

APPENDICES

for SUBSTANTIVE CHANGE PLAN by CAA-Accredited Graduate Education Programs

All appendices must be included for the appropriate professional area and as directed in the sections that are being completed for the proposed substantive change to the program:

- Appendix I –Vitae Outline
- Appendix II - Faculty and Instructional Staff Summary
 - A – Audiology
 - B – Speech-Language Pathology
- Appendix III: Curriculum Offerings and Course Characteristics
 - A – Audiology
 - B – Speech-Language Pathology
- Appendix IV: Documentation of Knowledge and Skills within the Curriculum
 - A – Audiology
 - B – Speech-Language Pathology
- Appendix V: Clinical Population
 - A – Audiology
 - B – Speech-Language Pathology

Please carefully review the following important instructions prior to completing and submitting your substantive change plan and appendices:

- Provide complete responses to all requests for information.
- Include fully completed appendices and any additional supporting documentation as applicable.
- Applications submitted without complete documentation may be returned, as warranted, or may result in a request for additional information; the program can anticipate delays in the review and approval of the application if the application is incomplete.

APPENDIX I: VITA OUTLINE (3 page maximum)

Name: _____

Academic rank _____

Date Employed _____

CCC Status (check all that apply) SLP Audiology NoneTenure status: Tenure track Tenured Date tenured: _____Full-time in accredited program? Yes No

Degree	Institution	Year	Major

Describe significant professional experience, contributions, and continuing education activities during the past 3 years.

List major areas of research interests:

List publications, presentations completed:

List grants awarded:

List activities related to clinical service delivery:

List clinical supervision experience:

List professional development (e.g., continuing education activities, attendance at professional meetings, completion of course work, in-services). Provide the title/topic of activities.

List professionally related service activities:

List courses currently teaching:

APPENDIX II-A: FACULTY AND INSTRUCTIONAL STAFF SUMMARY – AUDIOLOGY

Provide all information requested for each member of the program faculty and supervisory staff as of the fall semester of the current academic year. First list full-time faculty (in alphabetical order); then list part-time faculty (in alphabetical order). The program must provide:

- The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff
- A breakout of the FTE contribution to the graduate entry-level program for each program faculty and supervisory staff to include percent of time devoted to:
 - classroom teaching,
 - academic and clinical program administration,
 - clinical supervision
 - research/mentoring
 - other services (i.e., advising, service on committees supporting the graduate program, NSSLHA advising)
- A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) program
- Courses taught by each program faculty and supervisory staff

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin			Clinical Supervision			Research Mentoring			Other			
				%			%			%			%			%			
FULL-TIME				Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	
PART-TIME																			

Total faculty FTEs assigned to the graduate Audiology program:	
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APPENDIX II-B: FACULTY AND INSTRUCTIONAL STAFF SUMMARY – SPEECH-LANGUAGE PATHOLOGY

Provide all information requested for each member of the program faculty and supervisory staff as of the fall semester of the current academic year. First list full-time faculty first (in alphabetical order); then list part-time faculty (in alphabetical order). The program must provide:

- The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff
- A breakout of the FTE contribution to the graduate entry-level program for each program faculty and supervisory staff to include percent of time devoted to:
 - classroom teaching,
 - academic and clinical program administration,
 - clinical, supervision
 - research/mentoring
 - other services (i.e., advising, service on committees supporting the graduate program, NSSLHA advising)
- A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) program
- Courses taught by each program faculty and supervisory staff

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin			Clinical Supervision			Research Mentoring			Other			
				%			%			%			%			%			
FULL-TIME				Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	
PART-TIME																			

Total faculty FTEs assigned to the graduate SLP program:	
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APPENDIX IV-A: DOCUMENTATION OF AUDIOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM

Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the audiology curriculum.

Foundations of Audiology Practice	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Normal aspects of auditory physiology and behavior over the life span						
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders						
Anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems						
Principles, methods, and applications of psychoacoustics						
Effects of chemical agents on the auditory and vestibular systems						
Instrumentation and bioelectrical safety issues						
Infectious/contagious diseases and universal precautions						
Physical characteristics and measurement of acoustic stimuli						
Physical characteristics and measurement of electric and other nonacoustic stimuli						
Principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application to clinical populations						
Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems						
Client/patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services						
Genetic bases of hearing and hearing loss						
Speech and language characteristics across the life span associated with hearing						

impairment						
Development of speech and language production and perception						
Prevention and Identification of Auditory and Vestibular Disorders	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Interact effectively with patients, families, other appropriate individuals, and professionals						
Prevent the onset and minimize the development of communication disorders						
Identify individuals at risk for hearing impairment						
Apply the principles of evidence-based practice						
Screen individuals for hearing impairment and activity limitation or participation restriction using clinically appropriate and culturally sensitive screening measures						
Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems						
Evaluation of Individuals with Suspected Disorders of Auditory, Balance, Communication, and Related Systems	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Interact effectively with patients, families, professionals, and others, as appropriate						
Evaluate information from appropriate sources to facilitate assessment planning						
Obtain a case history						
Perform an otoscopic examination						
Remove cerumen, when appropriate						
Administer clinically appropriate and culturally sensitive assessment measures						
Perform audiologic assessment using physiological, psychophysical, and self-assessment measures						
Perform electrodiagnostic test procedures						
Perform balance system assessment and determine the need for balance rehabilitation						
Perform assessment for rehabilitation						
Document evaluation procedures and results						

