



CACUP-ASLP
CAPUC-AO

**Council for Accreditation
of Canadian University
Programs in Audiology and
Speech-Language Pathology
(CACUP-ASLP)**

Governance Manual

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A. INTRODUCTION

A.1 CANADIAN UNIVERSITY PROGRAMS IN COMMUNICATION SCIENCES AND DISORDERS (CSD)

Canadian universities have been offering programs in communication sciences and disorders (CSD) to prepare professionals as audiologists and speech-language pathologists since the middle of the last century. Eight programs were established between 1956 and 1995: Université de Montréal (1956), University of Toronto (1958), University of Alberta (1968), University of British Columbia (1969), McGill University (1964), Western University (1970), Dalhousie University (1976), and Université d'Ottawa (1993).

A program at Université Laval was established in 2000. Two additional programs at Université du Québec à Trois-Rivières and Université Laurentienne accepted their first student cohorts in 2012.

At the time of publication, five of the eleven Canadian university programs offering degrees in communication sciences and disorders offer programs in both audiology and speech-language pathology: University of British Columbia, Dalhousie University, Université de Montréal, Université d'Ottawa and Western University. Six offer a speech-language pathology program solely: University of Alberta, Université Laurentienne, Université Laval, McGill University, l'Université du Québec à Trois-Rivières and University of Toronto. Five programs are in French: Université Laurentienne, Université Laval, Université de Montréal, Université d'Ottawa, and l'Université du Québec à Trois-Rivières and ten professional programs in audiology and speech-language pathology are exclusively offered at the graduate level; at the time of publication, only Université de Montréal offers an undergraduate as well as a graduate program.

The curricula established by the first eight universities are standardized to the extent that each offers a coherent sequence of courses that are consistent with "Assessing and Certifying Clinical Competency: Foundations of Clinical Practice for Audiology and Speech-Language Pathology" published by Speech-Language and Audiology Canada (SAC).¹ In addition, a degree of commonality across programs results from SAC requirements for clinical certification. In order for current professionals in audiology and speech-language pathology to become clinically certified by SAC, candidates must complete academic and clinical requirements of the master's degree and additionally pass a comprehensive examination developed and administered by SAC. It also is important to note that legislation in regulated jurisdictions requires speech-language pathologists and audiologists to be registered with the regulatory body in each jurisdiction where they practice. Regulated jurisdictions include Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland & Labrador, Ontario, Quebec, and Saskatchewan². Each regulatory body establishes, in legislation, the education and training that are required for entry into the profession. Registration requirements may vary slightly across these jurisdictions and may also vary from SAC academic and clinical requirements for membership and clinical certification. University schools and departments offering programs have assumed responsibility for ensuring that students are provided with the education and experiences that will prepare them to meet these regulatory requirements.

¹ Speech-Language and Audiology Canada (SAC) was known as the Canadian Association of Speech-Language Pathologists and Audiologists prior to February 5, 2014.

² At the time of publishing, Nova Scotia was in the process of launching a regulatory body for the professions.

A.2 ACCREDITATION OF EDUCATIONAL INSTITUTIONS AND PROGRAMS

Accreditation is widely accepted as the primary means for assuring the quality of higher education. In North America, the system of accreditation for educational institutions and programs is a voluntary process, relying on both continuous self-evaluation by the educational unit as well as peer review. Accreditation is deemed especially important for programs that educate professionals in such fields as engineering, law, teacher education and health care. One important purpose of accreditation is to provide assurance to current and to prospective students, as well as to employers, to regulatory bodies, and to the public, that program graduates meet well-accepted, rigorous and conceptually sound standards. A second, equally important function is to assist individual programs in assessing and improving their overall quality on a regular and on-going basis.

In Canada, there is no national system of accreditation for universities or institutions as a whole, although universities and colleges must qualify to become members of the Association of Universities and Community Colleges (AUCC). However, some individual educational units within universities are accredited by bodies deemed suitable for fulfilling this service. In some cases, the accrediting body is part of a professional association, as in occupational therapy, but in others, such as physiotherapy, it is a separate body. Typically, the accrediting body holds national status which ensures that the same standards are applied to all programs across the country.

