Self-Study Report Format

For Academic Clinical Research Programs Seeking Accreditation
Approved May 1, 2017
ACCREDITATION SELF-STUDY REPORT
FOR AN EDUCATIONAL PROGRAM IN CLINICAL RESEARCH

INSTRUCTIONS:

CAAHEP REQUEST FOR ACCREDITATION SERVICES
Programs must electronically file the CAAHEP Request for Accreditation Services prior to the submission of the self-study report. Once received, CAAHEP formally notifies the CAAPCR of the request.

Each program conducts a self-study, which is a process that culminates in the preparation of a report. The Committee on Accreditation of Academic Programs in Clinical Research (CAAPCR) will use the report and any additional information submitted to assess the program’s degree of compliance with the Standards and Guidelines for the Accreditation of Academic Programs of Clinical Research of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) [www.caahep.org].

Programs should carefully read the Standards and Guidelines to fully understand and respond to the corresponding questions in the Self-Study Report template. Please respond to the questions carefully and completely when preparing the self-study report.

The self-study report MUST be submitted using the CAAPCR Self-Study Report Template. No paper copies will be accepted by the CAAPCR.

FEES:
An initial application fee of $2000 is due with the self-study.

REPORT FORMAT:
• Type the text of the response for each question directly into the spaces provided on the template form.
• Consecutively number each page of the report, including appendices.
• Please save your self-study document and all supporting documentation to a USB drive and send it to the CAAPCR, 19844 Maddelena Circle, Estero, Florida 33967.

Once the completed Self-study Report and Application Fee are received, confirmation will be sent to the institutional representative and the Chair of the Committee on Accreditation will conduct an initial review of the Report. If the Self-study Report is judged to be complete and acceptable for further processing, it will be assigned to at least two CoA members for independent review and the scheduling of a site visit. The applicant institution will be responsible for the cost of the site visit.

If for any reason, the Report is judged to be unacceptable by the Chair of the Committee on Accreditation, a rationale and recommendations for resubmission will be returned to the institutional representative. No additional fee will be required at resubmission.
Program/ Institutional Information

1. Program Name:

2. Name and address of the sponsoring organization:

   Name
   Address
   City/State/Zip
   Web site

3. Name and contact data for person(s) responsible for the preparation of the self-study report:

   Name:
   Title:
   Phone #:
   FAX #:
   Email:

   Name:
   Title:
   Phone #:
   FAX #:
   Email:
4. Name and contact data for person(s) responsible as the contact for the accreditation site visit:

   Name:
   Title:
   Phone #:
   FAX #:
   Email:

   Name:
   Title:
   Phone #:
   FAX #:
   Email:

5. Write a brief (no more than 2 pages) description of the program; include where it is positioned within the sponsoring organization and any significant historical events that have had an impact on the current program.
1. **President/Chief Executive Officer:**
   - Name:
   - Title:
   - Address:
   - City/State/Zip:
   - E-mail:

2. **Program Director:**
   - Name:
   - Title:
   - Address:
   - City/State/Zip:
   - E-mail:
   - Does the sponsor employ the Program Director full-time? Yes _ No _

3. **Education Coordinator** (to whom all correspondence will be directed):
   - Name:
   - Title:
   - Address:
   - City/State/Zip:
   - Voice: Fax:
   - E-mail:
   - Is the Education Coordinator employed full time by the sponsor Yes _ No _
Standard I. Sponsorship

A. Sponsoring Institution

A sponsoring institution must be at least one of the following:

1. A post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and authorized under applicable law or other acceptable authority to provide a post-secondary program, which awards a minimum of an Associate’s degree at the completion of the program.

2. A foreign post-secondary academic institution acceptable to CAAHEP, which is authorized under applicable law or other acceptable authority to provide a post-secondary program, which awards a minimum of an Associate’s degree or its equivalent at the completion of the program.

