

Program Change Request

Date Submitted: 10/20/22 10:35 am

Viewing: **SED 216 : Communication Sciences and Disorders**

Last approved: 05/04/22 1:37 pm

Last edit: 11/07/22 11:38 am

Changes proposed by: osullivan

Catalog Pages Using this Program [Communication Sciences and Disorders, BSE](#)

Name of the school or college academic planner who you consulted with on this proposal.

Name
Cindy Waldeck - EDU

Proposal Abstract/Summary:

Discontinue Program SED 216: Communication and Science Disorders.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2023 (1242)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

Basic Information

Program State: [Suspend, will be discontinued](#) **Active**

Type of Program: Degree/Major

Who is the audience? Undergraduate

Home Department: Curriculum and Instruction (CURR INSTR)

School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
No

Award: Bachelor of Science-Education

SIS Code: SED 216

SIS Description: Comm Sciences & Disorders BSE

Transcript Title: Communication Sciences and Disorders

Named Options:

Will this be offered as an additional major as well? No

Suspension and Discontinuation

What is the last term that a student could declare this program? [Summer 2023 \(1236\)](#)

What is the last term that students may be enrolled in or complete the program? [Summer 2025 \(1256\)](#)

What is the timeline and advance communication plan?

[The last cohort could declare this program in Summer 2023 and is scheduled to complete by Summer 2025. The program has communicated to various stakeholders regarding this change, including current students and interested students. Communication occurred via the department and School of Education Student Services.](#)

Explain the precipitating circumstances or rationale for the proposal.

[Curriculum & Instruction has moved from multiple undergraduate certification programs to a single undergraduate degree in Elementary Education certification and a series of named options in a 14-month intensive Masters program. In that process, C&I no longer supports undergraduate teacher certification with disciplinary expertise outside of the department.](#)

[The BSE CSD program maintained this earlier structure though no other programs currently exist with this structure in Curriculum & Instruction at the undergraduate level. Therefore, C&I is interested in reevaluating the relationship between the program and the department. Given the shift toward a single undergraduate major in Elementary Education, rather than grade bands and specialty areas of interest, this is warranted. Furthermore, a bachelor's degree does not result in required certification or licensure for speech language pathologists, which occurs at the graduate level.](#)

What is the potential impact on enrolled students?

[Students can declare this major through summer of 2023. The major in Communication Sciences and Disorders can be completed through the School of Education with a BSE or through the College of Letters & Science with a BA or BS. Students select one program to follow. For all three programs, students take the same courses within the department. However, the BSE path through the School of Education and the BA/BS path through the College of L&S differ somewhat in their general degree requirements.](#)

What is the potential impact on faculty and staff?

[Currently, students in BSE CSD are only required to enroll in one course in the C&I department, C&I 305. This course is not unique to the BSE CSD degree requirements, is taken by students in several other programs, and fulfills the Communication Part B General Education requirement.](#)

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

[C&I has communicated its intention to faculty in Communication Science and Disorders.](#)

Explain and provide evidence of efforts made to confer with and to notify current students.

[Students who are currently enrolled in the CS&D major through the C&I Degree program will not be impacted by the suspension and discontinuation. There are 14 pre-CS&D students in SoE \(coded as PPS\) who have declared an intention to major in CS&D through C&I. These students will be notified via letter from the Department Chair that the program will be suspended beginning Fall 2023. The last opportunity to be admitted is Summer 2023 and students will be given the opportunity to complete the program through Summer 2026. Students who do not meet the pre-requisite requirements to enroll in the CS&D major by Summer 2023 will be given the option to either transfer to L&S and major in CS&D through the Department of](#)

In Workflow

1. CURR INSTR Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. UAPC Approver
6. Registrar

Approval Path

1. 10/20/22 11:03 am
Lisa Sigurslid (lsigurslid):
Approved for CURR INSTR Dept. Approver
2. 11/07/22 11:38 am
Cynthia Waldeck (waldeck2):
Approved for EDU School Admin Reviewer

