

Candidacy Status

Candidacy Status

Definition

Candidacy is the status of public recognition that the Accreditation Commission of the Council for Interior Design Accreditation (CIDA) awards to a program to signify that the Commission has determined that the program is progressing towards CIDA accreditation and has the potential to achieve compliance with CIDA Standards within five years.

Candidacy status does not indicate that a program is accredited, nor does it guarantee eventual accreditation of that program by CIDA.

Candidacy status is available to two categories of programs: 1) those that have been in operation for at least two academic years but have not yet graduated two classes; and 2) those that have graduated two classes but wish to develop further before applying for accreditation.

Candidacy status is not a prerequisite for non-accredited programs eligible to seek accreditation. Programs that meet all institutional and program eligibility requirements for accreditation, including the graduation of two classes, may either seek candidacy status or apply for accreditation without first seeking candidacy status.

Candidacy status is granted for a non-renewable term not to exceed five years. Candidate programs may seek accreditation after the graduation of two classes. Site visits for accreditation must be scheduled at least one year prior to the end of the five-year term of candidacy.

Programs interested in seeking candidacy status must submit an application documenting compliance with institutional and program eligibility requirements for candidacy status (see page 2). They must then host an on-site review comparable to those conducted for accreditation (see pages 21-26).

CIDA monitors candidate programs closely in order to aid in program development. Candidate programs are required to submit at least one Progress Report during the term of candidacy status. Candidate programs may be required to submit further reports on a schedule determined by the Accreditation Commission.

Candidate programs are required to host one or more focused site visits to maintain candidacy status so that CIDA may monitor progress toward accreditation Standards. The number of such visits will depend on the length of the term of candidacy (which will, in any case, not exceed five years). The Accreditation Commission reserves the right to require a focused site visit at any time during candidacy status if evidence suggests that the program is not progressing satisfactorily toward accreditation, or if the operations and/or status of the institution have changed in a way CIDA determines to be significant.

Candidacy Status

Program Eligibility for Candidacy Status

Candidacy status is available to two categories of programs:

- Those that have been in operation for at least two academic years but have not yet graduated two classes; and
- Those that have graduated two classes but wish to develop further before applying for accreditation.

A program seeking **candidacy status** must demonstrate that it is housed within an institution that is accredited by:

- An institutional accrediting body that is recognized by the U.S. Department of Education, or
- A provincial ministry of education in Canada, or
- The appropriate higher education agency or authority in the institution's country of origin.

A program seeking candidacy status must demonstrate that:

- It culminates in a minimum of a bachelor's degree.
- A minimum of thirty semester credit hours of diverse college-level liberal arts and sciences is required for graduation from the program. These credit hours must be attained from an institution that has been recognized by the appropriate institutional accrediting body; they may be taken prior to or concurrently with discipline-specific course work. (See page 3 for CIDA's Definition of Liberal Arts and Sciences and Documenting Liberal Arts and Sciences below)
- The program has been in operation for at least two full academic years.

In addition to demonstrating the institutional and program eligibility requirements above, programs housed in institutions **located outside the United States and Canada** must demonstrate that:

- The higher education agency or authority in the institution's country of origin acknowledges the institution is seeking CIDA accreditation for the interior design program.
- The institution acknowledges that CIDA Standards are educational standards based on interior design practice in the U.S. and Canada. CIDA does not seek input from the interior design profession outside the U.S. and Canada in forming standards for interior design educational programs; therefore, measurements may or may not reflect professional preparation required in countries outside the U.S. and Canada.

A program located in a non-English-language institution must confirm that:

- All program documents (published materials as well as course outlines, handbooks, project statements, etc.) and communications with CIDA are to be provided in English for purposes of the accreditation process.

Candidacy Status

Definition of Liberal Arts and Sciences

Education in the liberal arts and sciences provides a well-balanced foundation for professional studies and develops the capacity for lifelong learning. The intent of requiring liberal arts and sciences credit hours is to ensure students develop quantitative reasoning and critical thinking skills.

Liberal arts and sciences are defined as those college or university studies intended to provide general knowledge and to develop general intellectual capacities (such as reason and judgment). Course work that is generally considered to be professional studies (e.g., business) is not included.

Some examples of liberal arts and sciences courses are: English composition, oral communication, logic, literature, foreign language, history, fine arts history, philosophy, biology, botany, zoology, mathematics, physics, chemistry, anthropology, archeology, sociology, psychology, economics. This includes humanities, which are defined as studies emphasizing the cultural aspects of civilization.

Courses designated to fulfill the liberal arts and sciences requirement for eligibility should be of this nature and should not be courses that might generally be considered interior design course work.

Documenting Liberal Arts and Sciences

Programs located in an institution accredited by a regional accrediting body recognized by the US Department of Education need not provide any additional proof of meeting the liberal arts requirement.

Programs not housed in an institution accredited by a regional accrediting body must submit a comprehensive list of liberal arts courses that fulfill the 30 semester credit hours of liberal arts. Course descriptions must be included and should include only those courses accepted as liberal arts. Courses not accepted as liberal arts for program completion should not be included. Material published in regard to program completion must clearly identify courses that are/are not accepted by the program for completion of liberal arts requirements. If liberal arts course work is completed at a different institution and transferred into the program seeking accreditation, a complete description of the evaluation process and criteria used to ensure transfer credits meet CIDA's definition of liberal arts must be included in documentation.

Conversion to Semester Credit Hours

If the program does not use semester credit hours, a statement explaining how required hours convert to semester credit hours must be included. Concisely address how this requirement is stated in the catalog; how it is documented in student records; if these are transfer credits, how they are evaluated and by whom, etc. Describe how the program ensures that these hours are completed prior to or concurrently with interior design coursework.

For the purpose of accreditation, a semester credit hour is defined as: one (1) lecture hour per week for a minimum of 13 weeks, two (2) studio contact hours per week, or 45-54 clock hours of internship. A semester is no less than 13 weeks in length. To convert quarter credit hours to semester credit hours, multiply the quarter credit hours by $\frac{2}{3}$, e.g. 3 quarter hours $\times \frac{2}{3} = 2$ semester credit hours.

Candidacy Status

Eligibility of Programs Delivered through Alternative Methods

Application for candidacy status is open to programs that are delivered through alternative methods, such as distance education. If the program demonstrates that it meets all institutional and program requirements, its eligibility requirements may be reviewed for candidacy status. The program shall be required to undergo a review comparable to that of a site-based program. This includes hosting a candidacy visit and preparing a display of student work for evaluation (see pages 21-26).

