barker, Brittan	Download	
Kamerer, Aryn	Download	
Muñoz, Karen	Download	
Page, Andrea	Download	
Pitt, Cache	Download	
Price, Tanner	Download	
Shelton, Tiffany	Download	

RESPONSE - 1

Faculty Name (Last, First)	Faculty Data Collection Worksheet filename format: LastName.FirstName.FacultyDataAUD	Additional Clarifying Information? (not required)

Barker, Brittan	Barker.Brittan.FacultyDataAUD.doc	

RESPONSE - 2

Faculty Name (Last, First)	Faculty Data Collection Worksheet filename format: LastName.FirstName.FacultyDataAUD	Additional Clarifying Information? (not required)
Kamerer, Aryn	Kamerer.Aryn.FacultyDataAUD.doc	

RESPONSE - 3

Faculty Name (Last, First)	Faculty Data Collection Worksheet filename format: LastName.FirstName.FacultyDataAUD	Additional Clarifying Information? (not required)
Muñoz, Karen	Muñoz.Karen.FacultyData.doc	

RESPONSE - 4

Faculty Name (Last, First)	Faculty Data Collection Worksheet filename format: LastName.FirstName.FacultyDataAUD	Additional Clarifying Information? (not required)
Page, Andrea	Page.Andrea.FacultyDataAUD.doc	

RESPONSE - 5

Faculty Name (Last, First)	Faculty Data Collection Worksheet filename format: LastName.FirstName.FacultyDataAUD	Additional Clarifying Information? (not required)
Pitt, Cache	Pitt.Cache.FacultyDataAUD.doc	

RESPONSE - 6

Faculty Name (Last, First)	Faculty Data Collection Worksheet filename format: LastName.FirstName.FacultyDataAUD	Additional Clarifying Information? (not required)
Price, Tanner	Price.Tanner.FacultyData.doc	

RESPONSE - 7

Faculty Name (Last, First)	Faculty Data Collection Worksheet filename format: LastName.FirstName.FacultyDataAUD	Additional Clarifying Information? (not required)
Shelton, Tiffany	Shelton.Tiffany.FacultyData.doc	

Visit the CAA website's Program Resources webpage to download the Standard 3.0 Courses Worksheet. Once this worksheet is completed, upload the document below.

Note: Any faculty that are reported on the Courses Worksheet as a currently assigned instructor should appear above on the Standard 2.0 Faculty Data Worksheet Table and should be included in the Faculty Summary Roster Worksheet upload. Any faculty that are not currently employed by the university and contributing to the graduate program should not be reported on the Standard 3.0 Courses Worksheet. Faculty that have left the program since the last reporting submission are required to be reported under Standard 2.1 within the Faculty Changes Table.

AuD_standard-3.0-courses-worksheet.xlsx

Standard 2.1 Faculty Sufficiency – Overall Program

The number and composition of the program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that: --

2.1.1 allows students to acquire the knowledge and skills required in Standard 3,

2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,

2.1.3 allows students to meet the program's established goals and objectives,

2.1.4 meets the expectations set forth in the program's mission and goals,

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.

Requirement for Review:

- 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;
  - how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3;
  - 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 2.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with

this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Overall Program Faculty Sufficiency listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding overall program faculty sufficiency.

None have occurred

Have there been any faculty changes since your last report to the CAA?

Yes

Indicate faculty changes that have occurred since your last report to the CAA.

Faculty Name	Status	For Status of Other, Specify	Courses Taught/Assigned	Effective Date
Lauren Ralston	New and replaced former faculty member		SHS 7320: Amplification I, SHS 7420: Amplification II, SHS 7380: Advanced Audiology	08/01/2026

RESPONSE - 1

Indicate faculty changes that have occurred since your last report to the CAA.

Faculty Name	Status	For Status of Other, Specify	Courses Taught/Assigned	Effective Date
Lauren Ralston	New and replaced former faculty member		SHS 7320: Amplification I, SHS 7420: Amplification II, SHS 7380: Advanced Audiology	08/01/2026

What is the total number of students currently enrolled in the residential component of the CAA accredited graduate education program?

