

## SITE VISIT REPORT TEMPLATE – 2008 STANDARDS (revised July 2011)

*Instructions:* This template is designed to assist the site visit team in the development of the written site visit report. **All sections of the report should be in narrative paragraphs; no checklists should be included as a representation of the team's findings.** Please specify whether/how comments apply to each professional area of study (SLP/AUD) and each modality (i.e., distance education, satellite) separately, where applicable, **citing specific evidence observed/verified in support or lack of support for the program's compliance with each standard.** Instructions to site visitors are provided in italics and should be removed from the final submitted report.

**Institution**

**College or Division**

**Department or Program  
CAA File #**

**Dates of Site Visit**

**Site Visit Chair:** \_\_\_\_\_  
**Academic Member:** \_\_\_\_\_  
**Practitioner Member:** \_\_\_\_\_  
**Trainee:** \_\_\_\_\_

**Program(s) Reviewed (specify degree designator(s) and delivery mode):**

- Audiology (AuD, ScD, etc.)**
  - residential
  - distance learning
  - satellite
- Speech-Language Pathology (M.A./M.S., etc.)**
  - residential
  - distance learning
  - satellite

### **INTRODUCTION**

*Provide a brief description of the university, program, and facilities and indicate how the program is offered [residential program, consortium, offered through distance learning, or at a satellite or branch location] and whether any of the alternative modes are new to the program as of this application.*

*List the individuals with whom the team met, including titles. Names of students and clients/caregivers who participated in interviews should not be identified 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 observers should also be noted. An example of proper representation for listing sources follows.*

1. Interview with [title], <name>
2. Interview with the Executive Vice President and Provost of the University, <Name>

3. Interview with the Dean of the School of Allied Health Professions, <Name>
4. Interview with the Chair of the Department of Rehabilitation Sciences, <Name>
5. Interview with the Director of the Audiology Program, <Name>
6. Interview with the Director of the Speech-Language Pathology Program, <Name>
7. Interviews with academic faculty within the program (N = )
8. Interviews with adjunct academic faculty (N = )
9. Interviews with adjunct clinical faculty
10. Interviews with program support staff (N = )
11. Interviews with students within the audiology program (N= )
12. Interviews with students within the speech-language pathology program (N= )
13. Interviews with off-campus preceptors for audiology (N=2)
14. Review of academic files of recent graduates
15. Review of academic files of current students
16. Tour of on-campus academic facilities
17. Tour of clinical sites affiliated with program <name>
18. Review of Web site for university and program
19. Review of course syllabi and university catalogs
20. Review of Graduate Student Handbook
21. Review of faculty meeting minutes and other departmental materials
22. Review of program announcements
23. Public Meeting (N parents/caregivers 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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

The institution is accredited by \_\_\_\_\_ . This was verified by/in \_\_\_\_\_ .

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above).*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here.*

*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.*

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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.

Review of/ interviews with \_\_\_\_\_ indicate that the program's faculty regularly evaluates the congruence of the program and institutional goals and the extent to which the goals are achieved.

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and satellite programs: The site visitors must verify that the mission of the distance education and/or satellite component fits the mission of the residential program and institution. Mechanisms are used by faculty to evaluate the congruence of the distance education and/or satellite program and institutional goals.*

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

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Based on:

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

It is evident that the long-term strategic plan for the (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 program within the community. The long-term strategic plan is regularly evaluated and implementation is shared with faculty, students, staff, alumni, and other interested parties.

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and satellite programs: The site visitors must verify that the distance education and/or satellite component is included in the long-term strategic plan. Mechanisms to evaluate and implement the plans are consistent with those of the residential program and include faculty, students, etc. of the distance education and/or satellite programs.*

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

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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
- interviews with clients
- interviews with students

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.

The program director and faculty report having access to higher levels of administration.

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

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

#### **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).**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in*

*speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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 \_\_\_\_\_.

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
- interviews with clients
- interviews with students

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 \_\_\_\_\_.

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*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 distance education and/or satellite program.*

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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) communicated effectively to students, staff, and clients.

