

AUDIOLOGY & SPEECH-LANGUAGE PATHOLOGY CANDIDACY SITE VISIT REPORT TEMPLATE & CHECKLIST 2017 STANDARDS FOR ACCREDITATION

(August 2020)

The site visit report template is designed to assist the site visit team in developing the written report and to ensure consistency with the 2017 Standards for Accreditation. A checklist is provided for the team to ensure it has addressed and appropriately included in the report all items listed below.

CHECKLIST – *The team should review and verify that all required steps have been completed before submitting the draft Candidacy Site Visit Report to the Accreditation staff. These instructions should be deleted before submitting the report.*

Introduction

- List individuals with whom the team met, including titles.
- Check for correct spelling of names and verify positions.
- Names of students and clients/caregivers who participated in interviews **should not** be identified in the report for these groups, but number of individuals interviewed should be noted as follows: Students (N = ?), Clients (N = ?), etc.
- Individuals who accompany the site visit team as observers should be noted in the introduction; not as a member of the team.
- When describing the review of academic files of students (if applicable), indicate professional area (audiology/speech-language pathology) as well as delivery components (i.e., residential, distance, satellite)
- An example listing of sources used to verify evidence is included in the introduction but should be modified to reflect the actual sources used during the site visit.

Narrative Sections:

- The Requirements for Review are listed for each standard. The team should verify the expected level of compliance for CAA's Award of Candidacy for each requirement of each standard. Statements indicating the expected level of compliance for each requirement are provided in the template.
- The team must indicate the level of compliance verified from the three options – planned, initiated, or maintained.
- The levels of compliance are defined below:
 - Planned (P): Compliance with the standard is planned; a comprehensive development plan, timelines, and adequate support for continued development are evident and sustainable.
 - Initiated (I): The plan is initiated; review requirements of the standard are in progress, and adequate and sustained support for development is evident.
 - Maintained (M): Review requirements of the standard have been met, compliance demonstrated and maintained; program improvement is initiated. Adequate and sustained support for development is evident.
- When the expected level of compliance is not verified, describe the conditions and evidence to support your findings. This should include any impact resulting from the implementation of distance education or satellite components.
- When the expected level of compliance is exceeded, describe the conditions and evidence to support your findings.

- Clearly describe unique aspects and differences for each mode of delivery (distance education, satellite/branch campuses), if applicable.
- Suggestions for sources of evidence that may be used to verify the expected level of compliance are provided in the gray text box.
- Incorporate CAA Initial Observations under the corresponding requirement for review of the relevant standard and describe evidence reviewed to verify program responses and verification of the expected level of compliance.
- Remove instructions/guidance sections that are *shaded in gray*. Edit out prompts appearing in italic and < >.
- Edit the paragraph regarding verification of the public announcement according to the team's observations.
- Ensure all members of the site visit team reviewed and edit the report for accuracy before sending to Accreditation staff. Check for correct and consistent spelling of names and positions throughout the report.

Appendices:

- Complete the Candidacy Accreditation Standards Inventory that represents the team's findings (and should align with the narrative portion of the report). All team members must sign the inventory and include when submitting the report.
- Include final version of the site visit agenda.
- Include a copy of the public announcement.

Name of Institution

College or Division

Department or Program
CAA File #

Dates of Site Visit

Site Visit Chair:

Academic or Clinical Faculty Member:

Practitioner Member:

**Program(s) Reviewed <specify degree designator(s) and delivery mode>:
Speech-Language Pathology (M.A./M.S., etc.) <residential, distance education,
satellite/branch campus>**

INTRODUCTION

Instructions:

Provide a brief description of the university, program, and facilities as it specifically relates to the context of the program and compliance with accreditation standards. Indicate how the program is offered (residential, consortium, distance education, satellite/branch campus) and whether any of these modes of delivery are new to the program as of this application review.

The site visitors used the following sources to verify evidence of compliance with accreditation standards <indicate all that apply and modify titles, etc.>:

1. Interview with <title>, <Name>
2. Interview with the Executive Vice President and Provost of the University, <Name>
3. Interview with the Dean of the School of Allied Health Professions, <Name>
4. Interview with the Chair of the Department of Rehabilitation Sciences, <Name>
5. Interview with the Director of the Audiology Program, <Name>
6. Interview with the Director of the Speech-Language Pathology Program, <Name>
7. Interviews with academic faculty within the program (N=)
8. Interviews with clinical faculty within the program (N=)
9. Interviews with adjunct academic faculty (N=)
10. Interviews with adjunct clinical faculty (N=)
11. Interviews with program support staff (N=)
12. Interviews with undergraduate students (N=)
13. Interviews with off-campus preceptors/supervisors for audiology (N=)
14. Interviews with off-campus preceptors/supervisors for speech-language pathology (N=)

15. Tour of on-campus academic facilities
16. Tour of clinical sites affiliated with program <name>
17. Review of university and program websites
18. Review of course syllabi and university catalogs
19. Review of Graduate Student Handbook
20. Review of faculty meeting minutes and other departmental materials
21. Review of program announcements
22. Public Meeting (N parents/caregivers of clients receiving services through the Speech and Hearing Clinic)

I. Site Team Observations:

Standard 1.0 Administrative Structure and Governance

1.1 The sponsoring institution of higher education holds current regional accreditation.

Requirement: The institution of higher education within which the audiology and/or speech-language pathology program is housed must hold regional accreditation from one of the following regional accrediting bodies:

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- North Central Association of Colleges and Schools, The Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is ***maintained***.