A.3 ACCREDITATION OF CANADIAN UNIVERSITY PROGRAMS IN CSD: HISTORY

The first system for accrediting Canadian academic programs in CSD was established by the Canadian Council of University Programs–Communication Sciences and Disorders (CCUP-CSD) in consultation with CASLPA (now SAC). CCUP-CSD is composed of heads of the Canadian university programs in communication sciences and disorders. The initial purposes of CCUP-CSD were to provide a venue for directors of schools and chairs of departments that offer these programs to share information about education and research in CSD, and to engage in the exchange of information with representatives of national professional associations (SAC and the Canadian Academy of Audiology) about policies or other matters having direct or indirect educational implications. An overarching objective was to strengthen the educational preparation of speech-language pathologists and audiologists in Canada. In 1995, consistent with this general objective, CCUP-CSD expanded its activities to include peer review and evaluation of member programs.

The principles and procedures for this accreditation process are outlined in the document, *Accreditation of Professional Training Programs* (December 1995). Briefly, procedures involved CCUP-CSD appointing an accreditation team consisting of a program head, a faculty member from another program, a representative from SAC's standards committee, and a consumer of audiology or speech-language pathology services. This team gathered information about the program under review by examining a self-study document provided by the program and conducting interviews during a site visit to the program. The team subsequently prepared a written report of its findings and recommendations and presented the report to CCUP-CSD. CCUP-CSD rendered an accreditation decision, and the CCUP-CSD chair communicated both the decision and the reasons for it to the head of the program and to relevant senior university officials.

Between 1998 and 2002, this process was used for the accreditation review of three programs. The primary audience for the findings was the program under review and its university. Programs benefited from the process because program heads were able to use the evaluations and recommendations to strengthen their programs. This process of accreditation review was appropriate for its purpose, that being improvement of existing programs, which were already highly standardized (as previously described). However, CCUP-CSD recognized that the need for accreditation went beyond this purpose.

Consistent with the present context of globalization of the workforce, it is not unusual for graduates of Canadian programs in CSD to seek employment in other countries. Furthermore, most provinces have established bodies for regulating the professional practice of speech-language pathologists and

audiologists. In consequence, the audience for accreditation status of CSD programs has expanded to include regulatory bodies, professional associations, and other stakeholders both within and outside Canada. These groups require assurance that graduates of Canadian programs in CSD meet acceptable academic and clinical educational standards for the practice of the professions of audiology and speech-language pathology. In addition, new university programs are being established in Canada to meet the need for more audiology and speech-language pathology services; clear standards are needed for guiding such program creation. Given such a context, the accreditation process required revision. In particular, the accrediting body had to be separated from CCUP-CSD so that the process operates at arm's length from the academic programs. Further, the standards to which programs are expected to adhere must be explicitly stated and accessible to stakeholder groups.

A task force was struck to examine numerous existing systems of accrediting university departments and schools offering programs for educating other professionals as well as speech-language pathologists and audiologists in other countries and subsequently developed a draft proposal for a Canadian system. The draft proposal provided background information, a description of governance of the accreditation entity, policies and procedures for the process, and standards to be used in reviewing programs. As set out in the first draft proposal, governance of the accreditation entity would be shared by SAC and CCUP-CSD. The task force distributed the proposal in May 2003 to relevant stakeholder groups, which included the regulatory bodies as well as SAC and CCUP-CSD.

During the consultation process, the task force received input about the draft proposal from: CCUP-CSD members representing the faculty members of all Canadian university departments and schools that offer programs in CSD; SAC representing itself and the provincial/territorial associations; and the regulators (now Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR)). The regulatory bodies expressed a strong interest in participating in the accreditation process, and following further consultation with all stakeholders, the governance structure was modified to include the regulators (CAASPR) as a third partner in overseeing and administering the accreditation entity. A firm understanding of all stakeholders was that this three-way partnership was based on the provision that all three groups represent the interests of their constituencies nationally. In response to the feedback received, the task force revised the proposal and distributed a new draft in May 2004.

Using feedback from the second round of consultation with stakeholder groups, the task force made further revisions to the accreditation document and completed additional preparatory work. The new accreditation entity was officially launched in May 2005.

A.4 PURPOSES OF ACCREDITATION OF CANADIAN UNIVERSITY PROGRAMS IN CSD

1. To establish accreditation standards for education in CSD.
2. To evaluate the effectiveness of individual university programs in providing education that allows its graduates to achieve national, entry-level competencies in audiology or speech-language pathology.
3. To support the growth and development of Canadian academic programs in CSD and of the professions of audiology and speech-language pathology in Canada through continuous improvement of the accreditation standards and of the accreditation process.
4. To identify to the public the programs that meet the accreditation standards.