History

1. Sep 18, 2018 by clmig-smenda
2. Oct 25, 2018 by Nikki Wiessinger (wiessinger)
3. Apr 26, 2019 by Barbara Gerloff (bgerloff)
4. Apr 24, 2020 by Barbara Gerloff (bgerloff)
5. Apr 12, 2022 by Maddie Sychta (sychta)
6. May 4, 2022 by Barbara Gerloff (bgerloff)

Communication Sciences & Disorders or they may stay in SoE and choose a different major. A copy of this letter is included with this application.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.
As the program review completed in May 2022 indicates, we have communicated extensively with CS&D concerning this decision and they are aware that after Summer 2023, any students interested in majoring in Communications Sciences & Disorders will be enrolled through their department. Since the major itself remains on campus and students are licensed as Speech Language Pathologists at the completion of their MS degree which is already housed in L&S, communication with alums will continue through the Department of Communication Sciences & Disorders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?
The program is scheduled to run its course by summer 2026. We feel this is sufficient time to implement the teach out plan.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?
The typical teach-out model does not apply here because the major is still being offered in L&S. Any courses offered by Curriculum & Instruction as part of the degree will continue to be offered as students in other programs also take these courses. All admitted CS&D and pre-CS&D students will be able to enroll in the program before the fall of 2023 and will continue to receive academic and career advising through the School of Education Student Services office.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?
Their program of interest will continue to be available in L&S through the CS&D department and undergraduate major. The Department of Curriculum and Instruction will notify SOAR advisors and the admissions office of the School of Education's CS&D suspension. The School of Education website, the Guide, and other materials will be updated to make prospective students aware of this change.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?
We have extended the discontinuation date an extra year to accommodate students who are stopped out. Stopped out students will return as SoE students. If a student does not complete by Summer 2026 and wants to complete the degree, they will be encouraged to connect with an advisor to discuss their options based on their unique circumstances. If they choose to complete their major in SoE, they will earn an individual major. If they choose to transfer to L&S, they will complete the requirements for the CSD major in L&S, including all L&S curricular requirements.

Teach-out plan: D) Provide any other information relevant to teach-out planning.
Students will have the option of completing an individualized major in SoE, and the major will continue to be offered through CS&D in L&S. Since the courses required for this program through our department are required for other programs, there will be no changes to instructional offerings.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Halverson, Erica	ehalverson@wisc.edu	608/263-4661	
Primary Contact	Seidel, Courtney	cseidel3@wisc.edu	608/262-6475	
Primary Dean's Office Contact	Lee, Stacey	slee3@wisc.edu	608/265-5956	

List the departments that have a vested interest in this proposal.

Departments
Communication Sci & Disorders (COM SCI DIS)
Psychology (PSYCH)
Educational Psychology (ED PSYCH)
Educational Policy Studies (ED POL ST)
College of Letters & Science (L&S)
Rehab Psych and Special Educ (RP & SE)

Are all program reviews in the home academic unit up to date? Yes
 Are all assessment plans in the home academic unit up to date? Yes
 Are all assessment reports in the home academic unit up to date? Yes
 Mode of Delivery: Face-to-Face (majority face-to-face courses)
 Will this program be part of a consortial or collaborative arrangement with another college or university? No
 Will instruction take place at a location geographically separate from UW-Madison? No
 Will this program have outside accreditation? No
 Will graduates of this program seek licensure or certification after graduation? No

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?
Standard undergraduate and special, per-credit resident/MN
/nonresident/INTL

Will segregated fees be charged? Yes

Rationale for segregated fees.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

[The program is suspending which will result in the reduction of fiscal resources.](#)

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

[No, no substantial new resources are required, and Dean Hess is committed and supportive of the discontinuation of this program.](#)

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum

Guide Admissions/How to Get In tab

Program Admission Overview

The School of Education's Communication Sciences and Disorders program currently accepts students during both fall and spring semesters. Prospective applicants typically begin taking the three-course "gateway course" sequence (detailed below) as sophomores.

