



The Accreditation Review Committee
for the Anesthesiologist Assistant

Site Visitors

Scripts, Talking Points, & Conversation Starters

October 2026

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Site visitors are
supportive
consultative
nurturing

The site visit is the most critical and complex aspect of the accreditation process. From the education program's perspective, the Accreditation Review Committee for the Anesthesiologist Assistant (ARC-AA) is also the most visible function. The ARC-AA is responsible for ensuring that those engaged in the site visit are qualified and competent.

The Site Visit Team must accurately and reliably collect, review, interpret, verify, and document all information about the education program. The accreditation recommendation the ARC-AA Board of Directors makes to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) depends on the information gathered. Unless this information is accurate and fully documented, the ARC-AA will struggle to reach a fair and objective decision regarding the education program.

Because the accreditation process can be influenced by the Site Visit Team's performance, we developed scripts, talking points, and conversation starters to ensure consistency and fairness.

During the site visit, the Site Visit Team will sound repetitive. **The same introduction of who the team members are and why you are there should be repeated with each group of individuals you meet with.** Many questions are asked multiple times; however, each time they are asked to a different group of stakeholders. As the Site Visit Team, you are looking for common themes. The goal is to take a conversational approach that puts people at ease.

Program Director | Before the Opening Session

- Share that the purpose of this session is to set the stage and the tone for the site visit.
- Explain that you are representing the ARC-AA and the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
 - Tell them who they are and what they do
- Explain that the site visit is to gather information by speaking with various groups and reviewing records, and providing\ feedback to the program.
- Inform them that the evaluation of the program is based on the CAAHEP *Standards*, and that you would like to be consultative with them.
- Explain that you will collect information, draft the Site Visit Report, and present the Site Visit Team's findings during the Closing Summation at the end of the site visit.
- Identify the timeframe of the process above (no promises!)
 - Projected ARC-AA Board meeting(s): _____.
 - Projected CAAHEP Board meeting:_____.

Opening General Session

Please read this script at the Opening Session of the site visit.

Opening Session Script

Good morning, everyone. Thank you for welcoming us to [Institution Name]. We know how much work goes into preparing a self-study report and organizing a visit like this, and we want to start by recognizing the effort your faculty, staff, students, and clinical partners have put in. We appreciate your hospitality.

My name is [Name], and I'll be serving as chair of the site visit team. I'm a [CAA/physician anesthesiologist/dean from (state)]. I'd like my colleagues to introduce themselves.

[Additional team members introduce themselves in the same way.]

Thank you. We'd also like to meet everyone on your side of the table, so if you could briefly share your name and role with the program, that would be helpful.

Purpose of the Site Visit

Let me take a few minutes to explain why we're here and how today will work.

We're conducting this visit on behalf of the Accreditation Review Committee for the Anesthesiologist Assistant, the ARC-AA, a Committee on Accreditation of CAAHEP, which is the Commission on Accreditation of Allied Health Education Programs. Our purpose is to verify and clarify the information in your self-study report and to gather a fuller picture of how the program meets the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs for the Anesthesiologist Assistant.

This site visit is one part of the accreditation process, which began when you wrote your Self-Study Report. From there, the ARC-AA completed an Executive Analysis of your self-study, which brings us to today's site visit. After the visit, you'll receive an official Site Visit Findings Letter. You'll then have the opportunity to confirm its factual accuracy, or to identify anything you believe is factually inaccurate, and to submit the program's response to the findings. The ARC-AA Board members will review the full record and make a formal recommendation to CAAHEP, and CAAHEP will make the final accreditation decision.

So it's important to understand our role. We are fact-finders. We don't make the accreditation decision, and nothing we say today should be taken as an indication of the outcome.

We also want to be clear that this is a collegial process. We're members of the same professional community, and we share your goal of preparing safe, competent anesthesiologist assistants. Our job is to look at the program fairly, objectively, and against the Standards, not against any other program, including our own.

How the Day Will Work

You've provided an agenda, and we plan to follow it closely. During the visit, we'll meet with institutional administration, the program director, the medical director, faculty, current students,



graduates, advisory committee members, employers, and clinical preceptors. We'll tour the didactic and simulation facilities. We've also set aside time to review documents.

During interviews, we may ask questions that seem to repeat what's in the self-study report. Please don't read anything into that. It simply helps us confirm our understanding and hear different perspectives on the same topic.

For our meetings with students and graduates, we ask that program faculty and administrators not be present. This is standard for every visit and allows us to hear from students candidly. What students share is used only to inform our findings and is not attributed to individuals.

