CANDIDACY ANNUAL PROGRESS REPORT

**Council on Academic Accreditation**

**In Audiology and Speech-Language Pathology**

The purpose of the candidacy annual progress report is to provide updated information, including past and anticipated changes in the program since its last report to the CAA, as it relates to your program’s continued compliance with the 2017 Standards for Accreditation. The format of this report must be used when submitting a candidacy annual progress report. Please submit one *electronic version*of the program’s annual report, *including all appendices and attachments*, as a Microsoft Word email attachment to caareports@asha.org.

**Program Characteristics**

|  |  |  |
| --- | --- | --- |
| **DATE OF CANDIDACY ANNUAL PROGRESS REPORT:** |  | |
| **REPORT # (1st, 2nd, 3rd )** |  | |
| **CAA FILE #:** |  | |
| **CANDIDACY CYCLE DATES:** |  | |
| **INSTITUTION NAME:** |  | |
| **COLLEGE/DIVISION:** |  | |
| **DEPARTMENT/PROGRAM:** |  | |
| **ADDRESS:** |  | |
|  | |
|  | |
| **PROGRAM DIRECTOR NAME AND TITLE:** |  | |
| **PROGRAM DIRECTOR PHONE #:** |  | |
| **PROGRAM DIRECTOR EMAIL:** |  | |
| **PROGRAM FAX:** |  | |
| **PROGRAM MAIN PHONE #:** |  | |
| **INSTITUTION/PROGRAM WEB ADDRESS:** |  | |
| **AREA(S) OF CANDIDACY HELD:**   * **Clinical Doctoral Audiology** * **Master’s SLP** | **LIST PROGRAM DEGREE DESIGNATOR(S)**   * **AuD** * **MA** * **MS** * **Other (specify):** | |
| **NAME OF REGIONAL ACCREDITOR:** |  | |
| **CURRENT REGIONAL ACCREDITATION CYCLE (MM/YY):** | **From:** | **To:** |

**Institution Description**

**Academic institution type:**

|  |  |
| --- | --- |
|  | Public |
|  | Private, Non-Profit |
|  | Private, for Profit |

**Academic institution size:**

|  |  |
| --- | --- |
|  | <1,000 students |
|  | 1,000 – 4,999 students |
|  | 5,000 – 9,999 students |
|  | 10,000 – 19,999 students |
|  | >20,000 students |

|  |  |
| --- | --- |
| **Basic Carnegie Classification:** |  |

**PROGRAM COMPONENTS (DELIVERY MODALITIES)**

Please provide the following information about components of the program that are delivered via modalities.

**NOTE:** Where 50% or more of the graduate academic credit hours are provided via *satellite or branch campuses and/or distance education,* the program must include information about the impact of these components on the overall program when addressing accreditation standards. Separate sections are provided for program documentation regarding distance education and/or satellite campuses. ***(As of January 1, 2020, CAA’s Policy on Substantive Changes does not permit candidacy programs to modify their program to add a satellite or branch campus, add distance education, or add a contractual arrangement with an entity that is not an institution of higher education during the candidacy term.)***

Is this graduate program offered as part of a consortium?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Audiology** | |  | **SLP** | |
|  | Yes |  |  | Yes |
|  | No |  |  | No |

If yes, indicate the institutions participating in the consortium and the entity(s) that will be granting the degree. (Add additional rows for additional Institutions as needed.)

**Audiology**

|  |  |  |
| --- | --- | --- |
|  | Name | Is this Institution a degree granting entity? |
| Institution 1 |  |  |
| Institution 2 |  |  |

**SLP**

|  |  |  |
| --- | --- | --- |
|  | Name | Is this Institution a degree granting entity? |
| Institution 1 |  |  |
| Institution 2 |  |  |

Provide regional accreditation information for each participating entity of the consortium. (Add additional rows for additional entities as needed.)

**Audiology**

|  |  |  |
| --- | --- | --- |
| Name of Entity | Name and URL of Regional Accreditation | Current Regional Accreditation dates (MM/YY) |
|  |  | From:  To: |
|  |  | From:  To: |

**SLP**

|  |  |  |
| --- | --- | --- |
| Name of Entity | Name and URL of Regional Accreditation | Current Regional Accreditation dates (MM/YY) |
|  |  | From:  To: |
|  |  | From:  To: |

Is this graduate program or a component of it offered through a *satellite or branch campus*? *(Please note that CAA’s Policy on Substantive Changes does not permit candidacy programs to modify their program to add a satellite or branch campus for 50% or more of the academic credit hours during the candidacy term.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Audiology** | | **SLP** | |
|  | Yes, 100% of the academic credit hours |  | Yes, 100% of the academic credit hours | |
|  | Yes, 50% or more of the academic credit hours |  | Yes, 50% or more of the academic credit hours | |
|  | Yes, less than 50% of the academic credit hours |  | Yes, less than 50% of the academic credit hours | |
|  | No, satellite campuses are not used |  | No, satellite campuses are not used | |

Provide the locations of the satellite or branch campus and provide regional accreditation information. Add additional rows for additional locations as needed.

**Audiology**

|  |  |
| --- | --- |
| **Location #1:** | |
| Name: |  |
| Address: |  |
| Name of Program Director |  |
| Name and URL of Regional Accreditation: |  |
| Dates of Regional Accreditation  (MM/YY) | From:  To: |
|  | |
| **Location #2:** | |
| Name: |  |
| Address: |  |
| Name of Program Director |  |
| Name and URL of Regional Accreditation: |  |
| Dates of Regional Accreditation  (MM/YY) | From:  To: |

**SLP**

|  |  |
| --- | --- |
| **Location #1:** | |
| Name: |  |
| Address: |  |
| Name of Program Director |  |
| Name and URL of Regional Accreditation: |  |
| Dates of Regional Accreditation  (MM/YY) | From:  To: |
|  | |
| **Location #2:** | |
| Name: |  |
| Address: |  |
| Name of Program Director |  |
| Name and URL of Regional Accreditation: |  |
| Dates of Regional Accreditation | From: (month) (yr)  To: (month) (yr) |

Are graduate courses for the graduate education program offered through *distance education*? *(Please note that CAA’s Policy on Substantive Changes does not permit candidacy programs to modify their program to add distance education for 50% or more of the academic credit hours during the candidacy term.)*

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

**Documentation of Compliance with Accreditation Standards**

**1.0 Administrative Structure and Governance**

**Residential Component (only)**

**1.0 Administrative Structure and Governance**

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

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding the status of the institution’s regional accreditation.

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

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding the status of the degree granting authority.

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

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding the program’s mission, goals and objectives.

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

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
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Discuss any changes and improvements regarding the evaluation of mission and goals.

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Describe how the program will systematically evaluate its progress toward fulfilling its mission and goals.

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|  |

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

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding the program’s strategic plan.

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Describe the process for updating and implementing the program’s strategic plan.

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What methods are used to assure the congruence of the strategic plan with the mission of the institution?

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|  |

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

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| --- |
|  |

Describe the methods used to ensure that the strategic plan reflects the role of the program within its community.

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

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding the program’s authority and responsibility.

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If your program does not have independent departmental status, describe how the program will maintain authority and responsibility for the program within the structure or policies and procedures of the institution.

|  |
| --- |
|  |

Describe the ways in which the faculty have access to higher levels of administration.

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**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.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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|  |

Discuss any changes and improvements regarding the individual responsible for the program.

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| --- |
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If the program director is serving in an interim capacity, describe the program’s specific plans for appointing a permanent program director.

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|  |

Provide the following information about the individual responsible for the audiology and/or speech-language pathology program.

**Audiology**

|  |  |  |
| --- | --- | --- |
| **Name:** |  | |
|  |  |  |
| **Academic Rank:** |  | Instructor |
|  |  | Assistant Professor |
|  |  | Associate Professor |
|  |  | Full Professor |
|  |  | Emeritus |
|  |  | Other (specify): |
|  |  |  |
| **Employment Status:** |  | Full-time |
|  |  | Part-time (explain) |
|  |  |  |
| **Date appointed as Program Director** |  | |
|  |  |  |
| **Certification Status:** |  | CCC-SLP |
|  |  | CCC-A |
|  |  | No certification |
|  |  | |
| **Employment Start Date (mm/yy):** |  | |
|  |  |  |
| **Tenure Status:** |  | Non-tenured - not on tenure track |
|  |  | Non-tenured - on tenure track |
|  |  | Administrative appointment without faculty status |
|  |  | Tenured - provide date: (month) (yr) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Educational background** | | | |
| **Degree earned** | **Institution Name** | **Year granted** | **Major** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**SLP**

|  |  |  |
| --- | --- | --- |
| **Name:** |  | |
|  |  |  |
| **Academic Rank:** |  | Instructor |
|  |  | Assistant Professor |
|  |  | Associate Professor |
|  |  | Full Professor |
|  |  | Emeritus |
|  |  |  |
| **Employment Status:** |  | Full-time |
|  |  | Part-time (explain) |
|  |  |  |
| **Date appointed as Program Director** |  | |
|  |  |  |
| **Certification Status:** |  | CCC-SLP |
|  |  | CCC-A |
|  |  | No certification |
|  |  | |
| **Employment Start Date (mm/yy):** |  | |
| **Tenure Status:** |  | Non-tenured - not on tenure track |
|  |  | Non-tenured - on tenure track |
|  |  | Administrative appointment without faculty status |
|  |  | Tenured - provide date: (month) (yr) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Educational background** | | | |
| **Degree earned** | **Institution Name** | **Year granted** | **Major** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**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 prohibitions on discrimination based on race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding equitable treatment.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding public information.

|  |
| --- |
|  |

Where are the program *Praxis®* pass rates publicly posted? (Select all that apply.)

|  |  |  |
| --- | --- | --- |
|  | Application materials |  |
|  | Brochures |  |
|  | Catalog |  |
|  | Newsletters |  |
|  | Website (provide URL): |  |
|  | Other (specify): |  |
|  | Not applicable (no graduates) |  |

Where are program completion rates publicly posted? (Select all that apply.)

|  |  |  |
| --- | --- | --- |
|  | Application materials |  |
|  | Brochures |  |
|  | Catalog |  |
|  | Newsletters |  |
|  | Website (provide URL): |  |
|  | Other (specify): |  |
|  | Not applicable (no graduates) |  |

Describe how information regarding the number of expected terms for program completion (full-time, part-time, different delivery modalities, etc.) is made available to the public and to students. If it is available on the program’s website, include the specific URL.

|  |
| --- |
|  |

Where are program employment rates publicly posted? (Select all that apply.)

|  |  |  |
| --- | --- | --- |
|  | Application materials |  |
|  | Brochures |  |
|  | Catalog |  |
|  | Newsletters |  |
|  | Website (provide URL): |  |
|  | Other (specify): |  |
|  | Not applicable (no graduates) |  |

**1.0 Administrative Structure and Governance**

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

**If you answered “Yes, 50% or more” to questions in the Program Component (Delivery Modality) Section, the program must provide responses to the following questions. (*If the program of study is not offered through distance education and/or a satellite/branch campus, this section may be deleted.)***

For the distance education and/or satellite component, discuss any changes that have occurred to regional accreditation, degree granting authority, mission, goals and objectives, evaluation of mission and goals, program strategic plan, program authority and responsibility, program director, equitable treatment, and public information as specified in the 2017 Standards. (1.1 – 1.9)

Distance Education:

|  |
| --- |
|  |

Satellite/Branch campus:

|  |
| --- |
|  |

Describe how the administrative components of the distance education and/or satellite component are integrated with those of the residential program. (Std. 1.6)