Programs delivered through alternate methods may be considered distinct from the same program taught through traditional methods, even if the programs are housed in the same institution and use the same curriculum (see Eligibility of Multiple Programs or Programs with Multiple Degrees, page 4).

Eligibility of Multiple Programs or Programs with Multiple Degrees

A program is defined by CIDA as a sequenced curriculum of interior design and related professional coursework that includes a minimum of 30 semester credit hours of liberal arts and results in a degree.

An institution with more than one interior design program on different campuses must apply for each program separately. The programs will be reviewed for candidacy status separately.

An institution with: a) more than one interior design program on the same campus, but located in different academic units and b) each program having a somewhat different curriculum from the other(s), must apply for each program separately. The programs will be reviewed for candidacy status separately.

An institution with a program that is a) located in one academic unit and b) has variable curricula sequences, each culminating in a different degree (for example, B.S. & B.A., B.A. & M.A.) should submit documentation prior to applying for accreditation that details the curriculum for each degree. The Accreditation Commission will make a determination on how the program should proceed with application and review.

- continued on next page

Candidacy Status

Delivery method is also a distinguishing feature of programs. If 25% or more of the interior design courses required for graduation and/or 50% of the general education courses required for graduation are delivered through an alternate delivery method, such as on-line learning, the program will submit information describing the variations between alternate delivery courses and campus-based courses. The Accreditation Commission will consider the extent to which the courses share common learning experiences, student learning outcomes, and resources and determine whether two distinct programs result from the alternate delivery method of some courses.

Information must be submitted on both alternate delivery courses and campus-based courses including, but not limited to:

- The number of students in each alternate delivery and campus-based course.
- The faculty to student ratios in each alternate delivery and campus-based course.
- The program's assessment processes to ensure comparability of learning experiences if one or more courses are offered both on campus and through an alternate delivery method.
- Documentation of variations in course content and learning experiences, if any exist, between on-line and campus-based courses.
- The program's mechanisms for evaluating student learning outcomes for both alternate delivery and campus-based courses.
- Time frame and time limitations on program and course completion for students in both alternate delivery and campus-based courses and/or programs.
- Documentation of variations in institutional or program policy and procedure, if any exist, between alternate delivery and campus-based courses or programs.

Candidacy Status

Application Review and Acceptance

The Accreditation Commission reviews applications for candidacy status to determine whether institutions and programs meet eligibility requirements. Based on documentation submitted by institutions or programs, the Accreditation Commission may accept or deny applications, or it may require additional documentation to ensure that eligibility requirements are met.

Applications for candidacy status are valid for two years after the date of acceptance by CIDA. During this period, programs may proceed to seek candidacy status by requesting an initial candidacy visit and by submitting a Program Candidacy Report (see Program Candidacy Report, page 11).

Application

Applicants for candidacy status must use the candidacy application form provided by CIDA or duplicate the format. To receive the application form, contact the CIDA office.

The application must include:

- Documentation that institutional and program eligibility requirements for candidacy are met. If this information is documented in institution publications, a copy of the publication(s), with the appropriate pages tagged, may be submitted as evidence. If the information is not available in institution publications, a document or letter from a representative of the institution confirming compliance with all criteria must be submitted.
- The candidacy status application fee in U.S. dollars (see CIDA Accreditation Policy and Procedure, Fees, page 1).

Applications missing any of the above items will be returned to the program.

Requesting a Candidacy Visit

Interior design programs must notify CIDA of preferred dates for a candidacy visit by submitting the Request for Candidacy Visit Dates form, or by submitting a letter from the program head that contains the information requested on the form. This form is to be sent to the CIDA office as soon as the program has established all possible visit dates, and at least one year in advance of the earliest preferred date. To receive the Request for Candidacy Visit Dates form, contact the CIDA office.

Candidacy visits are usually scheduled to begin with team arrival on Friday. The visit concludes on Tuesday morning, with team departure in the afternoon. The suggested sequence of events is shown on the Sample Candidacy Visit Schedule (see page 23). If institutional or program constraints prevent a program from hosting a visiting team on Sunday, a program may request that the visit begin on Monday and conclude on Thursday morning.

Candidacy Status

Program Announcement and Disclosure of Candidacy Status

A program is at liberty to announce that it has been awarded candidacy status. CIDA requires all candidate programs to include accurate statements about candidacy in their institutional publications. Programs are to include contact information for the CIDA office in their publications.

When a program announces award of candidacy or publishes statements about candidacy status, CIDA requires accurate disclosure, clearly identifying the program and degrees that are covered.

Candidate programs must include the following statement in disclosure of status, “The interior design program leading to the *insert degree name* has been granted candidacy status by the Council for Interior Design Accreditation (CIDA). Candidacy status signifies that the Commission has determined that the program is progressing towards CIDA accreditation and has the potential to achieve compliance with CIDA Standards within five years. Candidacy status does not indicate that the program is accredited, nor does it guarantee eventual accreditation of the program by the Council for Interior Design Accreditation.”

Programs are free to disclose the contents of their Program Candidacy Report, Candidacy Team Report, final Candidacy Report, and related correspondence. If the program or institution releases incomplete or misleading information, CIDA has the prerogative of releasing complete and accurate information in order to adequately inform the public and protect its integrity as an accrediting agency.

Programs that have not been awarded candidacy status by CIDA, including applicant programs, **may not** use the Council for Interior Design Accreditation name or acronym in any published materials, as this may lead prospective students to believe the program has been awarded candidacy status or will in the future.

All institutional personnel with responsibility for advising students must be made aware of the interior design program’s candidacy status and that the status does not indicate the program is CIDA accredited.

Candidacy Status

Effective Dates of Status

Candidacy status of an interior design program is effective as of the date of the Accreditation Commission's decision to award candidacy. If the program demonstrates adequate progress and complies with CIDA requirements regarding reports, site visits, and fees associated with maintaining candidacy status, this status continues until the date the Accreditation Commission reviews the program for accreditation. The limit on a term of candidacy is five years from the date of the initial award of candidacy status.

If the Accreditation Commission decides to revoke candidacy status due either to program failure to demonstrate adequate progress toward compliance or non-compliance with CIDA requirements regarding reports, site visits, and fees, candidacy status terminates at the end of the academic semester or quarter during which the decision to revoke candidacy is rendered.

Annual Fee

A candidate program must pay an annual fee to maintain candidacy status (see CIDA Accreditation Policy and Procedure, Fees, page 1). The annual fee is invoiced for the calendar year after initial candidacy status is granted. A candidate program must pay an annual fee even if the program is being re-visited during the calendar year for which the fee is charged.

