

*Distance Education: Trends,  
realities and perceptions  
about distance learning in  
CSD programs*

CAPCSD 2021 Conference

CAPCSD Distance Education Committee

# Presenter Information

- ▶ Crystal A. Murphree-Holden, MA, CCC-SLP
- ▶ Director of Distance Education / Clinical Instructor
- ▶ Communication Sciences and Disorders
- ▶ University of South Carolina

# Financial and Nonfinancial Disclosures

## ▶ Financial Disclosures

- ▶ On CSD faculty and employed by the University of South Carolina

## ▶ Nonfinancial Disclosures

- ▶ Serve as Chair of CAPCSD Distance Education Committee

# CAPCSD Distance Education Committee

- ▶ Crystal Murphree-Holden, MA, CCC-SLP  
Chair
- ▶ *University of South Carolina*
- ▶ Erin S. Clinard, PhD, CCC-SLP
- ▶ *James Madison University*
- ▶ Kelly Farquharson, PhD, CCC-SLP
- ▶ *Florida State University*
- ▶ Tom Sather, PhD, CCC-SLP
- ▶ *University of Wisconsin - Eau Claire*
- ▶ Meghan Savage, PhD, CCC-SLP
- ▶ *University of St. Augustine for Health Sciences*
- ▶ Renee Wendel, MS, CCC-SLP
- ▶ *Texas State University*
- ▶ Mark DeRuiter, M.B.A., PhD, CCC-A/SLP
- ▶ *University of Pittsburgh*
- ▶ CAPCSD Board Liaison - Ex Officio
- ▶ Vice President for Professional Development
- ▶ *NOTE: Committee members are from member programs but they do not represent these programs on committee. CAPCSD committees support all member programs.*

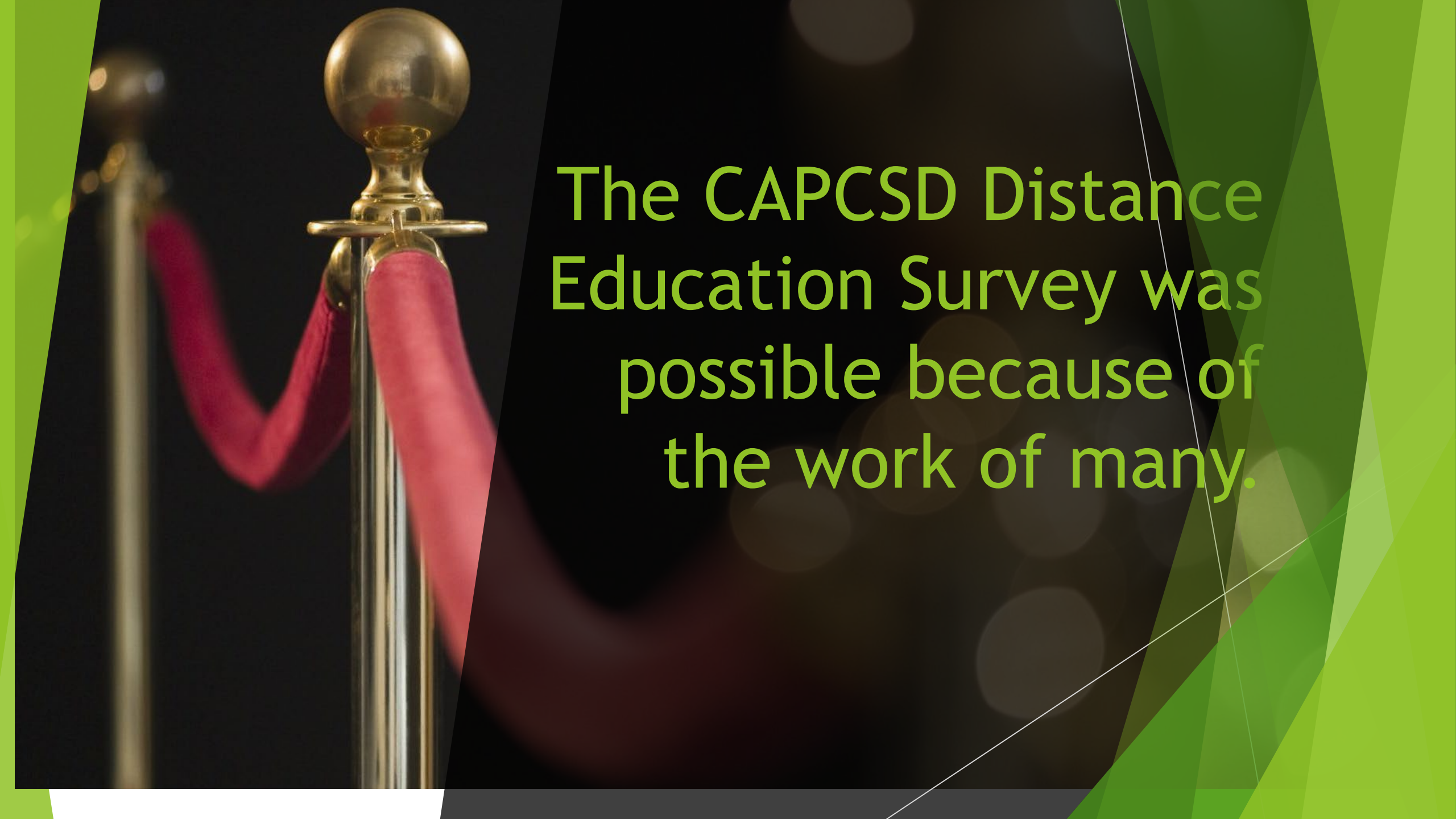
# Learning Objectives

- ▶ Attendees should be able to:
  - ▶ 1. Discuss the importance of NC-SARA in distance education (DE) and experiential learning (EL) in programs that lead to professional licensure;
  - ▶ 2. Identify at least two strategies for supporting distance learning students;
  - ▶ 3. Identify two challenges with clinical placements.

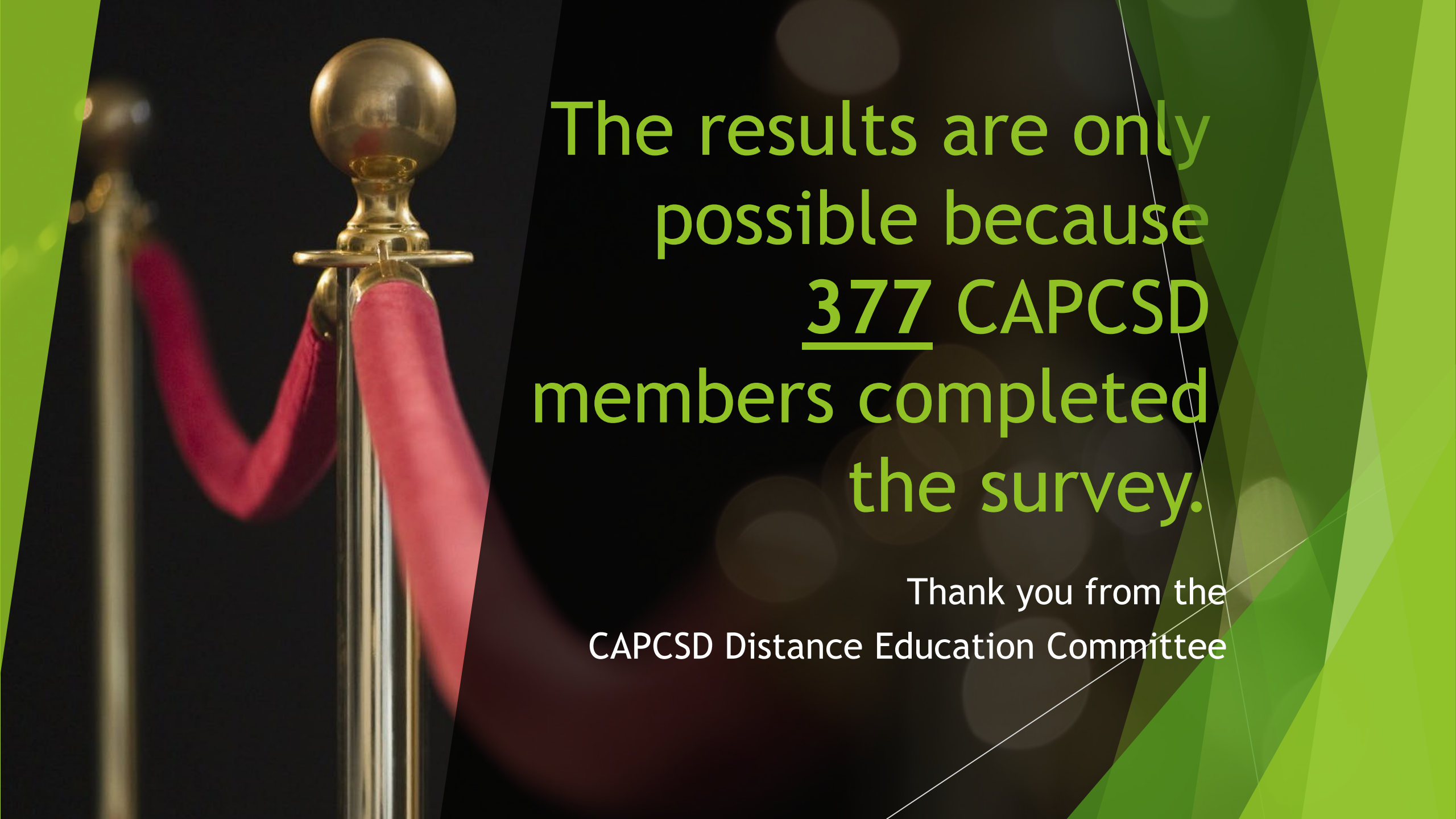
# Special Acknowledgments

- ▶ CAPCSD Distance Education Committee
  - ▶ Creation and development of DE Survey
- ▶ Mark DeRuiter
  - ▶ CAPCSD Board liaison for the DE Committee
  - ▶ Survey input, formatting, editing and proofing
- ▶ Deborah Ortiz
  - ▶ Assistance with editing and preparation for survey distribution
- ▶ Lisa Scott, posthumously
  - ▶ Gratitude to Lisa Scott
  - ▶ For her forward thinking and the proposed initiative, prior to her death, for a CAPCSD Distance Education Committee to be formed.