If at any point we need additional documentation, we'll let [Program Director] know. If you realize there's something we should see that we haven't asked about, please bring it to us. We'd much rather have complete information than miss something.

Confidentiality

We understand that information has been provided to us regarding the program, institution, students, and faculty. We agree to respect and protect this information. Everything we review and discuss during this visit is confidential. We won't share information about your program outside the accreditation process, and the team members have no conflicts of interest with your institution.

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

To ensure the confidentiality of the site visit, the ARC-AA prohibits the use of any type of recording, including audio, video, or AI for any portion of the site visit, including conversations with students and staff, team meetings, deliberations, or exit summation, except for security purposes. The ARC-AA reserves the right to take disciplinary action against sponsoring institutions and programs whose representatives knowingly violate this policy, including cancellation of a scheduled or in-progress site visit, or the recommendation of probationary accreditation or a similar sanction.

Closing

At the end of the visit, we'll hold an exit summary. During that session, we'll share our general observations, including program strengths and any areas where we believe the program may not fully meet a Standard. We won't announce an accreditation outcome, because that decision rests with CAAHEP.

After the visit, you'll receive a written report and have an opportunity to respond to any findings, including correcting factual errors and documenting steps you've taken to address concerns. We encourage you to use that opportunity.

Again, thank you for having us. We're looking forward to learning about your program and meeting your students and faculty. Before we get started, do you have any questions about the process, or anything you'd like us to know as we begin?



For the leadership, ask questions

We've read your self-study report carefully, and it gave us a good understanding of the program. The questions we'll ask now are meant to build on that, hear your perspective in your own words, and help us understand how the institution supports the program day-to-day. There are no trick questions, and if someone else in the room is better positioned to answer, please feel free to defer to them.

- 1. Could you tell us how the anesthesiologist assistant program fits within the institution's mission and strategic priorities?*
- 2. How does the institution see the program's role over the next five years? Are there plans for growth, changes in cohort size, or new initiatives?*
- 3. Could you confirm the institution's current regional or national accreditation status, and whether any reviews are upcoming?*
- 4. What do you see as the strengths of the program?*
- 5. What do you see as the opportunities for the program?*

Thank you. Those are all of our questions for now. Is there anything we haven't asked about that you'd like us to know about the program or the institution's support for it?

Conversation Starters

- Conversation starters are questions that initiate the conversation and lay the foundation of the site visit. Phrasing the question properly will elicit more information and accurate information.
- Open-ended questions are encouraged, with a focus on multi-word answers. Open-ended questions elicit more detailed responses and reduce the need for follow-up questions. Direct questions are appropriate when immediate information is needed or when the interviewee is rambling or being vague. Avoid “why” questions; this often puts the interviewee on the spot.
- The following questions are grouped by who is being interviewed. Where possible, questions are further categorized by the Standards section that may apply. The review of the Self-Study Report may identify specific areas of inquiry. Questions related to such areas may then be asked of the various interviewees.
- Do not read a question verbatim, as all questions are meant to serve as a conversation starter. Time constraints prevent interviewers from asking all listed questions. Also, some may not apply, as the question topics cover a wide range of areas that may be evaluated during a given site visit.
- The same questions may be asked several times with different groups of people each time. Depending on the interviewee, different answers or perspectives may be given.

Program Director

1. What, if anything, has changed since the Self-Study Report was submitted (personnel, program length, curriculum etc.)?
2. Describe the relationship with the school of medicine.
3. Is there anything you would like for us to pay special attention to while we’re here? Are there any specific areas where you would like our help or ideas?

Resources / Assessments

4. Tell us about the space allocated for program administration (assessing its adequacy).
5. Tell us about the ancillary student facilities/services to achieve program goal(s) and outcomes?
6. Tell us about the program's financial resources; are they adequate to enable the achievement of the program goal(s) and outcomes?
7. How does the program annually assess its resources and outcomes and use the results to improve the program?
8. How does the evidence gathered from resource assessment support the analysis and action plan of the program?
9. How is the program’s teaching load determined? Tell us about the workload for your faculty and staff.

Admissions / Fair Practices

10. What information do applicants and students receive about the program before admission?
11. When and how are the technical standards communicated to applicants and students?
12. Share the admission process.

13. What is the student attrition rate for the program? Generally, describe the circumstances leading to student loss.
14. What would happen if a student approaches you and tells you in confidence that a classmate is routinely taking a controlled substance?

