



## **TELECONFERENCE AUDIOLOGY PRACTICE COMMITTEE MEETING NOTICE AND AGENDA**

**The Speech-Language Pathology & Audiology &  
Hearing Aid Dispensers Board (Board) will hold an  
Audiology Practice Committee Meeting via WebEx Events on**

***Wednesday, September 23, 2020, beginning at 1:00 p.m.***

**NOTE:** Pursuant to the provisions of Governor Gavin Newsom's Executive Order N-29-20, dated March 17, 2020, neither Board member locations nor a public meeting location are provided. Public participation may be through teleconferencing as provided above. If you have trouble getting on the WebEx event to listen or participate, please call 916-263-2666.

### **Important Notice to the Public:**

The Committee will hold this public meeting via WebEx Events. Instructions to connect to this meeting can be found at the end of this agenda. To participate in the WebEx Events meeting, please log on to this website the day of the meeting:  
<https://dca-ca.webex.com/dca-ca/onstage/g.php?MTID=ef5e2e9ac0e5918d271ac7c59cdbef0aa>.

Due to potential technical difficulties, please consider submitting written comments by 5:00 p.m. on September 22, 2020, to [speechandhearing@dca.ca.gov](mailto:speechandhearing@dca.ca.gov) for consideration.

### **Audiology Practice Committee Members**

Marcia Raggio, Dispensing Audiologist, Committee Chair  
Rodney Diaz, Otolaryngologist, Public Member  
Karen Chang, Public Member  
Christy Cooper, Dispensing Audiologist

### **Audiology Practice Committee Meeting**

1. Call to Order / Roll Call / Establishment of Quorum
2. Public Comment for Items not on the Agenda  
*The Committee may not discuss or take any action on any item raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting (Government Code Sections 11125, 11125.7(a))*
3. Discussion and Possible Action Regarding Audiology Licensing Requirements (As Stated in Business and Professions Code Sections 2532.2 and 2532.25 and Title 16, California Code of Regulations (CCR) section 1399.152.2)

4. Discussion and Possible Action Regarding Audiology Examination Requirement: Consideration of The New Praxis Audiology Examination and Its Passing Score Recommendation (As Stated in Title 16, CCR section 1399.152.3)
5. Discussion and Possible Action Regarding Board Statement Related to the Centers for Medicare and Medicaid Services' (CMS) Merit-based Incentive Payment System (MIPS) Requirements of Audiologists
6. Discussion and Possible Action Regarding Additional Waivers Needed by Audiologists During the COVID-19 State of Emergency
7. Discussion and Possible Action Regarding COVID-19 DCA Waivers Related to Audiology and Whether To Seek Permanent Changes to These Statutes or Regulations
8. Future Agenda Items  
*(The Committee may discuss other items in sufficient detail to decide whether to place the matter on the agenda of a future meeting)*
9. Adjournment

*Agendas and materials can be found on the Board's website at [https://www.speechandhearing.ca.gov/board\\_activity/meetings/index.shtml](https://www.speechandhearing.ca.gov/board_activity/meetings/index.shtml).*

*Action may be taken on any item on the Agenda. The time and order of agenda items are subject to change at the discretion of the Committee Chair and may be taken out of order. In accordance with the Bagley-Keene Open Meeting Act, all meetings of the Committee are open to the public. In the event a quorum of the Committee is unable to attend the meeting, or the board is unable to maintain a quorum once the meeting is called to order, the members present may, at the Chair's discretion, continue to discuss items from the agenda and make recommendations to the full Board at a future meeting.*

*The meeting facility is accessible to persons with a disability. Any person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting the Board office at (916) 263-2666 or making a written request to Cherise Burns, Assistant Executive Officer, 2005 Evergreen Street, Suite 2100, Sacramento, California 95815. Providing your request at least five (5) business days before the meeting will help ensure availability of the requested accommodation.*

# HOW TO – Join – DCA WebEx Event

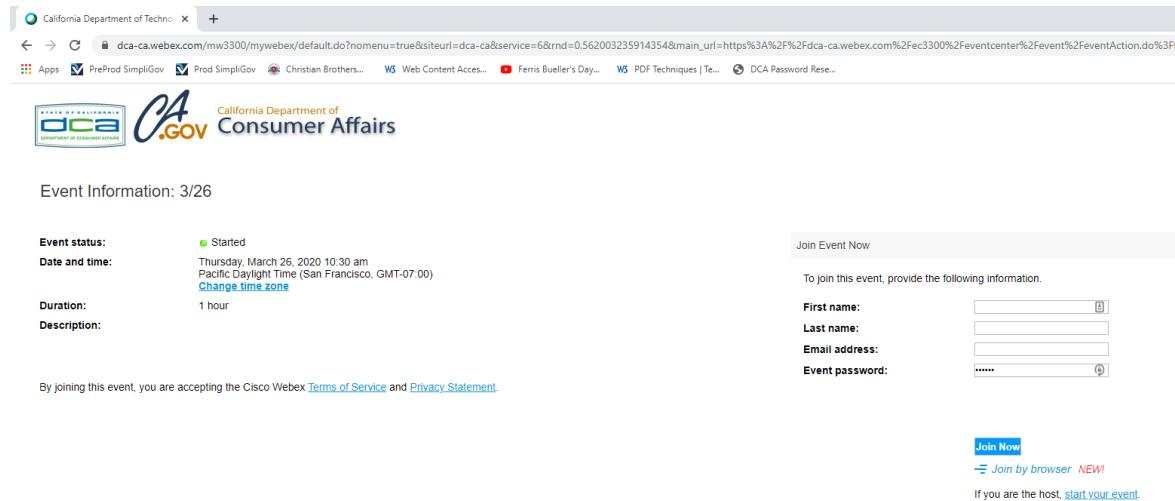
The following contains instructions to join a WebEx event hosted by the Department of Consumer Affairs (DCA).

NOTE: The preferred audio connection to our event is via telephone conference and not the microphone and speakers on your computer. Further guidance relevant to the audio connection will be outlined below.

1. Navigate to the WebEx event link provided by the DCA entity (an example link is provided below for reference) via an internet browser.

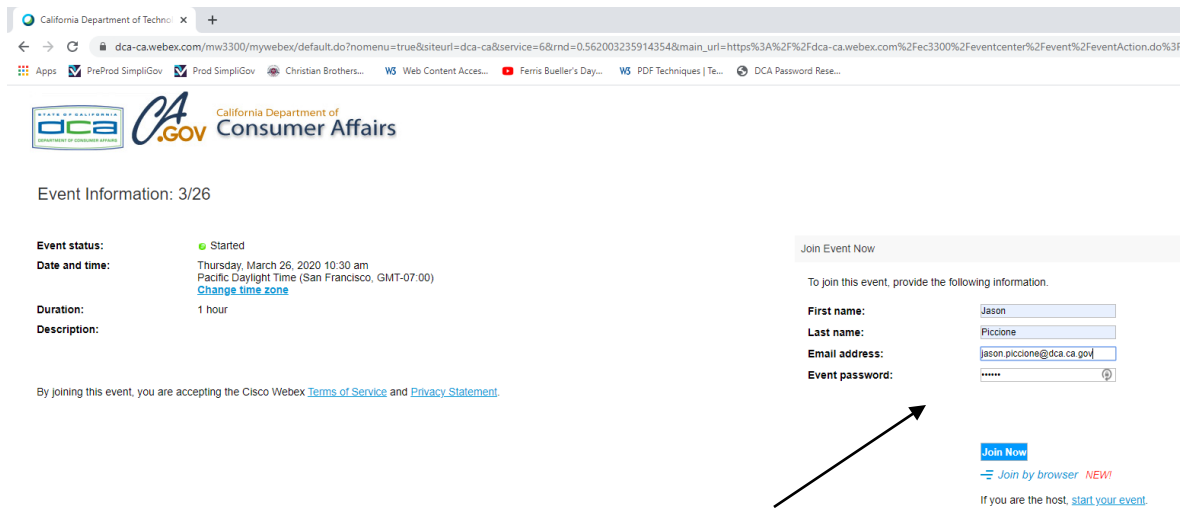
Example link:

<https://dca-ca.webex.com/dca-ca/onstage/g.php?MTID=eb0a73a251f0201d9d5ef3aaa9e978bb5>



2. The details of the event are presented on the left of the screen and the required information for you to complete is on the right.  
NOTE: If there is a potential that you will participate in this event during a Public Comment period, you must identify yourself in a manner that the event Host can then identify your line and unmute it so the event participants can hear your public comment. The 'First name', 'Last name' and 'Email address' fields do not need to reflect your identity. The department will use the name or moniker you provide here to identify your communication line should you participate during public comment.

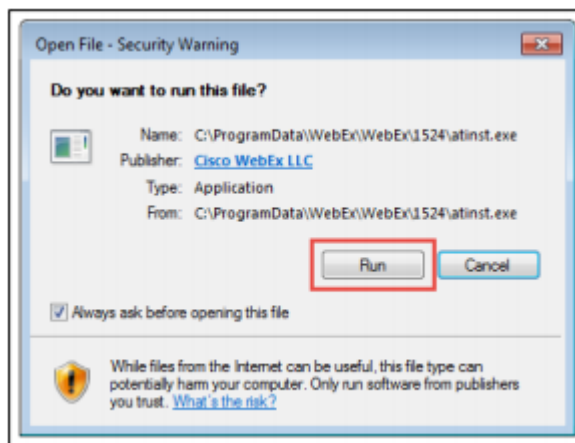
# HOW TO – Join – DCA WebEx Event



3. Click the 'Join Now' button.

NOTE: The event password will be entered automatically. If you alter the password by accident, close the browser and click the event link provided again.

4. If you do not have the WebEx applet installed for your browser, a new window may open, so make sure your pop-up blocker is disabled. You may see a window asking you to open or run new software. Click 'Run'.



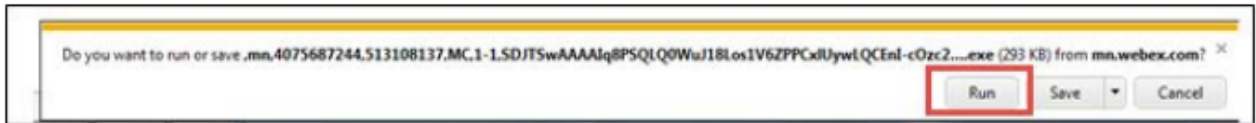
Depending on your computer's settings, you may be blocked from running the necessary software. If this is the case, click 'Cancel' and return to the browser tab that looks like the window below. You can bypass the above process.