Is the sponsor a post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education and awards a minimum of an Associate’s degree at the completion of the program or an international post-secondary academic institution acceptable to CAAHEP? Yes__ No__

If No, please explain _____________________________________________

Complete the following for the sponsoring institution:

1. Type of Sponsoring Institution (check only one of the following):

   a. U.S. post-secondary academic institution (Standard I.A.1) Yes _ No _

   b. Foreign post-secondary academic institution (Standard I.A.2) Yes _ No _

2. Academic degree(s) conferred upon program completion (list all degrees):

   a. Undergraduate degrees ________________________________

   b. Graduate degrees ________________________________

3. Sponsoring Institution Accreditation

   a. Name of Institutional Accrediting Agency: ____________

   b. Current Accreditation Status: ________________________
Date of First Accreditation Review: __________

Date(s) of Last Accreditation Review: __________

c. Include a copy of the institutional accreditation certificate or letter in APPENDIX ONE Standard I – Sponsorship.

d. If the program offers a distance education program, is the sponsoring institution in compliance with state authorization requirements? Yes ___ No ___

4. Types of award upon program completion (check all that apply):

☐ Associate Degree
☐ Baccalaureate Degree
☐ Graduate Degree (Specify: ________ )

5. Provide an organizational chart of the sponsoring institution that portrays the administrative relationships under which the program operates in Appendix One Standard I. Sponsorship.

---

**Standard I. Sponsorship**

**B. Consortium Sponsor**

1. A consortium sponsor is an entity consisting of two or more members that exists for the purpose of operating an educational program. In such instances, at least one of the members of the consortium must meet the requirements of a sponsoring institution as described in I.A.

2. The responsibilities of each member of the consortium must be clearly documented in a formal affiliation agreement or memorandum of understanding, which includes governance and lines of authority.

**C. Responsibilities of Sponsor**

The Sponsor must ensure that the provisions of these Standards and Guidelines are met.

1. Is the sponsor a consortium? Yes_ No_ (If no, skip to Standard II)

   a. If yes, list all member organizations.

   ____________________________________________________________
b. Please list the sponsoring institution(s) that meet the requirements as described in Standard 1-A. Program.

c. Include a copy of the Consortium Agreement, if applicable, under Appendix One Standard I. Sponsorship.

d. Provide an organizational chart of the sponsoring institution/consortium that portrays the administrative relationships under which the program operates in Appendix One Standard I. Sponsorship.

Proposal: Table of Contents to be inserted on next page once finalized after this introductory section.

**Standard II. Program Goals**

**A. Program Goals and Outcomes**

There must be a written statement of the program’s goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the educational program. The communities of interest that are served by the program must include, but are not limited to, students, graduates, faculty, sponsor administration, employers, clinical research professionals, and the public.

*Clinical research professionals may include physicians or other principal investigators.*

Program-specific statements of goals and learning domains provide the basis for program planning, implementation, and evaluation. Such goals and learning domains must be compatible with the mission of the sponsoring institution(s), the expectations of the communities of interest, and nationally accepted standards of roles and functions. Goals and learning domains are based upon the substantiated needs of health care providers and employers, and the educational needs of the students served by the educational program.

1. List the program name and degree earned for this particular self-study.

2. List the communities of interest served by the program in addition to those specified in Standard II.A. Describe the needs and expectations of each of the communities of interest.
<table>
<thead>
<tr>
<th>Community of Interest</th>
<th>Needs and Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Employers</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
</tr>
<tr>
<td>Sponsor Administration</td>
<td></td>
</tr>
<tr>
<td>Clinical Research Professionals</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

3. Provide the program’s goals and learning domains and a brief statement of how and why they were established.

4. Describe how the program goals and learning domains are consistent with the mission of the institution and responsive to community needs.

5. Describe how the goal(s) and learning domains are utilized in program planning and implementation.

6. Provide a list of program goals and their alignment with the Competency Domains and applicable Competency Statements identified in the Curriculum for Educational Programs in Clinical Research (Appendix B in the Standards and Guidelines) in Appendix Two – Standard II. Program Goals.