Curriculum

15. How is the didactic and clinical activity assigned to students sequential, integrated, and consistent with the overall instructional plan of the program?
16. How do you ensure there is adequate clinical training available for the number of students enrolled? How is the university helping you with that?
17. How is instruction in the clinical setting coordinated with all other components of the curriculum?
18. Describe your preceptor training program. How are preceptors evaluated?
19. Describe your clinical case tracking system. How do you track student experiences by age, ASA, and the other necessary categories? How often are the case totals reviewed?
20. What role does the medical director play in reviewing and approving the educational content of the curriculum?
21. Does the Medical Director's input help students develop effective communication skills with physicians?

Evaluations / Assessments

22. How does the program maintain records and document evaluations of program goal(s) and learning domains?
23. How do you ensure the programmatic evaluation instruments are valid and reliable?
24. Do the results of the programmatic evaluations indicate that the program goal(s) is(are) being accomplished?
25. What would happen if you are notified by a preceptor that a student with only one month to graduation is weak and needs more experience before they are allowed to graduate?

Outcomes Measurement / Assessment

26. Describe for us how program evaluation results in appropriate modification of the program to improve student outcomes.
27. What is the pass rate on the national certification exam?
28. What is the response rate and result of graduate surveys? Of employer surveys?
29. How is computer technology (clinical simulations, instructional software, etc.) kept current and utilized in the educational process?

Medical Director

1. What are your duties (what do you do) in your job as medical director?
2. How are you involved in the teaching of students?
3. What kind of faculty development does the university provide for you?
4. How do you determine if students are progressing through the program or the courses appropriately?
5. Describe some of the reasons you interact with the students (i.e., when do you have the occasion to interact with them during the week?).
6. Describe some of the ways you have provided mentorship or advisement to students.
7. Are you still practicing clinically? If so, where? Do you work with program students clinically?
8. What would happen if a student brought a grievance to your attention regarding a course/ exam grade or an event that happened in clinic?
9. What involvement do you have in the admission process? What involvement do you have in preparation for the PAC meeting? How do you participate in other program activities?
10. What kinds of input into program decision-making have you provided?
11. Are there clinical hour/case requirements that the students must meet in order to graduate? How are they tracked?
12. What are some of the strength of the program? What are some of the challenges?

Dean/Consortium Chair

Institutional Sponsorship

1. What is the current state of the sponsoring institution's accreditation?
2. What is the relationship between the AA program and the supporting medical school?
3. (If the sponsor is a consortium) Is there a written agreement specifying governance, lines of authority, and degree-granting responsibility that is followed by all parties?

Resources / Assessments

4. How does the program annually assess its resources/ outcomes and use the results to improve the program?
5. How does the institution ensure adequate clinical resources for the number of enrolled students?
6. Describe the ancillary facilities/services available to students.
7. Are the financial resources of the program adequate to enable achievement of the program goal(s) and objectives?
8. Are the program director, medical director, and other faculty members appropriately appointed at the institution? Is the program director full-time?
9. Describe the institutional support for the program.

Admissions / Fair Practices

10. Are all students appropriately enrolled in the educational institution?
11. Do AA students have access to all services ordinarily provided to other enrollees at the educational institution?
12. Do all students have the same privileges and status as other students enrolled in the educational institution?

Advisory Committee Members

1. How often do you meet?
2. Who is the chair of the committee?
3. How do you provide input about to program leaders? What recommendations have you made in the past year?
4. What input do you provide during the PAC meeting? How receptive is the program to your input?
5. Have your recommendations been accepted and/ or implemented?
6. How much support for the program do you perceive from the institution and clinical affiliates?
7. Does the Advisory Committee review the program's goal(s) at least annually?
8. Are the program's goal(s) representative of the needs of its communities of interest (students, graduates, faculty, institution administration, employers, physicians, and the public)?
9. Are the classroom, lab, and clinical resources adequate to meet the program goals?
10. What are the strengths of the program? What are some of its challenges?

Employers

1. How well prepared are the graduates from this program for clinical practice? Are there areas where the graduate lacked preparation?
2. When you employ a new graduate from this program, how long is the supervised orientation period?
3. What are some of the program's strengths?
4. What are some of the weaknesses?
5. Do you have input into the advisory committee? What types of feedback have you given the program?
6. Does your practice participate as a clinical site for students in the program? How would you describe the overall clinical training the students receive?
7. Would you recommend this program to family members or friends interested in pursuing AA training?
8. What would you add to this program? Anything you would take out?

