

CANDIDACY SITE VISIT REPORT TEMPLATE

Note: These worksheet pages are designed to assist in the development of the written candidacy site visit report and should be used by the site visitor when drafting the findings of the site visit. The worksheet will not be submitted to the CAA. However, a report based on the data from the worksheet will be submitted. All sections of the report should be in narrative paragraphs; no checklists should be included as representation of the team's findings.

Institution

College or Division

Department or Program

Dates of Site Visit

Site Visit Chair: _____
Site Visit Member: _____

Program(s) Reviewed (specify degree designator(s)): **Audiology (AuD/ScD, etc.)**
Speech-Language Pathology (M.A./M.S., etc.)

INTRODUCTION

(Provide a brief description of the university, program, facilities and list of individuals with whom the team met. Specific names of clients and students who may have been interviewed should not be listed in the report for these groups. Listings for these groups conducted should be noted as follows: Students (N=5), Clients (N=3). Individuals that accompany the site visit team as an observer also should be noted. An example of proper representation for listing sources follows.)

- Interview with the Executive Vice President and Provost of the University, <Name>
- Interview with the Dean of the College, <Name>
- Interview with the Chair of the Department, <Name>
- Interview with the Chief of the Division of Audiology, <Name>
- Interview with the Chief of the Division of Speech-Language Pathology, <Name>
- Interviews with academic faculty within the program (N =)
- Interviews with adjunct academic faculty (N =)
- Interviews with adjunct clinical faculty
- Interviews with program support staff (N =)
- Interviews with students within the audiology program (N=)
- Interviews with students within the speech-language pathology program (N=)
- Interviews with off-campus preceptors for Audiology (N=)
- Tour of on-campus academic facilities
- Tour of clinical sites to be affiliated with program <name>
- Review of Web site for university and program
- Review of course syllabi and university catalogs
- Review of Graduate Student Handbook
- Review of faculty meeting minutes (if available) and other departmental materials
- Review of program announcements
- Public Meeting (N parents of clients receiving services through Speech and Hearing Clinic)

I. Site Team Observations:

1.0 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

1.1 The applicant institution of higher education holds regional accreditation.

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The institution is accredited by _____ . This was verified by/in _____ .

(For Consortium and Satellite programs: Site visitors must verify regional accreditation for all entities of a consortium or satellite program and list the names of the regional accreditor for each component. For programs with components located outside the region of the home campus, the program must verify that all locations, in which its academic components are housed, are regionally accredited.) (I)

1.2 The program's mission and goals are consistent with CAA standards for entry into professional practice (3.1A and/or 3.1B) and with the mission of the institution.

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

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- maintained

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College and program mission statements were (not) present and available. On the basis of _____ site visitors were assured that the program's goals, objectives and the student learning outcomes are consistent with its academic and clinical mission and with the mission of the institution. (I)

Review of/ interviews with _____ indicate that the program's faculty have a process in place that when implemented will allow for regular evaluations of the congruence of the program and institutional goals and the extent to which the goals are achieved. (I)

(For distance education and satellite programs: The site visitors must verify that the mission of the proposed distance education and/or satellite component fit the mission of the residential program and institution. Mechanisms are in place for faculty to evaluate the congruence of the distance education and/or satellite program and institutional goals.) (I)

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

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

Appendix C

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Based on:

- a review of faculty meeting minutes
- interviews with the program director
- interviews with instructional staff
- interviews with the dean/provost

_____it is evident that the long-term strategic plan for the proposed (audiology) (speech-language pathology) program is congruent with the mission of the institution, has the support of the university administration and reflects the role of the proposed program within the community. The program has a documented (written?) plan providing for the regular evaluation of the long-range strategic plan and for sharing its implementation with the faculty, students, staff, alumni and other interested parties. (I)

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

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- maintained

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Based on:

- a review of the program's organizational chart
- a review of faculty meeting minutes
- interviews with the program director
- interviews with instructional staff
- interviews with the dean/provost

The organizational structure of the (audiology) (speech-language pathology) program, college and university is (not) clear and indicates that the program's faculty is recognized as a body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum. (I)

The program director and faculty report having access to higher levels of administration. (P/I)

(For distance education and/or satellite programs: The site visitors must verify that the administrative components of the proposed distance education and/or satellite programs are integrated with those of the residential program.) (I)

1.5 The individual responsible for the program(s) 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. The individual effectively leads and administers the program(s).

