



Accreditation Commission for Audiology Education (ACAE)

Accreditation Manual

for

Au.D. Academic Programs

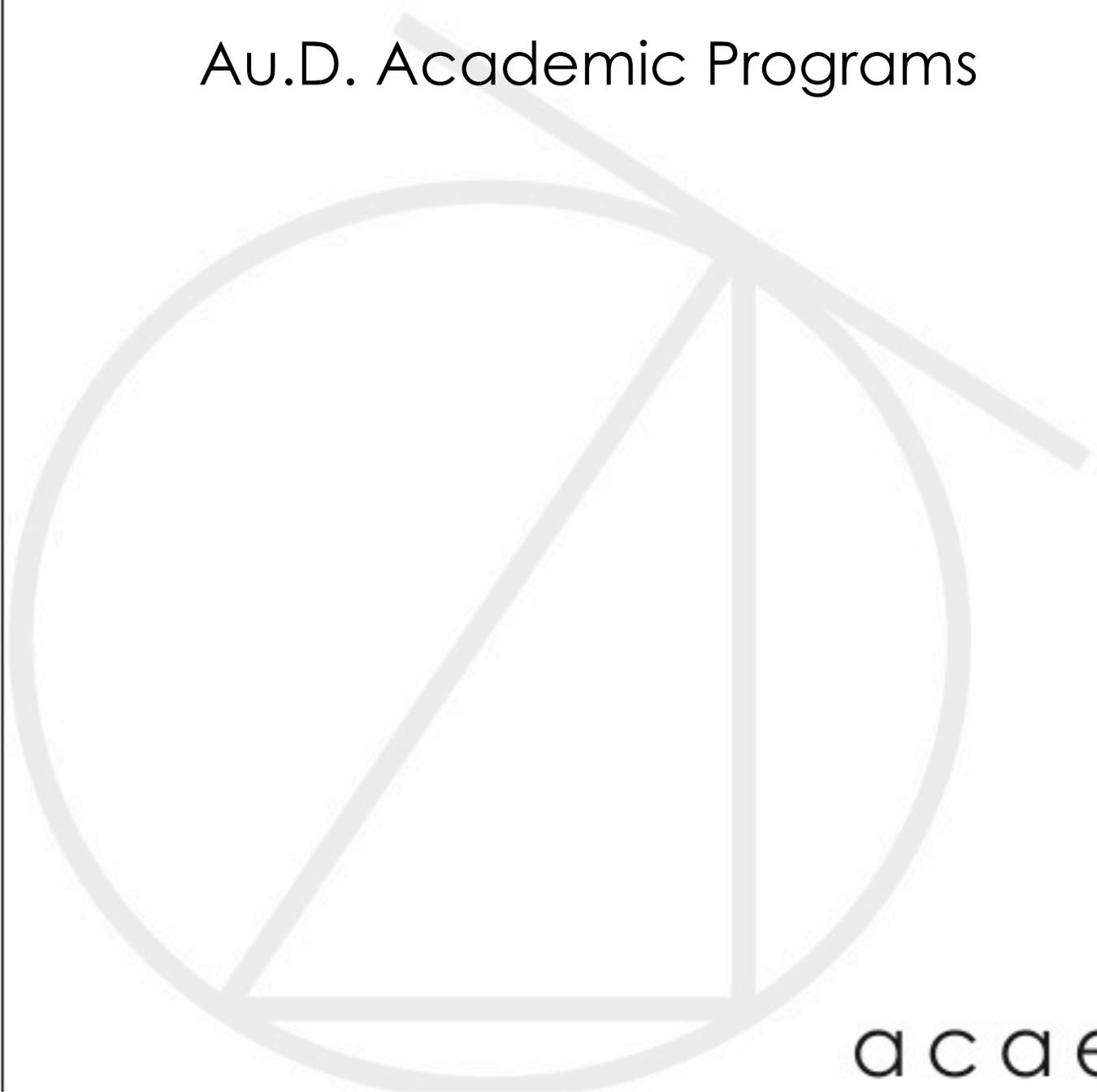


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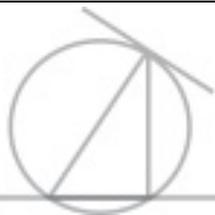


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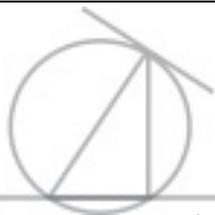
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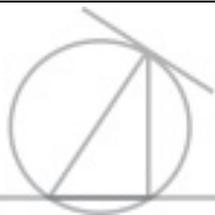
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Accreditation Commission for Audiology Education (ACAIE) Accreditation Manual for Au.D. Academic Programs

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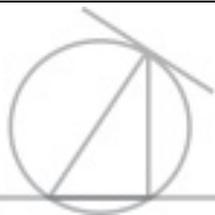
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SECTION I: INTRODUCTION TO THE ACAE

History of ACAE:

The Accreditation Commission for Audiology Education (ACAE) was founded in 2003 by the American Academy of Audiology (AAA) and the Academy of Dispensing Audiologists, now the Academy of Doctors of Audiology (ADA) to develop educational standards for academic institutions offering the Au.D. degree in the United States. The transition of the profession to doctoral level education necessitated establishing standards specific to this level of training, as well as a process for assuring that academic programs met their obligations to appropriately educate the next generation of audiologists.

Thus, the ACAE was founded and charged with developing academic standards that assured the public, the government, other health professions, and the patients served that the next generation of audiologists will be educated and trained to the highest levels. Additionally, the ACAE was an opportunity for audiologists to fully integrate the educational foundation of the profession into a vision for autonomy.

In January 2003, the ACAE filed its Articles of Incorporation and was officially recognized by the Commonwealth of Virginia as a 501(c) (3) nonprofit corporation.

Since being founded, the ACAE has developed and adopted educational standards, developed policies and procedures consistent with the Council for Higher Education Accreditation guidelines (CHEA) and the United States Department of Education (USDE), and has created a web-based computerized accreditation system that is unique in specialized/programmatic accreditation.

Benefits of ACAE Accreditation:

- Automatic access to categorized current and historical accreditation data;
- Ability to enter data once, update it as necessary, and have permanent and immediate access to it;
- Innovative and interactive electronic partnership with academic programs and other stakeholders;
- Instantaneous access to a national database for comparative purposes;
- Ability to provide national trends and analyses;
- Constructive online interaction between academic programs and site visit evaluators;
- Cooperative relationships with programs, resulting in improved outcomes for students and the teaching environment;
- Efficient utilization of staff resources;
- Assurance to public that programs have been evaluated through a rigorous verification process.



SECTION II: MISSION AND GOALS

Mission:

The Accreditation Commission for Audiology Education (ACAE) serves the public by establishing, maintaining and applying standards to ensure the academic quality and continuous improvement of audiology education that reflects the evolving practice of audiology.

Goals and Objectives:

Goal 1:

To serve the public and the community of interest by ensuring the continued effectiveness of the ACAE.

Objectives:

- Maintain an independent and objective accreditation process.
- Inform the public and communities of interest regarding the accreditation status of Au.D. programs.
- Develop and implement policies with integrity and high ethical standards.
- Continue to seek the most cost effective way to provide the services of the ACAE.
- Develop and disseminate information that demonstrates the effectiveness of the ACAE's operations.
- Maintain liaison between the ACAE and its constituents.
- Keep the community of interest informed of current trends and developments in specialized accreditation.
- Serve as a resource on accreditation.

Goal 2:

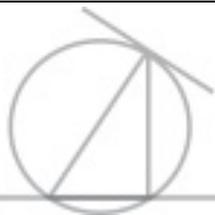
To develop, maintain, apply, and regularly review the ACAE's accreditation processes and the standards for accreditation of audiology education and training programs.

Objectives:

- Review audiology education and training programs and make accreditation decisions in accordance with the ACAE standards and procedures and the program's mission, goals, and objectives.
- Publish and disseminate manuals detailing the ACAE's standards, policies, and procedures.
- Comprehensively review the standards of accreditation on an ongoing basis and complete a formal review every seven to eight years.
- Solicit suggestions from accreditation site-visitation teams and other communities of interest relative to standards, procedures, and processes.
- Identify competent individuals to participate in accreditation site visits and provide appropriate training.
- Evaluate the performance of site visitors to identify areas needing emphasis in site-visitor training.
- Monitor programs between evaluation visits through the use of annual reports, interim reports, and, if necessary, interim visits.

Goal 3:

To foster continuous improvement of audiology education by assisting ACAE constituents in remaining current regarding the evolving nature of audiology practice, health care policy and delivery, health professions education, and higher education.

**Objectives:**

- Collect, review, and disseminate to ACAE members information relating to audiology practice, health care policy and delivery, health professions education, and higher education that impact on audiology accreditation.
- Maintain dialogue with representatives of audiology organizations, health care delivery systems, health professions, and higher education.
- Ensure that the orientation and training process for ACAE directors, members, staff, and consultants includes relevant information on audiology practice, health care policy and delivery, health profession education, and higher education.

Goal 4:

To foster continuous improvement of audiology education by encouraging innovation and creativity in audiology education programs.

Objectives:

- Communicate to the community of interest that the ACAE encourages innovation and creativity in audiology education programs.
- Ensure that the policies and procedures of the ACAE do not inhibit innovation.
- Ensure that the ACAE and consultants perceive innovation as a necessary and positive approach to foster continuous improvement in audiology education.

Goal 5:

To assure the effectiveness of the accreditation process by the development and application of continuous quality assurance, and self-assessment of the ACAE.

Objectives:

- Follow the Codes of Good Practice of Association of Specialized and Professional Accreditors (ASPA) and the American Academy of Audiology (AAA) – See Appendix 1 and Appendix 2.
- Engage in on-going planning and conduct periodic self-assessments.
- Evaluate and test the validity and reliability of the ACAE's processes.
- Maintain a committee structure that involves ACAE directors and other experts in planning, quality improvement and self-assessment.
- Seek regular input from the communities of interest relative to planning, quality improvement, and self-assessment.



SECTION III: ORGANIZATION OF THE ACAE

Authority:

The ACAE is incorporated as an independent 501(c)(3) organization in the Commonwealth of Virginia. As an independent agency, The Board of Directors is solely responsible for adopting standards and criteria by which Au.D. degree programs are evaluated, for establishing accreditation policies and procedures, for making accreditation decisions, and for overseeing the affairs of the Commission.

