CAAHEP ACCREDITATION SITE VISIT
The Site Evaluators Are Coming!
A Program Director's Checklist and Guide

The Self-Study Report has been submitted and your site visit is, or will soon be, scheduled. You are eagerly anticipating a collaborative and informative two days with the ACATE site evaluators who are educators and/or practitioners in the art therapy profession. You want the program to be well prepared, so what do you need to know and where do you start? Effective preparation for the site visit will significantly reduce your stress level and will facilitate the site review.

Being well prepared will ensure that your program is adequately represented by providing documentation of your processes and will also foster your ability to have a substantial discussion with site evaluators. Every art therapy program that seeks CAAHEP accreditation must demonstrate compliance with *CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy*. In so doing, the program agrees to undergo intense scrutiny by an external agency with the ultimate goal of ensuring that the program is meeting (or exceeding) a set of national accreditation standards designed to ensure the training of competent entry level art therapists.

A. <u>Why a Site Visit?</u>

Written data provided by the ISSR, documents reviewed on site and interviews during the visit act as direct and indirect data to support the program's analysis. The site visit is a critical and complex aspect of the accreditation process. The site visit team must collect, review, interpret, verify and document all information pertaining to the program accurately and reliably. The accreditation recommendation made by ACATE to CAAHEP depends upon the accuracy of information gathered during the site visit so it can reach a fair and responsible decision concerning the program.

A thorough and accurate evaluation of the Art Therapy program generally includes a team of two (2) reviewers and is conducted within a period of approximately one and one-half to two days. The program's Self-Study Report and all other related information will be verified through the face-to-face review of documentation and data collected, along with interviews, to evaluate compliance with the CAAHEP Standards for Art Therapy. Interviews include program faculty/administration, students, graduates and clinical site supervisors.

The purpose of the site visit and the team's responsibility is to:

- Clarify and verify the information submitted by the program in its Self Study Report, not to make an accreditation recommendation.
- Analyze and substantiate on site, which deepens understanding of the material submitted online per a Self Study Report.
- Generate a written Site Visit Review Report that identifies the program's compliance with each accreditation standard. This report is then forwarded to ACATE for its review. Upon review of the Site Visit Review Report, ACATE sends a Findings Letter to the program which details areas of strengths as well as areas of concern in terms of meeting the

standards. This letter serves as feedback (consultation) to the program on areas that are in question and a response from the program is required.

It is important to note that Site Evaluators will have received extensive training prior to a visit including the ethics of being an evaluator and the need to avoid comparing the program being evaluated with their own program, in the case of site evaluators that are also educators. Again, the purpose of the site visit is to assess the extent and degree of the program's compliance with the Standards, not to make a final determination. The site visit team generates a report that identifies the program's compliance with each accreditation standard, not drawing comparisons to their own programs. The site visit team is aware that there are many ways in which a program can demonstrate compliance with a standard.

It is the responsibility of ACATE to determine, on the basis of the Self-Study Report and site visit team findings, the extent and degree of program compliance with the Standards. Site evaluators do not have the authority to speak on behalf of ACATE or CAAHEP regarding a program's compliance with the Standards. The team cannot predict accreditation actions; these final responsibilities and decisions rest with ACATE and CAAHEP. ACATE reviews all the accumulated documents and then makes an accreditation recommendation, along with citations, to the CAAHEP board. In the final step, the full CAAHEP Board of Directors reviews the recommendation made by ACATE and makes a decision on accreditation status.
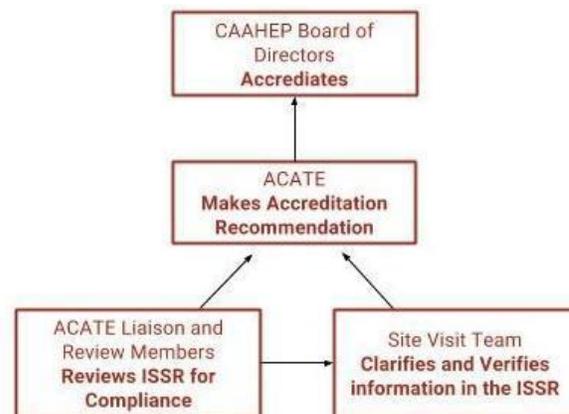
B. First Steps
1) Following submission of the Initial Self-Study Report (ISSR), ACATE reviewers will read the report and related documentation and the ACATE Coordinator or Chair will notify the program if there are any missing materials.
2) An invoice for the remaining 2nd half of the application fee will be forwarded to the program at time of ISSR submission. By way of reminder, the first half of the application fee was paid at time of submitting the Request for Accreditation Services (RAS) form, which simply initiated consultation with ACATE and acted as a deposit. The official application for accreditation then commences with the submission of the ISSR and payment of any remaining application fee.
3) Program Directors will then be provided with the names and curriculum vitae of at least two potential site evaluators who have completed necessary training, and will be given 48 hours to report any conflicts of interest unknown to ACATE. Once evaluators' names have been confirmed as acceptable to the program, efforts to schedule a visit according to dates which are feasible for the program and also the evaluators will begin.

4) Review **Appendix A** and the <u>Site Visit Agenda Sample Outline</u> to understand the various stakeholders that must be available to be interviewed and to help you organize the visit. Note that in some cases, phone or video interviews are acceptable as a substitute for in-person interviews. Site evaluators will also observe/tour program facilities, art studios, and resources, as appropriate in order to allow for review of sufficiency of resources.
5) Review **Appendix B** and the <u>Site Evaluator Expense Reimbursement</u> policy for an understanding of financial responsibilities of the program for the visit.
6) Review **Appendix C** and the <u>Site Visit Logistics Form</u>. This form will also be sent to you separately so that you can complete and use it to ensure clear communication with evaluators. As you work with the site evaluators to schedule dates, please tend to the logistics detailed on this form, including needs of the evaluators while on site such as power cords and private rooms for their review work. All site evaluators will require internet access and the appropriate intranet access so they can access requested documentation. (In extremely rare cases it may be necessary to provide computer access for those site evaluators who will not bring their own laptop with them.)
7) Review **Appendix E and F** for the <u>Opening and Closing scripts</u> site evaluators will read
8) Review **Appendix G** for the list of <u>Updated Materials</u> to submit to ACATE and the site visitors, which may have been updated since your submission of your Initial Self-Study Report. This list will be reviewed with the Program Director during the morning of the first day of the visit.
9) Review **Appendix H** for the list of materials to provide Site Visitors access to, should they ask to review them.
10) Review **Appendix I** for an overview of the types and purpose of questions site evaluators may ask during their interviews
11) Review **Appendix J** for the questions you will be asked after the visit, in order to provide feedback on these processes.   Also review and retain the separate document provided which details ACATE "Policy Regarding Complaints Against Site Evaluators".

According to the CAAHEP Policies and Procedures Manual, once a site visit has been scheduled by the appropriate Committee on Accreditation (inclusive of submission of the ISSR and payment of remaining fees), a program may publish the following statement: "The *[name of program]* at *[institution]* has a site visit scheduled for pursuing initial accreditation by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org). This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted." There should be no claims of when accreditation will be achieved.

C. <u>Data and Materials to Have Available for Review – A private conference room must be available for use by the site visit team. This room will be used to review the documents and work on the site visit report.</u>
The site visit team will have an opportunity to make individual observations of the program's guiding philosophies, operating procedures, resources, curriculum content and sequence, student evaluation procedures, key teaching and learning processes, program enrollment processes and success of entry-level year graduates, from those most directly informed in these matters.

