AUDIOLOGY, AU.D.

The Au.D. 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 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.

FUNDING

Financial assistance, sometimes available to graduate students in communication sciences and disorders, consists of scholarships, fellowships, traineeships, and project and research assistant positions.

Funding assistance is very limited and varies from year to year. Students who are considering applying for financial aid should contact the department for further information.

REQUIREMENTS

MINIMUM GRADUATE RESIDENCE CREDIT REQUIREMENT
75 credits

MINIMUM GRADUATE COURSEWORK (50%) REQUIREMENT
All (100%) of the minimum number of credits (75) must be taken in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

PRIOR COURSEWORK REQUIREMENTS: GRADUATE WORK FROM OTHER INSTITUTIONS
No prior coursework from other institutions is allowed.

PRIOR COURSEWORK REQUIREMENTS: UW–MADISON UNDERGRADUATE
Up to 6 credits from a UW–Madison undergraduate degree are allowed to count toward the degree. If the courses are numbered 500 and above, the credits may be counted toward the overall graduate credit requirement; if the courses are numbered 700 or above, they may count toward both the minimum graduate degree requirements and minimum graduate coursework (50%) requirement.

PRIOR COURSEWORK REQUIREMENTS: UW–MADISON UNIVERSITY SPECIAL
No prior coursework from UW–Madison University Special career is allowed.

CREDITS PER TERM ALLOWED
14 credits

PROGRAM-SPECIFIC COURSES REQUIRED
Contact the program for information on any additional required courses.

DOCTORAL MINOR/BREADTH REQUIREMENTS
Audiology doctoral students are not required to complete a doctoral minor, they may pursue a minor if they wish.

OVERALL GRADUATE GPA REQUIREMENT
3.00

OTHER GRADE REQUIREMENTS
The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

PROBATION POLICY
The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

ADVISOR
Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department...
responsible for providing advice regarding graduate studies. An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor.

To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis. A committee often accomplishes advising for the students in the early stages of their studies.

ASSESSMENT AND EXAMINATIONS
Consult the program for specific requirements.

TIME CONSTRAINTS
Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Consult the program for additional program-specific time constraints.

LANGUAGE REQUIREMENTS
Contact the program for information on any language requirements.

ADMISSIONS
The program is open to individuals who have completed an undergraduate degree and who meet the minimum admission requirements of the Graduate School and the department. Entering students who do not have undergraduate majors in communicative disorders will typically be required to take prerequisite course work, which may lengthen the time required to earn a graduate degree.

LEARNING OUTCOMES

KNOWLEDGE AND SKILLS

FOUNDATIONS OF PRACTICE
- Students will possess knowledge of normal aspects of auditory physiology and behavior over the life span and normal development of speech and language.
- Students will demonstrate an understanding of the effects of hearing loss on communication and educational, vocational, social, and psychological functioning.
- Students will possess knowledge of pathologies related to hearing and balance and their medical diagnosis and treatment.
- Students will demonstrate clinically appropriate oral and written communication skills.
- Students will recognize principles and practices of research, including experimental design, statistical methods, and application to clinical populations.

PREVENTION, IDENTIFICATION, AND ASSESSMENT
- Students will be able to screen individuals for hearing impairment and disability/disability using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.
- Students will demonstrate abilities to assess individuals with suspected disorders of hearing, communication, balance, and related systems.
- Students will evaluate information from appropriate sources and obtaining a case history to facilitate assessment planning.
- Students will conduct and interpret behavioral and/or electrophysiologic methods to assess hearing thresholds, auditory neural function, balance and related systems.
- Students will prepare reports, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan.

INTERVENTION
- Students will provide intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.
- Students will develop culturally appropriate, audiologic rehabilitative management plans.
- Students will evaluate the efficacy of intervention (treatment) services.

PROFESSIONAL CONDUCT
- Students will recognize and apply principles of ethical and professional conduct.
- Students will apply skills for life-long learning.
- Students will demonstrate teamwork and problem solving.
- Students will possess knowledge of contemporary professional issues and advocacy.
- Students will communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others.
- Students will provide counseling and supportive guidance regarding hearing and balance disorders to patients, family, caregivers, and relevant others.

PEOPLE

Faculty: Professors Weismer (chair), Edwards, Ellis-Weismer, Fourakis, Fowler, Litvosky, Lutfi, Westbury; Associate Professors Connor, Hustad, Turkstra; Assistant Professors Ciucci, Kaushanskaya; Clinical Professors Rosin (clinic director), Kwiatkowski, Murray-Branch, Schraeder; Clinical Associate Professors Buhr-Lawler, Hartman, Longstreth, Quinn; Clinical Assistant Professors Cohen, Douglas