## Starting Webex...



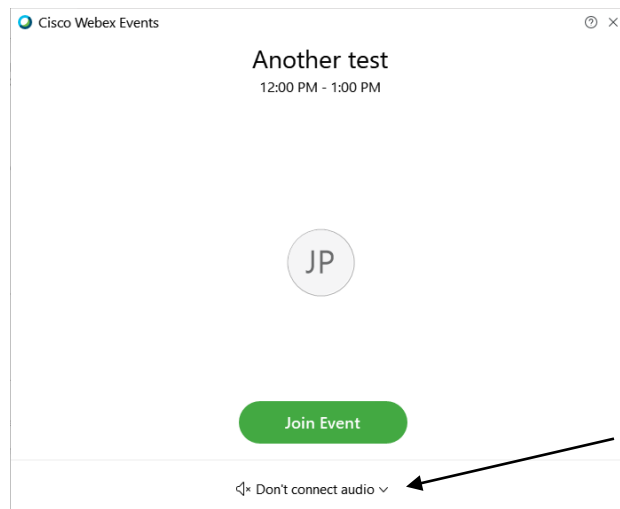
Still having trouble? [Run a temporary application](#) to join this meeting immediately.

5. To bypass step 4, click 'Run a temporary application'.
6. A dialog box will appear at the bottom of the page, click 'Run'.



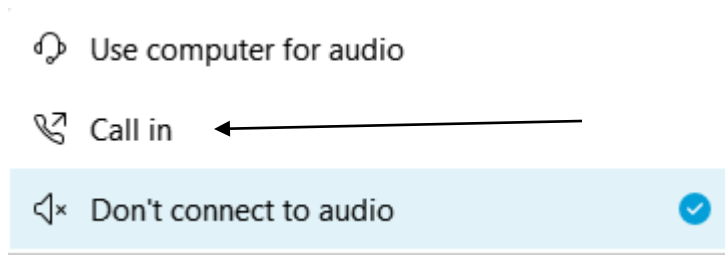
The temporary software will run, and the meeting window will open.

7. Click the audio menu below the green 'Join Event' button.

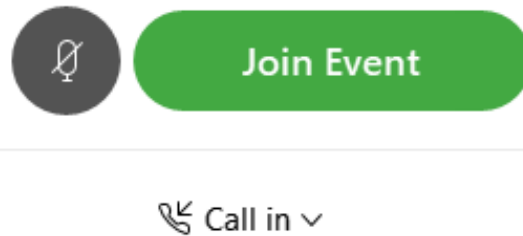


# HOW TO – Join – DCA WebEx Event

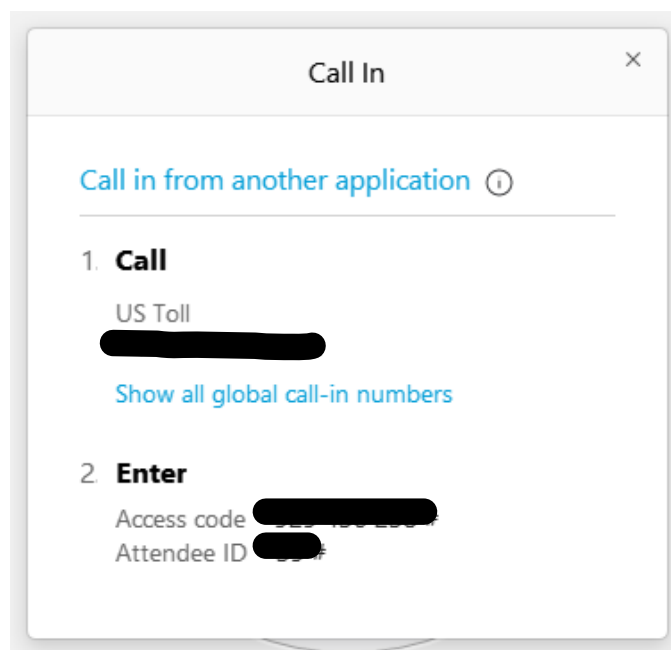
8. When the audio menu appears click 'Call in'.



9. Click 'Join Event'. The audio conference call in information will be available after you join the Event.



10. Call into the audio conference with the details provided.

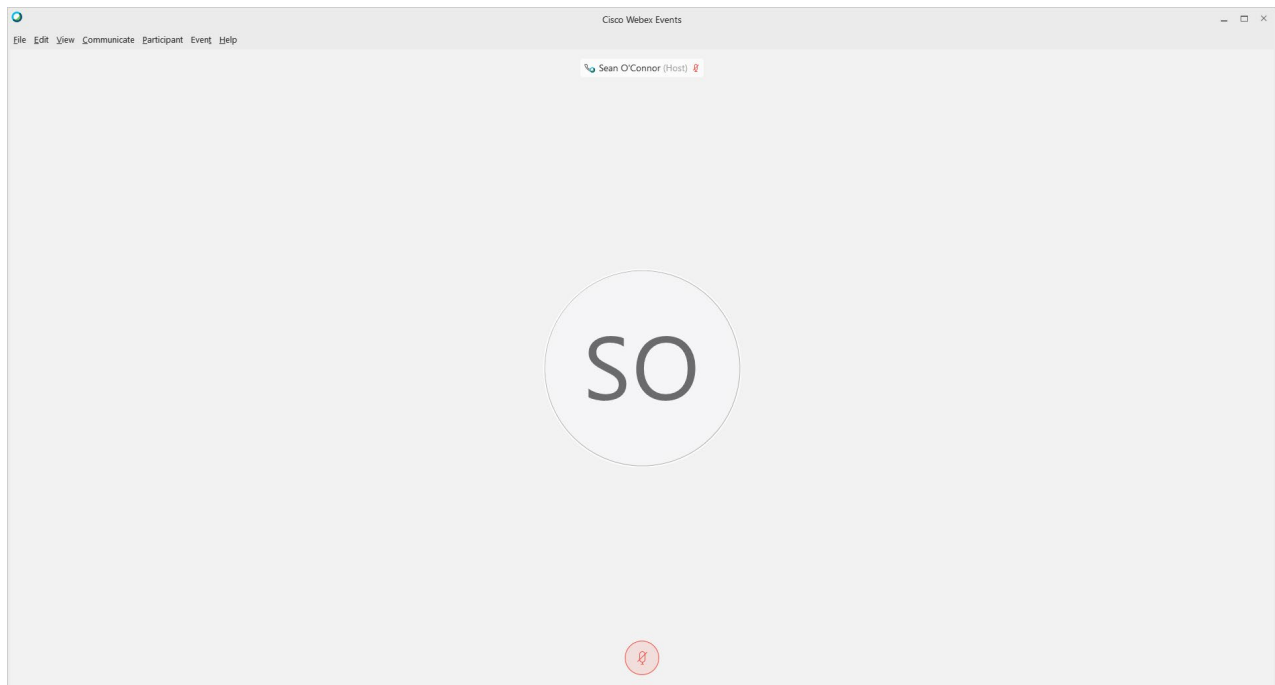


# HOW TO – Join – DCA WebEx Event

NOTE: The audio conference is the preferred method. Using your computer's microphone and speakers is not recommended.

Once you successfully call into the audio conference with the information provided, your screen will look like the screen below and you have joined the event.

Congratulations!

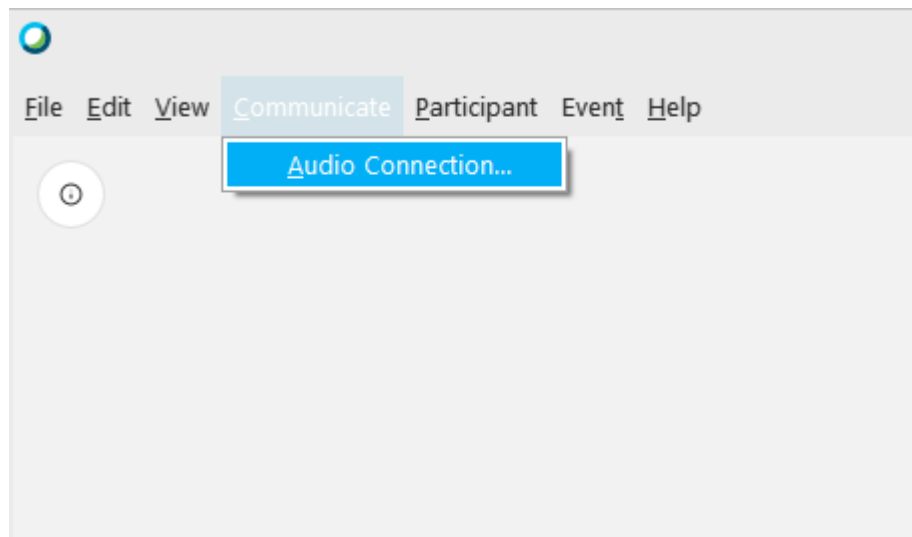


NOTE: Your audio line is muted and can only be unmuted by the event host.

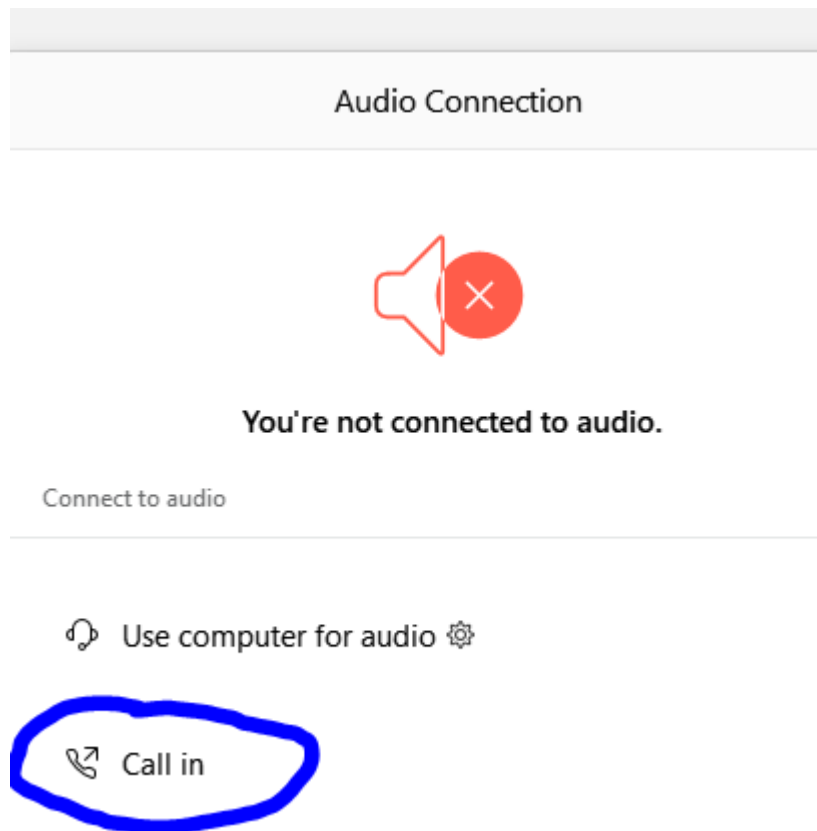
If you join the meeting using your computer's microphone and audio, or you didn't connect audio at all, you can still set that up while you are in the meeting.

