

**APPLICATION FOR CANDIDACY  
FOR GRADUATE EDUCATION PROGRAMS IN AUDIOLOGY  
AND/OR SPEECH-LANGUAGE PATHOLOGY**

Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association

The institution of higher education named below desires that its education program leading to the entry-level graduate degree program in audiology or in speech-language pathology be considered for candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) and hereby applies for an evaluation for candidacy status. It is understood that the evaluation will be conducted in accordance with the procedures set forth in the most recent *CAA Candidacy Manual*. The institution agrees to cooperate fully in the evaluation procedures described therein. This includes supplying such written information as shall be required for CAA's evaluation and conduct of a candidacy site visit.

The institution further agrees to pay the following costs: (a) a nonrefundable application fee, which accompanies this application, and (b) a candidacy site visit fee, payable when invoiced upon completion of the site visit. An annual fee will be due each year that the program holds candidacy for accreditation.

The institution of higher education verifies that it has conducted a comprehensive self-analysis that demonstrates how the program will meet each of the accreditation standards. The results of this analysis must be documented in the application for candidacy as its Development Plan. **The parent institution of higher education and the appropriate state authority must have approved this plan and must verify the intent to implement it fully.**

The institutions of higher education and the applicant program agree to not enroll students into the program until candidacy status has been awarded by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Failure to comply with this agreement shall result in: a) termination of the candidacy review by the Council on Academic Accreditation in Audiology and Speech-Language Pathology without a final decision being made; and b) ineligibility as a candidate applicant.

This application may be withdrawn by the program at any time and for any reason before final action is taken by the CAA. The program may submit another application at any subsequent time without prejudice.

The administrative policies of the institution of higher education and the education program comply with all applicable federal, state, and local laws, regulations, and executive orders, prohibiting discrimination, including harassment, against students, staff, and clients on the basis of race, color, religion, sex, national or ethnic origin, physical or mental disability or condition, age, sexual orientation, status as a parent, and status as a covered veteran. These laws, regulations, and executive orders include the Americans with Disabilities Act of 1990 (PL 101-336), the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

\_\_\_\_\_  
(Name of Institution of Higher Education)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of President of Institution or Designee)

\_\_\_\_\_  
(Telephone Number)

\_\_\_\_\_  
(Name and Title: print or type)

\_\_\_\_\_  
(Address)

**COUNCIL ON ACADEMIC ACCREDITATION  
IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY  
American Speech-Language-Hearing Association**

**Application for Candidacy for  
Graduate Education Programs in Audiology and/or Speech-Language Pathology**

The purpose of the application for candidacy is to provide information as it relates to a graduate program's compliance with the 2008 Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology and the eligibility requirements for candidacy. The outline presented here must be followed when submitting an application. **Please submit the original, signed, hard copy application to the Accreditation Office, including all appendices, prepared according to the specific application instructions provided.** Please submit **one (1) electronic version of the application, including appendices,** on a CD or flash drive with the paper copy, or email separately to [sflesher@asha.org](mailto:sflesher@asha.org) as a Microsoft Word attachment.

**DATE OF APPLICATION:** \_\_\_\_\_

**INSTITUTION NAME:** \_\_\_\_\_

**COLLEGE/DIVISION:** \_\_\_\_\_

**DEPARTMENT/PROGRAM:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PROGRAM DIRECTOR NAME AND TITLE:** \_\_\_\_\_

**PROGRAM DIRECTOR PHONE #:** \_\_\_\_\_

**PROGRAM DIRECTOR EMAIL:** \_\_\_\_\_

**PROGRAM FAX:** \_\_\_\_\_

**PROGRAM MAIN PHONE #:** \_\_\_\_\_

**INSTITUTION/PROGRAM WEB ADDRESS:** \_\_\_\_\_

<b>DEGREE LEVEL AND PROFESSIONAL AREA(S) IN WHICH CANDIDACY IS SOUGHT</b>	<b>LIST DEGREE DESIGNATOR(S)</b> (e.g., MA, MS, AuD, ScD):
<input type="checkbox"/> <b>Clinical Doctorate in Audiology</b>	
<input type="checkbox"/> <b>Master's in Speech-Language Pathology</b>	

**REGIONAL ACCREDITATION BY:** \_\_\_\_\_

**CURRENT REGIONAL ACCREDITATION CYCLE:** From: \_\_\_\_\_ To: \_\_\_\_\_  
 Month Year Month Year

## VERIFICATION OF ELIGIBILITY

Please review the following list of eligibility requirements and determine whether all of these elements have been satisfied. In order for the CAA to proceed with its review of the candidacy application, the program must submit documented evidence with the application that all institutional and program eligibility criteria are met.

### **Institutional Criteria:**

1. The institution must offer graduate degree programs that are specifically designed to prepare students for entry into independent professional practice as audiologists or speech-language pathologists. Typically, this goal is accomplished by offering an educational program leading to a master's or doctoral degree, including a clinical doctoral degree, offered through graduate or professional schools.

The program for which this application is being submitted is:

- Clinical doctoral program in audiology
- Master's program in speech-language pathology

- 
2. All programs must have been granted authorization through the governance processes of the parent institution(s) and the appropriate state authority to offer the graduate degree program for which candidacy is sought. Evidence that these approvals have been received must be provided with the application materials.

\_\_\_ The official letters of approval to the applicant program are appended to the candidacy application.

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3. The institution must conduct a comprehensive self-analysis that demonstrates how the program will meet each of the accreditation standards, and the results of this analysis must be documented in the application for candidacy as its Development Plan. The parent institution of higher education and the appropriate state authority must have approved this plan and must verify intent to implement it fully.

\_\_\_ The signature of the president or designee is an indication that the parent institution of higher education and the appropriate state authority have approved the development plan for the program and intend to fully support its implementation and growth as outlined.

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4. The institution of higher education within which the applicant audiology and/or speech-language pathology program is housed must hold regional accreditation from one of the following six regional accrediting bodies:
    - o Middle States Commission on Higher Education, Middle States Association of Colleges and Schools
    - o Commission on Institutions of Higher Education, New England Association of Schools and Colleges,
    - o The Higher Learning Commission, North Central Association of Colleges and Schools
    - o Northwest Commission on Colleges and Universities
    - o Commission on Colleges, Southern Association of Colleges and Schools,
    - o Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

Institutions that hold a preaccreditation or candidacy status by a regional accreditor do not meet the CAA's eligibility criteria. For programs with components located outside the region of the home campus, the program must verify to the CAA that all locations in which its academic components are housed, including official satellite campuses outside of the United States, are regionally accredited.

\_\_\_ Response to Standard 1.1 satisfies this requirement.

**Program Criteria:**

1. The CAA's candidacy program is open to applicant programs that:
  - Are newly developed programs, including stand-alone programs or those offered through a consortium, AND
  - Have no students currently enrolled

The applicant program meets this criterion because it is:

- A new program **or**
- Consortium **and**
- Has no students currently enrolled

2. The program seeking candidacy status must submit a formal application to the CAA for evaluation at least 18 months in advance of when students are expected to enroll.

The application date is not less than 18 months from the proposed student enrollment date.

Proposed date of enrollment of first class of students into the applicant program : \_\_\_\_\_  
(MM/YYYY)

3. The program and the institution agree to not enroll students into the applicant program until such time that candidacy status has been awarded by the CAA.

The signature of the institution's president or designee affirms this agreement to not enroll students prior to the CAA's award of candidacy, or else forfeit consideration by the CAA as an applicant for candidacy.

<b>I ATTEST THAT ALL OF THE ELIGIBILITY CRITERIA HAVE BEEN MET BY THE APPLICANT PROGRAM AND ARE SUPPORTED BY THE SPONSORING INSTITUTION OF HIGHER EDUCATION.</b>	
_____ (Signature of Program Director)	_____ (Date)

(NOTE: The signature of the institution's president or designee on the application cover indicates that "(t)he parent institution of higher education and the appropriate state authority must have approved this plan and must verify the intent to implement it fully.")

## General Information Section

The following demographic information about the program must be provided prior to completing the remainder of the application. Documented evidence provided throughout the course of the candidacy review must provide verification about the plan for meeting standards and, where appropriate, that all standards are met, regardless of mode of education delivery.

If 50% or more of the graduate academic credit hours are provided via satellite or branch campuses and/or distance education, additional questions under sections marked for **Distance Education and Satellite Component** must be completed.

### CONSORTIUM

I. Will this graduate program be offered as part of a consortium?

- Yes  
 No

If yes, indicate the institutions that will be participating in the consortium and which entity(s) will be granting the degree.

	Name	Degree Granting Entity (check all that apply)
Institution 1		
Institution 2		
Institution 3		
Institution 4		

II. Provide regional accreditation information for each participating entity of the consortium.

Name of Entity	Name of Regional Accreditor	Current Regional Accreditation dates
		From: (month) (yr) To: (month) (yr)
		From: (month) (yr) To: (month) (yr)
		From: (month) (yr) To: (month) (yr)
		From: (month) (yr) To: (month) (yr)

**SATELLITE/BRANCH CAMPUS**

III. Will this graduate program or a component of it be offered through a satellite or branch campus?

- Yes, less than 50% of the academic credit hours
- Yes, 50% or more of the academic credit hours (Answer Question IV. below)
- No

IV. If 50% or more of the graduate academic credit hours are to be offered through a satellite or branch campus, name the locations of the satellite or branch campus and provide regional accreditation information.