Distance Education:

|  |
| --- |
|  |

Satellite/Branch Campus:

|  |
| --- |
|  |

Provide a clear delineation of the responsibilities and qualifications of the individual who has major responsibility for the coordination of activities and for those persons involved in the administration of the distance education and/or satellite component. (Std. 1.7)

Distance Education:

|  |
| --- |
|  |

Satellite/Branch campus:

|  |
| --- |
|  |

Where are program *Praxis*® pass rates public posted for the distance education and/or satellite component? (Select all that apply.) (Std. 1.9)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Distance Education: | | | |  | | Satellite/Branch Campus: | | | |
|  | Application materials |  |  | |  | | Application materials |  |
|  | Brochures |  |  | |  | | Brochures |  |
|  | Catalog |  |  | |  | | Catalog |  |
|  | Newsletters |  |  | |  | | Newsletters |  |
|  | Website (provide URL): |  |  | |  | | Website (provide URL): |  |
|  | Other (specify): |  |  | |  | | Other (specify): |  |
|  | Not applicable(no grads) |  |  | |  | | Not applicable (no grads) |  |

Where are program completion rates publicly posted for the distance education and/or satellite component? (Select all that apply.) (Std. 1.9)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Distance Education: | | |  | Satellite/Branch Campus: | | |
|  | Application materials |  |  |  | Application materials |  |
|  | Brochures |  |  |  | Brochures |  |
|  | Catalog |  |  |  | Catalog |  |
|  | Newsletters |  |  |  | Newsletters |  |
|  | Website (provide URL): |  |  |  | Website (provide URL): |  |
|  | Other (specify): |  |  |  | Other (specify): |  |
|  | Not applicable (no grads) |  |  |  | Not applicable (no grads) |  |

Where are program employment rates publicly posted for the distance education and/or satellite component? (Select all that apply.) (Std. 1.9)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Distance Education: | | |  | Satellite/Branch Campus: | | |
|  | Application materials |  |  |  | Application materials |  |
|  | Brochures |  |  |  | Brochures |  |
|  | Catalog |  |  |  | Catalog |  |
|  | Newsletters |  |  |  | Newsletters |  |
|  | Website (provide URL): |  |  |  | Website (provide URL): |  |
|  | Other (specify): |  |  |  | Other (specify): |  |
|  | Not applicable (no grads) |  |  |  | Not applicable (no grads) |  |

***[End distance education and/or satellite section for Standard 1.0]***

**Documentation of Compliance with Accreditation Standards**

**2.0 Faculty**

**Residential Component (only)**

* 1. **The number and composition of the program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:**
     1. **Allows students to acquire the knowledge and skills required in Standard 3**
     2. **Allows students to acquire the scientific and research fundamentals of the discipline**
     3. **Allows students to meet the program’s established goals and objectives**
     4. **Meets the expectations set forth in the program’s mission and goals**
     5. **Is offered on a regular basis so that it will allow the students to complete the program within the published time frame.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding overall program faculty sufficiency.

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|  |

Provide an update on the program’s hiring plan for faculty and staff, faculty funding lines, and time lines for filling faculty positions.

|  |
| --- |
|  |

Describe the methods that the program uses to ensure that the number of individuals in and the composition of the group that delivers the program of study are sufficient to allow students to:

1. Acquire the knowledge and skills in sufficient breadth and depth as required in Standard 3 and meet the expected student learning outcomes

|  |
| --- |
|  |

1. Acquire the scientific and research fundamentals of the profession including evidence-based practice

|  |
| --- |
|  |

1. Meet the program’s established learning goals and objectives

|  |
| --- |
|  |

1. Meet other expectations set forth in the program’s mission and goals

|  |
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|  |

1. Complete the program within the published timeframe

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Provide the institution’s definition of *full-time student* and *part-time student*.

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What is the total number of students currently enrolled in the residential component of the CAA Candidate graduate education program?

|  |  |  |  |
| --- | --- | --- | --- |
| Student Status | Current Report | Prior Report | Percent Change |
| Full-time |  |  |  |
| Part-time |  |  |  |
| Total |  |  |  |

Complete the table with your total enrollment for undergraduate CSD degrees, as applicable.

|  |  |  |
| --- | --- | --- |
| Full-time enrollment | Part-time enrollment | Current total enrollment |
|  |  |  |
|  |  |  |

List all other graduate programs offered in your department, *in addition to* the graduate education Candidate program, as applicable.

|  |  |  |  |
| --- | --- | --- | --- |
| Degree program | Full-time enrollment | Part-time enrollment | Current total enrollment |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

* Work effort contribution to the graduate entry-level program for each program faculty and supervisory staff.
* A breakout of the contribution to the graduate entry-level program for each program faculty and supervisory staff, to include percent of time devoted to
  + classroom teaching;
  + academic and clinical program administration;
  + clinical supervision;
  + research; and
  + other services (e.g., advising, serving on committees supporting the graduate program, NSSLHA advising).
* A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) component(s)
* Courses taught by each program faculty and supervisory staff

**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.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding faculty sufficiency related to institutional expectations.

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| --- |
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Describe the methods that the program uses to ensure that faculty (including adjuncts) who have responsibility in the graduate program and who have obligations to provide teaching, research, and service as part of their workload:

Are accessible to students

|  |
| --- |
|  |

Have sufficient time to advise students

|  |
| --- |
|  |

Have sufficient time to pursue scholarly and creative activities, and participate in faculty governance and other activities that are consistent with the expectations of the sponsoring institution.

|  |
| --- |
|  |

Describe the methods that the program uses to ensure that faculty (including adjuncts) who have responsibility in the graduate program and who have obligations to provide clinical education and service as part of their workload:

Are accessible to students

|  |
| --- |
|  |

Have sufficient time to advise students (if required)

|  |
| --- |
|  |

Have sufficient time to pursue scholarly and creative activities, and participate in faculty governance and other activities that are consistent with the expectations of the sponsoring institution.

|  |
| --- |
|  |

Describe the processes that the program uses to ensure that tenure-eligible faculty have the opportunity to meet the criteria for tenure of the sponsoring institution.

|  |
| --- |
|  |

Describe the processes that the program uses to ensure that faculty who are eligible for continuing their employment have the opportunity to meet the criteria for continued employment of the sponsoring institution

|  |
| --- |
|  |

Describe the processes that the program uses to ensure that faculty will have the opportunity to participate in other activities consistent with institutional expectations.

|  |
| --- |
|  |

* 1. **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.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding faculty qualifications.

|  |
| --- |
|  |

Using the format for faculty vitae in **Appendix III Vita Outline**, provide the requested information for each new member of the faculty and instructional staff of the entry-level graduate program (residential, distance education and/or satellite components as applicable) who are employed by the university since the program’s last candidacy report (this does not include external supervisors). Vita must not exceed three pages per person and should include publications, presentations, grants awarded, activities related to clinical service delivery, clinical supervision experiences, professional development and professionally related service activities for the past five years only.

If the information provided in the Appendix II – Faculty Vita **does not** demonstrate that the majority of academic content is taught by doctoral faculty who hold a PhD or EdD degree, provide rationale.

|  |
| --- |
|  |

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

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding faculty continuing competence.

|  |
| --- |
|  |

**2.0 Faculty**

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

**If you answered “Yes, 50% or more” to questions in the Program Component (Delivery Modality) Section, the program must provide responses to the following questions. (*If the program of study is not offered through distance education and/or a satellite/branch campus, this section may be deleted.)***

For the distance education and/or satellite component, discuss any changes that have occurred to overall faculty sufficiency, faculty sufficiency related to institutional expectations, faculty qualifications and faculty continuing competence as specified in the 2017 Standards (2.1 – 2.4).

Distance Education:

|  |
| --- |
|  |

Satellite/Branch campus:

|  |
| --- |
|  |

Provide an estimate of expected student enrollment in the distance education or satellite component for the first and subsequent academic years. (2.1)

Distance Education:

|  |  |
| --- | --- |
|  | Number of students |
| First academic year |  |
| Second academic year |  |
| Third academic year |  |
| Estimated increase/decrease (percent) |  |

Satellite:

|  |  |
| --- | --- |
|  | Number of students |
| First academic year |  |
| Second academic year |  |
| Third academic year |  |
| Estimated increase/decrease (percent) |  |

Explain how the program will monitor and evaluate any increase or decrease in enrollment for the distance education and/or satellite component after the first academic year. (2.1)

Distance Education:

|  |
| --- |
|  |

Satellite:

|  |
| --- |
|  |

Describe the faculty responsibilities for the distance and/or satellite component, and indicate how the responsibilities for the distance education component affect those for the residential component – including teaching load, research time, and the ability to participate in faculty governance. (2.2)

Distance Education:

|  |
| --- |
|  |

Satellite:

|  |
| --- |
|  |

***[End distance education and/or satellite section for Standard 2.0]***

**Documentation of Compliance with Accreditation Standards**

**3.0A Curriculum (Audiology)**

**Residential Program (only)**

**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.**

**3.1.1A Professional Practice Competencies**

**3.1.2A Foundations of Audiology Practice**

**3.1.3A Identification and prevention of hearing loss, tinnitus and vestibular disorders**

**3.1.4A Assessment of the structure and function of the auditory and vestibular systems**

**3.1.5A Assessment of the impact of changes in the structure and function of the auditory and vestibular systems**

**3.1.6A 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**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding overall curriculum sufficiency.

|  |
| --- |
|  |

Identify state and national credentials the program is preparing its graduates for, as it relates to the program’s purpose and goals (check all that apply).

|  |  |
| --- | --- |
|  | ASHA Certificate of Clinical Competence |
|  | State licensure |
|  | State teacher certification |
|  | Other certification (specify): |

How are credit hours offered at the institution?

|  |  |
| --- | --- |
|  | Quarter |
|  | Semester |
|  | Other (specify): |

Based on full time enrollment, indicate the minimum academic and clinical requirements for the audiology degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree.

|  |  |
| --- | --- |
| **Requirements for Audiology** | **credits** |
| Minimum *required* academic credits |  |
| Minimum *elective* academic credits |  |
| Minimum *required* practicum/clinical credits |  |
| Minimum *elective* practicum/clinical credits |  |
| Minimum *required* research (include dissertation and/or research credits, if applicable) |  |
| Minimum *elective* research (include dissertation and/or research credits, if applicable) |  |
| Other (specify): |  |
| **TOTAL** |  |

Provide the URL for the audiology graduate program official course descriptions/offerings.

|  |
| --- |
|  |

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

|  |
| --- |
|  |

Describe how the professional practice competencies are infused throughout the curriculum.

|  |
| --- |
|  |

Describe how the professional practice competencies are demonstrated, assessed, and measured, including interprofessional education and supervision.

|  |
| --- |
|  |

Describe how the audiology program guides students to assess the effectiveness of their clinical services.

|  |
| --- |
|  |

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

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

Complete **Appendix IV-A, Audiology Curriculum Offerings and Course Characteristics,** listing each section of all courses offered by the graduate program for the full length of the graduate program. For each section of a course, the program must indicate the following.

