

Date: March 29, 2005

To: Academic Affairs Committee

From: James Carter, Chair Graduate Curriculum Committee  
Sandra Groves, Director of Graduate Studies

**RE: Executive Summary – Doctor of Audiology (Au.D.)**

The Au.D. program is being proposed as a result of changes in professional standards for accreditation of programs preparing students for the independent practice of audiology. This change had been anticipated as the proposing of the Au.D. appears in the 2004-2009 Academic Plan. The currently accredited audiology program, within the M.S. in Speech Pathology and Audiology, (and its resources) would be transformed into the doctoral program. This includes the deletion for a number of 400-level audiology courses that appear in the Graduate Catalog.

Where additional resources are needed, e.g., faculty, assistantships, equipment, the source of those resources has been identified as coming from allocations within the College of Arts and Sciences and Department of Speech Pathology and Audiology. Because several elements in the proposal are based upon approximations (e.g., course/faculty scheduling, estimation of enrollment), some minor inconsistencies exist if there is an attempt to achieve discrete congruency among those elements.

This doctoral program is classified as a professional doctorate and as such has professional practice as its culminating experience.

## REQUEST FOR A NEW UNIT OF INSTRUCTION

### BACKGROUND

1. **Name of Institution:** Illinois State University
2. **Title of Proposed Program:** Doctor of Audiology
3. **Contact Person** Walter J. Smoski
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4. **Level of Proposed Unit**  
Doctorate
5. **Requested CIP Code -** 51.0202
6. **Proposed Date for Enrollment of First Class:** August 15, 2006
7. **Location Offered:** On-Campus

### MISSION, OBJECTIVES AND PRIORITIES

#### 8. **Mission**

##### 8.1 Objectives and Contributions Related to University Mission.

Objective 1. Illinois State University proposes a Doctor of Audiology (Au.D.) program to prepare individuals for careers as clinical audiologists in response to changes in the profession and professional preparation standards.

Objective 2. Illinois State University will prepare audiologists who are competent to perform the wide array of diagnostic, remedial, and other services associated with the practice of audiology through course work and extensive clinical practice.

Description of Profession: Audiologists are autonomous professionals who identify, assess, and manage disorders of the auditory, balance, and other neural systems. Audiologists provide audiological rehabilitation to children and adults across the entire age span. They select, fit, and dispense amplification systems such as hearing aids and other assistive listening devices. Audiologists prevent hearing loss through the provision of hearing protective devices, consultation on the effects of noise on hearing, and consumer education. Audiologists are involved in auditory and related research pertinent to the prevention, identification, and management of hearing loss, tinnitus, and balance system dysfunction. They provide services in private practice, medical settings such as hospitals and physicians' offices, community hearing and speech centers, managed care systems, industry, the military, home health, sub-acute rehabilitation, long-term care and intermediate-care facilities, and school systems.

Professional Preparation: Typically, an audiologist holds a master's degree or doctoral degree in audiology from an accredited university or professional school. Audiologists who are certified by the American Speech-Language-Hearing Association [ASHA] are required to serve a 9-month postgraduate fellowship and pass a national standardized examination. Audiologists who practice in Illinois are licensed by the Illinois Department of Professional Practice.

Changes in the Profession: The scope of practice in audiology has expanded immeasurably since the 1960s when the master's degree became a requirement for the Certificate of Clinical Competence in Audiology. In the 1960s, diagnostic audiology essentially consisted of basic pure-tone and speech audiometric procedures and a few differential tests. Procedures such as acoustic immittance audiometry and auditory-evoked testing were used only in the laboratory. Hearing aid technology was relatively simple and audiologist's involvement was often limited to comparative testing of a few stock hearing aids. By contrast, the audiologist in today's practice environment must be able to provide a wide array of diagnostic and remedial services, such as probe-tube assessments for measuring and fitting hearing aids, evaluation and fitting of complex digital hearing aid systems, evaluating and fitting assistive listening devices, provision of diagnostic and rehabilitative services to cochlear implant recipients, electrophysiological measurement of auditory and non-auditory systems, assessment of auditory communication function in children and adults with hearing impairments, and the provision of communication training to individuals with hearing impairments. The audiologist's role has similarly expanded in areas of cerumen management, intraoperative monitoring, industrial hearing conservation, and the provision of audiology services in school settings. The increasing complexity of hearing-aid technology, diagnostic procedures and equipment, and new rehabilitative techniques demands technical and professional understanding and expertise that could not have been anticipated in the early 1960s.

Change in Professional Preparation: Professional efforts to remain current with the ever-increasing array of technological, diagnostic, and therapeutic information have led to increasing dissatisfaction with the adequacy of the master's degree as the entry-level degree in audiology. The master's degree as it has traditionally been offered, can no longer adequately prepare the audiology practitioner to provide quality service to the public. Moreover, the view that audiology is a "master's degree profession" compromises the audiologist's ability to function autonomously.

The Council on Professional Standards of the American Speech-Language-Hearing Association commissioned the Educational Testing Service to conduct a skills validation study to determine the knowledge and skills necessary for the entry-level, independent practice of audiology. New standards for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in audiology were developed that make the scope and level of the professional education in audiology consistent with the scope of practice of the profession. Most germane to this proposal is that these new professional standards make the doctoral degree the entry-level degree for audiologists beginning in 2007. This change to the doctorate is supported by the American Academy of Audiology and by the Academy

of Dispensing Audiologists. In addition, pending legislation in the Illinois legislature would make the doctoral degree the entry-level degree for granting the state license.

The Doctor of Audiology (Au.D.) has been defined as a post-baccalaureate professional doctoral degree; therefore, its primary objective is to produce audiologists who are competent to perform the wide array of diagnostic, remedial, and other services associated with the practice of audiology. The academic and clinical requirement for the Doctor of Audiology (Au.D.) exceeds those provided by current master's degree programs.