<b>Location #1:</b>			
Name:			
Address:			
Name of Program Director			
Name of Regional Accrerator:			
Dates of Regional Accreditation		From:	(month) (yr)
		To:	(month) (yr)
<b>Location #2:</b>			
Name:			
Address:			
Name of Program Director			
Name of Regional Accrerator:			
Dates of Regional Accreditation		From:	(month) (yr)
		To:	(month) (yr)
<b>Location #3:</b>			
Name:			
Address:			
Name of Program Director			
Name of Regional Accrerator:			
Dates of Regional Accreditation		From:	(month) (yr)
		To:	(month) (yr)
<b>Location #4:</b>			
Name:			
Address:			
Name of Program Director			
Name of Regional Accrerator:			
Dates of Regional Accreditation		From:	(month) (yr)
		To:	(month) (yr)

DISTANCE EDUCATION

V. Will graduate courses for the graduate education program be offered through distance education?

- Yes, less than 50% of the academic credit hours
- Yes, 50% or more of the academic credit hours
- No, distance education not offered

VI. If you answered "Yes, less than 50% of the academic credit hours" or "Yes, 50% or more of the academic credit hours" to question V. above, please indicate the type of interactive technology that will be used to provide distance education offerings. (Check all that apply.)

- 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): \_\_\_\_\_

## Standard 1.0 Administrative Structure and Governance

### Regional Accreditation

#### **1.1 The applicant institution of higher education holds regional accreditation.**

1.1.1 Identify the current regional accreditation cycle dates.

*The name of the regional accreditation agency and the month and year of the current regional accreditation cycle must be provided above on the application coversheet and in the general information section of this application. If the program has not fully completed this information, the application will be returned as incomplete.*

### Mission, Goals and Objectives

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

1.2.1 Provide the mission statement of the institution. If the program is a consortium, include information for all participating entities.

1.2.2 Provide the mission statement of the college. If the program is a consortium, include information for all participating entities.

1.2.3 Provide the mission statement of the program(s) seeking candidacy.

1.2.4 What mechanisms will be used by faculty to regularly evaluate the congruence of the program and institutional goals?

1.2.5 What mechanisms will be used by faculty to regularly evaluate the extent to which the program's goals are achieved?

**1.2 Mission, Goals and Objectives**  
**Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 1.3.

1.2.6 Describe how the distance education and/or satellite program fit the mission of the residential program and that of the institution. If the applicant program is offered as a distance education program only, response to question 1.2.3 is sufficient.

Distance Education:

Satellite/Branch Campus:

1.2.7 Describe the explicit rationale for providing the distance education and/or satellite program. Your explanation must discuss the needs addressed specifically by the mode of delivery.

Distance Education:

Satellite/Branch Campus:

1.2.8 What mechanisms will be used by the faculty to evaluate regularly the congruence of the distance education and/or satellite program and institutional goals?

Distance Education:

Satellite/Branch Campus:

1.2.9 What mechanisms will be used by the faculty to evaluate the extent to which the goals are achieved for the distance education and/or satellite program?

Distance Education:

Satellite/Branch Campus:

***[End distance education and/or satellite section for Standard 1.2]***

**Program Strategic Plan**

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

1.3.1 Describe the process for creating and implementing the program's strategic plan.

1.3.2 What methods have been implemented to assure the congruence of the strategic plan with the mission of the institution?

1.3.3 What methods have been implemented to assure that the development of the strategic plan has the support of the university administration and reflects the role of the program within the community?

1.3.4 Describe how the plan will be evaluated and disseminated to faculty, students, alumni, and other interested parties.

**Program Authority and Responsibility**

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

1.4.1 Does your program have independent departmental status?

- Yes
- No

1.4.2 If your program **does not** have independent status, please describe the organizational structure. Provide the URL of the Web site link, if available.

1.4.3 Where is the program housed administratively (e.g., College of Education, School of Medicine)? (Select one.)

- Allied Health, Health Sciences, Health Professions, Public Health
- Arts, Sciences, Humanities, Social and Behavioral Sciences
- Audiology, Speech-Language Pathology, Communication Disorders
- Communication, Fine Arts
- Education
- Medicine
- Professional Programs/Studies
- Other (specify):

1.4.4 Including the applicant program(s), how many programs (i.e., areas of study other than CSD) are housed within the same department as the program seeking candidacy?.

1.4.5 Including the applicant program(s), provide a list of the other programs housed in the same department as the program seeking candidacy..

1.4.6 Describe how program faculty and instructional staff have authority and responsibility to initiate, implement, and evaluate substantive decisions affecting all aspects of the professional education program, including the curriculum.

1.4.7. Describe how the program director and faculty have access to higher levels of administration.

**1.4 Program Authority and Responsibility  
Distance Education and Satellite Component (only)**

If you answered “Yes, 50% or more” to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 1.5.

1.4.8 Explain how the administrative components of the distance education and/or satellite program are integrated with those of the residential program. If the applicant program is offered as a distance education program only, no response is necessary.

Distance Education:

Satellite/Branch Campus:

***[End of distance education and/or satellite section for Standard 1.4]***

**Program Director**

**1.5 The individual responsible for the program of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology; in audiology; or in speech, language, and hearing science, and holds a full-time appointment in the institution. The individual effectively leads and administers the program.**

1.5.1 Provide the following information about the individual responsible for the program.

**Name:** \_\_\_\_\_

**Academic Rank:**

<input type="checkbox"/>	Instructor
<input type="checkbox"/>	Assistant Professor
<input type="checkbox"/>	Associate Professor
<input type="checkbox"/>	Full Professor
<input type="checkbox"/>	Emeritus

**Employment Status:**

<input type="checkbox"/>	Full-time
<input type="checkbox"/>	Part-time (explain)

**Date appointed as Program Director** \_\_\_\_\_

**ASHA Certification Status:**

<input type="checkbox"/>	CCC-SLP
<input type="checkbox"/>	CCC-A
<input type="checkbox"/>	No certification

**Employment Start Date (mm/yy):** \_\_\_\_\_

**Tenure Status:**

<input type="checkbox"/>	Non-tenured - not on tenure track
<input type="checkbox"/>	Non-tenured - on tenure track
<input type="checkbox"/>	Administrative appointment without faculty status
<input type="checkbox"/>	Tenured - provide date:           (month)           (yr)

Educational background			
Degree earned	Institution Name	Year granted	Major

1.5.2 How does the program or institution plan to evaluate the effectiveness of the program director?  
(Select all that apply.)

- Evaluation by the Dean
- Evaluation by the Chair
- Evaluation by program faculty
- Evaluation by students
- Evaluation by support personnel
- Evaluation by instructional staff
- Evaluation by performance committee
- No evaluation
- Other (specify):

1.5.3 How often will evaluations of the program director occur?

- More than once a year
- Annually
- Every 2-5 years
- Less frequently than 5 years
- Never
- Other (specify):

**1.5 Program Director  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 1.6.

1.5.4 Include a clear delineation of the responsibilities and qualifications of the individual who has major responsibility for the coordination of activities of the individuals involved in the administration of the distance education and/or satellite program.

Distance Education:

Satellite/Branch Campus:

***[End of distance education and/or satellite section for Standard 1.5]***

**Equitable Treatment**

**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.**

1.6.1 How will information regarding equitable treatment be communicated to students? (Select all that apply.)

- Application materials
- Catalog
- Student handbook
- Student orientation
- Web site or intranet (provide URL) \_\_\_\_\_
- No mechanism
- Other (specify):

1.6.2 How will information regarding equitable treatment be communicated to faculty and staff? (Select all that apply.)

- Departmental/program meetings
- Employee handbook
- Employee orientation
- Web site or intranet (provide URL) \_\_\_\_\_
- No mechanism
- Other (specify):

1.6.3 If the program has a clinic, how will information regarding equitable treatment be communicated to clients? (Select all that apply.)

- Brochures
- Clinic materials
- Posted signage
- Web site or intranet (provide URL) \_\_\_\_\_
- No mechanism
- The program will not have a clinic
- Other (specify):

**Accuracy of Public Information**

**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.**

1.7.1 When is information about the program and the institution scheduled to be posted?

- Every academic term
- Annually
- Every 2 years
- Less frequently than 2 years
- Other (specify):

1.7.2 What is the process for updating this information and maintaining its currency and accuracy? (Select all that apply.)

<input type="checkbox"/>	Administration reviews for currency and accuracy
<input type="checkbox"/>	Program director reviews for currency and accuracy
<input type="checkbox"/>	Clinic director reviews for currency and accuracy
<input type="checkbox"/>	Graduate coordinator reviews for currency and accuracy
<input type="checkbox"/>	Faculty member(s) reviews for currency and accuracy
<input type="checkbox"/>	Administrative assistant reviews for currency and accuracy
<input type="checkbox"/>	Distance education program director reviews for currency and accuracy
<input type="checkbox"/>	Other (specify):

1.7.3 Who is responsible for ensuring that information about the program and the institution is communicated to students and to the public is available, current, and accurate? (Select all that apply)

- Administrative assistant
- Clinic director
- Graduate Coordinator
- Faculty member
- Program director
- Other: (specify)

1.7.4 How will public information about your program be accessed? (Select all that apply.)

- Catalogs – printed
- Catalogs – online (provide URL): \_\_\_\_\_
- Clinic handbook – printed \_\_\_\_\_
- Clinic handbook – on-line (provide URL) \_\_\_\_\_
- Faculty handbook – printed \_\_\_\_\_
- Faculty handbook – on-line (provide URL) \_\_\_\_\_
- Student handbook – printed \_\_\_\_\_
- Student handbook – on-line \_\_\_\_\_
- Program Web sites (provide URL): \_\_\_\_\_
- Printed brochures (specify): \_\_\_\_\_
- Other printed resources (specify): \_\_\_\_\_
- Other resources – on-line (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

1.7.5 Where will the program Praxis pass rates be publicly posted? (Select all that apply.)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

1.7.6 Where will the program completion rates be publicly posted? (Select all that apply.)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

1.7.7 Where will the program employment rates be publicly posted? (Select all that apply.)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