Entering the School of Education

Admission to the School of Education as a "Pre-Professional" Student

New freshmen and transfer students interested in communication sciences and disorders are admitted directly to the School of Education with a "pre-professional" classification. This classification indicates that a student is interested in a program offered by the school, but has not applied and been admitted to the professional program. Students interested in communication sciences and disorders receive the "pre-professional" classification of PRS.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a [Pre-Professional Application](#). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule ([detailed below](#)). It is not necessary to be a "pre-professional" student before applying to a professional program.

It is strongly recommended that students interested in a School of Education program meet with an academic advisor in the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall. Students may call 608-262-1651 to schedule an appointment with an advisor.

TRANSFER STUDENTS

Applicants not already enrolled on the UW–Madison campus must be admissible to the university to enroll in a School of Education program. Admission to UW–Madison requires a separate application and admission process. See UW–Madison [Office of Admissions and Recruitment](#) for application information. Prospective transfer students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their application; to schedule, call 608-262-1651.

STUDENTS WITH A PREVIOUS DEGREE

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.

Applicants who already hold an undergraduate degree are admitted to the School of Education as either an *Education Special student* or a *second degree student*, depending on their interests and academic background. Admission as an Education Special student indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; another degree is not awarded for this "certification only" coursework. Second degree students are seeking a second, unrelated degree from the School of Education, which may, or may not, include teacher certification. Candidates for limited enrollment programs must meet all admission eligibility requirements for the program and must compete with the eligible applicants for program admission. More information is available [here](#).

APPLICATION AND ADMISSION

The communication sciences and disorders degree program currently accepts students during both fall and spring semesters. Requirements and selection criteria may be modified from one application/admission period to the next.

Criteria for Program Admission

Eligibility for consideration requires:

Fifty-four (54) or more transferable semester credits (junior standing) completed by the end of the semester prior to admission. Students can first apply during the semester that they will be completing 54 or more credits.

A cumulative grade-point average of at least a 2.75 (on a 4.0 scale) based on all college-level coursework attempted (as modified by the Last 60 Credits Rule; see below). Grade-point averages are calculated from both Madison campus coursework and coursework taken at any other colleges or universities.¹

Completion of the "gateway courses," [CS&D 201](#) Anatomy and Physiology of Speech Production (3 cr), [CS&D 202](#) Normal Aspects of Hearing (3 cr), and [CS&D 240](#) Language Development in Children and Adolescents (3 cr). If any "gateway" courses were taken on another campus, then the first three Communication Sciences and Disorders courses taken at UW–Madison become the "gateway" courses.

A minimum 3.0 GPA across [CS&D 201](#), [CS&D 202](#), and [CS&D 240](#) the first time these courses are attempted. If any "gateway" course was taken on another campus, students must earn a minimum 3.0 GPA on the first three communication and sciences disorders courses taken at UW–Madison. Note that "gateway" courses may **not** be repeated for the purpose of raising the student's "gateway" course GPA.

A cumulative GPA of at least a 3.0 on all major coursework completed to date, excluding [CS&D 110](#) Introduction to Communicative Disorders. Completed program application (see details below).

Note: In previous years, applicants to teacher education programs were required to submit scores from one of the following exams: ACT, SAT, Praxis I/PPST, Praxis Core, or GRE. Under emergency rules announced by the Wisconsin Department of Public Instruction, no applicants need to submit scores for any exam as a component of their application to this program. The exam requirement was officially removed by the School of Education on November 15, 2017.

¹ A comprehensive cumulative GPA of all college-level, transferrable coursework attempted on both the UW–Madison campus coursework and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant's eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive cumulative GPA based on a student's last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by their program and the School of Education each semester after admission.

Last 60 Credits Rule

Two grade point averages will be calculated to determine candidates' eligibility to programs. GPAs will be calculated using all transferable college level coursework attempted, and the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information on this rule is available [here](#).