Geographic scope:

The ACAE accredits doctoral-level programs in audiology, i.e., the Au.D., within the United States and in the future will explore international activities.

Composition:

The governing body of ACAE and the ACAE Commission is the Board of Directors and comprises members who represent academic programs, administrators, professional practice, and the public. The Executive Director, who serves as Chief Operating Officer of the ACAE, is an ex-officio member of the ACAE Board of Directors. The responsibilities of the Board of Directors are described within the Bylaws of the ACAE. Election to the Board, terms of office, and process for removal from office are also described within the Bylaws.

Officers of the Board of Directors/Commission:

The Officers of the ACAE Board of Directors and the ACAE Commission are the Chairperson, Vice-Chairperson, Secretary, and Treasurer. These officers comprise the Executive Committee of the ACAE. The duties of the officers are described within the Bylaws of the ACAE. Election to the Board, terms of office, and process for removal from office are also described within the Bylaws.

ACAE Committees:

The Board of Directors and/or Chairperson of the ACAE create committees to fulfill necessary functions of the Commission. Standing committees include the Executive Committee, which consists of the officers of the Board along with any other member of the Board appointed by the Chair; the Review Committee, which reviews all Preliminary Site Visit Reports and program responses and makes a recommendation regarding an Accreditation status to the ACAE Board; Standards Review Committee charged with developing, regularly reviewing, and proposing revisions to the standards; and the Finance Committee, charged with developing and monitoring a budget for the Commission and other matters of a financial nature.

Executive Director and Staff of the ACAE:

The Executive Director is responsible for the guidance, management and daily operation of the ACAE and serves as a non-voting ex-officio member of the Board of Directors. The staff of the ACAE reports directly to the Executive Director.

Financial Policies:

The financial policies, including the fee structure for accreditation, are set by the Board of Directors.



SECTION IV: ACAE ACCREDITATION

A. Introduction to Accreditation:

1. Accreditation:

Accreditation is a process for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve. In the United States, this recognition is extended primarily through nongovernmental, voluntary institutional or professional associations. These groups establish criteria for accreditation, arrange site visits, evaluate those institutions and professional programs which desire accredited status and publicly designate those which meet their criteria.

In most other countries, the establishment and maintenance of educational standards is the responsibility of a central government bureau. In the United States, however, public authority in education is constitutionally reserved to the states. This system of voluntary nongovernmental evaluation, called accreditation, has evolved to promote both regional and national approaches to the determination of educational quality. Although accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many formal actions by governmental agencies, scholarship commissions, foundations, employers, counselors and potential students. Accrediting agencies, therefore, come to be viewed as quasi-public entities with certain responsibilities to the many groups which interact with the educational community.

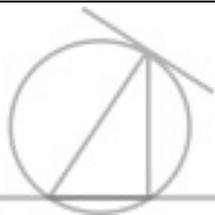
In the US, accreditation at the postsecondary level performs a number of important functions, including the encouragement of efforts toward maximum educational effectiveness. The accrediting process requires institutions and programs to examine their goals, activities, and achievements; to consider the expert criticism and suggestions of a visiting team; and to determine internal procedures for action on recommendations from the accrediting agency. Since accreditation status is reviewed on a periodic basis, recognized institutions and professional programs are encouraged to maintain continuous self-study and improvement mechanisms. [Directory of Recognized Accrediting Agencies and Supporters of Accreditation, Commission on Recognition of Postsecondary Accreditation (CORPA), 1995.]

2. How Does Accreditation Operate?

Self-Study: Institutions and programs prepare a written summary of performance based on institution's accreditation standards.

Peer Review: Accreditation is conducted primarily by faculty and administrative peers in the profession. These colleagues review the self-study and serve on visiting teams that review institutions and programs after the self-study is completed. Peers constitute the majority of members of the accrediting commissions or boards that make judgments about accrediting status.

Site Visit: Accrediting organizations normally send a visiting team to review an institution or program. The self-study provides the foundation for the team visit. Teams, in addition to the peers described above, may also include public members. All team members are volunteers and are generally not compensated. Judgment by accrediting organization: Accrediting organizations have decision-making bodies (commissions) made up of administrators and faculty from institutions and programs as well as public members. These commissions may affirm accreditation for new institutions and programs, reaffirm accreditation for ongoing institutions and programs, and deny accreditation to institutions and programs.



Periodic external review: Institutions and programs continue to be reviewed over time on cycles that range from every few years to ten years. They normally prepare a self-study and undergo a site visit each time.

3. In Summary:

- Accreditation is about quality assurance and quality improvement.
- It is private (nongovernmental) and nonprofit – an outgrowth of the higher education community and not government.
- It is a process to scrutinize institutions and programs.
- It has a complex relationship with government, especially in relation to funding higher education.
- It adds value to the society through assuring quality, enabling government to make sound judgments about the use of public funds, aiding the private sector in decisions about financial support and easing transfer of credit.

[Accreditation and Recognition in the United States (Excerpts), Council for Higher Education Accreditation (CHEA), July 2006 (pdf)].

B. Eligibility for ACAE Accreditation:

For an Au.D. program to be eligible for accreditation by the ACAE, a department, school or college of Audiology must:

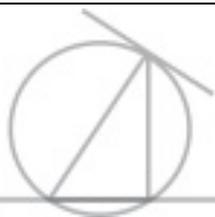
- Demonstrate the feasibility of an Au.D. degree program in terms of demographics, public need, student interest, and availability of clinical facilities;
- Be part of a nonprofit institution that is devoted primarily to education and regionally accredited by the United States Department of Education (USDE) or the Council for Higher Education (CHEA). For programs accredited by ACAE in institutions that are not regionally accredited, the institution is accredited by an agency recognized by USDE or CHEA. For programs in institutions outside of the United States, the institution is recognized by the appropriate governmental agency.
- Be legally authorized by the appropriate authorizing agency in the state in which the program is located to confer the Au.D. degree upon graduates in recognition of their successful completion of study in Audiology; and
- Have appointed a Program Director qualified as specified in ACAE's standards (Standard # 7) responsible for the administration of the Au.D. degree program.

C. Application:

The application for Ongoing Programs seeking ACAE accreditation includes a Letter of Intent from the appropriate chief operating officer of the College/University and the program director, if hired and payment of the Application Fee. Afterwards, the program will be allowed to begin the ACAE web-based process. For programs seeking Developing Status only, the program submits completion of the Application Form and the Application Fee.

Inquiries should be directed to:

Executive Director, Accreditation Commission for Audiology Education (ACAE),
1718 M Street, N.W., # 297 Washington, D.C. 20036.
Phone: 202-986-9500, 202-544-9339
Fax: 202-986-9550, 202-544-9318
E-mail: info@acaeccred.org



D. Academic Training:

After an ACAE Letter of Intent and Deposit are received at the ACAE office, the ACAE requires that the Program Director, if hired, and faculty of each applicant program receive training on how to use the Computerized Accreditation Program (CAP) system. An ACAE staff member and/or representative of the Board of Directors will provide a comprehensive overview of CAP's concept and each of its components. The ACAE team will answer questions about the process, anticipate and review problems that might arise, and enable the program staff to become comfortable with the management of the CAP system. The training will take place at a mutually convenient time for the program and the ACAE team prior to beginning the accreditation process. At this point, a timeline for completing the accreditation process will be agreed upon.

E. Components of the ACAE Accreditation Process:

1. Initial Data Entry:

The program will enter data, e.g., demographic, applicant, student, faculty, preceptor, curriculum resources and program director data, upon which subsequent Annual Survey updates will be based. (See Section IV.E. 7)

2. Self-Study:

The purpose of the online ACAE self-study is to assess the results (i.e., the outcomes) of the program's efforts in pursuit of its mission and goals. Whereas mission and goals statements indicate the desired outcomes, statements of objectives should serve as specific criteria by which outcomes may be assessed.

The self-study is a key component in the ACAE accreditation process. The primary purpose of the self-study is to involve the entire community of the school or college in audiology in "looking at itself" for the purpose of self-improvement and long-term planning. It engages members of the community in a critical review of institutional mission, goals and programs; in considering the impact of societal and economic changes affecting the institution; and in identifying institutional strengths and weaknesses in the achievement of intended outcomes.

Moreover, the self-study report orients the evaluation team to the program. The self-study describes the audiology program's mission, goals, objectives, and the extent to which they are being met; resources; its constituencies; its physical plant; and other factors. The Self-Study should enable the evaluation team to obtain a deep understanding of the program's essence and should provide the site team substantial knowledge of the program's faculty, administrators, students, financial integrity, and the intricacies of its governance.

Guidelines for the Self-Study Process. The following recommendations will help foster the constructive attitudes and participation essential for an effective self-study.

a. Program administration should effectively communicate the reasons for the self-study to all concerned constituencies.

In order for faculty and students to participate enthusiastically in the process, the program administration must reinforce the concept of continual self-improvement represented by the self-study process. The program administration can bolster morale by helping to create "ownership" of the process.

b. Adequate human, technical, and financial resources should be assigned for the self-study process. Program administration sends a clear message to faculty and students that the self-study is an important institutional and programmatic priority when adequate resources are allocated to assure its timely and effective completion. In a web-based system, this approach should be considered an ongoing activity. ACAE provides an Internal Program Review (IPR) tool to facilitate the recording of annual accomplishments, modifications, and



updates. The compilation of this information at the end of the sixth year provides the basis for an efficient preparation for the subsequent re-accreditation.

c. All appropriate constituencies should be involved in the Self-Study process. Inclusiveness facilitates a more accurate assessment of many issues. Along with the entire program faculty, the participation of students, alumni, support staff, trustees, employers, and representatives from the community in which the program is located helps develop a view of the program being studied that benefits both the program and the involved individuals.

d. The Self-Study should be undertaken and continued with an openness and willingness to identify problems and concerns. Program administration should realize and make it clear to those involved that the self-study is an important opportunity for institutional planning and improvement. One valuable benefit of the self-study process is the identification of weaknesses and potential solutions.

e. The process should identify the accomplishments and positive elements of the program. This is an opportunity to highlight the accomplishments of past years and indicate the direction and future achievements available to the program.

f. Adequate time should be provided for local administrative review before the self-study is submitted to ACAE. Review and comment on the self-study by the appropriate sector of the institutional community, such as the President, Provost, Dean of Academic Affairs or specific College Dean or other institutional senior administrator/consultant, helps to affirm that the compiled data represent the views of the faculty, students, and staff. A final review also helps to ensure the completeness and accuracy of the data.