Select 'Communicate' and 'Audio Connection' from top left of your screen.

# HOW TO – Join – DCA WebEx Event



The 'Call In' information can be displayed by selecting 'Call in' then 'View'

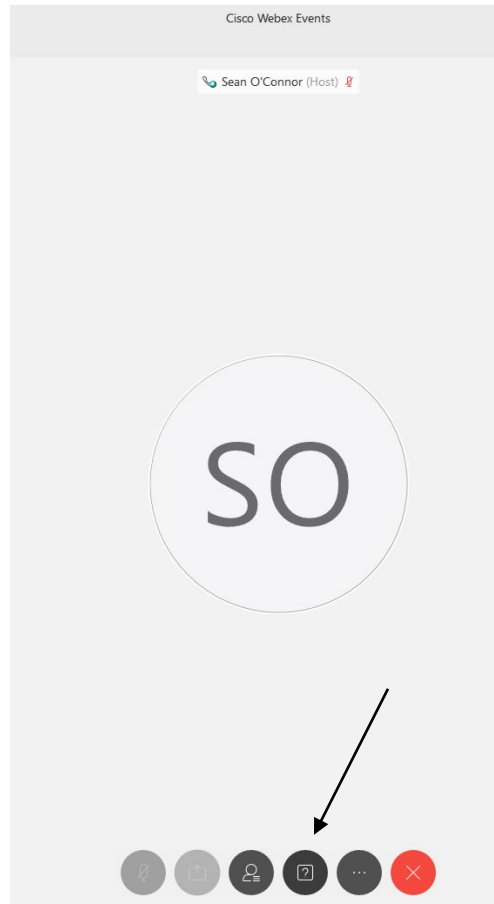


You will then be presented the dial in information for you to call in from any phone.



## Participating During a Public Comment Period

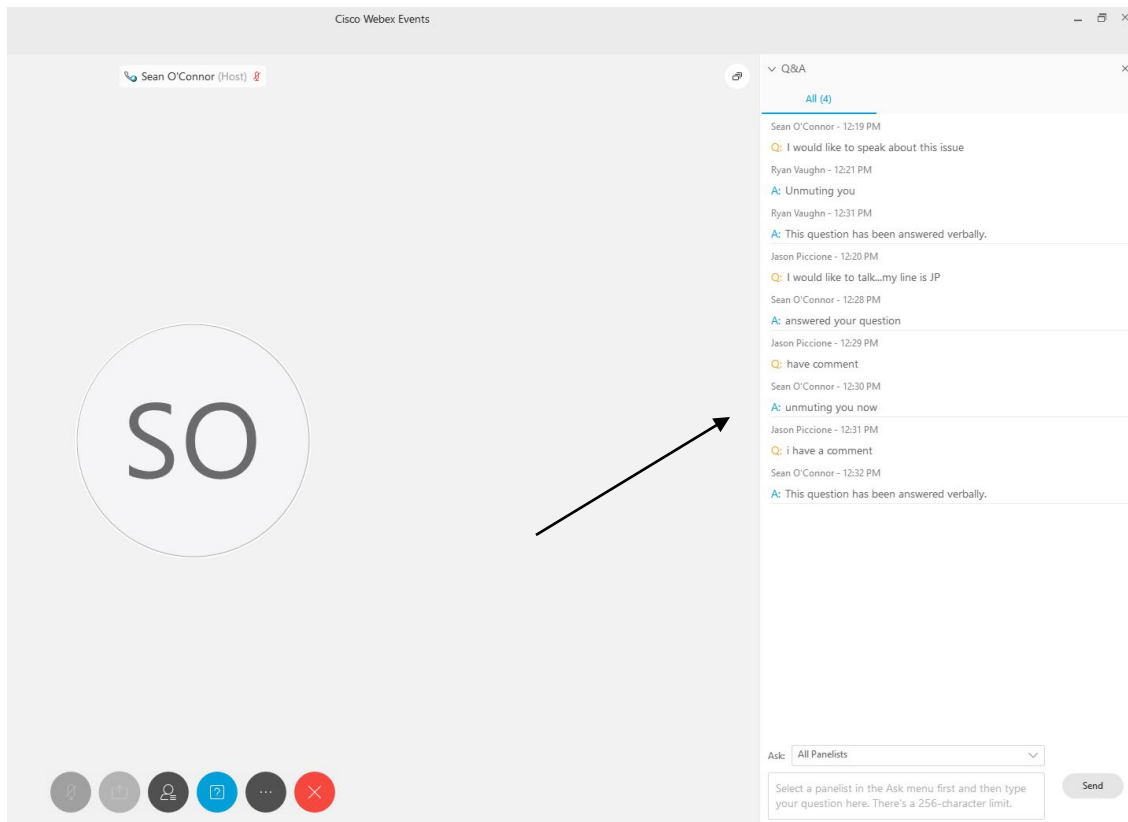
At certain times during the event, the facilitator may call for public comment. If you would like to make a public comment, click on the 'Q and A' button near the bottom, center of your WebEx session.



This will bring up the 'Q and A' chat box.

NOTE: The 'Q and A' button will only be available when the event host opens it during a public comment period.

# HOW TO – Join – DCA WebEx Event



To request time to speak during a public comment period, make sure the 'Ask' menu is set to 'All panelists' and type 'I would like to make a public comment'.

Attendee lines will be unmuted in the order the requests were received, and you will be allowed to present public comment.

NOTE: Your line will be muted at the end of the allotted public comment duration. You will be notified when you have 10 seconds remaining.



# MEMORANDUM

|         |   |
|---------|---|
| DATE    | September 16, 2020  |
| TO      | Audiology Practice Committee  |
| FROM    | Marcia Raggio, Vice Chair   |
| SUBJECT | Agenda Item 3: Discussion and Possible Action Regarding Audiology Licensing Requirements (As Stated in Business and Professions Code Sections 2532.2 and 2532.25 and Title 16, California Code of Regulations (CCR) section 1399.152.2) |

## **Background**

Currently, Business and Professions Code (BPC) Section 2532.25(b) requires the submission of evidence of no less than 12 months of satisfactorily completed supervised professional full-time experience or its part-time equivalent obtained under the supervision of a licensed audiologist.....” This experience shall be completed under the direction of a board-approved audiology doctoral program. The required professional experience shall follow completion of the didactic and clinical rotation requirements of the audiology doctoral program. Applicants should submit evidence of the satisfactory completion of supervised clinical practice with individuals representative of a wide spectrum of ages and audiological disorders.

The California State University and private AuD programs typically require that their enrollees earn approximately 1850 clinical clock hours due to the typical nationwide adoption of this hourly requirement, clearly exceeding the requirement of 1399.152.2(c) of 300 clock hours. Currently, due to the BPC Section 2532.2(b) requirement, all programs require a 12-month 3rd or 4th year Required Professional Experience (RPE), even if the 1850 clinical clock hour requirement has already been met prior to 12 months. This situation, along with the programs’ requiring that all clock hours be achieved following the completion of the AuD program, can cause a significant financial and temporal hardship for students who complete their clock hour requirement prior to 12 months. Additionally, there are students who have difficulty achieving 1850 hours in a 12 month period only within their RPE (due to either Federal Visa restrictions of 11 months for gaining experience or the CSU Executive Order requiring the completion of the program in 11 semesters).

For current hearing and balance healthcare training these statutory and regulatory requirements can create insufficient clinical training, as well as restrictive aspects for program completion, causing hardships for audiology doctoral students and programs, while not supporting adequate consumer protection for audiology and balance services.

The Council on Academic Accreditation (CAA via ASHA) states: “The doctoral program in audiology must meet the following requirements...Include a minimum of 12 months’ full time

equivalent of supervised clinical experience. These include short-term rotations and longer-term externships and should be distributed throughout the program of study.” Thus, CAA does not require a specific 12-month externship. Further, CAA does not require all clock hours be direct patient contact, i.e. “Any effort that would be part of a full-time audiologist’s typical work assignment counts toward the requirement. The program is expected to use reasonable judgment when counting non-patient contact hours.” Both CAA and ACAE (via AAA) state that they do not recommend a required number of months or clock hours of training, but rather recommend that all programs provide their students with a program that meets all accreditation requirements.

At the Board’s February 20-21, 2020 Meeting, the Audiology Practice Committee (Committee) discussed revising and revamping the number of clinical clock hours and the 12-month full-time professional experience requirements for licensure as an audiologist. At that time the Board discussed how the current requirements are no longer appropriate and need to be updated to consider the shift in educational requirements from a master’s degree in Audiology to a Doctoral degree in Audiology (AuD). Since that meeting, the Board has done additional outreach to stakeholders regarding potential revisions to audiology licensure requirements. Additionally, the COVID-19 pandemic has had significant negative impacts on many audiology students’ ability to successfully complete the 12-month professional experience requirement for licensure during their graduate program.

At the Board’s June 30, 2020 Teleconference Meeting, the Board discussed some of the following issues:

- Audiology students, in all California programs, are provided with clinical experiences/rotations throughout their programs. Students participate in a number of types of clinics with a variety of patient populations and varying pathologies regarding both hearing and balance. Students in these pre-graduation clinics receive 100 percent supervision by licensed audiologists. Should the requirement that all RPE experiences, and thus all clock hours achieved in these supervised, pre-graduation clinics and during the 3rd or 4th year RPE, be counted toward an 1850 clinical clock hour requirement to allow for program and student flexibility?
- Should the 12-month RPE requirement be eliminated or modified to include the hours allotted to pre-graduation supervised, clinical experiences? Should the length of the RPE have a range, i.e. 9-12 months?
- What types of clinical clock hours can be counted, i.e. direct patient contact hours, shift hours, audiology simulation hours?
- Should the need for an RPE provisional license be eliminated?
- What considerations need to be taken into account for out-of-state AuD programs that only require 1600 hours?
- What considerations need to be taken into account for students on Federal Visa’s that limit them to only accruing 11 months of experience without violating the terms of their Visa?