**Demand:** The anticipated employment of audiologists is expected to increase faster than the average of all occupations according to the Department of Labor (Personnel for Health Needs of the Elderly, National Institute on Aging). As the U.S. population ages, the need for hearing healthcare will increase. Hearing impairment is the third most prevalent chronic health problem in persons over the age of 65, with only arthritis and hypertension affecting more people. The National Institute on Aging has estimated that a minimum of 8,300 audiology personnel will be needed to just serve the population aged 65 and older. By the year 2020, the National Institute on Aging has calculated that the number of audiologists who will be needed to serve the older population will increase by 40% over the figure needed for the year 2000. In fact, the estimated number maybe has high as 50% with a total of 17,700 audiologists needed.

Hearing loss affects all age groups and represents a major health problem in this country. There are an estimated 29 million hearing-impaired people in the U.S. The Americans with Disabilities Act has mandated the facilitation of accessibility for all hearing-impaired persons, an obligation which audiologists are optimally equipped to meet. In Illinois, with the introduction of mandatory hearing screenings of newborns, there is also an increased need for audiologists to deal with the pediatric population.

**Contribution to University Mission.** In *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University*, one of the core action items is to build a distinctive research agenda and strengthen graduate education. One of the goals within the mission of the College of Arts and Sciences is to maintain "high quality doctoral programs that have a unique focus or established excellence." This proposed program is in line with both the university and college goals.

**8.2 Meeting Regional/State Needs Related to The Illinois Commitment.** One of the action items under **Goal 1** in *The Illinois Commitment* is to update instruction based on surveys of employers about what graduates need to know and need to be able to do. This new program is based on surveys taken by the Educational Testing Service to establish what skills are needed for the entry-level, independent practice of audiology. The American Speech-Language-Hearing Association produced new standards based on the skills validation survey and these new standards will be implemented January 1, 2007. The proposed Doctor of Audiology program meets and exceeds these new standards. Another action item under **Goal 1** in *The Illinois Commitment* relates to adjusting the capacity of occupational and professional programs to keep the supply of graduates in balance with employment demand. The Illinois Department of Employment Security's Labor Market Information indicates a 45% increase in the need for Audiology professionals from 2000 to 2010. This need mirrors national trends that put audiologists in the top 30-out of 700-fastest growing occupations over the next decade. Other goals in *The Illinois Commitment* are addressed as follows:

**Goal 3, Affordability,** will be addressed by providing students opportunities for graduate assistantships, which provide tuition waivers, and by offering tuition rates that are substantially lower than those at the two private institutions offering entry-level programs.

**Goal 4, Access and Diversity,** is addressed by the fact that the program serves a population comprised of a substantial number of females and through departmental efforts to recruit a diverse student body.

**Goal 5, Creating/Revising Programs Responding to Need,** is the purpose of proposing an Au.D. to replace and enhance a Master of Audiology degree, especially for a workforce that needs to upgrade the expected skills of entry-level audiologists. Goal 5 is also addressed through implementation of a comprehensive assessment plan for student learning and program outcomes; regular review of the program in the university's program review process; and program accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

**8.3 Similar Programs.** Within the state, entry-level degree programs, sequences or emphases in audiology are offered at Illinois State University, Northern Illinois University, Northwestern University, Rush University and University of Illinois Urbana-Champaign. The Council on Academic Accreditation in Audiology and Speech-Language Pathology accredits all five programs. Rush University initiated an Au.D. program fall 2002. Northwestern University and Northern Illinois University initiated their programs fall 2003. University of Illinois recently approved a Ph.D./Au.D. Creating the Au.D. program at Illinois State University is not expected to impact enrollments at any of the other universities that offer the degree.

**8.4 Future Employment Opportunities.** The profession of audiology ranks among the top 30 – out of 700 – fastest growing occupations over the next decade, with the number of positions expected to climb 45% from 2000-2010, according to the Bureau of Labor Statistics (BLS) November 2001 *Monthly Labor Review*.

The BLS pointed to key trends that will contribute to the growth:

- As America ages and the population over age 55 increases rapidly, the number of people with hearing loss will continue to climb because hearing loss is strongly associated with aging.
- Baby boomers are now approaching middle age, a time when the possibility of neurological disorders-and associated hearing disorders-increases.
- Medical advances have improved the survival rate of premature infants and victims of trauma and stroke. As a result, there is an increased need for hearing assessment and treatment.
- Greater awareness of the importance of early identification of hearing disorders brings with it an increased need for audiologists.

In its published employment projections from 2000 through 2010, the Illinois Department of Employment Security projects that the need for audiologists in Illinois will increase 45% during that time period and estimates that the number of audiologists will go from 546 in 2000 to 792 in 2010. Audiologists provide services in private practice; medical settings; community hearing and speech centers; managed care systems; industry; sub-acute rehabilitation, long-term care and intermediate-care facilities; and school systems. It is anticipated that the increased need for audiology positions will be shared across all current use sites.

The first full cadre of students would enter the proposed Doctor of Audiology program in 2006 and graduate in 2010. Assuming the existence of this program, the master's sequence would also be phased out in 2006. With the two private and two state university programs producing roughly the same number of graduates in 2010 there will still be a need to recruit professionals who are trained from out of state to fill the anticipated need for audiologists in the state.

## 9. Program Description

**9.1 Narrative Description.** The proposed Doctor of Audiology (Au.D.) program at Illinois State University is designed to meet the new ASHA standards for academic, clinical and other requirements for the acquisition of critical knowledge and skills necessary for entry-level, independent practice of audiology. The new standards indicate that audiologists must be knowledgeable in more aspects of prevention, identification, evaluation and treatment of hearing, vestibular and related disorders. The Au.D. program at Illinois State University will prepare graduates to enter the field of audiology as independent practitioners.

The Au.D. program at Illinois State University consists of 94 credit hours, including 38 credits of clinical practicum, which includes a one-year clinical residency and 56 credits of graduate course work.

The program of study is intended to train clinicians who will demonstrate competency in the following areas:

- Scientific, research and ethical foundations of practice.
- Prevention and identification of communication disorders.
- Evaluation and treatment of disorders of auditory, balance and communication related systems.

Program admission requirements are as follows:

1. Baccalaureate Degree with a minimum GPA of 3.00 in the last 60 credit hours of undergraduate study from a regionally accredited institution.
2. At least nine semester credit hours, including one course in biological science, one course in physical science, and one course in mathematics.
3. At least 15 semester credit hours of courses that provide information on basic human communication processes and a minimum of 12 semester hours of course work in speech, language and hearing disorders.
4. Three letters of recommendation.
5. Completion of the Graduate Record Examination.
6. Completed submission of the departmental application.