Interpret results of the evaluation to establish type and severity of disorder						
Apply the principles of evidence-based practice						
Generate recommendations and referrals resulting from the evaluation process						
Provide counseling to facilitate understanding of the auditory or balance disorder						
Maintain records in a manner consistent with legal and professional standards						
Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)						
Use instrumentation according to manufacturer's specifications and recommendations						
Determine whether instrumentation is in calibration according to manufacturer's specifications and recommendations						
Determine whether instrumentation is in calibration according to accepted standards						
Treatment of Individuals with Auditory, Balance, and Related Communication Disorders	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Interact effectively with patients, families, professionals, and other appropriate individuals						
Develop and implement treatment plans using appropriate data						
Discuss prognosis and treatment options with appropriate individuals						
Counsel patients, families, and other appropriate individuals						
Develop culturally sensitive and age-appropriate management strategies						
Collaborate with other service providers in case coordination						
Conduct self-evaluation of effectiveness of practice						
Perform hearing aid, assistive listening device, and sensory aid assessment						
Recommend, dispense, and service prosthetic and assistive devices						

Provide hearing aid, assistive listening device, and sensory aid orientation						
Conduct audiologic rehabilitation						
Monitor and summarize treatment progress and outcomes						
Assess efficacy of interventions for auditory and balance disorders						
Apply the principles of evidence-based practice						
Establish treatment admission and discharge criteria						
Serve as an advocate for patients, families, and other appropriate individuals						
Document treatment procedures and results						
Maintain records in a manner consistent with legal and professional standards						
Communicate results, recommendations, and progress to appropriate individual(s)						

APPENDIX IV-B: DOCUMENTATION OF SPEECH-LANGUAGE PATHOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM

Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the SLP curriculum.

Basic Communication and Swallowing Processes	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases						
Speech, Language, Hearing, Communication, and Swallowing Disorders and differences	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Articulation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Fluency (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Voice and resonance, including respiration and phonation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Hearing, including the impact on speech and language (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental linguistic, and cultural correlates)						
Swallowing (oral, pharyngeal, esophageal, and						

related functions, including oral function for feeding; orofacial myofunction) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Social aspects of communication (e.g., behavioral and social skills affecting communication) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)						
Contemporary Professional Issues	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Standards of ethical conduct						
Contemporary professional issues						
Certification, specialty recognition, licensure, and other relevant professional credentials						
Research	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Processes used in research and the integration of research principles into evidence-based practice clinical practice						
Principles and Methods of Prevention	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description

Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders						
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders						
Clinical Skills and Processes	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Oral and written or other forms of communication						
Prevention, evaluation, and intervention of communication disorders and swallowing disorders						
Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior						
Effective interaction with patients, families, professionals, and other individuals, as appropriate						
Delivery of services to culturally and linguistically diverse populations						
Application of the principles of evidence-based practice						
Self-evaluation of effectiveness of practice						

APPENDIX V-A: AUDIOLOGY CLINICAL POPULATION

Name and type of facility (e.g., hospital, school, industry, government agency, private practice, college/university, residential healthcare facility, research/science/lab, etc.):	
Location/distance from campus:	
Indicate which modality this site is used for – residential (Re), distance education (DE) and/or satellite (S)	
Academic and clinical prerequisites for student placement at this facility:	
Typical number of students per supervisor:	
Number of terms your program has used this facility in past two years:	
Types of activities students typically engage in:	

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
AUDITORY DISORDERS			
Prevention & Identification			
Evaluation			
Treatment			
VESTIBULAR DISORDERS			
Prevention & Identification			
Evaluation			
Treatment			
RELATED COMMUNICATION DISORDERS			
Prevention & Identification			
Evaluation			
Treatment			

* Age range for adults: _____, children: _____

APPENDIX V-B: SLP CLINICAL POPULATION

Name and type of facility (e.g., hospital, school, industry, government agency, private practice, college/university, residential healthcare facility, research/science/lab, etc.):	
Location/distance from campus:	
Indicate which modality this site is used for – residential (Re), distance education (DE) and/or satellite (S)	
Academic and clinical prerequisites for student placement at this facility:	
Typical number of students per supervisor:	
Number of terms your program has used this facility in past two years:	
Types of activities students typically engage in:	

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
ARTICULATION			
Evaluation			
Intervention			
VOICE & RESONANCE			
Evaluation			
Intervention			
FLUENCY			
Evaluation			
Intervention			
LANGUAGE DISORDERS (Receptive & Expressive)			
Evaluation			
Intervention			
SWALLOWING DISORDERS			
Evaluation			
Intervention			
COGNITIVE ASPECTS OF COMMUNICATION			
Evaluation			
Intervention			
SOCIAL ASPECTS OF COMMUNICATION			
Evaluation			
Intervention			
COMMUNICATION MODALITIES			
Evaluation			
Intervention			
HEARING			
Evaluation			
Intervention			
Other (specify)			

*Age range for adults: _____, children: _____