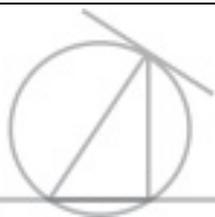
3. Site-Visit: Overview

The ACAE Site Visit Evaluation Team reviews the information contained in the self-study and verifies that the information provided in the self-study is accurate. The team's responsibility is to study the information provided concerning the education program and the requirements for accreditation. Afterwards, they are to carry out an objective and impartial assessment of the quality of the Au.D. program seeking or renewing accreditation. Prior to the selection of the Site Visit Evaluation Team for a specific institution, the Program Director is provided with a list of potential evaluators from the ACAE Team pool. The Program Director is instructed to strike the names of two individuals who are perceived to have a conflict of interest with the program.

The selected team will be composed of two to four members from the pool, representing both academic and clinical interests. Members of the Board of Directors and ACAE staff may serve in the ACAE Evaluation Team pool. A Team Chair is designated by the ACAE and serves as the official spokesperson for the team during the evaluation process.

The ACAE Site Visit is divided into two parts, the Interactive (Virtual) Site Visit and the Physical On-Site Visit.

a. Interactive (Virtual) Site Visit: The Interactive Site Visit is an online evaluation that usually takes place over one month, but under special circumstances discussed between the program and the ACAE, could take up to three months. The site visit team interacts online with the Program Director primarily, but also selected faculty, students, preceptors, as well as other representatives from the program. During an intensive dialogue, questions or specific statements about Standards are clarified and/or answered. The team members are also able to interact with each other and obtain, at the end of this first part of the evaluation, a thorough working knowledge of the program. Any additional questions will be answered on-site and one major piece of the physical on-site visit will be a validation and verification of what they have reviewed.



b. Physical Site Visit: The Physical Site Visit is a two-and-a-half day opportunity for the Site Visit Evaluation Team to physically observe the academic program that was described in detail (via the Annual Surveys and the Self-Study) over the course of the previous year. It is a time to interact with the Program Director, faculty, administrators, students, preceptors, employers, alumni, and other relevant staff. This physical overview of the program and its professional presence in the institution allows the site visit team to make a recommendation about the program in its Preliminary Site Visit Report.

4. Preliminary Site Visit Report (PSVR):

During the evaluation of the program, the site visit team begins to write a PSVR and completes it before the final conference of the on-site visit. Prior to the conference, the PSVR is given to and reviewed carefully with the Program Director. It is then distributed to the members of the administration and faculty who attend the conference. The PSVR is simultaneously sent to the ACAE office. After a fourteen-day period in which the program has the opportunity to correct any factual errors in the PSVR, and respond to the findings and recommendations contained in the PSVR, the ACAE office staff forwards the report to a Review Committee of the ACAE Board.

5. Review Committee:

A committee of two - three members of the ACAE Board of Directors makes up the Review Committee. The Review Committee looks at the PSVR and prepares a presentation and recommended accreditation status about the program for the ACAE Board. At the next regularly scheduled meeting of the ACAE Board, the Review Committee presents and offers its recommendation. Additionally, the Board reviews the PSVR and program response and then, by majority vote, adopts an accreditation status for the program.

6. ACAE Board Report:

The Board will review the total educational effectiveness of the program in light of the program's specific mission and objectives to determine compliance with the ACAE Standards. Following a majority vote of the Board, the ACAE Chairperson and Executive Director prepare the ACAE Board Report, which is the official correspondence regarding the Board's decision. The Board Report is sent to the chief operating officer of the institution and the Program Director within four weeks and contains comments on the program's compliance with the ACAE Standards, its strengths and weaknesses, and recommendations for program enhancement. (See Section VII.K.)

7. Annual Surveys:

Annual surveys are tools to assist the ACAE with monitoring and evaluating the program's continued compliance with the Standards in the interim period between evaluation visits. The ACAE has prepared eight (8) surveys, which are completed online on an annual basis. The surveys include comprehensive questions about different facets of the academic program and, initially, require considerable time and effort to finish. This is true because some of the data requested take time to gather. After the data are entered, the information will be kept on file permanently and, in subsequent years, will be updated easily. The surveys are user-friendly and easy to navigate.

The website for submitting data for the Annual Surveys will be opened in April of each year and the program will have until the end of October of that year to complete its surveys. After the surveys have been submitted to ACAE, the ACAE staff will verify the data entered for accuracy. If questions arise, the staff will contact the Program Director for clarification. Once the verification process is finished, the ACAE Board of Directors, at its next regularly scheduled meeting, will review the surveys. Following that meeting, programs will be notified of the status of their surveys.



If a program's surveys indicate areas of non-compliance or deficiencies, ACAE may take appropriate remedial action, including among other things, self-studies, focused visits, interim reports, and Show Cause orders in accordance with the procedures set forth in Section K.

Note: ACAE will not normally grant extensions in the submission of the Annual Surveys. If extenuating circumstances exist necessitating an extension, the program must submit a written request for the extension, noting its reasons. ACAE retains the discretion to grant or deny the request as it deems appropriate. The Annual Surveys Instructions are available in the CAP system once the program begins the accreditation process.



SECTION V: APPLICATION FOR ACAE ACCREDITATION

A. Requirements for Programs Seeking Developing Status

1. Description of Developing Status:

ACAE “Developing Status” refers to the first stage of appraising the quality of academic programs in development. Programs seeking this status must complete the application process required by the ACAE. These are programs that have previously been recognized by their universities and their state approval bodies.

The Board of Directors of the ACAE awards Developing Status to programs that demonstrate a progression towards ACAE accreditation and have the potential to achieve compliance with the ACAE Standards within 3 and up to a maximum of 5 years. Awarding Developing Status allows an academic program in audiology at the AuD level to begin its program and accept an initial class of students. Developing Status does not indicate that a program is accredited, nor does it guarantee or imply accreditation of that program by the ACAE. It acknowledges that the program is moving in the right direction and will provide additional evidence on its initial outcomes to ACAE on a regular basis.

2. Overview of the Process:

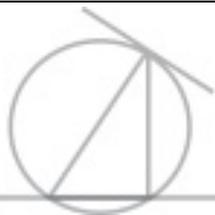
ACAE has updated and revised its requirements for Programs seeking Developing Status. The ACAE Board of Directors has approved a streamlined plan that is straightforward and requires responses to questions that determine if a potential program is headed in the right direction for providing an academic audiology program at the doctoral-level, i.e., AuD. The developing program must be approved by the ACAE Board before the program admits its first class of students.

3. Letter of Intent Plus \$2000 Non-Refundable Deposit:

Programs seeking Developing Status begin with a Letter of Intent signed by the Senior Academic Officer responsible for overseeing the Audiology Program and the Program Director (if hired) plus a non-refundable fee of \$2000 made payable to the Accreditation Commission for Audiology Education (ACAE). The Letter and Fee should be forwarded to the Executive Director at the ACAE Office, 1718 M Street, N.W., # 297, Washington, D.C. 20036.

The Letter of Intent should be brief, but must include the following:

- A declaration of intent of the institution to develop and seek accreditation for the AuD program.
- A statement that the institution agrees not to admit students into the AuD program until after the Developing Status for the Program is approved
- The month and year the first class is projected to enter the program (after the Developing Status for the Program is approved)
- The month and year the first class is projected to graduate
- (Note that the process for completing the Developing Status for Programs and the Accreditation may take two years or longer. Programs are advised to develop a timeline to allow completion of the entire accreditation process before graduation of the first class.
- A request to begin the Four-Step Plan, which is the process for seeking Developing Status, as outlined under ‘C’ below:



4. Fee Structure:

- a. Submission of Letter of Intent accompanied by a non-refundable deposit \$2,000
- b. Submission of Four-Step Plan accompanied by Plan Fee \$3,000
- Total Fee for Program Seeking Developing Status..... \$5000**

Note: If the Program in Developing Status is approved by the ACAE Board, the full accreditation process can begin after a reasonable amount of time and another set of fees will apply.

3. The Four-Step Plan accompanied by the Plan's Fee of \$3,000

(made payable to the Accreditation Commission for Audiology Education (ACAE) and forwarded to the address noted above.

5. The Four-Step Plan:

- a. The program provides the copy of the feasibility study/plan/application that was presented to the university and/or state in order to be reviewed by the ACAE Board of Directors. This will include preliminary steps that show progress on hiring a Program Director, the vision for the development of the curriculum and development of and vision for potential faculty, including clinical instructors.
- b. The ACAE Board of Directors appoints a Review Committee of the Board to study the feasibility study/plan/application and follows-up with questions to the program.
- c. The ACAE Board of Directors conducts a second review.
- d. The ACAE Board of Directors votes to approve or not approve the Four-Step Plan. The decision will be based on whether the quality and depth of materials submitted provided enough information to determine if the program is on-track to achieve eventual full program accreditation. If the ACAE Board does not approve the Plan, it will offer two options to the program:
 - To submit a second updated and revised Four-Step Plan after a period of time (to be determined by the Program/University and ACAE)
 - To discontinue the process by either the Program/University or the ACAE Board

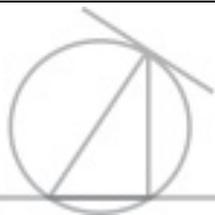
After a decision is made by the ACAE Board, the program will be notified in writing within two weeks. It is anticipated that the entire process including all four steps of the plan will take no more than six to eight months.

B. Application for Ongoing (Established) Au.D. Programs:

1. Overview of Process

- a. Registration with the Computerized Accreditation Program (CAP) on the ACAE website, acaeccred.org. Click the **CAP link** on the **"How to Apply"** page of the ACAE website, and answer the questions for Ongoing Programs.
- b. Submission of Letter of Intent and Academic Training:

To begin the ACAE accreditation process for the first time, each program submits a Letter of Intent to the ACAE Office signed by the appropriate chief operating officer of the institution overseeing the Audiology program and



the Program Director with a non-refundable deposit of \$3,000 made payable to ACAE. The Letter of Intent should be brief but must include the following:

- A declaration of intent of the institution to seek ACAE accreditation.
- A declaration of intent to complete the ACAE Computerized Accreditation Program (CAP) system.

c. The next step is a required training program to explain the entire online ACAE CAP process (See Section IV. D. Academic Training). This is followed by completion of the Initial Data Entry (See Section IV.E.1 & 7) and the Self-Study on the CAP site. The entire process could take one year or longer, culminating in the Interactive (Virtual) Site Visit (1-3 months) and the on-site visit. See Section IV.E.3. Re-accreditation is every seven (7) years and the program can prepare for its next visit by engaging in an online Internal Program Review (IPR) on an annual basis (optional).