7. Provide a list of minimum outcome expectations in terms of the competency domains for your program.

8. How will the program ensure that the goal(s) and learning domains will continue to meet the needs and expectations of the communities listed in Standard II. A? Check all that apply in the list below:
9. Describe steps taken to monitor and evaluate affective behaviors by online students. What techniques are used to engage online students? What types of evaluation techniques are used?

10. Describe any special considerations that impact your program characteristics. For example, if a graduate or undergraduate program is composed of different tracks or concentrations. Another example is a clinical research program within a Nursing program that falls under a separate accreditation process.

---

**Standard II. B. Program Goals**

**B. Appropriateness of Goals and Learning Domains**

The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.

An advisory committee, which is representative of at least each of the communities of interest named in these Standards, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.

_Advisory committee meetings may include participation by synchronous electronic means._
1. List the individuals that are members and the communities of interest that they represent on the program advisory committee in the table as specified in Standard II.B.

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Community of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
</tr>
</tbody>
</table>

2. Does the advisory committee meet at least once a year? Yes__ No__

   If No, please explain:________________________________________________________

3. List the dates of all advisory committee meetings in the last two calendar years:_____

4. Submit copies of Advisory Committee minutes for the meetings that have not been submitted previously listed in the above question Standard II B.3. in Appendix Two-
Standard II- Program Goals.
1. Each Academic Program in Clinical Research must define its ‘Minimum Expectation Goal as noted in Standard II. C.

   a. Is the minimum expectation goal “To prepare competent entry-level Clinical Research Professionals? Yes _ No _

   b. Is the minimum expectation goal “To prepare Clinical Research Professionals with some experience to advanced skills”? Yes _ No __

   c. If the minimum expectation goal is not listed above, please state the minimum expectation goal at which you define your minimum entry-level requirements and minimum outcome expectation(s) of competency domains and learning outcomes. ________________________________

   d. If the minimum expectation goal is not “entry-level,” explain how the program ensures that all students have achieved the basic competencies prior to being admitted.
1. Describe instructional delivery methodology(ies) utilized in the program overall and explain the appropriateness of the delivery process to fulfill the course objectives and program outcomes; if applicable describe any additional or different individual practices utilized in any required course(s).

2. Describe the online course delivery system/tools available to faculty and students. Describe testing formats used. What learning management system is used and how are students and faculty trained in its use?

3. Please provide a brief general statement concerning the overall adequacy of the program’s resources, including, technology, financial and physical, to support the number of students enrolled and to achieve the stated program outcomes. Complete the Resources Assessment as listed in Appendix Three- Standard III. Program Resources.

---

**Standard III. Resources**

**A. Type and Amount**

Program resources must be sufficient to ensure the achievement of the program’s goals and outcomes. Resources must include, but are not limited to: faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and, ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials; and faculty/staff continuing education.

*Classroom and laboratory resources may be provided as virtual resources. Clinical research internship experience may be provided at face-to-face clinical affiliate sites, on-line, or as a hybrid of both.*
Standard III. Resources

B. Personnel

The sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the program’s stated goals and outcomes.

1. Program Director
   a. Responsibilities:
      The Program Director must:
      1. Coordinate all aspects of the program, including the organization, administration, continuous review, planning, development and achievement of the program’s goals and outcomes, and
      2. Establish criteria for clinical sites for programs that offer experiential/capstone experiences.
   b. Qualifications:
      The Program Director must:
      1. Possess an earned degree at least at the same academic level as that awarded by the program.
      2. Be a full-time faculty member of the sponsoring institution.

   *The Program Director should have competency in the curriculum content described in Appendix B.*

2. Faculty and/or Instructional Staff
   a. Responsibilities:
      Faculty and other instructional staff must provide instruction and assess students’ skills, knowledge and attitudes surrounding competency-based courses as well as experiential education/capstone experiences if offered by the program.
   b. Qualifications:
      Faculty and instructional staff must:
      1. Have competence in the subject matter taught; and
      2. Have a minimum of three (3) years of clinical research experience in the area in which they are providing instruction.