Student Status	Current Report	Prior Report	Percent Change
Full-time	36	36	0.00%
Part-time	0	0	0.00%
Total	36	36	0.00%

Percentage change of enrollment across all modalities:

% Change Full-time	0.00%

% Change Part-time	

If student enrollment has increased 50% or more since last year for any modality (residential, distance education, satellite), explain steps taken by the program to ensure:

- **Sufficient faculty**
- **Sufficient financial and other resources**
- **Students meet student outcome measures (Praxis pass rates, program completion rates, employment rates)**
- **Students have access to client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups**
- **Program mission and goals are met**
- **Long-term stability and quality programming**

Enrollment did not increase by 50% or more in the last year

Do you offer an undergraduate program in the field of Communication Sciences and Disorders?

Yes

Complete the table with your total enrollment for Undergraduate CSD degrees.

Degree Program	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
BA/BS in Speech and Hearing Sciences	435	310	125
2nd BS in Speech & Hearing Sciences	186	52	134

RESPONSE - 1

Complete the table with your total enrollment for Undergraduate CSD degrees.

Undergraduate Degree (e.g. BA, BS, etc)	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
BA/BS in Speech and Hearing Sciences	435	310	125

RESPONSE - 2

Complete the table with your total enrollment for Undergraduate CSD degrees.

Undergraduate Degree (e.g. BA, BS, etc)	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
2nd BS in Speech & Hearing Sciences	186	52	134

Does your department offer any other graduate programs in addition to the one you are currently reporting on?

Yes

List all other graduate programs offered in your department, in addition to the one you are currently reporting on.

Degree Program	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
MS in Communication Sciences, non-clinical degree	0	0	0
MA/MS in Speech-Language Pathology	50	50	0
Interdisciplinary PhD in Developmental Disabilities, housed in Dept of Sp Ed & Rehab	2	1	1
Interdisciplinary PhD in Neuroscience, housed in Dept of Psychology	1	0	1
MEd in Deaf Education - Listening and Spoken Language Specialization	14	14	0

RESPONSE - 1

List all other graduate programs offered in your department, in addition to the one you are currently reporting on.

Degree Program	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
MS in Communication Sciences, non-clinical degree	0	0	0

RESPONSE - 2

List all other graduate programs offered in your department, in addition to the one you are currently reporting on.

Degree Program	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
MA/MS in Speech-Language Pathology	50	50	0

RESPONSE - 3

List all other graduate programs offered in your department, in addition to the one you are currently reporting on.

Degree Program	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
Interdisciplinary PhD in Developmental Disabilities, housed in Dept of Sp Ed & Rehab	2	1	1

RESPONSE - 4

List all other graduate programs offered in your department, in addition to the one you are currently reporting on.

Degree Program	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
Interdisciplinary PhD in Neuroscience, housed in Dept of Psychology	1	0	1

RESPONSE - 5

List all other graduate programs offered in your department, in addition to the one you are currently reporting on.

Degree Program	Current Total Enrollment	Full-time Enrollment	Part-time Enrollment
MEd in Deaf Education - Listening and Spoken Language Specialization	14	14	0

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.1.

None

Standard 2.2 Faculty Sufficiency – Institutional Expectations

The number, composition, and workload of all full-time faculty who have responsibility in the graduate program are sufficient to allow them to meet expectations with regard to teaching, research, and service of the sponsoring institution.

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Requirement for Review:

- The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide teaching, research, and service as part of their workload
    - are accessible to students,
    - have sufficient time for scholarly and creative activities,
    - have sufficient time to advise students,
    - have sufficient time to participate in faculty governance,
    - have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.
- The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide clinical education and service as part of their workload
    - are accessible to students,
    - have sufficient time for scholarly and creative activities,
    - have sufficient time to advise students,
    - have sufficient time to participate in faculty governance,
    - have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.
- The program must demonstrate that faculty who are tenure eligible have the opportunity to meet the criteria for tenure of the sponsoring institution.
- The program must demonstrate that faculty who are eligible for promotion have the opportunity to meet the criteria for promotion of the sponsoring institution.
- The program must demonstrate that faculty who are eligible for continuing employment have the opportunity to meet the expectations for continued employment of the sponsoring institution.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 2.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary

Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Institutional Expectations for Faculty Sufficiency listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding Faculty Sufficiency – Institutional Expectations.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.2.

None

Standard 2.3 Faculty Qualifications

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.

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Requirement for Review:

- 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 responsibilities in the program, and other indicators of competence to offer graduate education.
- 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).