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must verify that there are comparable laws, regulations, etc. for the additional delivery mode(s). Policies are communicated effectively to students, staff, and clients of the distance education and/or satellite program.*

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

The site visit team conducted:

- a review of university catalog
- a review of clinic handbook
- a review of faculty handbook
- a review of student handbook
- 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
- interviews with clients
- interviews with students

The program's Web site, catalogs, advertisements, other publications and electronic media are (not) 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. Data on student outcome measures for program completion rates, Praxis examination pass rates, and employment rates are (not) readily available to the public,

including the number, percentage, and specific years reported <describe how>.

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

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.

## 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.

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

The faculty possesses the appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum in <audiology> <speech-language pathology> and their qualifications are consistent with the institutional expectations for a clinical graduate program.

- Yes
- No (*explain*)

Individuals providing clinical supervision, both on-site and off-site, have appropriate experience and credentials (national certification, state licensure, etc.) for <audiology> <speech-language pathology>.

- Yes
- No (*explain*)

All faculty/instructional staff vitae are current and available.

- Yes
- No (*explain*)

Doctoral faculty teach the majority of academic course work consistent with institutional guidelines.

- Yes
- No (*explain*)

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

For distance education and/or satellite programs: The site visitors must consider the qualifications and expertise of faculty members with responsibilities in distance education and/or satellite program.

**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 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.**

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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 are \_\_\_\_\_ sufficient to meet teaching\_\_\_\_, research \_\_\_\_\_ and service \_\_\_\_\_ needs of the program, expectations of the institution and so that students are able to complete the requirements of the graduate program within a reasonable time period and achieve the expected knowledge and skills.

- Yes
- No (explain)

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

- Yes
- No (explain)

Faculty is accessible to students as evidenced by \_\_\_\_\_. There is also evidence of sufficient time for advising.

- 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 are consistent with institutional policies, and \_\_\_\_ evidence of positive actions taken on behalf of the program's faculty.

- Yes

- No (explain)

Tenure and promotion policies were made available and suggest the ability of faculty to become tenured and promoted or to continue employment.

- Yes
- No (explain)

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

*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 distance education and/or satellite component and the effect on the residential program.*

### 2.3 Faculty members maintain continuing competence.

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (Sufficient evidence was available.)
- The site visitors were able to observe partial evidence to support verification of this standard. (Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)
- The site visitors were not able to observe evidence to support verification of this standard. (No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)

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

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

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

*For distance education and/or satellite programs: The site visitors must verify that training is 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.*

### 3.0A CURRICULUM (ACADEMIC AND CLINICAL EDUCATION) IN AUDIOLOGY

*Note to Site Visitors: For reports of audiology programs, please address standards 3.1A -3.7A. For reports of SLP programs, please address 3.1B-3.7B. If writing a report for programs in both areas, address 3.1A-3.7B 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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

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- The site visitors were able to observe partial evidence to support verification of this standard. *(Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)*
- The site visitors were not able to observe evidence to support verification of this standard. *(No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)*

A review of program course offerings showed that the program offers a curriculum leading to the \_\_\_\_\_ degree that is \_\_\_\_ (semester/quarter) credit hours.

The curriculum includes a minimum of 12 months' full-time equivalent of supervised clinical experiences throughout the program of study. Clinical experiences constitute at least 25% of the program length.

- Yes*
- No ( explain)*

Based on:

- a review of the program's curriculum
- a review of documents available in student folders
- interviews with students
- interviews with instructional staff

\_\_\_\_ sufficient course work, practicum, and other opportunities are offered to allow students to acquire appropriate knowledge and skills in

- 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

These resources also indicate that students complete a program of study that is sufficient in breadth and depth with the scope of practice in audiology.

Further, the program could demonstrate how credentialing requirements are met by graduates for

- national certification in audiology (specify: \_\_\_\_\_)
- state teacher certification (as appropriate)
- state licensure requirements

This was verified by

- interviews with faculty
- interviews with students
- review of the curriculum

- review of course syllabi
- review of student files

Interviews with \_\_\_\_\_ verify the programs' processes to develop, validate, and assess student learning outcomes for acquisition of knowledge and skills.

Clinical hours are recorded only for time spent in providing services to the client or the client's family.

- Yes
- No ( explain)

Students participate in supervised clinical activities consistent with scope of practice in the professional area for which they seek credentials.