To be awarded the Au.D. degree, students must successfully complete all course work and clinical practicum requirements and must demonstrate competency in the four primary areas of audiology—foundations of practice, prevention and identification, and evaluation and treatment.

### Catalog Description

(p. 38 of catalog – before Non-Degree section)

## DEGREES GRANTED AND ADVANCED GRADUATE STUDY

Speech Pathology and Audiology.....M.A., M.S., Au.D.

### Doctor of Audiology

The Doctor of Audiology is a professional doctoral degree designed for the preparation of individuals competent to perform the wide array of diagnostic, remedial, and other services associated with the practice of audiology.

### Program Requirements

For information on Academic Advisor, Purposes of a Doctoral Residency, Time Limitations, see Doctor of Philosophy section

**Admission:** Students seeking admission to the Doctor of Audiology (Au.D.) degree program must submit letters of recommendation, scores on the General Test of the Graduate Record Examination and a Student Profile. Admission to the program will take account of personal and professional qualifications as well as scholastic records and measurement of academic ability. Admission to the program requires a baccalaureate degree from an accredited institution with specific GPA and undergraduate course requirements listed under the Department of Speech Pathology and Audiology catalog description. Admission requires approval by both the department and the Graduate School.

**Doctoral Residency:** Full-time residency is defined as three consecutive semesters with a class load of six or more hours each semester.

Each student will file a Declaration of Residency for approval of the department prior to entering into residency. The department will verify the completion of residency and then file the declaration with the Graduate School. Any exceptions to the above requirements must have the approval of the department and the Graduate School.

**Degree Requirements:** To be awarded the Doctor of Audiology degree students must successfully complete all course work and clinical requirements and must demonstrate competency in the four primary areas of audiology – foundations of practice, prevention and identification, evaluation and treatment.

**Admission to Candidacy:** A Doctor of Audiology student will be admitted to candidacy after: (a) a Plan of Study has been submitted to the Graduate School and approved, (b) the completion of any deficiencies, and (c) a minimum GPA of 3.0 in graduate course work at Illinois State University.

Below is for CATALOG COPY for the unit (p. 110)

## **SPEECH PATHOLOGY AND AUDIOLOGY (PAS)**

204 Fairchild Hall, (309) 438-4643  
[www.speechpathandaud.ilstu.edu](http://www.speechpathandaud.ilstu.edu)

**Chairperson:** Walt Smoski, Office: Fairchild Hall 204

**Graduate Program Director:** Heidi Verticchio

**Graduate Faculty:** R. Bailey, A. Beck, A. Bowman, H. Harbers, T McNamara, S. Prendergast, W. Smoski.

The department offers work leading to the M.A. or M.S. degrees in speech pathology and an Au.D. in audiology. In addition to the requirements of the Graduate School, degree students must meet all the academic requirements and clinical practicum requirements for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association. Copies of requirements for both Illinois and national certification are available in the department office. The graduate programs are accredited by the Council on Academic Accreditation.

### **Admission Requirements**

To be considered for admission to the program as an applicant requires a baccalaureate degree from an appropriately accredited institution with a grade point average of at least 3.00 computed on the last 60 hours of undergraduate work. The Graduate Record Examination is required, as are letters of recommendations and a Student Profile submitted to the department. Forms are available in the department office. Because of a limited number of spaces in the graduate program, admission to the program may be deferred or denied.

### **Program Requirements**

Students must maintain a cumulative grade point average of 3.00 in major courses and overall to retain their degree status and to be eligible for department practica. Enrollment by graduate students in the department's practica requires degree status. In all instances, permission of the Clinic Director is needed for practicum enrollment, and enrollments may be restricted. External graduate practica may require special course work and will require a student to provide transportation to external settings arranged by the department.

A student for the Master's degree program in speech pathology must spend at least one full term in residence in order to qualify for the degree. A full term is interpreted as one semester with a class load of eight or more hours, or a summer session with a class load of six or more hours. A degree student in the Doctor of Audiology program must spend one year in residency in order to qualify for the degree. A year in residence is interpreted as three consecutive semesters with a class load of six or more hours for each semester.

Three program options are available for the master's degree in speech pathology. Regardless of the option selected, the student must meet the academic and clinical practicum requirements for the Certificate of Clinical Competence (CCC) of the American Speech-Language-Hearing Association (ASHA). In order to meet the clinical practicum requirements of the CCC, the student must be prepared to accept the responsibility for completing all the clinical assignments necessary for generating the requisite clock hours ASHA has specified in designated clinical categories. The specific requirements for the Master's degree in Speech-Language Pathology follow:

### **Speech-Language Pathology ( M.A./M.S.)**

The comprehensive option requires 33 hours of approved graduate-level course work and a passing performance on an eight-hour written comprehensive examination at the end of graduate study. The following courses are required: PAS 401, 412, 413, 414, 415, 416, 418, 419, and 444. Six hours of 400-level electives in speech-language pathology must be completed, and students must complete the practica necessary to meet the requirements for the Certificate of Clinical Competence.

The thesis option requires 33 hours of approved graduate-level course work and the completion of a Master's Thesis (PAS 499). The following courses are required: PAS 401, 412, 413, 414, 415, 416, 418, 419, and 444. Six hours of 400-level electives in speech-language pathology must be completed, and students must complete the practica necessary to meet the requirements for the Certificate of Clinical Competence.

The 35-hour Option requires 35 hours of approved graduate-level course work.

The following courses are required: PAS 401, 412, 413, 414, 415, 416, 418, 419, 444, and a two-hour Independent Study (PAS 400). Six hours of 400-level electives in speech-language pathology must be completed, and students must complete the practica necessary to meet the requirements for the Certificate of Clinical Competence.

## **Doctor of Audiology (Au.D)**

This approximately four-year post-baccalaureate professional degree is designed to produce audiologists who are competent to perform a wide array of diagnostic, remedial and other services associated with the practice of audiology. Students must meet all the academic requirements and clinical practicum requirements for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association. The program includes formal course work, practica, a year-long residency, and an independent study capstone project. The program requires a minimum of 94 credit hours. Students are expected to be in residence for at least one academic year. In order to meet the clinical practicum requirements for the CCC, the student must be prepared to accept the responsibility for completing all clinical assignments necessary for generating the requisite clock hours ASHA has specified in designated clinical categories.

