### COA_BLACK

### Visitation Report

Institution Name

Department Name

Program Name

Chief Executive Officer

Department/Program Chair

Visit Dates:

Visitation Team Members:

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Visitation Itinerary

Historical Information

 This was a Xth year accreditation visit. Historical information follows.

#### Facilities Visited

**1.0 Eligibility Criteria**

A unit will be considered for accreditation only when the following 1.0 series of standards are met. Eligibility criteria apply throughout the accreditation period. Thus, institutions should note that upon notification of a deficiency in the 1.0 series, the Council may withdraw accreditation at any time.

| **#** | **STANDARD** | **FINDING** | **COMMENTS** |
| --- | --- | --- | --- |
| **1.01**  | The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public. *Suggested Evidence of Compliance:* An organizational chart and documentation of existence of a university-approved curriculum (e.g., degree description from the University catalog).  |  |  |
| **1.02**  | The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body. *Suggested Evidence of Compliance:* Documentation of institution’s status and review dates.  |  |  |
| **1.03**  | A minimum of two full time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the Program.*Suggested Evidence of Compliance:* A record of faculty assignments to the unit.  |  |  |
| **1.04**  | A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions from a regionally accredited institution. *Suggested Evidence of Compliance:* Curriculum vitae of faculty. |  |  |
| **1.05** | All faculty members shall have competency and credentials in the subject matter for which they are responsible.*Suggested Evidence of Compliance:* Curriculum vitae of faculty. |  |  |
| **1.06** | Each Program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than five years prior to submission of the self-study. *Suggested Evidence of Compliance:* A record of attendance at COAPRT training |  |  |
| **COMMENTS ON 1.00 SERIES:** |

**2.0 Mission, Vision, Values, and Planning**

| **#** | **STANDARD** | **FINDING** | **COMMENTS** |
| --- | --- | --- | --- |
| **2.01**  | The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions. *Suggested Evidence of Compliance:* Copies of the pertinent documents or specific URL locations. |  |  |
| **2.01:01**  | Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture. |  |  |
| **2.01:02**  | The academic unit shall maintain an up-to-date Strategic Plan for the Program. This plan must include a) current mission, vision and values; b) goals; c) measureable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report. |  |  |
| **2.02**  | There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups. *Suggested Evidence of Compliance:* Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, professionals).  |  |  |
| **2.03** | The academic unit shall have institutionally approved degree requirements for all Programs being considered for accreditation. |  |  |
| **2.04** | The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program.  |  |  |
| **2.05** | The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0, and if applicable, the 8.0 series standards. |  |  |
| **2.05:01**  | The Program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution. |  |  |
| **2.05:02**  | The Program shall demonstrate that data generated through the measurement tools are used solely for its assessment program not for instructor evaluation or other non-related functions. |  |  |
| **2.05:03**  | Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use. |  |  |
| **2.05:04**  | Evidence shall be provided to demonstrate that the Program uses learning outcomes data to inform decisions. |  |  |
| **2.05:05** | The program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with FERPA requirements. |  |  |
| **COMMENTS ON 2.00 SERIES:** |

**3.0 Administration**

| **#** | **STANDARD** | **FINDING** | **COMMENTS** |
| --- | --- | --- | --- |
| **3.01**  | Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:  |  |  |
| **3.01:01**  | Responsibility and authority of the Program administrator to make decisions related to resources allocated to that Program. *Suggested Evidence of Compliance:* Formal written policy concerning the scope of responsibility and authority of the chair, director, or administrator and a written evaluation from that administrator of the extent to which that policy and institutional practice afford her or him the opportunity to succeed in the mission of the unit.  |  |  |
| **3.01:02**  | Adequacy of financial resources. *Suggested Evidence of Compliance:* Appropriate financial documents and an evaluation of adequacy of financial resources assigned to the Program indicating an opportunity to succeed in the mission of the unit.  |  |  |
| **3.01:03**  | Implementation of personnel policies and procedures. *Suggested Evidence of Compliance:* Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.  |  |  |
| **3.01:04**  | Development and implementation of academic policies and procedures for the unit. *Suggested Evidence of Compliance:* Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.  |  |  |
| **3.02**  | The Program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation. *Suggested Evidence of Compliance:* Curriculum vita of the administrator or coordinator*.*  |  |  |
| **3.03**  | The Program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution. *Suggested Evidence of Compliance:* A description of the process through which workloads are established, along with actual assignments of the administrator or coordinator. Some Programs may have formal, written policies regarding workload. In those cases, the policy statements should be provided.  |  |  |
| **3.04**  | There shall be formal participation of faculty in setting policies within the academic unit. *Suggested Evidence of Compliance:* Documentation of faculty participation in administrative policy development within the unit (e.g., minutes of faculty meetings, records of correspondence).  |  |  |
| **3.05**  | Consistent consultation with practitioners shall affirm or influence the curriculum. *Suggested Evidence of Compliance:* Minutes of interactions and meetings, and/or correspondence, with practitioners and documentation of how that input was used in curriculum development and improvement.  |  |  |
| **3.06** | The program has a practice of informing the public about the harm of degree mills and accreditation mills. |  |  |
| **3.07** | The program has a practice of informing the public about their COAPRT accreditation status. |  |  |
| **COMMENTS ON 3.00 SERIES:** |