2. Fee Structure for Ongoing Established Au.D. Programs Only:

a. The Letter of Intent must be accompanied by a non-refundable deposit	\$3,000
(This fee includes the required ACAE training prior to beginning the CAP process)	
b. Application Fee	\$4,500
(This fee is due prior to the initiation of the annual Surveys and Self-Study)	
c. Site Visit Fee	\$3,500
(This fee is due prior to the On-Site Visit)	
Total Fee:	\$11,000
d. Discount for all fees paid at once	\$1,000
Total Fee with Discount.....	\$10,000
e. Annual Fee	\$2,500

C. Application for Re-Accreditation Every Seven Years:

1. Overview of Process:

Every seven years, a program conducts a self-study evaluation similar to the one it followed seven years earlier. A self-study document is submitted online, a virtual interactive site evaluation takes place and the process culminates in a physical site visit to the academic program. The process follows the same steps outlined in Section IV.E.

2. Fee Structure:

a. Re-accreditation Fee	\$1,500
b. Re-accreditation Site Visit Expenses	\$3,500
Total Re-accreditation Fees:	\$5,000
c. Annual Fee	\$2,500



SECTION VI: CATEGORIES THAT DEFINE THE STATUS FOR ACCREDITATION

Categories for Accreditation Status:

A. Accreditation:

- Accreditation: A classification granted to a program indicating that the program meets the ACAE Standards for Accreditation. This classification indicates that the program has no areas of Non-Compliance (deficiencies or weaknesses) that compromise the educational effectiveness of the total program. This is usually granted for a seven-year term.
- If the ACAE Board has concerns about the educational effectiveness of the total program and thinks the program would benefit from an onsite visit in 2, 3, or 5 years, it will grant accreditation for a specific term.
- Re-Accreditation: An Accreditation classification that is awarded to a program every seven years.
- Initial Accreditation: A classification granted to a new program that is the same as the classification 'Accreditation'.
- Probationary Accreditation: A classification granted to a program with major deficiencies or weaknesses with reference to the ACAE Standards. This classification indicates that the educational effectiveness of the program is in jeopardy. Programs with this classification will be required to submit regular progress reports and shall undergo a full site evaluation within one year of being placed on probationary status. A program will have no more than two (2) years to remedy any identified areas on Non-Compliance (deficiencies or weaknesses). A program with this classification retains the 'Accreditation' status, but is closely monitored.

B. Voluntary Withdrawal/Denial/Revocation:

- Voluntary Withdrawal from Accreditation: A classification given to a program that voluntarily withdraws its application at any time before a final decision is made. A written submission of its intention to withdraw from consideration will be submitted to the ACAE Executive Director. Any previously accredited program wishing to have its name removed from the ACAE list of accredited programs must notify the ACAE in writing. The ACAE Board of Directors will report that the program has voluntarily withdrawn its accreditation on its next annual listing of accredited programs.
- Denial of Accreditation: A classification given to new programs that do not comply with a substantial number of the ACAE Standards nor meet the requirements for ACAE accreditation. The program reverts to Initial Program Status and may reapply after a period of one year.
- Revocation of Accreditation: A classification given to accredited programs that no longer meet the ACAE Standards. The programs no longer retain an accredited status with the ACAE, but may reapply for accreditation again after a period of one year.

C. Developing Status:

- Developing Status: A classification that indicates that a proposed program's resource allocation and plan for development appear to demonstrate the ability to meet the ACAE Standards if fully implemented, as planned. Developing Status must be granted before students may be admitted or notified of admission to the program.
- ACAE will not grant Accreditation or Developing Status to a program if the program's host institution is subject to:



- A pending or final action by a state agency to suspend, revoke, withdraw, or terminate the institution's legal authority to provide post-secondary education;
- A pending or final action brought by an accrediting agency recognized by the Secretary of the U.S. Department of Education to suspend, revoke, withdraw, or terminate the institution's accreditation or pre-accreditation; or
- A pending or final action brought by an accrediting agency recognized by the Secretary of the U.S. Department of Education to place the institution on probation or an equivalent status unless there is good cause, consistent with ACAE's Standards, to grant accreditation.



SECTION VII: ACAE POLICIES AND PROCEDURES

A. Appeals:

1. Appeals Procedures:

An institution may appeal an adverse accreditation decision by the ACAE Board to deny or revoke accreditation by submitting in writing its objections, together with supporting data and a request for reevaluation. Neither the award of Probationary Accreditation nor a Show Cause order by the ACAE Board are adverse actions and, therefore, they are not subject to appeal.

2. Initiation of an Appeal:

All correspondence referred to herein shall be submitted online and simultaneously sent by certified mail, return receipt requested. All days refer to business days.

The ACAE Board Report, which is provided to the appropriate chief operating officer of the institution and the Program Director, contains a specific statement of reasons for all adverse accreditation decision, as well as a copy of these appeal procedures. The ACAE may reconsider any adverse accreditation decision on its own motion, or upon the petition of a program.

The program may appeal an adverse accreditation decision by the ACAE Board (i.e., to deny or revoke accreditation). Appeals may be based only on the contention that the decision of the ACAE Board was arbitrary and capricious or not supported by substantial evidence in the record or that the ACAE Board failed to follow its established procedures. The program bears the burden of proof on appeal. While an appeal is pending the program retains the accreditation status it had before the adverse accreditation action was made.

The request for an appeal must be submitted in writing and include a statement setting forth the program's objections and a concise statement of the basis on which the accreditation decision is being contested. The request must be received by the ACAE Executive Director within 15 days after the program receives the decision letter and ACAE Board report denying or revoking accreditation.

3. Appeal Documents:

Once a request for an appeal has been received, the program will have 30 days to submit its full written grounds for appeal, including any supporting data and documentation. Only information that was part of the record reviewed by the ACAE Board prior to making its adverse accreditation action will be considered on appeal.

4. Criteria for Selecting an Appeals Hearing Panel:

All appeals will be heard before an appeals hearing panel. The panel shall be composed of three individuals who are familiar with the accreditation process and who have a working knowledge of the ACAE Standards and the administration and functional components of the specific type of institution sponsoring the program under review (e.g., college, university, free-standing institution). No individual is eligible for membership on an appeals hearing panel who is or has been previously involved with the sponsoring institution, its program, the accreditation review activity that led to the specific ACAE Board action, or who is a current member of the ACAE Board.

5. Process for Selecting an Appeals Hearing Panel:

A list of five (5) individuals qualified to serve as members of an appeals hearing panel shall be prepared under the direction of the ACAE Board from recommendations submitted by the ACAE Executive Director. The list shall be sent to the institution within ten (10) days of the ACAE's receipt of the request for a hearing. Within ten (10) days



of receipt of the list, the program shall select three (3) individuals from the list to constitute the appeals hearing panel and shall notify the ACAE Board of the names of the persons selected.

6. Appeals Hearing Date and Participants:

The hearing shall be held within 45 days of the selection of the appeals hearing panel. After consultation with the program appealing the accreditation decision and the panel members, the ACAE Executive Director shall establish the date, time, and place for the hearing.

As soon as possible, but no later than ten (10) days before the hearing, the institution shall be notified by the ACAE Executive Director of the date, time and place of the hearing.

7. Panel Preparation Summary:

- The panel will elect a chairperson.
- The panel will review the PSVR, the program's response to the PSVR, the Final Board Report, the program appeal documents, and the ACAE Standards, policies, and procedures.
- The panel shall meet as necessary in advance of the hearing to prepare and shall be assisted in its preparation by the ACAE Executive Director.

Hearing Format:

- The chairperson will describe the procedures to be followed during the hearing.
- The hearing will be transcribed.
- The program shall be given an opportunity to make a presentation and respond to questions from the panel.
- The Appeals Panel chairperson may recess the hearing at any time.

Program's Presentation:

- A verbal presentation, approximately 30 – 40 minutes in length, may be made by the program's representative. The program may be represented by legal counsel. The program may offer testimony that is relevant to the issues to be decided by the panel (i.e., the existence of the areas of Non-Compliance (deficiencies or weaknesses) and observation of proper accreditation procedures). The presentation shall be limited to the issues related to the adverse accreditation decision of the ACAE.

Conclusion of Hearing:

- The chairperson will offer the program an opportunity to make a final statement before concluding the hearing.

8. Evidence Supporting the Appeal:

- Evidence that may be provided to support an appeal consists of that information contained in the record the ACAE Board reviewed prior to making the adverse accreditation decision. All information and documentation contained in the appeal must include a reference to where information can be found in the record that was before the ACAE Board when the adverse action was taken.
- The appeals hearing panel will determine the relevance of any information presented to it.

9. Appeals Hearing Panel Decision:

The appeals hearing panel may take action by majority vote in executive session after the hearing or, if necessary, by telephone conference no later than seven (7) days after the hearing. The panel members shall decide on the issues presented in the appeal. They shall issue their findings and decision as follows:



- The panel must determine, whether the ACAE Board's final decision was arbitrary and capricious or not supported by substantial evidence in the record. As part of this determination, the panel will consider each finding of the ACAE Board that is raised by the program on appeal.
- The panel will also consider whether the procedures used by the ACAE Board to reach the adverse accreditation action were contrary to established ACAE procedures, policies or practices and whether the procedural error prejudiced the ACAE Board's decision.
- The panel then will draft a report detailing its findings and will issue a decision to affirm or remand the adverse accreditation action of the ACAE Board.
- The findings and decision of the appeals hearing panel shall be submitted by its chairperson to the ACAE Board Chairperson, the ACAE Executive Director, and the program within seven days of the hearing.
- Under extraordinary circumstances, the specified time limits may be extended with the mutual consent of the ACAE, the Chairperson of the appeals hearing panel, and the program.

10. Final Action and Notification:

If the appeals hearing panel affirms the adverse action of the ACAE Board, the decision becomes final as of the date of the decision of the panel and is not subject to further appeal. The ACAE Board will meet in person or by telephone conference as soon as practical to review a decision of the appeals hearing panel to remand its decision. The ACAE Board's decision on remand is final and not subject to further appeal.