In the pages which follow in this document, the Accreditation Council for Art Therapy Education (ACATE) has provided you with a list of documents to have available for the site visit, to supplement material submitted with the Initial Self-Study Report (ISSR). Your ISSR materials will be available online for access by site evaluators and additional documents and materials listed here must also be available for review, if requested by site evaluators. Materials may be provided in printed or electronic formats (the choice is up to the program). If choosing to share via printed materials, there are many methods of organizing (i.e. file boxes or crates with labeled hanging file

folders or labeled notebooks) and would be organized by topic and remain available in the room designated for the site evaluators to review information. If the program has documents in electronic format, you are not required to print them.

Have on hand for review of a **<u>SAMPLING</u>** of student records (typically containing student names) and documents:
- clinical supervisor training materials
- time-sheet logs for internships
- student evaluations of site supervisors
- student records, transcripts, advising worksheets
- tracking mechanisms to document student grades and progress
- samples of student product per assignment submissions (for example, rubrics, completed theses, visual journals, etc, materials which provide a visual walk-through sampling of how students are assessed towards mastery of learning outcomes and competencies. Think of this like a metaphorical dessert bar to lay out for the visitors. They peruse the materials in a relaxed way, or sit alongside someone while the materials are shown electronically)
- signed agreements with current internship sites (all current signed agreements must be available, not just a sampling)

**Reminder: While the Family Educational Rights and Privacy Act (FERPA) generally requires written permission from the parent or eligible student in order to release any information from a student's education record, FERPA allows disclosure without consent to accrediting organizations carrying out their accrediting function (34 CFR § 99.31).

D. <u>Interviews during the visit</u>
You will be responsible for scheduling appropriate meeting times and locations with a variety of stakeholders who will represent your program. Interviews with graduates and clinical site supervisors, however, can occur in person or by phone/web video. A formal list of participants (**Appendix D**) should be created for each scheduled meeting and site evaluators will ask participants to sign-in as a record of their attendance. You will be asked to provide this list of participants expected to attend each meeting to the site evaluators during their introductory meeting with you.

A sample of questions site evaluators may possibly ask are available for your review in **Appendix G,** <u>Suggested Questions for Site Evaluators</u>. These questions are not required, but are provided to allow you and evaluators to develop meaningful discussions.

⇒ **This schedule may be modified in its order and length as each site visit is different. However, the activities which must stay in order are the Opening Session, the initial meeting with the Program Director, at least a one hour work block (ideally two hour) on Day two, after all interviews are complete and before the Closing Summation meeting.**

⇒ **Program Director must be accessible at all times.** There will also be a meeting slot with the Program Director to review program design, their role and resources available to the director to ensure that they can accomplish their role and have time allotted for accreditation work.

1. **Day 1 and Day 2 meetings with representatives of administration**
   Day 1 *Opening Meeting* – The first encounter with program personnel and representatives of the sponsoring institution's administration should be in the form of an orientation session. At this meeting the site visit team captain will explain that the evaluators are representing the

Accreditation Council for Art Therapy Education (ACATE) and the Commission on Accreditation for Allied Health Education Programs (CAAHEP), will clearly state the purpose of the site visit and explain how the visit will be conducted. During this general orientation meeting members of the site visit team, the program director and department chair will review the schedule of activities developed by the program director, highlight areas for special attention, and make any necessary schedule adjustments. Finally, the types of accreditation status available to the program are reviewed. Please refer to the CAAHEP Policies and Procedures Manual (that can be found at www.caahep.org) Section 204 for more information about Statuses of Accreditation.

A script which will be read at this opening meeting may be located at end of this document **(Appendix E)** and provides an overview of the purpose for and process of the visit

Day 2 *Conference with Institutional Administrative Representatives* – The site visit team will meet with Institutional administrative representation (President, Provost, Dean and/or any administrator with oversight of the Art Therapy program). The site visit team needs to meet with at least one (1) administrative representative but may meet with more at the program's discretion. *Interpretation on Attendees:* The president, or designee, is invited to participate. Especially in larger universities, the president may designate a vice-president, provost, similar official, and/or the dean to participate. The program may wish to have the dean meet with the site visit team separately.   Please note: the Program Director does not attend the meeting. (30 minutes)

2. **Representatives of the Program's Advisory Committee**
   Site visit team evaluators will conduct a meeting with representatives of the program's Advisory Committee to determine the extent of the Committee's involvement in the program's operation and planning, and to assess the extent to which the program and committee members understand the role of the Advisory Committee and the subjects addressed by it. (Faculty members who are not on the Advisory Committee should not be present during these interviews.)

3. **Interviews with Faculty**
   Site visit team evaluators interview full-time and any available adjunct members of the program's Art Therapy Faculty and Related Professions Faculty. This meeting will allow the site visit team to obtain general reactions to the program, and to assess the faculty's feelings of involvement (or lack of involvement) in the program. The meeting will also assess the clarity with which they describe the learning objectives of both academic and supervised experience components of the program's curriculum, the means and frequency with which they assess each student's progress throughout a course or supervised experience assignment and for site visitors to gain a sense of faculty feelings about the type of supervision and direction afforded to students in the program.

4. **Interviews with Students**
   Interviews are conducted to obtain students' assessment of the curriculum, faculty, access to faculty advisors, frequency and means by which faculty assess their progress, and related issues. Evaluators also question students on their knowledge and understanding of their roles and professional opportunities following graduation and perceived sufficiency of resources available to the program which support achievement of learning outcomes. (Faculty should not be present during these interviews.)

   Effective give-and-take discussions with students are helpful and bringing your entire student body together at one time may not support that, depending on size. It may be important to establish several student meetings. One way to do this is to have evaluators meet with first year

students, and then separately with more advanced students, or to meet with a sampling of available students who best represent their peers.

5. **Interviews with Clinical Site Supervisors**
Sufficiency of resources is also reviewed by asking for a description of how prepared students seem as they begin their responsibilities and the ways learning outcomes are being met. (Faculty should not be present during these interviews.)

6. **Interview with the Practicum/Internship Coordinator**
Depending on size, for some programs this will occur with Program Director in attendance, given that the role may overlap with Program Director Role. For some programs, it will be important to schedule a block of time for site visitors to review the program's processes for placing students and orienting sites to the learning outcomes of the program. Visitors will be assessing for sufficiency of resources in clinical sites and processes for placement and training of site supervisors that ensure student learning goals can be met.

7. **Interviews with Graduates**
Evaluators will ask graduates about their level of knowledge and understanding obtained when in the program and their preparedness to enter the profession. (Faculty should not be present during these interviews.)

8. **For Programs Utilizing Distance Education**
Please schedule a meeting related to instructional technology that includes a lay explanation of methods used in delivery of course content and in supervision, as well as, the opportunity for Site Visit Team members to participate in a brief educational or training experience.

9. **Final Consultation and Summation Meeting**
After the site visit team completes the Site Review Report,the site visit evaluators will meet with the program director to confirm the documentation collected and the site visit team's conclusions prior to the summation conference. This is a courtesy that informs the program director of the findings and if any concerns are noted, the program director can request clarification prior to the summation conference, which includes his/her superiors.

A Summation Meeting is then conducted. **It is important to note that this oral summation given by the site visit team is not considered an official or final report from ACATE**. During the meeting, the site visit team will summarize its observations as related to compliance with accreditation standards. The site visit team captain will lead the meeting. The Program Director, other program officers and additional program personnel are encouraged to attend but all attendees are fully at the Program Director's discretion. Please note that the summation meeting is a conversation and a courtesy on behalf of the site visit team to share with the program their findings that will be sent to ACATE.