The institution of higher education within which the program is housed holds regional accreditation from <name of regional accreditor>. This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *official letter from the accreditor indicating that the sponsoring institution holds current regional accreditation*
- *link to the regional accrediting body's directory of accredited programs.*

Instructions:

For consortium and satellite components, verify and discuss regional accreditation for all entities of a consortium or satellite/branch campuses and list the names of the regional accreditor for each.

For programs with components located outside the region of the home campus, verify that all locations in which its academic components are housed, including satellite campuses outside of the United States, are regionally accredited.

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

Requirement: The sponsoring institution of higher education is authorized under applicable laws or other acceptable authority to provide the program of post-secondary education.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is ***maintained***.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The sponsoring institution of higher education has appropriate graduate degree-granting authority.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is ***maintained***.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *letter of attestation from a state agency that has authority for higher education or other authorized entity that has authority for programs of study at the sponsoring institution*
- *letter of attestation from the sponsoring institution's board of regents or from a recognized board or panel with this authority.*
- *Attestation for each entity within a consortium, if different.*
- *State higher education authority or board of regents website*

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

Requirement: The mission statement and the goals of the program (including religious mission, if relevant) must be presented.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is ***maintained***.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *mission statement and goals of the program*
- *mission statement and goals for each entity within the consortium, if applicable*

- *program handbooks*
- *university catalog*
- *program website*

Requirement: The program must describe how the mission statement and program goals are used to guide decision making to prepare students for entry level into professional practice in audiology or speech-language pathology.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *interviews with academic and clinical faculty, staff, program director, administrators*

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

Requirement: The program monitors its mission and goals to ensure that they remain congruent with those of the institution.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program periodically reviews and revises its mission and goals.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program systematically evaluates its progress toward fulfillment of its mission and goals.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *meeting minutes*
- *interviews with administrators, academic and clinical faculty, program director*
- *program and university websites*

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

Requirement: The plan must be congruent with the mission and goals of the program and the sponsoring institution, have the support of the administration, and reflect the role of the program within its community.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- review of the strategic plan or the executive summary of the strategic plan
- review of the mission and goals of the program and institution
- university and program websites
- university catalog
- interviews with dean, provost, president, program director, academic and clinical faculty

Requirement: The plan identifies long-term goals, specific measurable objectives, strategies for attainment of the goals and objectives, and a schedule for analysis of the plan.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The plan must include a mechanism for regular evaluation of the plan itself and of progress in meeting the plan's objectives.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- review of the strategic plan or the executive summary of the strategic plan
- review of the mission and goals of the program and institution
- university and program websites
- university catalog
- faculty meeting minutes
- program website
- program handbook
- interviews with dean, provost, president, program director, academic and clinical faculty

Requirement: An executive summary of the strategic plan or the strategic plan must be shared with faculty, students, staff, alumni, and other interested parties.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *program website*
- *interviews with program director, academic and clinical faculty, staff, administrators*

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

Requirement: The institution's administrative structure demonstrates that the program's faculty is recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *organizational chart that demonstrates how the program fits into the administrative structure of the institution*
- *university catalog*
- *faculty meeting minutes*
- *program and university websites*
- *interviews with program director, academic and clinical faculty, clinic director, administrators*

Requirement: The program faculty has reasonable access to higher levels of administration.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *faculty meeting minutes*
- *interviews with program director, academic and clinical faculty, clinic director, administrators*

1.7 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.

Requirement: The individual designated as program director holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The individual designated as program director holds a full-time appointment in the institution.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- review of vitae
- interviews with program director, faculty, administrators, staff

1.8 The institution and program must comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program’s clinics. This includes on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

Requirement: The institution and program complies with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must adhere to its institutional policies and procedures—including non-harassment policies, internal complaint procedures, and appropriate educational programs—to ensure that the program complies with all applicable nondiscrimination statutes and that all staff, and faculty and students are made aware of the policies and the conduct they prohibit.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *program and/or institutional policy and procedures*
- *tour of facilities*
- *interviews with program director, academic and clinical faculty, staff, administrators*
- *handbooks (faculty, student, clinic, etc.); program and university websites, and/or other appropriate documents to demonstrate the institutional expectations regarding compliance with all nondiscrimination statutes*

Requirement: The program must maintain, as relevant, a record of internal and external complaints, charges, and litigation alleging violations of such policies and procedures and ensure that appropriate action has been taken.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *faculty meeting minutes*
- *program and/or institutional policy and procedures*
- *program and university websites*
- *program handbooks (faculty, student, clinic, etc.)*
- *interviews with program director, academic and clinical faculty, staff, administrators*

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

Requirement: The program must publish to the general public on its website the program's CAA accreditation status, in accordance with the language specified in the Public Notice of Accreditation Status in the CAA [Accreditation Handbook](#), as required under federal regulations. This must be displayed in a clearly visible and readily accessible location. Additional references to the program's accreditation status must be accurate but need not include all components of the accreditation statement.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must make student outcome measures available to the general public by posting the results on the program’s website via a clearly visible and readily accessible link.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- program and university websites
- program handbooks (faculty, student, clinic, etc.)
- university catalog
- printed brochures; stationary
- interviews with program director, faculty, staff

Requirement: The program must make public the number of expected terms for program completion for full-time and part-time students.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: At a minimum, the following results of student outcome measures for the most recently completed 3 academic years must be provided:

- number and percentage of students completing the program within the program’s published time frame for each of the 3 most recently completed academic years,
- number and percentage of program test-takers who pass the Praxis Subject Assessment examination for each of the 3 most recently completed academic years (programs need report only the results once for test-takers who take the test more than one time in the reporting period)
- number and percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation for each of the 3 most recently completed academic years.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: Student outcome measures must be labeled “Student Achievement Data” or “Student Outcome Data.”