1. Provide an organizational chart of the sponsoring institution/consortium that portrays the administrative relationships under which the program operates with the names and titles of all individuals shown in [Appendix Three – Standard III. Program Resources](#). Include all program personnel including faculty and staff, anyone named in the Self Study Report, and any other persons who have direct student contact including part time (adjunct) faculty. Explain any formal and/or informal reporting structure(s).
2. Include current CVs of the program’s key personnel (Program Director, Faculty – including full-time, part-time, and adjunct, Education Coordinator(s)) in Appendix Three – Standard III. Program Resources. Please limit all CVs to 1-2 pages and delete all publications. Also, include the job descriptions of the Program Director and Education Coordinator(s) (as applicable).

**Standard III. Resources**

**C. Curriculum**

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, and/or clinical activities. Instruction must be based on clearly written course syllabi that include course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

The program must demonstrate by comparison that the curriculum offered meets or exceeds the content outline listed in Appendix B of these Standards and Guidelines.

1. How is the program content delivered? Please explain your rationale for offering the program in the format(s) noted below.
   - Fully online □
   - Hybrid □
   - Fully face-to-face □

2. Provide a listing of the courses required for the academic clinical research program being assessed (the Instructional Plan) and if applicable, a Program of Study in the order of a required sequence in Appendix Four – Standard III. C. Curriculum. (List any prerequisites.)

3. Provide a schedule of all courses and include copies of required and elective course syllabi for the program. Please include credit hours, course objectives, listing of sessions and assignments in Appendix Four – Standard III. C. Curriculum.

4. Provide a Curriculum Map and Articulated Learning Outcomes Table of all required courses to demonstrate how all program outcomes are fulfilled as well as the
alignment to Competency domains and relevant Competency Statements in Appendix Four – Standard III. C. Curriculum.

5. List the evaluation methods for how the program has determined that the content of the curriculum meets all course objectives in Appendix Four – Standard III. C. Curriculum.

6. List all methods used to assess the effectiveness of your curriculum.

**Standard III. Resources**

**D. Resource Assessment**

The program must, at least annually, assess the appropriateness and effectiveness of the resources described in these Standards. The results of the annual resource assessment must be the basis for ongoing program planning, and appropriate change. An action plan must be developed when deficiencies are identified in program resources. Implementation of the action plan must be documented and results measured by ongoing resource assessment.

1. Provide, in Appendix Three Standard III. D. Resource Assessment, your most recent annual analysis of the appropriateness and effectiveness of resources (resources, personnel, curriculum) for your program. Describe any action plan(s) implemented or projected to be implemented to improve upon an unsatisfactory resource assessment(s) for the last three years. Resources to be addressed include:

   - Faculty – Didactic and Internship, if applicable
   - Support Personnel
   - Facilities
   - Library
   - Financial Resources
   - Other

2. List the program’s areas of strength.

3. List the program’s limitations (areas that need improvement):
4. Describe the processes and/or evaluation systems used to identify the program’s strengths and limitations.

5. Provide the program’s analysis of the data collected assessing its strengths and limitations.

6. Describe the action plans developed to correct deficiencies for all areas in need of improvement listed in question 3 above.

7. Submit, in Appendix Three Standard III. Resources, an institutionally approved budget or written statement of continued financial support for the educational program from an executive officer of the sponsoring institution or, if the sponsor is a consortium, from a consortium representative.

8. As the academic clinical research program is part of an educational institution, do students in the program receive all support services available to other students enrolled across the institution? Yes_ No* (if response is No, move to Q. 9)
   
e. Access to same health services........................................Yes_ No_
   f. Access to same personal counseling ..................................Yes_ No_
   g. Access to same academic advising ....................................Yes_ No_
   h. Access to same writing skills support.................................Yes_ No_
   i. Access to financial aid/financial resources.........................Yes_ No_
   j. List any other support services not listed above__________________________

9. *If response is “no” to any listed resource in Q. 8., provide a rationale as part of your General Statement on Adequacy of Student Support Resources. ____________________
Standard IV. Student and Graduate Evaluation/Assessment

A. Student Evaluation

1. Frequency and purpose
   Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students’ progress toward and achievement of the competencies and learning domains stated in the curriculum.