- Yes
- No ( explain)

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

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

**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.**

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Based on:

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

indicated that the curriculum reflects current

- knowledge
- skills
- technology
- scope of practice

- contemporary professional issues
- diversity of society

Instruction across the life span is provided.

- Yes
- No ( explain)

There curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession.

- Yes
- No ( explain)

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

For distance education and satellite programs: The site visitors must verify how clinical practicum is offered and how supervision of practicum is 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.

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Examination of the curriculum and

- interviews with instructional staff
- interview with students

confirmed that the scientific and research foundations of the professions are evident in

- 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 program provided to students is appropriate to the degree level

and is consistent with the mission and goals of the program and institutional expectations.

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and satellite programs: The site visitors must verify how scientific and research foundations are evident in the curriculum, and opportunities and expectations for students in the distance education and/or satellite program.*

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

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Interviews with students \_\_\_\_\_ and instructional staff \_\_\_\_\_ and inspection of student records \_\_\_\_\_ confirmed that course work dealing with the basic sciences of communication precedes the study of communication disorders and their treatment

- Yes
- No ( *explain*)

Student records \_\_\_\_\_, as well as staff \_\_\_\_\_ and student \_\_\_\_\_ interviews, confirmed that professional course work in communication disorders either precedes or is concurrent with clinical education in these disorders.

- Yes
- No ( *explain*)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must verify that the typical academic program 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.*

### **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.**

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Information from \_\_\_\_\_ indicate that the nature, amount, and accessibility of clinical supervision are commensurate with the clinical knowledge and skills of each student.

- Yes
- No ( explain)

The nature and amount of clinical supervision are adjusted to the experience and ability of each student.

- Yes
- No ( explain)

*Describe the process for ensuring appropriate levels of supervision, including direct observation (or supervision) of each diagnostic evaluation and all treatment sessions.*

Student skills are assessed prior to externship placement.

- Yes
- No ( explain)

The clinical education procedures ensure that the welfare of each client served by students is protected and that the clinical education is in accord with nationally-recognized professional codes of ethics. This was verified through

- written policy statements
- extent to which students are supervised
- students have access to needed supervisor consultation when providing services to clients
- procedures described to ensure client confidentiality and security of records

*Explain any items that cannot be verified.*

Decisions are made or implemented with the supervisor's input.

- Yes
- No ( explain)

Client files are kept \_\_\_\_\_ (describe, including security and access for these files.)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

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

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. *(Sufficient evidence was available.)*
- The site visitors were able to observe partial evidence to support verification of this standard. *(Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)*
- The site visitors were not able to observe evidence to support verification of this standard. *(No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)*

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

Evidence of written agreements

- Yes
- No *(explain)*

The site visit team verified evidence of monitoring by \_\_\_\_\_ using the following methods:

- meeting with externship supervisors
- on-site visits
- phone interviews
- review of clinical practicum evaluations
- review of externship supervisor evaluations
- review of student clinical records/files
- written contractual agreements
- other *(specify)*

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must verify the existence and monitoring of agreements for external facilities used for clinical education for students in the distance education and/or satellite program. This includes how coordination and monitoring of clinical education placements is accomplished.*

**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.**

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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 is ensured for all students.

- Yes
- No ( explain)

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

For distance education and satellite programs: The site visitors must verify the sufficiency of the client/patient base available to distance education/satellite students.

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

*Note to Site Visitors: For reports of audiology programs, please address standards 3.1A -3.7A. For reports of SLP programs, please address 3.1B-3.7B. If writing a report for programs in both areas, address 3.1A-3.7B in their entirety.*

#### 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.

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

A review of program course offerings showed that the program offers a curriculum leading to the \_\_\_\_\_ degree that is \_\_\_\_ (semester/quarter) credit hours,

The curriculum includes opportunity for students to complete a minimum of 400 clinical education hours, 325 of which are attained at the graduate level.

- Yes
- No ( explain)

Based on:

- a review of the program's curriculum
- a review of documents available in student folders
- interviews with students
- interviews with instructional staff

sufficient course work, practicum, and other opportunities are offered to allow students to acquire knowledge and skill, where appropriate, in

- basic human communication and swallowing processes
- 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
  - 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.