The CAPCSD Distance  
Education Survey was  
possible because of  
the work of many.



The results are only  
possible because  
377 CAPCSD  
members completed  
the survey.

Thank you from the  
CAPCSD Distance Education Committee



# Primary Purpose of the CAPCSD Distance Education Survey

- ▶ 2019 - Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) authorized formation of a Distance Education (DE) committee
- ▶ DE Committee developed
- ▶ DE Committee charged with supporting member programs already offering a distance learning component
- ▶ Also charged to provide resources to programs considering expansion of current program to also include a distance learning delivery model.
- ▶ DE committee seeks understanding of thoughts, practices, and perceptions of all faculty engaged in higher education in CSD
- ▶ All individual CSD faculty from member programs invited to complete survey regarding distance learning in CSD professional programs.

# Additional information obtained about challenges with residential courses shifted online

- ▶ Test security
- ▶ Academic integrity
- ▶ Student engagement
- ▶ Copyright issues
- ▶ Accessibility to course content
- ▶ Protection of intellectual property

Who were the  
377 respondents?



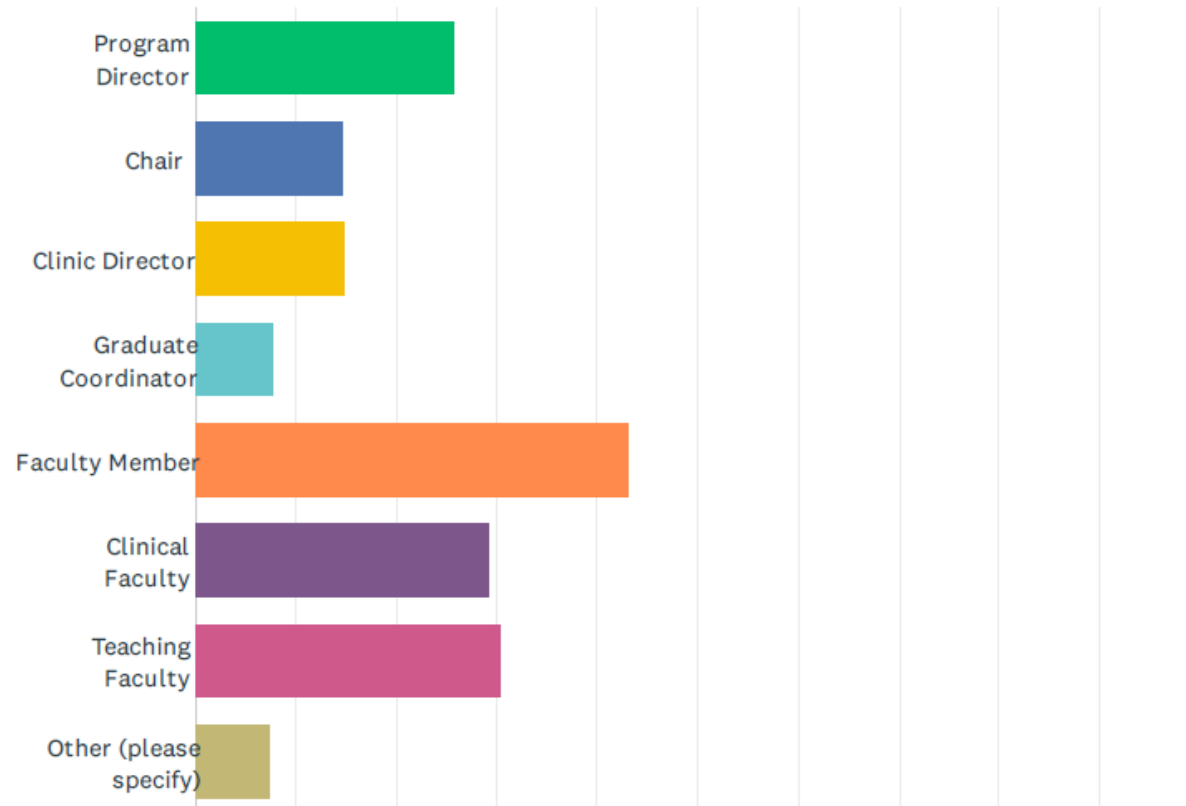
|  |        |     |
|--|--------|-----|
| Doctor of Audiology program                | 9.63%  | 36  |
| Graduate Speech-Language Pathology program | 84.49% | 316 |
| Both                                       | 3.48%  | 13  |
| None of the above                          | 2.67%  | 10  |
| Total Respondents: 374                     |        |     |

## Survey Participation by Program Type

CAPCSD Graduate Distance Education Survey 2021

Q1 Your role at your institution: (Check all that apply)

Answered: 376 Skipped: 1



| ANSWER CHOICES         | RESPONSES |     |
|------------------------|-----------|-----|
| Program Director       | 25.80%    | 97  |
| Chair                  | 14.63%    | 55  |
| Clinic Director        | 14.89%    | 56  |
| Graduate Coordinator   | 7.71%     | 29  |
| Faculty Member         | 43.09%    | 162 |
| Clinical Faculty       | 29.26%    | 110 |
| Teaching Faculty       | 30.32%    | 114 |
| Other (please specify) | 7.45%     | 28  |
| Total Respondents: 376 |           |     |

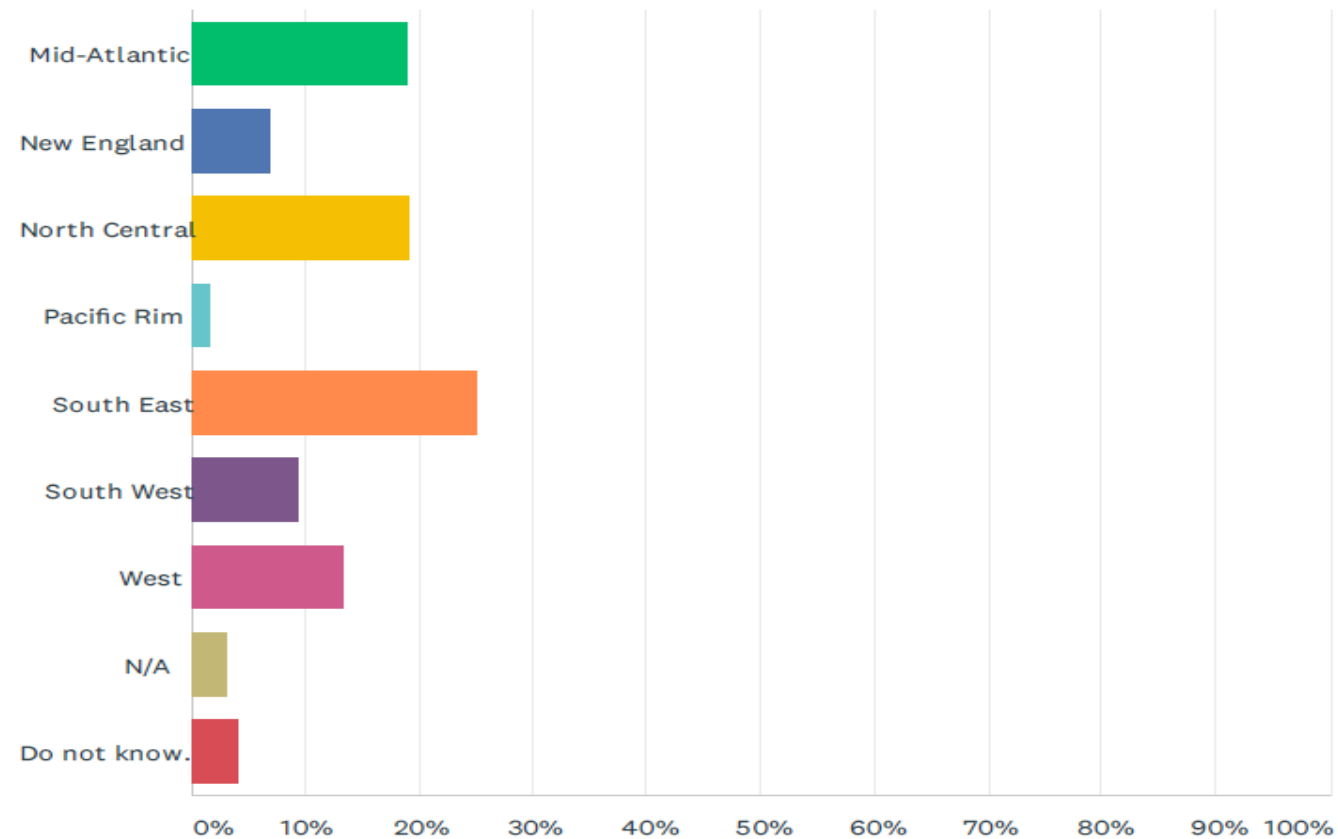
## Respondents' Roles Represented in CAPCSD Member Programs