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

Complete **Appendix V-A: Documentation of Audiology Knowledge and Skills Within the Curriculum,**

**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.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding curriculum currency.

|  |
| --- |
|  |

Describe the curriculum planning process used by the program.

|  |
| --- |
|  |

Describe how the program uses literature and other guiding documents to facilitate curriculum planning.

|  |
| --- |
|  |

Describe the pedagogical approaches that the program uses to deliver the curriculum.

|  |
| --- |
|  |

Describe the mechanisms and schedule that the program uses to review and update the academic and clinical curriculum to reflect current knowledge, skills, technology, and scope of practice.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding the sequence of learning.

|  |
| --- |
|  |

Describe how the program organizes and sequences the courses and clinical experiences to allow integration across all elements of the curriculum.

|  |
| --- |
|  |

Provide 2 examples of sequential and integrated learning opportunities.

|  |
| --- |
|  |

Describe how the organization, sequential nature, and opportunities for integration allow each student to meet the program’s established learning goals and objectives.

|  |
| --- |
|  |

If students were assigned to a clinical experience before or concurrent with appropriate coursework, how did the program evaluate the adequacy and effectiveness of the activities it used to ensure that the student was appropriately prepared for clinical experience?

|  |
| --- |
|  |

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

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding the diversity reflected in the curriculum.

|  |
| --- |
|  |

Describe how and where issues of diversity are addressed across the curriculum.

|  |
| --- |
|  |

Describe how students obtain clinical experience with diverse populations.

|  |
| --- |
|  |

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding scientific and research foundations in the program.

|  |
| --- |
|  |

Describe the methods that the program uses to ensure that all students have opportunities to become knowledgeable consumers of research literature.

|  |
| --- |
|  |

Describe the methods that the program uses to ensure that there are opportunities for each student to become knowledgeable about the fundamentals of evidence-based practice.

|  |
| --- |
|  |

Describe methods that the program uses to ensure that there are opportunities for each student to apply the scientific bases and research principles to clinical populations in support of evidence-based practice.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding clinical settings and populations.

|  |
| --- |
|  |

Describe the methods used to ensure that the plan of clinical education for each student includes the following:

Experiences that represent the breadth and depth of audiology clinical practice

|  |
| --- |
|  |

Opportunities to work with individuals across the life span and the continuum of care

|  |
| --- |
|  |

Opportunities to work with individuals from culturally and linguistically diverse backgrounds

|  |
| --- |
|  |

Experiences with individuals who express various types and severities of changes in structure and function of the auditory and vestibular systems and related disorders

|  |
| --- |
|  |

Opportunities to obtain experiences with appropriate equipment and resources

|  |
| --- |
|  |

Exposure to the business aspects of the practice of audiology (e.g., reimbursement requirements, insurance and billing procedures, scheduling)

|  |
| --- |
|  |

**Appendix VI-A: (Audiology)** – Provide information about the size and diversity of individuals are served and the clinical populations available in the facilities where students are placed. Provide information for each graduate clinical education site (where agreements are in place) that are used by the program, including any on-campus facilities.

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding student clinical education.

|  |
| --- |
|  |

Provide the policies and procedures that describe how the manner and amount of supervision are determined, are adjusted to reflect the competence of each student, and allow each student to acquire the independence to enter independent professional practice.

|  |
| --- |
|  |

Describe how clinical practicum will be offered and how supervision of practicum will be managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, and so forth.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding client welfare.

|  |
| --- |
|  |

Describe policies and procedures that the program uses to ensure that the amount of supervision provided to each student is adjusted so that the specific needs are met for each individual who is receiving services.

|  |
| --- |
|  |

Describe how consultation between the student and the clinical educator occur in the planning and provision of services.

|  |
| --- |
|  |

Describe policies and procedures that ensure that the welfare of each individual who is served is protected.

|  |
| --- |
|  |

Provide policies and procedures describing how the care that is delivered by the student and clinical educator team is in accordance with recognized standards of ethical practice and relevant state and federal regulations.

|  |
| --- |
|  |

Describe where the codes of ethics will be available in the relevant published materials provided by the program.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding external placements.

|  |
| --- |
|  |

Describe how written agreements or statements of intent to accept students are established and maintained, once agreements are established with all active external facilities in which students will be placed for clinical practicum experiences.

|  |
| --- |
|  |

Describe policies regarding the role of students in the selection of externship sites and the placement of students in the sites.

|  |
| --- |
|  |

Describe policies and procedures that the program uses to select and place students in external facilities.

|  |
| --- |
|  |

Describe policies and procedures that demonstrate due diligence to ensure that each external facility has the clinical population and personnel to meet the educational needs of each student assigned to that site.

|  |
| --- |
|  |

Describe the processes that the program uses to evaluate the effectiveness of the educational opportunities provided at each active site.

|  |
| --- |
|  |

Describe the processes that the program uses to ensure monitoring of the clinical education in external facilities.

|  |
| --- |
|  |

Describe the process that the program uses to verify that the educational objectives of each active site are met.

|  |
| --- |
|  |

Describe the procedures that the program uses to ensure that written agreements between the external site and the program are signed before students are placed.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding student conduct.

|  |
| --- |
|  |

Describe the program’s policies and procedures that are pertinent to expectations of student academic and clinical integrity and conduct and how the program will ensure that students will know about these expectations.

|  |
| --- |
|  |

Describe how the program ensures that students know the expectations regarding their application of the highest level of academic and clinical integrity during all aspects of their education (e.g. written policies and procedures that are pertinent to expectations of student academic and clinical conduct) and that these expectations are consistently applied.

|  |
| --- |
|  |

Describe policies and procedures that the program uses to address violations of expectations regarding academic and clinical conduct.

|  |
| --- |
|  |

Describe the process that the program uses to address violations of expectations regarding academic and clinical conduct.

|  |
| --- |
|  |

**3.0 Curriculum (Audiology)**

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

**If you answered “Yes, 50% or more” to questions in the Program Component (Delivery Modality) Section, the program must provide responses to the following questions. (*If the program of study is not offered through distance education and/or a satellite/branch campus, this section may be deleted.)***

For the distance education and/or satellite component, discuss any changes that have occurred to the overall curriculum sufficiency, curriculum currency, sequence of learning, diversity reflected in the curriculum, scientific and research foundations, clinical settings and populations, student clinical education, client welfare, external placements, and student conduct as specified in 2017 Standards (3.1A – 3.10A).

Distance Education (Audiology):

|  |
| --- |
|  |

Satellite/Branch campus (Audiology):

|  |
| --- |
|  |

Describe how the courses offered by distance education and/or satellite component are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc. (3.1A)

Distance Education (Audiology):

|  |
| --- |
|  |

Satellite/Branch campus (Audiology):

|  |
| --- |
|  |

Provide the typical course sequence for the program of study for the distance education and/or satellite component. Describe any exceptions to the typical course sequence. (3.3A)

Distance Education (Audiology):

|  |
| --- |
|  |

Satellite/Branch campus (Audiology):

|  |
| --- |
|  |

For the distance education and/or satellite component, describe any differences in the expected sequence of courses and clinical experiences that result from different tracks. (3.3A)

Distance Education (Audiology):

|  |
| --- |
|  |

Satellite/Branch campus (Audiology):

|  |
| --- |
|  |

How does the program ensure that each student is exposed to a variety of clinical settings, client/patient populations, and age groups for the distance education and/or satellite component? (3.6A)

Distance Education (Audiology):

|  |
| --- |
|  |

Satellite/Branch campus (Audiology):

|  |
| --- |
|  |

For the distance education and/or satellite component, describe how clinical practicum is offered and how supervision of practicum is managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc. (Std. 3.7A)

Distance Education

|  |
| --- |
|  |

Satellite/Branch Campus

|  |
| --- |
|  |

For the distance education/satellite component, what indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the profession? (3.7A)

Distance Education:

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

Satellite/Branch Campus:

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

For the distance education and/or satellite component, what indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the professions? (3.7A)

Distance Education

|  |
| --- |
|  |

Satellite/Branch Campus

|  |
| --- |
|  |

For the distance education and/or satellite component, how does the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (3.7A)

Distance Education

|  |
| --- |
|  |

Satellite/Branch Campus

|  |
| --- |
|  |

For the distance education and/or satellite component, how do students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (3.7A)

Distance Education

|  |
| --- |
|  |

Satellite/Branch Campus

|  |
| --- |
|  |

For the distance education and/or satellite component, how does the program inform students regarding ethics, legal and safety issues and procedures? (3.8A)

Distance Education

|  |
| --- |
|  |

Satellite/Branch Campus

|  |
| --- |
|  |

Who is responsible for monitoring agreements with external facilities used for the distance education and/or satellite component? (Select all that apply.) (Std. 3.9A)

Distance Education:

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

Satellite/Branch Campus:

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

Who is responsible for coordinating clinical education placements for the distance education and/or satellite component? (Select all that apply.) (Std. 3.9A)

Distance Education:

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

Satellite/Branch Campus:

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

How does the program monitor clinical educational placements for the distance education and/or satellite component? (Select all that apply.) (Std. 3.9A)

Distance Education:

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

Satellite/Branch Campus:

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

***[End distance education and/or satellite section for Standard 3.0A (Audiology)]***

**Documentation of Compliance with Accreditation Standards**

**3.0B Curriculum (Speech-Language Pathology)**

**Residential Program (only)**

**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 enable the student 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 independent professional practice in speech-language pathology.**

**3.1.1B Professional Practice Competencies**

**3.1.2B Foundations of Speech-Language Pathology Practice**

**3.1.3B Identification and Prevention of Speech-Language, and Swallowing Disorders and Differences**

**3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences**

**3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms**

**3.1.6B General Knowledge and Skills Applicable to Professional Practice**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding overall curriculum sufficiency.

|  |
| --- |
|  |

Identify state and national credentials the program is preparing its graduates for, as it relates to the program’s purpose and goals (check all that apply).

|  |  |
| --- | --- |
|  | ASHA Certificate of Clinical Competence |
|  | State licensure |
|  | State teacher certification |
|  | Other certification (specify): |

How are credit hours offered at the institution?

|  |  |
| --- | --- |
|  | Quarter |
|  | Semester |
|  | Other (specify): |

Based on full time enrollment, indicate the minimum academic and clinical requirements for the Speech-Language Pathology degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree.

|  |  |
| --- | --- |
| **Requirements for Speech-Language Pathology** | **credits** |
| Minimum *required* academic credits |  |
| Minimum *elective* academic credits |  |
| Minimum *required* practicum/clinical credits |  |
| Minimum *elective* practicum/clinical credits |  |
| Minimum *required* research (include dissertation and/or research credits, if applicable) |  |
| Minimum *elective* research (include dissertation and/or research credits, if applicable) |  |
| Other (specify): |  |
| **TOTAL** |  |

Provide the URL for the official course descriptions/offerings to the speech-language pathology graduate program.

|  |
| --- |
|  |

Describe the process for verifying the successful achievement of the minimum clinical experience required for each student in the speech-language pathology graduate program of study.

|  |
| --- |
|  |

Describe how the professional practice competencies are infused throughout the curriculum.

|  |
| --- |
|  |

Describe how the professional practice competencies are demonstrated, assessed, and measured, including interprofessional education and supervision.

|  |
| --- |
|  |

Describe how the speech-language pathology program guides students to assess the effectiveness of their clinical services.

|  |
| --- |
|  |

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

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

Complete **Appendix IV-B, Speech-Language Pathology Curriculum Offerings and Course Characteristics,** listing each section of all courses offered by the graduate program for the full length of the graduate program. For each section of a course, the program must indicate the following.

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

Complete **Appendix V-B: Documentation of Speech-Language Pathology Knowledge and Skills Within the Curriculum,**

**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.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding curriculum currency.

|  |
| --- |
|  |

Describe the curriculum planning process used by the program.

|  |
| --- |
|  |

Describe how the program uses literature and other guiding documents to facilitate curriculum planning.

|  |
| --- |
|  |

Describe the pedagogical approaches that the program will use to deliver the curriculum.

|  |
| --- |
|  |

Describe the mechanisms and schedule that the program uses to review and update the academic and clinical curriculum to reflect current knowledge, skills, technology, and scope of practice.

|  |
| --- |
|  |

**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 an independent, competent speech-language pathologist.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding the sequence of learning.

|  |
| --- |
|  |

Describe how the program organizes and sequences the courses and clinical experiences to allow integration across all elements of the curriculum.

|  |
| --- |
|  |

Provide 2 examples of sequential and integrated learning opportunities.

|  |
| --- |
|  |

Describe how the organization, sequential nature, and opportunities for integration allow each student to meet the program’s established learning goals and objectives.

|  |
| --- |
|  |

If students were assigned to a clinical experience before or concurrent with appropriate coursework, how did the program evaluate the adequacy and effectiveness of the activities it used to ensure that the student was appropriately prepared for clinical experience?

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply.):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding the diversity reflected in the curriculum.

|  |
| --- |
|  |

Describe how and where issues of diversity will be addressed across the curriculum.

|  |
| --- |
|  |

Describe how students will obtain clinical experience with diverse populations.

|  |
| --- |
|  |

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding the evidence of scientific and research foundations in the program.

|  |
| --- |
|  |

Describe the methods that the program uses to ensure that all students have opportunities to become knowledgeable consumers of research literature.

|  |
| --- |
|  |

Describe the methods that the program uses to ensure that there are opportunities for each student to become knowledgeable about the fundamentals of evidence-based practice.

|  |
| --- |
|  |

Describe methods that the program uses to ensure that there are opportunities for each student to apply the scientific bases and research principles to clinical populations in support of evidence-based practice.

|  |
| --- |
|  |

**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. 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 speech-language pathology.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding clinical settings and populations.

|  |
| --- |
|  |

Describe the methods used to ensure that the plan of clinical education for each student includes the following:

Experiences that represent the breadth and depth of speech-language pathology clinical practice

|  |
| --- |
|  |

Opportunities to work with individuals across the life span and the continuum of care

|  |
| --- |
|  |

Opportunities to work with individuals from culturally and linguistically diverse backgrounds

|  |
| --- |
|  |

Experiences with individuals who express various types of severities of changes in structure and function of speech and swallowing mechanisms

|  |
| --- |
|  |

Exposure to the business aspects of the practice of speech-language pathology and swallowing (e.g., reimbursement requirements, insurance and billing procedures, scheduling)

|  |
| --- |
|  |

**Appendix VI-B: (Speech-Language Pathology)** – Provide information about the size and diversity of individuals who are served and the clinical populations available in the facilities where students are placed. Provide information for each graduate clinical education site (where agreements are in place) that will be used by the program, including any on-campus facilities.

**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 independent professional practice. The type and structure of the clinical education are commensurate with the development of knowledge and skills of each student.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding student clinical education.

|  |
| --- |
|  |

Provide the policies and procedures that describe how the manner and amount of supervision are determined, are adjusted to reflect the competence of each student and that will allow each student to acquire the independence to enter independent professional practice.

|  |
| --- |
|  |

Describe how clinical practicum will be offered and how supervision of practicum will be managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, and so forth.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding client welfare.

|  |
| --- |
|  |

Describe policies and procedures that the program uses to ensure that the amount of supervision provided to each student is adjusted so that the specific needs are met for each individual who is receiving services.

|  |
| --- |
|  |

Describe how consultation between the student and the clinical educator occur in the planning and provision of services.

|  |
| --- |
|  |

Describe policies and procedures that ensures that the welfare of each individual who is served is protected.

|  |
| --- |
|  |

Provide policies and procedures describing how the care that is delivered by the student and clinical educator team is in accordance with recognized standards of ethical practice and relevant state and federal regulations.

|  |
| --- |
|  |

Describe where the codes of ethics will be available in the relevant published materials provided by the program.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding external placements.

|  |
| --- |
|  |

Describe how written agreements or statements of intent to accept students are established and maintained, once agreements are established with all active external facilities in which students will be placed for clinical practicum experiences.

|  |
| --- |
|  |

Describe policies regarding (a) the role of students in the selection of externship sites and (b) the placement of students in the sites.

|  |
| --- |
|  |

Describe policies and procedures that the program uses to select and place students in external facilities.

|  |
| --- |
|  |

Describe policies and procedures that demonstrate due diligence to ensure that each external facility has the clinical population and personnel to meet the educational needs of each student assigned to that site.

|  |
| --- |
|  |

Describe the processes that the program uses to evaluate the effectiveness of the educational opportunities provided at each active site.

|  |
| --- |
|  |

Describe the processes that the program uses to ensure monitoring of the clinical education in external facilities.

|  |
| --- |
|  |

Describe the process that the program uses to verify that the educational objectives of each active site are met.

|  |
| --- |
|  |

Describe the procedures that the program uses to ensure that written agreements between the external site and the program are signed before students are placed.

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below. |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding student conduct.

|  |
| --- |
|  |

Describe the program’s policies and procedures that are pertinent to expectations of student academic and clinical integrity and conduct and how the program will ensure that students will know about these expectations.

|  |
| --- |
|  |

Describe how the program ensures that students know the expectations regarding their application of the highest level of academic and clinical integrity during all aspects of their education (e.g. written policies and procedures that are pertinent to expectations of student academic and clinical conduct) and that these expectations are consistently applied.

|  |
| --- |
|  |

Describe policies and procedures that the program will use to address violations of expectations regarding academic and clinical conduct.

|  |
| --- |
|  |

**3.0 Curriculum (Speech-Language Pathology)**

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

**If you answered “Yes, 50% or more” to questions in the Program Component (Delivery Modality) section, the program must provide responses to the following questions. (*If the program of study is not offered through distance education and/or a satellite/branch campus, this section may be deleted.)***

For the distance education and/or satellite component, discuss any changes that have occurred to the overall curriculum sufficiency, curriculum currency, sequence of learning, diversity reflected in the curriculum, scientific and research foundations, clinical settings and populations, student clinical education, client welfare, external placements, and student conduct as specified in 2017 Standards (3.1B – 3.10B).

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch campus (Speech-Language Pathology):

|  |
| --- |
|  |

Describe how the courses offered by distance education and/or satellite component are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc. (3.1B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch campus (Speech-Language Pathology):

|  |
| --- |
|  |

Provide the typical course sequence for the program of study for the distance education and/or satellite component. Describe any exceptions to the typical course sequence. (3.3B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch campus (Speech-Language Pathology):

|  |
| --- |
|  |

For the distance education and/or satellite component, describe any differences in the expected sequence of courses and clinical experiences that result from different tracks. (3.3B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch campus (Speech-Language Pathology):

|  |
| --- |
|  |

How does the program ensure that each student is exposed to a variety of clinical settings, client/patient populations, and age groups for the distance education and/or satellite component? (3.6B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch campus (Speech-Language Pathology):

|  |
| --- |
|  |

For the distance education and/or satellite component, describe how clinical practicum is offered and how supervision of practicum is managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc. (Std. 3.7B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch Campus (Speech-Language Pathology):

|  |
| --- |
|  |

For the distance education/satellite component, what indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the profession? (3.7B)

Distance Education:

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

Satellite/Branch Campus:

|  |  |
| --- | --- |
|  | Accessibility to students |
|  | Appropriate state credentials for clinical practice |
|  | Appropriate national credentials for clinical practice |
|  | Clinical practice setting |
|  | Demonstrated abilities in the supervisory processes |
|  | Educational experience (including post-graduate continuing education activities) |
|  | Mastery and expertise in the clinical area supervised |
|  | Previous supervisory experience |
|  | Previous student evaluations |

|  |  |
| --- | --- |
|  | Recommendations or referrals from other professionals |
|  | Specialized training in supervision |
|  | Other (specify): |

For the distance education and/or satellite component, what indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the professions? (3.7B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch Campus (Speech-Language Pathology):

|  |
| --- |
|  |

For the distance education and/or satellite component, how does the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (3.7B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch Campus (Speech-Language Pathology):

|  |
| --- |
|  |

For the distance education and/or satellite component, how do students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (3.7B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch Campus (Speech-Language Pathology):

|  |
| --- |
|  |

For the distance education and/or satellite component, how does the program inform students regarding ethics, legal and safety issues and procedures? (3.8B)

Distance Education (Speech-Language Pathology):

|  |
| --- |
|  |

Satellite/Branch Campus (Speech-Language Pathology):

|  |
| --- |
|  |

Who is responsible for monitoring agreements with external facilities used for the distance education and/or satellite component? (Select all that apply.) (Std. 3.9B)

Distance Education:

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

Satellite/Branch Campus:

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

Who is responsible for coordinating clinical education placements for the distance education and/or satellite component? (Select all that apply.) (Std. 3.9B)

Distance Education:

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

Satellite/Branch Campus:

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

How does the program monitor clinical educational placements for the distance education and/or satellite component? (Select all that apply.) (Std. 3.9B)

Distance Education:

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

Satellite/Branch Campus:

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

***[End distance education and/or satellite section for Standard 3.0B (Speech-language Pathology]***

**Documentation of Compliance with Accreditation Standards**

**4.0 Students**

**Residential Program (only)**

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding admission criteria.

|  |
| --- |
|  |

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding student adaptations.

|  |
| --- |
|  |

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding student intervention.

|  |
| --- |
|  |

Describe the program’s policies and procedures for identifying students who need intervention in order to meet program expectations for the acquisition of knowledge and skills in all aspects (academic and clinical) of the curriculum.

Academic aspects of the program:

|  |
| --- |
|  |

Clinical aspects of the program:

|  |
| --- |
|  |

**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding student information.

|  |
| --- |
|  |

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

|  |  |  |
| --- | --- | --- |
|  | Academic advising |  |
|  | Coursework |  |
|  | Handouts |  |
|  | Posting on bulletin board |  |
|  | Student orientation meetings |  |
|  | Student handbooks |  |
|  | Website (provide URL): |  |
|  | Other (specify): | |

How are students informed about expectations regarding academic integrity and honesty? (Select all that apply.)

|  |  |  |
| --- | --- | --- |
|  | Academic advising |  |
|  | Coursework |  |
|  | Handouts |  |
|  | Posting on bulletin board |  |
|  | Student orientation meetings |  |
|  | Student handbooks |  |
|  | Website (provide URL): |  |
|  | Other (specify): | |

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

|  |  |  |
| --- | --- | --- |
|  | Academic advising |  |
|  | Coursework |  |
|  | Handouts |  |
|  | Posting on bulletin board |  |
|  | Student orientation meetings |  |
|  | Student handbooks |  |
|  | Web site (provide URL): |  |
|  | Other (specify): | |

How are students informed about ethical practice? (Select all that apply.)

|  |  |  |
| --- | --- | --- |
|  | Academic advising |  |
|  | Coursework |  |
|  | Handouts |  |
|  | Posting on bulletin board |  |
|  | Student orientation meetings |  |
|  | Student handbooks |  |
|  | Web site (provide URL): |  |
|  | Other (specify): | |

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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|  |

Discuss any changes and improvements regarding student complaints.

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Describe how the program conveys to students the process and mechanism required to file a complaint against the program and the institution.

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Describe how the program will inform students of the process and mechanism required to contact the CAA to file a complaint regarding the program’s compliance with accreditation standards.

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Describe how the program will review complaints to assess their impact on compliance with accreditation standards.

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Describe how the program will protect the privacy of student information when handling student complaints.

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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|  |

Discuss any changes and improvements regarding student advising.

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Describe the mechanism that the program uses to document the timely and continuing advisement that pertains to students’ academic and clinical progress.

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Describe the process that the program uses to identify students who may not meet program requirements, including those related to language proficiency.

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Describe the processes that the program uses to document concerns about a student’s performance in meeting all program requirements and to ensure that those concerns are addressed with the student.

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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|  |

Discuss any changes and improvements regarding student progress documentation.

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Describe the process for development and maintenance of documentation of each student’s records for the entire time of their matriculation in the program.

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Describe the mechanisms that the program uses to ensure proper documentation and tracking of (a) student progress toward meeting the academic, clinical, and other requirements for the degree, and (b) the credentials for which the program is preparing students.

|  |
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|  |

**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).**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding availability of student records.

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Describe the processes that the program uses to provide access to student records that are requested by current students and by program graduates.

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Describe the processes that the program uses to provide access to student records that are requested by those who attended the program but did not graduate.

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Describe the institution’s policy for retention of student records.

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Describe the program’s policy for retention of student records.

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Explain the rationale for any differences between the institutional policy and the program policy for retention of student records.

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding student support services.

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Describe the mechanism by which students are informed about the full range of student support services available at the sponsoring institution.

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**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding verification of student identity for distance education.

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*If your program offers coursework using distance education technology, please respond to the following:*

Describe the program’s policies and procedures for verifying that a student who registers for a distance education course or program is the same student who will participate in, and complete the course or program and receive the academic credit. *Note: If the institution does not have specific policies, the program must develop and implement its own policies for this purpose*.

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Describe the program’s policy for notifying students, upon enrollment, of any fees associated with verification of student identity or distance education.

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

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**4.0 Students**

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

**If you answered “Yes, 50% or more” to questions in the Program Component (Delivery Modality) Section, the program must provide responses to the following questions. (*If the program of study is not offered through distance education and/or a satellite/branch campus, this section may be deleted.)***

For the distance education and/or satellite component, discuss any changes that have occurred to student information, admission criteria, student adaptations, student intervention, student information, student complaints, student advising, student progress documentation, availability of student records, student support services, and verification of student identity for distance education as specified in 2017 Standards (4.1 – 4.10).

Distance Education:

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Satellite/Branch Campus:

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Describe the admission requirements for the distance education and/or satellite component. If these requirements are different from those for the residential component, please discuss the rationale for the differing requirements. (4.1)

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Explain how students are evaluated to ensure that they have the skills and competencies to perform in a distance learning and/or satellite environment. (Std. 4.2)

Distance Education:

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Satellite/Branch Campus:

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|  |

Describe how adaptations are made to accommodate individual differences in the distance learning and satellite environments. (Std. 4.2)

Distance Education:

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| --- |
|  |

Satellite/Branch Campus:

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| --- |
|  |

Describe how the program will protect privacy of student information when handling complaints from students enrolled in the distance education/satellite components. (4.6)

Distance Education:

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Satellite/Branch Campus:

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Describe how student advisement occurs for students in the distance education and/or satellite components, how this will affect advisor workload, and how students will have access to faculty. (Std. 4.6)

Distance Education:

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|  |

Satellite/Branch Campus:

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Describe how documentation of student progress toward the completion of the graduate degree and professional credentialing requirements will be readily available to current students and graduates of the distance education and/or satellite component. (4.8)

Distance Education:

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Satellite/Branch Campus:

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Describe how students in the distance education and/or satellite component will be informed about and have access to support services (e.g., advising, library resources, counseling for students with disabilities, etc.). (Std. 4.9)

Distance Education:

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Satellite/Branch Campus:

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***[End distance education and/or satellite section for Standard 4.0]***

**Documentation of Compliance with Accreditation Standards**

**5.0 Assessment**

**Residential Program (only)**

**5.1 The program regularly assesses student learning.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made - provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding assessment of student learning.

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Describe the processes that the program uses to assess acquisition of the expected knowledge and skills.

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made - provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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|  |

Discuss any changes and improvements regarding program assessment of students.

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Describe the assessment plan that the program uses to assess performance of students, including the timelines for administering the elements of the assessment plan.

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Describe the processes the program uses to assess the extent to which students meet the learning goals that are developed to address the acquisition of knowledge and skills, attributes, and abilities, including professionalism and professional behaviors.

|  |
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|  |

Describe the process the program uses to assess the extent to which students meet the learning goals that were developed to address the acquisition of knowledge and skills, attributes, and abilities, including professionalism and professional behaviors.

|  |
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Describe the use of the assessment measures to evaluate and enhance student progress and how the assessment measures are applied consistently and systematically.

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

Compliance with this standard is (Select all that apply):

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| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made - provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding ongoing program assessment.

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Describe the benchmarks or threshold that the program uses to evaluate program quality.

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Describe the processes by which the program will engage in systematic self-study.

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Describe the mechanisms that the program uses to evaluate each program component.

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Describe how the program will use the results of the assessment processes to improve the program.

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|  |

Indicate the evaluation mechanisms and schedule used to assess quality, currency, and effectiveness of the graduate program’s academic and clinical education.

|  |  |  |
| --- | --- | --- |
| **Student Assessment** | **Schedule/Frequency** | **No Assessment** |
| Course Evaluations |  |  |
| Evaluations of clinical supervisors |  |  |
| Evaluations of clinical sites |  |  |
| Student advisor group review |  |  |
| Student surveys |  |  |
| Other (specify) |  |  |

|  |  |  |
| --- | --- | --- |
| **Graduate/Alumni Assessment** | **Schedule/Frequency** | **No Assessment** |
| Alumni/graduate surveys |  |  |
| Exit interviews |  |  |
| Other (specify) |  |  |

|  |  |  |
| --- | --- | --- |
| **Program Assessment** | **Schedule/Frequency** | **No Assessment** |
| Advisory committee review |  |  |
| Curriculum review committee |  |  |
| Employer surveys |  |  |
| Supervisor/preceptor evaluations |  |  |
| Program annual reports |  |  |
| Program staff/faculty meetings & retreats |  |  |
| University reviews |  |  |
| Community member surveys |  |  |
| Surveys from individuals receiving services |  |  |
| Other (specify) |  |  |

Describe how the program will analyze the results of these assessments to assess quality, currency, and effectiveness of the graduate program’s academic and clinical education.

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Describe the processes the program uses to monitor the alignment between:

The stated mission, goals, and objectives and

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| --- |
|  |

The measured student learning outcomes

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Describe the mechanisms used to measure student achievement of each professional practice competency.

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

Compliance with this standard is (Select all that apply):

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| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made - provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding ongoing program improvement.

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Describe the procedures that the program follows to use the results of the ongoing programmatic assessments in planning and implementing program improvements that ensure continuous quality improvement.

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Describe the processes that the program uses to ensure that any program changes are consistent with the program’s stated mission, goals, and objectives.

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**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made - provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
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Discuss any changes and improvements regarding program completion rates.

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|  |

Describe the mechanisms that the program uses to keep records of the number of students enrolled on the first census day of the program.

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Describe the processes that the program uses to compare each student’s time to degree in light of the terms (consecutive or nonconsecutive) established by the program.

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Describe the mechanism that the program uses to keep records of the numbers of students who continue to graduation, take an approved leave of absence, and leave the program for academic, clinical, personal, or other reasons.

|  |
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Provide the published length of time (state in semester’s/quarters) for students to complete the residential program of study. If there is a different expectation for part-time, full-time, or different tracks, please describe.

|  |
| --- |
|  |

Provide the published length of time (state in semester’s/quarters) for students to complete the distance education program of study. If there is a different expectation for part-time, full-time, or different tracks, please describe.

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Provide the published length of time (state in semester’s/quarters) for students to complete the satellite/branch campus program of study. If there is a different expectation for part-time, full-time or different tracks, please describe.

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Provide the program completion rate for graduation cohorts in the program for the most recently completed academic years.

If the program does not yet have graduate completion rates to report, please check here.

**Audiology**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Period | # completed program within expected time frame | | | # completed later than expected time frame | | | # not completing | | |
|  | Re | DE | S | Re | DE | S | Re | DE | S |
| Prior year |  |  |  |  |  |  |  |  |  |
| 2 years prior |  |  |  |  |  |  |  |  |  |
| 3 years prior |  |  |  |  |  |  |  |  |  |
| 3 year average (overall) |  | | | | | | | | |

**SLP**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Period | # completed program within expected time frame | | | # completed later than expected time frame | | | # not completing | | |
|  | Re | DE | S | Re | DE | S | Re | DE | S |
| Prior year |  |  |  |  |  |  |  |  |  |
| 2 years prior |  |  |  |  |  |  |  |  |  |
| 3 years prior |  |  |  |  |  |  |  |  |  |
| 3 year average (overall) |  | | | | | | | | |

If the 3-year average for program completion rate is below 80%, please describe the program’s plan for improving the results. Include in your description timelines for meeting the steps outlined in the plan.

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**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made - provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding *Praxis*® Examination pass rates.

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Describe the mechanisms that the program uses to determine the number of test-takers who take the *Praxis®* Subject Assessment exam each year.

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Describe the mechanism that the program uses to determine how many individuals who took the *Praxis®* Subject Assessment exam each year passed the exam in that year.

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Provide the number of test-takers who took and passed the Praxis examination for the three most recently completed years. Results must be reported only once for test-takers who took the exam multiple times in the same reporting period. Exclude individuals who graduated more than 3 years ago.

If the program does not yet have graduate *Praxis*® pass rates to report, please check here and skip this question.

**Audiology**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Period | # of graduates taking exam | | | # of graduates failed exam | | | Pass Rate (%) | | |
|  | Re | DE | S | Re | DE | S | Re | DE | S |
| Prior year |  |  |  |  |  |  |  |  |  |
| 2 years prior |  |  |  |  |  |  |  |  |  |
| 3 years prior |  |  |  |  |  |  |  |  |  |
| 3 year average (overall) |  | | | | | | | | |

**SLP**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Period | # of graduates taking exam | | | # of graduates failed exam | | | Pass Rate (%) | | |
|  | Re | DE | S | Re | DE | S | Re | DE | S |
| Prior year |  |  |  |  |  |  |  |  |  |
| 2 years prior |  |  |  |  |  |  |  |  |  |
| 3 years prior |  |  |  |  |  |  |  |  |  |
| 3 year average (overall) |  | | | | | | | | |

If the 3-year Praxis pass rate is below 80%, please describe the program’s plan for improving the results. Include in your description timelines for meeting the steps outlined in the plan.

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**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.**

Compliance with this standard is (Select all that apply):

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| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made - provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
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Discuss any changes and improvements regarding employment rates.

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Describe the mechanism that the program uses to determine the number of individuals who are employed in the CSD professions within 1 year of graduation

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Describe the mechanism that the program uses to determine the number of individuals who are pursuing further education in the CSD professions.

|  |
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|  |

Provide the number of graduates that are employed in the profession or pursuing further education in the profession within 1 year of graduation. Starting with students that graduated at least 1 year ago, provide 3 years worth of data.

If the program does not yet have employments rates to report, please check here and skip this question.

**Audiology**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic year** | **Employment Rate** | | | | | |
|  | **Residential** | | **Distance Education** | | **Satellite** | |
|  | # | % | # | % | # | % |
| Prior year |  |  |  |  |  |  |
| 2 years prior |  |  |  |  |  |  |
| 3 years prior |  |  |  |  |  |  |
| 3 year average (overall) |  | | | | | |

**SLP**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic year** | **Employment Rate** | | | | | |
|  | **Residential** | | **Distance Education** | | **Satellite** | |
|  | # | % | # | % | # | % |
| Prior year |  |  |  |  |  |  |
| 2 years prior |  |  |  |  |  |  |
| 3 years prior |  |  |  |  |  |  |
| 3 year average (overall) |  | | | | | |

If the 3-year average employment rate fell below 80%, describe the activities in which the program has engaged to improve the completion rate, and progress resulting from these activities.

|  |
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**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made - provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
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Discuss any changes and improvements regarding program improvement related to student outcomes.

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Describe the analysis processes that the program uses to evaluate the results of program completion rate, *Praxis® Subject Assessment* pass rate, and employment rate to facilitate continuous quality improvement.

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**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.**

Compliance with this standard is (Select all that apply):

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| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding evaluation of faculty.

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Describe how students have opportunity to evaluate the academic and clinical faculty on an ongoing and regular basis.

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Describe the processes, timelines, and safeguards of the evaluation procedures that the program has in place to ensure that processes for evaluation of faculty are fair.

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**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding faculty improvement.

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Describe the mechanisms that the program uses to assess how the faculty and staff evaluation processes result in continuous professional growth and development.

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Describe the mechanisms that the program uses to determine whether continuous professional development facilitates delivery of a high-quality program.

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

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Discuss any changes and improvements regarding effective leadership.

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**5.0 Assessment**

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

**If you answered “Yes, 50% or more” to questions in the Program Component (Delivery Modality) section, the program must provide responses to the following questions. (*If the program of study is not offered through distance education and/or a satellite/branch campus, this section may be deleted.)***

For the distance education and/or satellite component, discuss any changes that have occurred to assessment of student learning, program assessment of students, ongoing program assessment, ongoing program improvement, program completion rates, *Praxis®* Examination pass rates, employment rates, program improvement – student outcomes, evaluation of faculty, faculty improvement, and effective leadership as specified in the 2017 standards. (5.1 – 5.11).

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Describe how the program faculty and staff will evaluate the quality, currency, and effectiveness of the academic and clinical education offered through the distance education and/or satellite component. (5.2)

|  |
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|  |

Provide examples of how the program will use formative and summative assessments to evaluate students’ academic and clinical progress for students in the distance education and/or satellite component. (5.2)

**Distance Education:**

|  |  |
| --- | --- |
| Assessment | Example |
| Academic – Formative Assessment |  |
| Academic – Summative Assessment |  |
| Clinical – Formative Assessment |  |
| Clinical – Summative Assessment |  |

**Satellite/Branch Campus**:

|  |  |
| --- | --- |
| Assessment | Example |
| Academic – Formative Assessment |  |
| Academic – Summative Assessment |  |
| Clinical – Formative Assessment |  |
| Clinical – Summative Assessment |  |

For students in the distance education and/or satellite component, describe how multiple academic and clinical faculty members will be used to assess student progress. (5.2)

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|  |

Describe the procedures that the program uses for seeking *student* evaluation of academic and clinical education in the distance education and/or satellite component. (5.3)

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|  |

Describe the procedure that the program uses to seek *graduate* evaluation of academic and clinical education in the distance education and/or satellite component. (5.3)

|  |
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Describe the mechanism that the program uses to collect and monitor *Praxis* ® *Examination* pass rate data for test-takers from the distance education and/or satellite component. (5.6)

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|  |

***[End distance education and/or satellite section for Standard 5.0]***

**Documentation of Compliance with Accreditation Standards**

**6.0 Program Resources**

**Residential Program (only)**

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
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|  |

Discuss any changes and improvements regarding institutional financial support.

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|  |

Report the current year and prior year budget for the candidacy program in the table below. Calculate the percent increase or decrease from one year to the other.

**Audiology**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sources of support** | **Prior year** | **Current year** | **% increase or decrease** |
| Faculty/Staff Salaries |  |  |  |
| Supplies & Expenses (non-capital/non-salary expenses |  |  |  |
| Capital Equipment |  |  |  |
| Institutional Support Sub-Total |  |  |  |
| Grants/Contracts |  |  |  |
| Clinic Fees |  |  |  |
| Other Funding |  |  |  |
| Non-institutional Support Sub-Total |  |  |  |
| Total Budget |  |  |  |

If you included funding in the “Other Funding” line in the table above, describe the source(s) of funding.

|  |
| --- |
|  |

**SLP**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sources of support** | **Prior year (Amount in $)** | **Current year (Amount in $)** | **% increase or decrease** |
| Faculty/Staff Salaries |  |  |  |
| Supplies & Expenses (non-capital/non-salary expenses |  |  |  |
| Capital Equipment |  |  |  |
| Institutional Support Sub-Total |  |  |  |
| Grants/Contracts |  |  |  |
| Clinic Fees |  |  |  |
| Other Funding |  |  |  |
| Non-institutional Support Sub-Total |  |  |  |
| Total Budget |  |  |  |

If you included funding in the “Other Funding” line in the table above, describe the source(s) of funding.

|  |
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For variances in any budget category that differ from the previous academic year by 10% or more, explain the reasons and the impact of those differences.

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Describe the budgeting process for the program.

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Describe how the program determines that there is sufficient support for the specific areas of personnel, equipment, educational and clinical materials, and research.

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Identify any potential budget insufficiencies, and describe how these insufficiencies will affect the program in the near term and long term.

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If there are insufficiencies in the budget, describe how the program will address the impact of these insufficiencies on the program.

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If the program’s budget includes funds generated from activities outside the usual budgeting processes, describe the consistency of these funds and the portion of the budget that is accounted for by these funds. Describe the possible impact on program viability if these funds are not available.

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|  |

**6.2 The institution provides adequate support to the program so that its faculty and staff have the opportunities to maintain continuing competence.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding support for faculty continuing competence.

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Describe how the program provides sufficient support for the faculty and staff to maintain continuing competence.

|  |
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|  |

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

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
| --- |
|  |

Discuss any changes and improvements regarding physical facilities.

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Describe the processes the program uses – and the results of those processes – to determine the facility’s adequacy in delivering a high-quality program.

|  |
| --- |
|  |

Describe the processes the program uses – and the results of those processes -- to determine the facility’s adequacy in meeting contemporary standards of access and use.

|  |
| --- |
|  |

**6.4 The program’s equipment and educational and clinical materials are appropriate and sufficient to achieve the program’s mission and goals..**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
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Discuss any changes and improvements regarding program equipment and materials.

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|  |

Describe the processes the program uses to evaluate the quantity, quality, currency, and accessibility of the program’s materials and equipment to determine whether these processes are sufficient to meet the mission and goals of the program.

|  |
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|  |

Describe the mechanisms that the program uses to determine whether the equipment is in good working order and, where appropriate, whether the equipment meets standards established by the American National Standards Institute (ANSI) or other standards-setting bodies.

|  |
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**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
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|  |

Discuss any changes and improvements regarding technical infrastructure.

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Describe the processes that are used to evaluate the adequacy of the infrastructure to support the work of the program’s students, faculty, and staff.

|  |
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**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.**

Compliance with this standard is (Select all that apply):

|  |  |
| --- | --- |
|  | Planned |
|  | Initiated |
|  | Maintained |
|  | Changes/improvements have been made – provide details below |

List prior concerns noted by the CAA in your last candidacy report approval letter and describe, in detail, the actions taken to address those concerns.

|  |
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|  |

Discuss any changes and improvements regarding clerical and technical staff support.

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Describe the process the program uses to evaluate the adequacy of access to clerical and technical staff to support the work of the program’s students, faculty, and staff.

|  |
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|  |

**6.0 Program Resources**

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

**If you answered “Yes, 50% or more” to questions in the Program Component (Delivery Modality) section, the program must provide responses to the following questions. (*If the program of study is not offered through distance education and/or a satellite/branch campus, this section may be deleted.)***

For the distance education and/or satellite program, discuss any changes that have occurred to institutional financial support, support for faculty continuing competence, physical facilities, program equipment and materials, technical infrastructure, and clerical and technical staff support as specified in the 2017 standards. (6.1 – 6.6)

|  |
| --- |
|  |

Describe the impact of the distance education and/or satellite components on the existing residential component’s financial and other resources (e.g., personnel, space, equipment, materials, supplies) and how the program will ensure stability to ensure sustained quality of the overall program. (6.1)

**Distance Education:**

|  |
| --- |
| **Personnel:** |
| **Space:** |
| **Equipment:** |
| **Materials/Supplies:** |

**Satellite/Branch Campus:**

|  |
| --- |
| **Personnel:** |
| **Space:** |
| **Equipment:** |
| **Materials/Supplies:** |

If the program has a distance education component, describe training that will be provided to faculty about distance education technology and the unique requirements for such programs. (6.2)

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Describe how all (existing and planned) physical facilities are accessible, appropriate, safe, and sufficient to deliver the distance education and/or satellite component. (6.3)

|  |
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Describe how the (existing and planned) equipment and educational/clinical materials will be adequate and sufficient to provide high quality audio and video capabilities to deliver the distance education and/or satellite component. (6.4)

|  |
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|  |

For the distance education and/or satellite component, describe what mechanisms will be used to determine if equipment is in good working order, meets national standards, and calibrated, and who will be responsible for maintaining equipment records. (6.4)

|  |
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Describe the technical support services that are available and their appropriateness and adequacy for *faculty* who will participate in the distance education and/or satellite component. (6.5)

|  |
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|  |

Describe the technical support services that are available – and their appropriateness and adequacy for *students* who will participate in the distance education and/or satellite component. (6.5)

|  |
| --- |
|  |

***[End distance education and/or satellite section for Standard 6.0]***

**APPENDIX A: ANTICIPATED CHANGES**

Describe in detail any anticipated changes in the program for the upcoming reporting year. Examples of anticipated changes include but are not limited to significant building renovations; new degree track; faculty turnover; program closure/suspended admissions; etc. Include a discussion of the program’s plans for implementation of and timeframe for the changes.

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| --- |
|  |

*Please note*: As of January 1, 2020, CAA’s Policy on Substantive Changes does not permit candidacy programs to modify their program to add a satellite or branch campus, add distance education, or add a contractual arrangement with an entity that is not an institution of higher education during the candidacy term. Changes that require prior approval, e.g., offering 50% or more of the academic content via distanced education or at a satellite campus, may be requested at the time of applying for initial accreditation.

**APPENDIX I: SELF-EVALUATION OF COMPLIANCE**

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

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

For each response, note the page number in this report where corresponding information can be found. If the program is submitting a report for both professional areas, a separate self-evaluation compliance chart should be completed for each professional area.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Progress towards Compliance** | | |  |  | |
| **Standard** | **P** | **I** | **M** | **Page #** | **Needs Improvement (describe)** | |
| **1.0 Administrative Structure and Governance** |  |  |  |  |  | |
| 1.1 Regional Accreditation |  |  |  |  |  | |
| 1.2 Degree Granting Authority |  |  |  |  |  | |
| 1.3 Mission, Goals, and Objectives |  |  |  |  |  | |
| 1.4 Evaluation of Mission and Goals |  |  |  |  |  | |
| 1.5 Program Strategic Plan |  |  |  |  |  | |
| 1.6 Program Authority and Responsibility |  |  |  |  |  | |
| 1.7 Program Director |  |  |  |  |  | |
| 1.8 Equitable Treatment |  |  |  |  |  | |
| 1.9 Public Information |  |  |  |  |  | |
| **2.0 Faculty** |  |  |  |  |  | |
| 2.1 Faculty Sufficiency – Overall Program |  |  |  |  |  | |
| 2.2 Faculty Sufficiency – Institutional Expectations |  |  |  |  |  | |
| 2.3 Faculty Qualifications |  |  |  |  |  | |
| 2.4 Faculty Continuing Competence |  |  |  |  |  | |
| **3.0 Curriculum (Academic and Clinical)** |  |  |  |  |  | |
| 3.1 Overall Curriculum Sufficiency |  |  |  |  |  | |
| 3.2 Curriculum Currency |  |  |  |  |  | |
| 3.3 Sequence of Learning |  |  |  |  |  | |
| 3.4 Diversity Reflected in the Curriculum |  |  |  |  |  | |
| 3.5 Scientific and Research Foundations |  |  |  |  |  | |
| 3.6 Clinical Settings/Populations |  |  |  |  |  | |
| 3.7 Clinical Education - Students |  |  |  |  |  | |
| 3.8 Clinical Education – Client Welfare |  |  |  |  |  | |
| 3.8 External Placements |  |  |  |  |  | |
| 3.10 Student Conduct |  |  |  |  |  | |
| **4.0 Students** |  |  |  |  |  | |
| 4.1 Admission Criteria |  |  |  |  |  | |
| 4.2 Student Adaptations |  |  |  |  |  | |
| 4.3 Student Intervention |  |  |  |  |  | |
| 4.4 Student Information |  |  |  |  |  | |
| 4.5 Student Complaints |  |  |  |  |  | |
| 4.6 Student Advising |  |  |  |  |  | |
| 4.7 Student Progress Documentation |  |  |  |  |  | |
| 4.8 Availability of Student Records |  |  |  |  |  | |
| 4.9 Student Support Services |  |  |  |  |  | |
| 4.10 Verification of Student Identity for Distance Education |  |  |  |  |  | |
| **5.0 Assessment** |  |  |  |  |  | |
| 5.1 Assessment of Student Learning |  |  |  |  |  | |
| 5.2 Program Assessment of Students |  |  |  |  |  | |
| 5.3 Ongoing Program Assessment |  |  |  |  |  | |
| 5.4 Ongoing Program Improvement |  |  |  |  |  | |
| 5.5 Program Completion Rate |  |  |  |  |  | |
| 5.6 *Praxis*® Examination Pass Rate |  |  |  |  |  | |
| 5.7 Employment Rate |  |  |  |  |  | |
| 5.8 Program Improvement – Student Outcomes |  |  |  |  |  | |
| 5.9 Evaluation of Faculty |  |  |  |  |  | |
| 5.10 Faculty Improvement |  |  |  |  |  | |
| 5.11 Effective Leadership |  |  |  |  |  | |
| **6.0 Program Resources** |  |  |  |  |  | |
| 6.1 Institutional Financial Support |  |  |  |  |  | |
| 6.2 Support for Faculty Continuing Competence |  |  |  |  |  | |
| 6.3 Physical Facilities |  |  |  |  |  | |
| 6.4 Program Equipment and Materials |  |  |  |  |  | |
| 6.5 Technical Infrastructure |  |  |  |  |  | |
| 6.6 Clerical and Technical Staff Support |  |  |  |  |  | |
|  |  | | | | |
| Signature of Program Director |  | | | | |
| Print the Name & Title of the Program Director |  | | | | |

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

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

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

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

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

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

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

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

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

**APPENDIX III: VITA OUTLINE (*3-page maximum*)**

|  |  |
| --- | --- |
| Name: |  |

|  |  |
| --- | --- |
| Academic rank |  |

|  |  |
| --- | --- |
| Date Employed |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CCC Status (check all that apply) |  | SLP |  | Audiology |  | None |

Provide detailed licensing information (as appropriate) for this individual:

|  |
| --- |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tenure status: |  | Tenure track |  | Tenured | Date tenured: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Full-time in accredited program? |  | Yes |  | No |

Provide the following information regarding initial academic preparation:

|  |  |  |  |
| --- | --- | --- | --- |
| **Degree** | **Institution** | **Year** | **Major** |
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*Provide detailed information about contributions to the development of new knowledge pursuit of relevant continuing professional development, research activities, publications, and presentations during the past 5 years.*

List major areas of research interests:

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List publications, presentations completed:

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List grants submitted:

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List grants awarded:

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List activities related to clinical service delivery and describe how education, credentials, and experience qualify this individual to provide academic and/or clinical education in the program.

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List clinical supervision experience and describe how education, credentials and experience qualify this individual to provide academic and/or clinical education in the program.

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

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List professionally related service activities:

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List course assignments:

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**APPENDIX IV-A: CURRICULUM OFFERINGS AND COURSE CHARACTERISTICS – AUDIOLOGY**

Provide a complete listing of each section of all courses offered by the graduate program for the full length of the graduate program. For each section of a course, the program must indicate:

* Course and section number
* Course title
* Elective (E) or required (R)
* Graduate (G) or undergraduate (U) [[1]](#footnote-1)
* Number of credits (courses having mixed content should have credits appropriately divided)
* Component offered - residential program (Re), distance education (DE) and/or satellite (S) components
* Planned Term (season/year)
* Estimated number of students to enroll for the residential program (Re), distance education (DE) and/or satellite (S) components
* Instructor(s)

| **Course and section #** | **Course title** | **E/R** | **G/U** | **Credits** | **Component**  **(check)** | | | **Term** | **Estimated student enrollment** | | | **Instructor(s)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Re | DE | S |  | Re | DE | S |  |
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**APPENDIX IV-B: CURRICULUM OFFERINGS AND COURSE CHARACTERISTICS – SPEECH-LANGUAGE PATHOLOGY**

Provide a complete listing of each section of all courses offered by the graduate program for the full length of the graduate program. For each section of a course, the program must indicate:

* Course and section number
* Course title
* Elective (E) or required (R)
* Graduate (G) or undergraduate (U)[[2]](#footnote-2)
* Number of credits (courses having mixed content should have credits appropriately divided)
* Modality of course delivery - residential program (Re), distance education (DE) and/or satellite (S) components
* Planned Term (season/year)
* Estimated number of students to enroll for the residential program (Re), distance education (DE) and/or satellite (S) components
* Instructor(s)

| **Course and section #** | **Course title** | **E/R** | **G/U** | **Credits** | **Modality**  **(check)** | | | **Term** | **Estimated student enrollment** | | | **Instructor(s)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Re | DE | S |  | Re | DE | S |  |
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**APPENDIX V-A: DOCUMENTATION OF AUDIOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM**

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

|  | **Academic Course Title and #** | **Clinical Course Title and #** | **Practicum Experience**  **Title and #** | **Labs**  **Title and #**  **or Description** | **Research**  **Title and #**  **or Description** | **Other**  **Title and #**  **or Description** |
| --- | --- | --- | --- | --- | --- | --- |
| **PROFESSIONAL PRACTICE COMPETENCIES** |  |  |  |  |  |  |
| Accountability |  |  |  |  |  |  |
| Integrity |  |  |  |  |  |  |
| Effective Communication Skills |  |  |  |  |  |  |
| Clinical Reasoning |  |  |  |  |  |  |
| Evidence-Based Practice |  |  |  |  |  |  |
| Concern for Individuals Served |  |  |  |  |  |  |
| Cultural Competence |  |  |  |  |  |  |
| Professional Duty |  |  |  |  |  |  |
| Collaborative Practice |  |  |  |  |  |  |
| **FOUNDATIONS OF AUDIOLOGY PRACTICE** |  |  |  |  |  |  |
| Embryology, anatomy, and physiology of the auditory, vestibular, and related body systems |  |  |  |  |  |  |
| Normal aspects of auditory and vestibular function across the lifespan |  |  |  |  |  |  |
| Normal aspects of speech production and language function across the lifespan |  |  |  |  |  |  |
| Normal aspects of speech perception across the lifespan |  |  |  |  |  |  |
| Effects and role of genetics in auditory function, diagnosis, and management of hearing loss |  |  |  |  |  |  |
| Effects and role of genetics in vestibular function, diagnosis, and management of vestibular disorders |  |  |  |  |  |  |
| Effects of chemicals and other noxious elements on auditory and vestibular function |  |  |  |  |  |  |
| Effects of pathophysiology on the auditory, vestibular, and related body systems |  |  |  |  |  |  |
| Medical and surgical interventions that may be used to treat the results of pathophysiology in these systems |  |  |  |  |  |  |
| Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders |  |  |  |  |  |  |
| Effects of hearing loss on the speech and language characteristics of individuals across the life span and the continuum of care |  |  |  |  |  |  |
| Effects of hearing impairment on educational, vocational, social, and psychological function and, consequently, on full and active participation in life activities |  |  |  |  |  |  |
| Physical characteristics and measurement of simple and complex acoustic stimuli |  |  |  |  |  |  |
| Physical characteristics and measurement of non-acoustic stimuli (e.g., EEG, tactile, electrical signals) |  |  |  |  |  |  |
| Methods of biologic, acoustic, and electroacoustic calibration of clinical equipment to ensure compliance with current American National Standards Institute (ANSI) standards (where available) and other recommendations regarding equipment function |  |  |  |  |  |  |
| Principles of psychoacoustics as related to auditory perception in individuals with normal hearing and those with hearing loss |  |  |  |  |  |  |
| Principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application of research to clinical populations |  |  |  |  |  |  |
| **IDENTIFICATION AND PREVENTION OF HEARING LOSS, TINNITUS, AND VESTIBULAR DISORDERS** |  |  |  |  |  |  |
| The prevention of the onset of loss of auditory system function, loss of vestibular system function, development of tinnitus, and development of communication disorders |  |  |  |  |  |  |
| The use of protocols to minimize the impact of the loss of hearing, tinnitus, loss of vestibular system function, and development of communication disorders |  |  |  |  |  |  |
| The use of screening protocols, including clinically appropriate and culturally sensitive screening measures, to assess individuals who may be at risk for hearing impairment and activity limitation or participation restriction |  |  |  |  |  |  |
| The screening of individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures |  |  |  |  |  |  |
| The use of screening tools for functional assessment |  |  |  |  |  |  |
| Administering programs designed to reduce the effects of noise exposure, tinnitus, and agents that are toxic to the auditory and vestibular systems |  |  |  |  |  |  |
| Applying psychometrics and principles of screening |  |  |  |  |  |  |
| Applying the principles of evidence-based practice |  |  |  |  |  |  |
| Selection and use of outcomes measures that are valid and reliable indicators of success of prevention programs |  |  |  |  |  |  |
| **ASSESSMENT OF THE STRUCTURE AND FUNCTION OF THE AUDITORY AND VESTIBULAR SYSTEMS** |  |  |  |  |  |  |
| Evaluate information from appropriate sources to facilitate assessment planning |  |  |  |  |  |  |
| Obtain a case history |  |  |  |  |  |  |
| Perform an otoscopic examination |  |  |  |  |  |  |
| Remove cerumen, when appropriate |  |  |  |  |  |  |
| Administer clinically appropriate and culturally sensitive assessment measures |  |  |  |  |  |  |
| Perform audiologic assessment using behavioral, physiological (e.g., immittance, wideband reflectance, evoked potentials), psychophysical, and self-assessment tools |  |  |  |  |  |  |
| Perform audiologic assessment using techniques that are representative of the challenges listeners may face in everyday communication situations |  |  |  |  |  |  |
| Perform assessment to plan for rehabilitation |  |  |  |  |  |  |
| Perform assessment to characterize tinnitus |  |  |  |  |  |  |
| Perform balance system assessment and determine the need for balance rehabilitation |  |  |  |  |  |  |
| Document evaluation procedures and results |  |  |  |  |  |  |
| Interpret results of the evaluation to establish type and severity of disorder |  |  |  |  |  |  |
| Generate recommendations and referrals resulting from the evaluation processes |  |  |  |  |  |  |
| Provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served |  |  |  |  |  |  |
| Maintain records in a manner consistent with legal and professional standards |  |  |  |  |  |  |
| Communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s) |  |  |  |  |  |  |
| Engage in interprofessional practice to facilitate optimal assessment of the individual being served |  |  |  |  |  |  |
| Assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s) |  |  |  |  |  |  |
| Apply the principles of evidence-based practice |  |  |  |  |  |  |
| Select and use outcomes measures that are valid and reliable indicators of success in assessment protocols that are used |  |  |  |  |  |  |
| **ASSESSMENT OF THE IMPACT OF CHANGES IN THE STRUCTURE AND FUNCTION OF THE AUDITORY AND VESTIBULAR SYSTEMS** |  |  |  |  |  |  |
| Administer clinically appropriate and culturally sensitive self-assessment measures of communication function for individuals across the lifespan and the continuum of care |  |  |  |  |  |  |
| Administer clinically appropriate and culturally sensitive scales of communication function to communication partners of the individual being served |  |  |  |  |  |  |
| Administer clinically appropriate and culturally sensitive functional assessment tools for individuals across the lifespan and the continuum of care |  |  |  |  |  |  |
| Determine contextual factors that may facilitate or impede an individual’s participation in everyday life |  |  |  |  |  |  |
| Select and use outcomes measures that are valid and reliable indicators of success in determining the impact of changes in structure and function of the auditory and vestibular systems |  |  |  |  |  |  |
| **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** |  |  |  |  |  |  |
| Perform assessment for aural (re)habilitation |  |  |  |  |  |  |
| Perform assessment for tinnitus intervention |  |  |  |  |  |  |
| Perform assessment for vestibular rehabilitation |  |  |  |  |  |  |
| Develop and implement treatment plans using appropriate data |  |  |  |  |  |  |
| Counsel individuals served, families, and other appropriate individuals regarding prognosis and treatment options |  |  |  |  |  |  |
| Develop culturally sensitive and age-appropriate management strategies |  |  |  |  |  |  |
| Perform hearing aid, assistive listening device, and sensory aid assessment |  |  |  |  |  |  |
| Recommend, dispense, and service prosthetic and assistive devices |  |  |  |  |  |  |
| Provide hearing aid, assistive listening device, and sensory aid orientation |  |  |  |  |  |  |
| Conduct audiologic (re)habilitation and engage in interprofessional practice to maximize outcomes for individuals served |  |  |  |  |  |  |
| Serve as an advocate for individuals served, their families, and other appropriate individuals |  |  |  |  |  |  |
| Monitor and summarize treatment progress and outcomes |  |  |  |  |  |  |
| Assess efficacy of interventions for auditory, tinnitus, and balance disorders |  |  |  |  |  |  |
| Apply the principles of evidence-based practice |  |  |  |  |  |  |
| Document treatment procedures and results |  |  |  |  |  |  |
| Maintain records in a manner consistent with legal and professional standards |  |  |  |  |  |  |
| Communicate results, recommendations, and progress in a culturally sensitive and age-appropriate manner to appropriate individual(s) |  |  |  |  |  |  |
| Select and use outcomes measures that are valid and reliable indicators of success in determining the impact of the interventions used to minimize the effects of changes in structure and function of the auditory and vestibular systems |  |  |  |  |  |  |
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**APPENDIX V-B: DOCUMENTATION OF SPEECH-LANGUAGE PATHOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM**

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

|  | **Academic Course Title and #** | **Clinical Course Title and #** | **Practicum Experience**  **Title and #** | **Labs**  **Title and #**  **or Description** | **Research**  **Title and #**  **or Description** | **Other**  **Title and #**  **or Description** |
| --- | --- | --- | --- | --- | --- | --- |
| **PROFESSIONAL PRACTICE COMPETENCIES** |  |  |  |  |  |  |
| Accountability |  |  |  |  |  |  |
| Integrity |  |  |  |  |  |  |
| Effective Communication Skills |  |  |  |  |  |  |
| Clinical Reasoning |  |  |  |  |  |  |
| Evidence-Based Practice |  |  |  |  |  |  |
| Concern for Individual Served |  |  |  |  |  |  |
| Cultural Competence |  |  |  |  |  |  |
| Professional Duty |  |  |  |  |  |  |
| Collaborative Practice |  |  |  |  |  |  |
| **FOUNDATIONS OF SPEECH-LANGUAGE PATHOLOGY PRACTICE** |  |  |  |  |  |  |
| Discipline of human communication sciences and disorders |  |  |  |  |  |  |
| Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases |  |  |  |  |  |  |
| Ability to integrate information pertaining to normal and abnormal human development across the life span |  |  |  |  |  |  |
| Nature of communications and swallowing processes to include knowledge of:   * Etiology of the disorders or differences * Characteristics of the disorders or differences * Underlying anatomical and physiological characteristics of the disorders or differences * Acoustic characteristics of the disorders or differences (where applicable) * Psychological characteristics associated with the disorders or differences * Development nature of the disorders or differences * Linguistic characteristics of the disorders or differences (where applicable) * Cultural characteristics of the disorders or differences   For the following elements: |  |  |  |  |  |  |
| Articulation |  |  |  |  |  |  |
| Fluency |  |  |  |  |  |  |
| Voice and resonance, including respiration and phonation |  |  |  |  |  |  |
| Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities |  |  |  |  |  |  |
| Hearing, including the impact on speech and language |  |  |  |  |  |  |
| Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology) |  |  |  |  |  |  |
| Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) |  |  |  |  |  |  |
| Social aspects of communication (e.g., behavioral and social skills affecting communication) |  |  |  |  |  |  |
| Augmentative and alternative communication |  |  |  |  |  |  |
| **IDENTIFICATION AND PREVENTION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES** |  |  |  |  |  |  |
| Principles and methods of identification of communication and swallowing disorders and differences |  |  |  |  |  |  |
| Principles and methods of prevention of communication and swallowing disorders |  |  |  |  |  |  |
| **EVALUATION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES** |  |  |  |  |  |  |
| Articulation |  |  |  |  |  |  |
| Fluency |  |  |  |  |  |  |
| Voice and resonance, including respiration and phonation |  |  |  |  |  |  |
| Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities |  |  |  |  |  |  |
| Hearing, including the impact on speech and language |  |  |  |  |  |  |
| Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology) |  |  |  |  |  |  |
| Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) |  |  |  |  |  |  |
| Social aspects of communication (e.g., behavioral and social skills affecting communication) |  |  |  |  |  |  |
| Augmentative and alternative communication needs |  |  |  |  |  |  |
| **INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE SPEECH, LANGUAGE, AND SWALLOWING MECHANISMS** |  |  |  |  |  |  |
| Intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment |  |  |  |  |  |  |
| Intervention for disorders and differences of the following: |  |  |  |  |  |  |
| * Articulation |  |  |  |  |  |  |
| * Fluency |  |  |  |  |  |  |
| * Voice and resonance, including respiration and phonation |  |  |  |  |  |  |
| * Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities |  |  |  |  |  |  |
| * Hearing, including the impact on speech and language |  |  |  |  |  |  |
| * Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology) |  |  |  |  |  |  |
| * Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) |  |  |  |  |  |  |
| * Social aspects of communication (e.g., behavioral and social skills affecting communication) |  |  |  |  |  |  |
| * Augmentative and alternative communication needs |  |  |  |  |  |  |
| **GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE** |  |  |  |  |  |  |
| Ethical conduct |  |  |  |  |  |  |
| Integration and application of knowledge of the interdependence of speech, language, and hearing |  |  |  |  |  |  |
| Engagement in contemporary professional issues and advocacy |  |  |  |  |  |  |
| Processes of clinical education and supervision |  |  |  |  |  |  |
| Professionalism and professional behavior in keeping with the expectations for a speech-language pathologist |  |  |  |  |  |  |
| Interaction skills and personal qualities, including counseling and collaboration |  |  |  |  |  |  |
| Self-evaluation of effectiveness of practice |  |  |  |  |  |  |

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

Provide information about the size and diversity of individuals who are served and the clinical populations available in this facility in which students will be enrolled.

|  |  |
| --- | --- |
| **Clinical Site Name:** |  |
| **Name and type of facility (e.g., hospital, school, industry, government agency, private practice, college/university, residential healthcare facility, research/science/lab, etc.):** |  |
| **Location/distance from campus:** |  |
| **Indicate for which component(s) this site will be used–residential (Re), distance education (DE) and/or satellite (S)** |  |
| **Academic and clinical prerequisites for student placement at this facility:** |  |
| **Estimated number of students per supervisor:** |  |
| **Types of activities in which students typically will engage:** |  |
| **Age range for adults:** |  |
| **Age range for children:** |  |
| **List the culturally and linguistically diverse population served:** |  |

Indicate the average number of child and adult clients per academic term for this facility:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Total** | **Children** | **Adults** |
| **Hearing Loss** |  |  |  |
| Identification & Prevention |  |  |  |
| Assessment |  |  |  |
| Intervention |  |  |  |
| **Tinnitus** |  |  |  |
| Identification & Prevention |  |  |  |
| Assessment |  |  |  |
| Intervention |  |  |  |
| **Vestibular Disorders** |  |  |  |
| Identification & Prevention |  |  |  |
| Assessment |  |  |  |
| Intervention |  |  |  |

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

Provide information about the size and diversity of individuals who are served and the clinical populations available in this facility in which students will be enrolled.

|  |  |
| --- | --- |
| **Clinical Site Name:** |  |
| **Name and type of facility (e.g., hospital, school, industry, government agency, private practice, college/university, residential healthcare facility, research/science/lab, etc.):** |  |
| **Location/distance from campus:** |  |
| **Indicate for which component(s) this site will be used–residential (Re), distance education (DE) and/or satellite (S)** |  |
| **Academic and clinical prerequisites for student placement at this facility:** |  |
| **Estimated number of students per supervisor:** |  |
| **Types of activities in which students typically will engage:** |  |
| **Age range for adults:** |  |
| **Age range for children:** |  |
| **List the culturally and linguistically diverse populations served:** |  |

Indicate the average number of child and adult clients per academic term for this facility:

|  |  |  |  |
| --- | --- | --- | --- |
| **Articulation** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
| **Fluency** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
| **Voice & Resonance** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
| **Receptive and Expressive Language** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
| **Hearing** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
| **Swallowing** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
| **Cognitive Aspects of Communication** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
| **Social Aspects of Communication** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
| **Augmentative & Alternative Communication Needs** | | | |
|  | Children | Adults | Total |
| Identification & Prevention |  |  |  |
| Evaluation |  |  |  |
| Intervention |  |  |  |
|  |  |  |  |

1. Undergraduate courses that are taken for graduate credit [↑](#footnote-ref-1)
2. Undergraduate courses that are taken for graduate credit [↑](#footnote-ref-2)