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Appendix C

compliance.]

Responsible for the program of professional education is <name>, who holds a full-time appointment and a graduate degree with a major emphasis in _____ from _____.
(I)

Based on:

- a review of the program's organizational chart
- a review of faculty meeting minutes
- interviews with the program director
- interviews with instructional staff
- interviews with the dean/provost

The Program's plan for the regular evaluation of the program director's effectiveness in advancing the goals of the program and institution and in leadership and administration of the program were verified by _____. (P/I)

(For distance education and/or satellite programs: The site visitors must verify that there is a clear delineation of the responsibilities and qualifications of the individual who has major responsibility for the coordination of activities and for those persons involved in the administration of the proposed distance education and/or satellite program.) (P/I)

- 1.6 Students, faculty, staff, and persons served in the program's clinic are treated in a nondiscriminatory manner – that is, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.**

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- maintained

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Equitable treatment of students, staff, and clients is assured by institutional compliance with relevant laws, regulations, and executive orders. This was verified by/in _____. These policies are (not) readily available and can (not) be communicated effectively to students, staff, and clients. (P/I)

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

*The expected level of compliance with this standard is **planned/implemented**.*

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Based on:

- a review of clinic handbook
- a review of faculty handbook
- a review of student handbook

Appendix C

- a review of program Web site
- a review of printed brochures
- interviews with the program director
- interviews with instructional staff
- interviews with the dean/provost

The program's Web site, catalogs, advertisements, other publications and electronic media are accurate and reflect the program's accreditation status, 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's plan for reporting data on student outcome measures for program completion rates, Praxis examination pass rates, and employment rates can be made readily available to the public <describe how>. (P/I)

(For distance education and/or satellite programs: The site visitors must verify information for the distance education and/or satellite programs is current and accurate and that mechanisms for updating and maintaining the currency and accuracy of the distance education and/or satellite program are in place.)
(P/I)

2.0 FACULTY

2.1 All faculty members, 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 assigned by the program.

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[If compliance with accreditation standards [was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The faculty currently employed in the program, and the faculty who are under contract to join the program, possesses the appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum in <audiology> <speech-language pathology> and is consistent with the institutional expectations for clinical graduate program. (P/I)

- Yes
- No (explain)

Individuals who will be providing clinical supervision, both on-site and off-site, will have appropriate experience and credentials (ASHA certification, state licensure) for <audiology> <speech-language pathology>. (P/I)

- Yes
- No (explain)

Vitae are current and available for all faculty/instructional staff, including those who are employed in the program as well as those faculty who are under contract to join the program. (I)

- Yes
- No (explain)

Doctoral faculty will teach the majority of academic course work consistent with institutional guidelines. (P/I)

- Yes
- No (explain)

2.2 The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full- and part-time faculty is sufficient to meet

Appendix C

the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program's faculty. (I)

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[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Inspection of _____ indicates the number of full-time doctoral level faculty in speech-language pathology, audiology, and speech-language-hearing sciences, and other full- and part-time faculty/instructional staff currently employed in the program, those individuals under contract to join the program, and the approved/funded faculty lines, are _____ sufficient to meet teaching____, research _____ and service _____ needs of the program. The projected total number of doctoral level faculty will meet the expectations of the institution so that students will be able to complete the requirements of the graduate program within a reasonable time period and achieve the expected knowledge and skills. (P/I)

- Yes
- No (explain)

Review of _____ indicated that the number of current and projected personnel are sufficient to ensure the quality of the graduate program(s) for which candidacy is sought (i.e., undergraduate, master's and research doctoral programs do not adversely impact the clinical entry-level professional degree program). (I)

- Yes
- No (explain)

Faculty will be accessible to students as evidenced by _____. There is also evidence that there will be sufficient time for faculty to provide advising to students. (P/I)

- Yes
- No (explain)

Institutional commitment to the program's faculty is demonstrated through documentation of stability of financial support for faculty, evidence that workload assignments will be consistent with institutional policies, and evidence of positive actions taken on behalf of the program's faculty. (I)

- Yes
- No (explain)

Tenure and promotion policies were made available and suggest the availability of faculty to become tenured and promoted or to continue employment. (I)

- Yes
- No (explain)

(For distance education and/or satellite programs: The site visitors must consider the impact of faculty responsibilities (i.e., teaching load, research time, and participation in faculty governance) for the proposed distance education and/or satellite component and the effect on the residential program.) (I)

2.3 Faculty members maintain continuing competence.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
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- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which

Appendix C

compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Faculty/instructional staff (do not) maintain continuing competence.