- If both the audiology and speech-language programs are accredited, separate data tables must be provided for each program.

- If the program has a distance education component or a satellite campus, the student outcome data must be presented for each modality.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Standard 2.0 Faculty

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

- 2.1.1 allows students to acquire the knowledge and skills required in Standard 3,**
- 2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,**
- 2.1.3 allows students to meet the program's established goals and objectives,**
- 2.1.4 meets the expectations set forth in the program's mission and goals,**
- 2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.**

Requirement: The program must document the number of individuals in and composition of the group that delivers the program of study.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must document the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral degrees clinical doctoral degrees, and master's degrees.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must document how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must document how the faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.
This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must document how the faculty composition is sufficient to allow students to meet the program's established learning goals and objectives.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.
This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must document how the faculty composition is sufficient to allow students to meet the expectations set forth in the program's mission and goals.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must document how the faculty composition ensures that the elements (classes and clinical practica) of the program is offered on a regular basis so that students can complete the program within the published time frame.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *vitae*
- *program website*
- *program handbooks*
- *university catalog*
- *course syllabi*
- *interviews with academic and clinical faculty, staff, program director, administrators, on- and off-campus clinical supervisors/preceptors*

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

Requirement: The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide teaching, research, and service as part of their workload are accessible to students, have sufficient time for scholarly and creative activities, to advise students, to participate in faculty governance, and to participate in other activities that are consistent with the expectations of the sponsoring institution.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide clinical education and service as part of their workload are accessible to students, have sufficient time for scholarly and creative activities, to advise students, to participate in faculty governance, and to participate in other activities that are consistent with the expectations of the sponsoring institution.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that faculty who are tenure eligible have the opportunity to meet the criteria for tenure of the sponsoring institution.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned/initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- vitae
- university catalog
- program handbook
- interviews with academic and clinical faculty, staff, program director, administrators

Requirement: The program must demonstrate that faculty who are eligible for promotion have the opportunity to meet the criteria for promotion of the sponsoring institution.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned/initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that faculty who are eligible for continuing employment have the opportunity to meet the expectations for continued employment of the sponsoring institution.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned/initiated**.
This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- vita

- *tenure/promotion policies and procedures*
- *interviews with academic and clinical faculty, staff, program director, administrators*

2.3 All faculty members (full-time, part-time, adjuncts), including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education as assigned by the program leadership.

Requirement: The program must demonstrate that the qualifications and competence to teach graduate level courses and to provide clinical education are evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that all individuals providing didactic and clinical education, both on-site and off-site, have appropriate experience and qualifications for the professional area in which education is provided.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that the faculty possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum as specified in Standard 3.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *vitae (initial academic preparation including degrees held and areas of study for each degree, contributions to the development of new knowledge, and pursuit of relevant continuing professional development for all full-time and part-time academic or clinical faculty members and adjuncts. research activities, publications, and presentations; licensing and certification information; tenure-track status and rank*
- *course syllabi*
- *interviews with academic and clinical faculty, program director, clinic director, administrators*

Requirement: The program must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- vitae
- course syllabi
- interviews with academic and clinical faculty, program director, administrators

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

Requirement: The program must demonstrate that all individuals who have responsibility to deliver academic and clinical components of the graduate program maintain continuing competence.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that all individuals who have responsibility to deliver the graduate program pursue lifelong learning.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- vitae – may consider pattern of professional development and learning activities
 - professional development activities lists
 - publication or presentation of research
 - publication or presentation on scholarship of teaching and learning
 - publication or presentation on clinical methods and professional issues
 - maintenance of credentials
- tenure/promotion policies and procedures
- course syllabi
- interviews with academic and clinical faculty, program director
- resources available to assist faculty to obtain professional development
- availability of on-campus activities available for continuing education

Standard 3.0A Curriculum (Academic and Clinical Education) in Audiology

3.1A An effective entry-level professional audiology program allows each student to acquire knowledge and skills in sufficient breadth and depth to enable the student to function as an effective, well-educated, and competent clinical audiologist (i.e., one who can practice within the full scope of practice of audiology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for independent professional practice as an audiologist.

Instructions:

For distance education and satellite components verify and discuss that the courses offered by distance education and/or satellite components are equivalent to those that are offered in the residential component, including number of credits, availability, sequence, etc.

A review of program course offerings showed that the program will offer a curriculum leading to the <degree designator> degree in audiology that is <number> <semester/quarter> credit hours. <If there are multiple tracks (e.g., part-time, full-time, distance education, etc.), indicate the credit hour expectations for each track, if different.> The academic and clinical program will <not> be offered on a regular basis so that students are able to satisfy degree and other requirements within the program's published time frame.