Further, the program could demonstrate how credentialing requirements are met by graduates for

- national certification in speech-language pathology (specify: \_\_\_\_\_)
- state teacher certification, (as appropriate)
- state licensure

This was verified by

- interviews with faculty
- interviews with students
- review of the curriculum
- review of course syllabi
- review of student files

Interviews with \_\_\_\_\_ verify the programs' processes to develop, validate, and assess student learning outcomes for acquisition of knowledge and skills.

Clinical hours are recorded only for time spent in providing services to the client or the client's family.

- Yes
- No ( explain)

Students participate in supervised clinical activities consistent with scope of practice in the professional area for which they seek credentials.

- Yes
- No ( explain)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

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

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for*

- which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Based on:

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

indicated that the curriculum reflects current:

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

Instruction across the life span is provided.

- Yes*
- No (explain)*

There curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession.

- Yes*
- No (explain)*

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

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

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

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Examination of the curriculum and

- interviews with instructional staff
- interviews with students

confirmed that the scientific and research foundations of the professions are evident in

- 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 program provided to students is appropriate to the degree level and is consistent with the mission and goals of the program and institutional expectations.*

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and satellite programs: The site visitors must verify how scientific and research foundations are evident in the curriculum, and opportunities and expectations for students in the distance education and/or satellite program.*

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

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Interviews with students \_\_\_\_\_ and instructional staff \_\_\_\_\_ and inspection of student records \_\_\_\_\_ confirmed that course work dealing with the basic sciences of communication precedes the study of communication disorders and their treatment.

- Yes*
- No (explain)*

Student records \_\_\_\_\_, as well as staff \_\_\_\_\_ and student \_\_\_\_\_ interviews, confirmed that professional course work in communication disorders either precedes or is concurrent with clinical

education in these disorders.

- Yes
- No (explain)

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

For distance education and/or satellite programs: The site visitors must verify that the typical academic program 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.

**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.**

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Information from \_\_\_\_\_ indicate that the nature, amount, and accessibility of clinical supervision are commensurate with the clinical knowledge and skills of each student.

- Yes
- No (explain)

The nature and amount of clinical supervision are adjusted to the experience and ability of each student.

Describe the process for ensuring appropriate levels of supervision, including direct observation of each diagnostic evaluation and of all treatment sessions.

Student skills are assessed prior to externship placement.

- Yes
- No (explain)

Explain any items that cannot be verified.

The clinical education procedures 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

- written policy statements

- extent to which students are supervised
- students having access to needed supervisor consultation when providing services to clients
- procedures described to ensure client confidentiality and security of records

*Explain any items that cannot be verified.*

Decisions are made or implemented with the supervisor's input.

- Yes
- No (explain)

Client files are kept \_\_\_\_\_ (describe, including security and access for these files.)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

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

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (Sufficient evidence was available.)
- The site visitors were able to observe partial evidence to support verification of this standard. (Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)
- The site visitors were not able to observe evidence to support verification of this standard. (No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)

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

Evidence of written agreements

- Yes
- No (explain)

Evidence of monitoring by \_\_\_\_\_ using the following methods:

- Meeting with externship supervisors
- On-site visits
- Phone interviews
- Review of clinical practicum evaluations
- Review of externship supervisor evaluations
- Review of student clinical records/files

- Written contractual agreements
- Other (*specify*)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and satellite programs* *The site visitors must verify the existence and monitoring of agreements for external facilities used for clinical sites for students enrolled in the distance education and/or satellite program; including how coordination and monitoring of clinical education placements is accomplished.*

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master’s program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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 is ensured for all students.

- Yes
- No (*explain*)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and satellite programs:* *The site visitors must verify the sufficiency of the client/patient base available to distance education/satellite students.*

**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.**

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Inspection of \_\_\_\_\_ indicated that criteria employed for accepting students into graduate study meet or exceed institutional policy and are appropriate for the degree being offered.

- Yes
- No (explain)

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

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and satellite programs: The site visitors must verify admissions requirements that are different from those for the residential program and the rationale for such.*

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

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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

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

- 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.

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

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

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master’s program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Students are informed about (or by) the program: (*cite evidence where verified*)

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

The program maintains a record of student complaints

- Yes*
- No (explain)*

The program insures privacy of student complaints (describe)

- Yes*
- No (explain)*

Based on \_\_\_\_\_ the nature of complaints is reviewed relative to compliance with accreditation standards.

