**DOCTORAL SITE VISIT REPORT PREP SHEET**

**with guiding questions/comments**

*(Text from Online Self-Study Module in the CoA Portal)*

This document is intended to assist site visitors with gathering information helpful to the Commission on Accreditation (CoA). The CoA relies on site visitors to provide data gathered through in-person interviews and discussions with students, faculty, site supervisors, and program leadership, as well as through review of certain records. It is not necessary nor helpful in the site visit report to repeat what is stated in the self-study, as Commissioners will have read the self-study with care. The CoA relies on you for input from the people involved at all levels of the training program. Thus, regardless of how the questions in this document are worded, please respond with information obtained directly at the training site. In addition, it is helpful to note when information provided in the self-study is not consistent with information collected during interviews and discussions. It is also helpful to identify the general source of the information by category, such as faculty, supervisors, leadership, or students. Thank you very much for your assistance in this important process.

**In this document, you will find questions/comments (in bold, colored print) intended to guide you through interviews, and other aspects of the visit, as well as aid you with writing the report.** Please do not feel constrained by the specific questions/comments posed, as they are simply suggestions based on CoA experience with reading site visit reports. If there is other information that you have gathered at the site that is relevant to SoA requirements, please provide that information.

**Please do NOT submit this document to the OPCA, as it is simply a report preparation sheet. You will submit the final report through the CoA Portal**: <https://coaportal.apa.org/login>.

**Reports Tab**

**Opening Statement** (Basic overview of visit – dates, logistics, etc.):

**Summary** (Basic overview of program):

**Closing Statement** (Final comments):

**Uploads** (SV Schedule, etc.):

**Standard I: Institutional and Program Content**

**I.A. Type of Program**

**I.A.1 Health Service Psychology**

The program offers broad and general doctoral education and training that includes preparation in health service psychology (HSP). Although HSP encompasses a range of practice areas, degree types, and career paths, certain elements are common to training in the profession. A program that is accredited in health service psychology must demonstrate that it contains the following elements:

1. Integration of empirical evidence and practice: Practice is evidence-based, and evidence is practice-informed.
2. Training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training.
3. The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for faculty and students:***
	+ ***How are practice, theory, and research integrated in the program?***
	+ ***How does the program demonstrate training that is sequential, cumulative, and graded in complexity?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.A.2Practice Area**

Health service psychology includes several practice areas in which an accredited program may focus, including the areas of clinical psychology, counseling psychology, school psychology, combinations of these areas, and other developed practice areas*.*

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Based on observations during the site visit, did the program demonstrate the practice area identified in the self-study? In what ways?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.B Institutional and Administrative Structure**

**I.B.1Administrative Structure.**

The program's purpose must be pursued in an institutional setting appropriate for doctoral education and training in health service psychology. The institution must have a clear administrative structure and commitment to the doctoral program.

1. The sponsoring institution of higher education must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate graduate degree-granting authority. This includes state authorization and accreditation of the institution by a nationally recognized regional accrediting body in the United States.
2. The program is an integral part of the mission of the academic department, college, school, or institution in which it resides. It is represented in the institution's operating budget and plans in a manner that supports the training mission of the program. Funding and resources are stable and enable the program to achieve its aims.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for faculty and students:***
	+ ***Is the program reflected in the institution’s operational budget in a manner that allows it to meet its aims?***
	+ ***Are there any obstacles or inconsistencies between the aims of the program and the parent institution’s mission?***
* ***How are financial resource allocation decisions made?***
* ***Are there concerns about changes in resources for the program not reflected in the self-study or since the self-study was submitted?***
* ***How do institutional leaders describe the program, its mission, and its role in the institution? Is there evidence of tangible support for the program?***
* ***Are the program descriptions in the self-study reflective of your experience during the site visit?***
* ***Are there any discrepancies between your observations and what is in the self-study?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.B.2Administrative Responsibilities Related to Cultural and Individual Differences and Diversity.**

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity. Because of the United States' rich diverse higher education landscape, training can take place in both secular and faith-based settings. Thus this requirement does not exclude programs from having a religious affiliation or purpose and adopting and applying admission and employment policies that directly relate to this affiliation or purpose, so long as public notice of these policies has been made to applicants, students, faculty, and staff before their application or affiliation with the program. These policies may provide a preference for persons adhering to the religious purpose or affiliation of the program, but they shall not be used to preclude the admission, hiring, or retention of individuals because of the personal and demographic characteristics set forth under the definition of cultural diversity. This provision is intended to permit religious policies as to admission, retention, and employment only to the extent that they are protected by the U.S. Constitution. This provision will be administered as if the U.S. Constitution governed its application. Notwithstanding the above, and regardless of a program's setting, the program may not constrain academic freedom or otherwise alter the requirements of these standards. Finally, compelling pedagogical interests require that each program prepare graduates to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Is the self-study an accurate description of the program for this standard? If not, please explain.***
* ***Question for faculty and Students: How does the program prepare graduates to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity?***
* ***Describe any relevant examples or concerns related to a supportive learning environment.***
* ***Do faculty or students have any concerns regarding policy implementation or ability to voice concerns?***
* ***Does the program avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.C. Program Context and Resources**