**4.0 Faculty**

| **#** | **STANDARD** | **FINDING** | **COMMENTS** |
| --- | --- | --- | --- |
| **4.01**  | Professional development opportunities for academic unit faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values. *Suggested Evidence of Compliance:* A description of professional development resources and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.  |  |  |
| **4.02**  | Faculty development activities shall impact Program quality, consistent with the missions of the institution and the academic unit. *Suggested Evidence of Compliance:* Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or Program operations or initiatives.  |  |  |
| **4.03**  | The Program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity. *Suggested Evidence of Compliance:* A description of hiring practices and processes or associated policies at the institution.  |  |  |
| **4.04**  | The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units. *Suggested Evidence of Compliance:* A copy of workload policy and evidence of policy conformity.  |  |  |
| **4.05**  | Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values. *Suggested Evidence of Compliance:* A copy of pertinent policies or specific URL locations, evidence of policy adherence, and an evaluation of the adequacy of those resources in terms of the mission and values of the academic unit.  |  |  |
| **4.06**  | Full-time faculty members with appointments to the parks, recreation, tourism, and related professions Program shall instruct at least 60 percent of the required courses within the curriculum. *Suggested Evidence of Compliance:* Last three years of teaching assignments of all staff responsible for teaching in the Program.  |  |  |
| **4.07**  | Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact Program quality, consistent with the missions of the institution and the academic unit. *Suggested Evidence of Compliance:* Documentation of ways that the curriculum has been significantly informed by scholarly productivity of faculty and staff.  |  |  |
| **COMMENTS ON 4.00 SERIES:** |

**5.0 Students**

| **#** | **STANDARD** | **FINDING** | **COMMENTS** |
| --- | --- | --- | --- |
| **5.01**  | There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation. *Suggested Evidence of Compliance:* Documentation of student input on issues of professional preparation.  |  |  |
| **5.02**  | Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit. *Suggested Evidence of Compliance:* Materials or specific URL locations documenting policies and procedures for admission, retention, and dismissal of students from the academic unit, and evidence of adherence to the policies and procedures.  |  |  |
| **5.03**  | Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:  |  |  |
| **5.03:01**  | Academic advising. *Suggested Evidence of Compliance:* Degree planning documents, policies, and a description of procedures.  |  |  |
| **5.03:02**  | Professional and career advising. *Suggested Evidence of Compliance:* Professional/career portfolios, resumes, employment documents, participation in seminars, and plans for acquisition of professional credentials.  |  |  |
| **5.04**  | Student records shall be maintained in compliance with accepted confidentiality practices. *Suggested Evidence of Compliance:* A copy of the relevant policy or specific URL locations and evidence of compliance with the policy.  |  |  |
| **5.05**  | There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service. *Suggested Evidence of Compliance:* Records of attendance at conferences, as well as participation in such activities as delivery of presentations, service as room hosts, involvement in majors’ clubs, and service in professional program planning and logistics.  |  |  |
| **COMMENTS ON 5.00 SERIES:** |

**6.0 Instructional Resources**

| **#** | **STANDARD** | **FINDING** | **COMMENTS** |
| --- | --- | --- | --- |
| **6.01**  | Administrative support services shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values. *Suggested Evidence of Compliance:* A description of administrative support services and an evaluation of the adequacy of those services, in terms of the mission and values of the unit.  |  |  |
| **6.02**  | There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other Programs housed in the academic unit and consistent with institutional policy. *Suggested Evidence of Compliance:* Documentation of appropriate location and size to adequately address privacy and confidentiality issues.  |  |  |
| **6.03**  | There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations. *Suggested Evidence of Compliance:* Description of such resources and documentation of adequacy of these areas.  |  |  |
| **6.04**  | There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit. *Suggested Evidence of Compliance:* Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources.  |  |  |
| **6.05**  | Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities. *Suggested Evidence of Compliance:* A description of the adequacy of resources to the unit and services for individuals with disabilities and an evaluation of the adequacy of those resources and services, in terms of the mission and values of the unit.  |  |  |
| **6.06**  | All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act. *Suggested Evidence of Compliance:* Proof of compliance with current ADA requirements.  |  |  |
| **6.07**  | Library resources and access shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values. *Suggested Evidence of Compliance:* Documentation of the adequacy of library resources (financial, materials, reference, staffing, etc.) and services and an evaluation of the adequacy of library resources, in terms of the mission and values of the unit.  |  |  |
| **6.08**  | Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values. *Suggested Evidence of Compliance:* Documentation of computing and computing support services and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.  |  |  |
| **COMMENTS ON 6.00 SERIES:** |