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

For distance education and/or satellite programs: The site visitors must verify that students in the distance education and/or satellite programs are informed about policy and procedures, degree requirements, etc.

**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.**

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

- Describe how students receive regular advisement on academic and clinical performance.
- Describe, if appropriate, how students have access to adjunct faculty.
- Describe how students receive information on the full range of student support services.

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

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

**4.5 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

*Programs that do not offer DE courses do not have to comply with this standard, so the following sentence can be used in the report:*

The program does not offer any course work via distance education technologies, therefore does not have to comply with this standard.

*For programs that do offer DE courses (one course or the whole program of study), consider the following:*

The program offers graduate course work via distance education and uses

- the Internet
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices
- audio conferencing
- video cassettes, DVDs and CD-ROMs (if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above)
- other (*specify*): \_\_\_\_\_

as the means to deliver the course work and interact with all participants.

The program uses (the institution's or its own) policies and procedures to verify the identity of each student enrolled in a distance education course.

- *Indicate where a copy of the policy and procedurs can be found or accessed (e.g, student handbook, program web page)*
- *Describe the mechanism(s) used to verify students (e.g., secure log in and pass code or other technologies and practices) and how a student's identity is protected.*
- *Describe how procedures are applied consistently. Who has responsibility in the program to conduct this activity?*
- *Are students assessed a fee to complete the verification process?*
- *Indicate how and when students are informed of the policy, including information about any associated expenses/fees (it should be no later than the time of enrollment).*

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must verify that student verification policy has been implemented in any additional modalities, is consistently applied.*

## 5.0 ASSESSMENT

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

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. *(Sufficient evidence was available.)*
- The site visitors were able to observe partial evidence to support verification of this standard. *(Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)*
- The site visitors were not able to observe evidence to support verification of this standard. *(No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)*

The program \_\_\_\_\_ conducts ongoing and systematic assessment of academic and clinical education and performance of its students and graduates. Program faculty and professional staff are (not) aware of these goals and objectives and (do not) critically evaluate the extent to which they are achieved.

- Yes
- No (explain)

Assessment of student progress is accomplished by/through:

- student learning outcomes are identified
- a variety of assessment techniques are used
- assessment is administered by a range of program faculty and supervisors/preceptors
- students are provided regular feedback about progress toward achieving the expected knowledge and skills in all academic and clinical components of the program

The program documents feedback mechanisms used to evaluate student performance and applies those mechanisms consistently. *(Describe how this is accomplished. How verified.)*

- Yes
- No (explain)

Guidelines for remediation are documented, made available to students, and implemented consistently. *(Describe how this is accomplished. How verified.)*

- Yes
- No (explain)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must verify that the program conducts ongoing and systematic assessment of students in its distance education and/or satellite program.*

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. *(Sufficient evidence was available.)*
- The site visitors were able to observe partial evidence to support verification of this standard. *(Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)*
- The site visitors were not able to observe evidence to support verification of this standard. *(No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.)*

Inspection of student records indicated that the program maintains accurate and complete records throughout each student's graduate program. Required records for each student are kept accurate, complete, and current throughout each student's graduate program.

- planned course of study
- completion of degree requirements
- progress towards completion of national certification requirements
- progress towards completion of state licensure requirements
- progress towards completion of state teacher certification and/or other program certificates requirements (where applicable)

Documentation of student progress is:

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

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

Records are 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 established. *(Describe how this was verified.)*

- Yes
- No ( explain)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must verify accurate, complete and current documentation of student progress; access to student records; program policies for retention of*

*student information for those students 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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

The program regularly evaluates [*does not regularly evaluate*] the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. Results of the assessments indicate that the program's goals and objectives and student learning outcomes are [*are not*] being met. The assessment results also are [*not*] used to plan and implement program improvements that promote high-quality educational experiences for students.

Multiple sources for collecting and evaluating data on program effectiveness are employed by the program and include

- Course evaluations
- Supervisor/preceptor evaluations
- Exit interviews
- Curriculum committee reviews
- Advisory committee reviews
- Program staff/faculty meetings and retreats
- Alumni/graduate surveys
- Employer surveys
- Program completion rate
- Praxis examination pass rate
- Employment rate
- Other, please list: \_\_\_\_\_

The program conducts [*does not conduct*] comprehensive assessment of the collected data on a regular [*infrequent or irregular*] basis (*when?*).