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 2.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Faculty Qualifications listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding faculty qualifications.

None have occurred

If the information provided in the Standard 2.0 Faculty and Standard 3.0A Courses sections does not demonstrate that the majority of academic content is taught by doctoral faculty who hold a PhD or EdD degree, provide rationale.

NOTE: ***The majority of academic content should be calculated based on credit hours (not the number of courses) for academic courses only, not clinical coursework.***

Academic content includes lectures or other pedagogical methods, laboratory experiences, and/or clinically related activities or experiences provided within the context of a credit-earning didactic course or research experience.

Majority of academic content is taught by doctoral faculty who hold a PhD or EdD degree

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.3.

None

Standard 2.4 Faculty Continuing Competence

All faculty members maintain continuing competence and demonstrate pursuit of lifelong learning.

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Requirement for Review:

- The program must demonstrate that all individuals who have responsibility to deliver academic and clinical components of the graduate program maintain continuing competence.
- The program must demonstrate that all individuals who have responsibility to deliver the graduate program pursue lifelong learning.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 2.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Faculty Continuing Competence listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Faculty Continuing Competence.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.4.

None

Standard 3.1A Overall Curriculum

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

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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.

Requirement for Review:

The doctoral program in audiology must meet the following requirements.

- 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.
- 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:
    - 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 satisfy degree and other requirements within the published time frame.
- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.1A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Overall Curriculum listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's overall curriculum.

None have occurred

Provide the URL for the current graduate program course descriptions.

https://catalog.usu.edu/programs/AUDG-AUDG_AUD-MAJOR/program-overview-aoYks

Based on full-time enrollment, indicate the academic and clinical requirements for the degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree.

Requirements	Number of Credits
Minimum required academic credits	53
Minimum elective academic credits	0
Minimum required practicum/clinical credits	33
Minimum elective practicum/clinical credits	0
Minimum required research credits (include dissertation if applicable)	4
Minimum elective research credits (include dissertation if applicable) Indicate any other requirements below	0
Indicate any other requirements below:	
Total	90

Describe how the academic and clinical program is offered on a regular basis so that students are able to satisfy degree and other requirements within the program's published time frame.

The program is structured as a lock-step, 4-year curriculum comprising 11 semesters and 90 credits. All didactic coursework is offered once per calendar year in fixed semester sequences. Clinical pracctica are organized by cohort progression, with students advancing synchronously through on-campus and off-campus rotations. This structure ensures all students complete degree requirements within the published 4-year timeline.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.1A.

None

Standard 3.2A Curriculum Currency

An effective audiology 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.

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Requirement for Review:

- 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;
  - 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.2A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Curriculum Currency listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's curriculum currency.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.2A.

None

Standard 3.3A Sequence of Learning Experiences

An effective audiology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program's established learning goals and objectives and develop into an independent, competent audiologist. --

Requirement for Review:

- The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.3A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Sequence of Learning Experiences listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's sequence of learning experiences.

None have occurred

Describe any differences in the expected sequence of courses and clinical experiences that result from different tracks.

The program does not offer alternate tracks. All students follow the same sequence of didactic coursework and clinical experiences throughout the program.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.3A.

None

Standard 3.4A Person- and Family-Centered Care

An effective audiology program is organized and delivered in such a manner that the tenets of person- and family-centered care are reflected in the program, consistent with recognized standards of ethical practice and in accordance with applicable state and federal laws.

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Requirement for Review:

- The program must provide evidence that the tenets of person- and family-centered care are taught in didactic courses.
- The program must provide evidence that the tenets of person- and family-centered care are modeled throughout the clinical practicum experiences.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.4A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Diversity Reflected in the Curriculum listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding person- and family-centered care.

None have occurred

Describe how the tenets of person- and family-centered care are taught in didactic courses.

Person- and family-centered care is a cornerstone of the AuD curriculum and is integrated throughout all didactic coursework. While it receives explicit, focused instruction in SHS7450 Counseling for Audiological Care and SHS7460 Aural Rehabilitation Across the Lifespan, these principles are integrated into nearly all courses as faculty consistently reinforce them when discussing clinical applications, patient decision-making, and audiological care delivery.

Describe how the tenets of person- and family-centered care are modeled throughout clinical practicum experiences.

