

acaie

Accreditation Commission for Audiology Education

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Computerized Accreditation Program

ACAIE Accreditation Platform

SITE REVIEWER USER GUIDE

FOR AUD PROGRAMS SEEKING ACCREDITATION/REACCREDITATION

ACAIE

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I. Introduction

This manual was compiled to assist review teams in using ACAE's online accreditation platform to complete their reviews of programs seeking Accreditation/Reaccreditation. Web page screen shots will be included to illustrate the experience. All review forms are within the platform's Review Portal with complete access to the Self-Study forms and profiles that have been submitted by the program under review.

We welcome any additional comments regarding this manual or the online accreditation platform.

Accreditation Application Process

The primary work of the accreditation application is the program's preparation of its Self-Study of how the program measures its compliance with ACAE's accreditation standards. The Self-Study is reviewed by a team of three trained site visitors through an online Pre-Site Review followed by a three-day in-person Site Visit by the review team. Following each review phase, the program will be able to review the visitors' online review forms and add comments and additional information. All forms in the online platform may be downloaded by the program for record keeping outside the platform.

Pre-Site Review Overview

When the application and Self-Study are submitted by the Program Director, it will be moved into the Review Portal where the site visit team will begin an online evaluation of the application. They will make initial assessments about compliance with the ACAE Standards and may provide suggestions and comments about questions they have or additional documentation they would like to see.

When the Pre-Site Review is completed and submitted by the visiting team, the application will be moved back into the Submission Portal and can be accessed by the AuD program users for review. If the program has further information to add prior to the on-site visit, it can be noted in the Pre-Site Review Response form, where additional documentation can also be uploaded.

Site Visit Overview

When the program has completed the Pre-Site Review Response, the application is moved back into the Review Portal for the site reviewers to begin work on the Site Visit Review. The Site Visit Report and Recommendation will be completed during the on-site visit and findings of program strengths and weaknesses will be presented in person to the program leaders.

When the Site Visit Report and Recommendation is submitted by the visiting team, it will be moved back into the Submission Portal and can be accessed by the AuD program users for review. If there are any factual corrections to be noted by the program, they are to be included in the text box at the end of the form and submitted within 14 days.

Application Review Final Steps

After any factual corrections are submitted by the program, the entire application with review report will be evaluated by ACAE's Review Committee who will make a recommendation to the ACAE Board at its next meeting.

Re-Accreditation Application Process

In Year 10 following the original accreditation, the program will apply for re-accreditation and will follow the process described above for accreditation starting with a review (and possible editing) of the School Profile and completion of new Primary Application Forms. All existing profiles – faculty, preceptor, clinic, committee, and course – will be copied into the Submittal Portal for review and updating by the program. The program will also submit new assessments regarding compliance with the ACAE Standards.

The Self-Study will move through the same Pre-Site Review and Site Visit process as for the original application for accreditation.

II. Pre-Site Visit Review

A. Getting Started

As a site reviewer assigned to a review a program's accreditation application, you will receive an email from **Web Portal App** with a link to sign into the ACAE platform for the first time. The link will take you to this screen:

Sign In/Sign Up Instructions

For New Users:

Please enter your email address and we will verify if you are in our system. If your email is part of our system, a confirmation will be sent to that address. *If your email is not in our system or you do not receive a confirmation email, please contact your administrator.*

Upon confirmation of your email, you will be taken to the **Sign Up** screen where you can choose a password to create an account. Once you have chosen your password, your account will be created and you will gain access to the portal.

For Returning Users:

Please enter your email address to the right, and we will verify if you are in our system. When found, you can enter your password and then gain access to the portal.

If you have any questions or concerns, please contact your administrator. Thank you!

Welcome!

To get this process started, new and returning users please enter your email address below.

Email

[Continue](#) [Already have a confirmation code?](#)

POWERED BY
wizehive

As a first-time user, you will fill in your email address and select Continue:

Sign In/Sign Up Instructions

For New Users:

Please enter your email address and we will verify if you are in our system. If your email is part of our system, a confirmation will be sent to that address. *If your email is not in our system or you do not receive a confirmation email, please contact your administrator.*

Upon confirmation of your email, you will be taken to the **Sign Up** screen where you can choose a password to create an account. Once you have chosen your password, your account will be created and you will gain access to the portal.

For Returning Users:

Please enter your email address to the right, and we will verify if you are in our system. When found, you can enter your password and then gain access to the portal.

If you have any questions or concerns, please contact your administrator. Thank you!

Welcome!

To get this process started, new and returning users please enter your email address below.

Email

[Continue](#) [Already have a confirmation code?](#)

You will then get a notice that a confirmation email has been sent to you:

Sign In/Sign Up Instructions

For New Users:

Please enter your email address and we will verify if you are in our system. If your email is part of our system, a confirmation will be sent to that address. *If your email is not in our system or you do not receive a confirmation email, please contact your administrator.*

Upon confirmation of your email, you will be taken to the **Sign Up** screen where you can choose a password to create an account. Once you have chosen your password, your account will be created and you will gain access to the portal.

For Returning Users:

Please enter your email address to the right, and we will verify if you are in our system. When found, you can enter your password and then gain access to the portal.

If you have any questions or concerns, please contact your administrator. Thank you!

Welcome!

To get this process started, new and returning users please enter your email address below.