Invoices for annual fees are issued before December 1 for the coming year and payments are due January 1, or the first business day thereafter. Any program that fails to pay the annual fee by the last business day of January will be charged a late fee of \$200.

Revocation of Candidacy Status

The Accreditation Commission may revoke candidacy status if a program fails to demonstrate sufficient progress toward achieving CIDA accreditation. In this case, CIDA has identified major weaknesses with respect to important aspects of the educational program during the term of candidacy and determined that the program is unlikely to remedy these weaknesses during the remainder of the term of candidacy in order to achieve accreditation in the near future.

The Accreditation Commission may also revoke candidacy status if the program fails to comply with CIDA requirements regarding reports, site visits, and fees associated with maintaining candidacy status.

Candidacy Status

Denial of Candidacy Status

A program that does not demonstrate sufficient evidence of the potential to comply with CIDA Standards in order to sufficiently progress toward achieving CIDA accreditation during a term of candidacy will be denied candidacy status. In this case, CIDA has identified major weaknesses with respect to important aspects of the educational program and determined that the program is unlikely to remedy these weaknesses during the term of candidacy in order to achieve accreditation in the near future. The Candidacy Report will identify these weaknesses.

Programs denied candidacy status may reapply nine months from the date of the Accreditation Commission's decision.

Appeal Procedure

In the event that the Accreditation Commission denies candidacy to an applicant program or revokes candidacy status, the program has the right to appeal the decision. The appeal procedure for candidate programs is the same as for applicants for accreditation or accredited programs (see Accreditation Policy and Procedure, Maintaining Accredited Status, pgs 5-6).

Withdrawal from Candidacy Status

An applicant may withdraw from the process of seeking candidacy at any time upon providing written notice to the Accreditation Commission. An institution may also request, in writing, withdrawal from candidacy status of the interior design program. In such situations, the Accreditation Commission will acknowledge withdrawal from candidacy status and also determine an effective end date for the program's candidacy status. The proper authorities shall be notified as appropriate.

Requesting a CIDA Accreditation Review

A candidate program may request a review for CIDA accreditation as soon as the eligibility requirement of two graduating classes is met.

Programs that have already graduated two classes are to submit a letter of intent to seek CIDA accreditation; the site visit is to be requested one year in advance of the intended site visit dates.

New programs that have candidacy status and wish to undertake a CIDA accreditation review immediately following the graduation of the second class may submit a letter of intent to seek accreditation. This letter can be submitted prior to the graduation of the second class and should be received in the CIDA office no later than one year in advance of the requested site visit dates. While the program is not required to graduate the second class prior to submitting a letter of intent to seek accreditation, the second class must have graduated prior to the CIDA site visit dates. The CIDA office will schedule the site visit at the program's request and the site visit will proceed as scheduled after the program confirms in writing that the second class has graduated.

Procedures for seeking CIDA accreditation are outlined in CIDA's Accreditation Policy and Procedure.

Candidacy Status

Program Candidacy Report

Communicating Results of Program's Self-Study to CIDA

The Program Candidacy Report (PCR) is the mechanism by which programs may demonstrate their informed and organized strategy for program development and progress toward meeting CIDA Standards. This knowledge is acquired through the comprehensive self-study conducted in preparation for candidacy review (see CIDA's Accreditation Policy and Procedure, Guidance for Self-Study).

The PCR communicates the results of a program's analysis of its educational strengths and gaps in relation to both CIDA Standards and program *goals*. Programs must explain how they plan to address and improve any identified gaps.

CIDA is not only interested in knowing the results of a program's self-study in relation to CIDA's Standards and the program's own educational *goals*. CIDA is also interested in learning about the process the program used to arrive at its view and what evidence supports that view. In addition, CIDA is interested in the program's vision for the future (e.g., how might the program change, improve, expand or what challenges the program might face in the future).

Overview

The Program Candidacy Report (PCR):

- Provides background and context for understanding the program
- Communicates the results of the program's self-study
- Serves as a "roadmap" for CIDA's visiting team, especially during the review of student work
- Contains such data as faculty credentials and workloads, administrative organization, etc.

Candidacy Status

Background and Context for Understanding the Program

Knowing where the program is housed, in what type of institution it operates, how many and what type of students it enrolls, etc. helps CIDA understand the environment in which the program operates and any unique relationships that might have an impact on the program.

Results of the Program's Self-study

In undertaking self-study, the program collects and analyzes specific evidence in relation to its success in achieving both CIDA Standards and its own educational *goals*. The PCR communicates the program's analysis of evidence considered and how that evidence demonstrates strengths or gaps in relation to CIDA Standards and the program's educational *goals*. The PCR is also a mechanism for the program to demonstrate an informed and organized strategy for addressing gaps and progressing toward accreditation.

A Roadmap for the Visiting Team

One major function of the Program Analysis Report is to aid the visiting team in sifting through a lot of information in a very short period of time during a site visit. A useful tool for accomplishing this is the Curriculum Matrix. This Matrix identifies which course (or courses) in the *curriculum* addresses each of the student learning and program expectations that accompany CIDA Standards, that is, which course has content that exemplifies, reinforces, and/or supports each expectation. This Matrix is particularly useful to the visiting team when it reviews the program's display of student work.

Courses in the current curriculum that are planned but have not yet been offered must be specifically identified so that the visiting team will know that work from such classes will not be available for review.

Important data

The PCR includes important data. Some of the data (e.g., faculty credentials and administrative structure) is used by the visiting team and the Accreditation Commission to evaluate a program's compliance with CIDA Standards. The CIDA office uses other types of data (e.g., faculty salaries and student demographics) to compile statistics about CIDA-accredited programs to benefit programs in general. While this type of data does not have direct bearing on an accreditation decision, programs benefit through access to compiled data that can be shared with administrators, the public, etc. for a variety of purposes.

Candidacy Status

Preparing the Program Candidacy Report

Electronic Templates

Electronic templates for completing the PCR are available from CIDA on CD or by e-mail. Electronic templates are sent automatically to applicant programs approximately one year in advance of candidacy visits. Programs can also contact the CIDA office (info@accredit-id.org) at any time to receive the templates.