A.5 PRINCIPLES UNDERLYING THE CANADIAN SYSTEM OF ACCREDITING CSD PROGRAMS

1. There is a core minimum knowledge base and skill set (entry-level competencies) that is required for entry-level practice as an audiologist or speech-language pathologist.
2. The accreditation standards have been developed such that accredited programs have been judged to provide education effectively that enables graduates to achieve the required knowledge and competencies for entry-level practice of audiology and speech-language pathology in Canada.
3. The process of program evaluation produces relevant, useful input to programs to stimulate

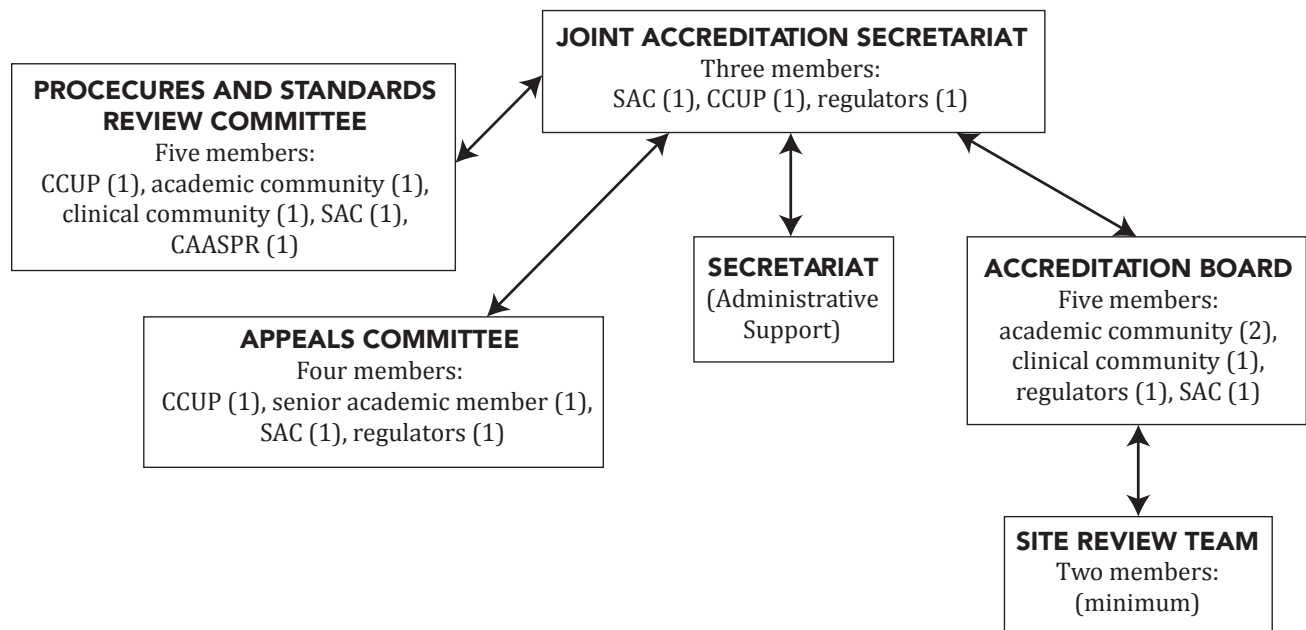
- their continuous self-improvement.
4. The autonomy of individual programs and universities is respected with regard to how the knowledge and the entry-level competencies requirements are met. Differences among academic programs are expected, and responsible innovation is encouraged.
 5. Review teams should consist primarily of individuals with expertise in the education of speech-language pathologists and audiologists. Reviewers must receive thorough orientation and training in accreditation policies and procedures.
 6. Reviews of individual programs are conducted at arm's length from the program under review.
 7. The evaluation process is conducted in a fair-minded, transparent manner and ensures utmost confidentiality of material reviewed.
 8. The process is conducted as efficiently as possible, to minimize costs and duplication of work and effort for the accrediting body and the applicant program.
 9. The accreditation system itself requires ongoing (re-)evaluation.

B. GOVERNANCE STRUCTURE

B.1 OVERVIEW

The *Accreditation Policies, Procedures, and Standards* are set jointly by representatives from the Canadian Council of University Programs in Communication Sciences and Disorders (CCUP-CSD), Speech-Language and Audiology Canada (SAC)³, and the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR). Each of these three primary partner groups (partners) is represented in the accreditation secretariat (secretariat) by an elected representative.