Email

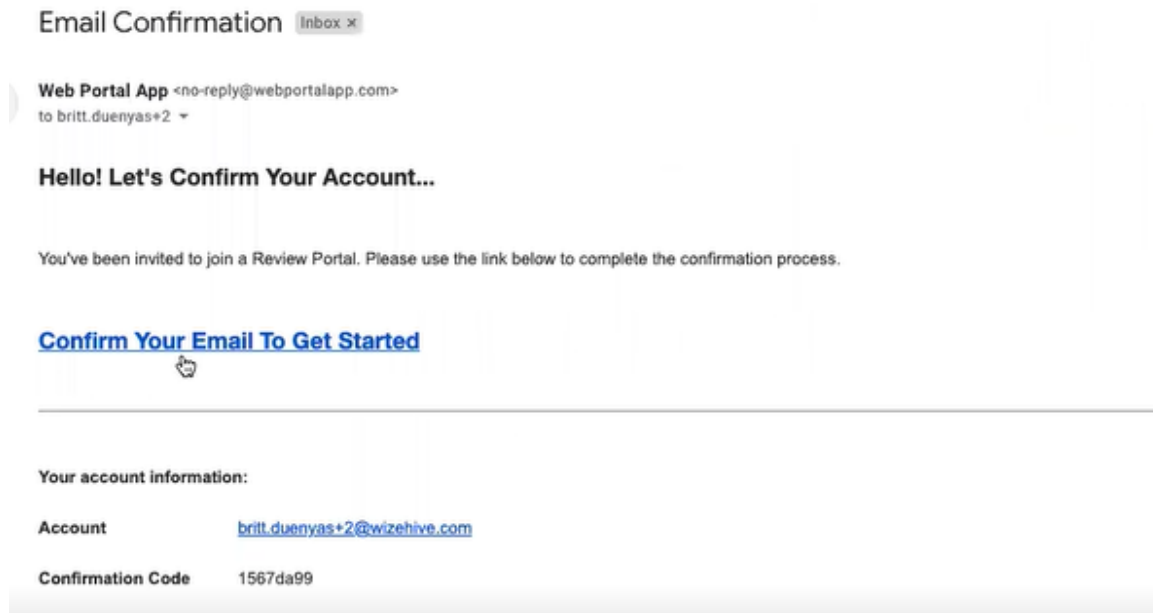
britt.duenyas+2@wizehive.com

You will receive a confirmation email shortly with a confirmation code which will allow you to choose a password, create an account and log in. Please check and confirm or [Resend Email](#).

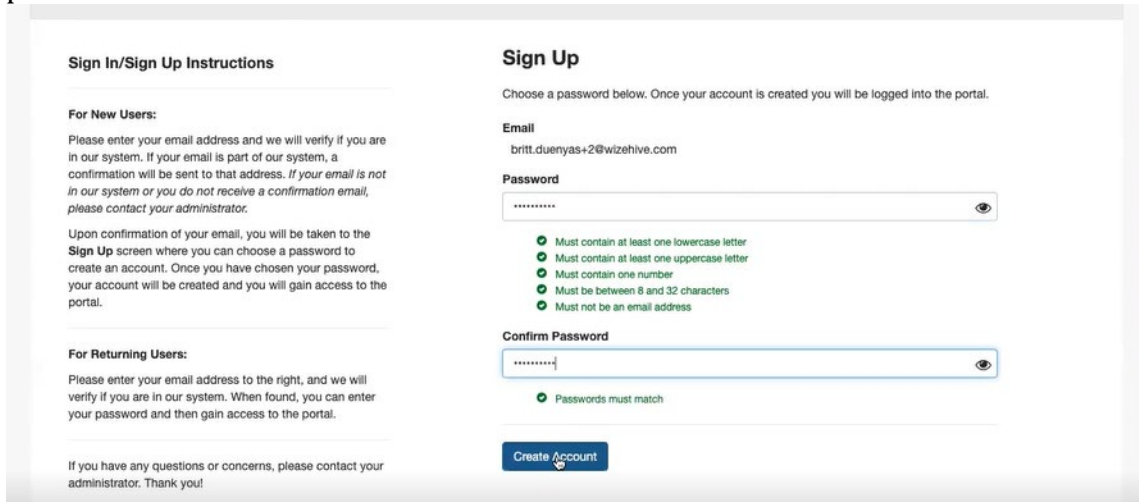
[Continue](#)

[Already have a confirmation code?](#)

Open that email (check your spam folder if you don't see it) and select the Confirm link to continue:

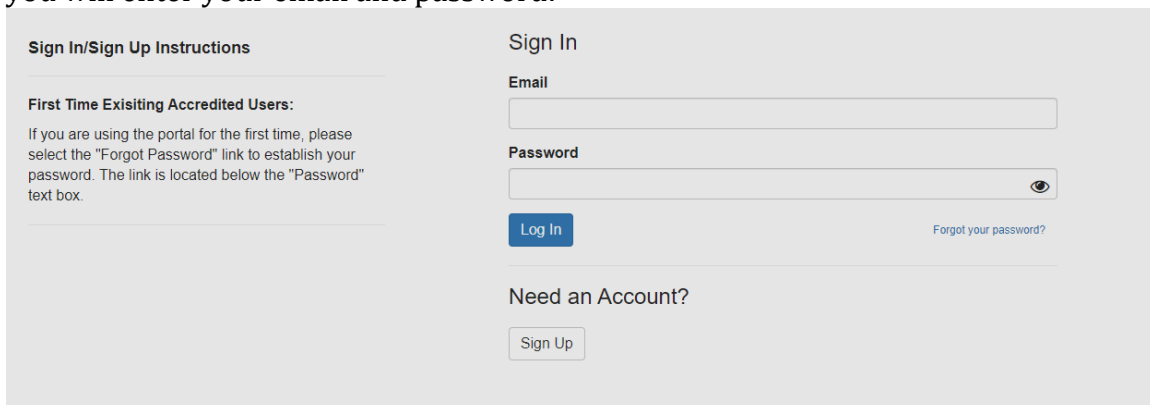


That will take you to this screen where you will create a password, confirm the password and then select **Create Account**:



The screenshot shows a 'Sign Up' page with two main sections. On the left, under 'Sign In/Sign Up Instructions', there are instructions for new users (email verification) and returning users (email and password verification). On the right, the 'Sign Up' section includes a text box for 'Email' (pre-filled with 'britt.duenyas+2@wizehive.com'), a 'Password' field with a strength indicator (showing 4 green checkmarks for requirements: at least one lowercase letter, at least one uppercase letter, at least one number, and between 8 and 32 characters), and a 'Confirm Password' field. A 'Create Account' button is at the bottom right.