2. Documentation
   Records of student evaluations must be maintained in sufficient detail to document learning progress and achievements.

1. Are evaluations of students conducted in accordance with the requirements of Standard IV.A. 1? Yes__ No__

   If no, please explain: ____________________________________________________________

2. Describe the type and frequency of evaluations of students that are conducted in the didactic and internship (if offered) components of the program.

3. Describe how students’ progress is tracked through the didactic and internship (if offered) courses and how students are regularly informed of their academic status throughout the program.

4. Are records of student evaluations maintained in sufficient detail to document learning progress and achievements? Yes__ No__

   Location where they are stored: ________________________________________________

   The # of years stored before disposal ____

   If no, please explain: _________________________________________________________

   Please attach a copy of the institution’s Records Retention Policy in Appendix Four.

5. If an internship course is offered, please submit a sample, representative skill(s)/check sheet used to assess student competency.

6. Describe the process used to track retention/attrition of program students.
1. Describe how the program fulfills the outcomes assessments defined in Standard IV.

B. 1. Outcomes Assessment for each graduating class.

2. Describe how the program will utilize the outcomes data (i.e. retention, graduate surveys, employer surveys, and any other parameter) in program evaluation and revision (if warranted).
1. Does the institution/consortium publish a general catalogue/bulletin for its educational programs? Yes__ No___

If yes, year(s) of the latest edition____

If no, please explain ________________________________________________

2. Include a copy or web link of the most recent college catalogue/bulletin and any other documents that make known to applicants and students the information specified in Standard V.A.2.

Link to on-line catalogue/bulletin, if applicable:
________________________________________

Complete the following table listing the location(s) of the disclosures:

---

**Standard V. Fair Practices**

**A. Publications and Disclosure**

1. Announcements, catalogs, publications and advertising must accurately reflect the program offered.

2. At least the following must be made known to all applicants and students: the sponsor’s institutional and programmatic accreditation status as well as the name, mailing address, web site address, and phone number of the accrediting agencies; admissions policies and practices, including technical standards (when used); policies on advanced placement, transfer of credits, and credits for experiential learning; number of credits required for completion of the program; tuition/fees and other costs required to complete the program; policies and processes for withdrawal and refunds of tuition/fees.

3. At least the following must be made known to all students: academic calendar, student grievance procedure, criteria for successful completion of each segment of the curriculum and for graduation, and policies and processes by which students may perform clinical work, while enrolled in the program.

4. The sponsor must maintain, and make available to the public, current and consistent summary information about student/graduate achievement that includes the results of one or more of the outcomes assessments required in these **Standards**.

*The sponsor should develop a suitable means of communicating to the communities of interest the achievement of students/graduates (e.g., through a website or electronic or printed documents).*

---
<table>
<thead>
<tr>
<th>Disclosures</th>
<th>Name of Source Document(s) Weblink</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation status of the sponsoring organization with address and phone number</td>
<td></td>
</tr>
<tr>
<td>Accreditation status of the program with address and phone number</td>
<td></td>
</tr>
<tr>
<td>Admission policies and practices</td>
<td></td>
</tr>
<tr>
<td>Policies on advanced placement</td>
<td></td>
</tr>
<tr>
<td>Policies on transfer of credits</td>
<td></td>
</tr>
<tr>
<td>Policies on credits for experiential learning</td>
<td></td>
</tr>
<tr>
<td>Number of credits required for program completion</td>
<td></td>
</tr>
<tr>
<td>Tuition, fees, and other program costs</td>
<td></td>
</tr>
<tr>
<td>Policies and procedures for student withdrawal</td>
<td></td>
</tr>
<tr>
<td>Policies and procedures for refunds of tuition/fees</td>
<td></td>
</tr>
</tbody>
</table>

3. What and how do you communicate to the public about your student/graduate achievement that includes the results of one or more of the program outcomes assessments specified in these Standards (defined in Standard IV. B. 1)? Provide a sample from the last academic year in Appendix Five – Standard V. Fair Practices.
1. Are program admissions non-discriminatory and made in accordance with defined and published practices?  Yes__ No__

