UNDERSTANDING YOUR WORLD
Session for New Leaders

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Caught in the Middle?

CAA Accreditation
CFCC Certification

Promote excellence in educational preparation
Insure training within a core set of knowledge and skills leading to licensure at the state and national levels.

Establish guidelines for training professionals
Preparation of students for clinical practice.

Complementary Requirements?

University
CAC
Chair / Dept.
CFCC
Regional Accreditation

Key point for Accreditation

- CFCC standards identify basic elements that must exist in all accredited graduate education programs while allowing for flexibility in the ways in which programs pursue excellence.

STANDARDS COMPONENTS

Admin. Structure & Governance
Faculty
Curriculum (Academic and Clinical Education)
Students
Assessment
Program Resources
Degree
Institute of Higher Learning
Program of Study – Knowledge Outcomes
Program of Study – Skills Outcomes
Assessment
Clinical Fellowship & Maintenance of Certification
Mission and Goals
- States overall purpose of the program
- The cure for cancer starts here
- Goals should be action-oriented
- Often required by regional university accreditation as well.

Strategic Plan
- Set of goals outlining the direction of the department or school.
- Must be measurable and updated regularly

How to Create a Strategic Plan
- SWOT analysis
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats
- Process assists in brainstorming and ranking priorities.

Governance Document
- Outlines department/school structure
- Defines committees and their membership
- Describes the faculty evaluation process

Program Website
- CAA requires that the program provides accurate, current and readily available information.
- Must be easy to navigate
- Updated regularly
- What to include?
  - Admissions information
  - Program information
  - Program effectiveness with 3 year averages

Student Handbook
- Essential functions
- Advising procedures
- Program requirements
  - Comps/thesis
  - Course sequence
- Grading policies
- Graduation requirements
- Reasons for termination

Coursework
- Covers the 9 areas
- Credentials of the teacher
- Course sequence
- Time to graduation
- Must cover the 9 areas and demonstrate breadth across the life span
- Learning outcomes
- Must link the KASA standard to the learning outcome and how it is measured.
- How do students know they need remediation?
Admissions criteria
- Meets or exceeds grad school requirements
- Accommodate student differences
- Students informed of changes
- Regular advising
- Verify identity of distance students
- Students have a clear understanding of expectations
- They know the grievance process

Assessment
- The assessment process should include a step for remediation, where warranted, until student achieves mastery of knowledge and/or skills.
- Assessment should incorporate academic and clinical education experiences and their integration.
- Assessment on a course-by-course basis is not the only mechanism to employ.

Achievement of knowledge & skills through formative & summative assessments
- Satisfactory performance in the program through formative assessment
- Continual assessment
- Regular faculty evaluations
- Ongoing systematic formative and summative assessments of students
- Documents performance toward degree and credentialing (certification & licensure)

Course Syllabi
- Consider a standard format
- Components
  - Course objective
  - Learning objectives
  - Course outcomes
  - Course requirements
  - Grading policy
  - Course outline
  - University policies

Sample Course Outcome

<table>
<thead>
<tr>
<th>KASA Standard</th>
<th>How Achieved?</th>
<th>How Assessed?</th>
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<tbody>
<tr>
<td>B.8: Demonstrate knowledge of basic human communication &amp; swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.</td>
<td>Lecture and PowerPoint (PPT) notes, required readings, case presentations, web assignments.</td>
<td>Formative assessments: Web assignments. Summative assessments: Discussion group assignments, Midterm examination.</td>
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A student must achieve 75% accuracy on each of the summative assessments to demonstrate minimum competency on each KASA standard.

Tracking of KASA Competencies
- Need a system to track standards
  - For the student (CFCC)
  - For the course/department (CAA)
- You can use these competencies for regional accreditation standards as well.
- Students should be aware of their status and know what they need to do to meet KASA competencies.
Use of Surveys / Focus Groups
- Student / Supervisor / Employer / Client feedback is essential to evaluating the success of your program.
- Need a system to gather and track this information.
- Individuals need to know how to provide this information and that they can contact CAA as well.

Equality of student needs
- Sufficient to meet the faculty and student needs
- Adequate staff
- Adequate faculty to student ratio
- Financial support

Resources
- Sufficient clinical experiences across the 9 areas and the lifespan
- Diversity of clinical settings
- Credentials of external supervisors

How? Work as a Group