- Describe the mechanisms to be used for assessing continuing professional competence in terms of scholarship, academic teaching and clinical teaching.
- Describe the resources available that will be used to assist faculty in obtaining professional development.
- Describe how faculty will be provided release time and/or travel support.
- Describe any on-campus activities that will be available for continuing education.

(For distance education and/or satellite programs: The site visitors must verify that training will be provided to faculty regarding the use and application of distance education technology when providing instruction to students enrolled in distance education classes or satellite campuses.) (P/I)

3.0A CURRICULUM (ACADEMIC AND CLINICAL EDUCATION IN AUDIOLOGY)

Note to Site Visitors: For reports of audiology programs, please address standards 3.1A -3.8A. For reports of SLP programs, please address 3.1B-3.8B. If writing a report for programs in both areas, address 3.1A-3.8B in their entirety.

3.1A The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in audiology.

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[If compliance with accreditation standards [was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

A review of the program's proposed course offerings showed that the program will offer a curriculum leading to the _____ degree that is ____ (semester/quarter) credit hours. (I)

The curriculum includes a minimum 12 months full-time equivalent of supervised clinical experiences throughout the program of study. The proposed program of study will include opportunities for clinical experiences that will constitute at least 25% of the program length. (I)

- Yes
- No (explain)

Based on:

- a review of the program's proposed curriculum
- interviews with available academic and clinical instructional staff
- interviews with the program director

showed that sufficient course work, practicum, and other opportunities will be offered to allow students to acquire appropriate knowledge and skills in (P/I)

- foundations of audiology practice
- prevention and identification of auditory and vestibular disorders
- evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems
- treatment of individuals with auditory, balance, and related communication disorders

and indicates that students complete a program of study that is sufficient in breadth and depth with the scope of practice in audiology.

Appendix C

Further, the program could demonstrate how credentialing requirements will be met by future graduates for (P/I)

- 2007/2012 ASHA Standards for the Certificate of Clinical Competence in Audiology
- state teacher certification, (as appropriate)
- state licensure requirements

This was verified through

- interviews with faculty
- interviews with clinical supervisors
- review of the curriculum
- review of course syllabi

The program's plan includes assessment of students at/during _____ to ensure that each student's oral and written communication skills are at the program-desired skill levels. (P/I)

Interviews with _____ verify the programs' processes to develop, validate, and assess student learning outcomes for acquisition of knowledge and skills. (I)

Review of _____ indicated that the proposed curriculum includes the interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders. (I)

- Yes
- No (explain)

The proposed clinical education program delineates the policy and procedures to be followed to ensure that clinical hours will be recorded only for time spent in providing services to the client or the client's family. (P)

- Yes
- No (explain)

The proposed clinical education program describes how student's supervised clinical activities will be consistent with the scope of practice in the professional area for which they seek credentials. (P)

- Yes
- No (explain)

(For distance education and satellite programs: The site visitors must verify that the courses to be offered by distance education and/or satellite programs are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc.) (I)

Appendix C

3.2A Academic and clinical education reflects current knowledge, skills, technology and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

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- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Based on:

- interviews with instructional staff
- a review of examination of course syllabi
- a review of minutes of faculty meetings

indicated that the proposed curriculum reflects current:

- knowledge
- skills
- technology
- scope of practice
- contemporary professional issues
- diversity of society

Instruction across the life span is included in the proposed curriculum.

- Yes
- No (explain)

The program's plan includes a description of the process the faculty will follow to ensure that the proposed curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession. (P)

- Yes
- No (explain)

(For distance education and satellite programs: The site visitors must verify how clinical practicum will be offered and how supervision of practicum will be managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc.)

3.3A The scientific and research foundations of the profession are evident in the curriculum.