There was robust public participation during this discussion, including input from a variety of Audiology graduate programs throughout California. Some of the major themes of this input was that the RPE temporary license should continue, but that some of the pre-RPE experience should count towards the total professional experience requirement. Another theme was about the immense value of professional experiences that are not direct patient contact hours, but that there should be some limitations on the use of non-direct patient contact hours.

The issue was then delegated to the Committee the task of having a stand alone meeting to sharpen the language and get additional public input and to bring back a final recommendation to the next Board Meeting.

### **Proposed Statutory and Regulatory Revisions**

In light of the public comments received at the June 30 meeting, the following statutory and regulatory revisions are proposed for the Committee's consideration:

#### **Business and Professions Code Section 2532.25**

(a) An applicant seeking licensure as an audiologist shall possess a doctorate in audiology earned from an educational institution approved by the board. The board may, in its discretion, accept qualifications it deems to be equivalent to a doctoral degree in audiology. The board shall not, however, accept as equivalent qualifications graduation from a master's program that the applicant was enrolled in on or after January 1, 2008.

(b) In addition to meeting the qualifications specified in subdivision (a), an applicant seeking licensure as an audiologist shall do all of the following:

(1) Submit evidence of the satisfactory completion of supervised clinical practice with individuals representative of a wide spectrum of ages and audiological disorders. The board shall establish by regulation the required number of clock hours of supervised clinical practice necessary for the applicant. The clinical practice shall be under the direction of an educational institution approved by the board.

(2) Submit evidence of no less than **1800 hours** ~~12 months~~ of satisfactorily completed supervised professional ~~full-time~~ experience ~~or its part-time equivalent~~ obtained under the supervision of a licensed audiologist or an audiologist having qualifications deemed equivalent by the board. This experience shall be completed under the direction of a board-approved audiology doctoral program. ~~The required professional experience shall follow completion of the didactic and clinical rotation requirements of the audiology doctoral program.~~

(3) Pass an examination or examinations approved by the board. The board shall determine the subject matter and scope of the examination or examinations and may waive an examination upon evidence that the applicant has successfully completed an examination approved by the board. Written examinations may be supplemented by oral examinations as the board shall determine. An applicant who fails an examination may be reexamined at a subsequent examination upon payment of the reexamination fee required by this chapter.

(c) This section shall apply to applicants who graduate from an approved educational institution on and after January 1, 2008.

#### **Title 16, California Code of Regulations section 1399.152.2**

(a) Supervised **clinical professional** experience within the meaning of Section 2532.2, subdivision (c), **and Section 2532.25, subdivision (b)(2)**, of the Code shall be in the area for which licensure is sought. Speech-language pathology **clinical professional** experience shall be under the supervision of a licensed speech-language pathologist or a speech-language pathologist having qualifications deemed equivalent by the Board. Audiology **clinical professional** experience shall be under the supervision of a licensed audiologist or an audiologist having qualifications deemed equivalent by the Board. "Qualifications deemed equivalent by the Board" includes a supervisor who holds the

legal authorization to practice in the field for which licensure is sought in the state where the experience is being obtained, if the supervised **clinical professional** experience is obtained in a setting which is exempt from the licensure requirements of the Act or out of state.

(b) Two hundred seventy-five (275) clock hours of **clinical professional** experience shall be required for licensure as a speech-language pathologist or audiologist for applicants who completed their graduate program on or before December 31, 1992.

(c) (1) Three hundred (300) clock hours of **clinical professional** experience in three (3) different clinical settings shall be required for licensure as a speech-language pathologist ~~or audiologist~~ for applicants who completed their graduate program after December 31, 1992, or an audiologist for applicants who completed their graduate program prior to December 31, 2007.

(2) A minimum of eighteen hundred (1800) clock hours of professional experience accrued over no fewer than 36 weeks shall be required for licensure as an audiologist for applicants who completed their doctoral program after December 31, 2007. These professional experience hours can include up to 630 hours of patient related activities that are not direct client/patient contact and a maximum of 200 hours of supervised clinical practice hours if those hours are in direct client/patient contact. Documentation of the types of hours and the minimum number of weeks of experience accrued will be provided by the graduate audiology program.

(d) Twenty-five (25) hours of the required clinical experience may be in the field other than that for which the applicant is seeking licensure (speech-language pathology for an audiologist or audiology for a speech-language pathologist) if such clinical experience is under a supervisor who is qualified in the minor field as provided in subsection (a).

### **Action Requested**

Discuss the Proposed Statutory and Regulatory Revisions, as presented on pages 3-4. After discussing these proposed changes and considering public comment, recommend finalized statutory and regulatory language for the full Board's consideration and action at its next meeting.



# MEMORANDUM

|         |   |
|---------|---|
| DATE    | September 15, 2020  |
| TO      | Audiology Practice Committee  |
| FROM    | Cherise Burns, Assistant Executive Officer  |
| SUBJECT | Agenda Item 4: Discussion and Possible Action Regarding Audiology Examination Requirement: Consideration of The New Praxis Audiology Examination and Its Passing Score Recommendation (As Stated in Title 16, CCR section 1399.152.3) |

## **Background**

In response to the COVID-19 pandemic the Educational Testing Service (ETS), who owns and administers the Praxis Subject Tests in Audiology and Speech-Language Pathology, developed at home testing capabilities for a variety of tests, including the Praxis Subject Test in Audiology (5343) which was launched in September of 2020.

ETS also conducts Multistate Standard-Setting Studies, which includes practitioner panels that simulate a test-taking experience prior to recommending a passing score, confirms that the content is important and relevant to entry-level practice, and then recommends a passing score for states to consider. ETS conducted the Audiology Standard-Setting Study in February of 2020 using practitioners from California, District of Columbia, Georgia, Indiana, Louisiana, Minnesota, Missouri, Nebraska, New Jersey, New York, and Pennsylvania. The ETS Audiology Standard-Setting Study recommended a passing score of 162.

Under the Board’s regulations in Title 16, California Code of Regulations (CCR) section 1399.152.3, the Board can determine the acceptability of a passing score for any Praxis examination that it will accept for the purposes of licensure.

### **16 CCR § 1399.152.3. Examination Requirement.**

(a) Applicants shall be deemed to have satisfied the examination requirements of section 2532.2(e) of the Code if they have taken the National Examination in Speech-Language Pathology or the National Examination in Audiology administered by the Educational Testing Service of Princeton, New Jersey, within five years preceding the date on which their application is filed with the Board and have achieved a score on such examination which is acceptable to the Board.

The American Speech-Language-Hearing Association (ASHA) has also decided to accept a passing score of 162.

To ensure that California applicants can take advantage of the new Praxis examination in Audiology for the purposes of licensure and not have to meet the in-person passing score of 170 to obtain licensure, staff recommends that the Audiology Practice Committee review the ETS materials and recommend to the full Board to establish the passing score for the Praxis Subject Test in Audiology (5343) as 162 for the purposes of licensure.

**Action Requested**

Recommend to the full Board that the Board establish the passing score for the Praxis Subject Test in Audiology (5343) as 162 for the purposes of licensure.

Attachment A: Multistate Standard-Setting Studies

Attachment B: Setting Standards on The Praxis Series™ Tests: A Multistate Approach



# Multistate Standard-Setting Studies

The ETS Multistate Standard-Setting Study process assists states when new and regenerated tests require new passing scores. This approach, designed by ETS researchers, convenes practitioner panels to recommend a passing score for states to consider. The panels simulate a test-taking experience prior to recommending a passing score. The panels also confirm that the content is important and relevant to entry-level practice. Multistate Standard-Setting Studies are important because they:

- reduce the state burden of recruiting educators
- gain greater educator input into the passing score recommendation — up to 50 educators
- provide a more efficient process for moving states from old to new tests
- allow for multiple rounds of panel judgments, feedback and discussion
- add support for states seeking greater interstate portability

Each state maintains valuable control by setting its own passing score, while the Multistate Standard-Setting Study provides practitioner judgments and documentation to inform that decision. Select a licensure area below to see the results of the Multistate Standard-Setting Studies.

For more information about the Multistate Standard-Setting Studies, email us at [teachingandlearning@ets.org](mailto:teachingandlearning@ets.org) or call 1-866-243-4088.

## Core Academic Skills for Educators

| Study Date   | Report Date   | Recommended Study Value | States Involved in Study  |
|--|---------------|-------------------------|---|
| <b>Core Academic Skills for Educators Reading (5712)</b>     |               |                         |   |
| February 2013  | February 2013 | 156                     | Alaska, Arkansas, Connecticut, Delaware, Guam, Hawaii, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, North Carolina, North Dakota, Nebraska, Nevada, New Hampshire, New Jersey, Rhode Island, South Carolina, Tennessee, Vermont, Washington, D.C., West Virginia, Wisconsin |
| <b>Core Academic Skills for Educators Writing (5722)</b>     |               |                         |   |
| February 2013  | February 2013 | 162                     | Alaska, Arkansas, Connecticut, Delaware, Guam, Hawaii, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, North Carolina, North Dakota, Nebraska, Nevada, New Hampshire, New Jersey, Rhode Island, South Carolina, Tennessee, Vermont, Washington, D.C., West Virginia, Wisconsin |
| <b>Core Academic Skills for Educators Mathematics (5732)</b> |               |                         |   |
| February 2013  | February 2013 | 150                     | Alaska, Arkansas, Connecticut, Delaware, Guam, Hawaii, Iowa, Kentucky, Louisiana,   |

| Study Date   | Report Date | Recommended Study Value | States Involved in Study   |
|--|-------------|-------------------------|--|
|  |             |                         | Maine, Maryland, Mississippi, North Carolina, North Dakota, Nebraska, Nevada, New Hampshire, New Jersey, Rhode Island, South Carolina, Tennessee, Vermont, Washington, D.C., West Virginia, Wisconsin                                  |
| <b>Core Academic Skills for Educators Mathematics (5733)</b> |             |                         |  |
| February 2019  | March 2019  | 150                     | Alaska, Alabama, Arkansas, Connecticut, Georgia, Hawaii, Idaho, Iowa, Kansas, Louisiana, Maryland, Mississippi, Nebraska, Nevada, New Jersey, North Carolina, Pennsylvania, South Carolina, Tennessee, Washington, D.C., West Virginia |