### **Courses**

**500 INDEPENDENT STUDY****1-4 sem. hrs.**

Refer to Index for General Courses.

**508.10 CLINICAL OBSERVATION****1 sem. hr.**

Directed observation in the audiology clinic developing critical observation skills. May be repeated for a maximum of 2 semester hours. Consent of the Clinical Director required. Includes 25 clinical observation hours.

Prerequisite: Consent of Clinical Director

**508.20 CLINICAL CLERKSHIP****2 sem. hrs.**

Introductory level supervised clinical practicum. Placement of external practicum sites may be included. May be repeated for a maximum of 4 semester hours. Consent of the Clinical Director is required. Includes clinical experiences 45 hours.

Prerequisite: Consent of Clinical Director

**508.30 AUDIOLOGY INTERNSHIP****3 sem. hrs.**

Intermediate level supervised clinical practicum. Placement will be in a variety of clinical sites closely associated with the university clinic. May be repeated for a maximum of six semester hours. Consent of the Clinical Director is required. Includes clinical experiences 60 hours.

Prerequisite: Consent of Clinical Director

**508.40 GRADUATE AUDIOLOGY PRACTICUM****4 sem. hrs.**

Advanced clinical practicum in audiology conducted in a variety of settings and with a range of hearing-impaired populations. May be repeated for a maximum of 8 semester hours. Consent of the Clinical Director is required. Includes 90 clinical experience hours.

Prerequisite: Consent of Clinical Director

**509 ANATOMY AND PHYSIOLOGY OF THE AUDITORY VESTIBULAR SYSTEM****3 sem. hrs.**

Advanced study of the anatomy of the auditory and vestibular systems including the latest developments in understanding the functions of the various elements.

Prerequisite: PAS 349.

**510 AUDITION AND PSYCHOACOUSTICS****3 sem. hrs.**

Advanced study of the acoustics, psychoacoustics, and instrumentation used in hearing science and elements of speech perception.

**511 INSTRUMENTATION AND ELECTRONICS IN AUDIOLOGY****3 sem. hrs.**

Basics of instrumentation used in audiological practice, including calibration and trouble shooting.

**520 ESSENTIAL TECHNIQUES IN AUDIOLOGY****3 sem. hrs.**

Essential tests of the auditory system function including behavioral and physiological measures. Interpretation of test results as they relate to pathological conditions of the auditory system.

**521 DIFFERENTIAL DIAGNOSIS IN AUDIOLOGY****3 sem. hrs.**

Administration and interpretation of audiometric procedures for differential diagnosis of auditory pathology emphasizing a test battery approach.

Prerequisite: PAS 520

**522 ELECTROPHYSIOLOGICAL TECHNIQUES IN AUDIOLOGY****3 sem. hrs.**

Electrophysiological testing relevant to Auditory Brainstem Response (ABR), Electrocochleography (EcoG), Middle Latency Response (MLR), 40 Hz Response, and Late Potentials will be covered along with clinical experience with these tests.

Prerequisite: Consent of Instructor

**523 PEDIATRIC AUDIOLOGY****3 sem. hrs.**

Hearing disorders and audiological techniques in the pediatric population.

Prerequisite: PAS 521 or consent of instructor

**524 MEDICAL AUDIOLOGY****3 sem. hrs.**

Intensive study of the medical correlates of hearing impairment, including medical and surgical intervention, pharmacology and ototoxicity, the effects of sedation on physiological measures and the pathogenesis of aural pathologies.

Prerequisite: PAS 521

**526 AUDITORY PROCESSING AND DISORDERS****2 sem. hrs.**

Overview of human neuroanatomy and physiology of the central and peripheral nervous systems. Special study of the central auditory and vestibular connections. Review of the current literature on normal and pathological auditory processing and interventions.

Prerequisite: PAS 521

**530 AMPLIFICATION TECHNOLOGY**

**3 sem. hrs.**

Principles of amplification electronics, electroacoustics and acoustics in aural rehabilitation. Real ear measurements. ANSI specifications. Ear mold acoustics. Modifying acoustical parameters.

**531 AMPLIFICATION SELECTION AND FITTING**

**3 sem. hrs.**

Determining candidacy and benefit from amplification. Selection of appropriate amplification systems and options including assistive listening devices and implantable hearing aids.

Prerequisite: PAS 530

**532 ADVANCED AURAL REHABILITATION: PEDIATRICS**

**3 sem. hrs.**

Overview of current management options for the (re)habilitation of children with hearing loss. Review of the literature pertaining to all facets of aural rehabilitation in the context of communication theory.

Prerequisite: PAS 351

**533 ADVANCED AURAL REHABILITATION: ADULT-GERIATRIC**

**3 sem. hrs.**

Overview of current management options for the rehabilitation of adults with hearing loss. Review of the literature pertaining to all facets of aural rehabilitation in the context of communication theory.

Prerequisite: PAS 351

**540 PROFESSIONAL ISSUES IN AUDIOLOGY**

**2 sem. hrs.**

A review and analysis of professional issues that impact service delivery in communication sciences and disorders.

Prerequisite: Consent of instructor

**541 HEARING CONSERVATION**

**2 sem. hrs.**

Study of the effects of noise on the auditory system, noise measurement and hearing conservation programming. In addition, medical-legal aspects of hearing impairment are covered.

Prerequisite: PAS 510 or consent of instructor

**542 PRACTICE MANAGEMENT IN AUDIOLOGY**

**2 sem. hrs.**

A survey of audiology business practices and audiology clinic practice management.

Prerequisite: Consent of instructor

**580 ADVANCED SEMINAR IN AUDIOLOGY**

**(2-6 sem. hrs.)**

Specific or assigned topics will be explored. Students may repeat the seminar for credit provided the subject matter is not duplicated and total credit does not exceed six semester hours.

Prerequisite: Consent of instructor.

**598 CLINICAL RESIDENCE IN AUDIOLOGY**

**6 sem. hrs.**

Advanced three-semester clinical practicum in an external site. Each residency is custom-tailored to the interests of the trainee. May involve relocation or travel. May be repeated for a maximum of 18 semester hours.

Prerequisite: Consent of instructor

End of Catalog Copy

**SAMPLE CURRICULUM AND PRACTICUM SEQUENCE**

**YEAR 1**

<b><u>FALL SEMESTER</u></b>	<b><u>Credit Hours</u></b>
Anatomy and Physiology of Aud/Vest System (509)	3
Audition and Psychoacoustics (510)	3
Essential Techniques in Audiology (520)	3
Clinical Observations (508.10 – two 1 cr. hr. experiences)	<u>2</u>
Total	11
<b><u>SPRING SEMESTER</u></b>	
Differential Diagnosis in Audiology (521)	3
Instrumentation and Electronics (511)	3
Amplification Technology (530)	3
Clinical Clerkship (508.20)	<u>2</u>
Total	11
<b><u>SUMMER SEMESTER</u></b>	
Electrophysiological Techniques in Audiology (522)	3
Methods of Research (401)	3
Clinical Clerkship (508.20)	<u>2</u>
Total	8

**YEAR 2**

**FALL SEMESTER**

Amplification Selection and Fitting (531)	3
Pediatric Audiology (523)	3
Auditory Processing and Disorders (526)	2
Audiology Internship (508.30)	<u>3</u>
Total	11

**SPRING SEMESTER**

Medical Audiology (524)	3
Advanced Aural Rehabilitation – Pediatric (532)	3
Hearing Conservation (541)	2
Audiology Internship (508.30)	<u>3</u>
Total	11

**SUMMER SEMESTER**

Professional Issues in Audiology (540)	2
Practice Management in Audiology (542)	2
Graduate Audiology Practicum (508.40)	<u>4</u>
Total	8

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**YEAR 3****FALL SEMESTER**

	<b><u>Credit Hours</u></b>
Advanced Aural Rehabilitation – Adult/Geriatric (533)	3
Advanced Seminar in Audiology (580)	3
Graduate Audiology Practicum (508.40)	<u>4</u>
Total	10

**SPRING SEMESTER**

Independent Study (500)	2
Clinical Residence in Audiology (598)	<u>6</u>
Total	8

**SUMMER SEMESTER**

Independent Study (500)	2
Clinical Residence in Audiology (598)	<u>6</u>
Total	8

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**YEAR 4****FALL SEMESTER**

Independent Study (500)	2
Clinical Residence in Audiology (598)	<u>6</u>
Total	8

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Typical Student will earn 94 credit hours for the degree if no prerequisite courses have to be made up.

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**Au.D. Faculty Schedule*****Fall Semester***

<b><u>Course Title</u></b>	<b><u>Sem. Hours</u></b>	<b><u>Faculty</u></b>
<b><u>Year One</u></b>		
Anatomy and Physiology of Aud/Vest	3	A
Audition and Psychoacoustics	3	B
Essential Techniques in Audiology	3	C
Clinical Observations (two 1 hr. experiences)	2	Supervisor I
Introduction to Audiology (undergrad)	3	B
<b><u>Year Two</u></b>		
Amplification – Selection and Fitting	3	A
Pediatric Audiology	3	B
Audiology Processing	2	C
Audiology Practicum	4	Supervisor II
Aural Rehabilitation (undergrad)	3	D
<b><u>Year Three</u></b>		
Aural Rehab – Adult/Geriatric	3	D
Seminar I	3	D
Aud. Practicum	4	Supervisor III
Hearing Science (undergrad)	3	A
<b><u>Year Four</u></b>		
Investigation in Aud. Practice	1-3	C
Clinical Residence	6	Supervisor I

***Spring Semester***

<b><u>Course Title</u></b>	<b><u>Sem. Hours</u></b>	<b><u>Faculty</u></b>
<b><u>Year One</u></b>		
Differential Diagnosis in Audiology	3	A
Instrumentation and Electronics	3	B
Amplification Tech	3	C
Clinical Clerkship	2	Supervisor I
Intro to Audiology (undergrad)	3	A
<b><u>Year Two</u></b>		
Medical Audiology	3	A
Aural Rehab Pediatric	3	C
Hearing Conservation	2	D
Audiology Practicum	4	Supervisor II
Aural Rehab (undergrad)	3	C
<b><u>Year Three</u></b>		
Clinical Residence	4	Supervisor III
Hearing Science (undergrad)	3	B
<b><u>Year Four</u></b>		
Independent Study	1-3	C
Clinical Residence	6	Supervisor I

***Summer Semester***

<b><u>Course Title</u></b>	<b><u>Semester Hours</u></b>	<b><u>Faculty</u></b>
<b><u>Year One</u></b>		
Electrophysiology Techniques in Audiology	3	B
Methods of Research	3	Sp Path Fac
Clinical Clerkship	2	Supervisor I
Introduction to Audiology (undergrad)	3	C
<b><u>Year Two</u></b>		
Professional Issues in Audiology	2	A
Practice Management in Audiology	2	D
Audiology Internship	3	Supervisor II
Aural Rehab (undergrad)	2	A
<b><u>Year Three</u></b>		
Independent Study	1-3	C
Clinical Residence	6	Supervisor III

<b>Faculty A</b>		<b>Faculty B</b>	
<u>Fall</u>		<u>Fall</u>	
Anat/Phy	3	Audition & Psycho	3
Ampli Sel/Fit	3	Intro to Aud	3
Hearing Science	3	Ped Aud	3
<u>Spring</u>		<u>Spring</u>	
Differential Dx	3	Instru & Elec	3
Intro to Aud	3	Hearing Science	3
Medical Aud	3		
<u>Summer</u>		<u>Summer</u>	
Prof. Issues	2	Electro Phys in Aud.	3
Aural Rehab	3		
<b>Faculty C</b>		<b>Faculty D</b>	
<u>Fall</u>		<u>Fall</u>	
Essen. Tech Aud	3	Aural Rehab (undergrad)	3
Aud Proc.	2	Aural Rehab Adult/Ger	3
Indepen. Study.	1-3	Seminar I	3
<u>Spring</u>		<u>Spring</u>	
Amp Tech	3	Hearing Cons	2
Aural Rehab Ped	3	Aural Rehab (undergrad)	3
Indep. Study	1-3		
<u>Summer</u>		<u>Summer</u>	
Intro to Aud	3	Prac Mang in Aud	2
Indep Study	1-3		

**9.1** Student Expectation. Graduates of the program are expected to be competent in the prevention and identification of auditory and vestibular disorders and competent in the evaluation of individuals suspected of having disorders of auditory, balance, and related communication disorders. Graduates are also expected to be competent in the treatment of individuals with auditory, balance, and related communication disorders and successfully complete formative and summative assessments of each knowledge and skills area. Graduates will also acquire the skills needed to set up a professional practice in the field of Audiology.