Requirement: The program must provide evidence that the curriculum allows students to achieve the required knowledge and skills. Typically, the achievement of these outcomes requires the completion of 4 years of graduate education or the equivalent.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum includes a minimum of 12 months' full-time equivalent of supervised clinical experiences, to include short-term rotations and longer term externships that are distributed throughout the program of study.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program has established a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into independent professional practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program has established a clear process to evaluate student achievement of the program's established objectives.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers opportunities for each student to acquire the knowledge and skills needed for entry into independent professional practice, consistent with the scope of practice for audiology, and across the range of practice settings.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers a plan of study that encompasses Professional Practice Competencies (accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, collaborative practice).

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers a plan of study that encompasses foundations of audiology practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers a plan of study that encompasses identification and prevention of hearing loss, tinnitus, and vestibular disorders

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers a plan of study that encompasses assessment of the structure and function of the auditory and vestibular systems.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers a plan of study that encompasses assessment of the impact of changes in the structure and function of the auditory and vestibular systems.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers a plan of study that encompasses intervention to minimize the effects of changes in the auditory and vestibular systems on an individual's ability to participate in his or her environment.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program offers high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The academic and clinical program is offered on a regular basis so that students are able to satisfy degree and other requirements within the published time frame.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program offers opportunities for students to qualify for state and national credentials that are required for entry into independent professional practice that are consistent with the program mission and goals.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *audiology curriculum*
- *mission and goal statements*
- *student files/templates*
- *course syllabi*
- *website, catalogs (e.g., for information about course numbering, prerequisites)*
- *academic and clinical faculty, program director*

3.2A An effective audiology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.

Requirement: The program must demonstrate that the curriculum is planned and based on current standards of audiology practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the curriculum is based on current literature and other current documents related to professional practice and education in audiology.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the curriculum is delivered using sound pedagogical methods.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *course syllabi*
- *meeting minutes (e.g., faculty, curriculum committee, etc.)*
- *institutional program evaluation*
- *faculty administrative input about student performance, outcomes*
- *interviews with academic and clinical faculty, program director, on- and off-campus clinical supervisors/preceptors*

Requirement: The program must demonstrate that the curriculum is reviewed systematically and on a regular basis.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that review of the curriculum is conducted by comparing existing plans to current standards of audiology practice, current literature, and other documents related to professional practice and education in audiology.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *course syllabi*
- *meeting minutes (e.g., faculty, curriculum committee, etc.)*
- *interviews with academic and clinical faculty, program director*

3.3A An effective audiology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program's established learning goals and objectives and develop into an independent, competent audiologist.

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

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *program of study and course sequence*
- *course syllabi*
- *website, catalogs (e.g., for information about prerequisites, course descriptions, program of study)*
- *meeting minutes (e.g., faculty, curriculum committee, etc.)*
- *student records*
- *interviews with academic and clinical faculty, program director*

3.4A An effective audiology program is organized and delivered in such a manner that the diversity of society is reflected in the program.

Requirement: The program must provide evidence that issues related to diversity are infused throughout the academic and clinical program.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated/maintained**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *course syllabi*
- *student records/template*
- *interviews with academic and clinical faculty, program director*

3.5A An effective audiology program is organized so that the scientific and research foundations of the profession are evident.

Requirement: The program must demonstrate the procedures used to verify that students obtain knowledge in the basic sciences; basic science skills (e.g., scientific methods, critical thinking); and the basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing).

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate how the curriculum provides opportunities for students to understand and apply the scientific bases of the profession and apply research methodology, become knowledgeable consumers of research literature and about the fundamentals of evidence-based practice, and apply the scientific bases and research principles to clinical populations.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

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

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *student records/template*
- *course syllabi*

- *catalogs*
- *vitae*
- *interviews with academic and clinical faculty, program director, administrators*

3.6A The clinical education component of an effective entry-level audiology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program's stated mission and goals. That base includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking services, consultation, recordkeeping, and administrative duties relevant to professional service delivery in audiology.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to experience the breadth and depth of clinical practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is ***initiated***.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical education experiences so that each student has opportunity to experiences with different populations.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is ***initiated***.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical education experiences so that each student has opportunity to obtain a variety of clinical experiences in different work settings.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is ***initiated***.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical education experiences so that each student has opportunity to obtain experiences with appropriate equipment and resources.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is ***initiated***.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical education experiences so that each student has opportunity to learn from experienced audiologists who will serve as effective clinical educators.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- student records/template
- interviews with academic and clinical faculty, program director
- interviews with on- and off-campus clinical supervisors/preceptors

3.7A An effective audiology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter independent professional practice. The type and structure of the clinical education are commensurate with the development of knowledge and skills of each student.

Requirement: The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skill levels of each student.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- student records/template
- interviews with academic and clinical faculty, program director, clinical coordinator
- interviews with on- and off-campus clinical supervisors/preceptors
- policies and procedures
- handbooks, catalogs

3.8A Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with

recognized standards of ethical practice and relevant federal and state regulations.