Faculty

Resources / Assessments

1. Describe how the number of faculty is (not) adequate to support the curriculum design and the number of students enrolled in the program.
2. Is the support staff adequate to support the curriculum and the faculty?
3. Is the classroom space allocated for the program adequate and appropriate?
4. Are instructional materials and supplies adequate? Do you have enough simulation and task trainer equipment?
5. Are libraries/learning resources readily accessible and sufficient to support the curriculum, lesson plans, and number of students? What kind of student learning resources does the university offer? How do you provide learning and course material to students?
6. Is the laboratory equipment readily available and sufficient to support the curriculum and lesson plans of the program?
7. Do the clinical facilities and resources provide each student with learning opportunities commensurate with national practice standards?
8. How do you help struggling students? Describe some of the ways you have provided mentorship or advisement to students?

Curriculum

9. Is instruction based on clearly written course syllabi?
10. How do you determine if students are progressing through the program (and/or the courses) appropriately?
11. Is instruction in the clinical setting properly coordinated with all other components of the curriculum?
12. Is the curriculum consistent with the material covered in the national certifying exam?
13. Is computer technology (clinical simulations, instructional software and Internet) current and utilized in the educational process?
14. How many courses do you teach? What are they? What is the pathway to making changes in courses that you teach? How are teaching assignments determined?
15. Who coordinates and schedules program activities? Who creates the clinical schedule?
16. Describe a lesson plan for a given lecture or topic. What types of learning materials do you use when teaching?
17. Who does skill testing? How do you ensure fairness in practical exams?
18. How many students are assigned to each instructor in practical labs?
19. How often are guest lecturers used in the program? For what topics?
20. How are guest lecturers evaluated?

Evaluations / Assessments

21. Describe how and when evaluations of the students are conducted.
22. Do the students and faculty have adequate knowledge of progress toward required competencies?
23. How often do you review outcomes and evaluate the overall effectiveness of the program? How is it done?
24. Describe how competency is evaluated in each component of the program, including classroom, lab, clinical.
25. How are students evaluated in clinic? How does this translate into a grade?
26. How are student records maintained?
27. Describe how exam items are evaluated to ensure reliability. Who writes the exam items? How often are the items reviewed?
28. Explain the grading procedure. How are grades determined in your courses?
29. What is the general overall attrition rate for the program? What is the primary reason that students leave or are dismissed from the program?

Fair Practices

30. Describe the involvement of the medical director in the program (including interviews/screening, lectures, evaluation, counseling, clinical contact, and determination of competency). How does the medical director contribute to the program? How often is the medical director on campus?
31. How is it determined if students are ready to progress to the next semester or phase of the program?
32. Who makes the final decision regarding student failure from the program? How is this process documented?
33. How many times can a student retake an exam?
34. What is the attendance policy?
35. What was the last new piece of equipment the program acquired and when was it purchased?
36. Describe the final practical exam.
37. What type of continuing education do you receive? What type of educational theory development is available for you? When was the last time you attended a continuing education event? What kind of faculty development does the university provide for you?
38. What is the total number of required clinical contact hours for 1st year students?
39. How is clinical supervision provided?
40. How often does the faculty meet as a group? If you do not meet regularly as a group, how do you communicate?
41. How are you evaluated? How often? Who evaluates you?
42. What would happen if a student brought a grievance to your attention regarding a course/exam grade or an event that happened in clinic?
43. What is your involvement in the admissions process? Briefly describe how the admissions process works.

Students

Admissions / Fair Practices

1. Was the admissions process fair? What were you told coming into the program regarding grades, clinic, attendance, etc.?
2. Did you receive accurate and complete information about the program prior to admission and enrollment?
3. Are all of your activities at clinic educational?
4. Are student records maintained accurately and appropriately?
5. (seeking initial) You are in a program that is not accredited. What did the program tell you about it not being accredited?

Curriculum / Classroom Experience

6. Tell us about your course syllabi. What kind of information is on there?
7. Describe the lab and simulation sessions. How many students are assigned to one instructor?
8. Describe a typical class learning session.
9. Describe how you evaluate your instructors.
10. If you have a guest lecturer and the material is unclear, what do you do? Who do you go to?
11. Is the curriculum consistent with the material covered in the national certification exam?
12. How often are you given exams or quizzes? Do you know what items you missed and are you able to ask questions about them?
13. How are your classroom/ sim/ lab grades determined? How do you know what your grades are?
14. If you could change the curriculum, what would you change?

