

*Audiology Today*, Cunningham and Windmill outline a practical plan for addressing some of the weaknesses in the education of audiologists. There is a desperate need in our graduate programs for instruction by practitioners with unique and well honed clinical audiologic skills, such as Dan's. Our profession, however, does not need a self-styled *Dan Quixote* tilting at audiologic windmills. Perhaps Dan should refocus his career at this time and "begin to teach the whys and wherefores". "The challenge of audiologic education for the remainder of this century" is *not* "to return to our old values". The challenge is to get clinical authorities like Dan Schwartz active in the education of audiologists. Dan, are you up to it?

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## American Academy of Audiology: Graduate Education

### Background

The American Academy of Audiology, at its formation, embraced the principle of a doctoral level entry to the practice of audiology (*Audiology Today*, 1:1988). The Academy recognized that extensive consideration was required regarding both the feasibility and the impact of such a concept on the profession of audiology. In particular, the Academy desired to examine the implications of doctoral-level entry on training programs, public and private institutions, and on those individuals presently practicing in the field.

Thus, a Task Force was appointed by President James Jerger in 1989. The Task Force was charged to study the concept of a professional doctorate in audiology and to make recommendations regarding implementation of the degree. The Task Force was requested to provide a report of its deliberations and recommendations to the Academy's Executive Committee. The members of the Task Force, Lucille Beck, Carl Binnie, Alan Feldman, Barry Freeman, Susan Jerger, Richard Talbott, Chair, and Richard Wilson, met in Houston, Texas on January 26 and 27, 1990.

In their deliberations, the Task Force: (1) considered open-ended input received directly from the membership of the Academy; (2) examined existing plans on professional doctorates acquired from other organizations; and (3) received input based on the experience and expertise of the Task Force members. The report of the Task Force was submitted to and accepted by the Executive Committee of

the Academy on February 3, 1990. President Fred Bess appointed a writing group (Judy Gravel, Linda Hood, and Rick Talbott) to synthesize the Task Force report into a Position Statement for presentation to the Membership at the Academy's Annual Meeting in New Orleans, April 1990.

The following is the proposed position statement of the Academy regarding graduate education in audiology.

### Position Statement

The American Academy of Audiology endorses the doctoral degree as the appropriate minimal entry level degree for the practice of audiology. This level of training is necessary to ensure the provision of the highest standards of service delivery to individuals with auditory and other related communication disorders. The professional doctorate degree establishes the audiologist in a clearly-defined and prominent role within the health-care delivery system and supports the professional autonomy of the audiologist in the practice of audiology.

To this end, the Academy shall actively seek to influence training institutions, federal and state regulatory agencies, fiscal intermediaries, professional organizations and the general public toward the acceptance of the doctorate as the minimum degree required for the practice of audiology.

Several basic principles are hereby adopted by the Academy to guide its advocacy in this regard, as follows:

- The Academy shall foster and seek cooperative efforts between itself and other professional organizations and academic institutions pursuant to the development of recommended programs of study for the professional doctorate. The purpose of these recommendations will be to establish academic and clinical requirements for the professional doctorate degree. Such requirements should be sufficiently flexible to facilitate individual university/college variance in the models under which doctoral level education in audiology is provided.
- The Au.D. is an appropriate designator for the professional doctorate in audiology.
- A baccalaureate degree from an accredited university/college is recommended for entrance into a professional doctorate program.
- The Academy does not endorse the grandfathering or entitlement of any degree or title.
- The Academy will actively encourage university/college programs to modify entrance requirements, provide credit for demonstrated competence in the field, and allow matriculation on a full or part-time basis for audiologists desiring to complete the professional doctorate requirements.

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# Professional/Academic Degree

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This article presents a description of both the professional and the academic doctoral degrees as they exist today in our society. The comments are based on statements agreed upon by national graduate education and accreditation organizations in our country, observations that appear in the literature, and personal observations. Hopefully the similarities and differences between professional and academic doctorates will become obvious and thereby facilitate the discussion of a professional doctorate in Audiology.

The degree of "doctor" has been used to identify individuals who qualified themselves through study in the professional fields of medicine, law, theology, philosophy, and the arts since the middle ages. Today the field of study for which it is awarded have increased considerably. In some countries the successful study of medicine results in a bachelor's degree and in others the M.D. can be attained only upon the successful completion of a thesis.