If no, please explain ______________________________________________

2. Does the institution/consortium have a student grievance policy?  Yes__ No__

If no, please explain ______________________________________________

3. Does the institution/consortium have a faculty grievance policy?  Yes__ No__

If no, please explain ______________________________________________

1. Does the institution/consortium have policies and procedures to ensure compliance with the Americans with Disabilities Act?  Yes__ No__

If no, please explain: ____________________________
2. Are grades and credits for courses recorded on the student transcript and permanently maintained
   Yes__ No__
   Location where they are stored ______________________

   If No, list the number of years stored before disposal. ___ years

3. Submit a copy of additional material to be provided to enrolling students that makes known the information specified in Standards V.A, V.B, and V.C. Complete the following table listing the location(s) of the disclosures:

<table>
<thead>
<tr>
<th>Disclosures</th>
<th>Sources Document(s)</th>
<th>URL</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student grievance procedure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria for successful completion of each segment of the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria for graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current, consistent summary of information about student/graduate achievement that includes results from one or more program outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For programs that have an experiential or internship component</strong>, policies and procedures by which students perform clinical research work while enrolled in the program. For example, if students are working as part of the program to gain experiential experience at an off-campus site, please provide copies of any policies that must be followed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies and procedures for student admissions including non-discrimination policy for student admissions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Who is responsible for reporting substantive changes to the CAAPCR? __________

1. Is there a formal affiliation agreement or memorandum of understanding with all entities that participate in the education of students within this program?
☐ Yes      ☐ No      ☐ Not applicable

*Place the complete, signed copies of all affiliation agreements (in alphabetical order) in APPENDIX Five.*
Supplementary Information / Material

**Academic CR Program Information:** Information is directly related to the program being accredited.

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Length of program (in months)</td>
<td></td>
</tr>
<tr>
<td>b. Total credit hours for completion</td>
<td></td>
</tr>
<tr>
<td>c. Maximum class size (capacity)</td>
<td></td>
</tr>
<tr>
<td>d. Actual current enrollment by listed date</td>
<td></td>
</tr>
<tr>
<td>e. Number of classes/cohorts admitted per year</td>
<td></td>
</tr>
<tr>
<td>f. Date of completion of next graduating class</td>
<td></td>
</tr>
<tr>
<td>g. Year program enrolled the first class ever</td>
<td></td>
</tr>
</tbody>
</table>

**APPENDICES**

**APPENDIX ONE  Standard I - Sponsorship**
- Institutional Accreditation (certificate or letter)
- Institutional catalog, if applicable
- Institutional website link(s)
- Consortium Agreement, if applicable
- Organizational chart of the sponsoring institution/consortium that portrays the administrative relationships under which the program operates.

**APPENDIX TWO  Standard II - Program Goals:**
- List of program goals followed by each Goal listed with the aligned Clinical Research Competency Domains and Competency Statements as applicable. (Standard II. A.)
- Needs assessment, methods associated with goals and standards development and community of interest input (Advisory Committee minutes)
- Advisory Committee meeting minutes for past year.

**APPENDIX THREE  Standard III – Resources:**
- CVs of the program’s key personnel (Program Director, Faculty – full time, part time and adjunct, Education Coordinator(s) as applicable).
- Job descriptions of the Program Director and Education Coordinator(s) (as applicable).
- Organizational chart of the sponsoring institution/consortium. Portraying the administrative relationship under the program operates. Include all program personnel including faculty and staff, anyone named in the Self Study Report, and any other persons who have direct student contact including part time (adjunct) faculty.
- Resource assessment (assessments collated by year for last three years) including a written analysis of results, an action plan, and student numbers raw data by class (EXAMPLE TEMPLATE PROVIDED)

Resources to be addressed:
  - Faculty – Didactic and Internship, if applicable
  - Support Personnel
  - Facilities
  - Library
  - Financial Resources
  - Other

- Submit an institutionally approved budget or a written statement of continued financial support for the educational program from an executive officer of the sponsoring institution or if the sponsor is a consortium, from a ‘consortium representative’, that is one of the member sponsoring institutions.