## Early Childhood Education

| Study Date                                | Report Date   | Recommended Study Value | States Involved in Study   |
|---|---------------|-------------------------|--|
| <b>Education of Young Children (5024)</b> |               |                         |  |
| February 2014                             | February 2014 | 160                     | Arkansas, Connecticut, Delaware, Hawaii, Kansas, Louisiana, Maine, Mississippi, Nebraska, Nevada, New Hampshire, Rhode Island, South Carolina, Tennessee, West Virginia, Wyoming   |
| <b>Early Childhood Education (5025)</b>   |               |                         |  |
| February 2015                             | February 2015 | 156                     | Alabama, Arkansas, Hawaii, Idaho, Iowa, Kentucky, Maryland, Montana, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Rhode Island, Utah, Washington D.C., Wyoming |

## Elementary Education

| Study Date  | Report Date   | Recommended Study Value | States Involved in Study  |
|---|---------------|-------------------------|---|
| <b>Elementary Education: Content Knowledge (5018)</b>                       |               |                         |   |
| January 2014  | February 2014 | 163                     | Delaware, Guam, Iowa, Louisiana, Mississippi, Montana, Nevada, South Dakota |
| <b>Elementary Education: Curriculum, Instruction, and Assessment (5017)</b> |               |                         |   |
| January 2014  | February 2014 | 153                     | Maryland, Mississippi, Nebraska, Nevada, North Dakota, Tennessee, Wyoming   |

| <b>Elementary Education: Instructional Practice and Applications (5019)</b> |               |   |   |
|---|---------------|---|---|
| January 2014  | February 2014 | 155   | Maryland, Mississippi, Nebraska, Nevada, North Dakota, Tennessee, Wyoming   |
| <b>Elementary Education: Content Knowledge for Teaching (7801)</b>          |               |   |   |
| May 2016  | July 2016     | Reading & Language Arts CKT (7802)–161<br>Mathematics — CKT (7803)–150<br>Social Studies (7805)–155             | Alaska, Arkansas, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Michigan, New Jersey, Nevada, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Virginia, West Virginia               |
| May 2017  | July 2017     | Science — CKT (7804)–154  | Alabama, Arkansas, Connecticut, Delaware, Idaho, Kentucky, Maryland, New Hampshire, New Jersey, Nevada, Pennsylvania, Rhode Island, Virginia, West Virginia   |
| <b>Elementary Education: Content Knowledge for Teaching (7811)</b>          |               |   |   |
| March 2019  | April 2019    | Social Studies (7815)–161   | Arkansas, Delaware, Hawaii, Idaho, Kentucky, Louisiana, Maryland, New Jersey, South Dakota, Tennessee, West Virginia  |
| <b>Elementary Education: Multiple Subjects (5001)</b>                       |               |   |   |
| February 2014   | February 2014 | Reading & Language Arts (5002)–157<br>Mathematics (5003)–157<br>Social Studies (5004)–155<br>Science (5005)–159 | Arkansas, Delaware, Hawaii, Idaho, Kentucky, Louisiana, Maine, Maryland, Nevada, New Hampshire, New Jersey, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Virginia, West Virginia, Wyoming |

## Middle School Education

| Study Date  | Report Date   | Recommended Study Value | States Involved in Study  |
|---|---------------|-------------------------|---|
| <b>Middle School English Language Arts (5047)</b> |               |                         |   |
| March 2013  | March 2013    | 164                     | Alaska, Arkansas, Delaware, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Nevada, New Hampshire, North Carolina, North Dakota, Rhode Island, South Dakota, Utah, Vermont, Washington, D.C., West Virginia, Wyoming |
| <b>Middle School Mathematics (5169)</b>           |               |                         |   |
| February 2013                                     | February 2013 | 165                     | Alaska, Arkansas, Idaho, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, North Dakota, North Dakota, New Hampshire, New Jersey, Nevada,   |

| Study Date                          | Report Date   | Recommended Study Value | States Involved in Study   |
|-------------------------------------|---------------|-------------------------|--|
|                                     |               |                         | South Carolina, South Dakota, Utah, Vermont, Washington, D.C., West Virginia, Wyoming  |
| <b>Middle School Science (5440)</b> |               |                         |  |
| February 2014                       | February 2014 | 150                     | Arkansas, Delaware, Guam, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maine, Maryland, Mississippi, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Virginia, West Virginia |
| <b>Middle School Science (5442)</b> |               |                         |  |
| December 2019                       | January 2020  | 152                     | Arkansas, District of Columbia, Hawaii, Idaho, Indiana, Kentucky, Louisiana, Maryland, Nebraska, New Jersey, New Mexico, North Carolina, Rhode Island, South Carolina, South Dakota, Utah, Virginia, West Virginia                       |

## Secondary Education

| Study Date  | Report Date   | Recommended Study Value | States Involved in Study  |
|---|---------------|-------------------------|---|
| <b>Agriculture (5701)</b>                           |               |                         |   |
| October 2013  | November 2013 | 147                     | Arkansas, Delaware, Iowa, Kansas, Kentucky, Louisiana, Maryland, Nebraska, Nevada, North Dakota, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, West Virginia, Wisconsin, Wyoming         |
| <b>Algebra I (5162)</b>                             |               |                         |   |
| September 2016                                      | October 2016  | 157                     | Alaska, Colorado, Hawaii, Kansas, Louisiana, Maryland, New Jersey, South Carolina, South Dakota, Tennessee, Virginia, West Virginia, Wyoming  |
| <b>Business Education: Content Knowledge (5101)</b> |               |                         |   |
| September 2009                                      | October 2009  | 154                     | Connecticut, Hawaii, Idaho, Indiana, Kentucky, Louisiana, Maryland, Missouri, Nevada, New Jersey, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Utah, Wisconsin, Wyoming |
| <b>Computer Science (5652)</b>                      |               |                         |   |

| Study Date  | Report Date   | Recommended Study Value | States Involved in Study  |
|---|---------------|-------------------------|---|
| January 2018  | February 2018 | 149                     | Alabama, Arkansas, Georgia, Idaho, Kentucky, Maryland, Nevada, New Jersey, North Dakota, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, Virginia, Washington, D.C., West Virginia, Wisconsin  |
| <b>Economics (5911)</b>                                   |               |                         |   |
| September 2011  | October 2011  | 150                     | Maryland, Mississippi, North Dakota, Wisconsin and Wyoming  |
| <b>English Language Arts: Content Knowledge (5038)</b>    |               |                         |   |
| March 2013  | March 2013    | 167                     | Alaska, Arkansas, Delaware, Guam, Hawaii, Idaho, Kansas, Louisiana, Maine, Mississippi, Montana, Nevada, New Jersey, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Washington, D.C., West Virginia, Wisconsin                |
| <b>English Language Arts: Content and Analysis (5039)</b> |               |                         |   |
| March 2013  | March 2013    | 168                     | Alaska, Arkansas, Delaware, Guam, Hawaii, Idaho, Kansas, Louisiana, Maine, Mississippi, Montana, Nevada, New Jersey, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Washington, D.C., West Virginia, Wisconsin                |
| <b>English to Speakers of Other Languages (5362)</b>      |               |                         |   |
| December 2015   | December 2015 | 155                     | Alabama, Arkansas, Connecticut, Guam, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maryland, Maine, New Hampshire, Nevada, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Dakota, U.S. Virgin Islands, Utah, Virginia, Vermont, Wisconsin, West Virginia, Wyoming |
| <b>Family and Consumer Sciences (5122)</b>                |               |                         |   |
| October 2013  | October 2013  | 153                     | Arkansas, Connecticut, Delaware, Idaho, Kansas, Kentucky, Louisiana, Maine, Maryland, Nebraska, Nevada, North Carolina, North Dakota, Pennsylvania,   |

| Study Date   | Report Date  | Recommended Study Value | States Involved in Study  |
|--|--------------|-------------------------|---|
|  |              |                         | Rhode Island, South Dakota, Utah, Virginia, Wisconsin, Wyoming  |
| <b>Geometry (5163)</b>                                   |              |                         |   |
| April 2019   | May 2019     | 148                     | Arkansas, Hawaii, Kentucky, Louisiana, Pennsylvania, West Virginia  |
| <b>Government/Political Science (5931)</b>               |              |                         |   |
| October 2011   | October 2011 | 149                     | Maryland, North Dakota, South Dakota, Utah, Wisconsin, Wyoming  |
| <b>Psychology (5391)</b>                                 |              |                         |   |
| June 2012  | June 2012    | 154                     | North Dakota, Nevada, South Carolina, South Dakota, Utah, Wisconsin, Wyoming  |
| <b>Social Studies: Content and Interpretation (5086)</b> |              |                         |   |
| July 2010  | August 2010  | 153                     | Arkansas, Kentucky, Louisiana, Montana, New Hampshire, Pennsylvania, South Carolina, Vermont, Washington, D.C.  |
| <b>Technology Education (5051)</b>                       |              |                         |   |
| September 2010   | October 2010 | 159                     | Arkansas, Connecticut, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Nevada, New Jersey, North Carolina, Ohio, Pennsylvania, South Carolina, Utah, Wisconsin, Wyoming |

## Principles of Learning and Teaching

| Study Date   | Report Date | Recommended Study Value | States Involved in Study  |
|--|-------------|-------------------------|---|
| <b>Principles of Learning and Teaching: Early Childhood (5621)</b> |             |                         |   |
| February 2011  | March 2011  | 157                     | Arkansas, Hawaii, Indiana, Kansas, Louisiana, Maryland, North Dakota, Ohio, South Carolina, South Dakota, Utah, Washington, D.C.                        |
| <b>Principles of Learning and Teaching: Grades K–6 (5622)</b>      |             |                         |   |
| February 2011  | March 2011  | 160                     | Arkansas, Hawaii, Indiana, Kansas, Kentucky, Louisiana, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Washington, D.C., West Virginia |

**Principles of Learning and Teaching: Grades 5–9 (5623)**

|              |            |     |   |
|--------------|------------|-----|---|
| January 2011 | March 2011 | 160 | Arkansas, Indiana, Kansas, Kentucky, Louisiana, North Dakota, Ohio, South Carolina, South Dakota, Tennessee, Utah, Washington, D.C. |
|--------------|------------|-----|---|

**Principles of Learning and Teaching: Grades 7–12 (5624)**

|              |            |     |   |
|--------------|------------|-----|---|
| January 2011 | March 2011 | 157 | Arkansas, Indiana, Kansas, Kentucky, Louisiana, Maryland, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Washington, D.C., West Virginia |
|--------------|------------|-----|---|