**9.3** Strategies to Promote Learning. Students will be introduced to the individual content areas through didactic classroom instruction and by hands-on clinical practicum. Each area of study will build upon earlier learning experiences. Through 56 classroom credits and 38 clinical practicum credits, each student will be given the necessary classroom and practicum experience and will be assessed during each experience via exams and written assignments. For each clinical practicum students will be observed and supervised and given written assessments of their clinical skills.

## **RESOURCES**

- 10.** Student Enrollment Projections. See Table I for student enrollment projections.
- 11.** Funding Resources. See Table II for funding sources. Resources currently used for the Master's of Audiology degree sequence will be moved to the proposed Doctor of Audiology degree program. Except for the request for graduate assistantship monies, the first year of the doctoral program will require the same personnel resources as the current master's sequence that will be dropped and replaced by the doctoral degree. Three faculty members and three clinical supervisors, all of them already on the departmental staff, will administer the first year of the program. When we phase out the master's degree sequence in audiology, our master's degree courses will be replaced by the new courses. The increased course needs of the Au.D. program, compared to the master's sequence, will require one faculty position, currently unfilled in the department, be filled with an audiology faculty in the third year of the program. The current equipment and clinical materials used in the master's program will be used for the new Au.D. program as well as the library resources and clinical placements. The only request for new equipment is in the first year of the program to set up a hearing testing laboratory for simulated testing.
- 12.** Institutional Resources. Currently the department has three tenure-line faculty assigned to the graduate program in audiology. All faculty have doctoral degrees in audiology and all are licensed and nationally certified by the American Speech-Language-Hearing Association. In addition, three Administrative/Professional staff supervise the audiology practica. As described in section 11, another tenure-line faculty member will be hired in the third year of the program

The following is a list of the current faculty and staff assigned to the audiology program:

WALTER SMOSKI (Ph.D., University of Illinois); specialist in amplification, vestibular assessment, and hearing conservation.

Joined the ISU faculty in 1984; presenter at numerous regional, state and national conferences, Fellow of the American Speech-Language-Hearing Association and the Illinois Speech-Language-Hearing Association and chair of several national committees regarding health-care economics.

SUSAN PRENDERGAST (Ph.D., University of Illinois); specialist in pediatric testing, counseling, and aural rehabilitation. Joined the ISU faculty in 1999; Vice-President – Audiology of the Illinois Speech and Hearing Association, and author of articles in Classroom Acoustics and Rehabilitation in Children.

TENA MCNAMARA (Au.D., University of Florida); specialist in Central Auditory Processing and Supervision. Joined the ISU faculty in 1990; coordinator of the Speech and Hearing Clinic.

DENISE LUX (M.S., University of Illinois); specialist in pediatric testing, children's aural rehabilitation. Joined ISU as a clinical instructor in 1999; coordinator of Aural Rehabilitation at Metcalf School.

GAIL POLLOCK (M.S., Illinois State University); specialist in Amplification and Hearing Conservation. Joined ISU as a clinical instructor in 1990; coordinator of the Hearing Conservation Program at ISU.

KATE WILLIAMSON (M.S. University of Illinois); specialist in diagnostics and childhood hearing loss. Joined ISU as a clinical instructor in 2004; coordinator of Metcalf hearing-impaired therapy clinics.

Milner Library is an active partner in the teaching, learning and research activities in the Department of Speech Pathology and Audiology. Milner librarians provide research assistance to meet the needs of students and faculty. Reference collections include general as well as audiology specific collections, print research tools including indexes, handbooks, bibliographies and directories. The library subscribes to 40 audiology journal titles. There are over 2000 books that are specific to the field of Speech Pathology and Audiology. Electronic research tools include the Online Catalog (ILLINET Online). This is a service of ILSCO – a statewide consortium which allows faculty, staff and students to borrow library materials from all constituent members. The library's collections include 1.5 million books, 5000 current magazine and journal subscriptions, more than 16,000 electronic journals, and 25,000 multimedia items. Through participation in a variety of consortia, Milner provides interlibrary loan access to materials in library collections through the United States and the world.

The departmental student support services include an advisor who has specialized skills in regards to course selection and sequencing, ASHA standards, licensure and certification. In addition, every student is assigned to a member of the graduate faculty who acts as a professional mentor. The department also has two full-time clerical staff persons that assist in the clinic and two full-time staff persons in the department office. The two clinical staff persons maintain patient records, make appointments, complete billing and order supplies. The university and college supply technical staff. These individuals repair equipment and provide technical computer support. The clinical space and equipment allocated to the program include two fully equipped audiology testing suites, a third room for clinical observations and a fourth room for hearing-aid fittings. In addition, a speech and hearing science laboratory and a departmental computer laboratory are available for student use.

Faculty teaching/research effectiveness is evaluated on an annual basis through the University ASPT process. Teaching is evaluated via evaluations of course syllabi and other classroom materials and by student evaluations of classes. Every faculty member is required to turn in a yearly report describing and documenting teaching, research and service activities for the past year. Reports are evaluated by the Department Faculty Status Committee. In addition there is a 5-year post-tenure review process for tenured faculty. This review allows the department to plan more effectively how they will assist faculty in reaching department and faculty goals.