Clinical Experience

15. What are you allowed to do while you are in clinic?
16. Who keeps track of you while you are at clinic – who are you accountable to?
17. How do you track your experiences while in clinic? How do you log your clinical experiences for NCCAA?
18. Is instruction in the clinical setting properly coordinated with other components of the curriculum? Is the curriculum presented in an order that helps you to grow your knowledge and skills?
19. Are the required competencies and levels of accomplishment known and understood by all faculty and students?
20. Is the clinical activity assigned to you sequential, integrated with didactic and clinical instruction, and consistent with the overall instructional plan of the program?
21. Describe how you feel about your competence when you are in the clinic.
22. Does the program have enough clinical sites and opportunities to provide you access to required cases and procedures?
23. How are you evaluated in clinic? How does this translate into a grade for clinic?
24. What are you allowed to do in clinic? How do you track your experiences and cases?

25. How do you know what clinical cases you are doing at the hospital? Are you assigned to a room each day?
26. How many clinical hours do you need to advance from 1st year to 2nd year?
27. What are the hour and general case requirements for you to graduate? Where would you find the information about case and hour requirements?
28. Describe your supervision in the hospital.
29. Who would you tell if you had an issue during clinic? An issue on campus? Is there a student grievance policy? Where would you find it?

Resources / Assessments

30. Do the clinical facilities and resources provide each student with learning opportunities commensurate with national practice standards?
31. Do you and the faculty have adequate knowledge of your progress toward required competencies?
32. What kind of student learning resources does the university offer? Library? Learning Management System? What kind of help is available if you are struggling in class or in clinic?
33. How often do you see the program Medical Director? What kind of support do they provide for you?
34. How accessible is the faculty to you for questions and needs?
35. Are the number of faculty (and staff members) adequate to support the students enrolled?
36. Does the program have enough classroom, simulation/ laboratory space to adequately instruct the enrolled students? Do you have adequate lab/simulation supplies and trainers?
37. Is computer technology (simulation, testing software, lecture material) sufficient to support your learning?
38. Is the laboratory equipment easily available for your learning?
39. Do you have access to all of the university resources that other students enrolled in the university have access to?
40. How is it determined if you are progressing satisfactorily in the program?
41. How do comprehensive exams and lab/sim practical exams work? What do they entail? What happens if students do not pass them?
42. What happens to students who do not pass course exams? Is there remediation?
43. If a sensitive issue with a faculty member, another student, or a preceptor arises, what steps do you take to get help?
44. What type of interaction do you have with physician anesthesiologists?
45. Do you think you will be adequately prepared to do the job of Anesthesiologist Assistant when you graduate?
46. Do you think you will be ready to take the certification exam? How has the program helped you prepare?
47. What are some of the strengths of the program? What are some of the weaknesses?

Graduates

1. Was the curriculum consistent with the material covered on the certification exam?
2. Were you adequately prepared to do the job of anesthesiologist assistant after you graduated? Were there any areas where you lacked preparation?
3. Were you taught material in a way that prepared you to pass the certification exam?
4. How would you describe your clinical experience in the program? Enough case variety? Reasonable access to experiences that enabled you to attain all of the graduation requirements?
5. How would you describe your classroom/ lab experience in the program?
6. What are some strengths of this program?
7. What are some of the weaknesses ?

Clinical Preceptors

1. How often do you have students in the OR? Do you have the same student repeatedly?
2. How many students do you precept at any given time?
3. Are the clinical resources for the program adequate for the number of students enrolled? Enough for each student to get the required case experience?
4. Is the student clinical experience done in a sequential way that allows students to grow in their skills?
5. Describe what you allow students to do in the OR with you. What types of tasks?
6. How generally accessible is the faculty or program director to you? What happens when there is a difficult student or a student who is not performing at an appropriate level?
7. What do you do if you have a problem with a student? (attitude, knowledge, skills)
8. How do you evaluate students in clinic? How is a negative evaluation handled? Can you fail a student on a day where they perform poorly?
9. Describe the orientation process at your hospital for new students.
10. What happens if a student sustains an injury (needlestick, etc.) while they are in clinic with you?
11. What do you do if a sensitive situation with a student arises in clinic? Who do you contact?
12. What would happen if a student reports inappropriate conduct from another preceptor at your hospital to you?
13. How do you feel about serving as a preceptor for AA students? How does the other staff feel?
14. Are you able to provide feedback on student performance to the program in a way other than the clinical evaluation?
15. Do you receive feedback from the program about how you are doing as a preceptor? About the clinical site as a whole?
16. Who is the medical director of the program?
17. What are the students from this program particularly good at? What needs improvement?
18. Would you recommend this AA program to a family member or friend who is looking to begin AA training?