All future access to the Review Portal will bring you to a screen similar to this where you will enter your email and password:



The screenshot shows a 'Sign In' page. On the left, under 'Sign In/Sign Up Instructions', there are instructions for 'First Time Existing Accredited Users' (selecting 'Forgot Password' link). On the right, the 'Sign In' section includes text boxes for 'Email' and 'Password', a 'Log In' button, and a 'Forgot your password?' link. Below this, there is a 'Need an Account?' section with a 'Sign Up' button.

If you forget your password, you can select that option to get a reset password sent to your email. You will then be able to log in and change your password to one of your choice.

B. Begin Your Review

Once you have logged into the ACAE Accreditation Platform Review Portal you will see this screen:

The screenshot shows the home interface of the ACAE Accreditation Platform Review Portal. At the top left, it says "1 listing in total". To the right is a "Show:" dropdown menu set to "All". Below this is a large white box containing the text "New Institution" and a blue "Review" button. At the bottom left of the main content area are navigation controls: a series of icons (back, forward, search, etc.) and a "1 / 1" indicator. On the right side, there is a section titled "Instructions:" followed by a detailed paragraph explaining the review process, including steps for checking attachments, saving drafts, and submitting. At the bottom of the instructions, it says "Thank you and please reach out to an administrator if you have any questions."

This opening screen will always provide access to whatever program application you have been assigned to review. Select **Review** to continue.

You will get this screen where you will see a list of all reviewers who are assigned to the same program review:

The screenshot shows the "Listings" page for "New Institution". At the top left, it says "Listings > New Institution". To the right are buttons for "Switch to PDF View" and "+ Feedback". Below this is a "Select Form:" dropdown menu set to "Pre-Site Visit Review". The main content area is titled "Viewing: Pre-Site Visit Review" and contains a table with the following columns: "Reviewer", "Text", and "Date Completed". The table lists two reviewers: "britt.duenyas@wizehive.com" and "britt.duenyas+2@wizehive.com", each with a corresponding "Text" field and a "Date Completed" field. On the right side, there is a section titled "Instructions:" followed by a detailed paragraph explaining the review process, including steps for checking attachments, saving drafts, and submitting. At the bottom of the instructions, it says "Thank you and please reach out to an administrator if you have any questions."

You will see the name of the school whose program you are reviewing (New Institution) and can select **Listings** to return to your home page. This page opens by default to the assigned review stage, either Pre-Site Visit Review or Site Visit Review as shown in the **Select Form** box with drop-down menu.

To start your review, select the eyeball next your name as shown here:

[Listings](#) > [New Institution](#)

Switch to PDF View
+ Feedback

Select Form:
Pre-Site Visit Review
<
>

Viewing: Pre-Site Visit Review

Reviewer	Text	Date Completed	
britt.duenyas@wizehive.com			
britt.duenyas+2@wizehive.com			

Instructions:

To review the submission blue "Review" button. Please additional information by dropdown next to "Viewir check for attachments by "Form Attachments" drop upper left. You can click < and it will populate in the screen. To get back to the the hyperlinked record titl "Listings". In order to con please click "+Review" in You have the option to sa continue at a later time b; bottom of the right panel Draft". When you log bac those saved will have an i Progress" button. When y please click "Submit" at t right panel. When you ret

Each person on the review team will have a separate form to complete. If at any time you want to see how others on your team are completing their forms, you can open them by selecting the eyeball next to their email.

The Pre-Site Visit Review form opens to this screen:

[Listings](#) > [New Institution](#)

Switch to PDF View
+ Feedback

Select Form:
Pre-Site Visit Review
<
>

Viewing: Pre-Site Visit Review / Item

Form Attachments
Print

Reviewer	
britt.duenyas@wizehive.com	
Text	
Date Completed	

Pre-Site Visit Review

Pre-Site Review Standard 1 : Institutional Accreditation

Review Score:

Review Status:

Assessment:

Instructions:

To review the submission, please blue "Review" button. Please ch additional information by clicking dropdown next to "Viewing Form check for attachments by clickir "Form Attachments" drop down upper left. You can click on any and it will populate in the center screen. To get back to the appli the hyperlinked record title in bit "Listings". In order to complete : please click "+Review" in the up You have the option to save you continue at a later time by scroll bottom of the right panel and cli Draft". When you log back into t those saved will have an orange Progress" button. When you are please click "Submit" at the bott right panel. When you return to t the button will now be complete "Done".

Thank you and please reach out administrator if you have any qu

[Listings](#) > **New Institution**

[Switch to PDF View](#)
[+ Feedback](#)

Select Form:
Primary Application pt 1

Pre-Site Visit Review

Primary Application pt 1

Primary Application pt 2

Primary Application pt 3

Standards 2016

Faculty Profiles

Preceptor Profiles

Clinic Profiles

Committee Profiles

Year 0 Courses

School Profile

Pre-Site Review Response

Viewing: Primary Application pt 1

Form

Print

Please complete the entire application form.