**1.7 Accuracy of Public Information  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 2.1.

1.7.8 When is information about the program and the institution scheduled to be posted?

Distance Education:

- Every academic term
- Annually
- Every 2 years
- Less frequently than 2 years
- Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

- Every academic term
- Annually
- Every 2 years
- Less frequently than 2 years
- Other (specify): \_\_\_\_\_

1.7.9 What is the process for updating this information and maintaining its currency and accuracy?

Distance Education:

<input type="checkbox"/>	Administration reviews for currency and accuracy
<input type="checkbox"/>	Program director reviews for currency and accuracy
<input type="checkbox"/>	Clinic director reviews for currency and accuracy
<input type="checkbox"/>	Graduate coordinator reviews for currency and accuracy
<input type="checkbox"/>	Faculty member(s) reviews for currency and accuracy
<input type="checkbox"/>	Administrative assistant reviews for currency and accuracy
<input type="checkbox"/>	Distance education program director reviews for currency and accuracy
<input type="checkbox"/>	Other (specify):

Satellite/Branch Campus:

<input type="checkbox"/>	Administration reviews for currency and accuracy
<input type="checkbox"/>	Program director reviews for currency and accuracy
<input type="checkbox"/>	Clinic director reviews for currency and accuracy
<input type="checkbox"/>	Graduate coordinator reviews for currency and accuracy
<input type="checkbox"/>	Faculty member(s) reviews for currency and accuracy
<input type="checkbox"/>	Administrative assistant reviews for currency and accuracy
<input type="checkbox"/>	Satellite program director reviews for currency and accuracy
<input type="checkbox"/>	Other (specify):

1.7.10 Who is responsible for ensuring that information about the distance education and/or satellite program is available, current, and accurate? (Select all that apply)

Distance Education:

- Administrative assistant
- Clinic director
- Faculty member
- Graduate coordinator
- Program director
- Other: (specify)

Satellite/Branch Campus:

- Administrative assistant
- Clinic director
- Graduate coordinator
- Faculty member
- Program director
- Other: (specify)

1.7.11 How will information about the distance education and/or satellite program be provided to the public?

Distance Education:

- Catalogs – printed
- Catalogs – online (provide URL): \_\_\_\_\_
- Handbooks – printed
- Handbooks – online (provide URL): \_\_\_\_\_
- Program web sites (provide URL): \_\_\_\_\_
- Printed brochures (specify): \_\_\_\_\_
- Other printed resources (specify): \_\_\_\_\_
- Similar on-line resources (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

- Catalogs – printed
- Catalogs – online (provide URL): \_\_\_\_\_
- Handbooks – printed
- Handbooks – online (provide URL): \_\_\_\_\_
- Program web sites (provide URL): \_\_\_\_\_
- Printed brochures (specify): \_\_\_\_\_
- Other printed resources (specify): \_\_\_\_\_
- Similar on-line resources (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

1.7.12 For the distance education and/or satellite program, where will the program Praxis pass rates be public posted? (Select all that apply.)

Distance Education:

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

1.7.13 For the distance education and/or satellite program, where will the program completion rates be publicly posted? (Select all that apply.)

Distance Education:

- Application materials
- Brochures
- Catalog
- Newsletters

Web site (provide URL): \_\_\_\_\_  
 Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

Application materials  
 Brochures  
 Catalog  
 Newsletters  
 Web site (provide URL): \_\_\_\_\_  
 Other (specify): \_\_\_\_\_

1.7.14 For the distance education and/or satellite program, where will the program employment rates be publicly posted? (Select all that apply.)

Distance Education:

Application materials  
 Brochures  
 Catalog  
 Newsletters  
 Web site (provide URL): \_\_\_\_\_  
 Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

Application materials  
 Brochures  
 Catalog  
 Newsletters  
 Web site (provide URL): \_\_\_\_\_  
 Other (specify): \_\_\_\_\_

***[End distance education and/or satellite section for Standard 1.7]***

## Standard 2.0 Faculty

### Faculty Qualifications

**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.**

2.1.1 Using the format for faculty vitae in **Appendix II Vita Outline**, provide the requested information for each member of the faculty and instructional staff of the entry-level graduate program who is hired/under contract to the university (this does not include external supervisors), as of the time of application. Vitae must not exceed three pages per person and should include publications, presentations, grants submitted and awarded, activities related to clinical service delivery, clinical supervision experiences, professional development and professionally related service activities for the past three years only.

2.1.2 How do the faculty vitae provide evidence that individuals have appropriate qualifications to teach graduate courses?

2.1.3 How do the faculty vitae provide evidence that faculty has the appropriate scholarly background to teach in the areas to which they have been assigned?

Describe your hiring plan for faculty and staff, faculty funding lines, and time lines.

**Instructions: Answer the following set of questions related to requirements for ASHA Certification.**

2.1.5 Describe how the program will ensure that clinical supervision of all clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area.

2.1.6 Indicate how the program will verify supervisor certification. (Select all that apply.)

- Verify through ASHA
- Other (specify):

2.1.7 Identify who is responsible for verifying that clinical supervision of all clock hours counted for ASHA certification requirements will be provided by persons who currently hold the ASHA CCC in the appropriate area. (Select all that apply.)

- Administrative assistant
- Clinic director or coordinator
- Faculty member

- Program director
- Student
- Other (specify):

2.1.8 When will the program verify ASHA certification status for individuals providing supervision?  
(Select all that apply.)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other (specify):

**Instructions: Answer the following set of questions related to *state requirements*.**

2.1.9 How will the program verify that individuals who will provide supervision hold credentials consistent with state requirements? (Select all that apply.)

- Obtain copy of state credential
- Verify through state agency
- Other (specify):

2.1.10 Who is responsible for verifying that credentials for individuals who will be providing supervision are consistent with state requirements? (Select all that apply.)

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other: (specify)

2.1.11 When will the program verify the state credential status for individuals providing supervision?  
(Select all that apply.)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other (specify):

**Faculty Sufficiency**

**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.**

2.2.1 Using **Appendix III Faculty and Instructional Staff Summary**, provide all information requested for each member of the faculty and instructional staff of the entry-level graduate program who is hired/under contract to the university (this does not include external supervisors), and identify positions for which the program has funded faculty lines. The program must provide:

- ❑ The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff
- ❑ A breakout of the FTE contribution to the graduate entry-level program for each program faculty and supervisory staff to include percent of time devoted to:
  - classroom teaching,
  - academic and clinical program administration,
  - clinical supervision
  - research
  - other services (e.g. advising, service on committees supporting the graduate program, NSSLHA advising)
- ❑ A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) program
- ❑ Courses taught by each program faculty and supervisory staff

2.2.2 Provide the official definition of full- and part-time students for your institution.

2.2.3 Provide an estimate of expected student enrollment in the program for the first academic year (fall through and including summer).

	Under-graduate #	Non-entry level graduate degree #		Entry-level graduate degree (master’s SLP; doctoral audiology) #		Post entry level graduate degree (e.g., PhD) #	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
SLP							
Audiology							
SLH Sciences							
Other (specify)							
TOTAL							

2.2.4 How will the students have access to faculty? (Select all that apply.)

- Appointment
- Before and/or after class or clinic
- Email
- Phone
- Standing office hours
- Other (specify):

2.2.5 How will students have access to adjunct faculty? (Select all that apply.)

- Appointment
- Before and/or after class or clinic
- Email
- Phone
- Standing office hours
- Other (specify):

2.2.6 Describe the institution's expectation regarding full-time faculty workloads for both tenure and non-tenure track.

2.2.7 Briefly summarize the institution's expectation for granting tenure. Provide the URL, if available.

*Instructions: Responses for the next section should always include a narrative, regardless of which check box is selected. When answering the following questions, the program should consider faculty sufficiency such that the program is able to provide activities necessary for a quality graduate program, while also meeting institutional expectations. If faculty are planned for the future, but are not yet under contract, please explain. If a "No" response is provided, specify why the situation could exist and the program's plan to resolve the problem.*

2.2.8 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to administer the graduate program of study?

- Yes (explain)
- No (explain)

2.2.9 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to offer the breadth and depth of the academic and clinical curriculum?

- Yes (explain)
- No (explain)

2.2.10 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to allow students to meet the expected student learning outcomes?

- Yes (explain)
- No (explain)

2.2.11 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to advise students?

- Yes (explain)  
 No (explain)

2.2.12 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to participate in faculty governance?

- Yes (explain)  
 No (explain)

2.2.13 Is the number of FTE doctoral and other faculty, currently under contract to the college/university and planned, sufficient to complete scholarly activities and research?

- Yes (explain)  
 No (explain)

2.2.14 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to support timely student completion of the program?

- Yes (explain)  
 No (explain)

2.2.15 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to maintain the expected faculty workload?

- Yes (explain)  
 No (explain)

2.2.16 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to allow faculty to have adequate time for professional development?

- Yes (explain)  
 No (explain)

2.2.17 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient for faculty accessibility by students as needed?

- Yes (explain)  
 No (explain)

2.2.18 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to allow faculty to meet tenure expectations?

- Yes (explain)  
 No (explain)

2.2.19 Is the number of FTE doctoral and other faculty, currently under contract to the college/university as well as planned positions, sufficient to allow faculty to participate in other activities consistent with institutional expectations?

- Yes (explain)
- No (explain)

2.2.20 Of the following what are the indicators of institutional commitment to the accredited program? (Select all that apply.)

- Support for professional development
- New faculty lines
- New staff lines
- New facilities
- Additional space
- New equipment
- Student support (graduate assistantships, scholarships, etc.)
- Other (specify):

**Faculty Sufficiency  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 2.3.

2.2.21 Describe the faculty responsibilities for the distance education and/or satellite program and indicate how the responsibilities for the distance education program affect those for the residential program including teaching load, research time, and the ability to participate in faculty governance. If the applicant program is offered as a distance education program only, no response is necessary.