**All Grades**

| Study Date   | Report Date   | Recommended Study Value | States Involved in Study  |
|--|---------------|-------------------------|---|
| <b>Art: Content Knowledge (5134)</b>                 |               |                         |   |
| November 2010  | November 2010 | 158                     | Alabama, Arkansas, Connecticut, Kentucky, Louisiana, Maine, Maryland, Mississippi, Missouri, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Utah, Vermont, Washington, D.C., West Virginia, Wisconsin                          |
| <b>Art: Content and Analysis (5135)</b>              |               |                         |   |
| November 2010  | November 2010 | 161                     | Alabama, Arkansas, Connecticut, Kentucky, Louisiana, Maine, Maryland, Mississippi, Missouri, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Utah, Vermont, Washington, D.C., West Virginia, Wisconsin                          |
| <b>Braille Proficiency (0633)</b>                    |               |                         |   |
| January 2016   | January 2016  | 169                     | Colorado, Mississippi, Rhode Island, South Dakota, Utah, Virginia, West Virginia  |
| <b>English to Speakers of Other Languages (5362)</b> |               |                         |   |
| December 2015  | January 2016  | 155                     | Alabama, Arkansas, Connecticut, Guam, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maryland, Maine, New Hampshire, Nevada, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Dakota, U.S. Virgin Islands, Utah, Virginia, Vermont, West Virginia, Wisconsin, Wyoming |

| <b>Health and Physical Education: Content Knowledge (5857)</b> |                |     |  |
|--|----------------|-----|--|
| November 2013  | December 2013  | 160 | Arkansas, Delaware, Guam, Kentucky, Louisiana, Nebraska, Nevada, North Carolina, Pennsylvania, Tennessee, Vermont, Virginia, Washington, D.C.  |
| <b>Mathematics: Content Knowledge (5161)</b>                   |                |     |  |
| February 2013  | March 2013     | 160 | Alaska, Arkansas, Delaware, Idaho, Kentucky, Louisiana, Maine, Maryland, Mississippi, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, D.C., Wisconsin, West Virginia, Wyoming |
| <b>Music: Content and Instruction (5114)</b>                   |                |     |  |
| November 2011  | November 2011  | 162 | Arkansas, Connecticut, District of Columbia, Hawaii, Idaho, Kentucky, Maine, Maryland, Missouri, North Carolina, New Hampshire, Nevada, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont   |
| <b>Music: Content Knowledge (5113)</b>                         |                |     |  |
| November 2011  | November 2011  | 161 | Arkansas, Connecticut, District of Columbia, Hawaii, Idaho, Kentucky, Maine, Maryland, Missouri, North Carolina, New Hampshire, Nevada, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont   |
| <b>Physical Education: Content and Design (5095)</b>           |                |     |  |
| June 2010  | July 2010      | 169 | Arkansas, Connecticut, Indiana, Kentucky, Maryland, New Hampshire, South Carolina, Tennessee, Vermont, Washington, D.C., Wyoming   |
| <b>Reading Specialist (5301)</b>                               |                |     |  |
| August 2011  | September 2011 | 164 | Alabama, Arkansas, Idaho, Kansas, Kentucky, Maine, North Carolina, North Dakota, Nevada, Pennsylvania, Rhode Island, Vermont, West Virginia  |
| <b>Reading Specialist (5302)</b>                               |                |     |  |
| January 2020   | February 2020  | 165 | Arkansas, Hawaii, Idaho, Kansas, Kentucky, Maryland, Nebraska, Nevada, North Carolina, North Dakota, South Dakota, Utah, Washington, D.C., West Virginia   |
| <b>Sociology (5952)</b>  |                |     |  |
| December 2013  | December 2013  | 154 | Nevada, South Dakota, Tennessee, Utah, Wisconsin, Wyoming  |
| <b>Teaching Reading: Elementary Education (5203)</b>           |                |     |  |
| November 2012  | December 2012  | 162 | Arkansas Connecticut, Hawaii, Idaho, Maryland, North Carolina, Nevada, Tennessee, Washington, D.C.   |
| <b>Teaching Reading (5204)</b>                                 |                |     |  |
| October 2009   | December 2009  | 159 | Connecticut, Hawaii, Indiana, Kentucky, Montana, New Jersey, North Carolina, Ohio, South Carolina, Wyoming   |



**Teaching Reading: Elementary (5205)**

|               |            |     |   |
|---------------|------------|-----|---|
| February 2019 | March 2019 | 159 | Alabama, Arkansas, Colorado, District of Columbia, Hawaii, Idaho, Maryland, Mississippi, Oregon, Pennsylvania, South Carolina, Tennessee, Utah, West Virginia |
|---------------|------------|-----|---|

**Teaching Reading: K–12 (5206)**

|               |            |     |   |
|---------------|------------|-----|---|
| February 2019 | March 2019 | 156 | Arkansas, Iowa, Kentucky, Louisiana, Maryland, Montana, North Carolina, Pennsylvania, South Dakota, West Virginia |
|---------------|------------|-----|---|

**World Languages**

| Study Date   | Report Date   | Recommended Study Value | States Involved in Study  |
|--|---------------|-------------------------|---|
| <b>Chinese (Mandarin): World Language (5665)</b>     |               |                         |   |
| April 2012   | May 2012      | 164                     | Arkansas, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Maine, Mississippi, Montana, North Carolina, North Dakota, New Hampshire, New Jersey, Rhode Island, Tennessee, Utah, Vermont, Virginia   |
| <b>English to Speakers of Other Languages (5362)</b> |               |                         |   |
| December 2015  | December 2015 | 155                     | Alabama, Arkansas, Connecticut, Guam, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maryland, Maine, New Hampshire, Nevada, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Dakota, U.S. Virgin Islands, Utah, Virginia, Vermont, Wisconsin, West Virginia, Wyoming |
| <b>French: World Language (5174)</b>                 |               |                         |   |
| July 2009<br>August 2009                             | October 2009  | 162                     | Connecticut, Hawaii, Kentucky, Louisiana, Maine, Maryland, Mississippi, Missouri, Nevada, New Hampshire, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, D.C., West Virginia, Wisconsin                   |
| <b>German: World Language (5183)</b>                 |               |                         |   |
| July 2009<br>August 2009                             | October 2009  | 163                     | Alabama, Delaware, Kentucky, Maryland, Mississippi, Nevada, North Carolina, North Dakota, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, West Virginia, Wisconsin, Wyoming  |
| <b>Spanish: World Language (5195)</b>                |               |                         |   |

| Study Date                             | Report Date  | Recommended Study Value | States Involved in Study  |
|--|--------------|-------------------------|---|
| July 2009<br>August 2009               | October 2009 | 168                     | Alabama, Delaware, Hawaii, Kentucky, Louisiana, Maine, Maryland, Mississippi, Missouri, Nevada, New Hampshire, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, D.C., West Virginia, Wisconsin |
| <b>World Languages Pedagogy (5841)</b> |              |                         |   |
| September 2009                         | October 2009 | 158                     | Connecticut, Idaho, Louisiana, Maryland, South Carolina, South Dakota, Washington, D.C.   |

## Special Education

| Study Date  | Report Date   | Recommended Study Value | States Involved in Study  |
|---|---------------|-------------------------|---|
| <b>Braille Proficiency (0633)</b>   |               |                         |   |
| January 2016  | January 2016  | 169                     | Colorado, Mississippi, Rhode Island, South Dakota, Utah, Virginia, West Virginia  |
| <b>Gifted Education (5358)</b>  |               |                         |   |
| November 2013   | November 2013 | 157                     | Arkansas, Delaware, Idaho, Kentucky, Maine, North Dakota, Tennessee   |
| <b>Special Education: Core Knowledge and Applications (5354)</b>                    |               |                         |   |
| January 2010  | February 2010 | 151                     | Connecticut, Delaware, Indiana, Kentucky, Louisiana, Maryland, North Carolina, North Dakota, Ohio, South Carolina, South Dakota, Utah, Washington, D.C., West Virginia, Wyoming |
| <b>Special Education: Core Knowledge and Mild to Moderate Applications (5543)</b>   |               |                         |   |
| February 2010   | March 2010    | 158                     | Connecticut, Hawaii, Idaho, Indiana, Kentucky, Louisiana, North Carolina, South Carolina, Tennessee, Utah, Washington, D.C., West Virginia                                      |
| <b>Special Education: Core Knowledge and Severe to Profound Applications (5545)</b> |               |                         |   |
| February 2010   | March 2010    | 158                     | Hawaii, Indiana, Kansas, Kentucky, Louisiana, Missouri, North Carolina, Tennessee, Utah, Washington, D.C., West Virginia  |

| <b>Special Education: Education of Deaf and Hard of Hearing Students (5272)</b>                         |               |     |   |
|---|---------------|-----|---|
| October 2011  | November 2011 | 160 | Arkansas, Guam, Hawaii, Idaho, Kentucky, Louisiana, Maine, North Dakota, Rhode Island, South Carolina, Tennessee, Washington, D.C., West Virginia |
| <b>Special Education: Preschool/Early Childhood (5691)</b>  |               |     |   |
| September 2011  | October 2011  | 159 | Delaware, Guam, Idaho, Louisiana, Maine, Maryland, Nevada, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Tennessee              |
| <b>Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances (5372)</b> |               |     |   |
| July 2012   | July 2012     | 154 | North Carolina, North Dakota, Pennsylvania, South Carolina, West Virginia   |
| <b>Special Education: Teaching Students with Intellectual Disabilities (5322)</b>                       |               |     |   |
| October 2013  | October 2013  | 156 | District of Columbia, Hawaii, Maine, Nevada, North Carolina, North Dakota, South Carolina, Tennessee  |
| <b>Special Education: Teaching Students with Learning Disabilities (5383)</b>                           |               |     |   |
| February 2012   | March 2012    | 151 | District of Columbia, Guam, Hawaii, North Carolina, North Dakota, Nevada, South Carolina, Vermont, West Virginia                                  |
| <b>Special Education: Teaching Students with Visual Impairments (5282)</b>                              |               |     |   |
| December 2011   | December 2011 | 163 | Arkansas, Hawaii, Kentucky, Louisiana, Maine, North Carolina, Pennsylvania, Rhode Island, Tennessee, West Virginia                                |

