

Deactivation Proposal

Date Submitted: 02/01/25 12:51 am

Viewing: **10KS1053AUD : Audiology, AUD**

Last approved: 10/22/24 2:15 pm

Last edit: 03/26/25 3:10 pm

Changes proposed by: Justin Aronoff

Catalog Pages Using Audiology, AUD
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
~~Revision~~
Phase Down/Elimination

In Workflow

- 1. U Program Review
- 2. 1679-SPSHS
Committee Chair
- 3. 1679-SPSHS Head
- 4. KY Committee Chair
- 5. KY Dean
- 6. University Librarian
- 7. Grad_College
- 8. COTE Programs
- 9. Provost
- 10. Senate EPC
- 11. Senate
- 12. U Senate Conf
- 13. Board of Trustees
- 14. IBHE
- 15. HLC
- 16. DOE
- 17. DMI

Approval Path

- 1. 02/06/25 1:32 pm
Donna Butler
(dbutler): Approved
for U Program
Review
- 2. 02/06/25 1:59 pm
Dan Fogerty
(dfogerty):
Approved for 1679-
SPSHS Committee
Chair
- 3. 02/09/25 9:53 pm
Pamela Hadley
(phadley): Approved
for 1679-SPSHS
Head

4. 02/17/25 10:21 am
Robbin King
(rlking10):
Approved for KY
Committee Chair
5. 02/17/25 11:24 am
Steve Petruzzello
(petruzze):
Approved for KY
Dean
6. 02/17/25 12:08 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 03/12/25 3:35 pm
Allison McKinney
(agrindly): Approved
for Grad_College
8. 03/12/25 3:54 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 03/13/25 9:07 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 11, 2019 by Deb
Forgacs (dforgacs)
2. Mar 1, 2023 by Dan
Fogerty (dfogerty)
3. Jul 30, 2024 by Dan
Fogerty (dfogerty)
4. Oct 22, 2024 by
Brian Monson
(monson)

Official Program Name	Audiology, AUD	
Diploma Title	Doctor of Audiology	
Sponsor College	Applied Health Sciences	
Sponsor Department	Speech & Hearing Science	
Sponsor Name	<u>Justin Aronoff</u> Brian Monson	
Sponsor Email	<u>jaronoff@illinois.edu</u> monson@illinois.edu	
College Contact	Steve Petruzzello	College Contact Email
	petruzze@illinois.edu	
College Budget Officer		
College Budget Officer Email		

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Justin Aronoff ~~Brian Monson~~ will edit

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Eliminate the Doctor of Audiology in Audiology in the College of Applied Health Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

No

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

The proposal is to phase down the Doctorate of Audiology (AuD)

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The Doctorate of Audiology (AuD) is the entry level degree for audiologists. The AuD program has faced two challenges. A shortage of clinical faculty and a small pool of AuD applicants alongside a large number of AuD programs in the state.

A current shortage of clinical faculty led to the temporary suspension of admission that is currently in place for the AuD program. We chose to temporarily suspend admission to ensure that we had sufficient clinical faculty to provide the necessary education and training experiences needed by our current students.

A more long-term issue is the mismatch between the size of the applicant pool for AuD programs and the number of AuD programs in the state. Typically 10% of our approximately 250 undergraduate students are interested in applying for an AuD to become audiologists (the majority of the remaining students pursue a masters in Speech Language Pathology to become speech language pathologists). There are currently five AuD programs in the state, three of which are at state-funded schools, the majority of which are struggling with low student numbers. Based on continuing low numbers in our AuD program, a lack of interest by other state programs to form a consortium, and the oversaturated market for AuDs, we have opted to phase down our program. The faculty met on 11/15/24 and voted 17 in favor, 2 opposed, 0 abstained to phase down the AuD program.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

Yes

Please describe: As the program is phased down, ~~admissions will be suspended~~, there will be a phase down ~~reduction in AuD course offerings during the year~~ of the courses that are only part of the AuD program. ~~suspension~~.

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

Program Features

Academic Level Graduate

Does this major have transcripted concentrations? No

What is the longest/maximum time to completion of this program?

Four years

What are the minimum Total Credit Hours required for this program?

96

What is the required GPA? 3.0

CIP Code 510204 - Audiology/Audiologist and Speech-Language Pathology/Pathologist.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The AuD program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. We do not anticipate that these changes will alter our accreditation.