The secretariat, in consultation with its constituencies, undertakes the responsibility for overseeing the accreditation system as a whole. The accreditation board reviews specific programs and makes accreditation decisions. The work of the accreditation board is supplemented for specific tasks by a site-review team, an appeals committee, and a procedures and standards review committee. The accreditation board is supported administratively by the management agency or designate.



³ Speech-Language and Audiology Canada (SAC) represents both the national association and the joint alliance of provincial/territorial associations that do not have a legislatively approved licensing/registering body.

B.2 ACCREDITATION SECRETARIAT

The secretariat oversees the accreditation process as a whole and supports the work of the accreditation board by ongoing participation in the administration of the accreditation process. Its primary functions are to solicit accreditation board members from, and communicate decisions to, its constituent groups, and to solicit members for the ad hoc committee on appeals and the standards and procedures review committee.

Members of the secretariat will not serve simultaneously on any other committee within the council.

B.2.1 Membership

The secretariat will consist of the following three members:

1. the chair of SAC, or his/her representative
2. the chair of CCUP-CSD, or his/her representative and
3. a representative from CAASPR.

The chair of CCUP-CSD or his/her representative will be the chair of the secretariat. The individual members of the secretariat represent the three partner groups. The partner groups will nominate their representative to the secretariat. Decisions of the secretariat are made by consensus. If consensus cannot be reached, the decision supported by a simple majority will be carried. Any decisions, nominations, or guidelines issued by the secretariat are understood to reflect appropriate consultation and consensus within each of the three partner groups.

B.2.2 Term of membership

The term of office for the members of the secretariat is normally four years. An effort will be made to appoint members on a staggered basis (that is, such that members do not begin their term at the same time). If two or more members begin their term at the same time, member organizations (SAC, CCUP-CSD and CAASPR) may request an extension of up to two years of the term of their representative in order to ensure continuity in the operation of the secretariat.

B.2.3 Roles and responsibilities

The secretariat:

1. recruits and appoints the member(s) for the accreditation board in consultation with each of the three partner groups
2. receives the final accreditation decision from the accreditation board on behalf of SAC, CCUP-CSD, and CAASPR
3. communicates the accreditation decision to SAC, CCUP-CSD, provincial/territorial regulatory bodies, provincial/territorial associations, Canadian Academy of Audiology, and other stakeholders
4. maintains a list denoting accreditation status of CSD programs in Canada
5. receives and reviews the annual report from the accreditation board
6. reviews and approves financial reports submitted by the accreditation board
7. coordinates and oversees the review of the accreditation standards and procedures by the ad hoc standards and procedures committee normally every seven years, or earlier when advised by the accreditation board that changes to the review process and/or accreditation standards are needed
8. recruits member(s) from partner groups to sit on the ad hoc standards and procedures review committee
9. communicates changes made to the accreditation standards and/or procedures ratified by the accreditation board to CCUP-CSD, SAC, CAASPR, and other relevant stakeholders
10. appoints members of the ad hoc appeals committee, as required
11. receives the appeals committee's decision and reports it to the accreditation board
12. ensures that CACUP-ASLP is a member in good standing of the Association of Accrediting Agencies of Canada (AAAC), as accomplished by paying annual dues and appointing a representative to the AAAC from the accreditation board (see B.3.3 accreditation board - 13).

B.3 ACCREDITATION BOARD

The accreditation board coordinates and oversees the accreditation review of individual programs and makes accreditation decisions.

B.3.1 Membership

The accreditation board will consist of the following members:

1. the head of a Canadian university program in communication sciences and disorders (CSD) who is a voting member of CCUP-CSD, or a past head who is a current faculty member of a Canadian university program in communication sciences and disorders (CSD)
2. two academic faculty members from one of the Canadian CSD programs who represents the discipline of either audiology or speech-language pathology, there must be one representative of each discipline
3. an academic coordinator of clinical educator (ACCE) from one of the Canadian CSD programs who is either an academic coordinator of clinical education, or a clinical educator who is familiar with the university's academic environment and represents the discipline of either audiology or speech-language pathology
4. a SAC-appointed person with the appropriate knowledge, and who is either an audiologist or a speech-language pathologist and
5. a CAASPR-appointed person with the appropriate knowledge who is either an audiologist or a speech-language pathologist.

The secretariat will recruit accreditation board members in consultation with relevant partners (CCUP--CSD, SAC, and CAASPR). A given university program should not be represented on the accreditation board by more than one member. The selection of members 1-3 (representatives from accredited university programs) will be made such that the professions of audiology and speech-language pathology are both represented.