Saving & Editing - If you need to save your work and complete Part 1 at another time, please select the transparent **Save Draft** button at the bottom of the page.

Submitting - If you have completed Part 1 of the application form and are ready to submit it, select the blue **Mark Complete** button.

Instructions:

To review the submission, please click the blue "Review" button. Please click the dropdown next to "Viewing Form" to check for attachments by clicking the "Form Attachments" dropdown menu in the upper left. You can click on the "Save Draft" button and it will populate in the center of the screen. To get back to the application, click the hyperlinked record title in the "Listings". In order to complete the application, please click "+Review" in the upper right. You have the option to save your work and continue at a later time by selecting the "Save Draft" button at the bottom of the right panel and clicking "Draft". When you log back in, your saved work will have an orange "Progress" button. When you are ready to submit, please click "Submit" at the bottom of the right panel. When you return to the application, the button will now be completed and say "Done".

Thank you and please reach out to the administrator if you have any questions.

For example, if you want to review the Standards, select Standards 2016 in the drop-down and you will get a screen with all 40 of the standards listed:

You can then select a standard to review by clicking on the eyeball to the right of the name. This will work the same with a list of profiles (i.e., faculty, preceptors) and courses.

That will take you to the active form on the right of your screen:

The screenshot shows a web interface with a header "Viewing: Standards 2016". Below the header is a table with three columns: "Record Label", "Standard", and "Add another document". The table contains one row with the following data:

Record Label	Standard	Add another document
16. Resolution of Student Complaints 20170078	16. Resolution of Student Complaints	

To the right of the table is a "Feedback" section. It contains a "Text" input field, a "Pre-Site Visit Review" heading, and a "Pre-Site Review Standard 1 : Institutional Accreditation" section. This section includes three dropdown menus labeled "Review Score: *", "Review Status: *", and "Assessment: *". Below these is a "Suggestions & Concerns:" text area.

Using the eyeball to open the form you want to provide feedback you can see what the program submitted on the left:

The screenshot shows a web interface with a header "Form Attachments" and a "Print" button. Below the header is a "Record Label" section with the text "16. Resolution of Student Complaints 20170078". Below this is a "Standards" section with a link "Download a pdf version of 2016 standards here". Below the link is a "Standard" section with the text "16. Resolution of Student Complaints". Below the standard is a section titled "INSTITUTIONAL & ADMINISTRATIVE STRUCTURE STANDARDS" with a subheading "Standard 16: Resolution Of Student Complaints". This section contains a paragraph of text and a "Description" section. The "Description" section contains the following text:

Description: Standard 16 addresses the rights of students to file a written complaint with the program, department, or institution. Complaints may range from grading concerns, to peer relationships, to conflicts with instructors. Complaints may also be broader, such as concerns about access to instructional materials (e.g. library resources, teaching materials, etc.). Regardless of the issue, students must have the opportunity to engage a fair process to address complaints. Records of

To the right of the record detail is a "Feedback" section. It contains a dropdown menu, an "Assessment: *" section with a text area, a "Suggestions & Concerns:" text area, a "Pre-Site Review Standard 2 : Governance" section, and three dropdown menus labeled "Review Score: *", "Review Status: *", and "Assessment: *".

The active form on the right is one long form with a series of questions for each standard. You will need to scroll down to get the Standard 16 section in the form:

The image shows two side-by-side screenshots. The left screenshot is a webpage titled "Record Label" with the text "16. Resolution of Student Complaints 20170078". Below it is a "Standards" section with a link "Download a pdf version of 2016 standards here". The "Standard" section is titled "16. Resolution of Student Complaints" and "INSTITUTIONAL & ADMINISTRATIVE STRUCTURE STANDARDS". It includes a "Standard 16: Resolution Of Student Complaints" description and a "Description" paragraph. The right screenshot is a form titled "Pre-Site Visit Standard 16: Resolution of Student Complaints". It has a "Review Score: *" dropdown menu, a "Review Status: *" dropdown menu, and an "Assessment: *" text box. There are also "Suggestions & Concerns:" text boxes at the top and bottom of the form.

To enter a Review Score for this standard, use the drop-down to select it:

The image shows a close-up of the "Pre-Site Visit Standard 16: Resolution of Student Complaints" form. The "Review Score: *" dropdown menu is open, showing four options: "No Score", "In Compliance", "Partial Compliance", and "Not in Compliance". The "In Compliance" option is highlighted with a blue bar. The "Assessment: *" text box is visible below the dropdown.

To enter a Review Status for this standard, use the drop-down to select it:

The image shows a close-up of the "Pre-Site Visit Standard 16: Resolution of Student Complaints" form. The "Review Status: *" dropdown menu is open, showing four options: "Not Started", "In Progress", "Ready for Chair Review", and "Ready for Submission". The "Not Started" option is highlighted with a blue bar. The "Review Score: *" dropdown menu is visible above it, showing "In Compliance" selected.

You will then fill in text boxes to provide your Assessment and if you have any Suggestions or Comments.

For example:

Standard

16. Resolution of Student Complaints

INSTITUTIONAL & ADMINISTRATIVE STRUCTURE STANDARDS

Standard 16: Resolution Of Student Complaints

The program must have a system for receiving, adjudicating, and resolving student complaints that are documented, and the process for resolution of the complaint (Due process). It must inform students of their right to file a complaint, including filing a complaint with the accrediting agency. Programs must maintain a record of student complaints and their disposition for a period of six years after the student has left the program.

Description: Standard 16 addresses the rights of students to file a written complaint with the program, department, or institution. Complaints may range from grading concerns, to peer relationships, to conflicts with instructors. Complaints may also be broader, such as concerns about access to instructional materials (e.g. library resources, teaching materials, etc.). Regardless of the issue, students must have the opportunity to engage a fair process to address complaints. Records of the deliberations and decisions regarding complaints should be maintained for a minimum of six years after a student graduates. Only student complaints that are submitted in written form will be reviewed by the program.