Requirement: The program must demonstrate the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the supervision provided by the student and clinical educator team is in accordance with recognized standards of ethical practice and relevant federal and state regulations.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- student records/template
- handbooks, catalogs
- policies and procedures
- interviews with academic and clinical faculty, program director, clinical coordinator, on- and off-campus clinical supervisors/preceptors

3.9A Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

Requirement: The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *written or electronic agreements with active external facilities*
- *interviews with clinical coordinator, program director*

Requirement: The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must have written policies and procedures that describe the processes used by the program to select and place students in external facilities.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *agreements with active external facilities*
- *handbooks*
- *policies and procedures*
- *interviews with clinical coordinator, program director, off-campus clinical supervisors/preceptors*

Requirement: The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *agreements with active external facilities*
- *handbooks*
- *policies and procedures (selection and placement of students, protocol for monitoring students, evaluation)*
- *interviews with clinical coordinator, program director, off-campus clinical supervisors/preceptors*

Requirement: The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *policies (re. identification and ongoing evaluation of external facilities)*
- *procedures (selection and placement of students, protocol for monitoring students, evaluation)*
- *handbooks*
- *evaluation summaries*
- *agreements with active external facilities*
- *interviews with clinical coordinator, program director, off-campus clinical supervisors/preceptors*

3.10A An effective entry-level audiology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.

Requirement: The program must have written policies and procedures that describe its expectations of student behavior with regard to academic and clinical conduct.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited, to plagiarism, dishonesty, all aspects of cheating, and violations of ethical practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *catalogs, policies and procedures*
- *interviews with academic and clinical faculty, program director, clinical coordinator, on- and off-campus clinical supervisors/preceptors*

Standard 3.0B Curriculum (Academic and Clinical Education) in Speech-Language Pathology

3.1B An effective entry-level professional speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e., one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for professional practice in speech-language pathology.

Instructions:

For distance education and satellite components, verify and discuss that the courses offered by distance education and/or satellite components is equivalent to those that are offered in the residential component, including number of credits, availability, sequence, etc.

A review of program course offerings showed that the program will offer a curriculum leading to the <degree designator> degree in speech-language pathology that is <number> <semester/quarter> credit hours. <If there are multiple tracks (e.g., part-time, full-time, distance education, etc.), indicate the credit hour expectations for each track, if different.> The academic and clinical program will <not> be offered on a regular basis so that students are able to satisfy degree and other requirements within the program's published time frame.

Requirement: The program must provide the opportunity for students to complete a minimum of 400 supervised clinical practice hours, 25 of which may be in clinical observation; 325 of these hours must be attained at the graduate level. The supervised clinical experiences should be distributed throughout the program of study.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program has established a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into independent professional practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program has established a clear process to evaluate student achievement of the program's established objectives.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The curriculum offers opportunities for each student to acquire the knowledge and skills needed for entry into independent professional practice, consistent with the scope of practice for speech-language pathology, and across the range of practice settings.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The curriculum offers a plan of study that encompasses professional practice competencies (accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, collaborative practice).

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The curriculum offers a plan of study that encompasses foundations of speech-language pathology practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The curriculum offers a plan of study that encompasses identification and prevention of speech, language, and swallowing disorders and differences.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers a plan of study that encompasses evaluation of speech, language, and swallowing disorders and differences.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The curriculum offers a plan of study that encompasses intervention to minimize the effects of changes in the speech, language, and swallowing mechanisms.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program offers high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The academic and clinical program is offered on a regular basis so that students are able to satisfy degree and other requirements within the published time frame.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program offers opportunities for students to qualify for state and national credentials that are required for entry into professional practice, consistent with the program's mission and goals.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *audiology curriculum*
- *mission and goal statements*
- *student files/templates*
- *course syllabi*
- *website, catalogs (e.g., for information about course numbering, prerequisites)*
- *academic and clinical faculty, program director*

3.2B An effective speech-language pathology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.

Requirement: The program must demonstrate that the curriculum is planned and based on current standards of speech-language pathology practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the curriculum is based on current literature and other current documents related to professional practice and education in speech-language pathology.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the curriculum is delivered using sound pedagogical methods.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *course syllabi*
- *meeting minutes (e.g., faculty, curriculum committee, etc.)*
- *institutional program evaluation*
- *faculty administrative input about student performance, outcomes*
- *interviews with academic and clinical faculty, program director, on- and off-campus clinical supervisors/preceptors*

Requirement: The program must demonstrate that the curriculum is reviewed systematically and on a regular basis.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that review of the curriculum is conducted by comparing existing plans with current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *course syllabi*
- *meeting minutes (e.g., faculty, curriculum committee, etc.)*
- *interviews with academic and clinical faculty, program director*

3.3B An effective speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program's established learning goals and objectives and develop into a competent speech-language pathologist.

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

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *program of study and course sequence*
- *course syllabi*
- *website, catalogs (e.g., for information about prerequisites, course descriptions, program of study)*
- *meeting minutes (e.g., faculty, curriculum committee, etc.)*
- *student records*
- *interviews with academic and clinical faculty, program director*

3.4B An effective speech-language pathology program is organized and delivered in such a manner that the diversity of society is reflected in the program.

Requirement: The program must provide evidence that issues related to diversity are infused throughout the academic and clinical program.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- course syllabi
- student records/template
- interviews with academic and clinical faculty, program director

3.5B An effective speech-language pathology program is organized so that the scientific and research foundations of the profession are evident.

Requirement: The program must demonstrate the procedures used to verify that students obtain knowledge in the basic sciences; basic science skills (e.g., scientific methods, critical thinking); and the basics of communication sciences (e.g., acoustics, linguistics, and neurological processes of speech, language, and hearing).