General Instructions

- Use standard 8 ½ x 11” white or off-white paper, double sided if possible. The Curriculum Matrix must be printed on larger size paper (11 x 17”) folded to fit 8 ½ x 11” size.
- Use 10- or 12-point font size.
- Number pages, beginning with the Introduction on page 1. The Institutional and Program Data form does not need to be numbered.
- Submit the electronic copy of the PCR as a single Microsoft Word or PDF document.
- Bind paper copies of the report or insert them in spiral binders.
- Begin each section on a new page. Use the following headings:
 - Institutional and Program Data
 - Introduction
 - Overview of the Program’s Self-study Process
 - Analysis of the Program’s Success in Meeting its *Goals*
 - Analysis of the Program’s Compliance with CIDA Standards
 - Analysis of Gaps, Weaknesses, Plans for Program Development, and Potential Barriers
 - Program Innovation and Opportunities
 - Conclusions
 - Curriculum Matrix
 - Faculty Data Forms
- Write clearly and concisely. It is not necessary to provide narrative throughout the report. Explanations may be provided as bullet points or in some other short form.
- Do not exceed 60 pages, not including Faculty Data Forms. Use the recommended page limits provided for each section as guidance. Reports that exceed the page limit may be returned to programs for editing.
- Do not put information in appendices at the back of the report.
- Do not bind published materials (e.g., catalog, brochures, etc.) with the report.
- Review the report for completeness and accuracy prior to submission.
- Be sure the individual submitting the Program Analysis Report has signed and dated the first page of the Program and Institutional Data section.
- Be sure that the paper and electronic copies of the PCR are exactly the same.

No later than eight weeks in advance of the site visit, please submit the following materials to the CIDA office:

- One paper copy and one electronic copy in the size and format described above.
- Published materials, including institutional catalog, program brochures, etc. (These may be on the same CD, but should be separate from the printed PCR.)

Candidacy Status

No later than eight weeks in advance of the site visit, please submit the following materials directly to each member of the CIDA visiting team:

- One paper copy and one electronic copy in the size and format described above.
- Published materials, including institutional catalog, program brochures, etc. (These may be on the same CD, but should be separate from the printed PCR.)

Specific Instructions

Section 1: Institutional and Program Data

Recommended page limit: 8

Institutional and program data provides CIDA with basic information about the program, the institution that houses the program, and the resources available to the program. For the purposes of an accreditation review, this information serves as a tool to help CIDA understand the context of the institution and program. Institutional and program data also serve as an evaluation tool for program compliance with CIDA Standards, particularly those related to program resources.

Data collected in this section serves another important purpose. Certain information presented in this section of the PAR is collected and entered into an organizational database. Through this data collection effort, CIDA is able to compile and share data about accredited programs with the public. CIDA is also able to provide information that may be valuable to programs, such as faculty salary ranges across accredited programs.

Data collected from this section of the PCR will be disseminated by CIDA in compiled format only. Information about individual programs or *faculty members* will not be made public.

In the Institutional and Program Data section, please provide the following:

- 1) The names, titles, addresses, phone numbers, and e-mail addresses of administrators to whom CIDA should send copies of the final Candidacy Report. CIDA distributes a **limit of six complimentary copies** of the Candidacy Report to the institution. Additional copies may be requested for a fee of \$25 per report. Be sure to include the following individuals:
 - Chancellor, president, provost, or chief academic officer of the university or school
 - Dean of the college or school
 - Chair of the department
 - Head of the interior design program
 - Individual submitting the Program Analysis Report (including signature and date)

- continued on next page

Candidacy Status

- 2) An organizational chart showing the program's relationship to the department and/or administrative unit in which it is located, any allied departments, and the institution as a whole.
- 3) The completed Institutional and Program Data form provided by CIDA. (As explained above, some information is requested for the purpose of CIDA data collection and does not affect accreditation decisions.)

CIDA provides up to six complimentary copies of the final Candidacy Report to the institution. The cost of each additional copy is \$25.

Section 2: Introduction

Recommended page limit: 3

Similar to the preceding section on Institutional and Program Data, the Introduction provides important background and context for reviewing the program. The Introduction provides the program with an opportunity to describe how institutional or program characteristics differentiate or significantly impact the teaching and learning environment for the interior design program. Some examples of characteristics that may differentiate or significantly impact the program might include: enrollment of primarily career-change students, a well-established co-op program, or a strong inter-disciplinary approach to teaching and learning.

In the Introduction:

- 1) State the *mission* of the institution.
- 2) State the *philosophy* and *mission* of the program, using headings to differentiate clearly between the two.
- 3) Describe the impact of significant institutional characteristics on the teaching and learning environment.
- 4) Describe the impact of significant program characteristics on the teaching and learning environment.
- 5) Briefly describe significant events in the program's history, including the program's origins, and the rationale for and impact of significant changes in academic unit; its *philosophy*, *mission*, and *goals*; and the curricular context and/or sequence. Avoid repeating information provided elsewhere in the PCR. Do not include minor or outdated details.
- 6) Describe the current stage of program development. If the program is newly formed, state when it was first offered, how much of the curriculum has been taught, and when the first and second classes of students will graduate. If the program has graduated two classes, state why candidacy status is sought rather than accreditation.
- 7) If the program is seeking candidacy status for more than one degree under this candidacy review (for example, a Bachelor's and a Professional Level Master's), describe any differences in admission and completion requirements.
Note: If the degree programs are required to undergo separate site visits to seek candidacy status, do not provide this information.
- 8) If the program is taught at more than one site (e.g., the senior year is taken at a different campus), briefly describe the sites and how program requirements, *faculty members*, and students are distributed among them.
Note: If the degree programs are required to undergo separate site visits to seek candidacy status, do not provide this information.

Candidacy Status

Section 3: Overview of Program's Self-study Process

Recommended page limit: 2

This section of the PCR focuses on the process(es) undertaken by the program to identify and analyze evidence of achievement.

In the overview:

- 1) Describe the self-study process undertaken in preparation for the candidacy review.
- 2) Describe measures and methods used to determine whether CIDA Standards and program *goals* are being met.
- 3) Describe individuals or groups (e.g., *faculty members*, students, advisory boards, or employers) engaged in program assessment and analysis, and the nature of that involvement. Note any factors affecting the self-study process, such as overlap with self-study activity undertaken for institutional or other purposes.

Section 4: Analysis of Program's Success in Meeting *Goals*

Recommended page limit: 2

This section presents the findings of your self-study in relation to the program's *goals*. Your program *goals* help define the educational content that makes the program unique. Self-study of the degree to which the program is successful in achieving its *goals* is valuable in demonstrating program success to a variety of audiences, CIDA among them. While CIDA Standards are the criteria for assessing whether or not a program should be accredited, knowing a program's *goals* and how the program assesses its success in achieving them furthers CIDA's understanding of the program.

In this section of the PCR:

- 2) State the program's educational *goals*.
- 3) Addressing these *goals* in broad terms, describe how evidence was collected, how it was analyzed, and what this analysis revealed about strengths and areas for improvement in relation to program goals.