## CAPCSD Graduate Distance Education Survey 2021

### Q4 In what region is your institution?

Answered: 374 Skipped: 3



| ANSWER CHOICES         | RESPONSES |    |
|------------------------|-----------|----|
| Mid-Atlantic           | 18.98%    | 71 |
| New England            | 6.95%     | 26 |
| North Central          | 19.25%    | 72 |
| Pacific Rim            | 1.60%     | 6  |
| South East             | 25.13%    | 94 |
| South West             | 9.36%     | 35 |
| West                   | 13.37%    | 50 |
| N/A                    | 3.21%     | 12 |
| Do not know.           | 4.28%     | 16 |
| Total Respondents: 374 |           |    |

## Region of Respondents' CAPCSD Member Institutions

# Background

- ▶ ASHA EdFind (3/22/2021)
  - ▶ 63 programs offering prerequisite courses via distance learning / online
  - ▶ 13 programs offering MA/MS SLP degree via distance education / fully online
  - ▶ 3 Post entry level clinical SLP doctorate via distance education / online
  - ▶ 8 AuD programs being delivered via distance education

# Areas of Focus for Distance Education Survey

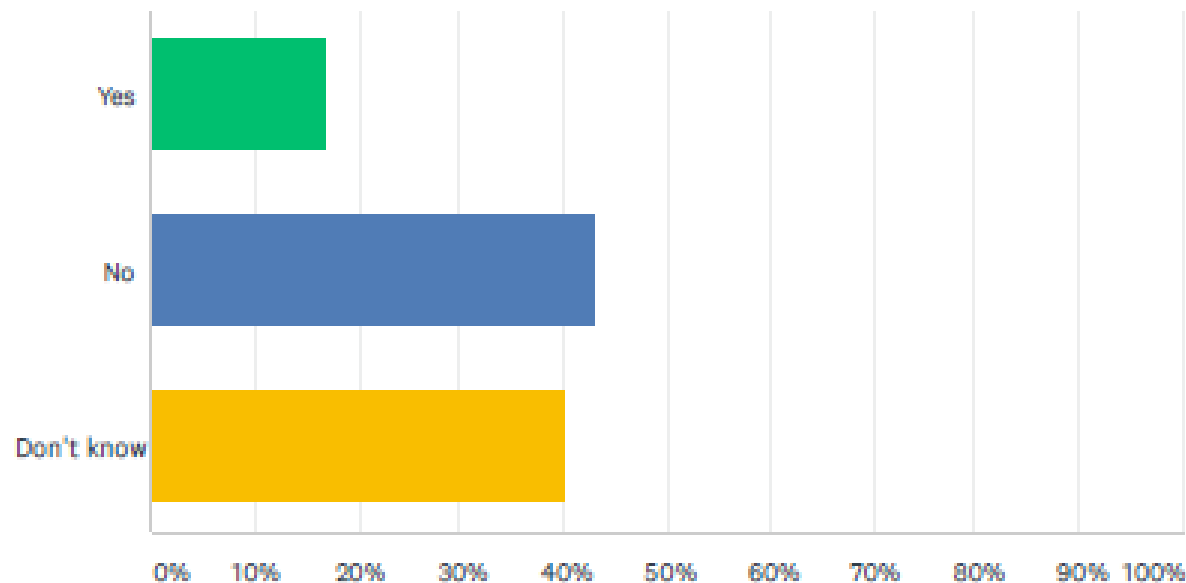
- ▶ Legal and Regulatory Compliance Issues in Distance Education
  - ▶ NC-SARA (National Council for State Authorization Reciprocity Agreement) Standards in Distance Education
- ▶ Strategies for Academic and Clinical Support of Students in Distance Learning Programs
- ▶ Academic and Testing Integrity with Strategies for Instruction that Support Distance Education
- ▶ Student / Clinical Educator Preparation
- ▶ Perceptions about Distance Education / Distance Learning and Online Education

# Legal and Regulatory Compliance Issues in Distance Learning CSD Programs

- Describe your level of knowledge of Federal regulations and standards pertaining to distance education and NC-SARA:

| ANSWER CHOICES  | RESPONSES |     |
|---|-----------|-----|
| Not at all familiar / No knowledge of regulations       | 35.50%    | 109 |
| Not so familiar / Very little knowledge of regulations  | 27.69%    | 85  |
| Somewhat familiar / Some knowledge of regulations       | 28.99%    | 89  |
| Very familiar / Good knowledge of regulations           | 7.17%     | 22  |
| Extremely familiar / Excellent knowledge of regulations | 0.65%     | 2   |
| TOTAL   |           | 307 |

Does your program have a statement on the website about Distance Education and programs leading to professional licensure for prospective students? (In response to Federal regulations and NC-SARA [National Council for State Authorization Reciprocity Agreements] Standards)



| ANSWER CHOICES | RESPONSES |     |
|----------------|-----------|-----|
| Yes            | 17.00%    | 51  |
| No             | 43.00%    | 129 |
| Don't know     | 40.00%    | 120 |
| TOTAL          |           | 300 |



# NC-SARA Policy Manual

- ▶ State Authorization Reciprocity Agreements (SARA) Policy Manual
  - ▶ Version 20.3 . November 13, 2020 (most recent)
- ▶ SARA is voluntary for states
- ▶ 49 states are SARA members
  - ▶ All states except California
  - ▶ District of Columbia
  - ▶ Puerto Rico
  - ▶ U.S. Virgin Islands
- ▶ 2,100 participating Institutions
- ▶ [https://www.nc-sara.org/sites/default/files/files/2020-12/SARA\\_Policy\\_Manual\\_20.3\\_BL\\_11.12.20\\_Final.pdf](https://www.nc-sara.org/sites/default/files/files/2020-12/SARA_Policy_Manual_20.3_BL_11.12.20_Final.pdf)

# NC-SARA Policy Manual

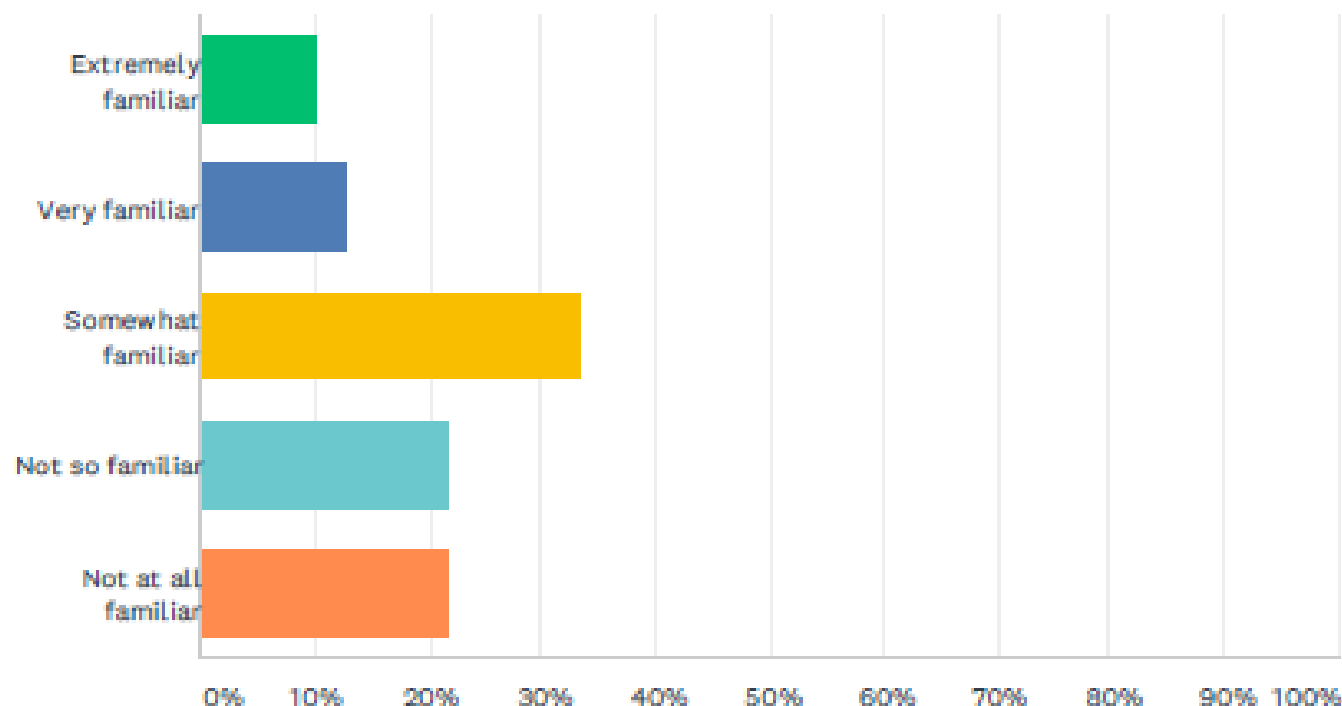
- ▶ Section 5. Coverage and Limitations of SARA
  - ▶ 5.1 Coverage of SARA
  - ▶ 5.2 Programs leading to Professional Licensure
  - ▶ 5.7 Hybrid Programs
  - ▶ 5.10 Physical Presence
  - ▶ 5.11 Supervised Field Experiences
- ▶ Current NC-SARA Policy Manual
- ▶ [https://www.nc-sara.org/sites/default/files/files/2020-12/SARA\\_Policy\\_Manual\\_20.3\\_BL\\_11.12.20\\_Final.pdf](https://www.nc-sara.org/sites/default/files/files/2020-12/SARA_Policy_Manual_20.3_BL_11.12.20_Final.pdf)
- ▶ NC-SARA resources and policies:
- ▶ <https://www.nc-sara.org/resources/policies>