## **QUALITY ASSURANCE**

### **13. Program/Student Learning Outcomes Assessment**

- 13.1 Assessment Plan.** The objective of the Doctor of Audiology program is to prepare graduates of the program for careers as clinical audiologists. Upon successfully completing the program, graduates will have acquired the knowledge and skills in four primary areas: foundations of audiology practice; prevention and identification of hearing, vestibular and related disorders; evaluation of hearing, vestibular and related disorders; and treatment of hearing, vestibular and related disorders.

The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing-Association (ASHA) currently accredits the master's program in audiology. New standards adopted by the CAA for the certification of audiologists require applicants to obtain a doctoral degree for entry-level practice. Standards IVA – IVE require students in doctoral programs to obtain prerequisite and foundational knowledge, and to develop skill in the prevention, identification, evaluation and treatment of auditory and vestibular disorders. On the basis of these standards, the department has developed Behaviorally Defined Levels of Achievement. Numerous carefully sequenced experiences and activities (learning indicators) have been embedded into courses throughout each year of the program to ensure that students are reaching the desired levels of achievement in each knowledge and skill area. The Behaviorally Defined Levels of Achievement, their corresponding ASHA standards, and the courses in which learning indicators have been embedded, are listed below. Specific learning indicators may be found on individual course syllabi.

#### **Standard IVA**

The student will complete a general education program in a regionally accredited university, which includes course work in the areas of oral and written language, life sciences, physical sciences, behavioral sciences, and mathematics.

**Learning indicator: Baccalaureate degree from a regionally accredited university.**

#### **Standard IVB**

The student will use the code of ethics and scope of practice statements to define standards of ethical conduct, will understand the credentialing process, and will behave in accordance with ASHA's standards of ethical conduct.

**Learning indicators found in: Professional Issues in Audiology, Clinical Clerkship.**

The student will identify patient characteristics, and consider these, as well as the educational, vocational, social and psychological effects of hearing impairment, when providing clinical services.

**Learning indicators found in: Pediatric Audiology, Professional Issues in Audiology, Aural Rehabilitation (Pediatric &**

**Adult/Geriatric).**

The student will identify and understand the normal anatomical, physiological, embryological, and developmental correlates of the auditory and vestibular systems, psychoacoustics, and speech and language production and perception over the lifespan and across cultures.

**Learning indicators found in: Anatomy and Physiology of the Auditory/Vestibular System, Medical Audiology, Adult/Geriatric and Pediatric Audiology, Audition & Psychoacoustics, Hearing Science.**

The student will use knowledge of chemical agents, infectious/contagious diseases, instrumentation and bioelectrical hazards to design and carry out clinical services that are safe and effective.

**Learning indicators found in: Medical Audiology, Instrumentation & Electronics, Amplification Technology, Practice Management.**

The student will effectively measure the physical characteristics of acoustic, electric, and other non-acoustic stimuli.

**Learning indicators found in: Audition & Psychoacoustics, Hearing Science, Instrumentation & Electronics, Amplification Technology.**

The student will demonstrate knowledge of research processes and integrate them into evidence-based practice.

**Learning indicators found in: Methods of Research in SLP & AUD.**

The student will use knowledge of health care and educational delivery systems, medical and surgical treatment procedures, laws, regulations, policies, and management practices to engage in clinical services and make referrals which are relevant and which conform to the professional scope of practice and legal guidelines.

**Learning indicators found in: Medical Audiology, Aural Rehabilitation (Pediatric and Adult/Geriatric), Professional Issues, Practice Management, Clinical Clerkship.**

The student will use manual communication, interpreters and assistive technology to meet the needs of patients served.

**Learning indicators found in: Pediatric Audiology, Aural Rehabilitation (Pediatric and Adult/Geriatric), Amplification Technology, Clinical Clerkship.**

**Standard IVC**

The student will analyze, synthesize, evaluate and utilize information about prevention and identification to work effectively with patients, families, and other appropriate individuals from a variety of cultures to identify individuals at risk for hearing impairment and to prevent and minimize the development of communication disorders.

**Learning indicators found in: Pediatric Audiology, Aural Rehabilitation (Pediatric and Adult/Geriatric), Hearing Conservation, Medical Audiology, Professional Issues, Clinical Clerkships.**

**Standard IVD**

The student will summarize, develop, and implement appropriate assessment protocols involving case history, otoscopic examination, cerumen management, audiologic assessment, electrodiagnostics, balance, and aural rehabilitation assessment.

**Learning indicators found in: Essentials of Audiology, Pediatric and Medical Audiology, Differential Diagnosis, Hearing Conservation, Aural Rehabilitation (Pediatric and Adult/Geriatric), Professional Issues, Auditory Processing and Disorders, Practice Management, Clinical Clerkship.**

The student will interpret results of evaluations, generate recommendations and referrals, communicate them orally and in writing, provide counseling, and maintain appropriate records.

**Learning indicators found in: Essentials of Audiology, Pediatric and Medical Audiology, Differential Diagnosis, Hearing Conservation, Aural Rehabilitation (Pediatric and Adult/Geriatric), Professional Issues, Auditory Processing and Disorders, Practice Management, Instrumentation & Electronics, Clinical Clerkship.**

**Standard IVE**

The student will develop and implement culturally sensitive, age-appropriate treatment plans, demonstrating appropriate knowledge and use of collaboration, hearing aids, assistive listening and prosthetic devices, sensory aids, and aural rehabilitation.

**Learning indicators found in: Pediatric and Medical Audiology, Aural Rehabilitation (Pediatric and Adult/Geriatric), Professional Issues, Clinical Clerkship.**

The student will serve as an advocate for patients, families, and other appropriate individuals and assess efficacy of interventions for auditory and balance disorders.

**Learning indicators found in: Pediatric and Medical Audiology, Aural Rehabilitation (Pediatric and Adult/Geriatric), Professional Issues, Auditory Processing and Disorders, Clinical Clerkship.**

Applicants for the Doctorate of Audiology will develop and maintain records verifying ongoing formative assessment. In addition, all students will be required to pass the national examination adopted by ASHA for purposes of certification in audiology as a summative assessment of the learning outcomes. Passing the national exam is not a degree completion requirement, however. In addition to using feedback on student performance on the national examination, the department will solicit feedback annually from alumni and employers regarding performance of its graduates in a wide variety of clinical and academic settings. Such feedback will be reviewed by the Department's Curriculum Committee along with feedback from accrediting bodies such as ASHA and ongoing review of professional scope of practice developments to modify curriculum and course content to improve the knowledge and skills of our graduates.