The ACAE Executive Director shall notify the program in writing of the ACAE Board's final action. In addition, the appropriate regulatory authorities and the appropriate accrediting agencies will be notified of final ACAE Board decisions to deny or revoke accreditation at the same time as the program but no later than 30 days after the Board reaches the decision. The public will be notified of final adverse actions via the ACAE's web site within 24 hours of confirmation that the program has received notification of the ACAE Board's final decision.

11. Financial Responsibility For Appeals Hearing:

The program shall assume the expense involved in the development and presentation of its appeal. In addition, all expenses associated with the hearing, such as those for the meeting room, transcription of the hearing, travel, meals, and lodging for members of the appeals hearing panel, shall be the sole responsibility of the program.

B. Show Cause:

The ACAE Board may issue at any time an order to Show Cause when substantial questions or concerns exist about a program's compliance with the ACAE Standards or its adherence to ACAE procedures.

The issuance of a Show Cause order is not an adverse action. It is a statement of serious concern by the ACAE Board. The program must respond to the Board's identified concerns within a specified period of time and show cause why the program's accreditation should not be revoked. The Board will consider the program's response at its next regularly scheduled meeting, and may act to vacate the Show Cause order, continue the Show Cause order and require additional reporting or a focused visit, or may initiate adverse action against the program. Because a Show Cause order is not an adverse action it is not appealable.

C. Confidentiality:

Because premature and/or unauthorized disclosure of information reflecting the site visit team's or the ACAE's conclusions and recommendations concerning accreditation status of a program may seriously jeopardize the program, the ACAE policy specifies that evaluation reports are confidential and are not disclosed except to the program involved and its host institution. The ACAE Board expects the Program Director to make available to



faculty members, members of the institution's governing board and others directly concerned the full ACAE evaluation reports.

The ACAE directors and site visit team members are not authorized under any circumstances to disclose information obtained during site visitations or during the ACAE meetings to anyone other than those involved with the evaluation of a specific program. The extent to which publicity is given to evaluation reports is determined by the appropriate chief operating officer of the institution hosting the program and the Program Director. If the evaluation report is disseminated through any medium, it must be given in full and only after a final accreditation decision is made and must include the specific program covered by ACAE accreditation and the ACAE's name, address and telephone number. ACAE will correct any incorrect and misleading information an accredited program releases about its accreditation status, the contents of an evaluation report, and the ACAE Board's actions with respect to the program.

It is the obligation of the ACAE to maintain the confidentiality of its relationships with institutions and not to announce publicly any action with respect to an institution other than its accreditation classification.

D. Complaints:

The ACAE, through its established procedures of evaluation and monitoring, attempts to ensure that Au.D. degree programs maintain high standards of educational quality.

The ACAE was not created to serve and will not serve as an arbiter or mediator of disputes that may arise between the Au.D. degree programs and other parties. However, the ACAE is interested in hearing from groups or individuals who may have specific comments relating directly to a program's lack of compliance with the ACAE Standards and requirements.

The institution shall inform its students of the ACAE's mailing address and/or telephone number (Address: Executive Director, ACAE, 1718 M Street, N.W., # 297, Washington, D.C. 20036; Telephone #: 202-986-9500), the procedures for filing complaints with ACAE (as described below), and that only complaints relating directly to the lack of compliance with the Accreditation Standards and requirements of accreditation will be considered by the ACAE. Upon advice of counsel, the Board retains the right to withhold public disclosure of information if potential legal action is involved in the complaint.

Procedures for Filing a Complaint to the ACAE:

- 1.** An individual or group desiring to file a complaint with the ACAE shall submit the complaint in writing, signed by the complainant, to the Executive Director. The complaint should be specific in detail and include whatever documentation is available to support the complaint. Upon request and at the discretion of the ACAE Executive Director, ACAE may withhold or protect the identity of the complainant.
- 2.** Upon receipt of the complaint, the Executive Director will forward within 10 business days, a copy to the Program Director, for response and appropriate documentation. If the name of the complainant is being withheld/protected, the Executive Director shall strike any personally identifiable information from the complaint prior to forwarding to the institution or program.
- 3.** The Program Director will have 30 business days to respond to the complaint, including providing appropriate documentation to support the response. The Executive Director of ACAE may grant an extension of time to respond to the complaint if in the Executive Director's discretion an extension is warranted. A request for delay



must be submitted in writing. If a site visit is scheduled within the response time frame, the response may be provided as set forth below.

If a site visit is scheduled within two months of the receipt of the complaint, the Executive Director will also refer the complaint to the chair of the evaluation team visiting the program for investigation and action during the regular course of the evaluation process. The program will have an opportunity to respond during the course of the evaluation process.

4. The complaint and program response, including any supporting documentation will be turned over to the ACAE Board for its information. Simultaneously, the Executive Director, if feasible, will encourage informal efforts to resolve the matters that led to the complaint.

5. The ACAE Board shall take appropriate action, including but not limited to, dismissing the complaint, requiring a focused site visit or scheduling a full site visit.

6. Following review of the findings and complainant's written comments, if any, the ACAE Board at the next regularly scheduled meeting shall make a determination with respect to the allegations of the complaint. Within 15 business days following the decision, a written report shall be prepared specifying the factual findings of the ACAE Board and the actions, if any, that the ACAE Board will take with respect to the complaint. The program and complainant(s) will be provided with a copy of the ACAE Board decision.

7. The ACAE will maintain the confidentiality of the information and documents submitted to it related to any complaint.

Procedures for Complaints Not Related to Accreditation Decisions:

1. A complaint or inquiry regarding the ACAE Board, one of its officers, a Committee Member, Site Team Evaluator, employees, staff, agents, or consultants may be initiated by filing a written complaint with the ACAE Executive Director. The complaint must identify the specific matters complained of, set forth in detail the facts and reasons claimed to support the allegations and must include copies of all pertinent documents in the possession of the complainant supporting the complaint.

2. Upon receipt of a written complaint regarding ACAE actions or personnel, the ACAE Board will review the complaint and determine whether further investigation is warranted. If it is determined that an investigation should proceed, the ACAE Board will have 45 days to conduct the investigation. If it is determined that no investigation is warranted, the complainant shall be so informed. The investigation may include, without limitation, interviews with persons having information regarding the allegations and a review of materials relevant to the complaint.

3. Following review of the findings and complainant's written comments, if any, the ACAE Board at the next regularly scheduled meeting shall make a determination with respect to the allegations of the complaint. Within 15 business days following the decision, a written report shall be prepared specifying the factual findings of the ACAE Board and the actions, if any, that the ACAE Board will take with respect to the complaint. The complainant(s) will be provided with a copy of the ACAE Board decision.

4. The ACAE will maintain the confidentiality of the information and documents submitted to it related to any complaint.



E. Disclosure:

- **Disclosure of Program Conflicts:**
Upon notification of appointment to the ACAE Board and/or a Site Visit Evaluation Team, a member shall submit to the ACAE Executive Director a listing of all educational programs with which a conflict of interest exists as determined by criteria a through g under Section VII.N.2. The ACAE Executive Director shall maintain a record of this conflict of interest listing.

During tenure as a member, a member shall advise as above, in writing, of the commencement of any new affiliation with a program that creates an additional conflict of interest.

- **Disclosure of Program Conflicts Related to Consultation**
At any time during an individual's tenure on the ACAE Board or the Site Visit Evaluation Team, if the individual accepts or performs a service that creates a conflict of interest, the individual shall notify the program for which the services are to be provided that a conflict of interest exists.

In addition, the ACAE shall be notified in writing of the consulting activity. Such notification shall include:

- The program at which consultation is being provided and subsequent declaration of a conflict of interest with that program.
- The nature of the consultation (e.g., consultant, advisory board, council, etc.)
- The frequency and duration of the consultation.
- Whether the appropriate persons at the program(s) were provided with the ACAE disclaimer.

For a period of two (2) years following the conclusion of their service to the ACAE and/or the Site Visit Evaluation Team, former ACAE Directors and Site Visit Evaluation Team members who serve as a consultant to an institution or program must send a letter addressed to the Program Director or other program representative stating that the advice given is personal advice and does not represent the opinion of the ACAE Board. A copy of this letter shall be forwarded to the ACAE Board as well.

F. Due Process:

The ACAE allows a program a reasonable period of time to comply with any requests it makes of the program to provide ACAE with information and documents.

The ACAE provides a program with an opportunity to respond in writing to any identified areas of Non-Compliance (deficiencies or weaknesses) in the PSVR, before taking final action on the program's accreditation.

The ACAE notifies a program in writing of any adverse accreditation action to deny or revoke accreditation, an action to place a program on probation, or the issuance of a Show Cause order. The notice describes the basis for the action.

The ACAE permits a program the opportunity to appeal an adverse decision (deny or revoke accreditation) and the right to be represented by counsel during that appeal (See Section VII.A. Appeals Procedure above).



G. Miscellaneous Policies:

The ACAE maintains on its website materials for the public describing:

- Each accreditation status it awards.
- The procedures that programs must follow when applying for accreditation.
- The standards and procedures it uses to determine accreditation status.
- The programs that the ACAE accredits currently and the year of the next accreditation visit/review.
- The names, academic and professional qualifications and relevant employment and organizational affiliations of the ACAE Board of Directors and the ACAE's principal staff, including its Executive Director.

H. Notification of Accrediting Decisions:

Within 30 days of making its accrediting decisions, the ACAE provides written notice to the appropriate state licensing or authorizing agencies, the appropriate accrediting agencies, and the public (via its website) of the following types of decisions:

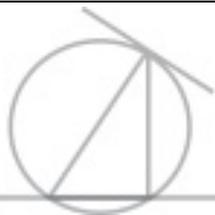
- A decision to award Accreditation to a program;
- A decision to award re-accreditation to a program;
- A final decision to place a program on Probationary Accreditation, including a summary of any findings made in connection with the action and the official comments of the program (notice is provided to the public within 24 hours of confirmation that the program received notification of the decision);
- A final decision to deny or revoke accreditation and a summary of any findings made in connection with the action together with the official comments of the program (notice is provided to the public within 24 hours of confirmation that the program received notification of the decision);
- Voluntary withdrawal from the accreditation process (notice is provided to the public within 30 days of receiving notification from the program); and
- Lapse of accreditation (notice is provided to the public within 30 days of the date on which accreditation lapses).