A script which will be read by site evaluators at this final summation meeting may be located at end of this document **(Appendix F).**

E. <u>What Happens after the Site-Visit?</u>
The site visit team will then submit their Site Review Report to ACATE within one (1) week. If the ACATE review members determine that any finding or conclusion of the site visit team lacks adequate

documentation or substantiation, ACATE may request additional materials from the program director or sponsoring institution, as appropriate, in the form of a Clarification Letter. Following review of a Site Review Report ACATE devises a Findings Letter, citing strengths and concerns regarding the program's compliance with the Standards and with directions for any follow up, including deadlines for submission. The Findings Letter will be sent to institution administration and will state, if applicable, the standard, the citation/rationale (why the program is believed/found to not sufficiently meet the standard), and directions to rectify.

The program must then offer an institutional response to the Findings Letter, regardless of whether or not it indicates citations. Upon receipt of the institutional response, ACATE will meet to review all materials and discuss formal approval of an accreditation recommendation and will forward a status of public recognition recommendation to the CAAHEP Board of Directors. The decision of the CAAHEP Board of Directors is provided in writing, by CAAHEP, to the sponsoring institution immediately following the CAAHEP meeting at which the program was reviewed and voted upon.

Please refer to Appendix A of the *CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy (2016)* regarding a program's right to appeal and for due process in all accreditation decisions.

*** **Reminder note according to CAAHEP Policy and Procedures: Any student who completes a program that was accredited by CAAHEP at any time during his/her matriculation is deemed by CAAHEP to be a graduate of a CAAHEP-accredited program.***

F. Final Steps - Opportunities for Feedback on Accreditation Processes.
ACATE will send a Post Site Visit Questionnaire to the program following the site visit either through Survey Monkey or other electronic means. You may locate the questions which will be presented at the end of this document (**Appendix H)**. The questionnaire allows the program to evaluate the site evaluators and site visit processes. In addition, CAAHEP sends an Accreditation Process Assessment Questionnaire to the program after CAAHEP has taken action on the recommendation submitted by ACATE.

Please remember to review and retain the separate document provided which details ACATE "Policy Regarding Complaints Against Site Evaluators" in the event there is a need to file a formal complaint at any point during the site visit process.

G. Preparation Checklist
Whether this is your first site visit or you are a seasoned veteran, the checklists on the following pages will assist you in your preparations. Once you have organized the documents, it may be beneficial to have another staff member review the contents against the checklist. Are all the requested materials present and current? Are the copies legible? Make sure that your key faculty members are familiar with the documents and can answer all questions in their area of responsibility.

Indicate in the table on the following pages the format and location of the documents. If they are printed, please indicate where they are located in the designated site evaluator meeting room. For electronic documents, provide how the site visit team should access them including their electronic location. If a document or material was NOT provided with the original submission of the ISSR. then provide it for the site evaluators

PREPARATION CHECKLIST:

Completed ✔	Task	Location	Date/Time
	Create your agenda schedule for the site visit and send to site evaluators, with a cc to the ACATE Coordinator, at least one week prior to scheduled site visit (see Appendix A for possible template of agenda, being sure to include meetings with all required stakeholders)		
	Complete and forward Site Visit Logistics Form with all areas filled out at least two weeks prior to site visit. Please do not send the information in various emails to the evaluators, Due to the multiple demands on their time, evaluators need all travel and contact information in one easily accessible document. (see Appendix C)		
	Print the agenda schedule (with any updates) for site evaluators to refer to when on site		
	Reserve private meeting room for site evaluators to review documents. Ensure intra and internet access is available in this room.		Entire site visit
	Schedule opening meeting (with institution Administration, Program Director and other individuals, as appropriate)		
	Schedule initial meeting with Program Director and Faculty.		
	Collect materials that have been updated or changed since submission of the program's Initial Self-Study Report(ISSR). The list of items to consider for possible update are listed later in this document.		Have available to provide to ACATE during the initial meeting with the Program Director
	For programs utilizing distance education: schedule a meeting related to instructional technology that includes a lay explanation of methods used in delivery of course content and in supervision as well as the opportunity for Site Visit Team members to participate in a brief educational or training experience		

	Schedule tour of facilities – Locations toured may include, but are not limited to, the library (including relevant electronic resources), classrooms, clinic (if relevant), student area, studio area, student record storage area (if electronic, please demonstrate and have available) and offices		
	Schedule meeting with faculty (full-time and at least a sampling of adjunct)		
	Schedule meeting with Practicum/Internship Coordinator (might be combined with Program Director in attendance as director role assists with clinical placement role)		
	Provide list of faculty to be interviewed by site evaluators (Appendix D)		
	Schedule meeting with sampling of clinical site supervisors (in person or by phone/web video)		
	Provide list of clinical site supervisors to be interviewed (in person or by phone/web video) by site evaluators (Appendix D)		
	Schedule meeting with members of the Advisory Committee		
	Provide list of Advisory Committee members to be interviewed (in person or by phone/web video)by site evaluators. (Appendix D)		
	Schedule meeting with students- may be one or more than one meeting with students, depending on program size		
	Provide list of students to be interviewed by site evaluators (Appendix D)		
	Schedule meeting with sampling of recent graduates. (Graduates are defined as any student that has graduated from the program within the last three years prior to the site visit. Interviews can be either in person or by phone/web video.)		
	Provide list of graduates to be interviewed (in person or by phone/web video) by site evaluators (Appendix D)		
	Schedule conference with institutional administrative representative		

	Provide list of institutional administrative representatives to meet with site evaluators (Appendix D)		
	Schedule summation meeting		
	Provide lunch for site visit team		Each day of site visit

You should now be ready for the site visit so relax and engage the site evaluators in dialog about your program!

Site Visit Agenda Sample Outline

The program is responsible for arranging the site visit agenda/schedule based on the following outline. The program director will forward a copy of the draft agenda to site evaluators for review and approval prior to finalizing the day's events. While the schedule of each site visit will vary, each site visit will include the following core responsibilities and activities of site visit teams.

Travel day (prior to day 1 of the site visit)
Members of the site visit team will meet in person the evening (typically in the hotel) before the scheduled site visit to compare notes and concerns regarding the program based on information reviewed in the Self-Study Report and other documentation submitted by the program, review the site visit schedule prepared by the program director, discuss how they will conduct various meetings and interviews, and identify areas that require more thorough examination. Members of the team are well versed about the program and have reviewed the programs ISSR submission, so time spent on site can focus on meeting with members of the program.