Thus, from a global perspective, the awarding the degree of "doctor" presents a mixed picture. Irrespective of how the attainment of the "doctor's" degree occurs, it signifies the highest award attainable in the various professional fields.

The Doctor of Philosophy (Ph.D.) degree also has a long history dating back to the emergence of the great universities of Western Europe in Padua, Bologna, Paris, Oxford, Cambridge, and others (Cobb et al 1977). Throughout the centuries that followed, the areas of inquiry for which the Ph.D. has been awarded have extended considerably to include the sciences, additional areas within the humanities, and the various arts. More recently it is being granted in fields where individuals not only seek to extend knowledge but also to prepare practitioners.

## The Concept of "Profession"

Examination of the concept of profession is important in the discussion of a professional doctorate. Greenwood (1966) suggests that the distinguishing features are (1) a basis in systematic theory, (2) authority recognized by the clientele of the professional group, (3) broader community sanction and approval of this authority, (4) a code

of ethics regulating relations of professionals with clients and with colleagues, and (5) a professional culture sustained by a formal professional association.

## The Professional Doctor's Degree

With the increase in scientific information and technologic advances, existing professional fields are refined and services to society are enhanced. This progress and an increasingly better informed society eventually create a need for more highly trained personnel. Thus it becomes necessary to consider the need to develop new doctoral training programs such as the one proposed for the Doctor of Audiology (Au.D.).

Programs, for example in Pharmacy, Psychology, Public Health, and Optometry, etc. are notable examples of fields in which professional doctorates have been developed in more recent years.

Although there are some features common to both professional and academic doctoral degree programs, those that are unique to each are readily discernible. Most of the following features reflect the substance of a document entitled *The Doctor's Degree in Professional Fields - A Statement by The Association of Graduate Schools - A Statement by The Association of American Universities and The Council of Graduate Schools in the United States (CGS) (McCarthy et al).*

- Professional doctoral training programs are designed specifically to prepare individuals for professional roles wherein skill of performance is stressed. The student must understand the reciprocal relationships between theory and professional practice. An outstanding example of this is the well designed medical program that devotes approximately half of the curriculum to sciences basic to medicine and the other half to various aspects of clinical practice (Mayhew, 1976).
- There is a hierarchy of curriculum in which certain courses are prerequisites to those that follow. The curriculum is laid out for the entire course of study and all students are required to take the courses (or to pass competency exams in them).

- The doctoral degree itself clearly indicates the substance of the training program that the practitioner has completed.
- There is demand for technical competence in order to pass the requirements of professional doctorate programs.
- Students will have command of existing knowledge that is thorough and complete and probably with broader emphasis than will be the case for the student working toward the Ph.D. degree (Stand. for Grad. Educ.).
- The professional doctor's degree is generally the responsibility of a department, school, or college, whereas the Ph.D. degree is a central concern of the Graduate School.
- An internship is an integral part of the preparation of the professional doctoral student and may be predoctoral or postdoctoral.
- In more traditional professional doctoral programs the number of students admitted to study is limited. The program being didactic does not call for individual counseling on course selection as for the Ph.D. degree student.
- Although the thrust of professional doctoral study is toward developing professional competence, there is often some research experience provided.

In terms of some specific advice, the AGS-CGS Committee (McCarthy et al) that produced the joint statement on professional doctoral programs suggests that (1) professional field in the university consider offering a professional doctor's degree only when it has major breadth and depth, (2) students may complete a professional doctor's degree and then complete the research degree (Ph.D.) or perhaps vice versa, (3) professional doctoral studies be administered with the same rigor as other professional or research-oriented doctoral programs, (4) professional doctoral study consist of a period of full-time study representing at least 7 to 8 years beyond high school, and (5) professional programs requiring only a year or 2 beyond the Bachelor's degree should lead to a second Bachelor's degree or to a Master's degree. The Committee also states that the quality of the faculty is of the highest importance and should demonstrate proven ability in professional practice or research, each holding a doctoral degree or equivalent by experience. Continuing education is viewed as a necessity.

### The Doctor of Philosophy Degree

The Doctor of Philosophy degree is the highest achievement in preparation for active scholarship and research. It was first conferred by Yale in 1861 to a student in

natural philosophy (Cobb et al 1977; Lockmiller, 1971). The official document of the Council of Graduate Schools in the U.S. highlights not only the central purpose of the degree but also comments specifically on the nature of the doctoral program, faculty responsibility, the dissertation residence requirements, examination, candidacy, etc.

The emphasis is in the preparation of the student for a career in which he/she is involved in intellectual inquiry from which flows creative scholarship or research. Often these are combined with teaching.

In most cases the Graduate School does not prescribe coursework for the student working toward the Ph.D. degree. Programs are designed specifically in conjunction with the student's adviser and committee. The student works closely with them as he/she progresses through the program.

Characteristic of most doctoral programs is attendance at lectures, seminars, and also independent study and research. Courses often are taken during the first years of graduate study. This advanced study in the field and also courses that provide the student with research tools so that he/she can become an independent researcher usually comprise the formal study. Frequently the student has teaching and/or research assignments as well.

A residence requirement is set by most universities. Length of time of residence varies among institutions but usually is 1 or 2 years. This means that there must be continuous study in residence during the time period required. Some of the study could conceivably be carried on off-campus.

Upon completing course and seminar requirements the student presents herself/himself for written and perhaps oral examination, variously referred to as a general or comprehensive examination. Upon passing the examination the student becomes a candidate for the Ph.D. degree. The remainder of the student's effort is toward the completion of a dissertation.

The dissertation topic is worked out with the adviser, and the prospectus for the research is presented formally to the advisory committee for suggestions and approval. Upon completion of the dissertation, the student defends it before the committee and in some cases the general public. A successful defense of the dissertation must be accomplished. Throughout this defense the student is called upon to demonstrate mastery of the topic under study and the ability to analyze and interpret findings of the study that contribute new knowledge to the field of inquiry. The Policy Statement of the Council of Graduate Schools in the U.S. (Cobb et al, 1977) states that the Ph.D. dissertation fulfills two major purposes.

1. It is an intensive, highly professional training experience, the successful completion of which demonstrates that the candidate can carry out and report on scholarly research at a high level of professional competence.
2. Its results constitute a contribution to knowledge in the field.

Thus the Ph.D. degree is conferred across the university for accomplishment in research in substantive fields of inquiry. Whether in History, Biochemistry, or Audiology, the awardee receives the Ph.D. degree as one who is expected to continue research and/or scholarship that will add to the knowledge of the respective fields.

### Summary Comment

There has been a blurring of the boundary lines between "graduate" and "professional" programs as they have developed in our colleges and universities (Salley et al. 1981). This can contribute to compromise in development of both graduate and professional education; to confusion on the part of students; and ultimately to the inefficient use of resources.

The CIC Deans (Stand. for Grad. Educ.) concurred with the Council of Graduate Schools/Federation of Regional Accrediting Commissions of Higher Education/National Commission on Accrediting recognition of two principal types of graduate degree programs having distinct primary objectives:

Research oriented graduate degree programs, where the primary objective is to train graduate students through the master's or doctor's level as preparation for scholarly or research activity directed mainly toward the acquisition of knowledge, and completion of the program ordinarily is identified by award of the degree of Master of Arts (MA), Master of Science (MS), or Doctor of Philosophy (Ph.D.).

Practice oriented graduate degree programs, where the primary objective is to train graduate students through the master's or doctor's level as preparation for professional practice directed mainly toward the application or transmission of existing knowledge, and completion of the program ordinarily is identified by award of the degree of Master of (Professional Field), or Doctor of (Professional Field) ...

Although the Research oriented and Practice oriented degree programs have quite separate and distinct objectives, the graduates of the programs are important to each other. New information, new tools, and new procedures developed in the research laboratory have little meaning unless they are ultimately put to use by those who are attempting to solve problems at a practical level. Likewise, the practice of a profession withers on the vine unless the substance of the profession is constantly updated by new information, new tools, and new procedures.

Therefore the research doctorate (Ph.D.) and the professional doctorate are both of utmost importance, reflecting rigorous training and highest achievement. It is simply fallacious to make value judgment comparisons of them such as "better than," "less good than," "more prestigious than," etc. Although the education and training program objectives of the respective programs leading to these degrees are quite different, they are nonetheless immutably linked in a most important way in their ultimate contribution to society.

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