## How familiar are you with CAA standards for a distance education program?

| ANSWER CHOICES      | RESPONSES |     |
|---------------------|-----------|-----|
| Extremely familiar  | 10.10%    | 31  |
| Very familiar       | 12.70%    | 39  |
| Somewhat familiar   | 33.55%    | 103 |
| Not so familiar     | 21.82%    | 67  |
| Not at all familiar | 21.82%    | 67  |
| TOTAL               |           | 307 |

## Q19 How familiar are you with the CAA standards for a distance education program?

Answered: 307 Skipped: 70



# Misunderstanding CSD Distance Education Program Accreditation

- ▶ Comments reflected misunderstanding about accreditation of CSD distance education programs.
- ▶ Questions asked if NC-SARA (National Council of State Authorization Reciprocity Agreements) would accredit CSD DE programs.

# Strategies for Academic Support of Students in Distance Learning CSD Programs

- ▶ Academic Advising in Distance Education programs
- ▶ Clinical Advising in Distance Education programs
- ▶ Connecting with students in Distance Education programs
- ▶ Academic and testing integrity in Distance Education programs
- ▶ Strategies for Instruction in Distance Education programs



# Models of Academic Advising in CSD Distance Education Programs

| ANSWER CHOICES  | RESPONSES |    |
|---|-----------|----|
| Our program provides group academic advising (virtual or in person)               | 59.65%    | 34 |
| Our program provides individual academic advising sessions (virtual or in person) | 71.93%    | 41 |
| Academic advising is distributed across distance education faculty                | 22.81%    | 13 |
| Academic advising is the responsibility of one distance education faculty member  | 28.07%    | 16 |
| Don't know  | 10.53%    | 6  |
| Total Respondents: 57   |           |    |

# Models of Clinical Advising in CSD Distance Education Programs

| ANSWER CHOICES   | RESPONSES |    |
|--|-----------|----|
| Our program provides online group clinical advising.               | 49.09%    | 27 |
| Our program provides individual clinical advising sessions online. | 72.73%    | 40 |
| Advising is distributed across clinical faculty.                   | 23.64%    | 13 |
| Don't know   | 16.36%    | 9  |
| Total Respondents: 55  |           |    |

# Connecting with students in CSD Distance Education Programs

| ANSWER CHOICES  | RESPONSES |    |
|---|-----------|----|
| Courses are provided via live streaming classes.                                      | 57.14%    | 32 |
| Courses have some synchronous components (Blackboard Collaborate, video conferencing) | 76.79%    | 43 |
| On-campus experience is required for your distance education students.                | 64.29%    | 36 |
| We connect with students via a social media page.                                     | 33.93%    | 19 |
| We connect with students via a learning management page.                              | 78.57%    | 44 |
| Faculty office hours are conducted via email.   | 42.86%    | 24 |
| Faculty office hours are conducted via video conferencing platform.                   | 92.86%    | 52 |
| Our program has a virtual NSSLHA organization.  | 37.50%    | 21 |
| We have online cohort meetings.   | 62.50%    | 35 |
| Total Respondents: 56   |           |    |

# Connecting with students in CSD Distance Education Programs

- Does your university offer teletherapy counseling services for Distance Education CSD students?

| ANSWER CHOICES | RESPONSES |    |
|----------------|-----------|----|
| Yes            | 60.34%    | 35 |
| No             | 8.62%     | 5  |
| Don't know     | 31.03%    | 18 |
| TOTAL          |           | 58 |

# How is course content delivered in CSD Distance Education programs”

| ANSWER CHOICES   | RESPONSES |    |
|--|-----------|----|
| Synchronous class meetings using video software (e.g., Zoom, BlackboardCollaborate Ultra, TEAMS, etc.) | 19.64%    | 11 |
| Pre-recorded videos / Asynchronous video streaming   | 8.93%     | 5  |
| Narrated PowerPoints   | 3.57%     | 2  |
| Live video office hours  | 1.79%     | 1  |
| Asynchronous course content  | 8.93%     | 5  |
| Don't know   | 3.57%     | 2  |
| Other (please specify)   | 53.57%    | 30 |
| TOTAL  |           | 56 |

# Academic and Testing Integrity in CSD Distance Learning Programs

- ▶ Proctored exams
- ▶ Submitting assignments
- ▶ Feedback on high stakes measures
- ▶ Testing security
- ▶ Individual student outcome measures
- ▶ Academic dishonesty / cheating



# Instructional Support for CSD Distance Education Programs

- ▶ Quality Assurance measures
- ▶ Training Opportunities
- ▶ Technologies
- ▶ Resources

# Administrative Challenges in Distance Education

- ▶ Adjustments to curriculum to support updated standards
- ▶ Lack of faculty agreement to application of DE
- ▶ Academic integrity
- ▶ Greater recognition of DE programs
- ▶ Accreditation of DE programs
- ▶ NC-SARA accounting

# Clinical Education, Experiences and Student Support

- What clinical experiences are students in your Distance Education CSD programs expected to complete (or currently participating in)?

| ANSWER CHOICES                         | RESPONSES |    |
|--|-----------|----|
| On-campus clinical experiences         | 46.81%    | 22 |
| Off-site externships (in-state)        | 85.11%    | 40 |
| Off-site externships (out-of-state)    | 68.09%    | 32 |
| Teletherapy with in-person supervision | 42.55%    | 20 |
| Teletherapy with telesupervision       | 68.09%    | 32 |
| Simulation-based learning              | 82.98%    | 39 |
| Don't know                             | 4.26%     | 2  |
| Other (please specify)                 | 8.51%     | 4  |
| Total Respondents: 47                  |           |    |

# Clinical Education, Experiences and Student Support

- Who at your institution arranges (sets up contracts, etc.) clinical placements ?

| ANSWER CHOICES                | RESPONSES |    |
|-------------------------------|-----------|----|
| Program director              | 10.64%    | 5  |
| The student                   | 10.64%    | 5  |
| Externship coordinator        | 74.47%    | 35 |
| Faculty                       | 6.38%     | 3  |
| University clinical educators | 23.40%    | 11 |
| Don't know                    | 0.00%     | 0  |
| Other (please specify)        | 34.04%    | 16 |
| Total Respondents: 47         |           |    |