Application Procedures

Submit completed program application materials specified on the School of Education's [Undergraduate Admissions](#) page. Official transcripts from all other colleges or universities attended are required. Applications cannot be processed unless a complete academic record is presented for consideration.

Will students be declared in an intended major while completing the admission requirements? [No](#) [Yes](#)

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.
School of Education Liberal Studies Requirements

Will this program have Honors in the Major? No

Guide Requirements tab

Program Structure

The School of Education undergraduate degree provides students with a conceptual background in the field of communication sciences and disorders and includes five categories of coursework:

Liberal studies courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.

Major coursework offers in-depth study of foundations for clinical practice.

Discipline-related coursework supports the major coursework.

Education coursework examines many aspects of the educational enterprise, including child development and learning, societal expectations of schools and instruction, and teaching methods.

Elective coursework is taken to meet the minimum of 120 credits required for the degree.

The School of Education's Bachelor of Science degree in Communication Sciences and Disorders is one path toward eventual clinical practice, though a graduate degree is required for licensure. Thus, students must plan on graduate studies if they intend to pursue Wisconsin State licensure. Not all students eligible for admission to the undergraduate degree program can be accepted to the Master's degree program on this campus. Many students obtain their undergraduate degrees from UW-Madison and complete their Master's degree and licensing requirements at another institution.

Major Requirements

Complete all the courses listed below. At least 15 credits of upper-level major coursework (courses number 300–699) must be taken in residence on the UW-Madison campus for graduation.

Students must complete the three "gateway" courses—[CS&D 201](#), [CS&D 202](#), and [CS&D 240](#)—to be eligible for admission. Prospective applicants typically begin taking the three-course "gateway" sequence as sophomores. A grade point average of 3.0 or better must also be earned across these three courses the first time these courses are attempted.

CS&D 201	Anatomy and Physiology of Speech Production	3
CS&D 202	Normal Aspects of Hearing	3
CS&D 210	Neural Basis of Communication	3
CS&D 240	Language Development in Children and Adolescents	3
CS&D 303	Speech Acoustics and Perception	3
CS&D 315	Phonetics and Phonological Development	3
CS&D 318	Voice, Craniofacial, and Fluency Disorders	3
CS&D 320	Introduction to Audiology	3
CS&D 371	Pre-Clinical Observation of Children and Adults	3
CS&D 425	Auditory Rehabilitation	3
CS&D 440	Child Language Disorders, Assessment and Intervention	3

Discipline-Related Coursework

The Communication Sciences and Disorders program requires both major and related coursework. Related coursework is mandatory, but not considered part of the major or calculated into the major grade point average. This coursework may be used to satisfy Liberal Studies requirements, if appropriate.

Note: The American Speech-Language-Hearing Association (ASHA) standards now specify that a course in each of the following areas is required for ASHA certification.

- Biological sciences
- Physical sciences (chemistry or physics)
- Statistics
- Social/behavioral sciences

Required Course

RP & SE 300	Individuals with Disabilities	3
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Select a statistics course; the following are recommended: **3-4**

STAT 301	Introduction to Statistical Methods	
STAT 311	Introduction to Theory and Methods of Mathematical Statistics I	
STAT 371	Introductory Applied Statistics for the Life Sciences	
PSYCH 210	Basic Statistics for Psychology	
SOC/C&E SOC 360	Statistics for Sociologists I	

Humanities **3**

Select one of the following:

ENGL 314	Structure of English	
ENGL 316	English Language Variation in the U.S.	
LINGUIS 101	Human Language	
LINGUIS/ANTHRO 301	Introduction to Linguistics: Descriptive and Theoretical	

Ethnic Studies **3-4**

Select one of the following:

ANTHRO 104	Cultural Anthropology and Human Diversity	
ASIAN AM 101	Introduction to Asian American Studies	
CHICLA 201	Introduction to Chicana/o and Latina/o Studies	
SOC 134	Sociology of Race & Ethnicity in the United States	
SOC/ASIAN AM 220	Ethnic Movements in the United States	

Science **3-4**

Select one of the following:

ANTHRO 105	Principles of Biological Anthropology	
PHYSICS 103	General Physics	
PHYSICS 109	Physics in the Arts	
GEN&WS 103	Gender, Women, Bodies, and Health	
BIOLOGY/ZOOLOGY 101	Animal Biology	

Education Coursework

Development **3**

Select one of the following (minimum 3 credits):

ED PSYCH 320	Human Development in Infancy and Childhood	
ED PSYCH 321	Human Development in Adolescence	
PSYCH 460	Child Development	

Learning **3**

ED PSYCH 301	How People Learn (minimum 3 credits)	3
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Educational Policy Studies **3**

ED POL 300	School and Society (minimum 3 credits)	3
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Literacy, including Reading **2**

C1101C 305	Integrating the Teaching of Reading with Other Language Arts	2
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Additional Education Coursework
 Select 3 credits in School of Education electives. Required School of Education courses may not be applied toward this requirement.

Elective Coursework

Select additional coursework to reach the minimum of 120 credits.

GPA and Other Graduation Requirements

Graduation Requirements

Requirements below are based on UW–Madison coursework.

- 2.75 minimum cumulative grade point average. This may be modified by the [Last 60 Credits Rule](#).
- 2.75 cumulative grade point average in all major coursework
- 2.75 cumulative grade point average in all upper-level (300–699) major coursework
- 2.75 cumulative grade point average in all education coursework
- Major Residency. Degree candidates must complete at least 15 credits of upper-level major coursework (300–699) in residence on the UW–Madison campus.
- Senior Residency. Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Practicum work is considered part of the 30 credits.
- 40-Credit Rule. Students may not count more than 40 credits from one department within the 120 degree credits needed for graduation. For example, if 42 credits of coursework have been completed from the Department of Communication Sciences and Disorders, the student will need 122 credits to graduate. [CS&D 110](#) does not count toward the 40 credits.
- 120 credits required for graduation.

Degree Audit (DARS)

Approved Shared Content from /shared/school-of-education-degree-audit-reporting-system/

Last Approved: Apr 26, 2022 10:56am

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE), or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the [registrar’s website](#).

DARS is not intended to replace student contact with academic advisers. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

Additional Information Regarding Certification

A Master’s degree in Speech-Language Pathology (Communication Sciences and Disorders) is required to work as a public school speech-language pathologist in Wisconsin, and most states. The Master’s degree prepares graduates to function competently and independently in public school programs, hospitals, rehabilitation centers, birth-to-three programs, or clinics. At UW-Madison the Bachelor of Science degree can be earned in the School of Education and the Master’s degree is earned in the Department of Communication Sciences and Disorders, part of the College of Letters & Science. Student teaching and other professional education courses will be taken while earning the Bachelor’s and Master’s degrees. Not all students who apply for admission can be accepted into the Master’s degree program. For detailed information about the Master’s program, see the [Communication Sciences & Disorders Guide page](#) and the [departmental website](#).

Total credits required:

120

Guide Four Year Plan tab

Communication Sciences and Disorders: Sample Four-Year Plan

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. [Use it along with your DARS report and the Course Guide to create a four-year plan reflecting your placement scores, incoming credits, and individual interests.](#) Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements. [You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests.](#)

Freshman

	Credits	Spring	Credits
Fall			
Communication A (fall or spring semester)	3	Communication A (fall or spring semester)	3
Quantitative Reasoning A	3	CS&D 201 or 202	3
Liberal Studies course work	9-12	Ethnic Studies (from discipline-related course list)	3
		RP & SE 300	3
		Liberal Studies course work	3-6
	15		15

Sophomore

	Credits	Spring	Credits
Fall			
CS&D 202 or 201	3	CS&D 210	3
CS&D 240	3	Statistics (from discipline-related course list)	3
Choose one of:	3	Liberal Studies or General Elective course work	9
ED PSYCH 320			
ED PSYCH 321			
PSYCH 460			
Quantitative Reasoning B	3		
Science (from discipline-related course list)	3		
	15		15

Junior

	Credits	Spring	Credits
Fall			
CS&D 303	3	CS&D 318	3
CS&D 315	3	CS&D 440	3
CS&D 320	3	ED POL 300	3
Linguistics (from discipline-related course list)	3	CURRIC 305 (also meets Communication B)	3
Liberal Studies or General Elective course work	3	Liberal Studies or General Elective course work	3
	15		15

Senior

	Credits	Spring	Credits
Fall			
Liberal Studies or General Elective course work	12	CS&D 371	3
ED PSYCH 301	3	CS&D 425	3
		School of Education Elective	3
		Liberal Studies or General Elective course work	6
	15		15

Total Credits 120

Guide Three Year Plan tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

	Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
1	Ability to successfully integrate subject knowledge and pedagogy knowledge flexibly in authentic situations through field experiences with secondary students under the supervision of highly qualified, experienced teachers and university supervisors.

2 Students will be prepared for recommendation for initial licensure in the state of Wisconsin and beyond in accordance with state standards.

Summarize the assessment plan.

Department Approved

Assessment Plan:

List majors and certificates that may not be earned in combination with this program.

Commitments

Courses in the curriculum are numbered 699 or lower.

Yes

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

Yes

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload [BSE-CSD Student Letter 101922.pdf](#) here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:
Discontinuation proposal approved by Curriculum & Instruction Faculty at Faculty meeting on October 10th, 2022

Entered by: Cindy Waldeck Date entered: 11/7/2022

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date: Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by: Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by: Date entered:

For Administrative Use

Admin Notes:

Guide URL: /undergraduate/education/curriculum-instruction/communication-sciences-disorders-bse/

SIS effective date:

Guide publish date/type:

Tuition start term: program preceded field creation

Career: Undergraduate

SIS Program Code: SED

SIS Short Description: Com Dis

SIS code for additional major:

SIS code for intended major: PRS 216

SIS code for honors in the major:

Other plan codes associated with this program:

Diploma Text: Bachelor of Science-Education

Diploma Text 2:

Degree: 272

Field of Study: Biological Science

Program Length: 4

National Student Clearing House Classification: Bachelors

National Student Clearing House Classification:

Plan Group: 216
 Educational Level: Bachelors degrees
 Award Category: Bachelor's
 Enrollment Category: Undergraduate
 CIP Code: 51.0204 - Audiology/Audiologist and Speech-Language Pathology/Pathologist.

STEMOPT

UWSTEM:

HEALTH: Yes

NSF STEM: Yes

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Added to UW System Crosswalk: Yes

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Elaine Klein (emklein) (10/24/22 2:36 pm): L&S must offer comment on this proposal, particularly concerning suggestion that stopped out students may transfer to L&S to complete the major. This requires consultation with L&S Student Academic Affairs, to determine whether students who have been working toward BSE will be able easily to transfer to a BA/BS degree. I have also forwarded the program proposal to CS&D for consideration and comment. I hope to schedule this for the first possible L&S APC meeting. / Elaine M. Klein, Associate Dean for Academic Planning

Elaine Klein (emklein) (11/04/22 11:42 am): The L&S Academic Planning Council discussed this matter on November 1, 2022. Council members agreed that discontinuation of this program makes sense. L&S has confirmed that the Department of Communication Sciences & Disorders is ready and able to assist the School of Education with the "teach out" plan for the few remaining students who need CS&D coursework. Colleagues in L&S Student Academic Affairs agree that it will make best sense for students who might return after stopping out to work with the School of Education to find a path toward completing any outstanding degree requirements, with CS&D able to provide coursework (and advice about CS&D coursework) as the need arises. Thank you for allowing L&S to weigh in on the proposal. We wish you all