Distance Education:

Satellite/Branch Campus:

2.2.22 Describe how the stability of financial support for faculty is/will be sufficient to maintain the distance education and/or satellite program. If the applicant program is offered as a distance education program only, no response is necessary.

Distance Education:

Satellite/Branch Campus:

2.2.23 Provide an estimate of expected student enrollment in the program for the first academic year (fall-summer). If the applicant program is offered as a distance education program only, the response provided in 2.2.3 above is sufficient.

Distance Education:

	Number of students enrolled
First academic year (fall-summer)	
Next academic year (fall-summer)	
Estimated increase/decrease (+ or -)	

Satellite/Branch Campus:

	Number of students enrolled
First academic year (fall-summer)	
Next academic year (fall-summer)	
Estimated increase/decrease(+ or -)	

2.2.24 Explain how the program will monitor and evaluate any increase or decrease in enrollment after the first academic year (fall-summer).

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 2.2]***

## **Continuing Competence**

### **2.3 Faculty members maintain continuing competence.**

2.3.1 Indicate all areas in which the institution provides support for continuing professional development for faculty. (Select all that apply.)

- Institutional faculty development or instructional grants
- Institutional research grants
- Professional development opportunities on campus
- Release time for professional development
- Support for professional travel
- None
- Other (specify):

<b>Continuing Competence Distance Education and Satellite Component (only)</b>
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If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 3.1.

2.3.2 Describe training that will be provided to faculty in regard to distance education technology and the unique requirements for such programs.

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***[End of questions for distance education and/or satellite component for Standard 2.3]***

## Standard 3.0 Curriculum

### **Graduate Courses and Overall Curriculum Sufficiency**

*Instructions for this section: Please respond to questions posed under Standard 3.1 **separately** if applying for candidate status for an audiology program and a speech-language pathology program.*

**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 scope of practice in audiology.**

**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 scope of practice in speech-language pathology.**

3.1.1 How are credit hours offered at the institution?

- Quarter  
 Semester  
 Other (specify):

3.1.2 Indicate the academic and clinical requirements for the degree, including the minimum number of graduate semester credit hours required to earn the degree.

Requirements	credits
Minimum required academic credits	
Minimum elective academic credits	
Minimum required practicum/clinical credits	
Minimum elective practicum/clinical credits	
Minimum required research, include dissertation and/or research credits, if applicable	
Minimum elective research, include dissertation and/or research credits, if applicable	
Other (specify):	
<b>TOTAL</b>	

3.1.3 Complete **Curriculum Offerings and Course Characteristics (Appendix IV-A - Audiology and/or Appendix IV-B - SLP)**, listing each section of all courses offered by the graduate program for the full length of the graduate program. For each section of a course, the program must indicate:

- All courses to be offered (academic, clinical practicum, research, other) for residential, distance education and/or satellite components.
- Course number and section
- Course title
- Elective (E) or required (R)
- Graduate (G) or undergraduate (U)
- Number of credits
- Planned Term (season/year)
- Planned Instructor

3.1.4 Provide the URL of the Web site link for the official course descriptions/offerings of the graduate program.

3.1.5 Describe how the curriculum is consistent with the mission and goals of the program.

3.1.6 How will students entering the graduate program with degrees from other disciplines complete the prerequisite academic and clinical requirements? (Select all that apply.)

- Add term(s) to student's graduate program
- Completion of prerequisite requirements prior to admission
- Program does not admit students with degrees from other disciplines
- Proficiency exam
- Take an overload of course work
- Other (specify):

3.1.7 Indicate the assessments that will be used to ensure that students have oral and written communication skills sufficient for professional practice. (Select all that apply.)

- Case studies or research presentations (e.g., roundtable presentations)
- Class exam scores/grades
- Completion and review of clinical assignments (reports, lesson plans, progress notes)
- Completion and defense of research project, thesis, or dissertation
- Completion of class assignments (oral and written)
- Comprehensive exams (oral and/or written)
- Grand rounds
- Oral communication screenings
- Personal interviews by faculty of applicants and/or students
- Personal statement on application
- Score on analytical writing section of GRE
- Other (specify):

3.1.8 Indicate how graduate students can earn graduate credit when a course may be taken for either graduate or undergraduate credit. Note: a different grading scale alone would not meet the intent of this standard. (Select all that apply.)

- Additional course requirements (e.g., papers, assignments, labs)
- Additional meeting time(s)
- Courses for both graduate and undergraduate credit are not offered
- Differential grading scale
- Other (specify):

3.1.9 Describe the process for verifying the successful completion of the minimum clinical experience required for each student in the graduate program of study.

--

3.1.10 List the ways in which students will obtain academic and clinical education pertaining to normal and impaired human development across the life span.

--

3.1.11 How will students obtain information about the interrelationship of speech, language, and hearing in the discipline of human communication sciences and disorders? (Select all that apply.)

- Clinical experiences (e.g., hearing screening, speech screening, aural rehabilitation/habilitation, co-supervision, multidisciplinary teams)
- Co-teaching of course work
- Course offerings (e.g., introductory courses in audiology and speech pathology, graduate courses)
- Interdisciplinary research
- Other (specify):

3.1.12 Describe how contemporary professional issues (such as reimbursement and credentialing regulations) are included in the curriculum.

--

3.1.13 Describe how the program will guide students to assess the effectiveness of their clinical services?

--

3.1.14 When students are assigned in teams for assessment or intervention, describe how the students will count the hours and how this time will be verified.

--

3.1.15 Does/Will the program offer clinical education for undergraduates?

- Yes
- No

3.1.16 If the program offers/plans to offer clinical education for undergraduates, provide the following information.

	#
Average number of undergraduate students (to be) enrolled in clinical practicum:	
Average number of clock hours (to be) earned per undergraduate student per academic term (semester/quarter):	
Average number of academic terms (semesters/quarters) undergraduates (will be) are enrolled in clinical practicum:	

**Graduate Courses and Overall Curriculum Sufficiency  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 3.2.

3.1.17 Describe how the courses offered by distance education and/or satellite are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc. If the applicant program is offered as a distance education program only, no response is necessary.

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 3.1]***

**Curriculum Currency and Diversity**

**3.2 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.**

3.2.1 Complete **Appendix V-A: Documentation of Audiology Knowledge and Skills Within the Curriculum** and/or **Appendix V-B Documentation of Speech-Language Pathology Knowledge and Skills Within the Curriculum** for the program of study.

3.2.2 Describe how the academic and clinical curriculum will be reviewed and updated to reflect current knowledge, skills, technology, and scope of practice.

3.2.3 List the ways in which students will obtain academic and clinical education necessary for professional practice in a multicultural society.

3.2.4 Describe 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.

**Academic and Clinical Education**  
**Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 3.3.

- 3.2.5 For the distance education and/or satellite component, describe 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. If the applicant program is offered as a distance education program only, no response is necessary.

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 3.2]***

**Scientific and Research Foundations**

**3.3 *The scientific and research foundations of the professions are evident in the curriculum.***

- 3.3.1 How will students obtain knowledge in the basic sciences (e.g., biological, behavioral, physical sciences and mathematics)? (Select all that apply.)

- Deficiency or prerequisite course work
- Graduate course work
- Participation in faculty research
- Undergraduate course work
- Other (specify):

- 3.3.2 How will students obtain knowledge in the basic communication sciences (e.g., acoustics, physiological and neurological processes of speech, language, hearing, linguistics)? (Select all that apply.)

- Deficiency or prerequisite course work
- Graduate course work
- Graduate course work in another department
- Participation in faculty research
- Research project or dissertation
- Other (specify):

3.3.3 How does the curriculum reflect the scientific bases of the professions and include research methodology, exposure to research literature, and opportunities to participate in research activities? (Select all that apply.)

- Attend research conferences
- Complete research literature reviews within courses
- Complete research project or dissertation
- Grand rounds
- Incorporate evidence-based practice into the clinic
- Other class research project(s)
- Participate in faculty research
- Require research course
- Other (specify):

3.3.4 How will the program include opportunities for students to participate in research?

- Capstone project
- Dissertation
- Independent research project
- Interdisciplinary research
- Participation in externship research projects
- Participation in faculty research
- Thesis
- Other (specify):

3.3.5 Are these research opportunities consistent with the specified mission and goals of the program?

- Yes (explain)
- No (explain):

3.3.6 Are these research opportunities consistent with the institution's expectation for the program?

- Yes (explain)
- No (explain):

### **Sequence of Learning**

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

3.4.1 Provide a typical academic program, showing the sequence of courses and clinical experiences as well as describing any differences for different tracks.

3.4.2 When a student is assigned to a clinical experience before or concurrent with appropriate course work, how will the program ensure that the student is appropriately prepared for this clinical experience? (Select all that apply.)

- Concentrated/accelerated course work
- Extra clinical labs

- Extra readings
- Observations prior to hands-on experience (live/video)
- One-to-one tutorial
- Additional time spent with supervisor
- Will not occur in this program
- Other (specify):

3.4.3 If students are assigned to a clinical experience before or concurrent with appropriate course work, how does the program intend to evaluate the adequacy and effectiveness of the activities used to ensure the student is appropriately prepared for clinical experience?

**Sequence of Learning Experience  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 3.5.

3.4.4 Provide a typical academic program for the distance education and/or satellite program, showing the sequence of courses and clinical experiences and describing any differences for different tracks. If the applicant program is offered as a distance education program only, no response is necessary.

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 3.4]***

**Supervision**

**3.5 *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.***

3.5.1 What indicators and/or criteria will be used to identify qualified supervisors/preceptors both in and outside the professions? (Select all that apply.)