*The expected level of compliance with this standard is **implemented**.*

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- implemented
- maintained

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Appendix C

Examination of the proposed curriculum and

- interviews with instructional staff
- program director

confirmed that the scientific and research foundations of the professions are evident in the proposed course work for

- basic sciences (biological, behavioral physical science, and mathematics)
- basic science skills (scientific methods and critical thinking)
- basic communication sciences (acoustics and physiological and neurological processes of speech, language, and hearing)
- research methodology
- research literature
- opportunities to participate in research activities
- incorporation of research/theory into clinical education
- other (describe)

Describe how the research component of the proposed program of study to be provided to students is appropriate to the degree level and is consistent with the proposed mission and goals of the program and institutional expectations: _____... (I)

3.4A The academic and clinical curricula reflect an appropriate sequence of learning experiences.

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Interviews with the program director _____ and instructional staff _____ and inspection of the curriculum _____ confirmed that the proposed course work dealing with the basic sciences of communication will precede the study of communication disorders and their treatment. (I)

- Yes
- No (explain)

Inspection of the Student handbook and curriculum _____, as well as faculty/instructional staff _____ interviews, confirmed that the proposed professional course work in communication disorders will either precede or be concurrent with clinical education in these disorders. (I)

- Yes
- No (explain)

(For distance education and/or satellite programs: The site visitors must verify that the typical academic program proposed for the distance education and/or satellite program demonstrate the sequence of courses and clinical experiences and include available variations if different tracks are offered.) (I)

Appendix C

3.5A Clinical supervision is commensurate with the clinical knowledge and skills of each student and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

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The site visitors verified the level of compliance with this standard as

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Information from _____ indicate that the nature, amount, and accessibility of clinical supervision proposed for the clinical education program will be commensurate with the clinical knowledge and skills of each student. (P)

- Yes
- No (explain)

The proposed clinical education program describes the process to be followed that will ensure that the nature and amount of clinical supervision are adjusted to the experience and ability of each student. (P)

The proposed clinical education program describes the procedures to be followed in assessing student skills prior to external practicum placement. (P)

The proposed clinical education procedures will ensure that the welfare of each client served by students is protected and that the clinical education is in accord with ASHA's Code of Ethics. This was verified through (I)

- written policy statements
- student handbooks
- clinic handbooks
- faculty/instructional staff interviews
- proposed procedures described by the program to ensure client confidentiality and security of records

Describe the program's proposed policy and procedures to ensure that decisions pertaining to a client's therapy are made or implemented with the clinical supervisor's input. (P)

- Yes
- No (explain)

(For distance education and satellite programs: The site visitors must verify the criteria to be used to identify qualified supervisors/preceptors for the distance education and/or satellite program.) (P)

3.6A Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Appendix C

Clinical education to be obtained in external placements will be/are governed by agreements between the program and the external facility and will be monitored by program faculty/instructional staff. (P/I)

Written agreement templates were available

- Yes
- No (explain)

The site visit team verified the program's plan for monitoring external placements from

- meeting with externship supervisors (if available)
- review of externship supervisor's sample agreements
- review of clinic handbooks
- review of graduate student handbooks
- written contractual agreement templates
- other (specify)

(For distance education and/or satellite programs: The site visitors must verify the existence and monitoring of agreements for proposed external facilities to be used for clinical sites for students who will enroll in the distance education and/or satellite program; including how coordination and monitoring of clinical education placements will be accomplished.) (I)

3.7A The clinical education component of the curriculum provides students with access to a 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.

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The site visitors verified the level of compliance with this standard as

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- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The proposed clinical education includes a variety of clinical settings____, populations ____ and age groups____ culturally linguistic diverse populations____, breadth of the scope of practice____. Describe how this will be ensured for all students. (P/I)

- Yes
- No (explain)

3.8A The program must provide evidence that all curriculum standards are met, regardless of mode of delivery.

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- maintained

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The proposed degree program will be offered as ____ residential, on-campus, ____ via a satellite or branch campus, ____ via distance education.

Appendix C

The course work and clinical education to be provided by the program, regardless of delivery mode will be in compliance with all of the curriculum standards. (P/I)

- Yes
- No (If not, describe the area(s) in which compliance with accreditation standards was not verified.)

Describe areas that are not equivalent to those offered in the residential program.