The ACAE will, in consultation with programs, inform the public of decisions on accreditation status and will inform the public of the basis for final decisions to grant or re-accredit programs. In the case of denial or withdrawal of accreditation status, to provide the specific reasons for the decision accompanied by a response, related to the final decision, from the program.

I. Public Disclosure:

The ACAE requires that the programs it accredits provide reliable information to the public on their performance on a regular basis, including student achievement. This communication to the public must take place during specific points in the academic year, but on an annual basis at least. Examples of compliance with this policy are the following:

- reporting accurate information about a program's ACAE accreditation status;
- reporting accurate information about graduation rates;
- reporting accurate information about completion rates;



- reporting accurate information about pass rates on national examinations;
- reporting accurate information about competencies that demonstrate student achievement;
- reporting accurate information about how the program fulfills its mission, stated goals and objectives during an academic year.

Programs can use program/university publications, websites, hotlines or other openly accessible and reliable means to report the above information to the public.

The ACAE requires that programs will notify and provide evidence to the ACAE about how it complies with this policy on an annual basis. This information will be included in the ACAE annual report or in other specified reports, as determined by the ACAE.

J. Records Maintenance:

The ACAE maintains complete, accurate, and secure records of its last two full accreditation reviews of each program, including site visit evaluation team reports, the program's responses to site reports, any periodic reports that the ACAE may require of accredited programs, any reports of special reviews between regular reviews, and a copy of the program's most recent self-study. These records are maintained in a web-based format. The ACAE also maintains complete, accurate, and secure records of all its decisions regarding the accreditation of any program, including all correspondence that is significantly related to those decisions.

K. Review of Programs by Site Visitors and Board of Directors: Policy and Procedure Chronology

Policy:

The ACAE Board will review a program for accreditation according to the ACAE Standards for a Doctor of Audiology Program (Au.D.), use multiple raters for consistency and follow the CAP procedures outlined below:

Key to Qualitative Statuses for ACAE Standards:

Each of the thirty-three ACAE Standards is awarded an overall qualitative status by the ACAE. This status reflects the evidence or lack of evidence that is presented in a program's self-study for each standard. The four different types of qualitative status are outlined below:

KEY:

1. Strength :

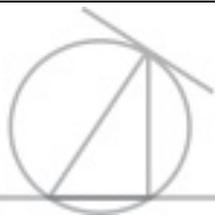
A strength is a status given to a program that has demonstrated excellence in its compliance with a standard. In essence, the program has far exceeded the ACAE expectations of compliance for a specific standard.

2. In- Compliance:

An in-compliance is a status given to a program that has demonstrated that it satisfactorily meets the ACAE expectations of compliance for a specific standard.

In-Compliance: (with Non-Mandatory Suggestions):

If a program receives an in-compliance status in a standard, but there are indications of possible improvements beyond this status, suggestions for improvements may be offered by the ACAE. These suggestions are not mandatory and do not need to be followed by the program. A clear statement about non-mandatory suggestions is specifically made by ACAE staff and board members to program staff, senior administration, faculty, and students during an academic training at the beginning of the self-study process and during the exit conference of an on-site



visit at the conclusion of the self-study process. The program is told that the suggestions are part of ACAE's continuous quality improvement (i.e., value-added benefit) process.

3. Partial Compliance:

A partial compliance is a status given to a program that has demonstrated partial compliance with a standard.

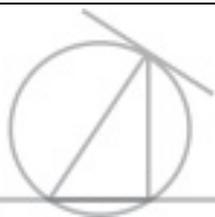
This means that the program is approximately 80% - 90% in compliance, but needs to achieve 100% compliance. At this point, the program must submit a Plan of Action or Progress Report to ACAE within a specified period of time, i.e., three to six months, demonstrating that it has developed a plan, has complied with the standard or is making progress in that direction. The program has a maximum of two years to come into compliance. The timeline is provided in the ACAE Final Board Report.

4. Non-Compliance:

A non-compliance with a standard is a status given to a program that has not demonstrated compliance with a standard. This means that the program is 100% out of compliance. At this point, the program must submit a Plan of Action within a specified period of time, i.e., three to six months, indicating the action it is taking to reach compliance. If the program provides a Plan of Action that is acceptable to ACAE, it must subsequently submit a Progress Report within a specific time period, demonstrating it is in partial compliance or compliance with the standard. The program has a maximum of two years to demonstrate its compliance with the standard beginning with the Plan of Action. The timeline is provided in the ACAE Final Board Report. Note: If a program cannot demonstrate a Plan of Action within the timeline given, it may be placed on Probation. If the program cannot demonstrate compliance with the standard after two years, its accreditation status may be removed or the ACAE Board of Directors may issue an order to 'Show Cause'.

Procedural Chronology:

- 1.** Approximately 1-3 months prior to an on-site visit, the Site Evaluation Team engages in a confidential online Interactive (Virtual) Site Visit about ACAE's Standards with the Program Director, faculty, and any other consultants/advisors whom the program wishes to have participate.
- 2.** At the conclusion of the Interactive (Virtual) Site Visit, the online CAP connection between the Program and the Site Visit Evaluation Team is locked down.
- 3.** The Site Visit Evaluation Team prepares online notes, blogs with each other about what it has found and begins to prepare for the on-site visit and begins to draft the Preliminary Site Visit Report (PSVR).
- 4.** During the on-site visit, the Site Visit Evaluation Team completes the PSVR and presents it to the program staff and administration at the conclusion of a site visit. The report includes a recommendation to the ACAE Board about the program, based on the program's compliance with the ACAE Standards.
- 5.** The program has 30 days to correct any factual errors in the PSVR, respond to the findings and recommendations contained therein, and return it online to ACAE.
- 6.** As part of an inter-rater process, a particular program's PSVR is sent to a Review Committee of the ACAE Board.
- 7.** The Review Committee studies the PSVR, asks questions of the Site Team and is privy to the program's self-study, response to the PSVR, and other pieces of relevant, factual information. After this review, the Review Committee makes its recommendation to the ACAE Board.



8. The ACAE Board reviews the PSVR, self-study, program's response to the PSVR and discusses the Review Committee's recommendation. It then votes on an accreditation status for the program.

9. A Board Report and letter are prepared, signed by the ACAE Board Chair, and sent to the appropriate chief operating officer of the institution that hosts the program and the Program Director.

10. If the program is given a status of Accreditation, with one or more of the Standards identified as Partial Compliance or Non-Compliance, the ACAE Board may require the program to prepare an interim report due within a specified period of time not to exceed one year describing its compliance with the identified Standards. The timeline begins after receipt of the decision letter and Board Report from ACAE.

11. If the program is given a status of Probationary Accreditation, it will be required to prepare an interim report demonstrating its compliance with the Standards. The interim report will be due no later than one year from the date the program receives the Board Report and may be due in a shorter period of time. The program will have no more than two (2) years to remedy its areas of Non-Compliance before the ACAE Board initiates an adverse accreditation action.

12. If the program is denied Accreditation, it will not be listed on the ACAE list of accredited programs. The program has the opportunity to appeal the denial decision of the ACAE within 30 days after receiving its decision letter and Board Report and must follow the Appeal Procedures outlined in the Manual. (See Section VII.A.)

13. If the program has its Accreditation status revoked, it will have its name removed from the ACAE list of accredited programs. The program has the opportunity to appeal the revocation decision of the ACAE within 30 days after receiving its decision letter and Board Report and must follow the Appeal Procedures outlined in the Manual. (See Section VII.A.)

L. CONFLICT OF LAWS:

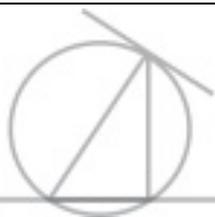
It is the policy of ACAE that any program that experiences a conflict between a requirement imposed by one of ACAE's Standards of Accreditation or a policy or procedure of ACAE and a state or local law, should immediately notify ACAE of the conflict. ACAE will work to resolve the conflict immediately.

M. REVIEW OF STANDARDS:

It is the ACAE policy to conduct ongoing and comprehensive reviews of its Standards of Accreditation to verify that they are adequate to evaluate educational quality, relevant to the educational and training needs of students seeking a career in audiology, and widely accepted by the audiology community in the United States. The ACAE uses a combination of annual reviews and longer-term reviews to accomplish this task.

Annual Reviews:

Once a year, the ACAE Board reviews each of the Standards to determine if it is adequate to evaluate the quality of audiology programs. The implications of changes in the field of audiology and the practices of ACAE accredited programs on the Standards are routinely considered during these informal reviews, as are changes designed either to improve quality or to update the language of the Standards. Also considered are, among other things, the results of discussions with ACAE accredited programs during the course of the year, reviews of any complaints received during the year that suggest problems with the Standards and a review by the Board of its ability to apply each Standard consistently. If problems are discovered with the Standards, proposals for revised/edited Standards are developed, sent out for comment to the relevant constituencies for a period of at



least 30 days, and then reviewed and voted on at the next regularly scheduled ACAE Board meeting after the comments are received and analyzed.

Through this review of individual Standards, the ACAE has the opportunity to revise and edit existing Standards. In addition, the ACAE, at each of its meetings, devotes a portion of time to discussing how the Standards are applied in programs, what Standards might present problems, and which may require modification. Also, after each site-visit, the ACAE surveys programs about their perceptions of the adequacy and relevance of the Standards. This is particularly helpful to the ACAE Board because the faculty and students can be insightful about the effectiveness of the Standards in their educational program.

Long-term Reviews:

Every seven years, the ACAE conducts longer reviews or revisions of the Standards to determine if the current Standards, when viewed as a whole and separately, are adequate to evaluate the quality of audiology programs at the Au.D. level, relevant to the education and training needs of students, and remain widely accepted in the audiology community. This review may begin in the fourth or fifth year of the seven year cycle.

A special Standards Review Committee is appointed by the ACAE to look at the Standards in depth and provide a draft of an updated set of Standards to the ACAE for review and discussion. To initiate the review process, the Standards Review Committee will send a notice to all ACAE's interested constituencies, including but not limited to Program Directors, faculty, administrators, students, employers, preceptors, and alumni, alerting them to the commencement of the review process and soliciting comments. The Standards Review Committee will also survey ACAE's communities of interest, including but not limited to, Program Directors, faculty, administrators, students, preceptors, employers, and alumni, about any proposed new or revised Standards, including soliciting written comments. The Committee will also hold public meetings and review new advancements taking place in the profession. This combined activity allows the committee to present up- to-date and applicable educational standards.

