

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Request to Establish a Clinical Doctorate of Audiology (AuD), SUI
Date: March 3, 2003

Recommended Action:

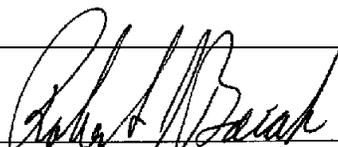
Approve the University of Iowa's request to establish a Clinical Doctorate of Audiology (AuD).

Executive Summary:

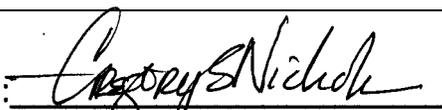
"Number One Ranked Program"	The University of Iowa requests approval for a new Audiology training degree to be offered by the Department of Speech Pathology and Audiology in the College of Liberal Arts and Sciences beginning in Fall 2003. The Audiology program at the University of Iowa is the number one ranked program in the nation.
A Clinical Doctorate Proposed	This degree program is an upgrade of the existing professional M.A. track in audiology to meet standards set by the national accrediting body, the American Speech-Language-Hearing Association (ASHA), which now mandates a clinical doctorate as the entry level degree. The ASHA clinical certification in audiology (CCC-A) is considered the basis of all state licensures. Consequently, the Department of Speech Pathology and Audiology at the University of Iowa must expand to include a clinical doctorate program if it wishes to continue training audiologists to practice in the State of Iowa. Students in the M.A. track in Audiology currently must complete 38 semester hours of course work and obtain 375 hours of supervised clinical practicum experience. The major changes in the curricular program call for an increase in the number of didactic semester hours to 75 semester hours and at least 2,000 clinical practicum contact hours.
ICEC and Board Office Approval	The Interinstitutional Committee on Educational Coordination (ICEC) and the Board Office have reviewed the proposal and are recommending approval.
Only Training Program in Iowa	The goal of the AuD program is to prepare graduates for the practice of audiology in the 21 st century. Approximately 25 students enter the M.A. degree program each year, with up to 8 students selecting a specialty in Audiology. This trend is expected to continue and might increase slightly, given the decision by UNI to terminate their Audiology training program in the face of the new requirements. The Department of Speech Pathology and Audiology now offers the only Audiology training program in the state and UNI is supportive of this proposal.

Current Resources are Sufficient The proposed clinical doctorate program in Audiology will have no impact on the baccalaureate program in Speech Pathology or the Ph.D. degree program (since the AuD will train graduates for a career of professional service). Students in the current M.A. program will have the option to transition into the AuD program if they so choose. Resources are sufficient for current projected enrollments.

Regent Program Approval Questions The University's responses to the Regent Program Approval Questions are attached.



Robert J. Barak

Approved: 

Gregory S. Nichols

6.05 Academic Review and Program Approval

- A. List contact person for new or expanded programs.

**Richard Hurtig, PhD, Chair, Department of Speech Pathology and Audiology,
College of Liberal Arts & Sciences, The University of Iowa
119 SHC
319-335-8730**

1. Need
 - a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

The purpose of the proposed program of study is to establish a clinical doctorate in Audiology (AuD) at The University of Iowa. The goal of the Doctor of Audiology (AuD) program is to prepare graduates for the practice of Audiology in the 21st century. Since the inception of the profession of Audiology following World War II, the scope of the profession has expanded dramatically. An explosion of information in diagnostic techniques, amplification technology, and rehabilitation strategies has ensured that it is no longer possible to adequately prepare future professionals within the constraints of a two-year Masters degree program. In response to this problem, the major professional organizations encompassing Audiology, the American Academy of Audiology (AAA), the American Speech-Language-Hearing Association (ASHA), and the Academy of Dispensing Audiologists (ADA) have all strongly endorsed the replacement of the Masters degree with a Doctoral degree as the entry-level requirement for the profession. The Legislative Council of the American Speech-Language-Hearing Association, has resolved to revise certification and accreditation standards to address these needs. Effective in 2007, the Certificate of Clinical Competence in Audiology (CCC-A) from ASHA will require 75 didactic semester credit hours of post-baccalaureate study plus approximately 2000 hours of supervised clinical practicum. The new standards also stipulate that by the year 2012, applicants for certification in Audiology from ASHA will need not only 75 didactic semester credit hours of post-baccalaureate study and approximately 2000 hours of supervised clinical practicum but will also need to have obtained a doctoral degree in Audiology.