Candidacy Status

Section 5: Analysis of the Program's Compliance with CIDA Standards

Recommended page limit: 20

This section presents the findings of the self-study in relation to how the program meets CIDA Standards. CIDA considers a variety of evidence in evaluating program compliance with CIDA Standards. The program's view of how and to what extent it achieves CIDA Standards is one source of evidence.

In this section, CIDA is most interested in the program's in-depth analysis of its compliance with each Standard. The analysis should discuss strengths and gaps in relation to the program's ability to achieve compliance with the Standard. The program should also identify key projects, assignments, learning experiences, etc. that will provide the CIDA visiting team with evidence for the student learning and program expectations under each Standard.

Information included in other sections of the PCR (the Curriculum Matrix, Faculty Data, and Institutional and Program Data) further elaborates upon information presented in this section. While it may not be necessary to explicitly reference every student learning and program expectation under each Standard, it is important to reference expectations where strengths or gaps were identified.

The program may also provide supplementary information that helps demonstrate compliance with the Standard, but is not specifically addressed by student learning and program expectations.

In this section of the PCR:

1) Use the relevant Standard as the heading for each subsection. The standards are as follows:

Standard 1. Mission, Goals, and Curriculum

The interior design program has a mission statement that describes the scope and purpose of the program. Program goals are derived from the mission statement and the curriculum is structured to achieve these goals.

Standard 2. Global Context for Design

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

- continued on next page

Candidacy Status

Standard 6. Communication

Entry-level interior designers are effective communicators.

Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Standard 8. History

Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Standard 15. Assessment and Accountability

The interior design program engages in systematic program assessment contributing to ongoing program improvement. Additionally, the program must provide clear, consistent, and reliable information about its mission and requirements to the public.

Standard 16. Support and Resources

The interior design program must have a sufficient number of qualified faculty members, as well as adequate administrative support and resources, to achieve program goals.

- 2) For each Standard, provide a brief self-study of the degree to which the program is successful in achieving the Standard. On what evidence is this self-study based? Identify key projects, assignments, learning experiences, etc. What strengths or gaps did the program identify in relation to the specific student learning and program expectations within the Standard? (Refer to Professional Standards 2009 for specific student learning and program expectations)

Candidacy Status

Section 6: Analysis of Gaps, Weaknesses, Plans for Program Development, and Potential Barriers

Recommended page limit: 3

Candidacy is public recognition of the quality of academic programs in development. The process of seeking candidacy status will provide guidance and help the program prepare to remedy gaps related to its compliance with CIDA Standards.

This section allows the program to discuss any gaps or weaknesses and outline plans for program development. The program should also discuss potential barriers to meeting its stated goals for program development.

In this section of the PCR:

- 1) Provide a brief summary of gaps and weaknesses identified in the educational program. State identified cause(s) of these gaps and weaknesses.
- 2) State steps that have been or will be taken to remedy gaps or weaknesses in the educational program (for example, changes to *curriculum* or resources). Provide a projected timeline for improvement.
- 4) Note any significant changes in the program, institution, higher education, the profession, or society that may impact the program in the near future, and what is being done to address emerging issues, trends, or challenges.
- 4) Identify potential barriers within or beyond the program's control that may impede program development.
- 5) Assess steps the program can take to minimize the impact of such barriers.

Section 7. Program Innovation and Opportunities

Recommended page limit: 2

This section allows the program to discuss plans for program development that are innovative or provide opportunities that may expand or enhance the program.

In this section of the PCR:

- 1) Discuss and describe plans for program development that might be considered innovative and assess the impact these plans may have on the program.
- 2) Identify any potential opportunities to expand or enhance the program and the program's intent to pursue such opportunities. Assess the impact these opportunities may have on the program.

Candidacy Status

Section 8: Conclusions

Recommended page limit: 2

In analyzing evidence to determine program success in achieving CIDA Standards and program *goals*, the program will have reached some overarching conclusions about the quality and accomplishments of its educational program.

In the Conclusion:

- 1) Provide a brief description of the conclusions drawn about overall program quality.
- 2) Respond specifically to the following questions, "In what ways are your students especially well prepared to enter professional practice as interior designers? What areas could be furthered strengthened to support current or future preparation of program graduates?"

Section 9: Curriculum Matrix

Recommended page limit: 13

Note: Use the form provided by CIDA for this section. You may duplicate the format or contact CIDA for an electronic template.

The Curriculum Matrix is a graphic way to illustrate how the student learning and program expectations within CIDA's Standards 2-14 are addressed in your curriculum. The Matrix provides space to list required courses in the interior design *curriculum* sequentially along the top of a grid, with CIDA Standards and student learning and program expectations listed down the left side. You should fill in the Matrix to show where course content exemplifies and reinforces the achievement of specific CIDA expectations.

Courses in the current curriculum that are planned but have not yet been offered must be specifically identified so that the visiting team will know that work from those classes will not be available for review.

A detailed outline of the curriculum structure, including liberal arts and prerequisites, should accompany the Curriculum Matrix. The program should refer the visiting team to the appropriate college catalog page if the detailed curriculum structure is published therein or should be sure to include an outline with the Curriculum Matrix in the PCR.

The visiting team uses the Matrix extensively as a roadmap for reviewing student work during a site visit. Therefore, it is critical to accurately represent *curriculum* content on this chart. Identify only those courses where evidence of compliance (e.g., student work, course syllabi, course examinations, etc.) can be found for each expectation.

In this section of your Program Candidacy Report, complete the Curriculum Matrix provided by CIDA. The standard Matrix form suits most four-year programs that are delivered according to the semester system. If your program is longer in duration or on a trimester or quarterly system, please request a copy of the Curriculum Matrix template that is formatted for your program from CIDA.

Candidacy Status

Section 10: Faculty Data Forms

Page limit: 2 pages per Faculty Data Form for each *faculty member* teaching interior design or support courses. Do not include Faculty Data Forms for faculty members teaching liberal arts or general education courses.

CIDA uses faculty data to evaluate compliance with Standard 16. Support and Resources. Faculty data also help guide the visiting team during interviews on site.

In this section of your Program Analysis Report:

- 1) Complete Faculty Data Forms for all *faculty members* and other *instructional personnel*. The format provided on the form must be used. **Do not exceed the two pages of the form or include personal résumés.** The Program Analysis Report will be returned if the program fails to follow these instructions. Arrange these forms with full-time faculty first in alphabetical order followed by other instructional personnel, also in alphabetical order.