If the ACAE determines, at any point during its systematic long-term program review of Standards, that it needs to make changes to them, it initiates action within twelve (12) months and completes the action within a reasonable period of time. Before finalizing any changes to the Standards, the ACAE provides notice to all of its relevant constituencies and other interested parties of the changes it intends to make, and gives these constituencies and interested parties adequate opportunity to comment on these proposed changes for a period of not less than 30 days. It then takes into consideration the comments made by the various groups and makes, where applicable and desirable, the modifications noted.

N. STATEMENT ON ETHICAL RESPONSIBILITIES AND CONFLICT OF INTEREST:

1. General Ethical Responsibilities:

The ACAE and any person(s) connected with this accrediting agency shall:

- Abide by the Association of Specialized and Professional Accreditors (ASPA) and the American Academy of Audiology's (AAA) Codes of Ethics (see Appendices 1 and 2);
- Act in ways to preserve the confidentiality of the personnel, students, programs, and institutions that are evaluated;
- Expeditiously handle all matters pertaining to accreditation;
- Not provide any service, whether paid or unpaid, to any institution or program in litigation with the ACAE or having an appeal of an ACAE action under active consideration; and



- Not disclose to any person, institution, or program any information related to ACAE actions, which is not publicly available.

2. Conflict of Interest with Individual Educational Programs: Criteria

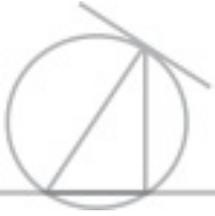
Responsibility for the identification of the existence of a possible conflict of interest with any given educational program lies with the individual staff member, public member, or evaluator. The ACAE has the final authority to determine whether a conflict of interest exists. In making a decision regarding conflict of interest, an ACAE Board member, staff member, public member, evaluator or consultant must consider the possibility of perceived conflict of interest as well as actual conflicts of interest as defined as follows:

- a. A close personal, professional, or financial interest, or other special relationship, including those of a negative nature, in any institution in question.
- b. A position as employee or consultant to a program, other than the program under review, that provides all or a significant portion of the institution's funding (e.g., a state department of education or a federal or private agency providing significant grants or research funding).
- c. A current or former student or graduate, or parent of a current or former student or graduate of the program under review or its host institution.
- d. A current or former candidate for a paid position within the past five (5) years with the program under review.
- e. A position, whether paid or voluntary, current or within the past five (5) years, to or for the program under review. This includes positions as a consultant, advisor, or faculty member (including clinical or adjunct).
- f. A residence and/or place of employment in the same state or in close proximity to the program under review. Close proximity is determined by geographic, educational and economic spheres (communities of interest) of influence rather than strict political boundaries.
- g. A position whether paid or voluntary, current or within the past five (5) years, in a program that is generally viewed by peers as a major competitor to the program under review. This includes positions as a consultant, advisor, or faculty member (including clinical or adjunct).
- h. An ACAE appeals hearing panelist for the program under review.

Note: Each member of the ACAE Board of Directors is required to sign a Conflict of Interest Form before he/ she is accepted on the ACAE Board and thereafter on an annual basis (See Appendix 3).

3. Absenting Oneself from ACAE Deliberations:

Members of the ACAE Board shall absent themselves from the ACAE's deliberation on a program under review if any of conditions a – h above exist. If any of these conditions apply, or if a member has any doubt or discomfort as to their applicability, the member must immediately request recognition from the ACAE Chairperson, and ask to be absent from any formal or informal discussion of the program under review. For conference call meetings, the individual should declare the conflict, receive acknowledgement from the Chairperson, and hang up the phone. When discussion of the program under review is completed, a staff member will call the individual with the conflict and instruct them to rejoin the conference call. The minutes of the official proceedings of the ACAE



will reflect the absence, and the absented member will be permitted back into the room or permitted to rejoin the conference call only after discussion about the program ends.

4. Abstaining From a Vote During ACAE Meetings:

Abstaining (or abstention) is a parliamentary term that means that a voting member chooses not to cast a vote. An abstention does not imply or indicate that a conflict of interest exists. Abstentions are to be used only when a voting member of the ACAE Board cannot make an informed decision based on the information presented. The minutes of the official proceedings of the ACAE will record all abstentions as a part of the vote count on all action items.

When a motion has been discussed to the satisfaction of the ACAE Board, and the question has been called, the Chairperson will ask for either a hand or voice vote from those in favor of the motion, those against the motion, and those abstaining from the vote.

O. SUBSTANTIVE CHANGES:

Through the web-based Annual Surveys and Self-Study, the ACAE will continuously monitor the general quality of the education provided by accredited programs. An Au.D. degree program receives its recognition on the basis of evaluation and accreditation of its educational program. Any program that contemplates a substantive change in its Au.D. degree program should receive concurrence from the ACAE prior to formal adoption thereof. ACAE defines “substantive change,” as new educational policies, practices, curricular changes, or programs that affect:

- Institutional or programmatic mission, goals, and objectives;
- The organizational relationship of the program with the parent institution;
- The scope, length, structure, delivery method, and/or curriculum of the program; or
- Significant change in human or financial resources.

The following are examples (not all-inclusive) of changes that ACAE considers substantive:

- Change in the Program Director;
- Substantial changes in the curriculum;
- Substantial increases or decreases in enrollment;
- Substantial increases or decreases in faculty;
- Substantial change in financial resources;
- Substantial change in the mission or objectives of the program;
- New affiliations or mergers with other institutions; or
- Addition of international Au.D. degree programs sponsored by an accredited institution.

Substantive changes must be submitted to ACAE in writing 45 days in advance of the anticipated change so that the request may be assessed and approved prior to implementation of the change. Failure to comply with this policy may result in a request for self-study, interim site visit, or other action by ACAE, including initiation of an action to revoke accreditation in accordance with the procedures set forth in Section VII.K.



P. Public Member Expectations Policy

Expectations of the ACAE Public Member:

1. ACAE Bylaws – Article V. Section 2. Composition, Election, Tenure and Qualifications:

“The Public Member will serve a one year appointment with the option of renewal on a year-to-year basis for up to and including six years, as documented by the ACAE Board of Directors.”

2. The role of the ACAE public member is described below:

- The public member is an individual outside of the audiology profession who is able to provide insights about the needs of the public with regard to the competency of the audiology profession.
- The public member is a voting member of the ACAE Board of Directors and participates in all decisions required of board members.
- The public member, as all board members, reviews and provides input into ACAE's mission, vision, goals and budget, helping to insure that ACAE is serving the public and profession with the integrity and stewardship of resources.
- The public member will provide the ACAE Board of Directors with an outside perspective that assists and encourages in achieving ACAE's overall goals and objectives.
- The public member possesses skills and talents that provide expertise in areas outside of the audiology profession that will be helpful to the ACAE, e.g., networking, legislative consultation, financial expertise, higher education, etc.
- The public member is expected to follow a code of ethics that is expected of each ACAE member of the Board.
- It will be helpful to the ACAE Board of Directors if the public member has prior experience in working with non-profit boards and an understanding of governance issues.
- Most important, the public member assures the public that the public's position is heard by the organization.

The above list of expectations in the ACAE Public Member Expectations Policy is not exhaustive. The ACAE looks closely at the individual's background experience. It is the desire of the ACAE Board that the public member will be an interested and active member of the board, participating in meetings and relevant activities of the organization.

Public Member: Amended in Bylaws 2008, Role of Public Member November 2012, Updated March 2015, Manual, Section VII, Policies and Procedures, P, Public Member Expectations Policy.



SECTION VIII: APPENDICES

APPENDIX 1: Association of Specialized and Professional Accreditors (ASPA) Member Code of Good Practice

An accrediting organization holding membership in the Association of Specialized and Professional Accreditors (ASPA):

1. Pursues its mission, goals, and objectives, and conducts its operations in a trustworthy manner.

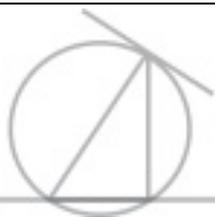
- Focuses primarily on educational quality, not narrow interests, or political action, or educational fashions.
- Demonstrates respect for the complex interrelationships involved in the pursuit of excellence by individual institutions or programs.
- Exhibits a system of checks and balances in its standards development and accreditation procedures.
- Maintains functional and operational autonomy.
- Avoids relationships and practices that would provoke questions about its overall objectivity and integrity.
- Analyzes criticism carefully and responds appropriately by explaining its policies and actions and/or making changes.

2. Maximizes service, productivity, and effectiveness in the accreditation relationship.

- Recognizes that teaching and learning, not accredited status, are the primary purposes of institutions and programs.
- Respects the expertise and aspirations for high achievement already present and functioning in institutions and programs.
- Uses its understanding of the teaching and learning focus and the presence of local expertise and aspirations as a basis for serving effectively at individual institutions and programs.
- Keeps the accreditation process as efficient and cost-effective as possible by minimizing the use of visits and reports, and by eliminating, whenever possible, duplication of effort between accreditation and other review processes.
- Works cooperatively with other accrediting bodies to avoid conflicting standards, and to minimize duplication of effort in the preparation of accreditation materials and the conduct of on-site visits.
- Provides the institution or programs with a thoughtful diagnostic analysis that assists the institution or program in finding its own approaches and solutions, and that makes a clear distinction between what is required for accreditation and what is recommended for improvement of the institution or program.

3. Respects and protects institutional autonomy.

- Works with issues of institutional autonomy in light of the commitment to mutual accountability implied by participation in accreditation, while at the same time, respecting the diversity of effective institutional and programmatic approaches to common goals, issues, challenges, and opportunities.
- Applies its standards and procedures with profound respect for the rights and responsibilities of institutions and programs to identify, designate, and control (a) their respective missions, goals, and objectives; (b) educational and philosophical principles and methodologies used to pursue functions implicit in their various missions, goals, and objectives; (c) specific choices and approaches to content; (d) agendas and areas of study pursued through scholarship, research, and policy developments; (e)



specific personnel choices, staffing configurations, administrative structures, and other operational decisions; and (f) content, methodologies, and timing of tests, evaluations, and assessments.

- With respect to professional schools and programs, recognizes the ultimate authority of each academic community for its own educational policies while maintaining fundamental standards and fostering consideration of evolving needs and conditions in the profession and the communities it serves.