Pre-Site Visit Standard 16: Resolution of Student Complaints

Review Score: *

In Compliance

Review Status: *

In Progress

Assessment: *

Test Information

Suggestions & Concerns:

If supporting documents have been uploaded by the program, the Form Attachments button in the upper left will be active and you can select the document to open from a drop-down menu:

Viewing: Primary Application pt 1

Form Attachments

Print

Record Label (Hidden field)

New Institution

Primary Application - Part 1

Please complete the entire application form.

Saving & Editing - If you need to save your work and complete Part 1 at another time, please select the transparent Save Draft button at the bottom of the page.

Submitting - If you have completed Part 1 of the application

Feedback

Review Score: *

This field is required

Review Status: *

This field is required

Assessment: *

This field is required

After you enter your work and when you want to save it, you will need to scroll all the way down to the bottom of the form and select the **Save Draft** button:

INSTITUTIONAL & ADMINISTRATIVE STRUCTURE STANDARDS

Standard 16: Resolution Of Student Complaints

The program must have a system for receiving, adjudicating, and resolving student complaints that are documented, and the process for resolution of the complaint (Due process). It must inform students of their right to file a complaint, including filing a complaint with the accrediting agency. Programs must maintain a record of student complaints and their disposition for a period of six years after the student has left the program.

Description: Standard 16 addresses the rights of students to file a written complaint with the program, department, or institution. Complaints may range from grading concerns, to peer relationships, to conflicts with instructors. Complaints may also be broader, such as concerns about access to instructional materials (e.g. library resources, teaching materials, etc.). Regardless of the issue, students must have the opportunity to engage a fair process to address complaints. Records of the deliberations and decisions regarding complaints should be maintained for a minimum of six years after a student graduates. Only student complaints that are submitted in written form will be reviewed by the program.

Assessment: *

Suggestions & Concerns:

Close Save Draft Submit

When you are ready to log out after a period of working, be sure to **Save Draft** before using the **Logout** button in the upper right of the screen:

Once you have logged out the first time and thereafter when you log in, the initial option that said **Review**, now says **Continue**:

C. Pre-Site Visit Review and Site Visit Review Form Contents

Information you will need to complete for each Standard:

- Review Score (required)
 - No Score
 - In Compliance
 - Partial Compliance
 - Not in Compliance
- Review Status (required)
 - Not Started
 - In Progress
 - Ready for Chair to Review
 - Ready for Submission
- Assessment (required)
- Suggestions & Comments

As one of three reviewers in each team, you may be assigned to review a set number of the 40 standards, and the team chair and other team reviewer will be able to view your work. You will need to make a determination of compliance with the standard and by setting your Review Status, you signal when you are ready for the team chair to review your work.

Only the team chair should submit one final completed Review Form. The chair can copy and paste from the other two reviewers' forms to make sure that all of the required fields have been completed before selecting the **Save** button.

III. Site Visit Review

The Site Visit Review steps will be the same as those for the Pre-Site Visit Review. When you log in, the default form in the **Select Form** box will be the Site Visit Review. You can open the Pre-Site Visit Review Response from the program by selecting that from the drop-down menu. You will be able to review the program's responses to your assessment and comments on their compliance with each standard and view any additional documents they uploaded.

You may begin working on your Site Visit Review form prior to the actual site visit, but only one Site Visit Review form will be Saved and submitted by the team chair during the in-person site visit.

IV. Site Visit Report and Recommendation

The final online form to be completed by the team chair in consultation with the review team is the Site Visit Report and Recommendation. Once submitted, it will be shared with the program and the program will have 14 days to notify ACAE of any factual errors in the report.

Information you will need to complete in this form:

- Opening Statement – team thanks the program and individuals and provides an overview of the review
- Program Strengths – list and describe any Standards that are over and above the threshold for Compliance
- Program Areas of Improvement – list and describe Standards that are less than in full Compliance
- Recommendation
 - Accreditation
 - Reaccreditation
 - Probationary Accreditation
 - Denied
- Closing Statement – more thanks and summary of strengths and weaknesses

V. Self-Study Sections

This is provided so that you as a reviewer know what information is being collected from the program on each form.

Primary Application pt 1

General Instructions to the program:

All required data fields are indicated. You must enter numerical data for the appropriate categories. Enter only whole numbers for all values and pay attention to specific instructions in each section. Totals for each category are automatically calculated, but please check to be sure all totals are accurate and consistent. If there is no value for a required question, enter “0” in the box. Finally, if you select “other” for any of the answers, please describe in the appropriate text box.

Program Overview: This section requires narrative answers to several questions in order to get an overview of the program’s activities. Each of the questions applies to the most recently completed academic year.

- Identify the academic year covered in the application (i.e., 2019-2020)
- Identify the date range of the AuD program academic year
- Provide an overview of AuD program activities
- Provide specific information related to ‘successes’ the program achieved
- Provide specific information related to ‘challenges’ the program faced
- Specify what substantive changes took place in the program
 - Substantive changes include: change in program director, substantial changes in curriculum, substantial increases or decreases in enrollment, substantial increases or decreases in faculty, substantial changes in program’s financial resources, substantial change in the mission, goals or objectives of the program, new affiliations or mergers with other institutions, addition of international AuD programs sponsored by an accredited institution. NOTE: Substantive changes must be submitted in writing to ACAE 45 days before the anticipated change for approval for programs submitting an application for reaccreditation.
- Provide an example of a measurable outcome that led to a change in the AuD program
- Provide an example of innovation in the AuD program

Application Requirements (admission criteria):

- Provide overall GPA
- Provide GPA in major
- Provide GRE Score – Verbal Reasoning
- Provide GRE Score – Quantitative Reasoning
- Provide GRE Score – Analytical Writing
- TOEFL Examination (for International Students) – check box if required
- Personal Statement – check box if required
- Number of letters of recommendation
- Number of hours of previous audiology work experience
- Previous degree (e.g., none, bachelors, masters)

Applicant and Student Demographics: Provide aggregated data for all applicants, accepted students and 1st year students for the same reporting year, as well as all 2nd-4th year students, in these categories.