- Number of credits
- Availability of courses
- Sequencing of courses
- Supervision
- Coordination of placements with external facilities
- Diversity of client/patient population

Describe areas in which the distance education and/or satellite program offerings do not provide overall quality of the program: _____

3.0B CURRICULUM (ACADEMIC AND CLINICAL EDUCATION IN SPEECH-LANGUAGE PATHOLOGY)

3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

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- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

A review of the program's proposed course offerings showed that the program will offer a curriculum leading to the degree that is ____ (semester/quarter) credit hours. (I)

The curriculum will include opportunity for students to complete a minimum of 400 clinical education hours, 325 of which will be obtained at the graduate level. (I)

- Yes
- No (explain)

Based on:

- a review of the program's proposed curriculum
- interviews with available instructional staff
- interviews with the program director

showed that sufficient course work, practicum, and other opportunities will be offered to allow students to acquire knowledge and skill where appropriate in

- o basic human communication and swallowing processes
- o disorders and differences related to
 - articulation
 - fluency
 - voice and resonance
 - receptive and expressive language
 - hearing, including the impact on speech and language
 - swallowing
 - cognitive aspects of communication
 - social aspects of communication

Appendix C

- communication modalities
- contemporary professional issues
- research
- principles and methods of prevention
- clinical skills and processes

These resources also indicate that students complete a program of study that is sufficient in breadth and depth with the scope of practice in speech-language pathology. (P/I)

Further, the program could demonstrate how credentialing requirements will be met by future graduates for (P/I)

- 2005 ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology
- state teacher certification (as appropriate)
- state licensure

This was verified by

- interviews with faculty
- interviews with the program director
- review of the curriculum
- review of course syllabi

The program's plan includes assessment of students at/during _____ to ensure that each student's oral and written communication skills are at the program-desired skill levels. (P)

Interviews with _____ verify the programs' processes to develop, validate, and assess student learning outcomes for acquisition of knowledge and skills. (P/I)

Review of _____ indicated that the proposed curriculum includes the interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders. (I)

- Yes
- No (explain)

The proposed clinical education program delineates the policy and procedures to be followed to ensure that clinical hours will be recorded only for time spent in providing services to the client or the client's family. (P)

- Yes
- No (explain)

The proposed clinical education program describes how student's supervised clinical activities will be consistent with the scope of practice in the professional area for which they seek credentials. (P)

- Yes
- No (explain)

(For distance education and satellite programs: The site visitors must verify that the courses to be offered by a distance education and/or satellite program are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc.) (P/I)

3.2B Academic and clinical education reflects current knowledge, skills, technology and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

Appendix C

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Based on:

- interviews with instructional staff
- a review of examination of course syllabi
- a review of minutes of faculty meetings

indicated that the proposed curriculum reflects current: (I)

- knowledge
- skills
- technology
- scope of practice
- contemporary professional issues
- diversity of society

Instruction across the life span is included in the proposed curriculum. (I)

- Yes
- No (explain)

The program's plan includes a description of the process the faculty will follow to ensure that the proposed curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession. (P/I)

- Yes
- No (explain)

(For distance education and satellite programs: The site visitors must verify how clinical practicum will be offered and how supervision of practicum will be managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc.) (P/I)

3.3B The scientific and research foundations of the profession are evident in the curriculum.

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[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Examination of the proposed curriculum and

- interviews with instructional staff
- interviews with the program director

confirmed that the scientific and research foundations of the professions are evident in the proposed course work for (I)

- basic sciences (biological, behavioral physical science, and mathematics)
- basic science skills (scientific methods and critical thinking)
- basic communication sciences (acoustics and physiological and neurological processes of speech, language, and hearing)
- research methodology
- research literature
- opportunities to participate in research activities
- incorporation of research/theory into clinical education
- other (describe) _____

Appendix C

Describe how the research component of the proposed program of study to be provided to students is appropriate to the degree level and is consistent with the proposed mission and goals of the program and institutional expectations. (P/I)

3.4B The academic and clinical curricula reflect an appropriate sequence of learning experiences.