- ✓ *Who is involved?*
- ✓ *How are students involved in providing input?*

Analysis and utilization of data

- ✓ *Does the program analyze the data and what process is used for the analysis?*
- ✓ *Do the data indicate if program goals/objectives are being met?*
- ✓ *Does the program evaluate the data to provide program improvement?*
- ✓ *Evidence that changes have been made (what, how effective?)*
- ✓ *Assessments and/or changes are related to student learning outcomes*

The program provided examples of how results of these assessments have been used to improve the

program: [Cite two examples from application materials or other examples that demonstrate the use of assessment results for program improvement. For site visits that involve both SLP and AUD programs, please cite two examples from each program. Describe the goal, objective, or student learning outcome to which each example relates and how the result has improved (or expects to improve) the program.]

- Example 1
- Example 2...

In addition, the site visit team verified that the student achievement data reported by the program met [*did not meet*] the CAA's established thresholds for students completing the program within the program's published time frame, program graduates passing the Praxis examination, and program graduates being employed in the profession or pursuing further education in the profession within one year of graduation. [Note: If program does not meet one or more of these thresholds, provide an explanation of the program's plans for improving its success related to those student achievement areas, as relevant.]

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

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 indicate program quality and opportunity for implementing program improvement. Indicate if there are differences in the student achievement data from the residential program and whether those cohorts also meet thresholds.

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

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

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

- Yes
- No (explain)

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

- Yes
- No (explain)

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

- Yes
- No (*explain*)

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs:* *The site visitors must verify that faculty involved in the distance education and/or satellite program are regularly evaluated, students are involved in evaluation process, and results shared with the faculty and are used for continuous improvement.*

## 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.

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Budgetary allocations are adequate:

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

Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):

If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:

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

### 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 and goals.

Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Based on a tour of program and campus facilities (or others), it appeared that the physical facilities are (are not):

- accessible
- appropriate
- safe
- sufficient

*Provide evidence. If not accessible, appropriate, safe or sufficient, explain.*

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must consider the adequacy of the physical facilities in consideration of the distance education and/or satellite program, including accessibility, appropriateness, safety, and sufficiency.*

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

*Select the appropriate lead in statement as it applies to each professional area (i.e., master's program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

Instructional materials and equipment are:

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

*Provide evidence. If not, explain.*

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must consider the appropriateness and sufficiency of the equipment and materials for the distance education and/or satellite program.*

**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.**

*Select the appropriate lead in statement as it applies to each professional area (i.e., master’s program in speech-language pathology, clinical doctoral program in audiology):*

- The site visitors were able to observe evidence to support verification of this standard. (*Sufficient evidence was available.*)
- The site visitors were able to observe partial evidence to support verification of this standard. (*Partial evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)
- The site visitors were not able to observe evidence to support verification of this standard. (*No evidence was available. Describe the area(s) in which evidence was not verified, and for which modality.*)

The program has access to appropriate and sufficient resources for faculty and students.

- library resources
- interlibrary loan services
- access to the internet
- computer and laboratory facilities
- clerical and technical staff
- support services

*Provide evidence. If not, explain.*

Adequacy of support is evaluated and resources are addressed in the program’s strategic plan.

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

*Address and report on any areas of concern identified by the CAA in its **Initial Observations** (if not addressed above):*

*If the site visit team identified compliance with this standard as a particular **strength** or **limitation**, please address here:*

*For distance education and/or satellite programs: The site visitors must consider the appropriateness and sufficiency of the clerical and technical staff, support services, and library and technology resources for the distance education and/or satellite program.*

## ***II. Verification of Public Comment/Public Meeting Announcement***

*NOTE: Adapt the following description to match verification:*

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

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The Site Visit Team would like to acknowledge and thank the administration, program director, faculty, and students for their time, attention, and participation in the site visit process. The site visit is an integral part of the accreditation process, and serves to assist the CAA in meeting its mission – “to promote excellence in graduate education in the discipline of communication sciences and disorders for the professions of audiology and speech-language pathology through a peer review process of establishing and promulgating accreditation standards that encourage continuous quality improvement.”