- Total number
- **Age:** less than 20 years old, 20 – 29 years old, 30 – 39 years old, more than 39 years old, unknown
- **Special Categories:** veteran, hearing impaired, visually impaired, or physically challenged
- **Gender:** male, female, other/not reported
- **Ethnicity:** Hispanic or Latino, or not (refers to the language spoken in the home of student)
- **Race:** Department of Labor race categories
- **Permanent Residence:** the state in which your program resides, the other US states including District of Columbia and US Territories, Canada, international, number of states represented
- **Previous Educational Background:** audiology related undergraduate degree, non-audiology related degree (specify), audiologist with master's degree, other masters, graduate and professional degree (specify), other/unknown (describe), met your GPA and GRE requirements
- Text box to explain extenuating circumstances in Demographic data

Example of table format for some questions on each application form:

Applicant and Student Demographics

Complete this next section about applications received in the previous academic year for fall enrollment in the most recently completed academic year.

Fill in the Total Numbers for:

	Applicants *	Accepted Students *	1st year Students *	2nd-4th year Students *
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

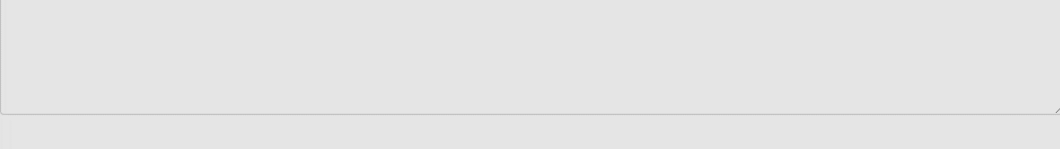
Fill in the Age Ranges for:

	Applicants *	Accepted Students *	1st year Students *	2nd-4th year Students *
Less than 20 years old	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20-29 years old	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
30-39 years old	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
More than 39 years old	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Totals	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Where columns have Totals, they are auto-filled calculations.

Example of text box for additional comments:

If you need to explain any extenuating circumstances regarding the demographic data entered above, please do so here:



Primary Application pt 2

General Instructions to the program:

All required data fields are indicated. Please fill out all necessary information, paying attention to specific instructions for each section. Totals for each category are automatically calculated, but please check to be sure all totals are accurate and consistent. Also, pay attention to whether a response requires percentages or whole numbers. For those with percentages, enter the whole number of the percentage, without decimals or percent signs. For those with whole numbers, do not include any dollar signs, decimals, or commas. Do not leave any box blank: if there is no value for a required question, enter “0” in the box. Finally, if you select “other” for any of the answers, please describe in the appropriate text box.

Students:

- Enter the completion rates for each of the classes
- Enter the percentage of graduates who passed and failed the Praxis examination on the first attempt
- Enter the pass rate/threshold for the Praxis examination
- Text box to explain extenuating circumstances in Student data

Graduates:

- Enter the graduation rate of students who completed the entire course of study within the program of Audiology (percent and number) in the CURRENT reporting year
- Specify what system is in place for the program to track job performance of its graduates (who have been employed at least 2 years) from their employers
- Enter the employment information of students who completed the entire course of study within the program of Audiology (percent and number) in the PRIOR reporting year
- Text box to explain extenuating circumstances in Graduates data

Clinical Instruction (Externship):

- Enter the number of sites in each type of clinical setting, i.e., Private Audiology Practice, VA Facility, Physician’s Office, Hospital/Rehabilitation Center

- Enter how many extern students gained experience in each type clinical experience, i.e., Adult DX, Ped HA, Adult CI, Balance (IMO)
- Enter the typical student:preceptor teaching ratio
- Enter the number and percentage of preceptors with more than three years supervising students
- Enter the number of preceptors with preceptor training
- Enter information about provide compensation to students or the program
- Enter the number and percentage who completed the externship
- Text box to explain extenuating circumstances in Externship data

Clinical Instruction (non-Externship):

- Enter the number of sites in each type of clinical setting, i.e., Private Audiology Practice, VA Facility, Physician's Office, Hospital/Rehabilitation Center
- Enter how many extern students gained experience in each type clinical experience, i.e., Adult DX, Ped HA, Adult CI, Balance (IMO)
- Enter the number and percentage of preceptors with more than three years supervising students
- Enter the number of preceptors with preceptor training
- Text box to explain extenuating circumstances in non-Externship data

Faculty:

- Enter the number of faculty positions by category, i.e., full-time, part-time, adjunct
- Enter the number of faculty vacancies by category, i.e., full-time, part-time, adjunct
- Enter the program's average faculty:student ratio in courses
- Enter the FTE percentage of designated/protected time for the program director to manage and monitor all aspects of the AuD program
- Enter the FTE percentage of designated/protected time for the Clinical Education Coordinator to perform those duties
- Text box to explain extenuating circumstances in Faculty data

Primary Application pt 3

General Instructions to the program:

All required data fields are indicated. Please fill out all necessary information, paying attention to specific instructions for each section. Totals for each category are automatically calculated, but please check to be sure all totals are accurate and consistent. Also, pay attention to whether a response requires percentages or whole numbers. For those with percentages, enter the whole number of the percentage, without decimals or percent signs. For those with whole numbers, do not include any dollar signs, decimals, or commas. Do not leave any box blank: if there is no value for a required question, enter "0" in the box. Finally, if you select "other" for any of the answers, please describe in the appropriate text box.