Over the course of the past few decades, the profession of Audiology has expanded dramatically and it is evident that a more comprehensive curriculum is necessary to prepare entry-level clinical audiologists. Over the course of the past several decades, hearing aid technology has also experienced rapid changes. Hearing aids have evolved from relatively simple analog devices that dominated the market several years ago to the highly flexible, fully programmable digital devices that audiologists fit today. As a result, audiologic training programs must incorporate information about digital signal processing into their curricula. Today, every Audiology training program must provide coursework and clinical experience that covers techniques for recording and interpretation of a range of

different auditory evoked potentials. Many of these electrophysiological measures of auditory function were only first described in the 1980s and were not part of the diagnostic repertoire two decades ago. Today's audiologist needs coursework and clinical experience working with both pediatric and adult populations of cochlear implant recipients. This technology allows deaf individuals to hear and has revolutionized the ways in which we manage patients with severe to profound hearing loss. However, this technology has been widely available only since the mid 1980s. Audiologists are often responsible for performing and interpreting vestibular assessment test batteries using highly sophisticated testing procedures that have been developed during the last two decades. Little, if any, of the coursework that was taken by students of Audiology in previous decades included training in vestibular assessment and/or rehabilitation. These examples illustrate how the scope of practice has expanded over the course of the past few decades. These changes have been significant enough that it is no longer possible to adequately prepare future professionals within the constraints of a two-year Masters degree program.

As a result of ASHA's decision to change accreditation requirements, all academic programs that currently offer a Master's degree leading to clinical certification in Audiology (CCC-A) must expand their offerings to include doctoral level training if they are to continue being accredited for the preparation of Audiology practitioners. Currently, The University of Iowa offers both an MA degree in Speech Pathology and Audiology and a PhD in Speech and Hearing Science. The PhD is a research degree and at the present time, the majority of students earning a graduate degree from our department are students who graduate with an MA degree rather than a PhD. Because the ASHA CCC-A is considered the basis of all state licensures and is the standard of practice in Audiology. It is now necessary for the Department of Speech Pathology and Audiology at The University of Iowa to expand its degree offerings to include a clinical doctorate program in Audiology if we wish to continue training audiologists to practice in Iowa.

Our goal in developing this AuD program at the University of Iowa was to design a post-baccalaureate degree that meets or exceeds national accreditation standards and provides both the theoretical training and advanced clinical skills that audiologists today need to function at a high level in all areas of practice. This program of study represents a significant increase in didactic coursework relative to that taken by the traditional MA student in Audiology. It also represents a significant increase in direct clinical training the student will receive in supervised practical situations. We feel that these changes help to further the educational and curriculum needs of the students in Audiology.

- b. How does it further the educational and curriculum needs of other units in the college or university?

One of the reasons that we are able to develop an AuD program at the University of Iowa is because we already have close collaborative relationships established with the Department of Otolaryngology (COM, UIHC). Many of the faculty with tenure in the Department of Speech Pathology and Audiology hold joint appointments in Otolaryngology and regularly participate in the training of Otolaryngology residents. We regularly provide lectures for the Otolaryngology Basic Science course, provide research opportunities for residents and allow them to participate in courses offered by the Department of Speech Pathology and Audiology. We expect that this collaboration will continue or even expand as we make the transition to the professional doctorate. The curriculum revisions that we are making within our department that allow us to offer an AuD, should further the educational and curricular needs not only of our students but should provide enhanced and more abundant opportunities for medical students, residents or fellows from the Department of Otolaryngology. The Department of Speech Pathology & Audiology also participates in the ILEND training program that is administered by the Center for Disabilities and Development (COM, UIHC). This program provides students from a wide range of disciplines to train in a multidisciplinary setting.

Additionally, courses offered to satisfy the requirements of the AuD may also be of interest to students in the College of Liberal Arts & Sciences who are pursuing a Certificate in American Sign Language & Deaf Studies. The new program in the College of Education that will allow students to seek an endorsement in the education of the Deaf and Hard of Hearing will also take advantage of courses offered in the Audiology training program.

2. Duplication and Collaboration

- a. What programs in this field of study are available in other colleges and universities in Iowa?
(Identification of other programs available in this field at other institutions should be made within a broad definitional framework. For example, such identification should not be limited to programs bearing the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)

The Iowa AuD program will not duplicate any programs offered at any other publicly or privately funded institutions within the state of Iowa. Historically, there have been only two programs in the state of Iowa that provide graduate training in Audiology: The University of Iowa (U of I) and The University of Northern Iowa (UNI). There are no privately funded graduate schools in the State of Iowa that offer graduate degrees in Audiology. Given the changes in requirements for certification that have been adopted by ASHA, the administration at the University of Northern Iowa has decided that they do not have sufficient faculty or resources to allow them to offer a clinical doctorate in Audiology.

Consequently, the graduate program in Audiology at UNI is no longer accepting students. As such The University of Iowa is the only training program in the state and the proposed change to a clinical doctorate will allow us to continue to train audiologists. We have consulted with UNI and have written assurance of their support.

- b. With what representatives of these programs has there been consultation in developing this proposal? Provide a summary of the responses of each institution consulted.
(The complete text of responses should be included.)

The proposed program is not redundant of duplicative with any other programs in the state. We have discussed the consequences of the program closure at UNI with the UNI faculty and we will work with them to assure that their undergraduate students will continue to be competitive applicants to our graduate program.

- c. In what ways is this proposed program similar to those mentioned in 2a? In what ways is it different or does it have a different emphasis?
(In describing program similarities and differences, consider such factors as curriculum, prospective student groups to be served, and career or other types of goals to be emphasized.)

The University of Iowa's program in Audiology will be the only clinical Audiology training program in the state. The program is considered a leader in the field nationally and is currently ranked number one by US News & World Reports.

- d. How does the proposed program supplement the current programs available?
(In some instances, this question should go beyond how the program will supplement others within the state. If the justification for the program involves special regional or national needs, a description of existing programs within the region or the nation and the relation of the proposed program to these should be provided.)

While there are no other Audiology training programs in Iowa, nationwide, there are several other institutions that currently offer post-baccalaureate training in Audiology leading to a clinical doctorate in Audiology. These programs include: Ball State University, Boston University, Central Michigan University, Western Michigan University, Gallaudet University, The University of Memphis, Vanderbilt University, RUSH University, The University of Pittsburgh, and The University of Louisville, Purdue and Northwestern. Programs with both post-baccalaureate and post-master's tracks that offer a clinical doctorate in Audiology include: NOVA Southeastern University, Seton Hall University, University of Buffalo - SUNY, The University of Florida and The University of South Florida. All of these programs have more applicants than they can accommodate. Other programs that are in the process of developing AuD programs and will compare favorably with The University of Iowa include: The University of Minnesota, The University of Wisconsin - Madison, The University of Illinois – Champaign, The University of Arizona, Arizona State University and Syracuse University.

It is evident that there may be additional training programs like UNI that will not be able to make the transition from the Master's degree to the clinical doctorate. As a result there will be a smaller number of Audiology training programs across the country that will need to satisfy that national need for audiologists.

The Department of Speech Pathology and Audiology at the University of Iowa has consistently been one of the most highly ranked Audiology training programs in the nation. The resources of the department, its wide collaboration with other departments at the university and the active funded research programs in Audiology will assure that the program will continue to be seen as a leader in the field.

Given the strength of our faculty and developments in distance learning technologies we expect that in the future our program could participate in consortia with other Audiology training programs to share courses and to provide clinical training opportunities in diverse settings.

- e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established interinstitutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at this institution.)

We expect that UNI will continue supply undergraduate students to our graduate program. Additionally, we are currently exploring ways in which we may be able to work with Boystown National Institute (BTNI) to provide practicum placement sites and supervision for some of the graduate students who enroll in our program. There is no formal Audiology training program at BTNI, but it would provide a rich source of practicum opportunities. Finally, as mentioned above, it is possible that in the future we may work jointly with Audiology faculty at other institutions to convert some of our coursework to a format that would allow for distance learning. That type of cooperative effort has the potential to benefit students at both institutions. At this point, however, we have no concrete plans to do this in the near future. We will also explore opportunities to work with the Iowa School for the Deaf on the implementation of both the proposed AuD and also the Deaf & Hard of Hearing education programs. We hope that this latter collaboration will allow both UI students to take advantage of clinical opportunities at ISD and for ISD staff to be able to take advantage of offerings at the University of Iowa. We explore both ICN and Internet based video-conferencing as ways to link the institutions.

- f. Please list the Iowa institutions in which articulation agreements are being developed for the proposed program (NOTE: This applies only to community college degree programs which may transfer students to this program).

N.A.

- g. Please provide the Classification of Instructional Program (CIP) Code for the proposed program.

51.0202

3. Please estimate the enrollment in this program for the next five years as follows:

a. Undergraduate (**Not an undergraduate Degree**)

Majors 0

Non-majors 0

b. Graduate **03/04 04/05 05/06 06/07 07/08**

Majors **6-8 6-8 7-9 7-9 8-10**

Non-majors: **There may be some enrollment in basic sciences
didactic courses by students in other degree programs.**

c. On what basis were these estimates made?

The estimates above were made based on average current enrollment statistics in our current Audiology MA program. Additionally, given the intensive nature of the practical training component, it is unlikely that the Audiology class size will ever be larger than 10-12 students. To increase the enrollment beyond 12 would require significant additional staff to manage the clinical practicum requirements.

d. What are the anticipated sources of these students?

(For example, persons currently enrolled in other programs within the institution; persons currently attending other institutions, in state or out of state; persons not currently enrolled in institutions of higher education.)

Given that the only graduate Audiology training program in the state will be here at the University of Iowa, we will compete well for Iowa high school graduates who choose to stay in the state for higher education. We anticipate that we will have applications from undergraduates both of the University of Iowa as well as from the University of Northern Iowa. The relatively high ranking of our program nationally insures that we will continue to get a fairly large number of applicants to our program from out of state. We expect that trend will continue.

4. Please provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally.

(Such information is available from U.S. government labor sources as well as many professional associations.)

The Department of Speech Pathology & Audiology has been able to successfully place the graduates of the clinical training programs. There are a number of job placements available to audiologists. These include: hospitals & clinics, schools, industry and private practice. We are attaching recent reports from the Department of Labor Statistics and the American Speech-Language-Hearing Association (ASHA). With the closing of the program at UNI, the demand for our graduates within the state will only increase.

5. Are there accreditation standards for this program?

a. What is the accreditation organization?

The American Speech Language and Hearing Association (Council of Academic Accreditation)

b. What accreditation timetable is anticipated?
(Please provide a copy of the accreditation standards.)

We are submitting this proposal in order to meet the changing standards for certification and accreditation that have been dictated to us by the American Speech-Language-Hearing Association (ASHA). These guidelines state that by the year 2007, all audiologists will need to have 75 didactic hours of post-baccalaureate education plus the equivalent of one full year of supervised clinical practicum experience in order to obtain ASHA certification. ASHA has further stipulated that by the year 2012, all Audiology program graduates must have earned a doctoral degree in order to obtain clinical certification. The AuD curriculum for the program at the University of Iowa has been approved by the faculty of the Department of Speech Pathology and Audiology at The University of Iowa, the Graduate College of the University of Iowa and by the Provost of the University of Iowa. Pending approval by the Board of Regents, we anticipate admitting our first post-baccalaureate AuD class in Fall, 2003.

The academic programs (the current MA programs as well as the proposed AuD) of the Department of Speech Pathology & Audiology are currently being reviewed for reaccreditation by ASHA. The program site visit is expected to occur during the spring of 2003.

Copies of the accreditation and certification standards are attached:

6. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

The Iowa AuD program will meet or exceed all minimal national standards.

7. Please report any reactions of the Iowa Coordinating Council for Post-High School Education. List date that the program information was submitted to the Council.

This report will be submitted to the Iowa Coordinating Council for Post-High School Education shortly before it is submitted to the Board of Regents.

Additional Resource Needs

Either question one or question two requires a “yes” answer. In addition to a “yes” response to one of the first two questions, question three and question four should be answered. If applicable, question five should be answered.

1. Will the program require new resources? Yes No
If “yes,” what is the plan to obtain new resources?
2. Will the program require reallocated resources? Yes No
If “yes,” what is the university’s reallocation plan to fund this program?
3. At what level of enrollment will additional resources be required for the program?

Additional resources should only be necessary if the enrollment exceeds 12 students per year. If that happens, we may need additional funds to pay for supervision of these students in clinical practicum settings.

4. Estimate the total costs (or *incremental increases in expenditures*) that may be necessary as a result of the new program for the next three years.

The clinical supervision required by the accreditation standards will require the addition of an additional clinical faculty member in Audiology. The standards will now require an additional equivalent of a full year of clinical experience that will be supervised. We will accomplish this with additional opportunities in our clinic on campus as well as practicum placements in a variety of off-campus sites. This additional supervision can not be met with our current staffing. We are estimating that the costs of an additional clinical faculty line will be: \$65,000-\$70,000 (salary and fringe)

5. For programs planning to use external grants, what would be the effect of the grant termination?

We do not plan to fund this program with external grant support.

	First Year	Second Year	Third Year
a. Faculty			
b. Graduate Assistants			
c. General Expense			
d. Equipment			
e. Library Resources			
f. New Space Needs [estimated amt. & cost of new and/or remodeled space)			
g. Computer use			
h. Other resources			
TOTAL(S)			

6. How does this program relate to the college's/university's strategic plan?

The proposed program would allow the department to maintain its accreditation from ASHA and continue to train audiologists. As the only program in the state currently training audiologists, the university plays a critical role in training professionals to serve the audiological needs of Iowans. The Department of Speech Pathology & Audiology is a nationally ranked department that has attracted the best faculty and students. The faculty are active and productive scholars whose work is supported by NIH and DOE grants and contracts. Maintaining the audiology training program is critical to the continued prominence of the department. The faculty in the program are active collaborators with faculty in a number of departments in CLAS other colleges and provide instruction that is needed to the training of students in those departments as well. The enhanced audiology curriculum will benefit those students as well.

New program proposals for programs that are currently offered at one or more Regent university must also complete the Board of Regents questions on potential program duplication contained in §6.09 of this Policy Manual.

6.09 Principles and Standards for Program Duplication

As the University of Iowa is now the only Regents institution to offer a graduate degree in Audiology there is no program duplication.

- A. The Board of Regents, State of Iowa, recognizes that program overlap or duplication cannot be evaluated in absolute terms. Some duplication is desirable, appropriate, and essential. Other duplication is inappropriate.

- B. Policy decisions concerning the appropriateness of new programs or the expansion of existing programs that appear to duplicate activities in other institutions shall be based on such considerations as the following:
1. Does the institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program or should the program be located in another institution where adequate resources are available?
 2. Does student demand for the proposed program justify its development or expansion?
 3. Do adequate employment opportunities for graduates exist, and is it likely that they will continue to exist?
 4. In fields in which one university already offers a substantial program, but in which another university is proposing a new or expanded program, could the first institution reasonably accommodate the necessary expansion or would its resources and facilities be so taxed that such an expansion would reduce educational quality?
 5. Would a comparable program development or expansion at the first university (see Point 4) require new capital construction producing a higher cost alternative to that proposal?
 6. Would the proposed program enhance other programs already in place at the university?
 7. Is the proposed program consistent with the institutional mission statement?
 8. Do other colleges in Iowa offer programs similar to the one proposed and at comparable quality and cost?