

**Application for Submission of
SUBSTANTIVE CHANGE PLAN
By CAA-Accredited Graduate Education Programs**

Section 1 – Adding a Distance Education Component

Distance education (DE) is defined as a formal educational process in which 50% or more of the required graduate academic credit hours, excluding practicum, may be accrued when the learner is separated from the instructor, and there is support for regular and substantive interaction between the students and the instructor. The interaction may be synchronous or asynchronous.

If the proposed change involves the addition of a distance education component, 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 distance education component fits the mission of the existing accredited program and that of the institution.

1.2.2 Provide the mission statement of the institution.

1.2.3 Provide the mission statement of the college.

1.2.4 Provide the mission statement of the program.

1.2.5 Describe the explicit rationale for providing the distance education component. Your explanation must discuss the needs addressed specifically by this mode of delivery.

1.2.6 What mechanisms will be used by faculty to evaluate regularly the congruence of the distance education component and institutional goals?

1.2.7 What mechanisms will be used by faculty to evaluate the extent to which the goals are achieved for the distance education component?

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

1.3.1 Describe how the distance education component is 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 Explain how the administrative components of the distance education component are integrated with those of the residential program.

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 Provide a clear delineation of the responsibilities and qualifications of the individual who has major responsibility for the coordination of activities and for those persons involved in the administration of the distance education component.

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 distance education program.

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 When is information about the distance education program updated?

- Every academic term
- Annually
- Every 2 years
- Less frequently than 2 years
- Other (specify):

1.7.2 What is the process for maintaining the currency and accuracy of information about the distance education program?

<input type="checkbox"/>	Administration reviews for currency and accuracy
<input type="checkbox"/>	Program director reviews for currency and accuracy
<input type="checkbox"/>	Clinic director reviews for currency and accuracy
<input type="checkbox"/>	Graduate coordinator reviews for currency and accuracy
<input type="checkbox"/>	Faculty member(s) reviews for currency and accuracy
<input type="checkbox"/>	Administrative assistant reviews for currency and accuracy
<input type="checkbox"/>	Distance education program director reviews for currency and accuracy
<input type="checkbox"/>	Other (specify):

1.7.3 Who is responsible for ensuring that information about the distance education program is available, current, and accurate? (Select all that apply)

- Administrative assistant
- Clinic director
- Distance education program director
- Faculty member
- Graduate coordinator
- Program director
- Other: (specify)

1.7.4 How is information about the distance education program provided to the public?

- Catalogs – printed
- Catalogs – online (provide URL): _____
- Handbooks – printed
- Handbooks – online (provide URL): _____
- Program web sites (provide URL): _____
- Printed brochures (specify): _____
- Other printed resources (specify): _____
- Similar on-line resources (provide URL): _____
- Other (specify): _____

1.7.5 For the distance education program, where will the program Praxis pass rates be publicly posted? (Select all that apply.)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): _____
- Other (specify): _____

1.7.6 For the distance education program, where will the program completion rates be publicly posted? (Select all that apply.)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): _____
- Other (specify): _____

1.7.7 For the distance education program, where will the program employment rates be publicly posted? (Select all that apply.)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): _____
- Other (specify): _____

Standard 2.0 (Faculty/Instructional Staff):

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 residential and distance education 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 Describe the faculty responsibilities for the distance education program and indicate how the responsibilities for the distance education program affect those for the residential program including teaching load, research time, and the ability to participate in faculty governance.

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2.2.3 Describe how the stability of financial support for faculty is sufficient to maintain the distance education program.

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2.2.4 Provide an estimate of student enrollment for the distance education program for the current and next academic year (fall through and including summer). Enter "0" if you anticipate no students enrolling in the next academic year.

	Number of students enrolled
Current year	
Next academic year (fall-summer)	
Estimated increase/decrease (+ or -)	

2.2.5 Explain reasons for any increase or decrease in the predicted enrollment in the distance education program.

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2.2.6 Provide the number of students currently enrolled in the residential program as of the fall semester of the current academic year.