Program Resources - Facilities:

- Number of classrooms routinely available for use by program
- Number of classrooms equipped with internet-accessible computer and projection capabilities
- What mediating internet course management system do you use (if any): Blackboard or Web CT, Angel, Desire2Learn, Other (describe)
- Percentage of faculty sufficiently comfortable using educational technology
- Where program provides teaching of clinical skills & what percentage of total clinical learning experiences are at each type of location
 - On-Site
 - Off-Site with faculty staffing from program
 - Off-Site independent of faculty from program
 - Clinic/Laboratory
- If program has on-site lab or clinic, how does it provide for teaching of clinical skills: standardized patients, computer simulation, working clinic, other (describe). Check all that apply
- Professional journals to which the program has access
- Text box to explain extenuating circumstances in Facilities data

Program Resources - Finances:

- Total revenue of program
- Percentage of revenue attributed to following: tuition, clinical revenue, grants/scholarships, state support
- Program budget and expended for the current reporting year: total, full-time faculty salaries, full-time faculty benefits, part-time faculty salaries, part-time faculty benefits, clerical and admin/tech support staff salaries, clerical and admin/tech support staff benefits, faculty continuing education (including travel), clerical and other related supplies, classroom and laboratory supplies, clinical supplies, equipment purchases, total salaries/honoraria paid to preceptors, preceptor coordination/orientation/training
- Program budget and expended for the prior reporting year (same categories)
- If program had access to capital budget, identify amount budgeted and expended for most recently concluded fiscal year: total capital budget (related to the program), equipment, renovations, other
- Total financial assistance received by students: grants, scholarships, loans, others
- Text box to explain extenuating circumstances in Finances data

Program Resources – Support Staff:

- Number of clerical support staff (FTEs) assigned to program: full-time and part-time
- Number of administrative support staff (FTEs) available to program: full-time and part-time

- Number of technical support staff (FTEs) available to calibrate and maintain audiology-related equipment: full-time and part-time
- Number of computer support staff available to the program: full-time and part-time
- How often computers are upgraded in: full-time faculty/professional staff offices, clinical support staff offices
- Text box to explain extenuating circumstances in Support Staff data

Student Complaints:

NOTE: The ACAE definition of a written complaint is a statement that describes the complaint, is signed, and is submitted to the head of the department. The statement can ask for a formal meeting to be held between the complainant and Program Director and/or Chairperson.

The program enters the number of complaints for each category stated below. For each category, they specify the number of complaints decided in the student's favor, the number decided in the program's favor, and the number that were withdrawn. The total for each category will be automatically calculated.

- Individual Student Complaints – Excluding appeals related to a student's dismissal from the program, the number of student-specific written complaints raised by individual students that related to the academic course of study (for past academic year) for:
 - Grades, courses, instructors (general issues), instructors (harassment issues), other issues
- Programmatic Complaints – number of formal programmatic complaints raised by group of students that resulted in a written complaint (for past academic year) for:
 - Accreditation standards, communication, clinical rotations, didactic courses, facilities, program policies & procedures, student advising, other programmatic issues

Faculty Profiles

The program creates a profile for each faculty.

Information required for each faculty member who teaches in the program:

- Faculty Demographics
 - Name
 - Age (range)
 - Gender
 - Hispanic or Latino (refers to primary language spoken)
 - Race (Department of Labor race categories)
 - Degrees earned (degree, institution obtained from, date obtained)
 - States in which licensed to practice Audiology, dispense hearing aids (state, Audiology license number, hearing aid license/registration number)

- Employment Information
 - Full-time or part-time
 - Assigned full-time equivalent (0.01-1.00 if full-time)
 - If faculty member receives salary from institution
 - Date appointed faculty member to the program
 - Current rank (professor, associate professor, assistant professor, instructor, adjunct professor, clinical faculty member, adjunct faculty member, or other)
 - If “other”, please specify
 - If faculty member is currently on Sabbatical Leave
 - If faculty member is not returning next academic year, state reason (leave of absence, sabbatical leave, personal reasons or position at another university)
 - Program Responsibilities, Publications & Presentations
 - Percentage of time spent in the following areas: total FTE audiology program, teaching – clinical, administration, service, research, and provision of clinical services without teaching
 - Number of publications per type in the most recently completed academic year: book, book chapter, invited articles, peer-reviewed non-database articles, non-peer-reviewed articles, and tutorials
 - Number of presentations at state or national audiology-related conferences in the most recently completed academic year: invited presentations and peer-reviewed presentations (podium or poster)
- CV Upload
 - Upload most recent CV for faculty member

Preceptor Profiles

The program creates a profile for each clinical instructor.

Information required for each preceptor/clinical instructor (i.e., those who take students for clerkships and/or externships):

- Demographics
 - Name
 - Current name and address of primary practice location
 - States in which licensed to practice Audiology & licensed/registered to dispense hearing aids, if applicable (state, audiology license number, hearing aid dispensing license/registration number)
- Professional Information
 - Highest degree earned
 - Primary practice setting
 - If provide clinical instruction, what is typical student:preceptor teaching ratio
 - Does the preceptor have more than three years supervising students?
 - Has the preceptor completed preceptor training?

Clinic Profiles

The program creates a profile for each clinical site.