⇒ **This schedule may be modified in its order and length as each site visit is different. However, the activities which must stay in order are the Opening Session, the initial meeting with the Program Director and the Closing Session.**

⇒ **Remember to have printed sign-in sheets available for all meetings, preferably with attendee names pre-printed if possible. Use Appendix D**

⇒ **Program Director must be accessible at all times.**

DAY ONE

ACTIVITY	TIME	PURPOSE
Site Visitors Arrive on Campus	Generally 8-8:30 am	Settling in, reviewing the schedule of activities planned by the program, making adjustments as necessary
Opening Session Attendees: Site Visit Team, Program Director & Dean, Administrative staff, the Practicum/Internship Coordinator, other faculty as program director wishes.	30 minutes	Provide site visit team an opportunity to explain the CAAHEP accreditation process, the function of ACATE, what accreditation implies and the purpose of the site visit. Will read Opening Script in Appendix E
Meeting with Program Director	30 minutes	Review and provide updates to Program materials since ISSR submission, using checklist in Appendix G
Tour of facilities	45 minutes	Program Director or representative will provide tour of facilities for the site visit team. Locations toured may include, but are not limited to, the library, classrooms,

		clinic (if relevant), student area, studio area, and offices
Site Visit Team Review of Data Collection and Student Work	2 hours	Review how the program maintains academic records. Also begin review of supplemental materials listed in Appendix H per signed documents and student work
Site Visit Team (working)Lunch	1 hour	Private time to eat and review records. Meals provided by the program.
Meeting with Faculty Please note: the Program Director does not attend the meeting	1 hour	This discussion allows the site visit team to obtain general reactions to the program, its objectives and the quality of the students. The meeting will allow the team to assess the faculty's feelings of involvement (or lack of involvement) in the program, their contacts with program administration, and the type of supervision and direction afforded to students in the program. Additionally, information on course content, instructional methods and objectives and assessment mechanisms is obtained.
Meeting with Practicum/Internship Coordinator	30 minutes	Meeting with Practicum/Internship Coordinator (might be combined with Program Director in attendance as director role assists with clinical placement role)
Meeting with Clinical Site Supervisors A sampling of clinical site supervisors arranged either in person or by phone/web video. The Program Director and Practicum/Internship Coordinator do not attend.	45 minutes	Obtain information on the objectives for supervised clinical practice, instructional methods, and student evaluation processes. The meeting will allow the team to assess the site supervisor's understanding of learning outcomes of the program, their contacts with the program, student evaluation processes and the type of direction afforded to students.
Additional Review of Data Collection	1 hour	Continue to review ISSR and supplemental materials. Review student work and materials related to clinical experiences as listed in Appendix H. If not able to do so in morning, review how the program maintains academic records.
For Programs Utilizing Distance Education	30 minutes	Schedule a meeting related to instructional technology that includes a lay explanation of methods used in delivery of course content and in supervision as well as the opportunity for Site Visit Team members to participate in a brief educational or training experience
Interview Program Director	30 minutes	The meeting will allow the team to assess the Program Director's role in fostering learning outcomes of the program, their contacts with administration,

		resources available to them and accountability to the type of supervision and direction afforded to students in the program. The interview also provides the Program Director an opportunity to clarify issues that the team may have questions about.
Meeting with members of the Advisory Committee In person or by phone/video	45 minutes	Gain information on the role of the advisory committee, how often it meets and is planned to meet, the communities of interest it represents, its accountability to assessment and development of the program
Site Visit Team Executive Session- generally off site after dinner	1.5 hours	Site visit team will to begin preparing the On-Site Review Report.

DAY TWO

ACTIVITY	TIME	PURPOSE
Meeting with Current Students – meet privately with current students who are in various states of the program in order to obtain student perspective on all phases of the program	(1.5 hours total, with 45 minutes for each cohort as applicable)	Obtain the students' reactions to the program. The discussions will allow the site visit team members to assess the students' perception of the program, the type of direction provided as developing art therapists, their understanding of program objectives and ways they are being assessed and their understanding of where to access program information should problems arise
Meeting with Graduates Graduates are defined as any student that has graduated from the program within the last three years prior to the site visit.) either in person or by phone/web video.	45 minutes	Obtain the graduates reaction to the program. The discussions will allow the site visit team members to assess the graduates' perception of the program, their responsibilities as art therapists, their knowledge and skills as graduates.
Conference with Institutional Administrative Representatives (President, Provost, Dean and/or any administrator with oversight of the Art Therapy program). The site visit team needs to meet with at least one (1) administrative representative but may meet	30 minutes	Interview administration representative(s) to assess the institutional support of the program, potential strategic planning impacts, the program director's accountability in all phases of student training, and gain the administration's perspective of the program.

with more at the program's discretion. *Interpretation on Attendees:* The president, or designee, is invited to participate. Especially in larger universities, the president may designate a vice-president, provost, similar official, and/or the dean to participate. The Program Director does not attend.		
Site Visit Team (working) Lunch	1 hour	Continue to review ISSR and supplemental materials. Review student work and materials related to clinical experiences and student records as listed in Appendix H..
Additional Review of Data Collection and continued preparation of site visit report Request: The Summation Meeting is ideally held 4:00pm or later on the second day of the visit, in order to allow site evaluators sufficient time to compile their initial report summation.	2 hours	==It is essential this time to complete the review and bulk of the On-Site Review Report occurs only after all interviews are completed and before the closing Summation meeting and related Program Director courtesy meeting.==
Meeting with Program Director	30 minutes	As a courtesy, the site visit team will discuss with the Program Director what will be reviewed during the summation meeting which follows.
Summation Meeting The Program Director, Dean, program officers and other program personnel or individuals the program director wishes to include (Attendees are fully at the Program Director's discretion).	30 minutes	Beginning with a reading of the script in Appendix F, the site visit team will orally summarize its observations as related to compliance with accreditation standards and also perceived strengths of the program. **It is important to note that this oral summation given by the site visit team is not considered an official or final report from ACATE**. The summation meeting is a conversation and a courtesy on behalf of the site visit team to share with the program their findings that will be sent to ACATE. The program will receive a Findings Letter from ACATE generally within 4 weeks.
Site Visitors Depart		

Site Evaluator Expense Reimbursement

Site visit team evaluators are not responsible for any actual expenses associated with the site visit, including transportation, meals, lodging, and other reasonable expenses. It is the sponsoring institution's responsibility to notify ACATE in writing using the Site Visit Logistics Form (Appendix C), before the scheduled visit, of any expenses that a program would choose to deny. Otherwise, the program is responsible for all expenses incurred for travel to the site, expenses during the visit, and the site visit team's return home. Please note, the site visit team will be provided meals by the program when on site, including if a meeting is occurring at that time. Social meals among site evaluators and members of the program are discouraged.

Air transportation will be arranged by the program acting as their own travel agent or use of an ACATE travel agent, and if using the ACATE travel agent, the program will be sent an invoice for this service by ACATE staff.

It is preferred that the program arrange lodging accommodations direct bill to the institution. If unable to do so, the Hotel will be reserved through use of the ACATE travel agent service. Site evalutors are not to arrange or be billed for their lodging. Receipts for associated transportation, any food during travel or meals during the visit will be submitted to ACATE staff for reimbursement within two weeks of the visit, and the program will be invoiced by ACATE staff. .

According to ACATE Per Diem rates, site evaluators may be reimbursed up to $50 per day for meals. Alcohol is not reimbursed.

In rare cases, a site evaluator may be close enough to drive. In this case, the traveler must submit a to the program a round-trip coach ticket found online to show that the car travel is less expensive or the same cost as it would be to fly. Generally, per most institution reimbursement policies, reimbursement would then occur at the government level per mile. Please refer to irs.gov for current standard mileage reimbursement rates. In this case, the site evaluator will submit mileage to and be reimbursed by ACATE staff and the program will be invoiced.

ACATE POLICY REGARDING TRAVEL COSTS AND CANCELLATION OF A SITE VISIT:
If a site visit has to be cancelled after financial commitments (airfare/hotel) have been made, the financial responsibility falls on the cancelling party (airfare/hotel cancellation or flight change fees.) Programs should be particularly cautious when proposing dates the site visit can be held and take into consideration any potential barriers that may occur, including but not limited to, weather or declared state of emergency (e.g.blizzard/ hurricane prone areas, etc.). If an unforeseen circumstance arises, the program and ACATE will collaborate to determine how to proceed including finding an alternate date or site evaluator. If it is determined by both parties that the barrier causing cancellation was unforeseen and cannot be resolved, the financial responsibility will be shared equally. ACATE will not reschedule the site visit until all financial obligations have been determined in writing (not paid, but written affirmation of responsibility to extra costs), based on the policy statement. If it is decided that a partial virtual site visit can occur and both the program and ACATE site evaluators agree to this option (whether held on the same date or a mutually agreeable date), the partial virtual site visit fee will be half of the normal cost. ($1,000, in lieu of airfare/hotel/food for visitors) The financial obligations of this option would also need to be determined in writing, based on the policy statement.