Person- and family-centered care is modeled throughout clinical practicum experiences through direct demonstration and reflection. Clinical faculty actively model these principles through co-treatment with students, explicit teaching moments, debriefing sessions, and provision of session recordings for student review. Across all on-campus clinics (Adult Hearing and Balance, Cochlear Implant, and Pediatric), faculty use patient-centered approaches in their interactions with patients and families. For external placements, students are strategically matched with preceptors known to prioritize these principles.

Competency is explicitly assessed through the Preliminary Exam evaluation form, where students are evaluated on counseling skills including empathy and validation of emotions, culturally sensitive communication, individualized information sharing, shared decision-making and permission-seeking, and appropriate questioning techniques. Student and faculty reflections on clinical applications are shared during grand rounds in SHS 7000: Implementation Science Seminar.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.4A.

None

Standard 3.5A Scientific and Research Foundation

An effective audiology program is organized so that the scientific and research foundations of the profession are evident. --

Requirement for Review:

- The program must demonstrate the procedures used to verify that students obtain knowledge in
  - the basic sciences;
  - basic science skills (e.g., scientific methods, critical thinking);
  - the basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing).
- The program must demonstrate how the curriculum provides opportunities for students to
  - understand and apply the scientific bases of the profession,
  - understand and apply research methodology,
  - become knowledgeable consumers of research literature,

- become knowledgeable about the fundamentals of evidence-based practice,
- apply the scientific bases and research principles to clinical populations.

- The program must include research and scholarship participation opportunities that are consistent with the mission and goals of the program.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.5A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Scientific and Research Foundations listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Scientific and research foundations.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.5A.

None

Standard 3.6A Clinical Settings/Populations

The clinical education component of an effective entry-level audiology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program's stated mission and goals. That base includes a variety

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of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking services, consultation, record-keeping, and administrative duties relevant to professional service delivery in audiology.

Requirement for Review:

- The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to
    - experience the breadth and depth of clinical practice,
    - obtain experiences with different populations,
    - obtain a variety of clinical experiences in different work settings,
    - obtain experiences with appropriate equipment and resources,
    - learn from experienced audiologists who will serve as effective clinical educators.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.6A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Clinical Settings/Populations listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's clinical settings/populations.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.6A.

None

Standard 3.7A Clinical Education - Students

An effective audiology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter independent professional practice. The type and structure of the clinical education are commensurate with the development of knowledge and skills of each student.

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Requirement for Review:

- The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice.
- The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skill levels of each student.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.7A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Clinical Education - Students listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's clinical education - students.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.7A.

None

Standard 3.8A Clinical Education - Client Welfare

Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations.

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Requirement for Review:

- The program must demonstrate that the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.
- The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.
- The program must demonstrate that the services provided by the student and clinical educator team is in accordance with recognized standards of ethical practice and relevant federal and state regulations.
- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.8A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Clinical Education – Client Welfare listed in the last Accreditation Action Report

Provide policies and procedures that demonstrate how the program provides the opportunity for students to understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.

Universal precautions are explicitly taught in SHS 7490: Medical Aspects and SHS 7380: Advanced Audiology. Principles of universal precautions are discussed and modeled in clinical
practicum as well as posted in clinic spaces.

Describe any changes that have occurred in the last reporting period regarding the program's clinical education - client welfare.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.8A.

None

Standard 3.9A External Placements

Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty. --

Requirement for Review:

- 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 appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.
- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.9A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding External Placements listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's external placements.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.9A.

None

Standard 3.10A Student Conduct

An effective entry-level audiology 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.

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Requirement for Review:

- The program must have written policies and procedures that describe its 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, all aspects of cheating, and violations of ethical practice.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.10A noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Conduct listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's student conduct.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.10A.

None

Standard 4.1 Student Admission Criteria

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.

--

Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Admission Criteria listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's admission criteria.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.1.

None

Standard 4.2 Student Adaptations

The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

--

Requirement for Review:

- 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.
- The program must have a policy regarding the use of accommodations for students with reported disabilities.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Adaptations listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding student adaptations.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.2.

None

Standard 4.3 Student Intervention

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. --

Requirement for Review:

- 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 consistently across all students who are identified as needing intervention.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Interventions listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding student intervention.