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

Yes

If Yes, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

Students who wish to be practicing clinicians in Illinois after graduation need to receive their state license form the Illinois Department of Financial and Professional Regulation. The AuD program is designed such that students who graduate from the program will meet the requirements for licensure.

Program of Study

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The clinical Doctor of Audiology (AuD) program ensures clinical competence in audiology necessary for employment in healthcare and educational settings, private practice, or industry. Successful completion of this program ensures that the student has met the academic and clinical requirements for the American Speech-Language-Hearing Association (ASHA) certification in audiology. The program is accredited by the Council on Academic Accreditation in Speech-Language Pathology and Audiology.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Minimum required major and supporting course work : Didactic coursework requires 58 hours.

Minimum hours required for graduation: 96 hours.

Minimum GPA: 3.0

This course must be taken if an equivalent is not taken during the bachelor's program.		0-2
<u>SHS 570</u>	Evidence-Based Practice in Audiology & Speech-Language Pathology	2
Didactic Coursework:		
<u>SHS 540</u>	Psychoacoustics	3
<u>SHS 541</u>	Clinical Auditory Anat & Phys	3
<u>SHS 542</u>	Signals and Systems	3
<u>SHS 543</u>	Business Planning in Audiology	2
<u>SHS 550</u>	Assess Audition & Aud Disorder	3
<u>SHS 551</u>	Auditory Electrophysiology I	4

<u>SHS 552</u>	Diagnosing Hearing Impairment in Infants and Children	3
<u>SHS 553</u>	Amplification I	3
<u>SHS 554</u>	Auditory Electrophysiology II	3
<u>SHS 556</u>	Amplification II	3
<u>SHS 558</u>	Tinnitus	2
<u>SHS 559</u>	Hearing Conservation	2
<u>SHS 560</u>	Audiological Assessment Lab	2
<u>SHS 561</u>	Medical Audiology	3
<u>SHS 562</u>	Educational Audiology	2
<u>SHS 563</u>	Amplification Lab	2
<u>SHS 564</u>	Vestibular Assessment and Rehabilitation	3
<u>SHS 572</u>	Counseling in Comm Disorders	2
<u>SHS 579</u>	Prof/Eth/Legal Issues AuD/SLP	3
<u>SHS 580</u>	Cochlear Implants	3
<u>SHS 581</u>	Auditory Processing Disorders	2
<u>SHS 582</u>	Speech Communication, Aging, and Aural Rehabilitation	2
<u>SHS 592</u>	Prosem Spch & Hear Sci (Must be taken twice)	0
Clinical practica		34
<u>SHS 557</u>	Advanced Clinical Practicum in Audiological Assessment and Rehabilitation	22
<u>SHS 595</u>	Audiology Clinical Practicum Full-Time Externship (Minimum 12 credits)	12
Doctoral/Capstone Project		4
<u>SHS 593</u>	Special Problems (Capstone Project)	

Total Hours	96
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Other Requirements

Other requirements may overlap

Masters Degree Required for Admission to AuD:No

Qualifying Exam Required: Yes

Preliminary Exam Required: Yes

Final Exam/Dissertation Defense Required: Yes

Dissertation Deposit Required: No

Minimum GPA: 3.0

Corresponding

AUD Doctor of Audiology

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Student Learning Outcomes

Students will demonstrate academic knowledge and skills in:

1. The foundations of the practice of audiology, including principles and practices derived from the study of hearing and balance in normal and disordered populations across the lifespan.
2. The ability to work as independent clinicians, for the prevention, identification, assessment, and intervention of hearing and balance disorders across the lifespan.
3. The ability to advocate, consult, and educate on behalf of individuals with hearing and balance disorders across the lifespan.
4. The ability to critically review and discuss research evidence and apply this ability to evidence-based practice for audiological services.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Student competency will be assessed using the same rating scale for all learner outcomes at the end of each semester for all academic and clinical courses. End-of-semester ratings, from 1-5, are provided by academic and clinical instructors, and externship preceptors, as follows:

1. no evidence
2. emerging competence
3. ability is present but may need monitoring
4. ability is developed, and can apply to academic and clinical problems
5. consistent application of the ability