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate how the curriculum provides opportunities for students to understand and apply the scientific bases of the profession and apply research methodology, become knowledgeable consumers of research literature and about the fundamentals of evidence-based practice, and apply the scientific bases and research principles to clinical populations.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

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

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *student records/template*
- *course syllabi*
- *catalogs*
- *vitae*
- *interviews with academic and clinical faculty, program director, administrators*

3.6B The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program’s stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional service delivery in speech-language pathology.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to experience the breadth and depth of clinical practice.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical education experiences so that each student has an opportunity to obtain experiences with different populations.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical education experiences so that each student has an opportunity to obtain a variety of clinical experiences in different work settings.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical education experiences so that each student has an opportunity to obtain experiences with appropriate equipment and resources.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical education experiences so that each student has an opportunity to learn from experienced speech-language pathologists who will serve as effective clinical educators.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- student records/template
- interviews with academic and clinical faculty, program director
- interviews with on- and off-campus clinical supervisors/preceptors

3.7B An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student.

Requirement: The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skill levels of each student.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- student records/template
- interviews with academic and clinical faculty, program director, clinical coordinator
- interviews with on- and off-campus clinical supervisors/preceptors
- policies and procedures
- handbooks, catalogs

3.8B Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with

recognized standards of ethical practice and relevant federal and state regulations.

Requirement: The program must demonstrate the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the supervision provided by the student and clinical educator team is in accordance with recognized standards of ethical practice and relevant federal and state regulations.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- student records/template
- handbooks, catalogs
- policies and procedures
- interviews with academic and clinical faculty, program director, clinical coordinator, on- and off-campus clinical supervisors/preceptors

3.9B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

Requirement: The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *written or electronic agreements with active external facilities*
- *interviews with clinical coordinator, program director*

Requirement: The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must have written policies and procedures that describe the processes used by the program to select and place students in external facilities.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *agreements with active external facilities*
- *handbooks*
- *policies and procedures*
- *interviews with clinical coordinator, program director, off-campus clinical supervisors/preceptors*

Requirement: The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *agreements with active external facilities*
- *handbooks*
- *policies and procedures (selection and placement of students, protocol for monitoring students, evaluation)*
- *interviews with clinical coordinator, program director, off-campus clinical supervisors/preceptors*

Requirement: The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *policies (re. identification and ongoing evaluation of external facilities)*
- *procedures (selection and placement of students, protocol for monitoring students, evaluation)*
- *handbooks*
- *evaluation summaries*
- *agreements with active external facilities*
- *interviews with clinical coordinator, program director, off-campus clinical supervisors/preceptors*

3.10B An effective entry-level speech-language pathology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.

Requirement: The program must have written policies and procedures that describe its expectations of student behavior with regard to academic and clinical conduct.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited, to plagiarism, dishonesty, all aspects of cheating, and violations of ethical practice.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *catalogs, policies and procedures*
- *interviews with academic and clinical faculty, program director, clinical coordinator, on- and off-campus clinical supervisors/preceptors*

Standard 4.0 Students

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

Requirement: The admission criteria must meet or exceed those of the institution and be appropriate for the degree being offered.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: Policies regarding any exceptions to the criteria (such as “conditional” status) must be clearly explained and consistently followed.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- websites (program, university)
- catalogs
- brochures
- academic calendars
- advertisements
- admission policies and procedures
- interviews with program director

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

Requirement: The program must provide evidence that its curriculum and program policies and procedures for admission, internal and external clinical placements, and retention of students reflected a respect for and understanding of cultural, linguistic, and individual diversity.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must have a policy regarding proficiency in spoken and written English and other languages of instruction and service delivery and all other performance expectations.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that its language proficiency policy is applied consistently.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

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

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- website
- graduate catalog
- clinic handbook
- policies and procedures
- course syllabi
- interviews with program director, academic and clinical faculty, clinical supervisors, administrators

4.3 The program has policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program.

Requirement: The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the academic component of the curriculum.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the clinical component of the curriculum.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program has policies and procedures for implementing and documenting all forms of intervention used to facilitate each student's success in meeting the program's expectations.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the policies and procedures are applied consistently across all students who are identified as needing intervention.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- policies and procedures
- course syllabi
- faculty meeting minutes
- student records
- documentation of tracking and evaluation system
- interview with program director, academic and clinical faculty, clinical supervisors

4.4 Students are informed about the program's policies and procedures, expectations regarding academic integrity and honesty, ethical practice, degree requirements, and requirements for professional credentialing.

Requirement: The program must provide information regarding program policies and procedures, program expectations regarding academic integrity and honesty, program expectations for ethical practice, the degree requirements, and the requirements for professional credentialing.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- graduate catalog
- clinic handbook
- policies and procedures
- course syllabi
- specific documents (advising forms, degree requirements, certification requirements, licensure requirements, ethical practice requirements)
- interviews with program director, academic and clinical faculty, clinical supervisors

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

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

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *graduate catalog*
- *clinic handbook*
- *policies & procedures*
- *website*
- *interviews with program director, academic and clinical faculty, clinical supervisors, administrators*

Requirement: The program must maintain a record of student complaints filed against the program within the sponsoring institution.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must maintain a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct and make these available to the CAA upon request.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: Students must be made aware of the process and mechanism, including contact information for the CAA, to file a complaint related to the program's compliance with standards for accreditation.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *student complaint files*
- *faculty meeting minutes*
- *policies & procedures*

- *interviews with program director, academic and clinical faculty, clinical supervisors, undergraduate students, administrators*