**I.C.1 Program Administration and Structure.**

1. Program Leadership. The program has consistent and stable leadership with a designated leader who is a doctoral-level psychologist and a member of the core faculty. The program leader's credentials and expertise must be in an area covered by HSP accreditation and must be consistent with the program's aims. This leadership position may be held by more than one individual.
2. Program Administration. The program has designated procedures and personnel responsible for making decisions about the program, including curriculum, student selection and evaluation, and program maintenance and improvement. The program's decision-making procedures, including who is involved in decision making, must be consistent with the missions of the institution and department, and with the program's aims. The program ensures a stable educational environment through its personnel and faculty leadership.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How do students and faculty describe the effectiveness of program administration in how it implements policies and procedures?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.C.2 Length of Degree and Residency.**

The program has policies regarding program length and residency that permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to promote student development, socialization and peer interaction, faculty role modeling and the development and assessment of student competencies. Residency provides students with mentoring and supervision regarding their development and socialization into the profession, as well as continuous monitoring and assessment of student development through live face-to-face, in-person interaction with faculty and students. These obligations cannot be met in programs that are substantially or completely online. At a minimum, the program must require that each student successfully complete:

1. a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree;
2. at least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted;
3. at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same program. Programs seeking to satisfy the requirement of one year of full-time residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Provide any examples of contradictory information related to required minimum years, years in the program, or residency requirement between what is stated in the self-study and what you hear during the site visit.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.C.3Partnerships/Consortia.**

A graduate program may consist of, or be located under, a single administrative entity (e.g., institution, agency, school, or department) or in a partnership or consortium among separate administrative entities. A consortium is comprised of multiple independently administered entities that have, in writing, formally agreed to pool resources to conduct a training or education program.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Question for faculty and students: How effective are the consortium relationships in facilitating training?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.C.4 Resources.**

The program has, and appropriately utilizes, the resources it needs to achieve its training aims, including student acquisition and demonstration of competencies. The program works with its academic unit and/or the administration of the sponsor institution to develop a plan for the acquisition of additional resources that may be necessary for program maintenance and development. The resources should include the following:

1. financial support for training and educational activities;
2. clerical, technical, and electronic support;
3. training materials and equipment;
4. physical facilities;
5. services to support students with academic, financial, health, and personal issues;
6. sufficient and appropriate practicum experiences to allow a program to effectively achieve the program's training aims.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Any changes in a-f above since the submission of the self-study?***
* ***Questions for students and program leadership: Does the program have the resources needed for training? Are there any areas where the program’s funding resources may fall short?***
* ***Questions for faculty and students:***
	+ ***Are there ways in which the availability of support for students affects the program’s ability to accomplish its training goals?***
	+ ***Describe any strengths or concerns related to resources in a-f above.***
* ***Provide any information obtained from students, staff/faculty, and program leadership regarding inadequacy of resources or support services for the program.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.D Program Policies and Procedures**

**I.D.1Areas of Coverage.**

The program has and adheres to formal written policies and procedures that govern students as they enter, progress through, and matriculate from the program. These must include policies relevant to:

* + - 1. academic recruitment and admissions, including general recruitment/admissions and recruitment of students who are diverse;

* + - 1. degree requirements;
			2. administrative and financial assistance;
			3. student performance evaluation, feedback, advisement, retention, and termination decisions;
			4. due process and grievance procedures;
			5. student rights, responsibilities, and professional development;

nondiscrimination policies. The program must document nondiscriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for the DCT, faculty and students: How are doctoral students made aware of the program’s policies? Do they know how to access them? How would they access them? Have they, if needed? Is there anything that interferes with their ability to utilize the program’s policies and procedures?***
* ***Questions for students and faculty: How are student rights communicated and respected? When complaints arise, how are they handled? Is there evidence that the program has followed its own polices?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.D.2 Implementation.**

All policies and procedures used by the program must be consistent with the profession's current ethics code and must adhere to their sponsor institution's regulations and local, state, and federal statutes regarding due process and fair treatment. If the program utilizes policies developed at another level (e.g., department or institution), it must demonstrate how it implements these policies at the program level.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Are the program faculty aware of and planful about how their program fits into trends that are affecting the sponsoring institution, career opportunities and training trends in the region and nation?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.D.3Availability of Policies and Procedures.**

The program makes the formal written policies and procedures available to all interested parties. By the time of matriculation, the program provides students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

***Do doctoral students have knowledge of all policies and procedures at the time of matriculation? Please describe how this occurs.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.D.4 Record Keeping.**

The program is responsible for keeping information and records related to student training and complaints/grievances against the program. Records must be maintained in accord with federal, state, and institution policies regarding record keeping and privacy. The Commission on Accreditation will examine student records and programs' records of student complaints as part of its periodic review of programs.