Candidacy Status

On-Site Candidacy Review

Overview

The candidacy visit lasts three and one-half days. The visiting team reviews the program and evaluates student work and course offerings; interviews faculty members, students, and administrators; and inspects program facilities. CIDA's visiting team presents a written report and its recommendation to the Accreditation Commission, which will determine whether the program should be granted candidacy status.

The program is evaluated with respect to all items in the Standards. The primary responsibility of the visiting team is to assess the extent to which the program currently complies with CIDA Standards and the extent to which the program has clear and feasible plans for program development for achieving accreditation. Because candidacy status is intended for programs in development, it is understood that programs may not demonstrate compliance with all CIDA Standards. For this reason, it is critical that programs demonstrate methods for addressing educational gaps in order to meet CIDA Standards.

Candidacy Visit Fees and Expenses

Fees defray a portion of CIDA's administrative expenses related to the candidacy review process and team travel. The remainder of the costs is covered by grants and donations from industry, the interior design profession, and interested members of the public.

- 1) CIDA invoices the program for administrative and site visitor travel fees (see CIDA Accreditation Policy and Procedure, Fees, pgs 2-3).
- 2) Payment must be received in the CIDA office prior to the candidacy visit.
- 3) The program is responsible for the cost of lodging, meals, and ground transportation expenses incurred by the team during the course of the visit (see CIDA Accreditation Policy and Procedure, Fees, pgs 2-3).

Visiting Team

The visiting team will consist of three members. Every team will include one educator and one practitioner. Most site visitors represent professional interior design associations (ASID, IIDA, IDC, IDEC, etc.), although some visitors are non-affiliated. On each site visit, one team member will serve as team chair or two team members will serve as visiting team co-chairs.

The program will receive abbreviated credentials of proposed team members and will review them for possible conflicts of interest. If the program perceives a conflict of interest with any of the proposed team members, CIDA will take the program's concern into consideration when it assembles the team.

The program seeking candidacy may request that one or two observers accompany the visiting team. The cost of such observers is borne by the program. CIDA may add one or two observers at its own expense.

Candidacy Status

Hosting the Visiting Team

The program must:

- 1) Provide three single rooms in a comfortable hotel, motel (or equivalent) on or near the campus.
- 2) Ensure that the room occupied by the team chair or one co-chair contains a worktable and seating sufficient for team work sessions.
- 3) If possible, provide a secluded work space (with table and chairs) in or near the student work display.
- 4) Provide the team with a computer (laptop preferred) and access to a printer.
- 5) Ensure that meetings do not extend into the evening so that the team can work on the written report.
- 6) Provide meals (these should not be elaborate).
- 7) Not schedule receptions that may interrupt or interfere with the team's schedule. Team attendance at any reception is at its own discretion.
- 8) Discuss the finalized site visit schedule with the team chair at least two weeks prior to the visit.

Candidacy Visit Schedule

The team chair or co-chair may request specific approaches for interviews or other aspects of the visit to facilitate the team's work.

The schedule includes activities that must occur during the visit and must be arranged to support the purpose of the visit.

- 1) No later than four weeks before the candidacy visit, the program prepares a proposed schedule modeled on the sample schedule that follows, and sends it to the visiting team chair or the co-chair serving as documentation coordinator.
- 2) The team chair or co-chair consults with the program to finalize the schedule.
- 3) No later than two weeks prior to the candidacy visit, the program sends a finalized schedule to all team members.

The schedule must allow adequate time for:

- 1) Thorough review of student work.
- 2) Interviews with students, *faculty members* and program administrators.
- 3) Exit interviews with *faculty members*, program administrators, and upper-level administrators on the last day of the visit.

Candidacy Status

Sample Candidacy Visit Schedule

Friday	Evening	Team arrives
Saturday	8:00 a.m.	Team meeting
	8:30 a.m.	Brief tour of program facilities with program representative
	9:00 a.m.	Orientation to student work display with program representative
	9:30 a.m.	Begin review of student work*
	12:00 noon	Lunch
	1:00 p.m.	Continue review of student work/*
	4:00 p.m.	Meet with individual program faculty members (selected support faculty may be included) – consult team chair to determine the preferable approach for these interviews, group(s) or individual. Conduct these interviews in the room with the student work display *
Sunday	6:00 p.m.	Team dinner and work session
	8:30 a.m.	Review of student work*
	12:00 noon	Lunch
	1:00 p.m.	Continue review of student work*
	4:00 p.m.	Team work session
Monday	6:00 p.m.	Team dinner and continued work session
	9:00 a.m.	Interview students in the room with the student work display – consult the team chair to determine the preferable approach for these interviews, group(s) or individual*
	11:00 a.m.	Visit studio classes or critique session; students are available to talk about work in progress and interact with the candidacy team
	12:00 noon	Team lunch
	1:00 p.m.	Meet with the unit/program administrator(s)
	1:30 p.m.	Individual team member assignments as requested by team chair, e.g. inspection of support facilities, library, slide collection, audio-visual, etc.*
	2:30 p.m.	Team work session
Tuesday	6:00 p.m.	Team dinner and continued work session
	8:00 a.m.	Team prepares for exit interviews
	9:00 a.m.	Begin exit interviews: team presents a general summary of findings to the chief executive officer of the institution
	9:30 a.m.	Exit interviews with unit administrator(s), program coordinator, faculty (in a group session or individually as desired)
	11:00 a.m.	Team departs campus

*Team may request additional evidence or clarification from a program representative

Candidacy Status

Student Work Display

The curriculum is regarded by CIDA as the core of the interior design program and must present the common body of knowledge in interior design as reflected in the Educational Program Standards (1-8). Student work provides evidence of student learning and is a major source for the visiting team's evaluation of the educational program. To prepare for this part of the visit, the program must arrange a display of student work for the team to review. The work should be available throughout the visit. It is preferable to schedule faculty and student interviews in the same area as the student work display. Student interviews can serve as evidence of student learning, particularly for indicators that require a knowledge or understanding level of achievement.

If the program seeking candidacy status is new and has not yet graduated two classes, the program may not be able to provide a comprehensive student work display showing work from all courses. In this instance, the student work display should represent work from courses that have been taught. For those courses that have not been taught, the program should provide a range of available information to demonstrate what the course will address and what student learning is intended to result. Information should include course syllabi, textbooks, handouts, exercises, project assignments and the intended student learning, field trips, guest lecturers, etc.

Required levels of student learning are expressed in indicators. Indicators are performance criteria used to evaluate compliance with CIDA Standards (see CIDA Accreditation Policy and Procedure, , pgs 2-3).. Indicators use inputs and outcomes as a basis for evaluation. For further description of how inputs and outcomes are used for evaluation, see the *Accreditation Manual*, Section X, Resources, pages 6-7.