Membership will be constituted with due consideration to the following:

- a. At least two members of the board should represent audiology and two should represent speech-language pathology.
- b. The chair of the accreditation board must have an academic appointment and will be elected from the membership of the board by its members.
- c. If a member of the board represents the academic program being reviewed, or declares another conflict of interest, the chair of the accreditation board will ask the secretariat to solicit a substitute board member in the designated category for the duration of the review.

B.3.2 Term of membership

Appointments to the board are normally for the duration of three years, with terms staggered, and with the option of a one-time renewal.

B.3.3 Roles and responsibilities

The chair of the accreditation board:

1. maintains the schedule of university programs to be reviewed
2. ensures that participating university programs have paid the required fees (see section C.1);
3. maintains the financial records of the board
4. has signing authority for the council's bank account
5. ensures that the accreditation board performs its functions (B.3.3. accreditation board)
6. communicates decisions to the accreditation secretariat and responds to requests from the accreditation secretariat

7. prepares an annual activity and financial report for presentation to the secretariat no later than June 1 of each year. This report should include an overview of:
 - a. program accreditations and their outcome during the past year
 - b. status of all Canadian university programs (accreditation status, date of last review, date of next review, dues status)
 - c. current membership of the academic board and
 - d. detailed budget.
8. coordinates the board-related activities of the management agency or designate and
9. requests advice from the secretariat with regards to the conduct of the accreditation process and to the membership status of individual university programs.

The accreditation board:

1. implements the policies and procedures for accreditation review
2. schedules accreditation reviews of individual programs in coordination with each program and notifies the programs as well as relevant stakeholder groups of upcoming reviews
3. appoints external site reviewers to the site review team (B.4)
4. reviews the documentation submitted by the program (i.e., self-study document), consults with the program as needed, and makes recommendations with regard to specific areas to be addressed by the site review team
5. reviews the report submitted by the site review team and may consult further with the program for clarification
6. makes a decision regarding accreditation status
7. communicates the accreditation decision to the head of the reviewed program for his/her review and response
8. considers the response submitted by the head of the program and revises the decision and/or report as appropriate
9. notifies the head of the program, the dean of the faculty where the program is located, and the secretariat of the accreditation decision
10. when required, notifies the head of the program, the dean of the Faculty, and the secretariat of a pending appeal; reconsiders its accreditation decision if asked to do so by the appeals committee as communicated by the secretariat, and subsequently notifies the head of the program, the dean of the faculty, and the secretariat of the final accreditation decision
11. advises the secretariat regarding the need to review the accreditation process and/or to modify accreditation standards if such a need arises between scheduled reviews
12. ratifies changes to procedures and standards recommended by the procedures and standards committee after consultation with and approval by the secretariat and
13. represents CACUP-ASLP on the Association of Accrediting Agencies of Canada (AAAC). Normally, the accreditation board member who is also a member of the SAC standards advisory committee will fill the position of the CACUP-ASLP representative to the AAAC.

Decision-making within the accreditation board is by consensus. If consensus cannot be reached, the decision supported by a simple majority (i.e., 50% plus 1) will be carried.

B.4 SITE REVIEW TEAM

The site review team assists the accreditation board in obtaining information about the program and makes recommendations/provides information to the accreditation board about a university program's compliance of accreditation standards.

B.4.1 Membership

Site review team members are selected from a pool of nominees submitted by SAC, CCUP-CSD, and the regulators. They are recruited by the accreditation board, and approved by the secretariat. This pool may include members from across North America and from other professions who are familiar with accreditation. The pool will be maintained by the management agency.

Number of site review team members:

The team will be composed of a minimum of two members for a single profession program (audiology or speech-language pathology) and three members for a dual profession program.

Site review team for single profession program (audiology or speech-language pathology)

The site review members will be selected with consideration to the following:

1. At least one member will be a tenured faculty member from a Canadian CSD program, but not the program being reviewed.
2. At least one member must be able to communicate in the official language of the program under review.
3. At least one member will be an audiologist whose primary role is within clinical practice (for the review of an audiology program). At least one member will be a speech-language pathologist whose primary role is within clinical practice (for the review of a speech-language pathology program).