**7.0 Learning Outcomes**

The learning outcomes presented in this series of standards are designed to elicit evidence of student learning in the Program’s ***foundational curriculum.*** Foundational curricula in parks, recreation, tourism, and related professions include study in three areas:

• Foundations

• Provision of services and experiences for guests, visitors, clients, and/or the public

• Management/Administration

The foundations component identifies the background, nature, and scope of the profession, including its history, philosophy, and social and behavioral science underpinnings. The provision of service and experience offerings includes, but is not limited to, programming and leadership, interpretation, site design and management, experience staging, and related processes. Management and administration includes planning, organizing, staffing, directing, controlling, reporting, finance, resource acquisition, marketing, and critical thinking. The key to compliance with the 7.0 standards is documentation of ***learning outcomes*** in ways that provide compelling evidence of graduates’ abilities related to these foundational curriculum content areas.

It is incumbent upon the Program to determine the specific body of knowledge applicable to the three areas of the foundational curriculum. That decision must reflect current literature and current practice in each of the three areas.

In process of reviewing compliance with the 7.0 standards, the Council and visitors will consider evidence addressing the following questions.

 **Are the students provided with sufficient opportunities to achieve the outcomes stated in responses to the 7.0 series?**

 *Evidence*

1. Written program assessment plan and reports that include learner outcomes, direct and indirect measures, results and feedback.
2. Matrix of program courses and extra instructional experiences with specific learning goals/objectives to correlate educational and professional experiences with learning outcomes.
3. Course syllabi for courses and descriptions of extra-instructional learning opportunities and requirements that are central to meeting the 7.01-7.04 standards.
4. Artifacts (e.g., sample assignments, experiences, materials from portfolios) and other evidence that opportunities are available to achieve outcomes.
5. Interviews with class instructors, students, and professionals of external experiences central to learning outcomes of 7.01-7.04.

**2. What evidence is provided demonstrating the existence of quality assessment measures being used to assess the outcomes?**

 *Evidence*

1. A description of when (timeline) measures are administered and to whom they are administered is included in the assessment plan or provided separately for this purpose.
2. Appropriate content-related and criterion-related evidence of validity of inferences that the program might make from the data. This response would include a description of how the measures were developed, how they are evaluated, and, if available, empirical psychometric/metricology data (e.g., reliability estimates, validity coefficients).
3. An assurance that assessment tools are not being used for purposes other than that for which they were developed (an ethical component of educational testing).
4. Copies of measurement tools used in the process are available for site visitor inspection.
5. Interviews with faculty, students, and professionals to identify respective roles in developing, completing, and using program’s assessment measures.

**3. What do the results of the assessment measures indicate with respect to students’ achievement of outcomes?**

 *Evidence*

1. Explain/interpret what the results of the assessment measures indicate with respect to students’ achievement of each learning outcome. This interpretation should reflect information found in the assessment plan and report.
2. Written interpretations the program makes about student attainment of learning outcomes based on data from the measures used.
3. Written interpretations the site visit team makes about student attainment of learning outcomes based on analysis of artifacts (e.g., assignments in student portfolios), and through discussion of assessment results with students, faculty, intern supervisors, and employers (e.g., on-site interviews with students, review of portfolios, on-site interviews with employers of graduates of the program, on-site interviews with internship supervisors).

**4. How does the program use the assessment results for continuous program improvement?**

*Evidence*

1. Written explanation or tangible evidence of how the data are used for decision-making. With whom and how assessment results are shared (e.g. faculty meeting discussions, revisions in the strategic plan?) Explain any advice or consultation sought during the interpretation phase of analyzing the data. If assessment results are reported to a common office in the institution, explain the status of the program’s report to this unit.
2. Specific artifacts that signal that assertions in item 1 are true (e.g., discussion of assessment-based decisions about curricula in faculty meeting minutes, student advisory committee minutes, discussion with or email evidence of consultation with practitioners). On-site visit team review of documents and interviews with administrators, faculty, students, and professionals.
3. A written plan to address assessment results and improve the effectiveness of the program’s efforts to assess and improve student learning over the next year and visit cycle.