None have occurred

Describe how these policies and procedures will be applied consistently across all students who are identified as needing intervention.

The program provides regular and consistent feedback to each student regarding their progress in achieving expected knowledge and skills in both the classroom and the clinic. For academic coursework, this includes ongoing communication with instructors, feedback on assignments and assessments, and individualized discussions on strengths and areas for improvement. Aside from one-on-one feedback interactions with instructors, students can access immediate feedback via the online course software Canvas for each course.

For clinical experiences, there is ongoing critical and constructive guidance and feedback from instructors before, after, and (if necessary) during a clinical session. There is feedback after every patient contact including students doing their own reflective feedback. Additionally, periodic evaluations, mentorship, and advisory sessions facilitate tracking and monitoring of student progress. Off-campus supervisors provide regular guidance and feedback to students around clinical interactions (following similar format as on-campus supervisors). Records of clinical feedback are maintained by instructors and entered into CALIPSO.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.3.

None

Standard 4.4 Student Information

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. --

Requirement for Review:

- The program must provide information regarding

- program policies and procedures,
- program expectations regarding academic integrity and honesty,
- program expectations for ethical practice,
- the degree requirements,
- the requirements for professional credentialing.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Information listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's student information.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.4.

None

Standard 4.5 Student Complaints

Students are informed about the processes that are available to them for filing a complaint against the program. --

Requirement for Review:

- The program must provide information regarding the process and mechanism to file a complaint against the program within the sponsoring institution.
- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.5 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Complaints listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding student complaints.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.5.

None

Standard 4.6 Student Advising

Students receive advising on a regular basis that pertains to both academic and clinical performance and progress.

--

Requirement for Review:

- The program must maintain records of advisement for each of its students.
- The program must maintain records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress.
- The program must maintain records demonstrating that any concerns about a student's performance in meeting the program requirements, including language proficiency, are addressed with the student.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.6 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Advising listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding student advising.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.6.

None

Standard 4.7 Student Progress Documentation

The program documents student progress toward completion of the graduate degree and professional credentialing requirements.

--

Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.7 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Progress Documentation listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the documentation of student progress.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.7.

None

Standard 4.8 Availability of Student Records

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).

--

Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.8 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Availability of Student Records listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's availability of student records.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.8.

None

Standard 4.9 Student Support Services

Students are provided information about student support services available within the program and institution.

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Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.9 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Support Services listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's student support services.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.9.

None

Standard 4.10 Verification of Student Identity

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. --

Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.10 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Verification of Student Identity listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's verification of student identity.

None have occurred

Describe the institution's 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.

Note: If the institution does not have specific policies, indicate below.

The institution does not offer any distance education courses

Describe the program's policies and procedures for verifying that a student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit.

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

The program does not offer any distance education courses

Describe the program's policy for ensuring that the identity verification process protects the privacy of a student enrolled in the distance education course or program and that the process for implementing the policy is conducted in a consistent manner.

The program does not offer any distance education courses

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.10.

None

Standard 5.1 Assessment of Student Learning

The program regularly assesses student learning.

--

Requirement for Review:

- The program must demonstrate that it assesses the achievement of student learning outcomes to determine student success in the acquisition of expected knowledge and skills.
- The program must demonstrate that it provides a learning environment that provides each student with consistent feedback.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary

Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Assessment of Student Learning listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding assessment of students.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.1.

None

Standard 5.2 Program Assessment of Students

The program conducts ongoing and systematic formative and summative assessments of the performance of its students. --

Requirement for Review:

- 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.
- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Assessment of Students listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding program assessment of students.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.2.

None

Standard 5.3 Ongoing Program Assessment

The program administers regular and ongoing assessment protocols to evaluate the quality of the program and to facilitate continuous quality improvement. --

Requirement for Review:

- The assessment protocols must be used to evaluate the academic and clinical aspects of the entire program.
- The program must collect data from multiple sources (e.g., alumni, faculty, employers, off-site clinical educators, community members, individuals receiving services) and allow evaluation of the program's success in achieving its goals, objectives, and the extent to which student learning outcomes have been met.
- The program must systematically collect evaluations of the academic and clinical aspects of the program from students and use these to assess those aspects of the program.
- The program must use the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program's stated goals and objectives and the measured student learning outcomes.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Assessment listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's ongoing program assessment.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.3.