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other (specify):

3.5.2 How will the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (Select all that apply.)

- Evaluate student clinical performance at mid-term
- Evaluate student clinical performance at end of term
- Maintain records of the amount of time in observations, meetings and conferences
- Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- Use student feedback
- Use supervisor feedback
- Other (specify):

3.5.3 How will students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (Select all that apply.)

- At the time of the clinical session
- Email
- Clinical labs
- Phone
- Posted office hours
- Regularly scheduled meetings/conferences
- Unscheduled meetings
- Video supervision
- Other (specify):

3.5.4 How will the program inform students regarding ethics and legal and safety issues and procedures? (Select all that apply.)

- Acknowledgement of confidentiality policies (e.g., signed agreements)
- Clinical handbook
- Clinical labs
- Clinical practice
- Course work
- Evaluated performance area in clinical practice (e.g., competency checklist, clinical evaluation criterion)
- HIPAA training
- Professional practice course work
- Student handbook
- Student orientation
- Universal precautions training
- University safety training
- Other (specify):

**Supervision**  
**Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 3.6. If the applicant program is offered as a distance education program only, no response is necessary.

3.5.5 What indicators and/or criteria that will be used to identify qualified supervisors/preceptors both in and outside the professions for the distance education and/or satellite program.

Distance Education:

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous supervisory experience
- Previous student evaluations
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other (specify):

Satellite/Branch Campus:

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous supervisory experience
- Previous student evaluations
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other (specify):

3.5.6 How the program will determine the appropriate amount of supervision for the development of clinical skills in individual students for the distance education and/or satellite program?

Distance Education:

- Evaluate student clinical performance at mid-term
- Evaluate student clinical performance at end of term
- Maintain records of the amount of time of observations, meetings and conferences
- Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- Use student feedback
- Use supervisor feedback
- Other (specify):

Satellite/Branch Campus:

- Evaluate student clinical performance at mid-term
- Evaluate student clinical performance at end of term
- Maintain records of the amount of time of observations, meetings and conferences
- Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- Use student feedback
- Use supervisor feedback
- Other (specify):

3.5.7 How students will have access to supervisors/preceptors when providing services to clients in on- and off-campus placements?

Distance Education:

- During the clinical session
- Email
- Clinical labs
- Phone
- Posted office hours
- Regularly scheduled meetings/conferences
- Unscheduled meetings
- Other (specify):

Satellite/Branch Campus:

- During the clinical session
- Email
- Clinical labs
- Phone
- Posted office hours
- Regularly scheduled meetings/conferences
- Unscheduled meetings
- Other (specify):

3.5.8 How the program will inform students regarding ethics and legal and safety issues and procedures?

Distance Education:

- Acknowledgement of confidentiality policies (e.g., signed agreements)
- Clinical handbook
- Clinical labs
- Clinical practice
- Course work
- HIPAA training
- Professional practice course work
- Student handbook
- Student orientation
- Universal precautions training
- University safety training
- Web site – internet (must provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

- Acknowledgement of confidentiality policies (e.g., signed agreements)
- Clinical handbook
- Clinical labs
- Clinical practice
- Course work
- HIPAA training
- Professional practice course work
- Student handbook
- Student orientation
- Universal precautions training
- University safety training
- Web site – internet (must provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

***[End of questions for distance education and/or satellite component for Standard 3.5]***

**External Placements**

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

3.6.1 Who is responsible for monitoring agreements with external facilities? (Select all that apply.)

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other (specify): \_\_\_\_\_

3.6.2 Who is responsible for coordinating clinical education placements?

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify): \_\_\_\_\_

3.6.3 Are procedures in place to ensure that written agreements between the external site and the program are signed before students are placed? Be prepared to provide a sample agreement or template at the time of the candidacy site visit.

- Yes (explain)
- No (explain): \_\_\_\_\_

3.6.4 How will the program monitor and document clinical education placements? (Select all that apply.)

- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

**External Placements  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 3.7.

3.6.5 Who is responsible for monitoring agreements with external facilities used for the distance education and/or satellite program?

Distance Education:

**Audiology**

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other (specify):

**SLP**

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other (specify):

Satellite/Branch Campus:

**Audiology**

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other (specify):

**SLP**

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other (specify):

3.6.6 Who is responsible for coordinating clinical education placements for the distance education and/or satellite program?

Distance Education:

**Audiology**

**SLP**

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify):

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify):

Satellite/Branch Campus:

**Audiology**

**SLP**

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify):

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify):

3.6.7 How will written agreements between the external site and the program be maintained for the distance education and/or satellite program?

Distance Education:

Satellite/Branch Campus:

3.6.8 How will the program monitor and document clinical education placements for the distance education and/or satellite program?

Distance Education

**Audiology**

**SLP**

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

Satellite/Branch Campus

**Audiology**

**SLP**

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

***[End of questions for distance education and/or satellite component for Standard 3.6]***

**Clinical Sites**

**3.7 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.**

3.7.1 How will the program ensure that each student is exposed to a variety of clinical settings, client/patient populations, and age groups?

3.7.2 Complete **Appendix VI-A: (Audiology) and/or Appendix VI-B (SLP) Clinical Population** for each graduate clinical education site (where agreements are in place) that will be used by the program in the first academic year (fall through summer), including any on-campus facilities.

**Clinical Settings  
Distance Education and Satellite Component (only)**

If you answered “Yes, 50% or more” to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 4.1.

3.7.3 How will the program ensure that each student is exposed to a variety of clinical settings, client/patient populations and age groups for the distance education and/or satellite program?

Distance Education:

Satellite/Branch Campus:

3.7.4 Complete **Appendix VI-A: (Audiology) and/or Appendix VI-B (SLP) Clinical Population** for each graduate clinical education site that will be used by the distance education and/or satellite program in the first academic year (fall through summer), including any on-campus facilities.

***[End of questions for distance education and/or satellite component for Standard 3.7]***

## Standard 4.0 Students

### Student Admission Criteria

**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.*

4.1.1 Complete the table below to show the grade point average (GPA) admissions criteria for the university/college and for the graduate program(s).

Metric	University	SLP	Audiology
Minimum GPA at the time of admission to the graduate program			
Other GPA in a major area of study			

4.1.2 If the program uses additional GPA requirements for admission, please describe them below.

--

4.1.3 Complete the table below to show the Graduate Record Exam (GRE) admissions criteria for the university/college and for the graduate program(s).

Metric	University	SLP	Audiology
Minimum <u>overall</u> GRE score			
Minimum <u>verbal</u> GRE score			
Minimum <u>quantitative</u> GRE score			
Minimum <u>writing</u> GRE score			

4.1.4 Of the following, what graduate admission requirements are required by the institution? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other (specify):

4.1.5 Of the following, what graduate admission requirements are required by the program? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other (specify):

4.1.6 If the program admission requirements differ from that of the institution, please provide the rationale for the difference(s).

4.1.7 Please describe any exceptions to the admissions requirement that will be employed by the program.

**Student Admissions Criteria  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 4.2.

4.1.8 Describe the admission requirements for the distance education and/or satellite program. If these are different from those for the residential program, discuss the rationale for the differing requirements.

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 4.1]***

**Student Adaptations**

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

4.2.1 Describe how the program will provide accommodations for individuals with special needs with respect to curriculum, practicum, policies, and procedures.

4.2.2 Provide an example that documents that the program's curriculum demonstrates respect for and understanding of cultural and individual diversity.

4.2.3 Provide an example that documents that the program's policies and procedures demonstrate respect for and understanding of cultural and individual diversity (e.g., admission, internal and external clinical placement and student retention policies and procedures, proficiency in English).

**Student Adaptations**  
**Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 4.3.

4.2.4 Explain how students will be evaluated to ensure that they have the skills and competencies to perform in a distance learning environment.

Distance Education:

Satellite/Branch Campus:

4.2.5 Describe how adaptations will be made for students to accommodate individual differences in the distance learning and satellite environments.

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 4.2]***

**Student Information**

**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.***

4.3.1 How will students be informed about program policies and procedures? (Select all that apply.)

- Academic advising
- Course work
- Handouts
- Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

4.3.2 How will students be informed about degree requirements and requirements for professional credentialing? (Select all that apply.)

- Academic advising
- Course work
- Handouts

- Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

4.3.3 How will students be informed about ethical practice? (Select all that apply.)

- Academic advising
- Course work
- Handouts
- Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

4.3.4 How will students be informed about student complaint procedures, including contacting the CAA? (Select all that apply.)

- Academic advising
- Course work
- Handouts
- Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

4.3.5 What are the program's policies for dealing with complaints?

4.3.6 How will complaints be reviewed to assess their impact on compliance with accreditation standards?

4.3.7 How will a record of student complaints be retained?

4.3.8 Describe how privacy of student information will be protected when handling student complaints.

**Student Information**  
**Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 4.4.

4.3.9 Describe how privacy of student information will be protected when handling student complaints for students enrolled in the distance education/satellite program.

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 4.3]***

### **Student Advising**

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

4.4.1 Describe the program's advising policies and procedures with respect to academic and clinical instruction, access to adjunct faculty, and student support services.

4.4.2 Indicate those individual(s) who will serve as academic advisors. (Select all that apply.)

- Faculty member
- Program Director
- Staff
- Other (specify):

4.4.3 How often will students receive academic advisement? (Select all that apply.)

- Once per academic year
- Once per term
- More than once per term
- Other (specify):

4.4.4 Will advisement of clinical performance be provided separate from academic advisement?

- Yes
- No

4.4.5 If the response to 4.4.4 (above) is yes, indicate the individual(s) who will serve as clinical advisor(s). (Select all that apply.)