## Administrator/School Leader

| <b>Study Date</b>  | <b>Report Date</b> | <b>Recommended Study Value</b> | <b>States Involved in Study</b>  |
|--|--------------------|--------------------------------|--|
| <b>Educational Leadership: Administration and Supervision (5412)</b> |                    |                                |  |
| January 2018   | February 2018      | 146                            | Alabama, Arkansas, Connecticut, Delaware, Hawaii, Idaho, Kansas, Kentucky, Maryland, Mississippi, Nebraska, New Jersey, North Dakota, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Virginia, Washington, D.C., West Virginia |
| <b>Performance Assessment for School Leaders (5491)</b>              |                    |                                |  |
| December 2016  | January 2017       | 42                             | Arkansas, Delaware, Georgia, New Jersey, Texas, Virginia   |
| <b>School Leaders Licensure Assessment (6011)</b>                    |                    |                                |  |
| April 2009<br>May 2009   | June 2009          | 163                            | Arkansas, California, Connecticut, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Mississippi, Missouri, New Jersey, North Carolina, Tennessee, Utah, Washington, D.C., Wyoming  |
| <b>School Leaders Licensure Assessment (6990)</b>                    |                    |                                |  |

| Study Date                                     | Report Date   | Recommended Study Value | States Involved in Study   |
|--|---------------|-------------------------|--|
| January 2018                                   | February 2018 | 151                     | Alabama, Arkansas, Connecticut, Delaware, Hawaii, Idaho, Kansas, Kentucky, Maryland, Mississippi, Nebraska, New Jersey, North Dakota, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Virginia, Washington, D.C., West Virginia |
| <b>School Superintendent Assessment (6021)</b> |               |                         |  |
| May 2012                                       | June 2012     | 160                     | Arkansas, Idaho, Kansas, Louisiana, Missouri, New Jersey, Nevada, Pennsylvania, Rhode Island   |
| <b>School Superintendent Assessment (6991)</b> |               |                         |  |
| December 2018                                  | January 2019  | 162                     | Idaho, Kansas, Louisiana, Maryland, Mississippi, New Jersey, Pennsylvania, Rhode Island, South Carolina, West Virginia, Wyoming  |

## Instructional Support Personnel

| Study Date                                  | Report Date   | Recommended Study Value | States Involved in Study  |
|---|---------------|-------------------------|---|
| <b>Audiology (5343)</b>                     |               |                         |   |
| February 2020                               | March 2020    | 162                     | California, District of Columbia, Georgia, Indiana, Louisiana, Minnesota, Missouri, Nebraska, New Jersey, New York, Pennsylvania  |
| <b>Professional School Counselor (5421)</b> |               |                         |   |
| March 2012                                  | April 2012    | 156                     | Alabama, Arkansas, District of Columbia, Delaware, Hawaii, Kansas, Louisiana, Maine, Missouri, Mississippi, Montana, North Carolina, North Dakota, Nevada, Ohio, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Washington, Wisconsin, West Virginia |
| <b>School Psychologist (5402)</b>           |               |                         |   |
| November 2013                               | November 2013 | 147                     | Alabama, Kentucky, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, New Jersey, New Mexico, North Carolina, North Dakota, Pennsylvania, Tennessee, Texas, Utah, Vermont   |
| <b>Speech-Language Pathology (5331)</b>     |               |                         |   |
| January 2014                                | February 2014 | 162                     | Arkansas, Georgia, Hawaii, Indiana, Iowa, Maryland, Massachusetts, Michigan, New  |

| Study Date | Report Date | Recommended Study Value | States Involved in Study   |
|------------|-------------|-------------------------|--|
|            |             |                         | York, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Wisconsin |

## See also:

- [Setting Standards on \*The Praxis Series\*® Tests: A Multistate Approach \(PDF\)](#)

Website content from: [https://www.ets.org/praxis/states\\_agencies/adoption\\_process/standard\\_setting\\_studies/multistate](https://www.ets.org/praxis/states_agencies/adoption_process/standard_setting_studies/multistate) on September 15, 2020.

## **Agenda Item 4 – Attachment B**

Attachment B is an ETS Report Titled “*Setting Standards on The Praxis Series™ Tests: A Multistate Approach*”, which is available online at

[https://www.ets.org/Media/Research/pdf/RD\\_Connections17.pdf](https://www.ets.org/Media/Research/pdf/RD_Connections17.pdf)



# MEMORANDUM

|         |   |
|---------|---|
| DATE    | September 16, 2020  |
| TO      | Audiology Practice Committee  |
| FROM    | Marci Raggio, Vice Chair  |
| SUBJECT | Agenda Item 5: Discussion and Possible Action Regarding Board Statement Related to the Centers for Medicare and Medicaid Services' (CMS) Merit-based Incentive Payment System (MIPS) Requirements of Audiologists |

## Background

The Board received questions regarding the Centers for Medicare and Medicaid Services' (CMS) Merit-based Incentive Payment System's (MIPS's) requirements regarding an audiologist's participation in the program. This agenda item provides information on the program, an update on their requirements, and a proposed Board statement on participation in the program for the Board's website.

MIPS is one of two tracks under the Quality Payment Program (QPP), which moves Medicare Part B providers to a performance-based payment system. MIPS streamlines three historical Medicare programs — the Physician Quality Reporting System (PQRS), the Value-based Payment Modifier (VM) Program and the Medicare Electronic Health Record (EHR) Incentive Program into a single payment program. All Medicare Part B providers who meet the definition of a MIPS ELIGIBLE CLINICIAN should plan to participate in MIPS in 2017 or they will be subject to a negative 4% payment adjustment on Medicare Part B reimbursements in 2019. One unique aspect of MIPS is that eligible clinicians have the option to participate as either an individual or as part of a group.

MIPS is a performance-based payment system composed of four categories that provide clinicians the flexibility to choose the activities and measures that are most meaningful to their practice. An eligible clinician's performance in each of the four weighted performance categories is combined to create the MIPS Composite Performance Score, also known as the MIPS Final Score, which is used to determine Medicare Part B payment adjustments in future years.

The four performance categories included in MIPS are:

- **QUALITY** - The Quality category of MIPS replaces the Physician Quality Reporting System (PQRS) and requires eligible clinicians to report data to CMS for quality measures related to patient outcomes, appropriate use of medical resources, patient

safety, efficiency, patient experience and care coordination. In 2017, the Quality category will make up 60% of an eligible clinician or group's MIPS Final Score.

- **ADVANCING CARE INFORMATION** - The Advancing Care Information (ACI) category of MIPS replaces the Medicare EHR Incentive Program (Meaningful Use). This category will reflect how well clinicians use EHR technology, with a special focus on objectives related to interoperability and information exchange. In 2017, the ACI category will make up 25% of an eligible clinician or group's MIPS Final Score.
- **IMPROVEMENT ACTIVITIES** - The Improvement Activities category of MIPS is intended to encourage eligible clinicians to participate in activities that improve clinical practice in areas such as shared decision-making, patient safety, coordinating care, and increasing access. In 2017, the Improvement Activities category will make up 15% of an eligible clinician or group's MIPS Final Score.
- **COST** - The Cost category of MIPS (also known as Resource Use) replaces the CMS Value-based Payment Modifier program and evaluates eligible clinicians on measures related to resource utilization, calculated using Medicare claims. In 2017, the Cost category will be weighted at 0%, which means it will not be incorporated into the MIPS Final Score this year. CMS has said that this category's weight will increase in future MIPS performance periods.

#### Requirements For Participation In MIPS:

You must participate in MIPS (unless otherwise exempt) if, in both 12-month segments, you: Bill more than \$90,000 for Part B covered professional services, and see more than 200 Part B patients, and; Provide more than 200 covered professional services to Part B patients. Eligible participants need only report on a total of six measures.

#### *Low-Volume Threshold:*

The low volume threshold includes 3 aspects of covered professional services:

1. Allowed charges
2. Number of Medicare patients who receive services
3. Number of services provided

#### *MIPS Eligible Clinician Types:*

You are eligible to report for MIPS if you are a MIPS eligible clinician type (and also meet all the other requirements in the next section). If you're not one of these clinician types, you're exempt from reporting.

- Physicians (including doctors of medicine, osteopathy, dental surgery, dental medicine, podiatric medicine, and optometry)
- Osteopathic practitioners
- Chiropractors
- Physician assistants
- Nurse practitioners
- Clinical nurse specialists
- Certified registered nurse anesthetists
- Physical therapists
- Occupational therapists
- Clinical psychologists
- Qualified speech-language pathologists
- Qualified audiologists
- Registered dietitians or nutrition professionals



### Specifications For Each MIPS Measure For Audiology

- Measure #130 - Documentation of Current Medications in the Medical Record  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/CQM-Measures/2020\\_Measure\\_130\\_MIPSCQM.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/CQM-Measures/2020_Measure_130_MIPSCQM.pdf)
- Measure # 134 - Screening for Clinical Depression and Follow-up Plan  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/Claims-Registry-Measures/2019\\_Measure\\_134\\_MedicarePartBClaims.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/Claims-Registry-Measures/2019_Measure_134_MedicarePartBClaims.pdf) (note 2020 not posted yet)
- Measure # 154 - Falls: Risk Assessment  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/CQM-Measures/2020\\_Measure\\_154\\_MIPSCQM.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/CQM-Measures/2020_Measure_154_MIPSCQM.pdf)
- Measure # 155 - Falls: Plan of Care  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/CQM-Measures/2020\\_Measure\\_155\\_MIPSCQM.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/CQM-Measures/2020_Measure_155_MIPSCQM.pdf)
- Measure # 181 - Elder Maltreatment Screen and Follow-Up Plan  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/Claims-Registry-Measures/2020\\_Measure\\_181\\_MedicarePartBClaims.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/Claims-Registry-Measures/2020_Measure_181_MedicarePartBClaims.pdf)
- Measure # 182 - Functional Outcome Assessment  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/Claims-Registry-Measures/2020\\_Measure\\_182\\_MedicarePartBClaims.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/Claims-Registry-Measures/2020_Measure_182_MedicarePartBClaims.pdf)
- Measure # 226 - Preventative Care and Screening: Tobacco Use: Screening and Cessation Intervention  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/Claims-Registry-Measures/2020\\_Measure\\_226\\_MedicarePartBClaims.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/Claims-Registry-Measures/2020_Measure_226_MedicarePartBClaims.pdf)
- Measure # 261 - Referral for Otologic Evaluation for Patients with Acute or Chronic Dizziness  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/CQM-Measures/2020\\_Measure\\_261\\_MIPSCQM.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/CQM-Measures/2020_Measure_261_MIPSCQM.pdf)
- Measure # 318 - Falls: Screening for Future Fall Risk  
[https://qpp.cms.gov/docs/QPP\\_quality\\_measure\\_specifications/Web-Interface-Measures/2020\\_Measure\\_CARE-2\\_CMSWebInterface\\_v4.1.pdf](https://qpp.cms.gov/docs/QPP_quality_measure_specifications/Web-Interface-Measures/2020_Measure_CARE-2_CMSWebInterface_v4.1.pdf)

### Information on the Screening Activities Required by MIPS

According to the American Academy of Audiology Coding and Reimbursement Committee (2020), audiologists are encouraged to participate in only those activities that fall within the audiologist's scope of practice. However, for those activities for which audiologists are not trained, alternative activities can be undertaken that would allow for appropriate participation in the MIPS program, e.g. interviews, questionnaires. The goal of the MIPS measures, as noted above, is to ensure that patient's undergo screening measures that would lead to appropriate referrals for diagnosis and treatment. If a measure is outside an audiologist's scope of practice, all pertinent information learned from an individual patient is documented, in a given health care area, followed by the appropriate referral.