None

Standard 5.4 Ongoing Program Improvement

The program uses the results of its ongoing programmatic assessments for continuous quality improvement and evaluates the improvements.

--

- The program must describe how it uses programmatic assessment data to promote continuous quality improvement of the program.
- The program must describe the processes it uses to evaluate program improvements for congruence with its stated mission and goals.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Ongoing Program Improvement listed in the last Accreditation Action Report

Describe the procedures that the program follows to use the results of the ongoing programmatic assessments in planning and implementing program improvements that ensure continuous quality improvement.

The program follows specific procedures to utilize ongoing programmatic assessment results for continuous quality improvement. These procedures involve analyzing assessment data to identify areas for improvement, identifying trends and patterns, and comparing outcomes to established benchmarks or standards. Based on the findings, programmatic changes and enhancements are planned and implemented to address identified areas for improvement. This iterative process ensures that the program adapts and evolves to meet the needs of students, leading to continuous improvement in program quality and effectiveness.

Describe the processes that the program uses to ensure that any program changes are consistent with the program's stated mission, goals, and objectives.

None

Describe any changes that have occurred in the last reporting period regarding the program's ongoing program improvement.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.4.

None

Standard 5.5 Program Completion Rate

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.

--

Requirement for Review:

- 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.

.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.5 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Completion Rates listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's program completion rate.

None have occurred

Provide the published length of time (stated in semesters/quarters) for students to complete the residential program of study.

Full-time with CSD undergraduate major	11 semesters
Full-time without CSD undergraduate major	11 semesters
Part-time with CSD undergraduate major	n/a
Part-time without CSD undergraduate major	n/a

Download and complete the Program Completion Rate Calculator worksheet found on CAA Program Resources webpage, and then upload it as evidence in support of the data you have provided in this report.

If there are additional components of the program (distance education and/or satellite campus(es)), please complete the applicable tabs in the excel workbook with this data.

Programs are advised to compare the Program Completion Rate Calculator worksheet data with student outcome data displayed on the program website, as both sets of data should match. More information about calculating program completion rates can be found on the CAA website.

AuD program-completion-rate-calculator-worksheet (1).xlsx

Provide an explanation and a plan that will be used for improvement if the program's 3-year average for completion rate does not meet or exceed the CAA's established (80%) threshold. Include a timeline for implementing and assessing these steps.

In your explanation, provide details on how the program has addressed the following areas regarding its impact on program completion rates:

- **The number, composition, and qualifications of faculty sufficient to meet the mission of the program (Std. 2.1, 2.3)**
- **Academic and clinical courses offered sufficiently enough for students to graduate on time (Std. 3.1A)**
- **Academic and clinical advising offered along with remediation (Stds. 4.2, 4.3, 4.6, 4.9)**
- **Appropriate admissions policies (Std. 4.1)**
- **Classes that are more likely to be causing students to drop out or take longer to complete the program (3.0A)**

3-year average completion rate was at or above 80%

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.5.

None

Standard 5.6 Praxis Examination Pass Rate

The percentage of test-takers who pass the Praxis® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA's established threshold. --

Requirement for Review:

- The CAA's established threshold requires that at least 80% of test-takers from the program pass the *Praxis*® 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 *Praxis*® 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.6 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Praxis Pass Rates listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Praxis examination pass rate.

None have occurred

For the residential program, provide the number of test-takers who took and passed the Praxis examination for the three most recently completed academic years. Results must be reported only once for test-takers who took the exam multiple times in the same reporting period (The ETS reporting period is September - August). Exclude individuals who graduated more than 3 years ago.

The CAA has developed guidance for programs on reporting student achievement measures and presenting student achievement data, which can be found on the CAA's website.

Period	Number of Test-takers Taking the Exam	Number of Test-takers Passed	Pass Rate
Recent Year	7	5	71.43%
1 Year Prior	5	5	100.00%
2 Years Prior	5	5	100.00%
3-year average percentage:	88		

Provide an explanation and a plan for improvement that will be used if the program's 3-year average for exam pass rate does not meet or exceed the CAA's established (80%) threshold. Include a timeline for implementing and assessing these steps.

3-year average praxis pass rate was at or above 80%

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.6.

