

**Application for Submission of  
SUBSTANTIVE CHANGE PLAN  
By CAA-Accredited Graduate Education Programs  
Implemented January 1, 2002; revised December 2007**

**Section 1 – Changing Degree Level**

If the proposed change involves a change in the degree level, please provide the following information regarding continued compliance with each standard. Attach supporting documentation as necessary.

**Standard 1.0 (Administrative Structure and Governance):**

**1.1 The applicant institution of higher education holds regional accreditation.**

Name of regional accreditor:				
Current Regional Accreditation Cycle:	From: (mm/yy)		To: (mm/yy)	

**1.2 The program's mission and goals are consistent with CAA standards for entry into professional practice and with the mission of the institution.**

1.2.1 Describe how the change in degree level fits the mission of the existing accredited program and that of the institution.

1.2.3 Provide the mission statement of the institution.

1.2.4 Provide the mission statement of the college.

1.2.5 Provide the mission statement of the program.

**1.3 The program develops and implements a long-term strategic plan.**

1.3.1 Describe how the change in degree level has been included in the program's long-term strategic plan, has support of the university administration and reflects the role of the program within the community.

**1.4 The program’s faculty has authority and responsibility for the program.**

1.4.1 Describe how the organizational structure of the program has been modified to accommodate the change in degree level. Provide an organizational chart.

1.4.2 Describe how the program faculty and instructional staff have authority and responsibility to initiate, implement and evaluate substantive decisions affecting all aspects of the professional education program, including the curriculum.

**1.5 The individual responsible for the program of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology; in audiology; or in speech, language, and hearing science, and holds a full-time appointment in the institution. The individual effectively leads and administers the program.**

1.5.1 Complete the following information for the program director.

**Name:**

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**Academic Rank:**

- Instructor
- Assistant Professor
- Associate Professor
- Full Professor
- Emeritus

**Employment Status:**

- Full-time
- Part-time (explain)

**Date appointed as Program Director**

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**Certification Status:**

- CCC-SLP
- CCC-A
- No certification

**Employment Start Date (mm/yy):**

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**Tenure Status:**

- Non-tenured - not on tenure track
- Non-tenured - on tenure track
- Administrative appointment without faculty status
- Tenured - provide date:           (month)           (yr)

Educational background			
Degree earned	Institution Name	Year granted	Major


**1.6 Students, faculty, staff, and persons served in the program’s clinic are treated in a nondiscriminatory manner – that is, without regard to race, color, religion, sex, national origin, participation restriction, age sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.**

1.6.1 Describe any changes to the program’s current process to communicate information about equitable treatment that may result from the change in degree level.

**1.7 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.**

1.7.1 Describe how information about the change in degree level will be conveyed to the students and the public.

**Standard 2.0 (Faculty):**

**2.1 All faculty members, including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education assigned by the program.**

2.1.1 Using the format for the faculty vitae (Appendix I), provide vita for all faculty teaching in the new degree program highlighting the qualifications to teach the coursework assigned. Vitae must not exceed three pages per person.

**2.2 The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full- and part-time faculty is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program’s faculty.**

2.2.1 Using Appendix II - Faculty and Instructional Staff Summary, provide all information requested for each member of the program faculty and supervisory staff. 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

- 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

2.2.2 Provide an estimate of student enrollments in the program for each year for the first 4 years of the program.

2.2.3 Describe how the number of FTE and doctoral and other faculty is sufficient to:

a) Administer the graduate program of study

b) Offer the breadth and depth of the academic and clinical curriculum

c) Allow students to meet the expected student learning outcomes

d) Advise students

e) Participate in faculty governance

f) Complete scholarly activities (research)

g) Support timely student completion of the program

h) Maintain the expected faculty workload

i) Allow faculty to have adequate time for professional development

j) Faculty accessibility by students as needed

k) Allow faculty to meet tenure expectations

l) Allow faculty to participate in other activities consistent with institutional expectations

2.2.4 Describe how the stability of financial support for faculty is sufficient to maintain a change in degree level.

**2.3 Faculty members maintain continuing competence.**

2.3.1 Indicate all areas in which the institution will provide support for continuing professional development for the new degree level (Select all that apply.)

- Institutional faculty development or instructional grants
- Institutional research grants
- Professional development opportunities on campus
- Release time for professional development
- Support for professional travel
- None
- Other (specify):

**Standard 3.0 (Academic and Clinical Education):**

**3.1 The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of scope of practice in audiology and/or speech-language pathology.**

3.1.1 How are credit hours offered at the institution?

- Quarter
- Semester
- Other (specify):

3.1.2 Indicate the academic and clinical requirements for the new degree level, including the minimum number of graduate semester credit hours required to earn the degree.