Closing General Session

Please read this script at the Closing Session of the site visit.

Closing Session Script

Thank You

Thank you all for joining us. Before we share our observations, the team would like to thank [Program Director], [Medical Director], and the faculty and staff for your hospitality over the course of this visit. We especially appreciate your openness to a thorough evaluation. Everyone we met was forthcoming and well prepared, and that made our work much easier.

Where We Are in the Process

As we mentioned when we arrived, this site visit is one step in a larger accreditation process. What we're giving you now is our unofficial report, a summary of what we observed. Within one week, I'll submit the unofficial Site Visit Report to the ARC-AA. Within about two weeks, you'll receive the official Site Visit Findings Letter and Site Visit Report. You'll then have 14 days to agree to the report's factual accuracy, or to allege any factual inaccuracies with supporting documentation. You'll have until [date] to respond to the findings with the program's action plans to come into compliance with any areas identified to be not in compliance.

With that, I'll read the closing statement from the Site Visit Report.

Confidentiality Statement

As site visitors for the ARC-AA, a Committee on Accreditation of CAAHEP, we understand that information has been provided to us regarding the program, institution, and faculty. We agree to respect and protect this information. All discussions and written information provided prior to, during, and after the site visit will remain confidential.

Strengths

Based on the information gathered during this site visit, we have identified the following strengths of the program:

[Read each strength listed in the report.]

[Elaborate on each, for example:] We want to take a moment on this one, because it really stood out to the team. [Describe what the team observed and why it matters.]

[If applicable:] We'd also like to pass along a few comments we heard today. One student told us, "[quote]." A clinical preceptor said, "[quote]." [Graduate/advisory committee member quote.] Comments like these reflect the culture you've built here, and you should be proud of them.

Potential Areas of Non-Compliance

Based on the information gathered during this site visit, we have identified the following potential areas of non-compliance:



[State the Standard and the Rationale for each area of non-compliance listed.]

[If already reviewed with the Program Director:] [Program Director] and I reviewed each of these in detail earlier, including the specific Standards and possible approaches to correction, so I'll keep this summary brief.

[If there are numerous areas of non-compliance:] We recognize this is a number of items. Several are relatively simple to correct, mostly a matter of documentation, while others may require further discussion and planning.

[If the program has already begun corrections:] We also want to acknowledge that [Program Director] and the team have already started addressing [item(s)], in some cases overnight. The program is well on its way to resolving these.

[If there are no areas of non-compliance:] The team did not identify any potential areas of non-compliance.

Recommendations

We are making the following recommendations:

[Read each recommendation listed.]

These recommendations are offered to help strengthen the program. They are not areas of non-compliance.

Next Steps

As the Team Chair, I will submit the Site Visit Report to the ARC-AA. The ARC-AA will draft a concise Findings Letter and send it along with the Site Visit Report to the program director. The Report will include suggested documentation that the program is expected to provide to address potential non-compliance.

The program will have 14 days to respond to the report's factual accuracy. The response should identify any errors of fact and the documentation provided during the visit that verifies the correct information.

*In addition, the program may submit **new** information by the deadline stated in the communication to address any potential areas of non-compliance. The program is not required to respond to the "Recommendations" listed in the final report.*

Following the deadline and after reviewing all relevant information, the ARC-AA Board of Directors will consider the program's documentation and response at its next scheduled meeting. ARC-AA will meet on [date].

[1st Continuing only:] Since the program holds Initial Accreditation, it will be reviewed again by the ARC-AA Board before a recommendation is forwarded to CAAHEP. If concerns cannot be addressed through a progress report, a subsequent site visit may be required before continuing accreditation can be recommended.

[All site visits:] The recommendation from ARC-AA will be forwarded to CAAHEP for deliberation and action.



The notification of the program's status of public recognition, including the due date for a Progress Report, if applicable, will be issued by CAAHEP. The program must submit documentation to the ARC-AA addressing each citation to substantiate compliance with the Standards, no later than the CAAHEP-specified due date. The program should contact the ARC-AA for any clarification.

Questions

Do you have questions regarding the process?

Thank you again for your hospitality and for your commitment to your students and to the profession. It's been a pleasure getting to know [Program Name], and we wish you continued success.

THE END.