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

Requirement: The program must maintain records of advisement for each of its students.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must maintain records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must maintain records demonstrating that any concerns about a student's performance in meeting the program requirements, including language proficiency, are addressed with the student.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *graduate catalog*
- *clinic handbook*
- *policies & procedures*
- *student files*
- *databases or other tracking mechanisms*
- *interviews with academic and clinical faculty, program director*

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

Requirement: The program must maintain complete and accurate records of all students' progress during the entire time of their matriculation in the program.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *student files, templates*
- *databases or other tracking mechanisms*
- *interviews with academic and clinical faculty, program director, administrative staff*

Requirement: The records for each student must include documentation that can demonstrate that the student has met all the academic, clinical, and other requirements for the degree and the credential(s) that are identified by the program in its mission and goals.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies & procedures*
- *student files, templates*
- *databases or other tracking mechanisms*
- *interviews with academic and clinical faculty, program director, administrative staff*

4.8 The program makes the documentation of student progress toward completing the graduate degree and meeting professional credentialing requirements available to its students to assist them in qualifying for the credential(s).

Requirement: The program must provide each student access to his or her own records upon request.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must make records available to program graduates and those who attended the program, but did not graduate.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The availability of records for program graduates and those who attend the program, but did not graduate, must be consistent with the institution's and the program's policies regarding retention of student records.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *graduate catalog*
- *policies & procedures*
- *student files, templates*
- *databases or other tracking mechanisms*
- *interviews with academic and clinical faculty, program director, administrative staff*

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

Requirement: The program must have a mechanism to inform students about the full range of student support services (beyond accommodations for disabilities addressed in Standard 4.2) available at the sponsoring institution.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *catalogs/handbooks*
- *websites*
- *interviews with academic and clinical faculty, program director, administrators*

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

Instructions:

Programs that do not offer distance education courses do not have to comply with this standard. (See sample language below.)

Programs that offer one or more distance education courses must demonstrate compliance with all of the Requirements for Review.

The *<audiology><speech-language pathology>* program will not offer any course work via distance education technologies and, therefore, is not required to comply with this standard. This was verified by *<describe the evidence used to verify>*.

<OR>

Requirement: The program must document that the institutional policies regarding verification of a student's identity are followed and implemented and applied consistently.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must make clear that the identities of students enrolled in a distance education course or program are protected.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: If there are fees associated with learning within a distance modality, the program must document how that information is provided to students.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

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

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *university catalogs*
- *student handbooks*
- *websites*
- *policies and procedures*
- *student files*
- *interviews with academic and clinical faculty, program director, administrators*

Standard 5.0 Assessment

5.1 The program regularly assesses student learning.

Requirement: The program must demonstrate that it assesses the achievement of student learning outcomes to determine student success in the acquisition of expected knowledge and skills.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it provides a learning environment that provides each student with consistent feedback.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies and procedures*
- *course syllabi*
- *student files*
- *documentation of tracking and evaluation system*
- *graduate and employer surveys*
- *graduate exit interviews*
- *interviews with students, alumni, academic and clinical faculty, program director, on- and off-campus supervisors/preceptors*

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

Requirement: The program must develop an assessment plan that is used throughout the program for each student. The plan must include the purpose of the assessments and use a variety of assessment techniques, including both formative and summative methods.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: Assessments must be administered by multiple academic and clinical faculty members.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.
This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate how it uses its assessments to evaluate and enhance student progress and acquisition of knowledge and skills.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that student assessment is applied consistently and systematically.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- policies and procedures
- program student learning goals
- course syllabi
- student files
- documentation of tracking and evaluation system
- interviews with academic and clinical faculty, program director, on- and off-campus supervisors/preceptors

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

Requirement: The assessment protocols must be used to evaluate the academic and clinical aspects of the entire program.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- policies and procedures
- faculty meeting minutes
- documentation of tracking and evaluation systems
- interviews with academic and clinical faculty, program director, on- and off-campus supervisors/preceptors

Requirement: The program must collect data from multiple sources (e.g., alumni, faculty, employers, off-site clinical educators, community members, individuals receiving services) and allow evaluation of the program's success in achieving its goals, objectives, and the extent to which student learning outcomes have been met.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must systematically collect evaluations of the academic and clinical aspects of the program from students and use these to assess those aspects of the program.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies and procedures*
- *faculty meeting minutes*
- *student, graduate and program assessment documents/templates (e.g., graduate and employer surveys, feedback from external clinical facilities, client/caregiver feedback, community input)*
- *student evaluation template*
- *documentation of tracking and evaluation systems*
- *outcome measures, such as program completion rate, praxis examination data, employment rate*
- *interviews with academic and clinical faculty, program director, on- and off-campus supervisors/preceptors*

Requirement: The program must use the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program's stated goals and objectives and the measured student learning outcomes.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies and procedures*
- *faculty meeting minutes*
- *documentation of tracking and evaluation systems*
- *interviews with academic and clinical faculty, program director, on- and off-campus supervisors/preceptors*

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

Requirement: The program must describe how it uses programmatic assessment data to promote continuous quality improvement of the program.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must describe the processes it uses to evaluate program improvements for congruence with its stated mission and goals.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies and procedures*
- *faculty meeting minutes*
- *interviews with academic and clinical faculty, program director, administrators*

5.5 The percentage of students who are enrolled on the first census date of the program and complete the program within the program's published academic terms meets or exceeds the CAA's established threshold.