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Interviews with the program director _____ and instructional staff _____ and inspection of the curriculum _____ confirmed that the proposed course work dealing with the basic sciences of communication will precede the study of communication disorders and their treatment. (I)

- Yes
- No (explain)

Inspection of the Student handbook and curriculum _____, as well as faculty/instructional staff _____ interviews, confirmed that the proposed professional course work in communication disorders will either precede or be concurrent with clinical education in these disorders. (I)

- Yes
- No (explain)

(For distance education and/or satellite programs: The site visitors must verify that the typical academic program proposed for the distance education and/or satellite program demonstrate the sequence of courses and clinical experiences and include available variations if different tracks are offered.) (I)

3.5B Clinical supervision is commensurate with the clinical knowledge and skills of each student and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Information from _____ indicate that the nature, amount, and accessibility of clinical supervision proposed for the clinical education program will be commensurate with the clinical knowledge and skills of each student. (P)

- Yes
- No (explain)

The proposed clinical education program describes the process to be followed that will ensure that the nature and amount of clinical supervision will be adjusted to reflect the experience and ability of each student. (P)

Appendix C

Describe the process to be followed to ensure appropriate levels of supervision including direct observation of diagnostic and treatment sessions. (P)

The proposed clinical education program describes the procedures to be followed in assessing student skills prior to external practicum placement. (P)

Explain any items that cannot be verified.

The proposed clinical education procedures will ensure that the welfare of each client served by students is protected and that the clinical education is in accord with ASHA's Code of Ethics. This was verified through (I)

- written policy statements
- student handbooks
- clinic handbooks
- faculty/instructional staff interviews
- proposed procedures described by the program to ensure client confidentiality and security of records.

Explain any items that cannot be verified.

Describe the program's proposed policy and procedures to ensure that decisions pertaining to a client's therapy are made or implemented with the clinical supervisor's input. (P)

- Yes
- No (explain)

(For distance education and satellite programs: The site visitors must verify the criteria to be used to identify qualified supervisors/preceptors for the proposed distance education and/or satellite program.) (P/I)

3.6B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Clinical education to be obtained in external placements will be/are governed by agreements between the program and the external facility and will be monitored by program faculty/instructional staff. (P/I)

Written agreement templates were available

- Yes
- No (explain)

The program's plan for monitoring external placements was evident from

- Meeting with externship supervisors (if available)
- Review of externship supervisor's sample agreements
- Review of clinic handbooks
- Review of graduate student handbooks
- Written contractual agreement templates
- Other (specify)

(For distance education and/or satellite programs: The site visitors must verify the existence and monitoring of agreements for proposed external facilities to be used for clinical sites for students who will

Appendix C

enroll in the distance education and/or satellite program; including how coordination and monitoring of clinical education placements will be accomplished.) (P/I)

3.7B The clinical education component of the curriculum provides students with access to a 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.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The program's plan for clinical education includes a variety of potential clinical settings____, populations ____ and age groups____ culturally linguistic diverse populations____, breadth of the scope of practice____. Describe this plan and assurances that access to this client/patient base will be available for all students. (P/I)

3.8B The program must provide evidence that all curriculum standards are met, regardless of mode of delivery.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The proposed degree program will be offered as ____ residential, on-campus, ____ via a satellite or branch campus, ____ via distance education. The course work and clinical education to be provided by the program, regardless of delivery mode will be in compliance with all of the curriculum standards. (P/I)

- Yes
- No (If not, describe the area(s) in which compliance with accreditation standards was not verified.)

Describe areas that are not equivalent to those offered in the residential program.

- Number of credits
- Availability of courses
- Sequencing of courses
- Supervision
- Coordination of placements with external facilities
- Diversity of client/patient population

Describe areas in which the distance education and/or satellite program offerings may not provide overall quality of the program.

4.0 STUDENTS

4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

Appendix C

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Inspection of _____ indicated that criteria to be employed for accepting students into graduate study meet or exceed institutional policy and are appropriate for the degree being offered. (I)

- Yes
- No (explain)

Include verification of policies regarding any exceptions to the criteria if appropriate.

(For distance education and/or satellite programs: The site visitors must verify admission requirements that are different from those for the residential program and the rationale for such.) (I)

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

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The program has outlined the process and procedures to be used to assure that reasonable adaptations in curriculum, policies, and procedures can be implemented to accommodate differences among individual students. (P/I)

Respect for an understanding of cultural and individual diversity is evidenced through the proposed curriculum and policies and procedures, specifically in: (I)

- admissions
- internal and external clinical placements
- retention of students

The program has a policy regarding proficiency in English and/or other languages of service delivery and all other performance expectations. (I)

(For distance education and/or satellite programs: The site visitors must verify mechanisms that will be used to evaluate students to ensure that they have the skills and competencies to perform in a distance learning environment and how accommodations will be made for individual differences in the distance education and/or satellite environment.) (P/I)

4.3 Students are informed about the program's policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. Students are informed about documented complaint processes.