<b>Degree Requirements</b>	<b>credits</b>
Minimum required academic credits	
Minimum elective academic credits	
Minimum required practicum/clinical credits	
Minimum elective practicum/clinical credits	
Minimum required research (include dissertation and/or research credits, if applicable)	
Minimum elective research (include dissertation and/or research credits, if applicable)	

Other (specify):	
<b>TOTAL</b>	

3.1.3 Provide a completed Curriculum Offerings and Course Characteristic table (Appendix III-A for audiology or Appendix III-B for speech-language pathology) listing each section of all courses offered by the graduate program for the full length of the graduate program. For each section of a course, the program must indicate:

- All courses offered (academic, clinical, practicum, research, other) for residential, distance education and/or satellite components.
- Course number and section
- Course title
- Elective (E) or required (R)
- Graduate (G) or undergraduate (U)
- Number of credits
- Term (season/year)
- Number of students enrolled
- Instructor

3.1.4 Provide the URL of the Web site link for the official course descriptions/offerings to the graduate program for the new degree level.

3.1.5 Describe how the curriculum for the new degree level is consistent with the mission and goals of the program.

3.1.6 Describe how students' academic and clinical experiences will reflect the interaction and inter-dependence of speech, language, and hearing.

**3.2 Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.**

3.2.1 Provide a completed Appendix IV-A: Documentation of Audiology Knowledge and Skills Within the Curriculum and/or Appendix IV-B Documentation of Speech-Language Pathology Knowledge and Skills Within the Curriculum for the program of study.

3.2.2 Describe how clinical practicum will be offered and how supervision of practicum will be managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc.

**3.3 The scientific and research foundations of the professions is evident in the curriculum.**

3.3.1 How do students obtain knowledge in the basic sciences (e.g., biological, physics, social sciences, and mathematics)? (Select all that apply.)

- Deficiency or prerequisite course work
- Graduate course work
- Participation in faculty research
- Undergraduate course work
- Other (specify):

3.3.2 How do students obtain knowledge in the basic communication sciences (e.g., acoustics, physiological and neurological processes of speech, language, hearing, linguistics)? (Select all that apply.)

- Deficiency or prerequisite course work
- Graduate course work
- Graduate course work in another department
- Undergraduate course work in another dept.
- Participation in faculty research
- Research project or dissertation
- Other (specify):

3.3.3 How does the curriculum reflect the scientific bases of the professions and include research methodology, exposure to research literature, and opportunities to participate in research activities? (Select all that apply.)

- Attend research conferences
- Complete research literature reviews within courses
- Complete research project or dissertation
- Grand rounds
- Incorporate evidence-based practice into the clinic
- Other class research project(s)
- Participate in faculty research
- Require research course
- Other (specify):

**3.4 The academic and clinical curricula reflect an appropriate sequence of learning experiences.**

3.4.1 Provide a typical academic program for the new degree level, showing the sequence of courses and clinical experiences describing any differences for different tracks.

**3.5 Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.**

3.5.1 What indicators and/or criteria will be used to identify qualified supervisors/preceptors both in and outside the professions? (Select all that apply.)

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous supervisory experience
- Previous student evaluations
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other (specify):

3.5.2 How will the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (Select all that apply.)

- Evaluate student clinical performance at mid-term
- Evaluate student clinical performance at end of term
- Maintain records of the amount of time of observations, meetings and conferences
- Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- Use student feedback
- Use supervisor feedback
- Other (specify):

3.5.3 How will students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (Select all that apply.)

- During the clinical session
- Email
- Clinical labs
- Phone
- Posted office hours
- Regularly scheduled meetings/conferences
- Unscheduled meetings
- Other (specify):

3.5.4 How does the program inform students regarding ethics and legal and safety issues and procedures? (Select all that apply.)

- Acknowledgement of confidentiality policies (e.g., signed agreements)
- Clinical handbook
- Clinical labs
- Clinical practice

- Course work
- HIPAA training
- Professional practice course work
- Student handbook
- Student orientation
- Universal precautions training
- University safety training
- Web site – internet (must provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

**3.6 Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.**

3.6.1 Who will be responsible for monitoring agreements with external facilities? (Select all that apply.)

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other (specify): \_\_\_\_\_

3.6.2 Who is responsible for coordinating clinical education placements?

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify): \_\_\_\_\_

3.6.3 Are there written agreements between all external sites and the program?

- Yes
- No (explain): \_\_\_\_\_

3.6.4 How does the program monitor clinical education placements? (Select all that apply.)

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements

Other (specify):

**3.7 The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program’s stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.**

3.7.1 How does the program ensure that each student is exposed to a variety of clinical settings, client/patient populations and age groups?

3.7.2 Provide a completed Appendix V-A: (Audiology) and/or Appendix V-B (SLP) Clinical Population for each graduate clinical education site used by the program, including any on-campus facilities.

**Standard 4.0 (Students):**

**4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.**

4.1.1 Complete the table below to show the grade point average (GPA) admissions criteria for the university/college and for the new degree level graduate program.

Metric	University	New degree level program
Minimum GPA at the time of admission to the graduate program		
Other GPA in a major area of study		

4.1.2 If the program plans to use additional GPA requirements for admission, please describe them below.

4.1.3 Complete the table below to show the Graduate Record Exam (GRE) admissions criteria for the university/college and for the new degree level graduate program.