None

Standard 5.7 RESERVED

The CAA has eliminated employment rates as a required student outcome measure along with the related CAA-established threshold. Programs may still choose to use employment rates as their own measure, but CAA will not require it. Thus, Standard 5.7 has been reserved. Check the box below to confirm the understanding of this change. If you have any questions, contact accreditation staff at caareports@asha.org.

Confirm

Standard 5.8 Program Improvement – Student Outcomes

The program demonstrates how it uses the results of its analyses of success in meeting the established CAA thresholds for program completion rate, Praxis® Subject Assessments pass rate, and employment rate or the rate of continuation of education in the field for continuous quality improvement at the programmatic level.

--

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.8 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary

Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Improvement – Student Outcomes listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's program improvement – student outcomes.

None have occurred

Describe the analysis processes that the program uses to evaluate the results of graduation rate and Praxis Subject Assessment pass rate to facilitate continuous quality improvement.

Annually we gather the number of students who graduate from our AuD program and ultimately pass the Praxis Subject Assessment. We use these data to calculate the pass rates. Then we use those data points as part of our bigger picture when assessing program quality and identifying areas in need of improvement.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.8.

None

Standard 5.9 Evaluation of Faculty

The program regularly evaluates and documents the results of the assessment of all faculty and staff to determine their effectiveness in delivering a thorough and current program. --

Requirement for Review:

- The program must demonstrate the mechanisms that it uses to evaluate the effectiveness of the faculty and staff in delivering the program.
- The program must demonstrate that the evaluation takes place in a fair and systematic fashion that is consistent with institutional policy and procedures.
- The program faculty must be actively involved in these evaluations in a manner that is consistent with institutional policy and procedures.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.9 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Evaluation of Faculty listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's evaluation of faculty.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.9.

None

Standard 5.10 Faculty Improvement

The faculty and staff involved in delivering the program to students use the results of the evaluation of their performance to guide continuous professional development that facilitates the delivery of a high quality program.

--

Requirement for Review:

- The program must demonstrate how the faculty and staff use the results of evaluations of performance to guide continuous professional growth and development.
- The program must demonstrate how the growth and development of its faculty and staff facilitate the delivery of a high quality program.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.10 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Faculty Improvement listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's faculty improvement.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.10.

None

Standard 5.11 Effective Leadership

The individual responsible for the program of professional education seeking accreditation effectively leads and administers the program.

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Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.11 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Effective Leadership listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's effective leadership.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.11.

None

Standard 6.1 Institutional Financial Support

The institution provides adequate financial support to the program so that it can achieve its stated mission and goals. --

Requirement for Review:

- The program must demonstrate
  - that its budgetary allocation is regular, appropriate, and sufficient to deliver a high quality program that is consistent with its mission and goals;
  - that there is sufficient support, consistent with the program mission and goals, for personnel, equipment, educational and clinical materials, and research activities;
  - consistency of sources of funds that are received outside the usual university budgeting processes, if the program is dependent on them.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Institutional Financial Support listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's institutional financial support.

None have occurred

Describe the budgeting process for the program.

The department has core stable funding from the state and supplementary funds from other sources. Most of the funding supports faculty/staff salaries. The department head determines where discretionary funding is allocated based on need and priority on an ongoing basis.

Report the total budget for the accredited program. Enter "0" where none.

Sources of Support	Prior Year Annual Budget (Amount in $)	Current Year Annual Budget (Amount in $)	% increase/decrease
Faculty/Staff Salaries	$1,094,587.00	$1,023,694.00	-6.48%
Supplies & Expenses (non-capital/non-salary expenses)	$55,689.00	$53,687.00	-3.59%
Capital Equipment	$150,270.00	$0.00	-100.00%
Institutional Support Sub-Total	$1,300,546.00	$1,077,381.00	-17.16%
Grants/contracts	$633,794.00	$320,814.00	-49.38%
Clinic Fees	$370,890.00	$348,965.00	-5.91%

Other Funding	$0.00	$0.00	0.00%
Non-Institutional Support Sub-Total	$1,004,684.00	$669,779.00	-33.33%
Total Budget	$2,305,230.00	$1,747,160.00	-24.21%
% of budget represented by non-institutional support	43.58%	38.34%	-12.04%

If you included funding in the "Other Funding" category in the Program Budget Table above, describe the source(s).