Appendix C

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Prospective students will be informed about program: (cite evidence where verified)

- policies & procedures
- degree requirements
- certification requirements
- licensure requirements
- ethical practice
- student complaint process
- CAA complaint process

The program has outlined the procedures to be followed to maintain a record of student complaints (I)

- Yes
- No (explain)

The program's proposed procedures and policies ensure privacy of student complaints (describe) (I)

- Yes
- No (explain)

Based on _____ complaints received will be reviewed relative to compliance with accreditation standards. (P/I)

Appendix C

4.4 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students also are provided information about student support services.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Describe the program's procedures describing how future students will receive regular advisement on academic and clinical performance. (P/I)

Describe, if appropriate, how future students will have access to adjunct faculty. (P/I)

Describe how future students will receive information on the full range of student support services. (P/I)

(For distance education and/or satellite programs: The site visitors must verify that student advisement will be conducted regularly and that students will have access to faculty and support services; identify any effect on advisor workload.) (P/I)

4.5 The program must provide evidence that all student standards are met, regardless of mode of delivery for curriculum.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Describe how the site visitors were able to verify that the program has mechanisms in place to ensure that prospective students enrolled in the distance education and/or satellite program will be held to equivalent standards and will be afforded appropriate access to advising, student support services, and program resources. (P/I)

5.0 ASSESSMENT

5.1 The program conducts ongoing and systematic formative and summative assessment of the performance of its current students.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Appendix C

The program has policies and procedures explaining how ongoing and systematic assessment of academic and clinical education and performance of its prospective students and graduates will be performed. Further, the program's plan describes how the Program faculty and professional staff will be made aware of these goals and objectives and will (not) have opportunities to critically evaluate the extent to which they are achieved. (P/I)

- Yes
- No (explain)

Assessment of student progress will be accomplished by/through:

- student learning outcomes identified
- a variety of assessment techniques described
- assessment to be administered by a range of program faculty and supervisors/preceptors
- the program's proposal for providing student's regular feedback about progress toward achieving the expected knowledge and skills in all academic and clinical components of the program

The program's assessment plan documents feedback mechanisms that will be used to evaluate student performance and how those mechanisms will be applied consistently. (Describe how this will be accomplished. How verified.) (P/I)

- Yes
- No (explain)

Guidelines for implementing remediation procedures are clearly explained. The program has clearly defined procedures explaining how the remediation procedures will be made available to students, and implemented consistently. (Describe how this will be accomplished. How verified.) (P/I)

- Yes
- No (explain)

5.2 The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards [was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The program has a clearly defined mechanism to be used for maintaining accurate and complete records throughout each student's graduate program. Appropriate forms have been developed for monitoring required records for each student. (P/I)

- Planned course of study
- Completion of degree requirements
- Completion of ASHA CCC requirements
- Completion of state licensure
- Completion of state teacher certification and/or other program certificates (where applicable)

The program's plan includes details for documenting student progress: (P/I)
in a timely fashion

- according to responsibilities set forth by the program
- in sufficient detail so that completion of all academic and clinical requirements can be verified.

(Describe the mechanism to be used by the program and how this was verified.)

Appendix C

Records will be readily available to program graduates in accordance with the institution's and program's policies for retention of student information and those policies are clearly described. (Describe how this was verified.) (P/I)

- Yes
- No (explain)

(For distance education and/or satellite programs: The site visitors must verify the process to be followed to ensure the accurate, complete and current documentation of student progress; program policies for retention of student information for those students who will be in the distance education and/or satellite program.)

5.3 The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The program has outlined a process for evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The plan delineates how the results of the assessments will be used to plan and implement program improvements that will promote high-quality educational experiences for students. (P/I)

Multiple sources for collecting and evaluating data on program effectiveness are included in the program's plan for conducting ongoing assessments. (I)

- Student assessment
- Graduate assessment
- Program assessment
- Employment rate (meets CAA threshold?)
- Praxis examination pass rate (meets threshold for national averages?)
- Completion rate (meets CAA threshold?)

Comprehensive, regular assessment plan

- ✓ Do they have a plan for doing it?
- ✓ Is the plan comprehensive?
- ✓ Mechanisms that are to be employed? How often?
- ✓ How are students to be involved in providing input?
- ✓ Who will be involved?
- ✓ Will it be conducted regularly (when)?