Site review team for dual profession program (audiology and speech-language pathology)

The site review members will be selected with consideration to the following:

1. At least two members will be a tenured faculty members from a Canadian CSD program (one for audiology and the other for speech-language pathology), but not from the program being reviewed.
2. At least one member must be able to communicate in the official language of the program under review.
3. At least one member will be an audiologist or a speech-language pathologist whose primary role is within clinical practice.
4. The site review team must reflect expertise in both professional streams being reviewed.

No team member will have a formal association (including but not limited to full-time, part-time, clinical or honorary appointments) with the university program under review.

B.4.2 Roles and responsibilities

The goals of the site review visit (which is guided by the accreditation standards) are to:

1. verify the information included in the documentation submitted by the program
2. assess a program's compliance with the accreditation standards (see policies and procedures)
3. explore areas of potential concern identified by the accreditation board based on the submitted documentation and
4. evaluate the overall learning environment in the academic program within the context of the accreditation standards.

The site review team achieves these goals by:

1. reviewing the documentation submitted by the program (i.e., self-study document)
2. reviewing areas identified by the accreditation board as areas that need to be addressed;
3. reviewing previous accreditation report(s), if available
4. conducting an on-site review following the guidelines set out in the site-review guide
5. discussing the main issues to be addressed in the site-review report with the program prior to submission of the report to the accreditation board and
6. submitting its report and recommendations, including a recommendation for or against accreditation, to the accreditation board.

In order to preserve the integrity of the review process and to avoid influence or bias, the host university and the site review team should not engage in any form or social events (for instance, lunch or dinner, post-meeting drinks, etc.) during the entire review process, until such time that the report from the visit is finalized.

B.5 APPEALS COMMITTEE

The appeals committee is an ad hoc committee appointed by the secretariat for the term of an appeal investigation of an accreditation decision.

B.5.1 Membership

The appeals committee will consist of the following three members:

1. a representative of the CCUP-CSD
2. a representative of the SAC executive committee
3. a representative of CAASPR.

Members of the appeals committee will not be members of the accreditation board or the secretariat.

B.5.2 Appointment process for members of the appeals committee

The secretariat shall maintain a list of at least 15 persons who are senior faculty members or professionals sufficiently familiar with the academic environment and accreditation to serve on an ad hoc appeals committee. The list shall be reviewed and modified, as appropriate, on an annual basis by the secretariat. Each member of the appeals committee shall be selected from that list.

To consider an appeal, the secretariat shall select at least five persons as potential members of the appeals committee, of whom no one shall have had a relationship with the appellant institution or with the accreditation process leading to the decision being appealed. After determining the willingness of these persons to serve, the names will be communicated to the head of the appellant program and the chair of the accreditation board, either of whom may challenge any of the potential members of the appeals committee for due cause (e.g., conflict of interest, bias). After considering such challenges, the secretariat shall appoint the three members of the appeals committee and shall designate one of them as chair. For an appeal involving a school or department with a program in only one profession (audiology or speech-language pathology), two of the three committee members shall represent that profession. For an appeal involving programs in both professions, the appeals committee shall include at least one member representing each profession.

B.5.3 Roles and responsibilities

The appeals committee:

1. reviews the self-study document and site review team documentation in light of the accreditation board decision
2. interviews members of the accreditation board or the appellant program as needed to clarify reports
3. deliberates and make a final decision as outlined in the policies and procedures section (A.4.2) and
4. submits a report of the decision to the secretariat.

B.6 STANDARDS AND PROCEDURES REVIEW COMMITTEE

The standards and procedures review committee of the CACUP-ASLP is an ad hoc committee that is appointed by the CACUP-ASLP secretariat for the purpose of reviewing the accreditation standards and procedures, including the information provided in the CACUP-ASLP manual. Such a review should occur not less than once every seven years, or as requested by the accreditation board between regularly scheduled reviews.

B.6.1 Mandate

The mandate of the standards and procedures review committee (“the committee” hereafter) is to review the accreditation standards and procedures and recommend changes to the accreditation standards and procedures to the secretariat.

B.6.2 Reporting relationship

The committee reports to the CACUP-ASLP secretariat.

B.6.3 Membership

The membership of the committee will consist of the following five members appointed by the CACUP-ASLP secretariat:

1. the head of one of the Canadian university programs who is a voting member of the Canadian Council of University Programs in Communication Sciences and Disorders (CCUP-CSD)
2. a university faculty member from one of the Canadian programs who represents the discipline of either audiology or speech-language pathology
3. an academic coordinator of clinical education or clinical educator associated with one of the Canadian university programs who represents the discipline of either audiology or speech-language pathology
4. a representative from the standards advisory committee (SAC) and
5. a representative from CAASPR.