Optimally, the display should include:

Course information located with the work produced from that course (if the course has been taught). Organize materials for each course in a binder, or otherwise bound, with the course name and number clearly labeled on the cover.

- Course syllabi and handouts (include course description and schedule/outline)
- Assignments including purpose/objectives and requirements (locate with examples of results from each assignment/project)
- Blank exams or tests
- Required course texts (not necessary to bind with other materials) and/or custom published documents prepared by the instructor (copies of any other reading assignments may also be helpful)
- Instructions for accessing any digital student work and the names of digital assignments/projects (refer to Digital Student Work, page X).

-continued on next page

Candidacy Status

For those courses that have been taught, evidence of student learning (such as results of assignments, exercises, etc.):

- Evidence of design process such as matrixes, bubble diagrams/schematics, sketches/drawings, study models, concept development, exploration of a variety of design ideas, design refinement, etc.
- 2-D and 3-D basic creative work
- Drafting, CAD, drawings, perspectives
- Design proposals
- Programming documents
- Detailing and working drawings
- Business documents
- Papers, completed exams, and/or a compilation of exam results for history, theory, etc.
- Any other examples of program outcomes that demonstrate achievement for Educational Program Standards (1-8) (could be: on boards; in booklets, folders, notebooks, 3-D models; computer videos; videos of oral presentations, etc. Include examples of all formats used.)

For those courses that have been taught, student work on display should:

- Be arranged in progression according to the sequence followed in the program. Progression or sequencing can be made clear in a number of ways such as arranging courses by freshman level, sophomore level, etc. or placing major interior design studio courses in sequence with supporting courses in sequence in another area. Identify each course by name, number, and published course description.
- Be actual work completed in courses for the program being reviewed. Work completed by transfer students while at another school should not be included unless the courses transferred are officially part of the interior design curriculum through a cooperative agreement between the two schools. This work should be clearly identified. Slides or digital representations of student work may be of value for showing supplemental examples or a wider overview.
- Represent all courses that address the standards and have been taught to date, including required professional program courses that are taken in other departments.
- Include multiple examples of all types of work produced in courses that have been taught.
- Be current. For programs that have been in existence for more than 4 years, work should have been completed within the past 4 years.
- Be arranged on vertical and/or horizontal surfaces, as appropriate or available.

The program should not make available to the visiting team any material of a confidential nature. The team will not grade student projects nor will it be interested in the final grades instructors have given.

The team will spend Saturday and Sunday evaluating student work. It is helpful to provide a brief orientation to the student work display Saturday before leaving the team to conduct the review. The visiting team may also view work in progress during studio visits. As a result of reviewing student work, the team may ask questions about particular projects or courses, request help in locating examples of outcomes for specific standards, or request additional work.

Candidacy Status

On-site Interviews

Each candidacy visit is planned to gain insight into the full scope, content, effectiveness, and intent of the educational program and its participants. This process requires the team to interview program administrators, faculty members, staff, and students. The program may wish to provide a copy of CIDA Standards to interviewees prior to the candidacy visit and discuss the process with them.

Administrators

Only those unit/program administrators directly involved in or concerned with the interior design program are normally included in interviews conducted on Monday of the candidacy visit (see Sample Candidacy Visit Schedule, page 23). An exit interview to review team findings with upper-level institutional administrators (president, provost, chief officer, dean, etc.) occurs on Tuesday morning prior to the team's departure.

Faculty

Program faculty members or instructional personnel are usually interviewed individually; those teaching support courses are usually interviewed in small groups. The interview method is coordinated between the program and the team chair.

Students

Student interviews serve as evidence of student learning, particularly for indicators that require a knowledge or understanding level of achievement. They are conducted in the absence of faculty or other instructional personnel. The method by which students are selected is at the discretion of the team and will be communicated to the program prior to the visit. Students may be interviewed individually, in small groups, or as a class. Students to be interviewed may be selected by faculty, fellow students, or the team.

Candidacy Status

Candidacy Team Report

The Candidacy Team Report (CTR) communicates the visiting team's evaluation of the program's current compliance with CIDA Standards and the likelihood that the program will achieve compliance with the Standards within the term of candidacy.

The visiting team drafts the CTR before the visit is concluded. The visiting team then submits the report to the CIDA office. Two primary reviewers from the Accreditation Commission, along with CIDA staff, work with the visiting team to finalize the report.

CIDA submits the CTR to the program coordinator for a program review to check for technical and content accuracy (see Program Review of CTR).

Content concerns are forwarded to the visiting team, and the team may make changes or write a response based on concerns.

The CTR is then reviewed by a group of trained CIDA site visitors who comment on the candidacy status proposed by the team in relation to the findings presented in the report.

The PCR, CTR, program response to the CTR, visiting team comments regarding program concerns (if any), and feedback from CIDA site visitors are considered by the Accreditation Commission. Based on this information, the Accreditation Commission makes a final decision on candidacy status for the program.

Program Review of the Candidacy Team Report

It is the right of the program to ensure that the visiting team has a clear understanding of the program, as evidenced in the material provided by the program in the PCR and during the site visit. The program therefore receives a copy of the Candidacy Team Report (CTR) following the on-site visit for the purpose of determining that there are no misrepresentations of technical information or content contained in the team report.

The program coordinator must acknowledge receipt of the CTR in writing. If the program finds any misrepresentations in the report or any errors of fact, the coordinator must submit a written response, or rebuttal, to the CIDA office. The program response will be appended to the CTR and circulated to all readers of the report.

Candidacy Status

Accreditation Commission Review and Decision

The Accreditation Commission meets a minimum of twice a year for the purpose of reviewing programs that seek candidacy status. After reviewing the Program Candidacy Report (PCR), the Candidacy Team Report (CTR), the program's response to the CTR, and comments from readers, the Accreditation Commission makes a final decision regarding candidacy status. Commission decisions regarding candidacy status must be unanimous and require a quorum of five members.

The Accreditation Commission may, at its discretion, elaborate on or clarify evaluative comments contained in the CTR. The final report resulting from the Accreditation Commission's action is based on the CTR and is the Candidacy Report.

Candidacy Status

Progress Reports

At least one Progress Report is due during the term of candidacy status. Progress reports are due prior to any focused candidacy visit; and, depending on the issues and concerns identified in the review process, may be required at other times as well. Program reporting requirements are determined by the Accreditation Commission and communicated to the program by the CIDA office well in advance of the due date.

Approximately six months prior to the due date, the program coordinator will be reminded that a Progress Report is due and will be provided with an electronic template to use in completing the report.