Site Visit Logistics Form

Program Director: Please complete this worksheet and send a copy to each member of the site visit team at least two weeks prior to the site visit. The ACATE Coordinator will also request a copy to confirm all planning is in place ***This Logistics form will be provided separately for ease of your completion but is included in this document for your understanding of site visit logistics processes.***

Program Name: _____

Emergency Contact Information: Please identify an individual whom the site visit team can contact in an emergency. This person should be available from the day before the site visit through the final day of the site visit. This information will be confidential and only used if a team member needs assistance.

Person to be contacted: _____

Cell phone number: _____

Accommodations:
H**otel:** _____ **Phone Number:** _____

Address: _____

Arrival airport: _____

Transportation/Travel:
The program may act as it's own travel agent to make and pay for all arrangements (OR) may ask the site visitors to use the services of the ACATE Travel Agent. In addition to the cost of the airfare tickets, the program will be billed $10 per site visitor if using ACATE travel agent services.   In cases where driving is less costly than a flight, site evalutors may request to drive to the program and will be reimbursed for mileage by the program according to IRS mileage rates.

Site Evaluator Name and cell phone	Check-in date	Check-out date	Confirmation Number

Here are the specifics about your hotel billing arrangements (Check <u>ALL </u>which apply):
- ❏ The basic hotel charges (room + tax) are direct-billed to the school/program.
- ❏ Incidental charges (room service, meals in hotel restaurant) are direct-billed to the school/program.
- ❏ Incidental charges (room service, meals in hotel restaurant) will be initially paid for by the site visitor who will then be reimbursed.
- ❏ Hotel charges and incidental charges related to the hotel will be arranged through use of ACATE Travel Agent , the program will be billed for travel agent services and site evalutors will be reimbursed by ACATE.

Ground Transportation from airport to hotel:
Indicate one:
Suggested public transportation options between airport and hotel (i.e, Cab, Shuttle, Uber,Lyft):

_____

(OR)

Program will transport team from the airport to the hotel

Contact Name: _____ Phone number: _____

Estimated travel time from airport to hotel: _____

Ground Transportation from hotel to site meeting location:

Address of site meeting location: _____

_____

Indicate one:
Transportation to be used between hotel and program site meeting location(i.e, Cab, Shuttle):

_____

(OR)

Program will transport team from hotel to site meeting location

Contact Name: _____ Phone number: _____

Executive Session: An executive session of the site visit team will be held the evening before the first day of the site visit. If guest rooms do not provide adequate and private seating space for the team, a

conference room should be reserved in the hotel by the school/program from 6 pm to 8 pm or a suite with a table and chairs should be reserved for the site visit team.

Executive Session Location:

_____

Dining Recommendations: Please recommend 2 or 3 restaurants near the hotel that are open the evening before the visit and for possible working dinners during the visit. (Site evaluators often conduct working dinners, so environment is important.)

_____

_____

Please check with site evaluators and note any vegetarian/gluten free/dairy free or other dietary needs they have conveyed or other accomodations they have requested**.**

_____

_____

ACATE Per Diem rates:
- Tip within the maximum of the 18-20% range. Tipping at a higher percentage will not be reimbursed as we do not want programs to feel we are not tending to their budgeting needs.
- According to ACATE Per Diem rates, site evaluators may be reimbursed up to $50 per day for meals. Alcohol is not reimbursed.

Other logistics program will coordinate with site evaluators during site visit days:
- A resource/ meeting room with WiFi access will be provided to the site visit team.
- Site evaluators will bring their laptops. Please have a computer available if technology issues arise.
- Water, coffee, and other beverages and snacks will be available in the meeting room throughout all days
- Lunch meetings are included in the agenda. Please provide lunch for site evaluators when on-site.
- Social events, other than working lunches, are not permitted.
- The final day lunch is a working lunch for the team alone and should be provided in the resource/meeting room when possible.

Other Information:

_____

_____

_____

ACATE
**Accreditation Council for
Art Therapy Education**

Attendance List For On-Site Interviews and/or Meetings
(Expected participants names to be written/typed by Program
Director and participants to sign at time of meeting)

Date: _____ **Time:** _____ **Location:** _____

Please mark to indicate meeting attendee category:
☐ Representatives of the Program's Advisory Committee
☐ Faculty
☐ Staff
☐ Current Students
☐ Clinical Site Supervisors
☐ Graduates
☐ Administration
☐ Final Summation Meeting
☐ Other: _____

Participants Names (please print/type):	Signature

ON-SITE REVIEW OPENING SCRIPT – read by site evaluators

To be read by site evaluators during Day 1 *Opening Meeting*– The first encounter with program personnel and representatives of the sponsoring institutions' administration will be in the form of an orientation session. At this meeting the site visit team captain will explain that the evaluators are representing ACATE and CAAHEP, will clearly state the purpose of the site visit and explain how the visit will be conducted. During this general orientation meeting, review the schedule of activities developed by the program director, highlight areas for special attention, and make any necessary schedule adjustments.

Good morning. We represent the Accreditation Council for Art Therapy Education (ACATE). We are here on site to gather information through observation, interview, and review of documentation to verify, clarify, and amplify the contents of the self study report prepared by the program. We will objectively report our findings to ACATE relative to the *Standards and Guidelines for Accreditation of Educational Programs in Art Therapy* of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

As site evaluators for ACATE, a Committee on Accreditation of CAAHEP, we understand that information has been made available to us about the program, institution, and faculty. We agree to respect and protect this information. All discussions and written information provided prior to, during, and after the site visit will remain confidential.By way of reminder the Family Educational Rights and Privacy Act (FERPA) allows disclosure without consent to accrediting organizations carrying out their accrediting function.

We will try to conduct the site visit evaluation with as little disruption as possible, but it may be necessary to request documents to review and attach to our report for reference by ACATE.

We will share our findings with you at the end of this review visit during the Summation Conference. I, as Team Leader, will then submit a Site Visit Report to ACATE within five working days. ACATE will in turn draft a concise Findings Letter and send it along to the Program Director and Institutional Administration. The program will have, typically, six weeks to respond to the factual accuracy of the report, along with submitting new information to address any potential citations.

Based on a review of all information, ACATE will consider the program's documentation and response at its next scheduled meeting, which usually occurs every month. The recommendation formulated by ACATE will be forwarded to CAAHEP for its deliberation and action. CAAHEP usually meets for accreditation actions six times per year.

If a program considers the final accreditation action by the CAAHEP board negative, the program has the right to appeal that action to CAAHEP. Information on statuses of accreditation and the appeal process may be reviewed in the CAAHEP Policies and Procedures Manual, located on the CAAHEP website.
Do you have any questions regarding the process?

ON SITE REVIEW SUMMATION CONFERENCE SCRIPT – read by site evaluators

As site evaluators for ACATE, a Committee on Accreditation of CAAHEP, we understand that information has been made available to us about the program, institution, and faculty and we agree to respect and protect this information. All discussions and written information provided prior to, during, and after the site visit will remain confidential within ACATE and CAAHEP.