Analysis and utilization of data

- ✓ Does program plan include mechanisms for analyzing the data and how it will be interpreted?
- ✓ Will the data to be collected provide information regarding goals/objectives being met?
- ✓ Will the program's plan for evaluating the data provide information useful for program improvement?
- ✓ Assessment plans are related to student learning outcomes

(For distance education and/or satellite programs: The site visitors must verify that regular and comprehensive assessment of the distance education and/or satellite programs are planned and when implemented will provide indicators of program quality and opportunity for program improvement.) (P/I)

Appendix C

5.4 The program regularly evaluates all faculty members and faculty uses the results for continuous improvement.

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Regular evaluation of program faculty is conducted by <program director> <department chair <evaluation committee> in accordance with institutional policy and guidelines. (I)

- Yes
- No (explain)

Students will have an opportunity to evaluate faculty in all academic and clinical settings on a regular and ongoing basis. (Describe the mechanisms to be used and how verified.) (P)

- Yes
- No (explain)

Results of all evaluations are communicated to the faculty and used to improve performance. (Describe the mechanisms used and how verified.) (P)

- Yes
- No (explain)

6.0 PROGRAM RESOURCES

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

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Budgetary allocations are adequate: (I)

- to achieve mission and goals
- for personnel
- space
- equipment
- materials
- supplies

(For distance education and/or satellite programs: The site visitor should take into consideration the impact of the distance education program will have on the financial resources allocated for all modes of educational delivery.) (I)

6.2 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

Appendix C

and goals.

*The expected level of compliance with this standard is **planned/implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Based on a tour of current program and campus facilities, and/or proposed facilities, (or others), it appeared that the physical facilities are (are not), or will be: (I)

- accessible
- appropriate
- safe
- sufficient

Provide evidence regarding findings and lack thereof.

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

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

Current instructional materials and equipment, and those to be added, are:

- appropriate
- safe
- sufficient
- in good working order
- calibrated

Provide evidence regarding findings and lack thereof.

Appendix C

6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program's mission and goals.

*The expected level of compliance with this standard is **implemented**.*

The site visitors verified the level of compliance with this standard as

- planned
- implemented
- maintained

[If compliance with accreditation standards was not at expected level, please describe the area(s) in which compliance could not be verified or how the program's development exceeded CAA's expected level of compliance.]

The program has, or will have, access to appropriate and sufficient resources for faculty and students. (I)

- Library resources
- Interlibrary loan services
- Access to the internet
- Computer and laboratory facilities
- Clerical and technical staff
- Support services

Provide evidence regarding findings and lack thereof.

Adequacy of support is evaluated and resources are addressed in the program's strategic plan. (I)

- Yes
- No (If not, describe the area(s) in which compliance with accreditation standards was not verified.)

Appendix C

II. Summary (Please add this information in your own prose and **identify which standard(s)** the summary comments relate. See Format of the Report in the *Site Visit Manual* for reference. Elements identified below should be consistent with team's observations in section I. of the report.)

- A. Program Development and Innovations (*include standard numbers*)
- B. Program Strengths (*include standard numbers*)
- C. Program Limitations (*include standard numbers*)
- D. Site Visitor Recommendations for Program Development and Improvement

The program should consider the following recommendations regarding continued progress towards compliance with standards and program improvement (*include standard numbers*):

- E. Responses to CAA's Initial Observations of Candidacy Application Review

(Only areas/standards initially identified by CAA that could not be verified should be listed here.)

The program provided a response to the issues identified by CAA in its initial review of the candidacy application in advance of the site visit. The team believes that the program's responses provided the necessary information and clarification to support appropriate progress towards compliance expectations with all identified standards. For issues related to standards _____ (those that were not addressed or information is still lacking) please see the team's discussion under that standard.

- F. Verification of Public Comment/Public Meeting Announcement

A copy of the announcement of the public meeting is included in Appendix 3. This notice was posted around the building that houses the program, in hallways and at entrances. The meeting was announced by faculty to their students. Clients and their families, members of the campus community, alumni, and the public were notified by the announcement's publication in the campus newspaper, local/community newspapers, newsletters, other (please identify).

Appendices (Please list).

1. Accreditation Standards Inventory
2. Site Visit Agenda
3. Public Meeting Announcement