4. Maintains a broad perspective as the basis for wise decision-making.

- Gathers and analyzes information and ideas from multiple sources and viewpoints concerning issues important to institutions, programs, professions, publics, governments, and others concerned with the content, scope, and effectiveness of its work.
- Uses the results of these analyses in formulating policies and procedures that promote substantive, effective teaching and learning, that protect the autonomy of institutions and programs, and that encourage trust and cooperation within and among various components of the larger higher education community.

5. Focuses accreditation reviews on the development of knowledge and competence.

- Concentrates on results in light of specific institutional and programmatic missions, goals, objectives, and contexts.
- Deals comprehensively with relationships and interdependence among purposes, aspirations, curricula, operations, resources, and results.
- Considers techniques, methods, and resources primarily in light of results achieved and functions fulfilled rather than the reverse.
- Has standards and review procedures that provide room for experimentation, encourage responsible innovation, and promote thoughtful evolution.

6. Exhibits integrity and professionalism in the conduct of its operation.

- Creates and documents its scope of authority, policies, and procedures to ensure governance and decision making under a framework of “laws not persons.”
- Exercises professional judgment in the context of its published standards and procedures.
- Demonstrates continuing care with policies, procedures, and operations regarding due process, conflict of interest, confidentiality, and consistent application of standards.
- Presents its materials and conducts its business with accuracy, skill, and sophistication sufficient to produce credibility for its role as an evaluator of educational quality.
- Is quick to admit errors in any part of the evaluation process, and equally quick to rectify such errors.
- Maintains sufficient financial, personnel, and other resources to carry out its operations effectively.
- Provides accurate, clear, and timely information to the higher education community, to the professions, and to the public concerning standards and procedures for accreditation, and the status of accredited institutions and programs.
- Corrects inaccurate information about itself or its actions.

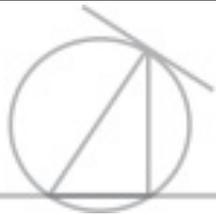
7. Has mechanisms to ensure that expertise and experience in the application of its standards, procedures, and values are present in members of its visiting teams, commissions, and staff.

- Maintains a thorough and effective orientation, training, and professional development program for all accreditation personnel.
- Works with institutions and programs to ensure that site teams represent a collection of expertise and experience appropriate for each specific review.
- Conducts evaluations of personnel that involve responses from institutions and programs that have experienced the accreditation process.



- Conducts evaluations of criteria and procedures that include responses from reviewers and those reviewed.

Adopted March 21, 1995



APPENDIX 2: American Academy of Audiology (AAA) Ethical Practices

Ethical Practices Committee:

The Ethical Practices Committee (EPC) will periodically review and update the code of ethics to which members are bound and produce advisory opinions clarifying ethics principles and rules. The EPC will formulate, review, update and publicize policies and procedures for review of complaints. Changes to the code of ethics, policies and procedures, and advisory opinions must be approved by the AAA Board of Directors prior to implementation and publication. The EPC will review public and member complaints alleging unethical behavior by members, adjudicate and determine appropriate disciplinary action. Decisions are subject to appeal to the Board of Directors. The EPC will work to increase member awareness of the American Academy of Audiology's code of ethics and the practical implication of the code, rules and advisory opinions.

Vision Statement:

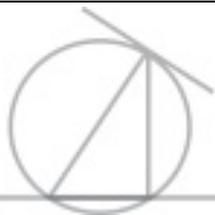
The Ethical Practices Committee endeavors to assist members in upholding the integrity of the profession through member education and provision of timely information.

Mission Statement:

It is the intention of the Ethical Practices Committee (EPC) to be viewed as a valuable resource for the interpretation and enforcement of the American Academy of Audiology Code of Ethics. Audiology professionals and the patients we serve will look to the EPC for sound review of issues that impact the provision of hearing and balance healthcare.

Charge:

The Ethical Practices Committee (EPC) will periodically review and update the code of ethics to which members are bound and produce advisory opinions clarifying ethics principles and rules. The EPC will formulate, review, update and publicize policies and procedures for review of complaints. The American Academy of Audiology Board of Directors (BOD) must approve changes to the code of ethics, policies and procedures and advisory opinions before implementation and publication. The EPC will review public and member complaints alleging unethical behavior by members, adjudicate and determine appropriate disciplinary action. Decisions are subject to appeal to the BOD. The EPC will work to increase member awareness of the American Academy of Audiology Code of Ethics and the practical implications of the code, rules and advisory opinions.



APPENDIX 3: Accreditation Commission for Audiology Education (ACAIE) Conflict of Interest Policy and Form for ACAIE Board Members and Site Evaluators

Statement of Policy:

No board member or site evaluator shall use his or her position, or the knowledge gained therefrom, in such a manner that a conflict between the interest of the Accreditation Commission for Audiology Education (ACAIE) or any of its affiliates and his or her personal interests arises.

Each board member and/or site evaluator has a duty to place the interest of the ACAIE foremost in any dealings with the organization and has a continuing responsibility to comply with the requirements of this policy.

The conduct of personal business between any board member/site evaluator or committee member and the organization and any of its affiliates is prohibited.

Board or committee members or site evaluators may not obtain for themselves, their relatives, or their friends a material interest of any kind from their association with the organization.

If a board member or site evaluator has an interest in a proposed transaction with the organization in the form of a significant personal financial interest in the transaction or in any organization involved in the transaction or holds a position as trustee, director, or officer in any such organization, he or she must make full disclosure of such interest before any discussion or negotiation of such transaction.

Any board or committee member or site evaluator who is aware of a potential conflict of interest with respect to any matter coming before the board or committee or site evaluator shall not be present for any discussion of or vote in connection with the matter.

Disclosure:

To implement this policy, board members and/or site evaluators of the organization will submit annual reports on the attached forms and, if not previously disclosed, will make disclosure before any relevant board or committee action.

These reports will be reviewed by the Board or an appointed Committee of the Board, which will attempt to resolve any actual or potential conflict(s) and, in the absence of resolution, refer the matter to the Board of Directors.



Potential Conflict of Interest Statement:

I have read the statement of policy regarding conflicts of interest. To the best of my knowledge and belief, except as disclosed herewith neither I nor any person with whom I have or had a personal or business relationship is engaged in any transaction or activity or has a relationship that may represent a potential competing or conflict interest, as defined in the statement of policy.

Further, to the best of my knowledge and belief, except as disclosed herewith, neither I nor any person with whom I have or had a personal business, or compensate professional relationship intends to engage in any transaction, to acquire any interest in any organization or entity, to become the recipient of any substantial gifts or favors that might be covered by the statement of policy regarding conflicts of interest.

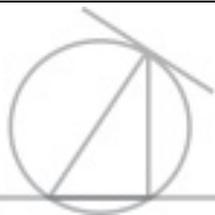
(A) Without exception

(B) Except as described in the attached statement

Signature: _____

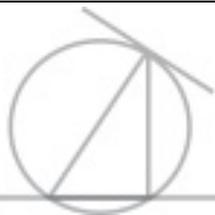
Print Name: _____

Date: _____



APPENDIX 4: ACAE Forms

- Accreditation Commission for Audiology Education (ACAE)
Board of Directors Nomination Form
- Accreditation Commission for Audiology Education (ACAE)
Site Visit Evaluator



Accreditation Commission for Audiology Education ACAE Board of Directors Nomination Form

Name: _____

Business Address: _____ Phone # _____
(Check Preferred address)

_____ Fax # _____

Home Address; _____ Phone # _____

_____ Fax # _____

E-Mail Address: _____

Identify category of nominee:

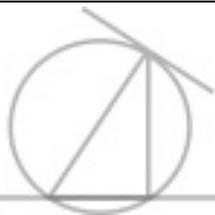
_____ Educator _____ Practitioner _____ Public Member _____ Higher Education Administrator

EDUCATIONAL BACKGROUND

Name of School, City and State	Yr of Grad.	Certificate or Degree	Area of Study

EMPLOYMENT BACKGROUND

Employer	Address/Phone/E-mail	Position	From (Year)	To (Year)



ACAE Board of Directors Nomination Form (continued)

ORGANIZATIONAL AFFILIATIONS

Name of Organization	Title/Member/Consultant	From (Year)	To (Year)

Identify potential conflict of interest:

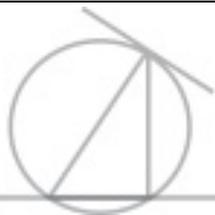
STATEMENT (Write a short paragraph about your interest in serving and why you would be qualified for the position)

LIST TWO PROFESSIONAL REFERENCES

Name	Address/Phone/E-mail	Position

(Signature of Applicant) _____ (Date) _____

Please return via fax or email to: Executive Director, ACAE
1718 M Street, NW #297,
Washington, DC 20036
FAX: 202.986.9550
Email: doris.gordon@acaeccred.org
www.acaeccred.org



ACAE Site Visit Evaluator Nomination Form

Accreditation Commission for Audiology Education (ACAE)

Name: _____

Business Address: _____ Phone # _____
(Check Preferred address)

_____ Fax # _____

Home Address; _____ Phone # _____

_____ Fax # _____

E-Mail Address: _____

Identify category of nominee:

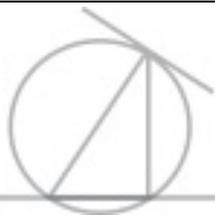
_____ Educator _____ Practitioner

EDUCATIONAL BACKGROUND

Name of School, City and State	Yr of Grad.	Certificate or Degree	Area of Study

EMPLOYMENT BACKGROUND

Employer	Address/Phone/E-mail	Position	From (Year)	To (Year)



ACAE Site Visit Evaluator Nomination Form (continued)

ORGANIZATIONAL AFFILIATIONS

Name of Organization	Title/Member/Consultant	From (Year)	To (Year)

Identify potential conflict of interest:

STATEMENT (Write a short paragraph about your interest in serving and why you would be qualified for the position)

LIST TWO PROFESSIONAL REFERENCES

Name	Address/Phone/E-mail	Position

(Signature of Applicant) _____ (Date) _____

Please return via fax or email to: Executive Director, ACAE
1718 M Street, NW #297,
Washington, DC 20036
FAX: 202.986.9550
Email: doris.gordon@acaeccred.org
www.acaeccred.org



4/27/2015

acae