This oral summation is a report of our team's observations and findings and is subject to review and finalization by ACATE, after they read our final written Report. It is important to note that this oral summation is tentative [not final] pending ACATE review. This oral summation is a review of our site visit findings per strengths and potential areas of non-compliance with the Standards.

As site evaluators, we do not make final determinations of the extent to which a program is in compliance with the Standards. ACATE will assess the extent and degree of compliance and send a Findings Letter to the program. Programs do NOT receive a copy of the confidential Site Visit Review Report submitted to ACATE.

Your program will then receive, typically within six (6) weeks of this site visit a written summary of the strengths and concerns as related to the program's compliance with the Standards in the form of a Findings Letter which is devised by ACATE. The Findings Letter essentially states the standard, the citation/rationale (why the program did not meet the standard) and directions to rectify. Once the program receives the Findings Letter, it must respond in writing and will have an opportunity to confirm factual accuracy and address any concerns.

UPDATES TO PROGRAM INFORMATION SINCE ISSR SUBMISSION

Site Evaluators will compare their observations with the information provided in the program Initial Self-Study Report (ISSR), and be asked to be updated by the Program Director of the following areas of the program which have changed significantly but not been reported with ISSR submission. **If updates or new information entail a need for updated documents, site evaluators will request they be provided in email or hard copy format** (example, new faculty would entail provision of CV's and Credentialing Certificates). This information will, once forwarded to ACATE, be included with program ISSR submission materials…. *a program is evaluated for accreditation as it exists at time of site visit.*

Information which may have changed since ISSR submission	Specify Changes from ISSR submission, if applicable and provide updated documentation to site evaluators if relevant
Institutional Accreditation Status	
Program Advisory Committee- stakeholder names and area of representation	
Program Administration. (name and position for individuals listed under "Program Administration" directly related to the art therapy program who have changed stated positions).	
Program Goals and Learning Domains (Student Learning Outcomes)	
Financial Resources	
Location of Instructional Facilities (classrooms)	
Physical Program Resources (e.g.: office, equipment, supplies, computer resources, instructional reference materials, classroom or laboratory facilities)?	
Clinical Agreements - has the program affiliated or contracted with any new clinical sites that are not listed in the self-study? Are all new agreements current and signed? (a sampling will be requested for review at time of site visit)	
Credentialing and Certification evidence – for any new practicum/internship sites which have been established since submission of the ISSR- provide evidence of proper credentialing/licensure of any new site supervisors.	
Program Director - changes related to the Program Director and their appointment, responsibilities, or qualifications?	
Practicum/Internship Coordinator - changes related to the clinical coordinator and their	

appointment or responsibilities?	
Faculty - changes related to program faculty (art therapy and related professions) and their appointment, responsibilities or qualifications?	
Are position descriptions, curricula vitae and confirmation of ATR-BC in place and available for all faculty and staff changes listed?	
Did the program report any changes related to clerical/support staff and their appointment, qualifications or responsibilities?	
Curriculum appropriateness and sequence	
Changes per online/distance teaching and learning	
Frequency of Student Assessment and Evaluation	
Methods and tools for Program Outcomes Assessment Plan	
Publications and Advertising	
Student Selection and Admissions Process/Procedures	
Length of program overall and credits for program completion	
Changes to length in clinical program, supervision structures being offered, additional sites with signed agreements	
Degree(s) Granted Upon Completion since submission of ISSR	
Additional Master's Degrees in development by program	
Withdrawal Policies and Processes	
Student Grievance Procedure	
Student Readiness for Internship	
Faculty Grievance Policy	
Non-Discrimination Policy	
Student Records documentation processes	
Other substantive changes	

PREPARATION CHECKLIST FOR DOCUMENTATION TO BE ABLE TO PROVIDE IF/WHEN REQUESTED DURING THE VISIT.

The following materials may be requested for review by site evaluators and generally include material with student names , information, or material with signature pages which were not required to be submitted with online ISSR submission. These materials , when reviewed at time of site visit, allow site evaluators to **verify** and **clarify** a program's sufficiency in meeting the Standards. Program Directors or their staff must be available to site evaluators for the duration of the visit in order to provide the following materials in printed *or* electronic form, if requested for review by site evaluators.

Be prepared to provide either Printed Copy *Or* Electronic Copy. Reference the materials location here.	Documentation to have available- In addition to materials submitted with ISSR, site evaluators may also ask for the following in order to **verify** and **clarify** a program's sufficiency in meeting the Standards.
	Materials and records of the clinical Internship program to include examples of clinical orientation/ supervisor training materials that may not be provided in the handbook, (i.e.powerpoint presentation, etc)
	Materials and records of the clinical Internship program to include **signed** affiliation agreements, memorandum of understanding or placement agreement forms for last three years
	Materials and records of the clinical Internship program to include completed student practicum/internship timesheet logs for randomly selected student(s) in program at time of site visit or within the prior two years.
	Materials and records of the clinical Internship program to include completed student evaluations of clinical site supervisors and dates of faculty/supervisor meetings for randomly selected student(s) in program at time of site visit or within the prior two years.
	Records of program documentation of students' academic achievement and progress in meeting degree requirements as evidenced by student transcripts for students in attendance at time of site visit and for randomly selected recent graduate(s) who graduated during year of site visit or within the prior year.
	Completed progress tracking mechanisms for a randomly selected pool of current individual students per admission, ongoing student academic advising, remedial counseling.

	Samples of a variety of student products from across the curriculum that indicate frequency of student evaluation and show variety of ways students are assessed in courses across the curriculum. Consider examples from individual students in attendance at time of site visit or who graduated in prior two years. These examples of student product provide evidence of recurring, timely, valid and documented student evaluation and feedback on their progress per Standard IV.
	Other program action plans or analysis (may include a strengths, weaknesses, opportunities and threats) accompanied by a plan to address issues identified

***Please note that documents other than those listed above and included with ISSR may be requested by site evaluators at time of visit in order to support their review of the program processes and design. ***

Suggested Questions for Site Evaluators

Listed below are some suggested questions that site evaluators may choose to use during site visit discussions. These questions are not intended as a required checklist, but as a basic outline site evaluators may wish to use, and these sample questions are intended as a guide. **Questions in this document may also be ones site evaluators ask themselves as they review the ISSR or can be asked directly to individuals being interviewed during the site visit.** Responses may also be obtained by other means such as observation or record review.

Note: Given that the standards are not input- based (requiring specific numbers per resources) but rather outcome-based, assessing sufficiency of resources occurs through questions focusing on outcomes and processes for ongoing evaluation of those. **HOW questions encourage discussion**, rather than closed YES/NO questions. For example, Site Evaluators might ask clinical site supervisors and students: When students show up for the first day, how prepared are they per clinical skills? What informs your answer? The evaluators may also look at how and whether learning and other identified outcomes (such as retention) are being met. If cross measures are coming in looking good, indicators of sufficiency are there.

QUESTIONS FOR SCHOOL ADMINISTRATOR(S)

PURPOSE: Interview administration representative(s) to assess the institutional support of the program, potential strategic planning impacts, the program director's accountability in all phases of student training, and gain the administration's perspective of the program.

(Standard I.A. Sponsoring Educational Institution):
We understand from your Self Study report that your institution is accredited by XYZ and you are due again ABC, is that correct? (What evidence exists that the sponsoring institution is accredited by an agency recognized by the US Department of Education and when is their next regional accreditation review occuring?)