- Clinical director
- Clinical supervisor/preceptor
- Faculty member
- Program director
- Staff
- Other (specify):

4.4.6 How often will students receive clinical advisement? (Select all that apply.)

- Once per academic year
- Once per term
- More than once per term
- Other (specify):

4.4.7 How will students be informed about student support services? (Select all that apply.)

- Academic advising
- Handouts
- Posting on bulletin board
- Student handbooks
- Student orientation meetings
- University catalog
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

**Student Advising  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 5.1.

4.4.8 Describe how student advisement will occur for students in the distance education and/or satellite program, how this will affect advisor workload, and how students will have access to faculty.

Distance Education:

Satellite/Branch Campus:

4.4.9 Describe how students in the distance education and/or satellite program will be informed about and have access to support services (e.g., advising, library resources, counseling for students with disabilities, etc.)

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 4.4]***

**Verification of Student Identity in Distance Education Courses**

**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.**

*If you answered “No” to Question V. in General Information section, skip to questions for 5.1*

*If you answered “Yes” to Question V. in General Information section, please respond to the following:*

4.5.1 Describe the program’s policies and procedures for verifying that a student who registers for a distance education course or program is the same student who will participate in and complete the course or program and receive the academic credit.

4.5.2 Describe the program’s policy for providing notification to students upon enrollment of any fees associated with verification of identity for distance education.

4.5.3 Describe the program’s policy for ensuring that the identity verification process will protect the privacy of a student enrolled in the distance education course or program and that the process for implementing the policy will be conducted in a consistent manner.

**Verification of Student Identity in Distance Education Courses  
Satellite Component (only)**

If you answered “Yes, 50% or more” to Question III and answered “Yes” to Question V in the General Information section, please respond to the following questions. If you answered “No” to Question V, skip to 5.1.

4.5.4 Describe the program’s policies and procedures for verifying that a student who registers for a distance education course or program is the same student who will participate in and complete the course or program and receive the academic credit.

Satellite/Branch Campus:

4.5.5 Describe the program's policy for providing notification to students upon enrollment of any fees associated with verification of identity for distance education.

Satellite/Branch Campus:

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

Satellite/Branch Campus:

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***[End of questions for satellite component for Standard 4.5]***

<b>Standard 5.0 Assessment</b>
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**Program Assessment of Students**

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

5.1.1 Provide three examples of specific graduate student learning outcomes that have been developed by the program and describe how they are related to the mission of the program. If submitting an application for both professional areas, provide three examples for each area.

Graduate student learning outcome #1

Description:
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How related to the mission of the program:
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Graduate student learning outcome #2

Description:
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How related to the mission of the program:
--

Graduate student learning outcome #3

Description:
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How related to the mission of the program:
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5.1.2 Describe the process used by the program to develop and validate the student learning outcomes for the knowledge and skills required for entry into professional practice.

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5.1.3 Provide examples of how the program will use formative and summative assessments to evaluate students' academic and clinical progress.

	Example
Academic – Formative Assessment	

Academic – Summative Assessment	
Clinical – Formative Assessment	
Clinical – Summative Assessment	

5.1.4 Will student progress be evaluated by a range of program faculty and supervisors/preceptors?

- Yes  
 No (explain):

5.1.5 Describe mechanisms that will be used to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in all academic and clinical (including all off-site experiences) components of the program.

--

5.1.6 Describe how the program will document guidelines for remediation, provide that information to students, and implement remediation opportunities consistently.

--

5.1.7 Describe how the program will ensure that all feedback mechanisms for remediation are applied consistently (for all students?).

--

<b>Program Assessment of Students  Distance Education and Satellite Component (only)</b>
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If you answered “Yes, 50% or more” to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 5.2.

5.1.8 Provide examples of how the program will use formative and summative assessments to evaluate students’ academic and clinical progress for students in the distance education and/or satellite program. If the applicant program is offered as a distance education program only, no response is necessary.

Distance Education:

	Example
Academic – Formative Assessment	
Academic – Summative Assessment	
Clinical – Formative Assessment	
Clinical – Summative Assessment	

Satellite/Branch Campus:

	Example
Academic – Formative Assessment	
Academic – Summative Assessment	
Clinical – Formative Assessment	
Clinical – Summative Assessment	

5.1.9 For students in the distance education and/or satellite program, will student progress be evaluated by a range of program faculty and supervisors/preceptors?

Distance Education:

- Yes  
 No (explain):

Satellite/Branch Campus:

- Yes  
 No (explain):

***[End of questions for distance education and/or satellite component for Standard 5.1]***

### **Student Progress Documentation**

**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.**

5.2.1 Will the required records for each student's planned course of study be maintained by the program? Be prepared to provide a sample planned course of study/tracking form at the time of the candidacy site visit.

- Yes  
 No (explain):

5.2.2 Describe how the program will ensure that records for the planned course of study are kept accurate, complete, and current throughout each student's graduate program.

5.2.3 Indicate the individual(s) responsible for maintaining the records for each student's planned course of study. (Select all that apply.)

- Administrative/support staff  
 Academic advisor  
 Clinical advisor  
 Program director  
 Student  
 Other (specify):

5.2.4 Indicate the schedule or timeline for updating records for each student's planned course of study. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other (specify):

5.2.5 Will the required records for progress toward each student's completion of degree requirements be maintained by the program?

- Yes
- No (explain):

5.2.6 Indicate the individual(s) responsible for maintaining records toward each student's completion of degree requirements. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other (specify):

5.2.7 Indicate the schedule or timeline for updating records toward each student's completion of degree requirements. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other (specify):

5.2.8 Will the required records for each student's progress toward the completion of ASHA CCC requirements be maintained by the program?

- Yes
- No (explain):

5.2.9 Describe how the program will ensure that records for each student's progress toward the completion of ASHA CCC requirements are kept accurate, complete, and current throughout each student's graduate program.

5.2.10 Indicate the individual(s) responsible for maintaining the records for each student's progress toward the completion of ASHA CCC requirements. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director

- Student
- Other (specify):

5.2.11 Indicate the schedule or timeline for updating records for each student's progress toward completion for the ASHA CCC requirements. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other (specify):

5.2.12 Will the required records for each student's progress toward completion of state licensure be maintained by the program?

- Yes
- No (explain):

5.2.13 Describe how the program will ensure that records for each student's progress toward completion of state licensure are kept accurate, complete and current throughout each student's graduate program.

5.2.14 Indicate the individual(s) responsible for maintaining records for each student's progress toward state licensure. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other (specify):

5.2.15 Indicate the schedule or timeline for updating records for each student's progress toward state licensure. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other (specify):

5.2.16 Will the required records for each student's progress toward completion of state teacher certification and/or other program certifications be maintained by the program?

- Yes
- No (explain):

5.2.17 Describe how the program will ensure that records for each student's progress toward

completion of state teacher certification and/or other program certifications are kept accurate, complete and current throughout each student's graduate program.

5.2.18 Indicate the individual(s) responsible for maintaining the records for each student's progress toward state teacher certification and/or other program certifications. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other (specify):

5.2.19 Indicate the schedule or timeline for updating records for each student's progress toward state teacher certification and/or other program certifications. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other (specify):

5.2.20 Describe how the program will make records readily available to students and graduates in accordance with the institution's and program's policies for retention of student information.

**Student Progress Documentation  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 5.3. *If the applicant program is offered as a distance education program only, no response is necessary.*

5.2.21 Describe how the program will document student progress toward the completion of the graduate degree and professional credentialing requirements for students in the distance education and/or satellite program.

Distance Education:

Satellite/Branch Campus:

5.2.22 Describe how documentation of student progress toward the completion of the graduate degree and professional credentialing requirements will be readily available to students in the distance education and/or satellite program.

Distance Education:

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Satellite/Branch Campus:

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***[End of questions for distance education and/or satellite component for Standard 5.2]***

**Program Effectiveness**

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

5.3.1 Indicate the procedures to be used by **students** to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <b>Student</b> Assessment	More often than annually	Annually	Every 2 years	Every 3 years	Every 4 years	Every 5 or more years	No Assessment
Course evaluations							
Evaluations of clinical supervisors							
Evaluations of clinical sites							
Student advisory group review							
Student surveys							
Other (specify):							

5.3.2 Indicate the procedures to be completed by **graduates** to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <b>Graduate</b> Assessment	More often than annually	Annually	Every 2 years	Every 3 years	Every 4 years	Every 5 or more years	No Assessment
Alumni/graduate surveys							
Exit interviews							
Other (specify):							

5.3.3 Indicate the procedures to be used by the **program** to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <b>Program</b> Assessment	More often than annually	Annually	Every 2 years	Every 3 years	Every 4 years	Every 5 or more years	No Assessment
Advisory committee review							
Curriculum review committee							
Employer surveys							
Supervisor/preceptor evaluations							

Program annual reports							
Program staff/faculty meetings and retreats							
University reviews							
Other (specify):							

5.3.4 Describe the mechanism the program will use to maintain data on the percentage of the program's graduates who gain employment in the profession and students who are pursuing further education in the profession within the first year after graduation.

5.3.5 Describe the mechanism the program will use to collect and monitor Praxis examination pass rate data for graduates from the program.

5.3.6 What is the program's published expectation for length of time (stated in semesters/quarters) for students to complete the degree?

5.3.7 Describe the mechanism the program will use to maintain data on the average program completion rates for graduation cohorts (based on enrollment data), within the program's published expectation for length of time for students to complete degree.

5.3.8 The CAA expects programs to maintain an 80% program completion rate for its students within the published time frame. If the average program completion rate falls below 80%, describe the activities the program will engage in to improve the completion rate within the published time frame.

**Program Assessment of Students  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 5.4. *If the applicant program is offered as a distance education program only, no response is necessary.*

5.3.9 Describe how the program faculty and staff will evaluate the quality, currency, and effectiveness of the academic and clinical education offered through the distance education and/or satellite program.