Membership should include representation from both professions. An optional member of an accreditation body from another health profession may also be appointed at the discretion of the five members appointed by the CACUP-ASLP secretariat.

Members of the committee may not be current members of the accreditation board or the secretariat.

B.6.4 Chairperson

A chair of the committee will be nominated for the duration of the review process from among the five standing committee members appointed by the CACUP-ASLP secretariat. The chair has the responsibility to lead the review process and ensure that it is completed in a timely fashion.

B.6.5 Term

1. The chair shall serve until completion of the mandate, which is expected to take 6 to 12 months.
2. Committee members shall serve until completion of the mandate.

B.6.6 Meetings

The committee may meet by teleconference or by other electronic means that permit each member to communicate adequately with each other provided that a majority of the members consent to the meetings being held in that manner.

B.6.7 Voting

All committee members appointed by the CACUP-ASLP secretariat, including the chair of the committee, are voting members. Decisions will be made by consensus as much as possible, or by majority otherwise. In the case of a tied vote, the chair has the final decision.

B.6.8 Quorum

Three voting members will constitute quorum; both professions must be represented in the quorum.

B.6.9 Roles and responsibilities

The committee:

1. reviews the accreditation document, normally every seven years, as requested by the secretariat
2. may review select portions of standards and/or procedures as requested by the secretariat and
3. recommends changes to accreditation standards and/or procedures to the secretariat.

B.6.10 Guidelines of the review process

The review process will involve the following stages:

1. Feedback will be solicited from relevant constituencies, including university programs, professional organizations, regulators, and the CACUP-ASLP accreditation board; feedback will be solicited through the management agency. The management agency will also provide the feedback that it has received from site review teams and from university programs involved in previous accreditation exercises
2. An environmental scan will be conducted of the accreditation standards and procedures of similar health professions and
3. The Committee will discuss findings and formulate recommended changes.

The outcome of the first two stages will consist of a report that will summarize the feedback from constituencies, from the accreditation board and from the management agency, and will identify major gaps that might have resulted from changes in education or professional practice since the last review.

The chair will write the summary report in consultation with other members of the committee. After its completion, the summary will be circulated to members of the CACUP-ASLP secretariat. The CACUP-ASLP secretariat will review the summary and seek clarification, if needed, from the committee about the findings. Members of the secretariat may consult with their constituent groups about proposed changes, at their discretion.

In the third stage of the review process, the committee will discuss the findings from the first two stages, incorporate any feedback regarding clarification received from the secretariat, and formulate its recommendations to the CACUP-ASLP secretariat. The chair will write a final report that includes key findings and recommendations, in consultation with other members of the committee. The final report with the recommendations for changes to the accreditation standards and procedures will be submitted to the CACUP-ASLP secretariat typically one year from the beginning of the review.

The secretariat will receive the recommendations, make the final decision on any changes to the accreditation standards and procedures, and make the necessary arrangements for finalizing the new editions of the governance manual and the procedures and policies manual. The chair of the secretariat will work with the management agency to secure copy editing and formatting services. He/she is responsible for final approval of the manuals for publication and distribution, following copy editing and formatting.

Once the new manuals have been finalized, they will be distributed to the university programs and posted on the website. Any accreditation reviews for which the process has not yet started will be conducted in accordance with the new procedures and policies.

B.7 MANAGEMENT AGENCY

The council is supported by a management agency. The agency supports the secretariat, the accreditation board, the standards and procedures review committee and the appeals committee. The management agency reports to the chair of the accreditation board.

B.7.1 Roles and responsibilities

The management agency:

1. keeps a schedule of programs to be accredited and sends notices and materials according to the schedule
2. communicates with the chair of the accreditation board regarding progress of the accreditation schedule
3. handles all documentation and correspondence regarding accreditation, including photocopying documents to distribute to committee members
4. sends invoice notices to the programs being reviewed for accreditation
5. keeps account of revenue and expenses
6. arranges travel and hotel accommodation for the site review team, in collaboration with the program being reviewed
7. manages the accreditation files
8. co-signs cheques and invoices on behalf of the council and
9. respects the confidentiality of the accreditation process.