Requirement: The CAA's established threshold requires that at least 80% of students must have completed the program within the program's published time frame (number of academic terms), as averaged over the 3 most recently completed academic years.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: If, when averaged over the 3 academic years, the program's completion rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies and procedures*
- *interviews with academic and clinical faculty, program director*

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

Requirement: The CAA’s established threshold requires that at least 80% of test-takers from the program pass the *Praxis*® Subject Assessment examination, as averaged over the 3 most recently completed academic years; results should be reported only once for test-takers who took the exam multiple times in the same examination reporting period.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: If, when averaged over 3 academic years, the program’s *Praxis*® Subject Assessment exam pass rate does not meet or exceed the CAA’s established threshold, the program must provide an explanation and a plan for improving the results.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies and procedures*
- *interviews with academic and clinical faculty, program director*

5.7 The percentage of program graduates who are employed in the profession or pursuing further education in the profession within 1 year of graduation meets or exceeds the CAA’s established threshold.

Requirement: The CAA’s established threshold requires that at least 80% of program graduates must be employed in the profession or pursuing further education in the profession within 1 year of graduation, as averaged over the 3 most recently completed academic years.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: If, when averaged over 3 academic years, the program's employment rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *policies and procedures*
- *interviews with academic and clinical faculty, program director*

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

Requirement: The program must demonstrate its analysis processes to determine whether the program is meeting or exceeding each established CAA threshold.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate how it uses the results of these analyses to ensure continuous quality improvement.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *policies and procedures*
- *interviews with academic and clinical faculty, program director*

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

Requirement: The program must demonstrate the mechanisms that it uses to evaluate the effectiveness of the faculty and staff in delivering the program.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the evaluation takes place in a fair and systematic fashion that is consistent with institutional policy and procedures.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program faculty must be actively involved in these evaluations in a manner that is consistent with institutional policy and procedures.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies and procedures*
- *university catalog/website*
- *faculty meeting minutes*
- *interviews with academic and clinical faculty, program director, administrators*

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

Requirement: The program must demonstrate how the faculty and staff use the results of evaluations of performance to guide continuous professional growth and development.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate how the growth and development of its faculty and staff facilitate the delivery of a high quality program.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **planned**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *policies and procedures*
- *faculty meeting minutes*
- *interviews with academic and clinical faculty, program director, administrators*

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

Requirement: The program must demonstrate how the individual responsible for the program of professional education effectively leads and administers the program.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program director's effectiveness in advancing the goals of the program and in leadership and administration of the program must be regularly evaluated.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *vitae*
- *organizational chart*
- *interviews with program director, academic and clinical faculty, administrators, administrative staff*

Standard 6.0 Program Resources

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

Requirement: The program must demonstrate that its budgetary allocation is regular, appropriate, and sufficient to deliver a high-quality program that is consistent with its mission and goals.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that there is sufficient support, consistent with the program mission and goals, for personnel, equipment, educational and clinical materials, and research activities.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate consistency of sources of funds that are received outside the usual university budgeting processes, if the program is dependent on them.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *budget*
- *program mission and goals statements*
- *interviews with program director, administrators, academic and clinical faculty, administrative staff*

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

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

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *budget*
- *interviews with program director, academic and clinical faculty, administrators*
- *availability of on-campus activities available for continuing education*
- *availability of release time and/or travel support for faculty*

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

Requirement: The program must demonstrate that its facilities are adequate to deliver a program that is consistent with its mission and goals.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that the facility has been evaluated and that the program includes access and accommodations for the needs of individuals with disabilities, in accordance with federal regulations.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *tour of facilities*
- *interviews with program director, academic and clinical faculty, administrators, clients/caregivers*

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

Requirement: The program must demonstrate that the quantity, quality, currency, and accessibility of materials and equipment are sufficient to meet the mission and goals of the program.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate that it has a process for reviewing and updating materials and equipment to determine whether the quantity, quality, and currency are sufficient to meet the mission and goals of the program.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that the equipment is maintained in good working order.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate that any equipment for which there are ANSI or other standards-setting body requirement meets the expectations of the standard(s).

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *tour of facilities*
- *inventories of major equipment and materials*
- *interviews with program director, academic and clinical faculty, administrators*

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

Requirement: The program must demonstrate adequate access to a technical infrastructure that supports the work of the students, faculty, and staff.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Requirement: The program must demonstrate how access to this infrastructure helps the program meet its mission and goals.

Level of compliance verified (planned, initiated, maintained):

The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by <describe the evidence used to verify>.

Evidence sources could include:

- *tour of facilities*
- *inventories of major equipment and materials*

- *interviews with program director, academic and clinical faculty, administrators, administrative and technical staff*

6.6 The program has access to clerical and technical staff that is appropriate and sufficient to support the work of the students, faculty, and staff. The access is appropriate and sufficient for the program to meet its mission and goals.

Requirement: The program must demonstrate adequate access to clerical and technical staff to support the work of the students, faculty, and staff.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Requirement: The program must demonstrate how access to the clerical and technical staff helps the program meet its mission and goals.

Level of compliance verified (planned, initiated, maintained):
The expected level of compliance for award of candidacy is **initiated**.

This requirement was verified by *<describe the evidence used to verify>*.

Evidence sources could include:

- *tour of facilities*
- *interviews with program director, academic and clinical faculty, administrators, administrative and technical staff*

II. Verification of Public Comment/Public Meeting Announcement

<Adapt the following description to match verification.>

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

Appendices

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

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