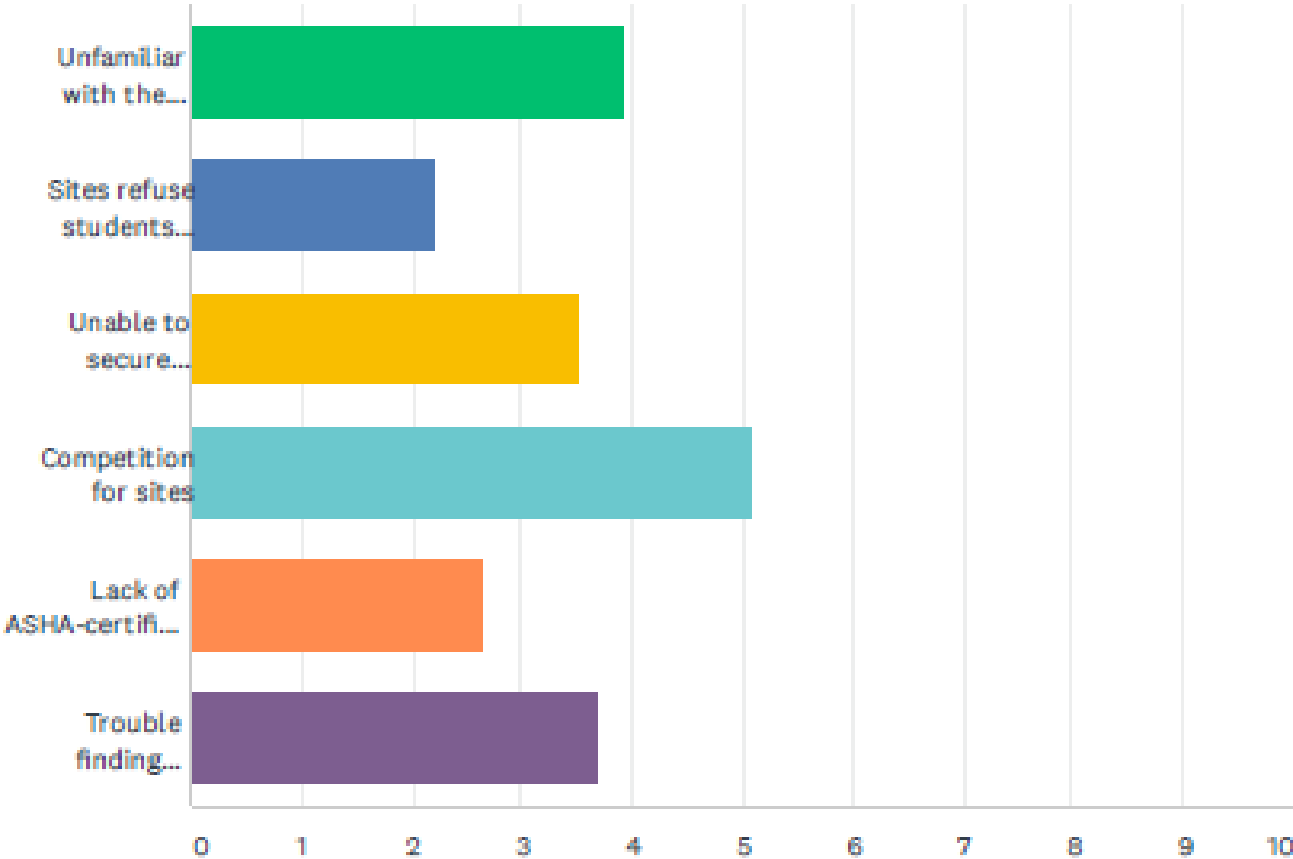
# Student / Clinical Educator Preparation

- Rank challenges to securing clinical placements/sites for distance students from most significant to least significant: (see next slide)

|  | 1            | 2           | 3            | 4           | 5            | 6            | TOTAL | SCORE |
|--|--------------|-------------|--------------|-------------|--------------|--------------|-------|-------|
| Unfamiliar with the student's home area                                    | 15.63%<br>5  | 18.75%<br>6 | 31.25%<br>10 | 12.50%<br>4 | 18.75%<br>6  | 3.13%<br>1   | 32    | 3.91  |
| Sites refuse students because they are in a distance education program     | 3.13%<br>1   | 9.38%<br>3  | 3.13%<br>1   | 25.00%<br>8 | 6.25%<br>2   | 53.13%<br>17 | 32    | 2.19  |
| Unable to secure contracts between the university and site                 | 6.06%<br>2   | 18.18%<br>6 | 27.27%<br>9  | 24.24%<br>8 | 18.18%<br>6  | 6.06%<br>2   | 33    | 3.52  |
| Competition for sites  | 51.43%<br>18 | 20.00%<br>7 | 20.00%<br>7  | 2.86%<br>1  | 5.71%<br>2   | 0.00%<br>0   | 35    | 5.09  |
| Lack of ASHA-certified clinicians to provide supervision                   | 2.94%<br>1   | 11.76%<br>4 | 14.71%<br>5  | 11.76%<br>4 | 35.29%<br>12 | 23.53%<br>8  | 34    | 2.65  |
| Trouble finding clinical educators willing to dedicate time to supervision | 17.65%<br>6  | 23.53%<br>8 | 5.88%<br>2   | 26.47%<br>9 | 14.71%<br>5  | 11.76%<br>4  | 34    | 3.68  |

Q60 Rank challenge(s) to securing clinical placement sites for distance students from most significant to least significant.

Answered: 35   Skipped: 342



# How do you screen the quality of placement sites or clinical educators?

| ANSWER CHOICES  | RESPONSES |    |
|---|-----------|----|
| We do not screen placements in advance of placing a student                     | 2.27%     | 1  |
| We use sites with which we have an established relationship                     | 65.91%    | 29 |
| Student evaluations of sites from previous semesters are reviewed, if available | 70.45%    | 31 |
| We have a conversation with prospective sites and/or clinical educators         | 86.36%    | 38 |
| Other (please specify)  | 20.45%    | 9  |
| Total Respondents: 44   |           |    |

# How are you preparing distance education students for externship placements?

| ANSWER CHOICES  | RESPONSES |    |
|---|-----------|----|
| On-campus practicum before externships  | 40.91%    | 18 |
| Apprenticeship model  | 22.73%    | 10 |
| Residency model with hands-on skills training                                     | 22.73%    | 10 |
| Simulation-based learning opportunities   | 79.55%    | 35 |
| Coursework addressing clinical topics (assessment, treatment, documentation, etc) | 84.09%    | 37 |
| Other (please specify)  | 20.45%    | 9  |
| Total Respondents: 44   |           |    |



# What strategies do you use to connect with off-site clinical educators?

| ANSWER CHOICES   | RESPONSES |    |
|--|-----------|----|
| Email  | 81.82%    | 36 |
| Regular individual meetings with clinical educators    | 20.45%    | 9  |
| Regular meetings with student-supervisor dyads         | 9.09%     | 4  |
| Group meetings with clinical educators from many sites | 6.82%     | 3  |
| Training videos  | 11.36%    | 5  |
| Site visits  | 34.09%    | 15 |
| Virtual supervisory meetings                           | 34.09%    | 15 |
| Don't know   | 20.45%    | 9  |
| Other (please specify)                                 | 25.00%    | 11 |
| Total Respondents: 44                                  |           |    |

Missing pieces and  
misperceptions about  
distance education in  
CSD programs



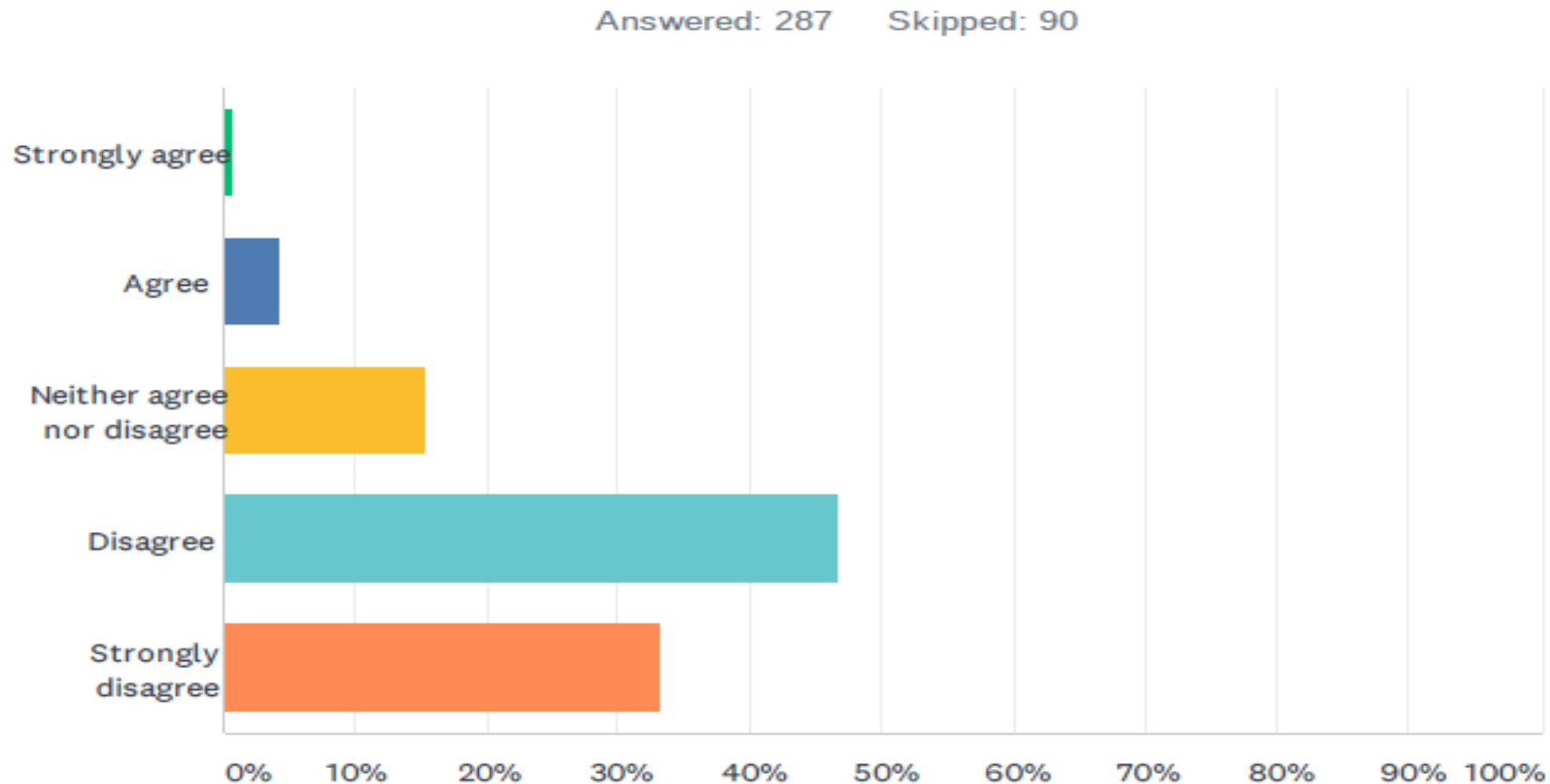
The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

# Perceptions (and Misperceptions) about Distance Education

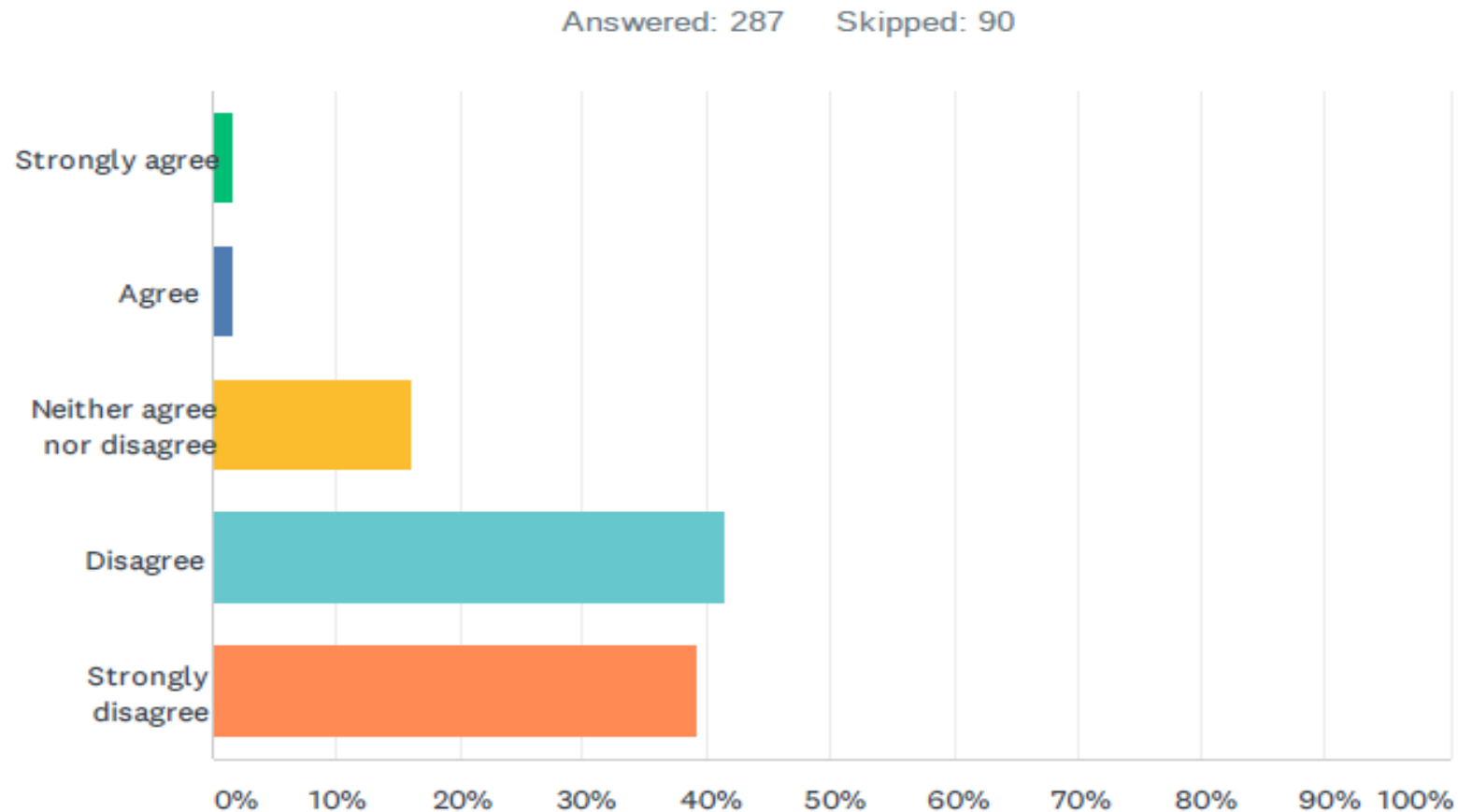
The quality of Distance Education / Distance Learning programs and DE/DL courses is less than the quality of residential, on-campus, face-to-face programs and courses.

| ANSWER CHOICES             | RESPONSES |     |
|----------------------------|-----------|-----|
| Strongly agree             | 10.45%    | 30  |
| Agree                      | 29.62%    | 85  |
| Neither agree nor disagree | 28.57%    | 82  |
| Disagree                   | 18.47%    | 53  |
| Strongly disagree          | 12.89%    | 37  |
| TOTAL                      |           | 287 |

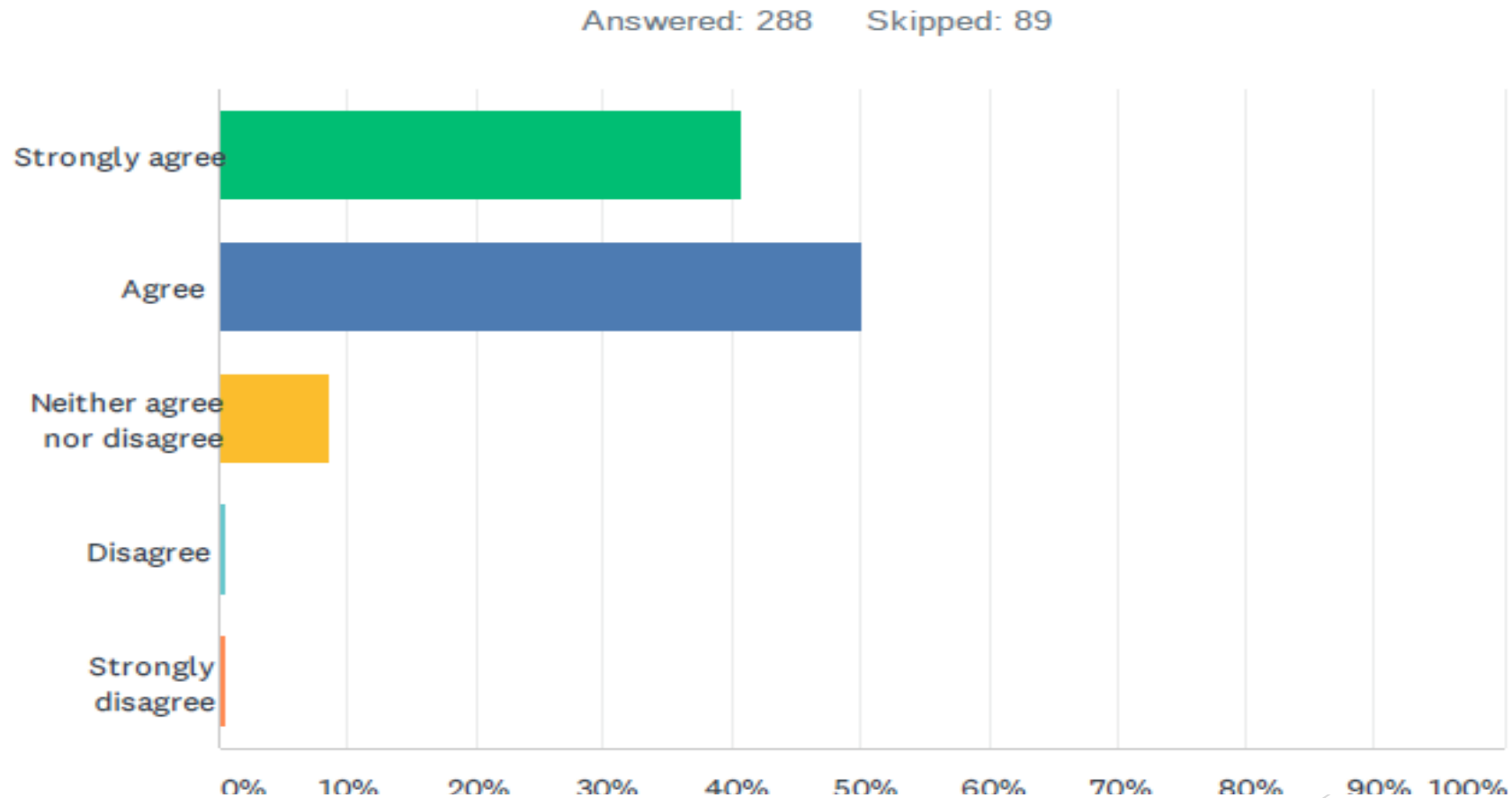
With Distance Education (DE) courses, students are left to learn on their own, on their timeline and don't have to meet deadlines.



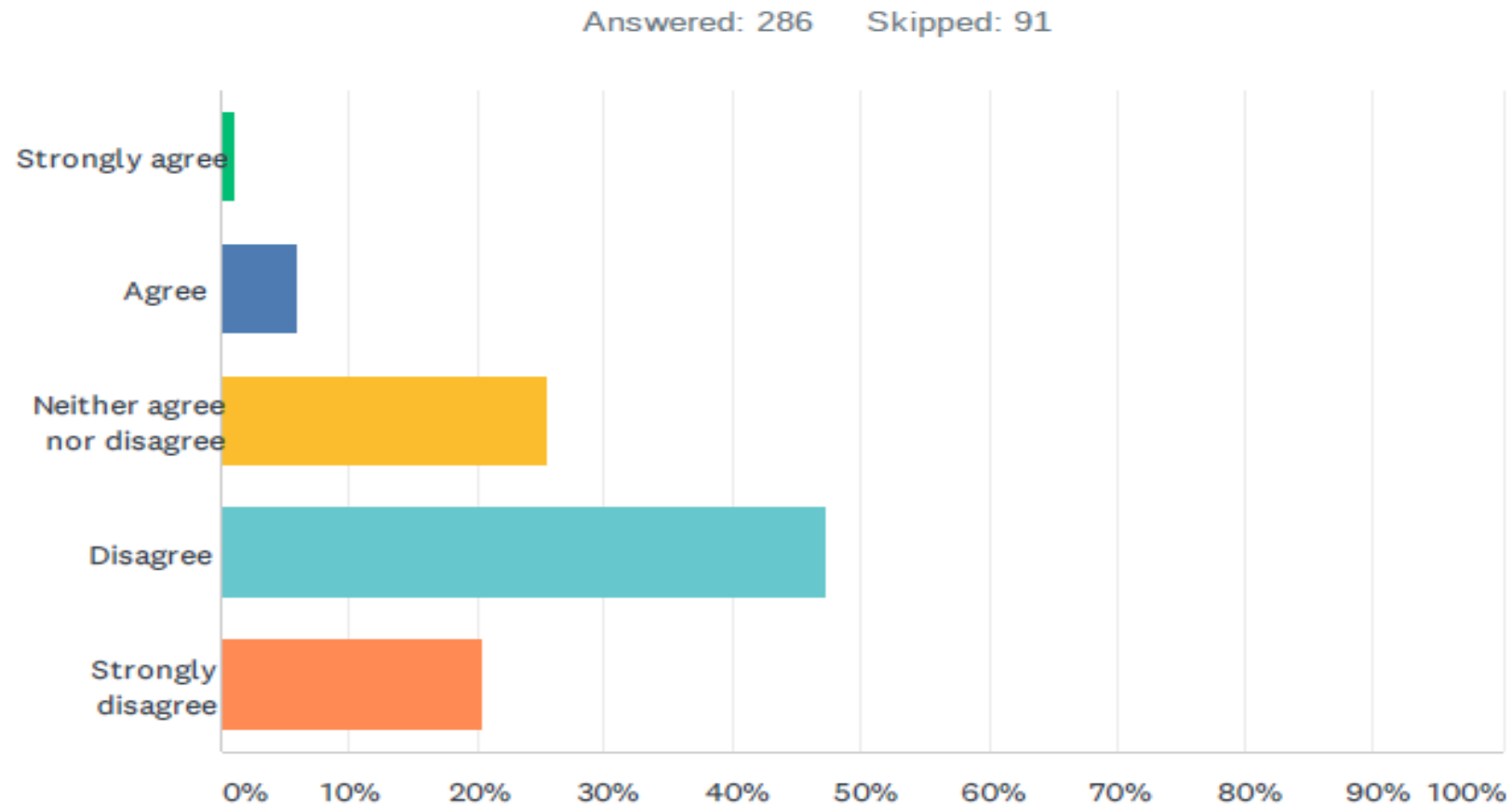
# Teaching Distance Education courses is easier than teaching on campus courses.



Distance Education students need to be very organized to be successful in this mode of learning.

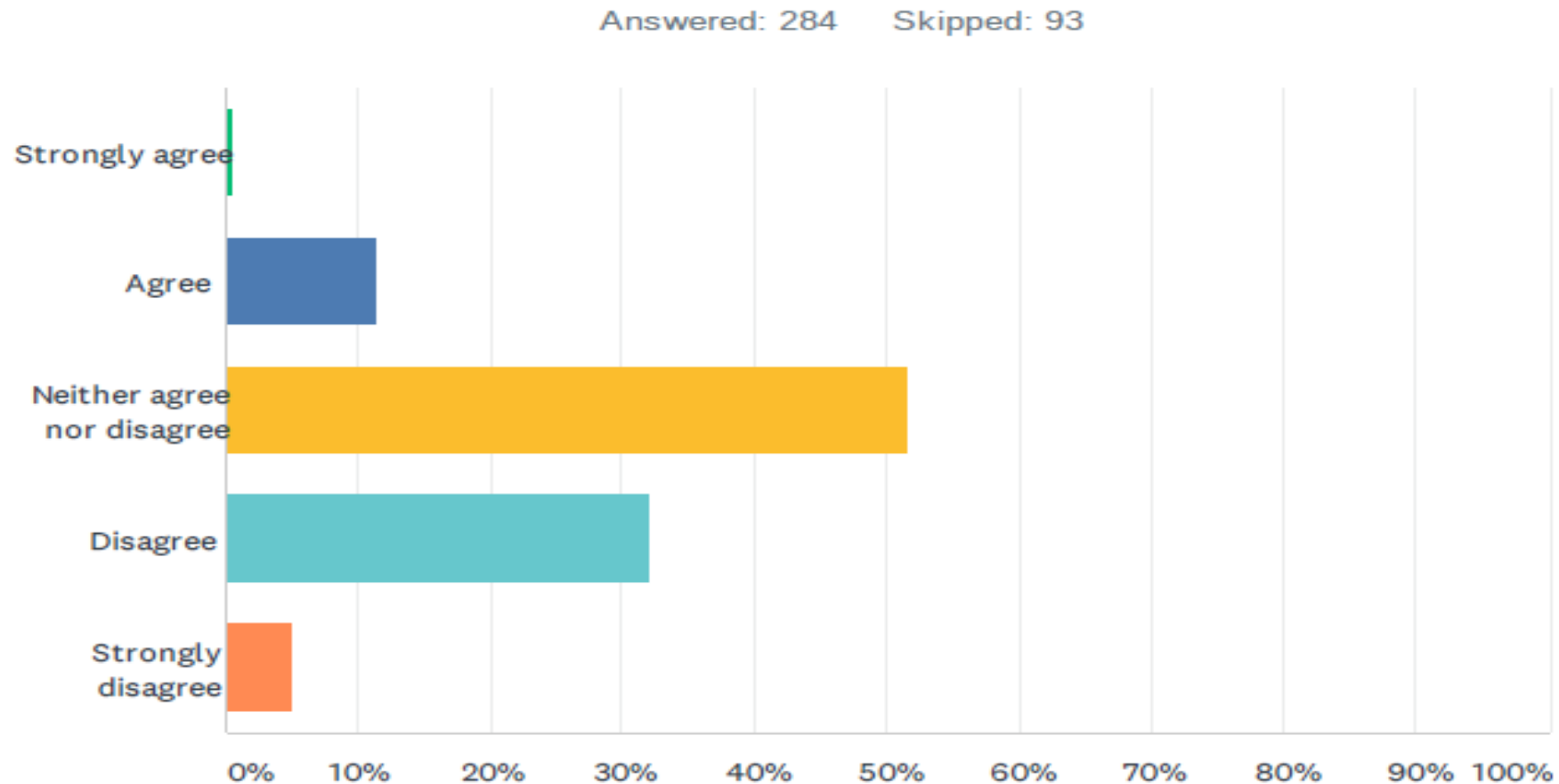


# Academic integrity is not an issue with online testing in Distance Education / Distance Learning or with DE / DL students

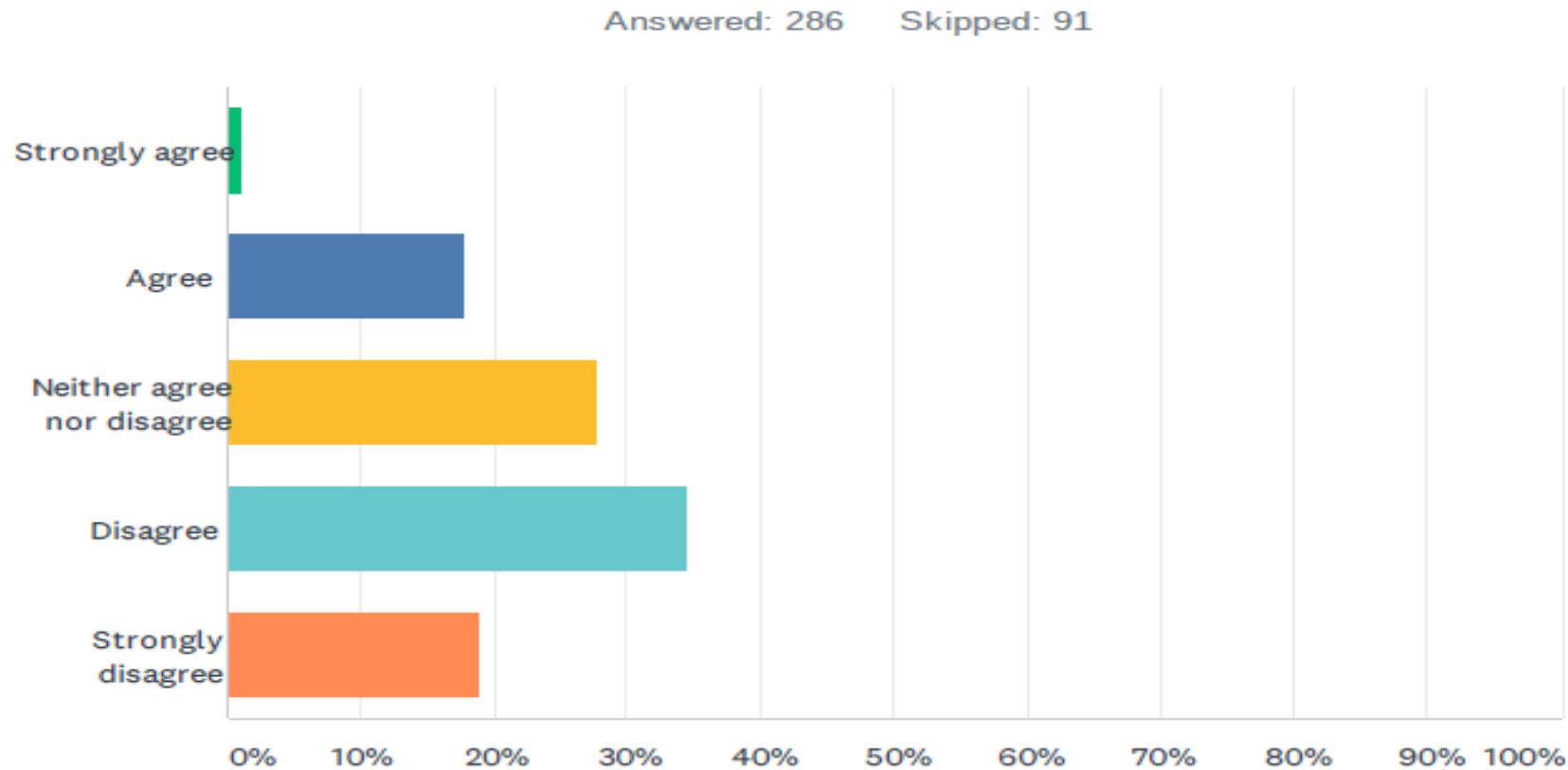




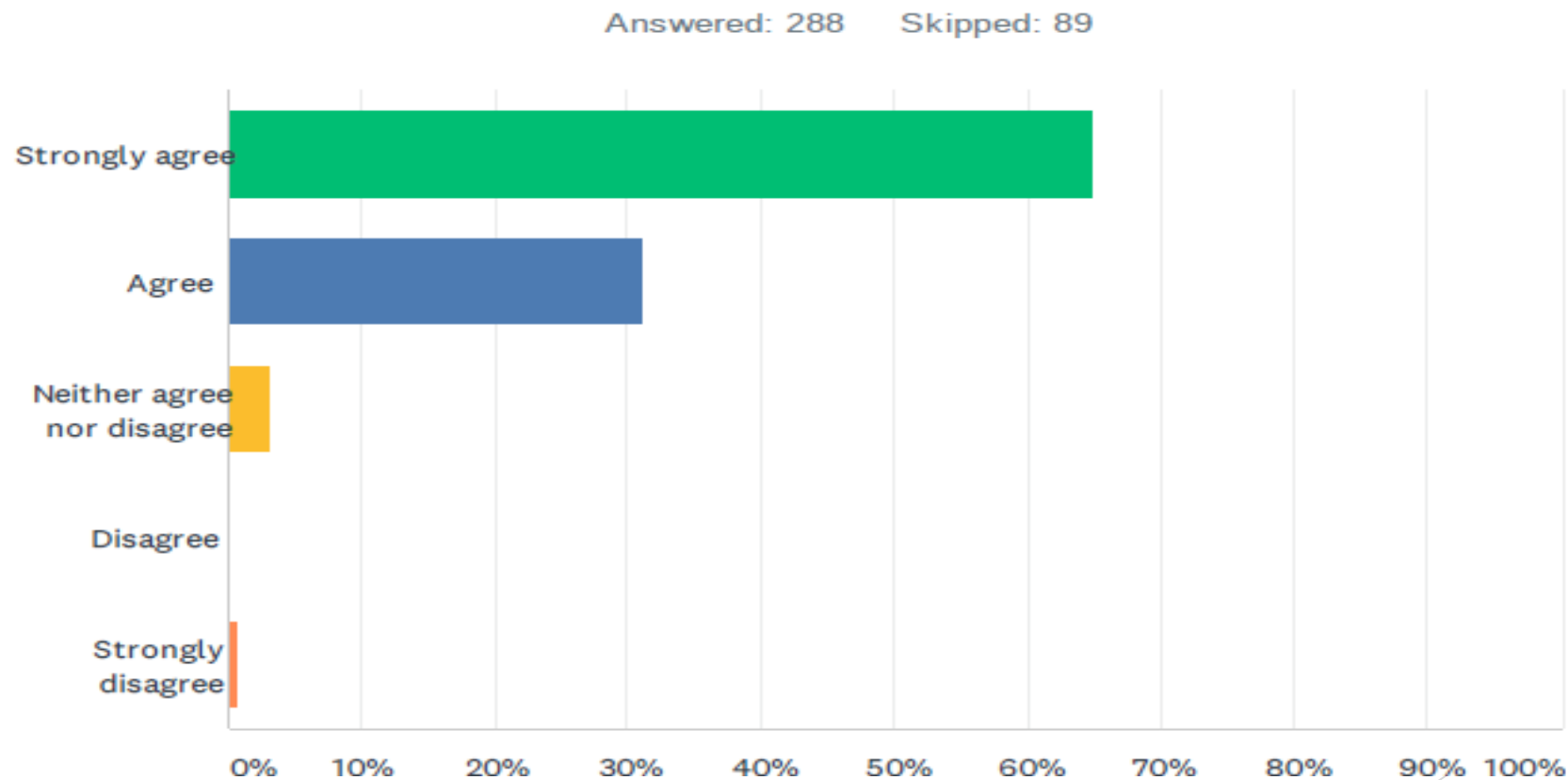
Social media is used appropriately by DE / DL students because they understand how to use web-based resources.



Tuition for DE/DL programs and DE/DL courses should be less than residential courses because the students are not on campus in the classrooms



It is important for the instructor to meet with DE/DL students and be available to DE/DL students regularly to enhance learning.



# Perceptions and Truths about Distance Learning in CSD Programs

- ▶ The variability in quality across distance education programs in speech and hearing is just as great as variability in quality across on-campus education programs, suggesting our accrediting bodies are still missing the mark.
- ▶ Related to NC-SARA: making sure we are meeting legal requirements (especially as related to clinical sites).
- ▶ Does not work well for clinical practice.
- ▶ With an online AuD degree, the hands on component did not exist but the student was a practicing audiologist. The challenge is finding more ways to provide students hands on opportunities through simulation or tele-audiology to obtain necessary clinical skills to be a doctor of audiology.
- ▶ I think it is not great for every student.
- ▶ I think it is harder to ensure that all students are keeping up with work and that all students are getting and applying the material equally.

# Perceptions and Truths about Distance Learning in CSD Programs

- ▶ I feel it would be incredibly difficult to learn and practice skills necessary to be an audiologist in an online format even when supported with great simulation experiences.
- ▶ Not a great way to teach the hands-on clinical work in audiology.
- ▶ DE not effective compared to face-to-face for teaching clinical courses.
- ▶ Clinical placements can be extremely challenging including finding sites, encroaching on other University territory, and not being able to access the strong local network of preceptors Universities work so hard to obtain and maintain. It is much more difficult to observe the students hands on like we can locally. This is even true for externships but at least by then the faculty feel confident in the student skills to pass off oversight to a volunteer/non-faculty member to oversee.
- ▶ I have been directing Distance Education section of my Program for the past 10 years at our University.
- ▶ Students who are strong academically and highly motivated get more out of it.

# What's next for the CAPCSD Distance Education Committee?

- ▶ Support for member DE/DL programs
- ▶ Guidance for programs considering DE/DL programs
- ▶ DE / DL Webinar / Presentation
- ▶ DE / DL Panel discussion
- ▶ DE / DL Listening sessions

# More to come from the CAPCSD Distance Education Committee

- ▶ We are still listening.
- ▶ We want to hear from you.
- ▶ There's more to come.

# Additional questions?

Contact:

Crystal A. Murphree-Holden, MA, CCC-SLP, Chair  
CAPCSD Distance Education Committee

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*(See complete Distance Education Committee - next slide)*



# CAPCSD Distance Education Committee

- ▶ **Crystal Murphree-Holden, MA, CCC-SLP**  
**Chair**
- ▶ University of South Carolina
- ▶ **Erin S. Clinard, PhD, CCC-SLP**
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- ▶ **Meghan Savage, PhD, CCC-SLP**
- ▶ University of St. Augustine for Health Sciences
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