* + - 1. **Student Records.** The program must document and maintain accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes. The program should inform students of its records retention policies.
			2. **Complaints/Grievances.** The program must keep records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine a program's records of student complaints as part of its periodic review of the program.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for faculty and students: How often is a student’s progress assessed? How do they receive feedback about their progress? Is there evidence for this assessment in student files?***
* ***Are student files complete (i.e., do student files include record of each student's education and training experiences and evaluations)? (Processes are addressed in Standard III.C.3)***
* ***How are students informed of record keeping procedures?***
* ***What methods are used to assist students experiencing difficulties (including remediation) in the program? What policies and procedures are used to terminate the enrollment of students? How are students informed about these procedures?***
* ***If remediations and/or program terminations have taken place, is there evidence (including in student files) that the program has followed its own policies?***
* ***Are remediation plans and their outcome(s) documented in the student’s file?***
* ***If there have been any grievances since the last self-study, where are these grievances stored and how is privacy maintained?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.(AI)**

Additional Information relevant to Standard I.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard I that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**Standard II: Aims, Competencies, Curriculum, and Outcomes**

**II.A. Aims of the Program**

1. The program must provide information on the aims of its training program that are consistent with health service psychology as defined by these standards, the program's area of psychology, and the degree conferred.
2. These aims should reflect the program's approach to training and the outcomes the program targets for its graduates, including the range of targeted career paths.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Do students and faculty accurately describe the aims of the program?***
* ***How does the program facilitate competence in the breadth of scientific psychology and in the specific substantive area?***
* ***Question for students and faculty: How are courses, laboratory and field experiences, research apprenticeships and other program elements well-planned and delivered so as to support the aims of the program?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.B.** **Discipline-Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements Required by the Profession**

1. **Discipline-specific knowledge and profession-wide competencies**

Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to health services psychology. Thus, all students in accredited programs should acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

1. Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. Programs may elect to demonstrate discipline-specific knowledge of students by:
	1. Using student selection criteria that involve standardized assessments of a foundational knowledge base (e.g., GRE subject tests). In this case, the program must describe how the curriculum builds upon this foundational knowledge to enable students to demonstrate graduate level discipline-specific knowledge.
	2. Providing students with broad exposure to discipline-specific knowledge. In this case, the program is not required to demonstrate that students have specific foundational knowledge at entry but must describe how the program's curriculum enables students to demonstrate graduate-level discipline-specific knowledge.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe faculty’s understanding of how the program facilitates students’ attainment of the DSKs.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.B.1.b**

Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. Although in general, the competencies appearing at or near the top of the following list serve as foundations upon which later competencies are built, each competency is considered critical for graduates in programs accredited in health service psychology. The specific requirements for each competency are articulated in Implementing Regulations. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency areas. Students must demonstrate competence in:

* + - * 1. Research
				2. Ethical and legal standards
				3. Individual and cultural diversity
				4. Professional values, attitudes, and behaviors
				5. Communication and interpersonal skills
				6. Assessment
				7. Intervention
				8. Supervision
				9. Consultation and interprofessional/interdisciplinary skills

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe faculty’s understanding of how the program facilitates students’ attainment of the PWCs.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.B.2 Learning/Curriculum Elements Related to the Program's Aims.**

The program must describe the process by which students attain discipline-specific knowledge and each profession-wide competency (i.e., the program's curriculum) and provide a description of how the curriculum is consistent with professional standards and the program's aims.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for faculty:***
	+ ***How do students achieve both discipline specific knowledge and professional wide competencies? (See IR C-7 D and C-8 D). How is this accomplished (didactics, research, practicum, other)? Which courses and experiences provide this knowledge?***
	+ ***Do courses/educational activities include distance education component and if so, what kinds? Have you received training in distance education? How does the program evaluate the effectiveness of its distance education (including the frequency and sufficiency of faculty/student interaction)?***
	+ ***What are the professional values you seek to instill in in the doctoral student?***
	+ ***Describe didactic elements. Are goals for didactic education shared across faculty and students?***
	+ ***Describe how direct client contact and supervision fit into the program’s plan for ensuring PWC competence. How are competencies assessed?***
* ***Questions for students and faculty:***
	+ ***Are the procedures, strategies, and practices that the program uses to Are***

***Are procedures, strategies, and practices that the program uses to educate students about the PWCs adequate? How does the program assess PWC competence?***

* ***Via inspection of trainers’/instructors’ credentials, do these individuals appear to have appropriate credentials to teach/train? Ask students if faculty appear to be competent teachers.***
* ***Questions for administration: Has your institution been authorized to provide distance education? (See IR C-11 D)***
* ***Questions for students: Have courses/educational activities included distance education components and if so, what kinds? How do distance education experiences compare to in-person activities/experiences? How is your privacy protected, including recordings in which you could be identified? What kinds of student support services are available to you when completing distance education activities/experiences? Are they comparable to in-person support services?***
* ***Syllabi are carefully reviewed by CoA. Site visitors are welcome to provide feedback about syllabi and are asked to describe changes to courses or other activities that faculty describe during the site visit. Are courses at the graduate level? Do they represent the current evidence base? Ask to see syllabi that are unclear or missing.***
* ***How do students describe that lifelong learning and scholarly inquiry is encouraged?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.B.3** **Required Practicum Training Elements.**

* + - 1. Practicum must include supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above. The doctoral program needs to demonstrate that it provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that by the time the student applies for internship the student has attained the requisite level of competency.
			2. Programs must place students in settings that are committed to training, that provide experiences that are consistent with health service psychology and the program's aims, and that enable students to attain and demonstrate appropriate competencies.
			3. Supervision must be provided by appropriately trained and credentialed individuals.
			4. As part of a program's ongoing commitment to ensuring the quality of their graduates, each practicum evaluation must be based in part on direct observation of the practicum student and her/his developing skills (either live or electronically).

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Are practicum supervisors appropriately credentialed/licensed?***
* ***Which empirically supported treatments do students use in practicum settings?***
* ***How is the quantity of practicum hours determined? Are complete records of this found in student files, signed by practicum agency supervisors and faculty in the program?***
* ***How does the practicum training complement or support the aims of the program?***
* ***Are practicum site supervisors always available on site in case of emergency? If not, how are emergency contacts handled?***
* ***If there have been problems at practicum sites, describe how students report them and how the program managed the situation.***
* ***Are students placed in practicum sites which provide sufficient opportunities to work with clients with a wide range of background and presenting problems? Do the supervisors address knowledge and skills in dealing with clients with a wide range of backgrounds and presenting problems in training and supervision?***
* ***Does the program site visit practicum programs? Does the program maintain records of practicum site visits?***
* ***How does the program assist students with the selection of practicum training sites? What is the process by which students obtain practica? What particular qualifications must students have for each practicum site?***
* ***How are practicum sites selected and managed by the program? How does the program maintain communication with and control over practicum training sites?***
* ***How do students and faculty describe the program’s ability to integrate practica and class work? What is the relationship between practicum supervisors and faculty? How is the feedback from field supervisors about students and the program obtained and used?***
* ***Are students obtaining sufficient practicum supervision to compete for appropriate internships? Do students feel adequately prepared for internship? Do practicum supervisors believe students are sufficiently prepared? How does the program respond to practicum supervisors’ concerns about student performance?***
* ***Please describe how each evaluation is based in part on direct observation.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.B.4 Required Internship Training Elements.**

The program must demonstrate that all students complete a one year full-time or two year part-time internship. The program's policies regarding student placement at accredited versus unaccredited internships should be consistent with national standards regarding internship training.

a. **Accredited Internships.** Students are expected to apply for, and to the extent possible, complete internship training programs that are either APA- or CPA-accredited. For students who attend accredited internships, the doctoral program is required to provide only the specific name of the internship.

b. **Unaccredited Internships.** When a student attends an unaccredited internship, it is the responsibility of the doctoral program to provide evidence demonstrating quality and adequacy of the internship experience. This must include information on the following:

* + - * 1. the nature and appropriateness of the training activities;
				2. frequency and quality of supervision;
				3. credentials of the supervisors;
				4. how the internship evaluates student performance;
				5. how interns demonstrate competency at the appropriate level;
				6. documentation of the evaluation of its students in its student files.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How does the program assist students with the selection of internship training sites?***
* ***How does the program maintain communication with unaccredited internship training sites?***
* ***Do students describe faculty and program leadership as offering sufficient support?***
* ***Of those who applied, how many did not receive internship offers? Does the faculty have theories about why students who were not accepted to an internship failed? What are the students doing in lieu of an internship?***
* ***How does the program address students who do not Match - at both the student level (e.g. support) and the program level?***
* ***If the program has a low accredited internship match rate, what is it doing to improve the match rate with accredited internships?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.C Program-Specific Elements – Degree Type, Competencies, and Related Curriculum**

**II.C.1 Degree Type.**

All accredited programs in psychology support the development of disciplinary knowledge and core competencies associated with the profession, and support the acquisition and integration of knowledge, skills, and attitudes from two major domains within the discipline: research and evidence-based practice. Programs are accredited either to offer the PhD degree or to offer the PsyD degree. Other doctoral degree designations that meet these general parameters may be eligible for consideration as appropriate. Although all doctoral degrees contain all the required elements common to programs accredited in HSP, they differ in the balance among, and relative emphasis on, program components, based on specific training aims or likely career paths of their graduates.

In general, PhD programs place relatively greater emphasis upon training related to research, and PsyD programs place relatively greater emphasis on training for engaging in professional practice. Graduates of each type of program or other doctoral degree designations, however, must demonstrate a fundamental understanding of and competency in both research/scholarly activities and evidence-based professional practice.

Programs that confer the PhD must have a substantial proportion of faculty who conduct empirical research in the discipline (or related disciplines and fields) and a substantial proportion of faculty who have been trained for the practice of psychology. Thus, students in PhD programs are trained to both create and disseminate the scholarly research upon which science and practice are built, as well as utilize such research to engage in evidence-based practice.

Programs that confer the PsyD must have a substantial proportion of faculty who engage in scholarship and/or empirical research in the discipline (or related disciplines and fields) and a substantial proportion of faculty who have been trained for the practice of psychology. Thus, students in PsyD programs are trained to engage in evidence-based practice, as well as in scientific inquiry and evaluation.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How do students describe how scientific psychology and practice are integrated in the program*?**

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.C.2 Program-Specific Competencies and Related Curriculum.**

Doctoral programs accredited in health service psychology may require that students attain additional competencies specific to the program.

* + - 1. If the program requires additional competencies of its students, it must describe the competencies, how they are consistent with the program's aims, and the process by which students attain each competency (i.e., curriculum).
			2. Additional competencies must be consistent with the ethics of the profession.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***If the program has identified program-specific competencies, how are they integrated into the aims of the program?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.D Evaluation of Students and Program**

**II.D.1** **Evaluation of Students’ Competencies.**

1. The program must evaluate students’ competencies in both profession-defined and program-defined areas. By the time of degree completion, each student must demonstrate achievement of both the profession-wide competencies and those required by the program. Thus, for each competency, the program must:
	1. Specify how it evaluates student performance, and the minimum level of achievement or performance required of the student to demonstrate competency. Programs must demonstrate how their evaluation methods and minimum levels of achievement are appropriate for the measurement of each competency. The level of achievement expected should reflect the current standards for the profession.
	2. Provide outcome data that clearly demonstrate that by the time of degree completion, all students have reached the appropriate level of achievement in each profession-wide competency as well as in each program-defined competency. While the program has flexibility in deciding what outcome data to present, the data should reflect assessment that is consistent with best practices in student competency evaluation.
	3. Present formative and summative evaluations linked to exit criteria, as well as data demonstrating achievement of competencies, for each student in the program.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How do faculty describe the program’s minimum levels of achievement?***

***Describe how students know they are satisfactorily progressing through the program and what is required to successfully complete the doctoral program.***

***Review work samples (e.g. dissertations, portfolios, comprehensive/qualifying exams) that ensure that evaluation of profession-wide and program-specific competencies is being completed.***

***Question for faculty: How is feedback (specifically proximal and distal data) obtained from faculty, current and former students and others involved in the program? What recent programmatic changes have been made based on the outcome data collected?***

***How are proximal and distal outcome data used to determine the extent to which the program is achieving its aims and competencies?***

***Question for program leadership: How are students, faculty, and academic administrators involved in program planning?***

***How do the aims of the program specifically address local, regional, and national needs for psychological services?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.D.1.b**

For program graduates, the program must provide distal evidence of student's competencies and program effectiveness and must evaluate graduates' career paths in health service psychology after they have left the program.

* + - * 1. Two years after graduation, the program must provide data on how well the program prepared students in each profession-wide and program-specific competency. The program must also provide data on student's job placement and licensure rates.
				2. At 5 years post-graduation, the program must provide data on graduates, including data on graduate's licensure (as appropriate for their current job duties) and their scholarly/research contributions (as consistent with the program's aims).

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.D.2. Evaluation of Program Effectiveness and Quality Improvement Efforts.**

a. The program must demonstrate a commitment to ensure competence in health service psychology through ongoing self-evaluation in order to monitor its performance and contribution to the fulfilment of its sponsor institution's mission.

b. The program must document mechanisms for engaging in regular, ongoing self-assessment that:

* + - * 1. Involves program stakeholders, including faculty, students, graduates, and others involved in the training program.
				2. Evaluates its effectiveness in training students who, by the time of graduation, demonstrate the competencies required by the profession and the program, and who after graduation are able to engage in professional activities consistent with health service psychology and with the program's aims.
				3. Evaluates the currency and appropriateness of its aims, curriculum, and policies and procedures with respect to the following: its sponsor institution's mission and goals; local, state/provincial, regional, and national needs for psychological services; national standards for health service psychology; and the evolving evidence base of the profession.
				4. Identifies potential areas for improvement.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe the program’s self-study or self-improvement process. How are changes made?***
* ***Describe how feedback is obtained from faculty, students, graduates, and others involved in the program. Are there formal meetings? How frequently do such meetings occur and who attends?***
* ***Are institutional data readily available for program evaluation and planning?***
* ***Are students involved in the governance of the program?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.D.3** **Documenting students’ achievements and outcomes that demonstrate the program’s effectiveness.**

All accredited doctoral programs are expected to document student achievement while in the program and to look at post-graduation outcomes. Accredited programs are also expected to prepare students for entry-level practice and the program's achievement of this should be reflected in student success in achieving licensure after completion of the program.

1. The outcomes of program graduates including licensure rate and other proximal and distal outcomes of program graduates shall be evaluated within the context of: the requirement that all accredited doctoral programs prepare students for entry-level practice; each program's expressed and implied stated educational aims and competencies; and statements made by the program to the public.
2. Doctoral programs' specific educational aims and expected competencies may differ from one another; therefore there is no specified threshold or minimum number for reviewing a program's licensure rate. Instead the Commission on Accreditation shall use its professional judgment to determine if the program's licensure rate, in combination with other factors, such as attrition of students from the program and their time to degree, demonstrates students' successful preparation for entry-level practice in health service psychology.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.(Al)**

Additional information relevant to Section II.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard II that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**Standard III: Students**

**III.A. Student Selection Processes and Criteria.**

1. The program has an identifiable body of students at different levels of matriculation who:
	1. constitute a number that allows opportunities for meaningful peer interaction, support, and socialization.
	2. are reflective of a systematic, multiple-year plan, implemented and sustained over time, designed to attract students from a range of diverse backgrounds as outlined in the Glossary.
		1. The program must implement specific activities, approaches, and initiatives to increase diversity among its students. It may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient.
		2. The program should document the concrete actions it is taking to achieve diversity, identifying the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve. The program should demonstrate that it examines the effectiveness of its efforts to attract students who are diverse and document any steps needed to revise/enhance its strategies.
	3. By prior achievement, students have demonstrated appropriate competency for the program's aims as well as expectations for a doctoral program.
		1. If the program has criteria for selection that involve demonstration of prior knowledge (e.g., GRE subject tests), the program must discuss how these criteria influence program requirements, are appropriate for the aims of the program, and maximize student success.
		2. If the program has broad entrance criteria (e.g., undergraduate or graduate GPA), the program must address how students will be prepared for advanced education and training in psychology, how the curriculum is structured in accord with the goal of graduate-level competency, and how the criteria relative to the curriculum maximize student success.
	4. By interest and aptitude, they are prepared to meet the program's aims.
	5. They reflect, through their intellectual and professional development and intended career paths, the program's aims and philosophy.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How does the program use proximal and distal data, such as qualifying examinations, internship success, licensure, to evaluate the effectiveness of their selection policies?***
* ***Indicate how students describe the admissions process.***
* ***Describe how faculty participate in the assessment of applicants.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**III.B Supportive Learning Environment.**

1. Program faculty are accessible to students and provide them with guidance and supervision. They serve as appropriate professional role models and engage in actions that promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training aims.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe how faculty and supervisors are accessible to students and serve as professional role models.***
* ***What training resources are available to students, both on and off campus? How are such resources used by the program?***
* ***Explain how students describe their relationship with faculty and program leadership.***
* ***Do students feel they receive sufficient support from faculty for meeting their goals?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**III.B.2**

The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA Ethical Principles of Psychologists and Code of Conduct). The program has an obligation to inform students of these principles, put procedures in place to promote productive interactions, and inform students of their avenues of recourse should problems with regard to them arise.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for students: Generally, describe your relationship with supervisors, advisors, and program leadership. What is it like to be a student here? Describe specifically whether you feel treated with courtesy and respect. Are there instances when you feel you have not been treated with courtesy and respect? If yes, please describe those instances. What happened and was it resolved? Are you aware of what options you have if this should occur?***
* ***Have issues related to ethical conduct been raised about a faculty member or supervisor and, if so, how have they been addressed? Is there appropriate documentation?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**III.B.3**

To ensure a supportive and encouraging learning environment for students who are diverse, the program must avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe how the program fosters a supportive and encouraging environment for all students.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**III.C. Plans to Maximize Student Success.**

1. Program faculty engage in and document actions and procedures that actively encourage timely completion of the program and maximize student success. The program minimizes preventable causes of attrition (e.g., flawed admission procedures or unsupportive learning environments) and engages in tailored retention/completion efforts as appropriate (e.g., accommodation of student needs and special circumstances).

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for students:***
	+ **How do faculty guide and encourage students in the timely completion of the program?**
	+ **Have other students left the program? Why did they leave?**
	+ **If there has been attrition or dissatisfaction in the program, has the program done anything to reduce such attrition or dissatisfaction?**
* ***Describe how the program supports students who are facing challenges in completing the program. Are students given timely notice and assistance to overcome the challenges?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**III.C.2 Program Engagement.**

The program engages in specific activities, approaches, and initiatives to implement and maintain diversity and ensure a supportive learning environment for all students. The program may participate in institutional-level initiatives aimed toward retaining students who are diverse, but these alone are not sufficient. Concrete program-level actions to retain students who are diverse should be integrated across key aspects of the program and should be documented. The program should also demonstrate that it examines the effectiveness of its efforts to retain students who are diverse and document any steps needed to revise/enhance its strategies.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**III.C.3 Feedback and Remediation.**

Students receive, at least annually and as the need is observed for it, written feedback on the extent to which they are meeting the program's requirements and performance expectations. Such feedback should include:

* + - 1. timely, written notification of any problems that have been noted and the opportunity to discuss them;
			2. guidance regarding steps to remediate any problems (if remediable); and
			3. substantive, written feedback on the extent to which corrective actions have or have not been successful in addressing the issues of concern.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***In all matters relevant to the evaluation of students' performance, can the program leadership describe how it adheres to their institution's regulations and local, state, and federal statutes regarding due process and fair treatment of students? Are students clearly aware of relevant program policies? Where can they get clarification, guidance, advising?***
* ***Questions for students: Do you know what is required to complete the program? Are you aware what ways you could not pass or complete the program? How do you receive feedback on your performance? How detailed is this feedback? How often does this occur?***
* ***Check student files for evidence of meaningful feedback regarding performance? Which ones are signed by both the student and faculty? Are the files generally complete and reflect the training that the program says it does? Do files have copies of all forms etc.***
* ***Describe how students perceive the feedback they receive in their evaluations. Are students provided activities for remediation of any identified problems? Is a determination made about the outcome of the remediation and is it documented in writing? Are standards of evaluation clear to the students?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**III.(Al)**

Additional information relevant to Section III.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard III that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**Standard VI: Faculty**

**IV.A. Program Leadership, Administration, and Management.**

**IV.A.1**

Leadership of the program is stable. There is a designated leader who is a doctoral-level psychologist and a member of the core faculty. The program leader's credentials and expertise are consistent with the program's mission and aims and with the substantive area of health service psychology in which the program provides training. More than one individual can hold this leadership position.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**IV.A.2**

The program leader(s) together with program core faculty have primary responsibility for the design, implementation, and evaluation of the program's administrative activities (e.g., policies and procedures for student admissions, student evaluations, and arrangement of practicum experiences) and for its educational offerings (e.g., coursework, practicum experiences, and research training).

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe how faculty, program leadership, and students contribute to the development and enhancement of the program.***
* ***Describe how the program training director and faculty work together to oversee the program and make changes for improvement.***
* ***Do the faculty and students believe there are sufficient faculty to provide the training outlined in the public statements describing the program's aims?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**IV.B. Faculty Qualifications and Role Modeling.**

1. **Core Faculty.** The program has an identifiable core faculty responsible for the program's activities, educational offerings, and quality, who:
	1. function as an integral part of the academic unit of which the program is an element;
	2. are sufficient in number for their academic and professional responsibilities;
	3. have theoretical perspectives and academic and applied experiences appropriate to the program's aims;
	4. demonstrate substantial competence and have recognized credentials in those areas that are at the core of the program's aims;
	5. are available to function as appropriate role models for students in their learning and socialization into the discipline and profession.
2. **Additional Core Faculty Professional Characteristics.**
3. Core faculty must be composed of individuals whose education, training, and/or experience are consistent with their roles in the program in light of the substantive area in which the program seeks accreditation.
4. Core faculty must be composed of individuals whose primary professional employment (50% or more) is at the institution in which the program is housed, and to whom the institution has demonstrated a multiyear commitment. At least 50% of core faculty professional time must be devoted to program-related activities.
5. Core faculty must be identified with the program and centrally involved in program development, decision making, and student training. "Identified with the program" means that each faculty member is included in public and departmental documents as such, views himself or herself as core faculty, and is seen as core faculty by the students.
6. Core faculty activities directly related to the doctoral program include program-related teaching, research, scholarship, and/or professional activities; supervising students' research, students' dissertations, and students' teaching activities; mentoring students' professional development; providing clinical supervision; monitoring student outcomes; teaching in a master's degree program that is an integral part of the doctoral program; and developing, evaluating, and maintaining the program.
7. Core faculty activities not directly related to the doctoral program and not seen as aspects of the core faculty role include undergraduate teaching in general and related activities; teaching and related activities in terminal master's or other graduate programs; and clinical work or independent practice not directly associated with training, such as at a counseling center.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Explain how student describe how faculty serve as role models for students’ learning in the profession?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**IV.B.3 Associated and Adjunct Faculty.**

In addition to core faculty, programs may also have associated program faculty, contributing faculty, and adjunct (visiting, auxiliary, or "other") faculty. Associated program faculty do not meet the criteria for core faculty. They are not centrally involved in program development and decision making, but they still make a substantial contribution to the program and take on some of the tasks often associated with core faculty. Adjunct faculty are hired on an ad hoc basis to teach one or two courses, provide supervision, etc.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**IV.B.4 Faculty Sufficiency.**

1. Consistent with the program's model, the program faculty, and in particular the core faculty, needs to be large enough to advise and supervise students' research and practice, conduct research and/or engage in scholarly activity, attend to administrative duties, serve on institutional or program committees, provide a sense of program continuity, provide appropriate class sizes and sufficient course offerings to meet program aims, and monitor and evaluate practicum facilities, internship settings, and student progress.
2. The program faculty, and in particular the core faculty, needs to be large enough to support student engagement and success within the program, from admissions, to matriculation, to timely completion of program requirements and graduation.
3. At least one member of the core faculty needs to hold professional licensure as a psychologist to practice in the jurisdiction in which the program is located.
4. The program faculty must themselves be engaged in activities demonstrating the skills they are endeavoring to teach their students, such as delivering psychological services, conducting psychological research, publishing scholarly work, presenting professional work at conferences/meetings, teaching classes/workshops, and supervising the professional work of others.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Do students believe that the program’s faculty is appropriately focused on its training mission? Do students think that faculty members are so directed to the pursuit of research, consultant contracts, or private practice, that students do not get appropriate attention (e.g., mentoring, support for research development, consideration of career directions?)***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**IV.B.5 Cultural and individual differences and diversity**

**IV.B.5.a Recruitment of Faculty who are Diverse.**

Each accredited program is responsible for making systematic, coherent, and long-term efforts to attract (i.e., recruit) and retain faculty from differing backgrounds. The program has developed a systematic, long-term plan to attract faculty from a range of diverse backgrounds and implemented it when possible (i.e., when there have been faculty openings). The program may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient. The program should document concrete actions it has taken to achieve diversity, addressing the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve. It should demonstrate that it examines the effectiveness of its efforts to attract faculty who are diverse and document any steps needed to revise/enhance its strategies.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**IV.B.5.b Retention of Faculty who are Diverse.**

The program has program specific activities, approaches, and initiatives it implements to maintain diversity among its faculty. A program may include institutional-level initiatives aimed toward retaining faculty who are diverse, but these alone are not sufficient. The program demonstrates that it examines the effectiveness of its efforts to maintain faculty who are diverse and documents any steps needed to revise/enhance its strategies.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**IV.(AI)**

Additional Information relevant to Section IV.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard IV that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**Standard V: Communications**

**V.A. Public Disclosure**

**V.A.1 General Disclosures.**

* + - 1. The program demonstrates its commitment to public disclosure by providing clearly presented written materials and other communications that appropriately represent it to all relevant publics. At a minimum, this includes general program information pertaining to its aims, required curriculum sequence, and the expected outcomes in terms of its graduates' careers, as well as data on achievement of those expected and actual outcomes.
			2. The program must disclose its status with regard to accreditation, including the specific academic program covered by that status, and the name, address, and telephone number of the Commission on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**V.A.2 Communication With Prospective and Current Students.**

1. All communications with potential students should be informative, accurate, and transparent.
2. The program must be described accurately and completely in documents that are available to current students, prospective students, and other publics. This information should be presented in a manner that allows applicants to make informed decisions about entering the program. Program descriptions should be updated regularly as new cohorts begin and complete the program.
3. Descriptions of the program should include information about its requirements for admission and graduation; tuition and other costs; curriculum; time to completion; faculty, students, facilities, and other resources, including distance learning technologies; administrative policies and procedures; the kinds of research, practicum, and internship experiences it provides; and its education and training outcomes.

* 1. If the program has criteria for selection that involve competence-based assessments (e.g., GRE subject tests), it must describe how those criteria are appropriate for the aims of the program, how the curriculum is structured in terms of students' initial assessed competency at entry to the program, and how the criteria maximize student success.
	2. If the program has broad entrance criteria (e.g., undergraduate or graduate GPA), it must address how students will be prepared for advanced education and training in psychology, how the curriculum is structured in accord with the goal of graduate-level competency, and how the criteria relative to the curriculum maximize student success.
1. The program must provide reasonable notice to its current students of changes to its aims, curriculum, program resources, and administrative policies and procedures, as well as any other program transitions that may impact its educational quality.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe students’ perceptions of how accurately the program’s brochure or website reflects the program. Do students receive the training they expected to receive?***
* ***Is there anything students wish they had known about the program prior to matriculation?***
* ***Question for leadership: When was the last time you updated your program’s material?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**V.A.3 Communication Between Doctoral and Doctoral Internship Programs.**

a. Throughout the internship year, communication between the doctoral program and the internship should be maintained. This ongoing interaction can remain largely informal, depending on the needs of the program and the trainee. The doctoral program should initiate this contact at the start of the training year.

b. Any formal, written internship evaluations must be retained in student files and used to evaluate the student competencies required for degree completion.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***What mechanism does the program have in place for interacting with doctoral students’ internship programs, and how often does this occur?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**V.B Communication and Relationship With Accrediting Body**

The program must demonstrate its commitment to the accreditation process through:

**V.B.1 Adherence.**

The program must abide by the accrediting body's published policies and procedures as they pertain to its recognition as an accredited program. The program must respond in a complete and timely manner to all requests for communication from the accrediting body, including completing all required reports and responding to all questions.

1. **Standard Reporting.** The program must respond to regular, recurring information requests (e.g., annual reports and narrative reports) as required by the accrediting body's policies and procedures.
2. **Nonstandard Reporting.** The program must submit timely responses to any additional information requests from the accrediting body.
3. **Fees.** The program must be in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**V.B.2 Communication.**

The program must inform the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program's quality. This includes notification of any potential substantive changes in the program, such as changes in practice area or degree conferred or changes in faculty or administration.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Please describe if the program or department have any plans that might substantially change its nature or function in the next few years.***
* ***How does the program decide when CoA is to be notified of changes?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**V.(Al)**

Additional Information relevant to Section V.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard V that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**