Metric	University	New degree level program
Minimum <u>overall</u> GRE score		
Minimum <u>verbal</u> GRE score		
Minimum <u>quantitative</u> GRE score		
Minimum <u>writing</u> GRE score		

4.1.4 Of the following, what graduate admission requirements are required by the institution? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other (specify):

4.1.5 Of the following, what graduate admission requirements will be required by the new degree level program? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other (specify):

4.1.6 If the expected admission requirements for the new degree level differ from that of the institution, please provide the rationale for the difference(s).

4.1.7 Please describe any exceptions to the new degree level program admissions requirement that the program plans to exercise.

**4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.**

4.2.1 Describe any impact the new degree level will have on the program's mechanism to provide accommodations for individuals with special needs with respect to curriculum, practicum, policies, and procedures.

4.2.2 How is respect for and understanding of cultural and individual diversity incorporated into the curriculum? Provide one example.

**4.3 Students are informed about the program’s policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. Students are informed about documented complaint processes.**

4.3.1 Describe how the change in degree level will affect the students enrolled in the currently accredited program. Include in the description information about how students will be informed about:

- a. program policies and procedures
- b. degree requirements and requirements for professional credentialing
- c. ethical practice
- d. student complaint procedures, including contacting the CAA

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**4.4 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students also are provided information on student support services.**

4.4.1 Describe any changes to the advising of students needed to accommodate a change in degree level.

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**Standard 5.0 (Assessment)**

**5.1 The program conducts ongoing systematic formative and summative assessment of the performance of its current students.**

5.1.1 Describe how the procedures for evaluation of academic and clinical education, including evaluation of students, will be modified to accommodate the change in degree level. Please provide a brief narrative.

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5.1.2 Provide three examples of specific graduate student learning outcomes that have been developed by the program and describe how they are related to the mission of the program.

Graduate learning outcome #1

Description:
How related to the mission of the program:

Graduate learning outcome #2

Description:
How related to the mission of the program:

Graduate learning outcome #3

Description:
How related to the mission of the program:

5.1.3 Provide examples of how the program evaluates students' academic and clinical progress using formative and summative assessments.

	Example
Academic – Formative Assessment	
Academic – Summative Assessment	
Clinical – Formative Assessment	
Clinical – Summative Assessment	

**5.2 The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.**

5.2.1 Describe how the program will document student progress toward the completion of the graduate degree and professional credentialing requirements and will make this information available to assist students in qualifying for certification and licensure.

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**5.3 The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.**

5.3.1 Indicate the procedures that will be used by students to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Student</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Course evaluations							
Evaluations of clinical supervisors							
Evaluations of clinical sites							
Student advisory group review							
Student surveys							
Other (specify):							

5.3.2 Indicate the procedures that will be completed by graduates to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Graduate</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Alumni/graduate surveys							
Exit interviews							
Other (specify):							

5.3.3 Indicate the procedures will be used by the program to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Program</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Advisory committee review							
Curriculum review committee							
Employer surveys							
Supervisor/preceptor evaluations							
Program annual reports							
Program staff/faculty meetings and retreats							
University reviews							
Other (specify):							

5.3.4 Provide two examples of how the results of the evaluations described above will be used to plan and implement improvements to the accredited graduate program.

**5.4 The program regularly evaluates all faculty members and faculty uses the results for continuous improvement**

5.4.1 Describe the impact, if any, of the new degree level program to the regular evaluation of faculty members and how faculty uses the results for continuous improvement.

**Standard 6.0 (Program Resources):**

**6.1 The institution provides adequate financial support to the program so that the program can achieve its stated mission and goals.**

6.1.1 Report the main sources and amounts of financial support for the program. Provide data for the residential program (R), distance education program (DE), and satellite program (S).

Source of Support	Amount			Total
	Re	DE	S	
<b>Institutional Support</b>				
Faculty and staff salaries				
Supplies and expenses (all non-capital and non-salary expenditures)				
Capital equipment				
<b>Institutional Support Sub-Total</b>				
Grants and contracts				
Other sources (list):				
<b>GRAND TOTAL</b>				

**6.2 The program has adequate physical facilities (classrooms, offices, clinical space, and research laboratories) that are accessible, appropriate and safe, and sufficient to achieve the program’s mission and goals.**

6.2.1 Describe the sufficiency of physical facilities that are accessible, appropriate and safe, to achieve the program’s mission and goals as would be impacted by the change in degree level.

**6.3 The program’s equipment and education/clinical materials are appropriate and sufficient to achieve the program’s mission and goals.**

6.3.1 Describe how the equipment and educational/clinical materials are adequate and sufficient to provide quality (audio and video capabilities) to deliver the new degree level program.

**6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program's mission and goals.**

6.4.1 Describe the sufficiency of clerical and technical staff and support resources in meeting the demands of the change in degree level.