Progress Reports are provided to members of the visiting team and the Accreditation Commission.

Preparing a Progress Report

Electronic Templates

Instructions and an electronic template for completing the Progress Report are sent to the program six months in advance of the report due date.

General Instructions

One paper copy and one electronic copy of the report are to be sent to the CIDA office.

- Use standard 8 ½ x 11” white or off-white paper, double sided if possible.
- Use 10- or 12-point font size.
- Number pages, beginning with the cover as page 1.
- Submit electronic documents in Word or Adobe Acrobat format.
- Bind paper copies of the plan or insert them in spiral binders.
- Provide page headings that include the name of the program and date.
- Do not put information in appendices at the back of the report.
- Begin each section with a new page. Use the following headings:
 - Institutional and Program Data
 - Significant Program Changes
 - Progress on Goal Achievement
 - Barriers to Goal Achievement
 - Program Innovation and Opportunities
- Write clearly and concisely.
- Adhere to page number restrictions for each section. Reports exceeding these limits will be returned for editing.
- Do not bind published materials (e.g., catalog, brochures, etc.) with the report.
- Review the report for completeness and accuracy prior to submission.
- Ensure that paper and electronic copies of the report are identical.

Candidacy Status

Specific Instructions

Cover Page

CIDA provides a formatted cover page with the electronic template.

The cover page includes the following information:

- Institution name
- Program name
- Degree name(s)
- Date of the candidacy status decision
- Date of next site visit (for focused review or accreditation review)
- Standards in use at time of last visit
- Name, title, and contact information of individual submitting report
- Signature of individual submitting report

Section 1. Institutional and Program Data

Institutional and program data provide CIDA with basic information about the program, the institution that houses the program, and the resources available to the program.

Data collected in this section serve another important purpose. Certain information presented in this section of the Progress Report is collected and entered into an organizational database. This process allows CIDA to compile and share data about accredited programs with the public. CIDA is also able to provide programs with potentially valuable information, such as faculty salary ranges across accredited programs.

Data collected in this section of the Progress Report will be disseminated by CIDA in compiled format only. Information about individual programs or *faculty members* will not be made public.

Complete or update the Institutional and Program Data form provided by CIDA. CIDA will compile data that programs can then share with administrators, the public, etc., for a variety of beneficial purposes. Please note that some information is requested primarily for the purpose of CIDA data collection, and may not bear directly on candidacy status.

Candidacy Status

Section 2. Significant Program Changes

In this section, the program addresses any significant program changes, the impact of such changes, and any significant changes planned for the future. Significant program changes may include, but are not limited to:

- change in the established mission or objectives of the program
- change in the program head
- substantive changes in the program faculty
- substantive change in status with the institutional accrediting body
- significant changes in curriculum, budget, or enrollment
- substantive change in the length of the program
- change in program affiliation within the institution, such as assignment to another department
- change in institutional affiliation, such as a change in ownership
- change in degree or credential awarded
- change in delivery method of interior design coursework, such as from site-based to on-line

The program is asked to address the following issues:

- 1) Status of any significant changes taking place at the institution or in the program.
- 2) Impact of changes on the program.
- 3) Steps (to be) taken to ensure continued program quality.
- 4) Significant program changes occurring in the future.
- 5) (If these have the potential to impact the program) Steps (to be) taken to ensure continued program quality.

Section 3. Progress on Program Development

In this section, the program addresses how it has used the candidacy review findings for continued program development.

The program is asked to address the following issues:

- 1) Steps taken to monitor and build upon strengths identified in the Candidacy Report.
- 2) Methods used to evaluate the effectiveness of these steps.
- 3) Steps taken to achieve indicators signaled as “not met” in the Candidacy Report.
- 4) Steps taken to achieve any goals set out in the Program Candidacy Report.
- 5) Methods used to evaluate the effectiveness of these steps.
- 6) Outcomes judged to demonstrate progress toward meeting these indicators.
- 7) Steps taken to incorporate topics and skills signaled as “no evidence” in the Candidacy Report.
- 8) Methods used to evaluate the effectiveness of these steps.
- 9) Outcomes judged to demonstrate progress toward meeting these indicators.

Candidacy Status

Section 4. Barriers to Goal Achievement

In this section, the program may discuss barriers encountered while implementing any plans for program development.

The program is asked to address the following issues:

- 1) Barriers within or beyond the program's control encountered in implementing plans for program development (if any).
- 2) The impact of these barriers on program development.

Section 5. Program Innovation and Opportunities

In this section, the program reports on the progress of, or revisions to, its plans for innovation or the pursuit of new opportunities identified in the Program Candidacy Report.

The program is asked to address the following issues:

- 1) The status of plans for innovation, and/or the pursuit of new opportunities to expand or enhance the program reported in the Program Candidacy Report.
- 2) Changes impacting the program (if applicable).
- 3) Plans for innovation or opportunities that may enhance the program (if any), their nature, and how they may impact the program.

Candidacy Status

Focused Site Visits

Candidate programs are required to undergo at least one focused site visit during a five-year term of candidacy. Focused site visits are a mechanism to monitor a program's continued progress toward implementing plans for program development addressed in the Program Candidacy Report and plans developed in response to candidacy review findings addressed in the Progress Report. Focused site visits ensure that the program is making adequate progress toward achieving CIDA accreditation. Progress Reports are due eight weeks in advance of a scheduled focused site visit.

If a second focused site visit is required, the Accreditation Commission will determine the scope of the second on-site review once the review process for the first focused site visit is complete.

A focused site visit team will be composed of one to three team members. If possible, at least one team member from the original candidacy review will participate in the focused site visit. The focused site visit will be one to three days in length; the program will be provided with a sample visit schedule prior to the review. Procedures followed for a focused site visit are similar to those followed for a candidacy review. A Progress Report is due eight weeks prior to the focused site visit. The program must prepare a student work display to demonstrate achievement of performance criteria under the appropriate Educational Program Standards included in the scope of the review.

The Accreditation Commission reserves the right to require additional focused site visits at any time during the program's candidacy term if it appears the program is not progressing satisfactorily toward accreditation or if the operations and/or status of the institution have significantly changed.

All candidate programs are required to report significant changes. Such a report may prompt the Commission to initiate a focused site visit.

On occasion, a complainant may present evidence that a focused site visit is warranted (see *Accreditation Manual*, Section VIII, Maintaining Accredited Status, page 6). In such cases, the Commission will determine the scope of the focused site visit and the composition of the team.

Fees and expenses for focused site visits are the responsibility of the program.

Candidacy Status

Notes: