

Suggested Questions/Topics in Data Gathering during a Candidacy Site Visit

(To be used where appropriate)

President/Provost:

- Regional accreditation status
- Financial support of the program
- Communication channels and mechanisms
- Plans for the development and maintenance of the program
- Clarification of the relationship of the university and program missions
- Institution's Strategic Plan and program's relationship to it
- What priority does this program have in the college, university?
- How does the president/provost advocate for specific program needs?
- Confirmation of degree authorization of the sponsoring institution

Dean:

- Authority of the program director
- Budgetary items (e.g., equipment, salaries)
- Future plans
- Qualifications and Leadership of program director
- Plans/procedures for evaluating program director
- Program's authority/role in academic planning
- Program's access to higher levels of administration
- How equitable treatment expectations are communicated to faculty
- How does the dean advocate for specific program needs?
- Targeted enrollment goals
- Faculty workload expectations
- Plans for faculty's continuing professional development
- Policies for student complaints
- Interactions with the program in the development of program's mission and goals

Program Director/Department Chair:

Administrative Structure and Governance

- Program mission
- Long Range Plan/Strategic Plan and relationship to institution's plan
- Dissemination of strategic plan
- Organization chart
- Personnel decisions: how made, by whom
- Problems: lines of authority for problem resolution
- Program's authority/role in academic planning
- Program's access to higher levels of administration
- How equitable treatment expectations are communicated to faculty
- Location of current program information for the public, including accreditation statement
- Plans for disseminating student achievement data on website

Faculty

- Planned and existing faculty and status of ongoing searches
- Planned responsibilities of existing and planned staff
- Qualifications of existing staff
- Plans for future faculty/staff hires
- Faculty workload expectations
- Plans for faculty's continuing professional development
- Sufficiency of projected number of faculty to allow students to meet expected timelines and acquire expected knowledge and skills
- Sufficiency of projected number of faculty to permit faculty members to meet institutional expectations of teaching, research and service

- How is cultural and linguistic competence (or multicultural issues) covered in academic coursework? What specific classes will include topics related to cultural and linguistic competence?
- How will the program provide opportunities for students to develop cultural and linguistic competence?

Curriculum

- Plans for covering curriculum
- Planned curriculum & course sequence
- Prepares students for full breadth and depth of scope of practice including interprofessional education and supervision
- Prepares students to practice in accordance with professional ethics and applicable federal, state and institutional regulations and policies
- Students exposed to range of disorders, work settings, clinical experiences and service delivery models
- Development of plans and policies for remediation/intervention
- How students meet pre-requisite requirements: basic sciences, basic communication processes
- Knowledge and skills mapped into curriculum
- Consistent with program's mission and goals
- Assessment of oral and written communication skills
- Planned procedures for counting, recording & verifying clock hours
- Plans for clinic operations, decisions: how made, by whom
- Written agreements with clinical facilities
- Plans for distance education and/or satellite programs
- Planned procedures at distant/satellite sites
- Research infused into curriculum
- Tracks
- Responsibilities and procedures for external placements
- How is cultural competence (or multicultural issues) covered in academic coursework? What specific classes include topics related to cultural and linguistic diversity?
- How will the clinic, practicum, or internship sites offer opportunities for students to consider issues related to cultural and linguistic diversity?
- How will the program provide opportunities for students to develop cultural and linguistic competence?

Students

- Targeted enrollment goals
- Graduate admission criteria
- Adaptations for diversity
- Informed of degree & credential requirements
- Informed of expectations for the exercise of the highest level of academic and clinical integrity during their educational experience
- Policies for student complaints
- Advising plans & procedures (including distance/satellite)
- Verify credits and academic requirements required for degree
- Student record keeping procedures? Who?
- Equivalent treatment across distance/satellite
- Verifying student identity policy and procedures if offering distance education courses
- How is cultural and linguistic competence (or multicultural issues) covered in your academic coursework? What specific classes include topics that are related to cultural and linguistic competence?
- How does the program provide opportunities for students to develop cultural and linguistic competence?

Assessment

- Development, validation, and assess student learning outcomes
- Congruence of outcomes with program mission
- Planned mechanisms to evaluate achievement of program goals: formative & summative
- Plans for documenting student progress
- Plans for remediation
- Plans to assess and document the quality, currency and effectiveness of academic and clinical instruction
- Plans for program evaluation/quality assurance mechanisms

Program Resources

- Budget
- Support for faculty to maintain continuing competency
- Facilities (existing and planned)
- Equipment & materials (existing and planned)
- Clerical, technical support staff and services
- Technology & library resources

Instructional Staff: *(some of the above topics are to be triangulated with similar questions to instructional staff and clinical supervisors)*

- Development and validation of program goals
- Budget adequacy
- Awareness of Strategic Plan
- Program's authority/role in academic planning
- Program's access to higher levels of administration
- Planned teaching and supervision loads
- Clarity of responsibilities
- Planned clinical service and supervisory responsibilities
- Planned instructional responsibilities
- Research responsibilities /opportunities
- Community relationships
- Adequacy of existing and planned equipment
- Plans for program evaluation/quality assurance mechanisms
- Qualifications
- Salaries
- Planned curriculum and clinical mechanisms for addressing multicultural diversity and life span issues
- Faculty workload expectations
- Planned curriculum & course sequence
- Students exposed to range of disorders, work settings & clinical experiences
- Student access to info on multicultural issues
- Knowledge and skills mapped into curriculum
- Research infused into curriculum?
- Accommodations for special needs
- Student learning outcomes developed, validated, and assessed
- Verifying student identity policy and procedures if offering distance education courses

Clinic Director (if available):

- Potential supervisors identified?
- Planned mechanisms for verifying supervisor's credentials
- Plans for counting, verifying and recording clock hours
- Access to clients across the lifespan and disability categories
- Written agreements with clinical facilities
- Plans for coordinating, monitoring and evaluating clinical education
- Accommodations for special needs
- How will clinic, practicum, or internship sites offer opportunities for students to consider issues related to cultural and linguistic diversity?
- What training, information, and/or resources will be provided to graduate clinicians working with clients who differ from them in terms of cultural and/or linguistic factors?

Clinic Supervisors (if available):

- Anticipated role in the program
- Awareness of Strategic Plan
- Clinical facilities (planned and existing)
- Plans for supervision and evaluation of students
- Personnel: instructional staff rank, contract, merit

- Workload expectations
- How will clinic, practicum, or internship sites offer opportunities for students to consider issues related to cultural and linguistic diversity?
- How will the program provide opportunities for students to develop cultural and linguistic competence?
- What training, information, and/or resources will be provided to graduate clinicians working with clients who differ from them in terms of cultural and/or linguistic factors?

Off Site Supervisors (if available):

- Relationship to program / affiliation agreements
- Plans for student placements
- Number of potential supervisors on site
- Qualifications of potential supervisors
- Types of experiences available on site
- How will clinic, practicum, or internship sites offer opportunities for students to consider issues related to cultural and linguistic diversity?
- Relationship with instructional staff and administration
- Other assessment plans

Undergraduate Students (if available):

- Nature of program communications about academic progress, program offerings, graduation rates and requirements
- Quality of instruction (how measured)
- Materials, equipment available
- Access to instructional staff
- Participation on clinical experiences
- Frequency and quality of supervision
- Facilities
- Suggestions for change or improvement
- How is cultural and linguistic competence (or multicultural issues) covered in your academic coursework? What specific classes include topics that are related to cultural and linguistic competence?
- How does the program provide opportunities for students to develop cultural and linguistic competence?

Support Staff:

- Communication lines
- Responsibilities