The above background information was presented to the Board at the June 30, 2020 Teleconference Meeting, where a discussion regarding concerns with activities outside the

scope of practice of audiologists, such as screening for depression and blood-pressure screening, and concerns for whether there were adequate tools with standardized metrics and questionnaires that could be used by Audiologists along with the appropriate referral to an appropriate hearing arts provider. The Board then referred the issue to the Audiology Practice Committee (Committee) to further discuss the issue and develop a statement for the Board's website.

### **Proposed Board Statement Regarding CMS MIPS Quality Measures and Activities Required of Participating Audiologists**

While the Centers for Medicare and Medicaid Services' (CMS) Merit-based Incentive Payment System (MIPS) program includes some quality measures and activities from Audiologists that may be outside the scope of practice of an Audiologist, for those outside of scope activities, an Audiologist can make use of alternative activities such as use of standardized questionnaires and screening tools along with appropriate referral to a qualified health care provider for diagnosis and treatment services.

For more information on voluntary and required participation in the CMS MIPS program, go to the CMS MIPS Overview page at <https://qpp.cms.gov/mips/overview> and for current year required Quality Measures and Activities for participants, go to <https://qpp.cms.gov/mips/explore-measures>, and for Improvement Activities Requirements, go to <https://qpp.cms.gov/mips/improvement-activities>.

### **Action Requested**

Review and discuss the proposed statement on CMS MIPS Performance Improvement Activities Required of Participating Audiologists and finalize the language for Board consideration at the next Board Meeting.



# MEMORANDUM

|         |  |
|---------|--|
| DATE    | September 15, 2020   |
| TO      | Audiology Practice Committee   |
| FROM    | Cherise Burns, Assistant Executive Officer   |
| SUBJECT | Agenda Item 6: Discussion and Possible Action Regarding Additional Waivers Needed by Audiologists During the COVID-19 State of Emergency |

## **Background**

Pursuant to the Governor’s Executive Order [N-39-20](#), during the State of Emergency, the director of the Department of Consumer Affairs (DCA) may waive any statutory or regulatory requirements with respect to a professional license issued pursuant to Division 2 of the Business and Professions Code. In addition, pursuant to Executive Order [N-40-20](#), the director of DCA may waive any statutory or regulatory requirements with respect to continuing education for licenses issued pursuant to Division 3 of the Business and Professions Code.

After the issuance of the Governor’s Executive Orders, Board staff worked quickly to identify waivers necessary for applicants and licensees and developed and submitted waiver request proposals for review and consideration by the DCA Director.

The following were Audiology related waiver requests that were submitted or approved by DCA:

- a. Waivers Approved by DCA**
  - i. Modification of Continuing Education Requirements for All Licensees (DCA-20-01 and DCA-20-53) – waived CE or examination requirements for renewal through February 26, 2021 and applied only to Active licensees that expire between March 31 and October 31, 2020. This was a DCA initiated waiver and does not waive the self-study limitations in regulations.**
  - ii. Modification of the Direct Monitoring Requirements for Required Professional Experience (RPE) Licenses and the Direct Supervision Requirements for Speech-Language Pathology Assistant (SLPA) Licenses (DCA-20-11 and DCA-20-48) – waived the in-person**

supervision requirements for Required Professional Experience (RPEs) and Speech-Language Pathology Assistants (SLPAs) through November 2, 2020.

- iii. **Modification of Limitations and Requirements for Extension of RPE Licenses** – waived the prohibition against reissuing a Required Professional Experience Temporary License (RPE) for more than one year and provided those RPE temporary license holders who already had been reissued an RPE temporary license once before an additional six months to accrue experience towards licensure.

**b. Waivers Denied by DCA**

- i. **Modification of the 12-Month Fulltime Professional Experience Requirement for Licensure as an Audiologist** – would have waived the requirement that Audiology applicants submit evidence of no less than 12 months of supervised professional full-time experience for licensure (as stated in Business and Professions Code Section 2532.25). This waiver was denied on May 12, 2020 for the following reason, “The Department does not believe that waiving pre-licensure requirements, such as experience or competency exams, at this time is in the best interests of consumer protection.”

The Board can submit additional DCA waiver requests if the Board feels there are other professional licensing requirements (examination, education, experience, and training) and requirements governing the practice and permissible activities of licensees in statute or regulation that are necessary to obtain and maintain licensure for the purposes of facilitating the continued care of individuals affected by the COVID-19 pandemic.

Two potential waiver considerations might be as follows:

- i. **Modification of Reactivation Requirements for Audiologists** – Under a current DCA Waiver, Cancelled, Retired, and Inactive Speech-Language Pathologists can reactivate their licenses without paying any associated fees or meeting any CE requirements. Does the Audiology Practice Committee believe that there is a current shortage of Audiologists to serve consumers that merits addition of Audiologists to the current DCA waiver of continuing education (CE) and fees associated with reactivation for licensees who have been in a Retired, Inactive, or Cancelled status for no longer than five (5) years?
- ii. **Modification of Examination Requirements for Dispensing Audiologists** – Under current regulations, to obtain a license as a Dispensing Audiologist the candidate must pass both the Hearing Aid Dispensers (HAD) Written Examination and the HAD Practical Examination. The HAD Written Examination has been re-opened but

restarting the HAD Practical Examination with appropriate safety and sanitation protocols has taken much longer and will begin proctoring small-scale examinations in October 2020, working to get the postponed April 2020 candidates examined first. Due to the delays in re-opening the HAD Practical Examination and the fact that the Board has already approved revisions to the regulation that requires passage of the HAD Practical Examination for licensure as a Dispensing Audiologist, should the Board request a DCA Waiver to waive the requirement that Dispensing Audiologists pass the HAD Practical Examination?

Board staff asks the Audiology Practice Committee to review and discuss the above two potential waivers and determine if there is enough consumer need to merit additional waiver requests. Additionally, if there are other requirements that should be considered, discuss the need for these and determine whether staff should pursue these waivers.

**Action Requested**

Discuss potential additional waivers related to Audiologists and determine whether any additional DCA waivers are needed regarding professional licensing requirements and requirements governing the practice and permissible activities of Audiologists. If a need for additional waivers is identified, direct staff to develop and submit the identified waiver requests on the Board's behalf.



# MEMORANDUM

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| DATE    | September 15, 2020   |
| TO      | Audiology Practice Committee   |
| FROM    | Cherise Burns, Assistant Executive Officer   |
| SUBJECT | Agenda Item 7: Discussion and Possible Action Regarding COVID-19 DCA Waivers Related to Audiology and Whether To Seek Permanent Changes to These Statutes or Regulations |

## **Background**

The COVID-19 pandemic continues to have a significant impact on licensees and applicants and has brought about questions as to whether certain licensure and/or renewal requirements continue to have merit or should be permanently revised to be more effective and less burdensome on applicants and licenses while still upholding the Board's mandate of consumer protection and mission to promote standards and qualifications for licensure that ensure competent providers of speech-language pathology, audiology and hearing aid dispensing services. Although the Board has been able to pursue DCA waivers for some issues, it has not been able to obtain DCA waivers for all its requests or sometimes in the manner requested by the Board, and does not have the authority to waive its own statutes and regulations outside of the DCA waiver process.

As discussed in Agenda Item 3, one of these requirements that was already being reviewed by the Board but was exacerbated by the COVID-19 pandemic was the 12-month Required Professional Experience (RPE) requirement for licensure as an Audiologist. If approved by the Audiology Practice Committee (Committee) and then the Board, these changes will be pursued through legislation in 2021 and could become operative as soon as January 1, 2022.

Reviewing these issues now, and potentially crafting legislative language that could be pursued in 2021, or creating new regulatory packages or revising current regulatory packages for the future are all potential options. Board staff would like to engage the Committee in a discussion of potential requirements that might merit this kind of permanent revision or statutory waiver authority for the Board.

Another example is continuing professional development requirements, where there are currently self-study limits that are not waived by DCA and there are no provisions

for an exception process to waive these self-study limits when a licensee is impacted by a State of Emergency that prohibits their ability to attend live continuing professional development events and/or limits their options for live-interactive continuing professional development, such as the COVID-19 pandemic or wildfire evacuations. Should there be a statutory provision allowing the Board the authority to waive its continuing professional development requirements in regulations when a declared State of Emergency prohibits attendance of live continuing professional development events or creates significant limitations on a licensee's ability to attend live-interactive continuing professional development? Or does the Committee instead feel that it would be more appropriate to simply review and revise the continuing professional development regulatory package the Board already approved but could take much longer to promulgate?

The other example would be regarding the reissuance of the RPE temporary licenses where current regulations limit the extension of this license type to a single one-year extension, without exceptions due to a State of Emergency, and requires the request to be submitted to the Board a specified number of days prior to the expiration of their original RPE temporary license. The current regulations became problematic for RPE temporary license holders during the pandemic and without a waiver or exception of the extension application and fee due to the State of Emergency, the Board was unable to provide short-term extensions to RPEs that were impacted by COVID-19 related worksite closures unless they submitted extension applications and fees which created additional application workload and backlogs for staff to process these additional extension requests. Should there be a statutory provision that allows the Board to waive extension applications and fees for RPEs impacted by workplace closures or relocation due to a declared State of Emergency? Or does the Committee instead feel that it would be more appropriate to review and revise the Reissuance of RPE Temporary License regulations that could take much longer to promulgate?

The Committee or members of the public may also have additional statutory or regulatory provisions that merit consideration of a statutory authority to waive the requirement during a declared State of Emergency, if so the Committee should discuss these provisions as well and determine whether to recommend the Board pursue a permanent change or statutory authority to waive the requirement during a declared State of Emergency.

### **Action Requested**

Board staff asks the Committee to discuss the above issues and determine whether they merit consideration as future legislative proposals to grant the Board authority to waive certain requirements during a State of Emergency or whether permanent modification or Board regulations are necessary. If the Committee determines there is merit to these future legislative proposals or regulatory packages, direct staff to develop or revise these for the Board's consideration.