B.8 CONFLICT OF INTEREST

All members of accreditation board, ad hoc committees and site review teams are expected to declare any potential conflict of interest prior to the initiation of the accreditation review or the appeal of an accreditation decision of a program. Conflict of interest consists of a formal association (e.g., full-time, part-time, adjunct, clinical, emeritus, honorary appointments, etc.) with the university program under review. The chair of the secretariat will decide whether a conflict of interest exists, and if so, will appoint a replacement member as required following appropriate consultations.

C. FINANCIAL SUPPORT AND MANAGEMENT

C.1 GUIDING PRINCIPLES OF FINANCIAL MANAGEMENT

1. The council for accreditation of Canadian university programs in audiology and speech-language pathology will operate on a cost-recovery basis. Fees will be charged that reflect the actual costs of activities required to conduct high-quality accreditation reviews and make appropriate decisions. Fees will not be set to include a profit for either the council or any of the partner groups. Expenses will be monitored annually by the management agency, in consultation with the chair of the accreditation Board, and changes to fees will be recommended to the secretariat as necessary to reflect the actual costs of past activity averaged over a three-year period and to include anticipated increases in the cost of future activity.
2. Operating costs will be shared among the three partner groups: CCUP-CSD, SAC and CAASPR.
3. The council will operate as cost-efficiently as possible. Examples of possible cost savings include obtaining premium discount rates on travel for site reviewers, holding meetings by teleconference or other electronic means rather than face-to-face where possible, and accepting in-kind contributions from council partners for equipment and services if convenient and appropriate.
4. The work of the council will be conducted primarily by volunteers, with the exception of a management agency (management agency, section B.7), who will be contracted to provide support. While site reviewers will be paid an honorarium to acknowledge the value and importance of their contributions, the amount is not intended to compensate them on an hourly basis at a rate they would be able to charge as consultants. Site reviewers are considered to be volunteers.
5. It is recognized that the quality of the accreditation reviews is dependent on the competence and efforts of the volunteer members of the accreditation board, site review team and any ad hoc committees. The council will make every effort to provide services to support their work and increase the convenience and ease with which this work is conducted, where the budget permits. Further, decisions for selecting site reviewers will be determined primarily by the qualifications of the candidates rather than exclusively by pragmatic considerations such as travel costs. In no case should the quality of an accreditation review be compromised for the sake of financial expediency.

C.2 HEADQUARTERS

The headquarters as determined by contractual agreement between the council and management agency will be located at the discretion of both parties. The headquarters will be the home of the administration office and will house all files pertaining to the organization. Additionally, the headquarters will stand as the permanent address for the council until decided otherwise.

C.3 FINANCIAL SUPPORT STRUCTURE

C.3.1 Operating costs

All operating costs will be shared equally among the three partners of the council. Annual operating expenses will consist primarily of the management fees paid to the management agency, stationary and other expendable desk supplies, liability insurance, annual dues to the AAAC, and communication services such as internet, phone (including teleconference calls), and fax, as well as postage and courier services.

C.3.2 Site reviews

A fee will be charged to each program undergoing an accreditation review to recover the costs of sending a team of reviewers to conduct face-to-face interviews at the university site. The fee will be set irrespective of the location of the program or the actual travel costs of the reviewers and, therefore, will be the same in a given year for any university, regardless of its location in Canada. The fee will be based on an estimated or actual average of costs for site reviews over a rolling three-year period. It will be monitored annually and adjusted as necessary.

C.4 ADMINISTRATION OF ACCOUNTS

1. The fiscal year will be April 1 to March 31. The management agency will provide financial statements to the chair of the accreditation board semi-annually. Following approval, the chair of the accreditation board will forward the statement to the secretariat.
2. The management agency will send invoices to each of the three members of the secretariat by January 15, and payment from each member will be due by March 1 of the same year.
3. The management agency will send an invoice to the university program undergoing review following confirmation of the review by the program. Payment will be due to the council within one month of receipt of the invoice.
4. The chair of the accreditation board and the management agency assistant will have signing authority for the council's bank account(s). The management agency is responsible for paying all bills, following approval by the chair of the board.

C.5 FINANCIAL AUTHORITY

The secretariat is responsible for monitoring the expenditure patterns and setting/re-adjusting fees in accordance with the financial principles specified in C.1. In addition, the secretariat is responsible for making decisions regarding legal and insurance issues pertaining to the agency. While the chair of the accreditation board directly supervises the work of the management agency, decisions related to hiring and termination are the responsibility of the secretariat.

Any and all decisions regarding major financial changes to the council require that secretariat members consult with their constituencies.