(Standard I.C. Responsibilities of Sponsor):
According to section I.C. of the *Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy*, the Sponsor must ensure that the provisions of these Standards and Guidelines are met. What is your understanding of your organization's responsibility for compliance to CAAHEP standards and guidelines?

In your opinion, how do you see the art therapy program fitting into the overall academic enterprise of your institution? What are the ways your institution's organizational structure provides oversight?

The institution has a responsibility to assure an adequacy of resources for the support of enrolled students. According to the Standards, a sponsoring institution demonstrates evidence of sound financial support of the educational program on a current and continuing basis. What are your thoughts in regards to the financial viability and sustainability of the institution and also the program?

The institution also has a responsibility to monitor and promote the continuing competence of its faculty and to assure that members are knowledgeable and effective in teaching the assigned subjects. What are the ways your institution's oversight processes meet this?

Is the school committed to keeping this program? How do you evaluate the program's success or failure? What is your general assessment of the program's strengths, weaknesses, or challenges?

Are you aware of any challenges to the program which you are hoping to see managed and are being addressed?   What challenges has the program successfully manages and adjusted to recently, that you are aware of? (this may be an opportunity to ask about current national challenges that may be impacting programs, such as Covid-19 as an example)

PURPOSE OF PROGRAM DIRECTOR INTERVIEW: Assess the Program Director's role in fostering learning outcomes of the program, their contacts with administration, resources available to them and accountability to the type of supervision and direction afforded to students in the program.

(Standard II. A Program Goals and Outcomes and Standard IV.B. Outcomes):
Please explain how and where program goals and learning domains (student learning outcomes) have been established and documented. How would you describe the clarity of the goals of this program and the intended student learning outcomes?

What processes are you using to assess whether students are meeting your student learning outcomes and objectives? What results are you seeing from this outcomes assessment to date?

What do you see as the primary measures in your programs Formal Outcomes Assessment Plan? For example, how does, or will (if not fully doing so already), the program annually assess its resources and also the required outcomes and use the results for improvement of the program? Describe the methods that are used, or will be implemented, for this outcomes-based assessment process.

What is your student retention? What challenges have you identified in retention?

What percentage of your students graduate on time? How do you handle those delayed?

What challenges do your graduates encounter when trying to enter the workforce?

(Standard III.A Resources Type and Amount and Standard III.D. Resource Assessment) :
How do you feel about the level and type of support that you and the art therapy program receive from the university administration?

How would you describe your system of assessing the adequacy of resources available to the program? If there is anything lacking, what is the process for addressing those areas and obtaining resources? For example, how much input do you have into the budget?

In what ways are you able to interact with university administrators,especially your Dean (or related role)?

How are you assessing the number and quality of your Practicum/Internship sites?

What is your assessment of the number and adequacy of classrooms and studios?

In what ways does the art therapy program have access to and use related areas of campus, including classrooms or studios of other programs?

(Standard III.B Resources - Personnel) :
What is the student/teacher ratio in the curricular and also practicum/internship components of the program? Does this capacity seem sufficient? How is that being evaluated on a regular basis?

What are your plans for faculty staffing over the next three years?

What role do you play in scheduling, supervision and evaluation of adjunct faculty? How is this managed for full-time art therapy and related professions faculty?

How much release time is provided to you outside of classroom and student activities for accreditation activities? What support was provided to you specifically for the writing of the Self Study Report?

What processes do you use to verify that faculty and site supervisor's credentials match their responsibilities and accreditation requirements?

(Standard IV.A. Student Evaluation)
Could you outline the ways in which a given student is evaluated through the course of the student's curriculum?

How do you assess this student's competence?

How does the program provide oversight for students who are at distance internship sites?

(Frequency) Can you provide samples of a variety of student products from across the curriculum that indicate frequency of student evaluation and show variety of ways students are assessed in courses across the curriculum. (Consider examples from individual students in attendance at time of site visit or who graduated in prior two years.) These examples of student product provide evidence of recurring, timely, valid and documented student evaluation and feedback on their progress per Standard IV.

(Documentation): According to CAAHEP policy, the institution has the right to determine the manner in which it maintains permanent student records, however, the institution has a responsibility to retain official records for each student so that documentation of the student's attendance and performance is available if needed by the graduate or external agencies in later years.

In line with the above policy, can you provide records of program documentation of students' academic achievement and progress in meeting degree requirements as evidenced by student transcripts for students in attendance at time of site visit and for randomly selected recent graduate(s) who graduated during year of site visit or within the prior year. In addition, can you provide completed progress tracking mechanisms for a randomly selected pool of current individual students per admission, ongoing student academic advising, remedial counseling.

(Standard V: Fair Practices)
Could you describe the size and adequacy of the applicant pool for your art therapy program?

Could you describe your student admission process? Who participates? Who selects? How is the process documented?

How do you inform students of program policies and resources?

Can you give an example of a concern a student may have recently presented, and how it was addressed?

(Distance Education)
What coursework are you providing via online or hybrid methods? Who provides IT support to students and faculty?

What learning management system do you use and how do you train faculty on the system?

How are faculty trained in effective online teaching methods and assessments?

How do you assess student participation?

How does the program monitor and evaluate relational competencies in your online students (such as attending and observing) ?

How do you conduct secure examinations and evaluations?

What changes did the program make in its adjustment to the COVID-19 pandemic?

What training do you provide to site supervisors?

Are you able to visit any of these sites?

What processes do you ask the supervisors to use to evaluate students at the site?

What processes do you use to evaluate the effectiveness of your site supervisors? Does the program provide formal feedback to site supervisors? What ongoing training and support does the program provide?

Can you provide signed copies of affiliation agreements/memorandum of understanding for your current clinical sites?

Can you provide completed student practicum/internship timesheet logs for randomly selected student(s) in program at time of site visit or within the prior two years.

Can you provide materials and records of the clinical Internship program to include completed student evaluations of clinical site supervisors and dates of faculty/supervisor meetings for randomly selected student(s) in program at time of site visit or within the prior two years.

(Standard IV.A. Student Evaluation Frequency and Purpose) Describe methods used to evaluate students during Practicum/Internship. Please explain the process used for students to review and obtain feedback from practicum/internship evaluations by faculty and clinical site supervisors. How does the program ensure competency evaluated at the clinical site?   How does the program provide oversight of and feedback to students at any out-of-state internship sites?

How do you provide for the student who needs remediation in the clinical components of the program? What is the process for the site supervisor to follow if they have concerns about the student's abilities or other issues? How does the program address student issues/problems in the clinical setting? How well prepared do you feel the students from this program are for entry level practice?

QUESTIONS FOR FACULTY

PURPOSE OF FACULTY INTERVIEWS: Obtain general reactions to the program, its objectives and the quality of the students. The meeting will allow the team to assess the faculty's feelings of involvement (or lack of involvement) in the program, their contacts with program administration, and the type of supervision and direction afforded to students in the program. Additionally, information on course content, instructional methods and objectives and assessment mechanisms is obtained.

(Standard III.A Resources Type and Amount and Standard III.D. Resource Assessment) :
How do you feel about the level and type of support that you and the art therapy program receive from the university administration?

Do you believe the program has the classrooms, studios and clinical sites it needs?

Do you believe you have the administrative and staff support you need to succeed?

(Standard III.B Resources - Personnel) :
How were you trained in the use of the Learning Management System (such as Canvas, Blackboard,etc)?

What other faculty development programs are available to you? For example, what type of professional development and scholarly pursuits are faculty offered support to engage in? What form does this support take and what barriers might faculty experience in utilizing this resource?

Are you given sufficient opportunities to remain current to changes in art therapy and educational processes?