Performance is also assessed during qualifying and preliminary exams and the capstone project.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Our academic instructors and clinical supervisors rate each learner on knowledge and skills standards addressed in a course or clinical practicum (comprising our learning outcomes that align with the ASHA accreditation requirements for audiologists) online using CALIPSO, a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology and audiology training programs. We do this each semester/summer session of the 4-year AuD program. In order to earn their AuD degree, at some point in their program each student must reach a rating of “3” on a 5-point scale (“knowledge or skill is present”) for each ASHA standard (across the clinical areas for assessment and intervention which make up the scope of practice for audiology). These ASHA standards serve as the assessed components that indicate achievement of each learner outcome. We provide multiple opportunities (i.e., multiple courses and clinical practica) for a learner to achieve each standard assigned to the learning outcomes of the program.

#Students have to pass the qualifying and preliminary exams and the capstone project

#Students should pass the praxis exam

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Each year our department compiles data to report to the Council on Academic Accreditation (CAA, our external accrediting body) and to submit learning outcomes assessment report to the university. Once the data is compiled, the Program policy committee and Education policy committee in conjunction with the Head and DGS identify areas of improvement for the subsequent academic year.

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Fall 2025
Admissions Term

Is this revision a change to the admission status of the program?

Yes

Please describe the admission status change, whether suspension or resumption of the admission status:

This involves is a ~~temporary~~ suspension of admissions.

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Students must submit transcripts, and for non-native speakers, TOEFL scores.

For admission to the AuD program, every student must complete an acceptable undergraduate course in each of the following areas. A minimum grade of C- is required.

Biological sciences

Physical sciences

Statistics

Social/behavioral sciences

All students seeking clinical certification must also complete the following University of Illinois undergraduate courses or their equivalents, with a minimum grade of C-.

SHS 200 Phonetics

SHS 240 Hearing Science

SHS 301 Speech Science

SHS 320 Development of Spoken Language

Students may be admitted without having completed this coursework, but completion of this coursework prior to beginning graduate study is required.

Enrollment

List the prerequisites including course titles and number of credit hours for each prerequisite course, and whether or not these prerequisites count in the total hours required for the minor.

Phase Down/Elimination Enrollment

Does this program Yes
currently have
enrollment?

If so, what is the
anticipated term of
completion?

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

We currently have 23 students across the entire four years of the AuD program, with no incoming students, given the current suspension of admissions. We will continue to teach the required classes needed by our students for the next three years (until all four cohorts have finished the program). If a current student chooses to pause their program, extending beyond the rest of the cohort’s time by no more than a year, we will provide them with the needed coursework through independent studies.

Number of Students in Program (estimate)

Year One Estimate	5th Year Estimate (or when fully implemented)
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Estimated Annual Number of Degrees Awarded

Year One Estimate	5th Year Estimate (or when fully implemented)
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What is the
matriculation term
for this program?
Fall

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

No additional resources are needed.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

We are not proposing a change to the current AuD Speech and Hearing Science differential tuition rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Plan to Evaluate and Improve the Program

Plan to Evaluate and Improve the Program Attachments

Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

Faculty Resources

Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

Faculty who currently teach in the AuD program will teach courses in our undergraduate curriculum and/or our PhD curriculum. No changes in overall course load is anticipated for faculty.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

Are the unit’s current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

We anticipate minimal impact on the university library’s resources, given the small number of current students and the continued presence of our PhD program, which uses overlapping library resources such as journals, with the AuD program.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

- Budget Narrative
- Fiscal and
- Personnel
- Resources
- Attachments

Personnel Budget

Category	Year One	Year Five	Notes
Faculty (FTE)			
Faculty (\$)			
Advising Staff (\$)			

Graduate Students

(\$)

Other Personnel

Costs

Budget Narrative

Attachments

Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;

B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;

C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

Will the program require new or additional facilities or significant improvements to already existing facilities?

Will the program need additional technology beyond what is currently available for the unit?

Are there other costs associated with implementing the program?

Facilities and
Equipment
Attachments

Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure

curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Faculty and Staff

Attachments

EP Documentation

EP Control Number EP.25.081

Attach Rollback/
Approval Notices

Non-EP Documentation

This proposal
requires HLC
inquiry

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

AUD: Doctor of Audiology

Program Code: 10KS1053AUD

Minor
Code

Conc
Code

Degree
Code

AUD
Major
Code

1053

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

Effective Date:

Attached Document
Justification for this
request

Program Reviewer
Comments