**The following information is provided to guide visitor assessment**

**Compliance with standards 7.01 through 7.04 including applicable substandards are evaluated separately using the following ratings.**

|  |  |
| --- | --- |
| **Rating** | **Description** |
| **Absent** | Evidence indicates the program is not in compliance with this standard, or evidence is insufficient to warrant the conclusion that the program is in compliance with the standard |
| **Emerging** | The program evidences opportunities for student achievement of the learning outcome, has assessment measures of acceptable quality, and a plan in place for collect ion of assessment results and their utilization |
| **Present** | The program evidences opportunities for student achievement of the learning outcome, has assessment measures of acceptable quality, has collected data, and is utilizing assessment results for continuous program improvement |

**Examples of Direct and Indirect Measures of Learning Outcomes**

|  |  |
| --- | --- |
| Direct Measures of Learning Outcomes | Indirect Measures of Learning Outcomes |
| Capstone assignment qualityComprehensive ExaminationInternship evaluationPerformance of relevant skillsPortfolio EvaluationsPre/Post Test ResultsPresentation QualityProject QualityStandardized Test ResultsThesis/Project QualityVideo/Audiotape Production Written Assignment EvaluationsWriting Exam Results | Advisory Board EvaluationAlumni SurveyBenchmarkingCurriculum Review ResultsEmployer Survey ResultsExit Interview ResultsFocus Group ResultsGraduate School Acceptance RatesHonors/Awards Received by the ProgramPlacement DataSatisfactionSchool PerformanceStudent Evaluations of their Learning Transfer Acceptance Rates |

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| --- |
|  |
| **7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.** |
| **Evidence of Learning Opportunity (7.01.01a)** | **Performance Measure****(7.01.02a)** | **Assessment Results (7.01.03a)** | **Evidence of Programmatic Decisions (7.01.04a)** | **Overall rating for 7.01a(Present, Emerging or Absent)** |
| * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 |
| **Evidence of Learning Opportunity (7.01.01b)** | **Performance Measure****(7.01.02b)** | **Assessment Results (7.01.03b)** | **Evidence of Programmatic Decisions (7.01.04b)** | **Overall rating for 7.01b(Present, Emerging or Absent)** |
| * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 |
| **Evidence of Learning Opportunity (7.01.01c)** | **Performance Measure****(7.01.02c)** | **Assessment Results (7.01.03c)** | **Evidence of Programmatic Decisions (7.01.04c)** | **Overall rating for 7.01c (Present, Emerging or Absent)** |
| * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 |
| **7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.** |
| **Evidence of Learning Opportunity (7.02.01)** | **Performance Measure****(7.02.02)** | **Assessment Results****(7.02.03)** | **Evidence of Programmatic Decisions (7.02.04)** | **Overall rating for 7.02 (Present, Emerging or Absent)** |
| * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 |
| **7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.** |
| **Evident of Learning** **Opportunity (7.03.01)** | **Performance Measures** **(7.03.02)** | **Assessment Results****(7.03.03)** | **Evidence of Programmatic** **Decisions (7.03.04)** | **Overall rating for 7.03 (Present, Emerging or Absent)** |
| * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 |
| **7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.**  |
| **Evident of Learning** **Opportunity (7.04.01)** | **Performance Measures** **(7.04.02)** | **Assessment Results****(7.04.03)** | **Evidence of Programmatic** **Decisions (7.04.04)** | **Overall rating for 7.04 (Present, Emerging or Absent)** |
| * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 | * Present
* Emerging
* Absent
 |

**REQUIRED: Detailed narrative justifying ABSENT and/or EMERGING ratings. Reference the specific portion of the standard.**

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|  |
| **7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.** |
| **Narrative explaining ABSENT and/or EMERGING ratings.** |
|  |
| **7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.** |
| **Narrative explaining ABSENT and/or EMERGING ratings.** |
|  |
| **7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.** |
| **Narrative explaining ABSENT and/or EMERGING ratings.** |
|  |
| **7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.**  |
| **Narrative explaining ABSENT and/or EMERGING ratings.** |
|  |

**Summary**

Program Strengths Areas that substantially exceed standards and which point to the quality of the Program and associated support services as directly related to standards.

Major Concerns Significant weaknesses as directly related to standards.

Secondary Concerns Relatively minor concerns as directly related to standards.

The following individuals, members of the accreditation Visitation Team for (name of the institution and title of the program), approve of this written report.

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Signature above name printed here Date

Visitor Name

University or Professional Affiliation

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**Final Section**

**Confidential—for Council review only**

Recommendations related to the accreditation process The Council asks Team Members to comment on internal procedures and standards. Based on their experiences, the Team comments and makes recommendations related to the accreditation process, the visitation process, internal communication, and other internal issues of interest to the COA.

The following individuals, members of the accreditation Visitation Team for (name of the institution and title of the program) concur on the statements appearing in this section of the report.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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