N/A

For each budget category in the Program Budget Table above that displays a variance of -10% or greater in the %increase/decrease column, explain the reasons for and the impact of each variance.

Capital Equipment: No capital equipment purchases were made this reporting period, the prior year's $150K reflected a one-time purchase. No operational impact expected.
Grants/Contracts: The decrease reflects a return to typical funding levels following a one-time NIH award received by Aryn Kamerer in 2025 ($633,794), which is not representative of the program's baseline. This year's total ($320,814) is consistent with historical norms, close to the 11-year median of $284,404. The variance reflects normal award and renewal cycle fluctuation rather than a decline in grant activity, and no negative operational impact is expected.

Describe how the program determines that there is sufficient support for the specific areas of personnel, equipment, educational and clinical materials, and research.

The department head collects information from faculty and staff concerning needs and resources, and makes budgetary decisions in the best interest of the entire program.

Describe potential budget insufficiencies or anticipated changes to financial resources that may impact program capacity in the near and long term. Discuss steps that will be taken by the program to ensure sufficient financial resources to achieve the program's mission and goals.

We do not anticipate budget insufficiencies or changes to financial resources that will impact program capacity in the near or long term. State funding for higher education in Utah has faced reductions for three consecutive legislative sessions, and the university remains in the midst of a multi-year strategic reinvestment process mandated by the state. These pressures have required program efficiencies within the department (e.g., not offering low-enrollment undergraduate courses and closing low-enrollment undergraduate deaf education and interpreter programs), but they have not affected the AuD graduate program's ability to deliver its curriculum or meet its mission. AuD enrollment remains consistent, and the program has continued to implement changes that increase efficiency for students, faculty, and preceptors. As evidence of continued financial capacity, the program's previously vacant research faculty position has been filled, with the new faculty member beginning in August 2026. To ensure sufficient financial resources going forward, the department head continues to oversee the budget throughout the year, tracking income and expenditures with the business manager and using this information to make timely, appropriate financial decisions in response to the evolving state funding environment.

If the program's budget includes funds generated from activities outside the usual budgeting processes, describe the consistency of these funds and the portion of the budget that is accounted for by these funds. Describe the possible impact on program viability if these funds are not available.

N/A

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.1.

None

Standard 6.2 Support for Faculty Continuing Competence

The institution provides adequate support to the program so that its faculty and staff have the opportunities to maintain continuing competence. --

Requirement for Review:

- The program must demonstrate that support, incentives, and resources are available for the continued professional development of the faculty.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Support for Faculty Continuing Competence listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Support for faculty continuing competence.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.2.

None

Standard 6.3 Physical Facilities

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. --

Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Physical Facilities listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's physical facilities.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.3.

None

Standard 6.4 Program Equipment and Materials

The program's equipment and educational and clinical materials are appropriate and sufficient to achieve the program's mission and goals. --

Requirement for Review:

- The program must demonstrate that the quantity, quality, currency, and accessibility of materials and equipment are sufficient to meet the mission and goals of the program.
- The program must demonstrate that it has a process for reviewing and updating materials and equipment to determine whether the quantity, quality, and currency are sufficient to meet the mission and goals of the program.
- The program must demonstrate that the equipment is maintained in good working order.
- The program must demonstrate that any equipment for which there are ANSI or other standards-setting body requirements meets the expectations of the standard(s).

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Equipment listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's equipment, educational and clinical materials.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.4.

None

Standard 6.5 Technical Infrastructure

The program has access to an adequate technical infrastructure to support the work of the students, faculty, and staff. The technical infrastructure includes access to the Internet, the online and physical resources of the library, and any streaming or videoconferencing facilities needed for the program to meet its mission and goals

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Requirement for Review:

- The program must demonstrate adequate access to a technical infrastructure that supports the work of the students, faculty, and staff.
- The program must demonstrate how access to this infrastructure helps the program meet its mission and goals.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.5 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Technical Infrastructure and Resources listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's technical infrastructure.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.5.

None

Standard 6.6 Clerical and Technical Staff Support

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.

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Requirement for Review:

- 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.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.6 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Clerical and Technical Staff Support listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's clerical and technical staff support.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.6.

None

Submission Attestation

Please check the box below confirming that you agree to the following attestation statement.

"To the best of my knowledge and belief, all information submitted in this report is accurate and complete as of the submission date."

☑ Check box to confirm