Information required for each clinical site that the program uses for clerkships and/or externships:

- Name of site
- City/town & state
- Provides clinical instruction for: internship students, externship students, or both
- Site management (on-site clinic, off-site clinic managed by the AuD program, or off-site clinic not managed by the AuD program)
- Types of clinical experience available: Adult DX, Ped DX, Adult HA, Ped HA, Adult CI, Ped CI, Evoked Pot, Balance (IMO)
- Preceptor's name

Committee Profiles

The program creates a profile for each committee.

Information required for each committee that contributes to the welfare of the AuD program:

- Full committee name
- Abbreviated Committee name
- Year the committee was formed
- Faculty committee members
- Student committee members
- Committee chairperson(s)
- Committee charge

Year 0 Courses

The program creates a profile for each course in the curriculum.

Information required for each course in the curriculum:

- Course title
- Course number
- Assigned credits
- How is this course taught? (In-person, online, both)
- Are simulations used in this course? (In the classroom, In clinical experiences, In both) If yes, describe.
- Curriculum scheduling system (quarter, semester, or trimester)
- Course sequence location (year and term)
- Upload a course syllabus
- Check all Foundation Competencies met in this course
- Check all Diagnosis and Management Competencies met in this course
- Check all Communication Competencies met in this course

- Check all Professional Responsibilities and Values Competencies met in this course
- Check all significant assessment methods used in this course:
 - None (competency not taught in this year)
 - Taught, But No Assessment
 - Ungraded Homework (HW) Assignments
 - Graded HW Assignments
 - In-class Quizzes
 - Multiple Choice Questions
 - Short Answer Questions
 - Long Answer Questions
 - Oral Exam
 - OSCE (Objective Structured Clinical Exam)
 - General Clinical Observation and Assessment
 - Specific Clinical Competency Examination
 - Other

About this profile:

The “Competencies” section requires the program to check all competencies (Standard 22) covered in the course. They may mark multiple competencies for a course, but they must choose at least one option (including None) for each group of competencies. See screen shot:

Communication Competencies

- C1: Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.
- C2: Produce professional written reports on the diagnoses, evaluations, and consultations encountered during clinical experiences.
- C3: Demonstrate empathy and active listening behaviors for patients and families.
- C4: Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin.
- C5: Safeguard the privacy and confidentiality of a patient's medical record information.
- C6: Maintain accurate and complete up-to-date patient records, with clear and appropriate documentation of each patient encounter.
- C7: Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members.
- C8: Model and apply the skills needed to provide effective patient/family-centered counseling and shared decision making when providing information, resources and evidence-based options for diagnosis and treatment.

Check all Communication Competencies that are met in this course: *

☐ C1
☐ C2
☐ C3
☐ C4
☐ C5
☐ C6
☐ C7
☐ C8
☐ No C competencies met

Standards 2016

The program creates an assessment response for each standard, using a dropdown menu to specify each standard. They have a separate response for each of the 40 standards.

Each Standard is written at the top of the form page:

Standards

[Download a pdf version of 2016 standards here](#)

Standard

16. Resolution of Student Complaints

INSTITUTIONAL & ADMINISTRATIVE STRUCTURE STANDARDS

Standard 16: Resolution Of Student Complaints

The program must have a system for receiving, adjudicating, and resolving student complaints that are documented, and the process for resolution of the complaint (Due process). It must inform students of their right to file a complaint, including filing a complaint with the accrediting agency. Programs must maintain a record of student complaints and their disposition for a period of six years after the student has left the program.

Description: Standard 16 addresses the rights of students to file a written complaint with the program, department, or institution. Complaints may range from grading concerns, to peer relationships to conflicts with instructors. Complaints may also be broader, such as concerns about access to instructional materials (e.g. library resources, teaching materials, etc.). Regardless of the issue, students must have the opportunity to engage a fair process to address complaints. Records of the deliberations and decisions regarding complaints should be maintained for a minimum of six years after a student graduates. Only student complaints that are submitted in written form will be reviewed by the program.

Supporting Evidence:

- Policies regarding student complaints;
- Due process policy for students; and
- Student promotion and appeal documents.

Plan (from the last 7 years) *

Screen shot of the bottom of the form with document upload section and status dropdown menus:

Proposed Actions (for the next 7 years) *

Upload supporting documents for this Standard. Enter a helpful Title and Guide Statement (Description) for each document. *

+ Select a file

Add another document

☐ Yes

Progress Status *

Not Started (default)

Qualitative Status *

None selected (default)

Last saved at 9:37:02 AM

Delete Save Draft Mark Complete Close

Information required for each standard assessment:

- Standard (selected from dropdown menu)
- Plan (from the last 7 years) in a text box
- Current Analysis in a text box
- Proposed Actions (for the next 7 years) in a text box
- Upload supporting documents for the standard (not required)
 - Enter Title and Guide Statement (Description) for each upload
 - Upload up to 5 documents per standard
- Select Progress Status
 - Not Started (default)
 - In Progress
 - Ready for Program Director Review
 - Ready for Administrative Review
 - Ready for Submission (all standards must be in this status when the Self-Study is submitted as complete)

- Select Qualitative Status
 - None selected
 - On Target
 - Close to being on Target
 - Moving slowly in the right direction
 - Moving in the wrong direction

VI. Conclusion

This concludes the Accreditation/Reaccreditation Reviewer User Guide for the ACAE Accreditation Platform. As the platform is new to all experienced reviewers as well as new reviewers, we hope we have captured all of the information you will need to complete your online program review and site visit as well as screen shots that will help you navigate the site.

If you have questions or suggestions for additions to the User Guide, please contact the Andrew Stafford, Director of Professional Standards and Credentialing at 703-226-1056 or astafford@audiology.org.