	Under-graduate	Non-entry level graduate degree		Entry-level graduate degree (master's SLP; doctoral audiology)		Post entry level graduate degree (e.g., PhD)	
	#	#		#		#	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
SLP							
Audiology							
SLH Sciences							
Other (specify)							
TOTAL							

2.3 Faculty members maintain continuing competence.

2.3.1 Describe training provided to faculty in regard to distance education technology and the unique requirements for such programs.

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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.

Degree Requirements	credits
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):	
TOTAL	

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 Describe how the courses offered by distance education are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc.

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 For the distance education program, 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 distance education, 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 for the distance education program? (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 for the distance education program? (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 in the distance education program 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 For the distance education program, how will 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 used for the distance education program? (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 will be responsible for coordinating clinical education placements for the distance education program?

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student

Other (specify):

3.6.3 For the distance education program, are there written agreements between all external sites and the program?

Yes

No (explain):

3.6.4 How will the program monitor clinical education placements for the distance education program? (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 For the distance education program, 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 distance education 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 Describe the admission requirements for the distance education program. If these are different from those for the residential program, discuss the rationale for the differing requirements.

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

4.2.1 Explain how students are evaluated to ensure that they have the skills and competencies to perform in a distance learning environment.

4.2.2 Describe how adaptations are made to accommodate individual differences in the distance learning environment.

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 students in the distance education program will be informed about the following:

1. program policies and procedures
2. degree requirements and requirements for professional credentialing
3. ethical practice
4. student complaint procedures, including contacting the CAA

4.3.2 For the distance education program, describe how privacy of student information is protected when handling student complaints.

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 how student advisement will occur for students in the distance education program. Include an explanation about how advisement affects advisor workload and how students have access to faculty.

4.4.2 Describe how students in the distance education program will have access to support services (advising, library resources, counseling for students with disabilities, etc.) available to students in the residential program.

4.5 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

4.5.1 Indicate the type of interactive technology used to provide distance education offerings. (Check all that apply.)

- The internet
- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices.
- Audio conferencing
- Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.
- Other (specify):

4.5.2 Describe the program's policies and procedures for verifying that a student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit.

4.5.3 Describe the program's policy for providing notification to students upon enrollment of any fees associated with verification of identity for distance education.

4.5.4 Describe the program's policy for ensuring that the identity verification process protects the privacy of a student enrolled in the distance education course or program and that the process for implementing the policy is conducted in a consistent manner.

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 Provide examples of how the program evaluates students' academic and clinical progress using formative and summative assessments for students in the distance education program.

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

5.1.2 For students in the distance education program, is student progress evaluated by a range of program faculty and supervisors or preceptors?

- Yes
- No (explain):

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 documents student progress toward the completion of the graduate degree and professional credentialing requirements for students in the distance education program.

5.2.2 Describe how documentation of student progress toward the completion of the graduate degree and professional credentialing requirements is readily available to students in the distance education program.

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

5.3.1 Describe how the program faculty and staff will evaluate the quality, currency, and effectiveness of the academic and clinical education offered through the distance education program.

5.3.2 Describe the procedures for seeking student evaluation of academic and clinical education in the distance education program.

5.3.3 Describe the procedure for seeking graduate evaluation of academic and clinical education in the distance education 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 distance education 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 for the most recently completed academic year. Provide data for the residential program (R), distance education program (DE), and satellite program (S).

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

GRAND TOTAL				

6.1.2 Describe the impact of the distance education program on the financial and other resources (personnel, space, equipment, materials, and supplies) of the existing program.

Personnel:
Space:
Equipment:
Materials/Supplies:

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 how the physical facilities are accessible, appropriate, safe, and sufficient to deliver the distance education program.

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6.3 The program’s equipment and educational/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 distance education program.

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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 technical support services available and their appropriateness and adequacy for faculty who participate in the distance education program.

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6.4.2 Describe the technical support services available and their appropriateness and adequacy for students who participate in the distance education program.

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