What student to faculty ratios do you have in your courses? Is the ratio adequate?

(Standard IV.A.Student Evaluation Frequency and Purpose)
Could you outline the ways in which a given student is evaluated in your courses? How do you assess this student's competence? Could you describe the system you use to track student progress?

Do you know what your program's student retention rate is? What challenges have you identified in retention?

Where would you refer a student for academic support? Personal support?

What challenges do you think your graduates encounter when trying to enter the workforce and how might the program's goals and curriculum address those more effectively?

For faculty teaching online or hybrid courses:
What coursework are you providing via online education? Who provides IT support?

How do you assess student participation?

How do you conduct secure examination and evaluations?

How do you monitor, foster and evaluate relational competencies (such as attending and observing) per online students?

QUESTIONS FOR CLINICAL SITE SUPERVISORS

PURPOSE OF MEETING WITH CLINICAL SITE SUPERVISORS:
Obtain information on the objectives for supervised clinical practice, instructional methods, and student evaluation processes. The meeting will allow the team to assess the site supervisor's understanding of learning outcomes of the program, their contacts with the program, student evaluation processes and the type of direction afforded to students.

(Standard III.B. Personnel Responsibilities and Qualifications)

Do you feel the students are adequately prepared to begin their clinical training upon arrival?
 (speaks to preparation of students)

What kind of preparation have you received to work with art therapy students?
 (*speaks to preparation of supervisors*)

How do you learn what the art therapy program requires of its students?

Are the program faculty ever able to visit your site? How often? Is that sufficient?

Does the program provide formal feedback to site supervisors? What ongoing training and support does the program provide?

(Standard IV.A.Student Evaluation Frequency and Purpose)
What forms, rubrics, or processes do you use in conducting evaluations of the students?

How do you evaluate student competence? (summative vs formative)

When a student needs some remediation, how do you handle this?

What is the process for the site supervisor to follow if they have concerns about the student's abilities or other issues? How does the program address student issues/problems in the clinical setting?

How well prepared do you feel the students from this program are for entry level practice?

QUESTIONS ABOUT/FOR ADVISORY COMMITTEE (some may be asked of Program Director)

PURPOSE: Gain information on the role of the advisory committee, how often it meets, the communities of interest it represents, its accountability to assessment and development of the program.

(**Standard II.B.Goals and the Advisory Committee):**

Invite each person in attendance to introduce what stakeholder group they represent, and to convey how many advisory committee meetings they have attended to date.

How often has the advisory committee met in the past year or two?

In what ways has the Advisory Committee been asked to provide feedback to the program?

How does the Advisory Committee participate in assessment of program goals, program resources, curriculum and the required program outcomes analysis on at least an annual basis?

What do you think are the program's strengths and weaknesses?

How well prepared do you think the program graduates are to enter the field?

How well do you think the program responds to the needs of the community? Anything the program could do to better meet the needs of the commmunity(s) it serves?

How can this group be more effective? As one example, how can it more effectively shepherd initiatives and improvements it recommends up the chain of command within the institution. What sort of data or information does it need to provide to best advocate for the program and resources it might need?

Do you have any questions for us? (ACATE Site evaluators)

QUESTIONS FOR CURRENT STUDENTS

What 2-3 words come to mind when you think about the program?

How do you feel, in general, about the art therapy program here?

What kind of surprises did you find when you first came to this program? (requirements or costs)

(Standard III.A Resources Type and Amount):
Does the program have the classrooms and studios that you need?

Does the program have sufficient the faculty it needs to support your education?

Are the faculty accessible to you?

How much do you feel supported and included in the program?

Does the program have adequate clinical sites for you?

Does the university and program have the student support services you need? (health care, financial aid, writing skills support, library resources)?

(Standard III.C. Curriculum and Standard IV.A Student Evaluation):
Do you think the curriculum includes the preparation you need to enter the art therapy field?

If you could change something in the curriculum, what would you change?

Do you think you have adequate preparation and orientation to your internship site?

How do you know how well you are doing in the program?

What do you know about graduation requirements or overall learning objectives/student learning outcomes?

In what ways do internship site supervisors appear to be familiar with program expectations and goals and seem to be on the same page with the program?

What do you do if you have a problem or issue with a course instructor, a course or with some aspect of practicum/internship?

Have you had an affective or professional behaviors/dispositions evaluation and was it helpful or informative?

Do you have any questions for us? (ACATE site evaluators)

QUESTIONS FOR GRADUATES

When did you graduate?

How well did the program prepare you for art therapy practice?

Did the program have the classrooms and studios you needed?

Were instructional materials and supplies adequate?

As you progressed through the program, did you know how well you were doing?

Did the program have adequate internship sites for you?

How well did the courses in the program set the foundation for your internship work?

How do you feel about the amount and type of supervision you received from site supervisors?

If you had any problems during internship, who did you go to, how did you receive help and how was it handled?

What do you see as the strengths and weaknesses of the program?

What changes would you recommend to the program?

Are you preparing for registration and board certification?

What did you feel had the greatest impact on your learning and success as a student in the program?

What problems have you encountered in your job that might have not occurred had you been better prepared?

Do you have any questions for us? (ACATE site evaluators)

a Committee on Accreditation of

POST SITE VISIT QUESTIONNAIRE

Provided here as example. Will be sent by ACATE via Survey Monkey or other elctronic survey means. To be completed by be completed by Program Director or Administration at that time. * Please remember to refer to the separately provided "Complaint Against Site Evaluators Policy" should a more formal concern need to be registered.

Name of Sponsoring Institution: _____

Dates Visited: _____

Site Visit Team Captain: _____

Site Visit Team Evaluator(s): _____

Please circle the letter which best describes your response to each statement below with respect to the ARRANGEMENTS FOR THE SITE VISIT. The letters correspond to the following values: S = Satisfactory   U = Unsatisfactory   N/A = Not Able to Comment

1. Overall site visit arrangements by ACATE:
    S   U   N/A

2. Availability of ACATE to assist the program in preparing for the site visit:
        S   U   N/A

3. Communication by ACATE with the program prior to the site visit:
        S   U   N/A

4. The time that elapsed between submission of the self-study report and the site visit, _____ months, was:
        S   U   N/A

5. The number of site visit team evaluators, _____, was:
        S   U   N/A

Comments: _____

Please circle the letter which best describes your response to each statement below with respect to the PERFORMANCE OF THE SITE EVALUATOR(S). Please include comments in the space provided about any negative responses.

S = Satisfactory   U = Unsatisfactory   N/A = Not Able to Comment

6. The site evaluator(s)' *attitudes* while conducting the site visit:

S   U   N/A

Comments:

_____

7. The site evaluator(s)'*competence* as surveyor(s)/evaluator(s):

S   U   N/A

Comments:

_____

8. The site evaluator(s)' *knowledge* of the program through review of the self-study report:

S   U   N/A

Comments:

_____

9. The site evaluator(s)' *objectivity* in applying the *Standards* to the program:

S   U   N/A

Comments:

_____

10. The site evaluator(s)' *interaction* with program faculty during the site visit:

S   U   N/A

Comments:

_____

11. The site evaluator(s)' *interaction* with clinical faculty during the site visit:

S   U   N/A

Comments:

_____

12. The site evaluator(s)' *interaction* with the students during the site visit:

S   U   N/A

Comments:

_____

13. The site evaluator(s)' conduct at the summation conference:

S   U   N/A

Comments:

_____

14. The clarity of the report of findings during the summation conference:
    S   U   N/A
Comments:

_____

Please comment and/or give suggestions for improving the accreditation process: