

AUDIOLOGY CONSORTIAL PROGRAM WITH UW-STEVENS POINT, AUD

The AuD program is a four-year professional doctorate program offered jointly by the UW-Madison Department of Communication Sciences and Disorders and the UW-Stevens Point School of Communicative Disorders.

The program was designed to train professional audiologists through a firm foundation in science and technology. Clerkships and onsite mentoring assure that students graduate with superior clinical skills.

In this unique program, lecture classes are taught simultaneously at both campuses; videoconferencing allows for interaction with students and faculty at the remote campus. Laboratory experiences are taught separately, using the same curriculum, on each campus. Summer academic course work is entirely online, and clinical experiences take place both on and off campus.

The AuD program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.

The academic objectives of the program are:

- To prepare students to enter the profession of audiology fully able to function as independent audiologists in private practice, medical clinics, and school settings.
- To provide a strong theoretical, technical, and scientific base for the clinical practice of audiology.
- To prepare students to meet certification and licensure requirements for the practice of clinical audiology.
- To prepare students to be lifelong learners.

ADMISSIONS

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Students apply to the Doctor of Audiology through one of the named options:

- Audiology: Collaborative Program at Stevens Point (<http://guide.wisc.edu/graduate/communication-sciences-disorders/audiology-aud/audiology-collaborative-program-stevens-point-aud/#text>)
- Audiology: Collaborative Program at UW-Madison (<http://guide.wisc.edu/graduate/communication-sciences-disorders/audiology-aud/audiology-collaborative-program-uw-madison-aud/>)

FUNDING

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GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (<https://grad.wisc.edu/funding/>) is available from the Graduate School. Be sure to check with your program for individual policies and restrictions related to funding.

PROGRAM RESOURCES

Financial assistance, sometimes available to graduate students in communication sciences and disorders, consists of scholarships, fellowships, traineeships, and project and research assistant positions. Financial assistance is very limited and varies from year to year.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirements>), in addition to the program requirements listed below.

MAJOR REQUIREMENTS CURRICULAR REQUIREMENTS

Requirement Detail	
Minimum Credit Requirement	92 credits
Minimum Residence Credit Requirement	92 credits
Minimum Graduate Coursework Requirement	92 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: https://policy.wisc.edu/library/UW-1244 (https://policy.wisc.edu/library/UW-1244/).
Overall Graduate GPA Requirement	3.00 GPA required. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: https://policy.wisc.edu/library/UW-1203 (https://policy.wisc.edu/library/UW-1203/).
Other Grade Requirements	Grades lower than a B are evaluated by the department according to the procedure described in the handbook.
Assessments and Examinations	Taking the Praxis Exam is required to obtain the degree.
Language Requirements	One introductory course in Sign Language is a prerequisite and required to be taken during graduate study if not already taken as an undergraduate.

Graduate School Breadth Requirement	Audiology doctoral students are not required to complete a doctoral minor or graduate/professional certificate; they may pursue one if they wish.
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REQUIRED COURSES

Select a Named Option (p. 2) for courses required.

NAMED OPTIONS

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Audiology Consortial Program with UW-Stevens Point AuD must select one of the following named options:

View as listView as grid

- **AUDIOLOGY: COLLABORATIVE PROGRAM AT STEVENS POINT, AUD**
([HTTP://GUIDE.WISC.EDU/GRADUATE/COMMUNICATION-SCIENCES-DISORDERS/AUDIOLOGY-CONSORTIAL-PROGRAM-UW-STEVENS-POINT-AUD/AUDIOLOGY-CONSORTIAL-PROGRAM-UW-STEVENS-POINT-COLLABORATIVE-PROGRAM-STEVENS-POINT-AUD/](http://guide.wisc.edu/graduate/communication-sciences-disorders/audiology-consortial-program-uw-stevens-point-aud/audiology-consortial-program-uw-stevens-point-collaborative-program-stevens-point-aud/))
- **AUDIOLOGY: COLLABORATIVE PROGRAM AT UW-MADISON, AUD**
([HTTP://GUIDE.WISC.EDU/GRADUATE/COMMUNICATION-SCIENCES-DISORDERS/AUDIOLOGY-CONSORTIAL-PROGRAM-UW-STEVENS-POINT-AUD/AUDIOLOGY-CONSORTIAL-PROGRAM-UW-STEVENS-POINT-COLLABORATIVE-PROGRAM-UW-MADISON-AUD/](http://guide.wisc.edu/graduate/communication-sciences-disorders/audiology-consortial-program-uw-stevens-point-aud/audiology-consortial-program-uw-stevens-point-collaborative-program-uw-madison-aud/))

POLICIES

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Students should refer to one of the named options for policy information:

- Audiology: Collaborative Program at Stevens Point (<http://guide.wisc.edu/graduate/communication-sciences-disorders/audiology-aud/audiology-collaborative-program-stevens-point-aud/#text>)
- Audiology: Collaborative Program at UW-Madison (<http://guide.wisc.edu/graduate/communication-sciences-disorders/audiology-aud/audiology-collaborative-program-uw-madison-aud/>)

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School's professional development resources (<https://grad.wisc.edu/pd/>) to build skills, thrive academically, and launch your career.

LEARNING OUTCOMES

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1. (Foundations of Practice) Possess knowledge of normal aspects of auditory physiology and behavior over the life span and normal development of speech and language.
2. (Foundations of Practice) Demonstrate an understanding of the effects of hearing loss on communication and educational, vocational, social, and psychological functioning.
3. (Foundations of Practice) Possess knowledge of pathologies related to hearing and balance and their medical diagnosis and treatment.
4. (Foundations of Practice) Demonstrate clinically appropriate oral and written communication skills.
5. (Foundations of Practice) Recognize principles and practices of research, including experimental design, statistical methods, and application to clinical populations.
6. (Prevention, Identification, and Assessment) Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.
7. (Prevention, Identification, and Assessment) Demonstrate abilities to assess individuals with suspected disorders of hearing, communication, balance, and related systems.
8. (Prevention, Identification, and Assessment) Evaluate information from appropriate sources and obtaining a case history to facilitate assessment planning.
9. (Prevention, Identification, and Assessment) Conduct and interpret behavioral and/or electrophysiologic methods to assess hearing thresholds, auditory neural function, balance and related systems.
10. (Prevention, Identification, and Assessment) Prepare reports, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan.
11. (Intervention) Provide intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.
12. (Intervention) Develop culturally appropriate, audiologic rehabilitative management plans.
13. (Intervention) Evaluate the efficacy of intervention (treatment) services.
14. (Professional Conduct) Recognize and apply principles of ethical and professional conduct.
15. (Professional Conduct) Apply skills for life-long learning.
16. (Professional Conduct) Demonstrate teamwork and problem solving.
17. (Professional Conduct) Possess knowledge of contemporary professional issues and advocacy.

- 18. (Professional Conduct) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others.
- 19. (Professional Conduct) Provide counseling and supportive guidance regarding hearing and balance disorders to patients, family, caregivers, and relevant others.

Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, District of Columbia, Guam, Puerto Rico, U.S. Virgin Islands

The requirements of this program do not meet certification/licensure requirements in the following states:

Not applicable

Updated: 1 June 2024

PEOPLE

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Information about faculty and staff can be found on the program's website (<https://csd.wisc.edu/directory/>).

ACCREDITATION

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Council on Academic Accreditation in Audiology and Speech-Language-Pathology (<https://caa.asha.org/>)

Accreditation Status: Accredited. Next Accreditation Review: 2031.

CERTIFICATION/LICENSURE

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American Speech-Language-Hearing Association (<https://www.asha.org/>)

PRAXIS PASS RATE

Year of Exam	UW-Madison Graduates: All Attempts	National All Attempts
2022-2023	92%	Not Available
2021-2022	92%	Not Available
2020-2021	100%	Not Available

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet certification/licensure requirements in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South