**APPENDIX FOUR  Standard III- Curriculum and Standard IV – Student and Graduate Evaluation/Assessment**

- List of all course numbers and title, including credit hours, required for the academic clinical research program. List any ‘hard or soft’ prerequisites.
- Instructional Plan (a listing of the courses required for the academic clinical research program being assessed in the order of any required sequence, as applicable or as a Program of Study, as applicable for the course sequence by term)
- Schedule of all Course Offerings listed by academic term
- Course Syllabi (for all courses-didactic and internship if applicable) – including goals and objectives and course session titles and assessments
- Curriculum map to display a) relationship between fulfilling program goals through curriculum and b) alignment of curriculum with CR competency domains (EXAMPLE TEMPLATE PROVIDED)
Articulated Program Learning Outcomes and Assessment Strategies Chart demonstrates how well students have mastered the knowledge, analyses, skills, and tools set forth in each degree program’s learning outcomes through direct and indirect assessments (EXAMPLE TEMPLATE PROVIDED)

- List all evaluation methods of faculty by students, peers and administrators; provide the results of those methods by which the program has determined that the content of the curriculum meets all course objectives for the past three years.
- Provide your analysis of the results of your evaluations and describe any action plan(s) implemented or projected to be implemented to improve unsatisfactory evaluation results for the past three years.
- Provide a copy of your institution’s records retention policy.

Administrative Materials – Standard III-A, D:
- Budget (previous, current and next fiscal year)
- Admissions policies and practices (Standard V. A.2., D.)

Program Assessment Materials – Standard IV-B:
- Summative assessment instruments, surveys, etc., reliability and validity statistics, results and analysis collated by graduation date.
- Comprehensive program analysis and corrective action plans, if applicable

APPENDIX FIVE Standard V- Fair Practices
- Sample of student academic transcripts (includes record of academic progress)
- Student enrollment data, including attrition and graduation rates for past three years
- Announcements, catalogs, publications, websites and advertising used in student recruitment
- Student employment policies
- Example of measure or capture student/graduate achievement that includes the results of one or more of the program outcomes assessments for one graduating class?
- Example of what is communicated to the public about your student/graduate achievement that includes the results of one or more of the program outcomes assessments for one graduating class?
- Copies of all affiliation agreements (in alphabetical order)
### APPENDIX THREE: RESOURCE ASSESSMENT MATRIX EXAMPLE

(Complete at least annually)

<table>
<thead>
<tr>
<th>#</th>
<th>Resource</th>
<th>Purpose</th>
<th>Measurement System</th>
<th>Date(s) of Measures</th>
<th>Results-Analysis (Composite Summary)</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Page 29 | Page
APPENDIX FOUR: **Curriculum Mapping Template: Linking Program Outcomes to Specific Courses in the Curriculum**

Curriculum mapping helps to identify and illustrate where within the curriculum, program goals are addressed and learning outcomes are achieved. The spreadsheet below provides a mechanism for you to link program goals and outcomes to specific courses within the curriculum.

*Instructions:*
1. List all expected learning goals, outcomes, or objectives.
2. Under course numbers, list all the courses that students are required or encouraged to take. Be sure to include general curriculum requirements, formal learning experiences (such as internships, capstone courses), and courses taken outside your department.
3. Connect learning goals, outcomes, or objectives to specific courses. Indicate if the goal is introduced, developed, or mastered. Refer to the Key for abbreviations to use.
4. Identify the Competency **Domain** to which the course is linked.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Program Learning Goals, Outcomes or Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**
- I = Introduced
- D = Developed
- M = Mastered

---

APPENDIX FOUR: Articulating Learning Outcomes and Assessment Strategies EXAMPLE Template

(Examples of Direct Measures and Indirect Measures will be provided. Format is for example guidance only;)

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>[ ] Undergraduate</th>
<th>[ ] Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Program Learning Outcomes</td>
<td>Assessment Strategy</td>
<td>Assessment Strategy</td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect measures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>