- 13.2** Measures to Assess Learning/Curriculum. The department annually reviews the pass rate of graduates on the Praxis National Certification Examination and compares the pass rate to the national average to help assess student learning, curriculum and instruction. In addition the department conducts annual surveys of graduates and employers of graduates evaluating the competencies of knowledge and skills of graduates and student satisfaction with the overall quality of instruction. Additional

program performance measures include percentage of graduates employed in the field of audiology, career advancement by graduates, time to degree completion, pass rate on exams, and percentage of students involved in faculty sponsored research.

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**Table I**

**STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM**

	<b>Budget Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Number of Program Majors (Fall headcount)	10	20	30	40	40
Annual Full-Time-Equivalent Majors	10	20	30	40	40
Annual Credit Hours in EXISTING Courses <sup>1</sup>	0	0	0	0	0
Annual Credit Hours in NEW Courses <sup>1</sup>	220	440	660	880	880
Annual Number of degrees Awarded	0	0	0	10	10

<sup>1</sup>Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

**Table II**

**TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT**

		Current	Budget	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
		Year	Year	Year	Year	Year
1	Total Resource Requirements	312,000	317,000	312,000	362,000	362,000
2	Resources Available from Federal Sources <sup>1</sup>	0	0	0	0	0
3	Resources Available from Other Non-State Sources <sup>1</sup>	12,000	12,000	12,000	12,000	12,000
4	Existing State Resources <sup>2</sup>	300,000	300,000	300,000	300,000	300,000
5	Resources Available through Internal Reallocation <sup>3</sup>	0	0	0	50,000	50,000
6	New State Resources Required <sup>4</sup>	0	0	0	0	
	<b><u>Breakdown: New State Resources Required</u></b>					
7	FTE Staff <sup>5</sup>	6	6	6	7	7
8	Personal Services					
9	Equipment and Instructional Needs	0	5,000	0	0	0
10	Library	0	0	0	0	0
11	Other Support Services <sup>6</sup>	0	0	0	0	0

<sup>1</sup>These lines reflect funds available (not incremental funds) from non-state sources in any given year

<sup>2</sup>Existing state resources in each successive year are equal to the sum of the previous year's existing state resources (line 4); plus resources made available through internal reallocation (line 5); plus new state resources (line 6). If state resources allocated to a program in any given year (line 4) exceed state resource requirements needed to support the program in the following year, state resource requirements should be reduced with a negative dollar adjustment on line 5. The sum of lines 2 through 6 will always equal line 1.

<sup>3</sup>Numbers can be either positive (allocated to the program) or negative (allocated away from the program).

<sup>4</sup>Reflects the level of state funding requested in the referenced year. Dollars reported are incremental.

<sup>5</sup>Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

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**ILLINOIS STATE UNIVERSITY**  
**GRADUATE PROGRAMS**  
**REQUEST FOR NEW PROGRAM APPROVAL**  
**(Reporting of Financial Implications)**

**Purpose:** Proposed new graduate programs (degrees, sequences, certificates) must include information concerning how the program will be financially supported to proceed through the curriculum proposal process. Signatures of the College Dean and Provost/Provost Representative are required prior to submission of the new program to the College Curriculum Committee.

**Procedure:** This completed form, with all necessary signatures, is to be attached to new program curricular proposals.

**Definition:** A "program" at the graduate level can be either a degree, a sequence as part of a degree, or a graduate-level certificate (Graduate Certificate, Post-Baccalaureate Certificate, or Post-Master's Certificate).

**Complete the following information:**

Department: **Speech Pathology and Audiology** Date: **November 15, 2004**

Proposed New Program: **Doctor of Audiology**

Person Completing Form: **Walter Smoski** Contact #: **438-8643**

**Complete Table I to show student enrollment projections for the program.**

**Table I**

STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM

	<b>1<sup>st</sup> Year (July – June)</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Number of Program Majors (Fall headcount)	10	20	30	40	40
Annual Full-Time-Equivalent Majors	10	20	30	40	40
Annual Credit Hours in EXISTING Courses <sup>1</sup>	0	0	0	0	0
Annual Credit Hours in NEW Courses <sup>1</sup>	220	440	660	880	880
Annual Number of degrees Awarded	0	0	0	10	10

<sup>1</sup>Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

Complete Table II (even if no new funding is requested). Show all required resources including amounts and sources of funds reallocated from other programs or units.

**Table II**

PROJECTED RESOURCE REQUIREMENTS FOR THE NEW PROGRAM

-	1 <sup>st</sup> Year (July – June)	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
FTE Staff <sup>1</sup> (FTE)	0	0	1	0	0
Personnel Services ( \$ )	0	0	0	0	0
Equipment and Instructional Needs ( \$ )	\$5,000	0	0	0	0
Library ( \$ )	0	0	0	0	0
Other Support Services <sup>2</sup> ( \$ )	\$12,000	12,000	12,000	12,000	0

<sup>1</sup>Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

<sup>2</sup>Other dollars directly assigned to the program. Do not include allocated support services.

**Budget narrative listing projected sources of program funding (including sources of reallocated funds).**

Since the new Au.D. program will be replacing an existing M.S. in Audiology the only funds requested will be for some updated computer technology and funds for graduate assistantships. The only faculty request will be to reallocate one existing tenure faculty line that is currently unfilled to the new audiology program in the 3<sup>rd</sup> year of the program. There will be ongoing equipment needs that have been requested and supported by the college in the past and those needs are anticipated in the future.

*Routing and action summary:*

1. \_\_\_\_\_  
Department/School Curriculum Committee Chair                      Date Approved
2. \_\_\_\_\_  
Department Chairperson/School Director                      Date Approved
3. \_\_\_\_\_  
College Dean                      Date Approved
4. \_\_\_\_\_  
Provost/Provost Representative                      Date Approved
5. \_\_\_\_\_  
Teacher Education Council Chairperson                      Date Approved
6. \_\_\_\_\_  
College Curriculum Committee Chairperson                      Date Approved
7. \_\_\_\_\_  
Graduate School                      Date Approved