Distance Education:

Satellite/Branch Campus:

5.3.10 Describe the procedures the program will use for seeking student evaluation of academic and clinical education in the distance education and/or satellite program.

Distance Education:

Satellite/Branch Campus:

5.3.11 Describe the procedure the program will use for seeking graduate evaluation of academic and clinical education in the distance education and/or satellite program.

Distance Education:

Satellite/Branch Campus:

5.3.12 Describe the mechanism the program will use to collect and monitor Praxis examination pass rate data for graduates from the distance education program (DE) and/or the satellite program.

***[End of questions for distance education and/or satellite component for Standard 5.3]***

**Evaluation of Faculty Members for Continuous Improvement**

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

5.4.1 Describe the institutional policy and guidelines for regular evaluation of the faculty by program leadership.

5.4.2 Describe how the program’s policies regarding the academic and clinical teaching and scholarship competence and other professional expectations of faculty are in accordance with the institution’s policies.

5.4.3 Indicate the mechanisms through which students will have an opportunity to evaluate academic and clinical faculty on an ongoing and regular basis.

- Course evaluations
- Supervisor evaluations
- Exit interviews
- Informal feedback provided in classes
- Informal feedback provided in clinical experiences
- Other (specify):

5.4.4 Indicate the mechanisms the program will use to evaluate the academic and clinical teaching and scholarship competence and other professional expectations of faculty and the frequency with which they will be used. (Select all that apply.)

	Mechanism Used	Frequency
	Review by personnel committee	
	Review by department chair	
	Review of professional development activities	
	Review of manuscripts and research proposals	
	Review of publications	
	Peer evaluations	
	Teaching evaluations	
	Promotion and tenure review	
	Post-tenure review	
	Maintenance of ASHA certification	
	Maintenance of state credentials	
	None	
	Other (specify):	

5.4.5 Describe how the results of faculty evaluations will be communicated to the faculty and used to improve their performance.

## Standard 6.0 Program Resources

### Institutional Financial Support

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

6.1.1 Report the main sources and amounts of support for the program in the first academic year. Provide data for the residential program (Re), distance education program (DE), and satellite program (S).

Source of Support	Amount			Total
	Re	DE	S	
<b>Institutional Support</b>				
Faculty and staff salaries				
Supplies and expenses (all non-capital and non-salary expenditures)				
Capital equipment				
<b>Institutional Support Sub-Total</b>				
Grants and contracts				
Other sources (list)				
<b>GRAND TOTAL</b>				

6.1.2 Is the financial support provided by the institution adequate to launch and sustain the program?

- Yes  
 No (explain):

### Institutional Financial Support Distance Education and Satellite Component (only)

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 6.2.

6.1.3 Describe the impact of the distance education and/or satellite program on the financial and other resources (personnel, space, equipment, materials, supplies) of the existing program. *If the applicant program is offered as a distance education program only, no response is necessary.*

Distance Education:

**Personnel:**

<b>Space:</b>
<b>Equipment:</b>
<b>Materials/Supplies:</b>

Satellite/Branch Campus:

<b>Personnel:</b>
<b>Space:</b>
<b>Equipment:</b>
<b>Materials/Supplies:</b>

***[End of questions for distance education and/or satellite component for Standard 6.1]***

**Physical Facilities**

**6.2** *The program has adequate physical facilities (classrooms, offices, clinical space, and research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program’s mission and goals.*

6.2.1 Are all (existing and planned) physical facilities adequate to achieve the program's mission and goals?

- Yes (explain):
- No (explain):

6.2.2 Are the physical facilities appropriate, safe, and reasonably accessible to persons with disabilities?

- Yes (explain):
- No (explain):

<b>Physical Facilities Distance Education and Satellite Component (only)</b>
--

If you answered “Yes, 50% or more” to Question III or Question V in the General Information section, please respond to the following questions. If you answered no, skip to 6.3.

6.2.3 Describe how all (existing and planned) physical facilities are accessible, appropriate, safe, and sufficient to deliver the distance education and/or satellite program.

Distance Education:

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Satellite/Branch Campus:

--

***[End of questions for distance education and/or satellite component for Standard 6.2]***

**Program Equipment and Educational/Clinical Materials**

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

6.3.1 Are the program's (existing and planned) equipment and educational/clinical materials appropriate and sufficient to achieve the program's mission and goals?

- Yes
- No (explain):

6.3.2 Indicate the individual(s) responsible to ensure proper and on-going equipment calibration. (Select all that apply.)

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other (specify):

6.3.3 Indicate how often equipment will be calibrated.

- Annually
- Semi-annually
- Other (specify):

6.3.4 Indicate the individual(s) responsible for maintaining written records that equipment is calibrated in accordance with manufacturer standards, American National Standards Institute (ANSI), or other appropriate agencies.

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other (specify):

**Program Equipment and Educational/Clinical Materials  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or V in the General Information section, please respond to the following questions. If you answered no, skip to 6.4.

6.3.5 Describe how the (existing and planned) equipment and educational/clinical materials will be adequate and sufficient to provide quality (audio and video capabilities) to deliver the distance education and/or satellite program.

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 6.3]***

**Program Support Services and Resources**

**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.*

6.4.1 Describe how the existing and planned clerical and technical staff are adequate and sufficient to meet the program's mission and goals.

6.4.2 Describe how the existing and planned support services, including technical support, are adequate and sufficient to meet the program's mission and goals.

6.4.3 Describe how the existing and planned library resources are adequate and sufficient to meet the program's mission and goals?

6.4.4 Describe how the existing and planned computer and internet resources are adequate and sufficient to meet the program's mission and goals?

6.4.5 Describe how the adequacy of existing and planned resources is addressed in the program's strategic plan.

6.4.6 Describe how the program evaluates the adequacy of resources.

6.4.7 Describe how frequently the program evaluates the adequacy of resources.

**Program Support Services and Resources  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to Question III or Question V in the General Information section, please respond to the following questions.

6.4.8 Describe the technical support services available and their appropriateness and adequacy for faculty who will participate in the distance education and/or satellite program.

Distance Education:

Satellite/Branch Campus:

6.4.9 Describe the technical support services available and their appropriateness and adequacy for students who will participate in the distance education and/or satellite program.

Distance Education:

Satellite/Branch Campus:

***[End of questions for distance education and/or satellite component for Standard 6.4]***

## APPENDIX I: SELF-EVALUATION OF COMPLIANCE

**INSTRUCTIONS:** Evaluate your program's progress towards compliance with each of the standards using the following scale:

- **Planned (P)** – there is evidence of planning related to this standard
- **Implemented (I)** – there is evidence that the plan has been implemented
- **Maintaining (M)** – there is evidence that the program is in compliance with the standard and is able to evaluate this element of the program for continued improvement.

For each response, note the page number in this application on which supporting information can be found. If the program is submitting an application for candidacy status for both professional areas, a separate self-evaluation compliance chart should be completed for each program.

Standard	Progress towards Compliance			Page #	Needs Improvement (describe)
	P	I	M		
<b>1.0 Administrative Structure and Governance</b>					
1.1 Regional Accreditation					
1.2 Mission, Goals and Objectives					
1.3 Program Strategic Plan					
1.4 Program Authority and Responsibility					
1.5 Program Director					
1.6 Equitable Treatment					
1.7 Public Information					
<b>2.0 Faculty</b>					
2.1 Faculty Qualifications					
2.2 Faculty Sufficiency					
2.3 Continuing Competence					
<b>3.0 Curriculum (Academic and Clinical)</b>					
3.1 Graduate Courses					
3.2 Clinical Education					
3.3 Scientific and Research Foundations					
3.4 Sequence of Learning Experience					
3.5 Supervision					
3.6 External Placements					
3.7 Clinical Settings					
<b>4.0 Students</b>					
4.1 Student Admission Criteria					
4.2 Student Adaptations					
4.3 Student Information					
4.4 Student Advising					
<b>5.0 Assessment</b>					
5.1 Program Assessment of Students					
5.2 Student Progress Documentation					
5.3 Program Effectiveness					
5.4 Evaluation of Faculty for Continuous Improvement					
<b>6.0 Program Resources</b>					
6.1 Institutional Financial Support					
6.2 Physical Facilities					
6.3 Program equipment/educational/clinical materials					
6.4 Program support services and resources					

Signature of Program Director \_\_\_\_\_

Print the Name & Title of the Program Director \_\_\_\_\_

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**APPENDIX II: VITA OUTLINE (3 page maximum)**

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Name: \_\_\_\_\_

Academic rank \_\_\_\_\_

Date Employed \_\_\_\_\_

CCC Status (check all that apply)     SLP             Audiology     NoneTenure status:     Tenure track     Tenured            Date tenured: \_\_\_\_\_Full-time in accredited program?     Yes     No

<b>Degree</b>	<b>Institution</b>	<b>Year</b>	<b>Major</b>

*Describe significant professional experience, contributions, and continuing education activities during the past 3 years.*

List major areas of research interests:

List publications, presentations completed:

List grants submitted:List grants awarded:

List activities related to clinical service delivery:

List clinical supervision experience:

List professional development experiences (e.g., continuing education activities, attendance at professional meetings, completion of course work, in-services). Provide the title/topic of activities.

List professionally related service activities:

List courses currently teaching:

**APPENDIX III-A: FACULTY AND INSTRUCTIONAL STAFF SUMMARY – AUDIOLOGY**

Provide all information requested for each member of the program faculty and supervisory staff that are currently employed by the institution, under contract for employment but for which the start date is in the immediate future, and funded faculty lines that are available but currently vacant. First list full-time faculty (in alphabetical order); then list part-time faculty (in alphabetical order). The program must provide:

The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff. **NOTE: The total FTE contribution to the graduate program should equal the breakout FTE requested below.**

- A breakout of the FTE contribution to the graduate entry-level program for each program faculty and supervisory staff to include percent of time devoted to:
  - classroom teaching,
  - academic and clinical program administration,
  - clinical supervision
  - research/mentoring
  - other services (i.e., advising, service on committees supporting the graduate program, NSSLHA advising)
- A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) program
- Courses taught by each program faculty and supervisory staff

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin			Clinical Supervision			Research Mentoring			Other			
				%			%			%			%			%			
<b>Hired Faculty</b>																			
FULL-TIME				Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	
PART-TIME																			
<b>Faculty Under Contract</b>																			
FULL-TIME				Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	
PART-TIME																			
<b>Funded Faculty Lines</b>																			
FULL-TIME				Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	
PART-TIME																			

**Total faculty FTEs assigned to graduate audiology program:**

**APPENDIX III-B: FACULTY AND INSTRUCTIONAL STAFF SUMMARY – SPEECH-LANGUAGE PATHOLOGY**

Provide all information requested for each member of the program faculty and supervisory staff that are currently employed by the institution, under contract for employment but for which the start date is in the immediate future, and funded faculty lines that are available but currently vacant. First list full-time faculty (in alphabetical order); then list part-time faculty (in alphabetical order). The program must provide:

The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff. **NOTE: The total FTE contribution to the graduate program should equal the breakout FTE requested below.**

- A breakout of the FTE contribution to the graduate entry-level program for each program faculty and supervisory staff to include percent of time devoted to:
  - classroom teaching,
  - academic and clinical program administration,
  - clinical supervision
  - research/mentoring
  - other services (i.e., advising, service on committees supporting the graduate program, NSSLHA advising)
- A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) program
- Courses taught by each program faculty and supervisory staff

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin			Clinical Supervision			Research Mentoring			Other			
				%			%			%			%			%			
<b>Hired Faculty</b>																			
FULL-TIME				Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	
PART-TIME																			
<b>Faculty Under Contract</b>																			
FULL-TIME																			
PART-TIME																			
<b>Funded Faculty Lines</b>																			
FULL-TIME																			
PART-TIME																			

**Total faculty FTEs assigned to graduate SLP program:**





**APPENDIX V-A: DOCUMENTATION OF AUDIOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM**

Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the audiology curriculum.

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
<b>FOUNDATIONS OF AUDIOLOGY PRACTICE</b>						
Normal aspects of auditory physiology and behavior over the life span						
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders						
Anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems						
Principles, methods, and applications of psychoacoustics						
Effects of chemical agents on the auditory and vestibular systems						
Instrumentation and bioelectrical safety issues						
Infectious/contagious diseases and universal precautions						
Physical characteristics and measurement of acoustic stimuli						
Physical characteristics and measurement of electric and other nonacoustic stimuli						
Principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application to clinical populations						
Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems						
Client/patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services						
Genetic bases of hearing and hearing loss						
Speech and language characteristics across the life span associated with hearing impairment						
Development of speech and language production and perception						

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
<b>PREVENTION AND IDENTIFICATION OF AUDITORY AND VESTIBULAR DISORDERS</b>						
Interact effectively with patients, families, other appropriate individuals, and professionals						
Prevent the onset and minimize the development of communication disorders						
Identify individuals at risk for hearing impairment						
Apply the principles of evidence-based practice						
Screen individuals for hearing impairment and activity limitation or participation restriction using clinically appropriate and culturally sensitive screening measures						
Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems						
<b>EVALUATION OF INDIVIDUALS WITH SUSPECTED DISORDERS OF AUDITORY, BALANCE, COMMUNICATION, AND RELATED SYSTEMS</b>						
Interact effectively with patients, families, professionals, and others, as appropriate						
Evaluate information from appropriate sources to facilitate assessment planning						
Obtain a case history						
Perform an otoscopic examination						
Remove cerumen, when appropriate						
Administer clinically appropriate and culturally sensitive assessment measures						
Perform audiologic assessment using physiological, psychophysical, and self-assessment measures						
Perform electrodiagnostic test procedures						
Perform balance system assessment and determine the need for balance rehabilitation						
Perform assessment for rehabilitation						
Document evaluation procedures and results						
Interpret results of the evaluation to establish type and severity of disorder						
Apply the principles of evidence-based practice						
Generate recommendations and referrals resulting from the evaluation process						

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
Provide counseling to facilitate understanding of the auditory or balance disorder						
Maintain records in a manner consistent with legal and professional standards						
Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)						
Use instrumentation according to manufacturer's specifications and recommendations						
Determine whether instrumentation is in calibration according to manufacturer's specifications and recommendations						
Determine whether instrumentation is in calibration according to accepted standards						
<b>TREATMENT OF INDIVIDUALS WITH AUDITORY, BALANCE, AND RELATED COMMUNICATION DISORDERS</b>						
Interact effectively with patients, families, professionals, and other appropriate individuals						
Develop and implement treatment plans using appropriate data						
Discuss prognosis and treatment options with appropriate individuals						
Counsel patients, families, and other appropriate individuals						
Develop culturally sensitive and age-appropriate management strategies						
Collaborate with other service providers in case coordination						
Conduct self-evaluation of effectiveness of practice						
Perform hearing aid, assistive listening device, and sensory aid assessment						
Recommend, dispense, and service prosthetic and assistive devices						
Provide hearing aid, assistive listening device, and sensory aid orientation						
Conduct audiologic rehabilitation						
Monitor and summarize treatment progress and outcomes						
Assess efficacy of interventions for auditory and balance disorders						
Apply the principles of evidence-based practice						

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
Establish treatment admission and discharge criteria						
Serve as an advocate for patients, families, and other appropriate individuals						
Document treatment procedures and results						
Maintain records in a manner consistent with legal and professional standards						
Communicate results, recommendations, and progress to appropriate individual(s)						

**APPENDIX V-B: DOCUMENTATION OF SPEECH-LANGUAGE PATHOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM**

Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the speech-language pathology curriculum.

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
<b>BASIC COMMUNICATION AND SWALLOWING PROCESSES</b>						
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases						
<b>SPEECH, LANGUAGE, HEARING, COMMUNICATION, AND SWALLOWING DISORDERS AND DIFFERENCES</b>						
Articulation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Fluency (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Voice and resonance, including respiration and phonation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Hearing, including the impact on speech and language (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental linguistic, and cultural correlates)						
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) (including etiologies, characteristics, and anatomical/physiological, acoustic,						

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
psychological, developmental, linguistic, and cultural correlates)						
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Social aspects of communication (e.g., behavioral and social skills affecting communication) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
<b>CONTEMPORARY PROFESSIONAL ISSUES</b>						
Standards of ethical conduct						
Contemporary professional issues						
Certification, specialty recognition, licensure, and other relevant professional credentials						
<b>RESEARCH</b>						
Processes used in research and the integration of research principles into evidence-based practice clinical practice						
<b>PRINCIPLES AND METHODS OF PREVENTION</b>						
Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders						
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders						

	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # or Description</b>	<b>Research Title and # or Description</b>	<b>Other Title and # or Description</b>
<b>CLINICAL SKILLS AND PROCESSES</b>						
Oral and written or other forms of communication						
Prevention, evaluation, and intervention of communication disorders and swallowing disorders						
Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior						
Effective interaction with patients, families, professionals, and other individuals, as appropriate						
Delivery of services to culturally and linguistically diverse populations						
Application of the principles of evidence-based practice						
Self-evaluation of effectiveness of practice						

**APPENDIX VI-A: AUDIOLOGY CLINICAL POPULATION**

<b>Name and type of facility (e.g., hospital, school, industry, government agency, private practice, college/university, residential healthcare facility, research/science/lab, etc.):</b>	
<b>Location/distance from campus:</b>	
<b>Indicate which modality this site will be used for – residential (Re), distance education (DE) and/or satellite (S)</b>	
<b>Academic and clinical prerequisites for student placement at this facility:</b>	
<b>Estimated number of students per supervisor:</b>	
<b>Types of activities students typically will engage in:</b>	

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>AUDITORY DISORDERS</b>			
Prevention & Identification			
Evaluation			
Treatment			
<b>VESTIBULAR DISORDERS</b>			
Prevention & Identification			
Evaluation			
Treatment			
<b>RELATED COMMUNICATION DISORDERS</b>			
Prevention & Identification			
Evaluation			
Treatment			

\* Age range for adults: \_\_\_\_\_, children: \_\_\_\_\_

**APPENDIX VI-B: SPEECH-LANGUAGE PATHOLOGY CLINICAL POPULATION**

<b>Name and type of facility (e.g., hospital, school, industry, government agency, private practice, college/university, residential healthcare facility, research/science/lab, etc.):</b>	
<b>Location/distance from campus:</b>	
<b>Indicate which modality this site will be used for – residential (Re), distance education (DE) and/or satellite (S)</b>	
<b>Academic and clinical prerequisites for student placement at this facility:</b>	
<b>Estimated number of students per supervisor:</b>	
<b>Types of activities students typically will engage in:</b>	

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			
Intervention			
<b>VOICE &amp; RESONANCE</b>			
Evaluation			
Intervention			
<b>FLUENCY</b>			
Evaluation			
Intervention			
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
Evaluation			
Intervention			
<b>SWALLOWING DISORDERS</b>			
Evaluation			
Intervention			
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			
Intervention			
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			
Intervention			
<b>COMMUNICATION MODALITIES</b>			
Evaluation			
Intervention			
<b>HEARING</b>			
Evaluation			
Intervention			
Other (specify)			

\*Age range for adults: \_\_\_\_\_, children: \_\_\_\_\_