



DEPARTMENT OF  
**Communication Sciences  
and Disorders**

UNIVERSITY OF WISCONSIN-MADISON

2017-2018

Department of Communication and Sciences and Disorders

**Master of Science Student Handbook**

*Clinical or Non-Clinical M.S. in Speech-Language Pathology*

The master's/doctoral (MS/AUD) education programs in audiology and speech-language pathology at the University of Wisconsin – Madison are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

*The CAA can be reached at:*

*Council on Academic Accreditation  
2200 Research Boulevard, Mail Stop 310  
Rockville, MD 20850-3289  
Members: 800-498-2071 or 301-296-5700  
Non-Member: 800-638-8255*

2017-2018

## Contents

General Overview .....	4
Degree Requirements.....	4
Advising .....	4
Course Work.....	4
Clinical Experiences .....	5
Research .....	5
Teacher Certification.....	5
Satisfactory Progress .....	5
M.S. in Speech-Language Pathology.....	5
Technical Standards of Performance for Clinical Practica.....	7
Communication Proficiency .....	9
M.S. in Normal Aspects of Speech, Language, and Hearing .....	10
Leaves of Absence.....	11
Progress Tracking.....	12
Completion, Licensure & Certification .....	13
Task 1: Take the Praxis .....	13
Task 2: Request Your Degree Warrant.....	14
Task 3: Begin the Licensure Application Process .....	14
Task 4: Plan Commencement .....	14
Task 5: Record Clock Hours.....	14
Task 6: Department Check-Out .....	15
Task 7: Do Your Clinical Fellowship (CF).....	15
Task 8: Temporary and Regular Licensing .....	15
Task 9: Begin the ASHA Certification Procedure .....	18
Task 10: ASHA Certification & Membership Application .....	19
Task 11: Filing the SLPCF Report and Rating Form and Applying for CCC.....	19
Task 12: Clinical Fellowship and Permanent Employment Reporting.....	19
Courses.....	19
M.S. Required Courses .....	19
M.S. in Normal Aspects of Speech, Language, and Hearing (Non-Clinical Degree).....	21
M.S. Course Offerings .....	22
Clinical Experiences .....	24
General Guidelines .....	24
Recommendation for Certificate of Clinical Competence.....	25
Professionalism.....	25
Expectations of Students.....	26
Recording ASHA Clock-Hours .....	26
Evaluation of Clinical Supervision .....	27
End-of-Semester Activities.....	27

Compliance Requirements.....	27
Calendar of Clinical Experiences .....	27
Practicum Assignments .....	28
Student Supervision Policy .....	31
Grading, Review, and Probation.....	32
Grading Clinical Performance.....	32
Research .....	34
Financial Information.....	34
Tuition and Fees .....	34
Assistantships .....	35
Fellowships.....	35
Scholarships.....	35
Health Care.....	35
Housing.....	36
Professional Code of Conduct for Students .....	36
Regulations and Codes of Ethics .....	36
Guidelines and Responsibilities .....	37
Procedures for Alleged Infractions of the Professional Behavior Code of Conduct .....	37
Appeal of a Decision of the Professional Behavior Committee .....	40
Rights & Grievances.....	40
General Rights and Responsibilities .....	40
Complaints, Grievances, and Concerns.....	41
Department Procedures.....	41
Building Access and Security .....	41
Committees .....	42
Disabilities and Accessibility.....	42
Equipment and Facilities .....	42
Facility Assignments.....	43
Mail and E-mail .....	43
Recommendations.....	43
Student Files .....	44
Resources.....	44

Welcome to the UW-Madison Department of Communication Sciences and Disorders. We are delighted that you are completing graduate work in our department. This handbook is the primary resource for students enrolled in the Master's degree program in speech-language pathology. The handbook provides information about course work, your clinical training and practicums, policies and procedures and certification and licensing. It is a companion to the UW Speech & Hearing Clinic (UWSHC) Handbook and the Field Experience Program Guide (school setting) and you are responsible for the content in each handbook. These handbooks are your "go-to" resources for essential information throughout your graduate program.

## General Overview

Master's degree students choose one of two areas of emphasis:

1. **Speech-Language Pathology.** The M.S. in Speech-Language Pathology is a clinical degree that meets the requirements for:
  - The ASHA Certificate of Clinical Competence;
  - A license to practice as a Speech-Language Pathologist in the state of Wisconsin; and
  - Teacher certification in the state of Wisconsin from the Wisconsin Department of Public Instruction (DPI).

Our clinical master's degree program in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.

2. **Normal Aspects of Speech, Language and Hearing.** The M.S. in Normal Aspects of Speech, Language and Hearing is a non-clinical degree. Most students complete this degree as a first step toward a Ph.D.

## Degree Requirements

### Advising

When you begin the master's degree program (clinical or non-clinical), you will be provided with a course sequence for your entire graduate program. We strongly recommended that you adhere to this course sequence, although you can modify this plan made in consultation with the graduate academic advisor and Director of Clinical Education.

### Course Work

A minimum of 40 credits is required for an M.S. in Communication Sciences and Disorders with an emphasis in Speech-Language Pathology. You may choose a non-thesis or thesis option. We recommend the thesis option if you are interested in learning to conduct research or are planning to pursue a Ph.D.

A minimum of 33 credits and a thesis are required for an M.S. in Communication Sciences and Disorders with an emphasis in Normal Aspects of Speech, Language and Hearing. If you have an undergraduate degree in Communication Sciences and Disorders, it typically takes four academic semesters and a summer to complete the Master's degree program.

If you have an undergraduate degree in another field, you must complete the required prerequisites ([prerequisite background requirements](#)) before starting the Master's program. At UW Madison, these pre-requisites can be obtained by enrolling in our [Capstone Certificate program](#).

### Clinical Experiences

Supervised clinical experiences for master's degree students are provided by a range of activities at diverse practicum sites. See clinical experiences section for further details.

### Research

If you opt to complete a thesis as part of your master's degree, you have opportunities to work closely with faculty members on [research projects](#) and to conduct original research.

### Teacher Certification

To fulfill teacher certification requirements for the State of Wisconsin, as specified in PI34, you must:

1. Complete the master's degree in Speech-Language Pathology;
2. Complete a student teaching experience (C&I 720); and
3. Prepare an electronic portfolio that documents your knowledge and skills for inspection by the State of Wisconsin Department of Public Instruction (DPI).

### Satisfactory Progress

#### M.S. in Speech-Language Pathology

1. Students entering with undergraduate majors in Communication Sciences and Disorders must complete a minimum of 40 credits, including the following [required courses](#).
2. Students are required to register for a supervised professional activity each semester. Usually, this activity takes the form of a clinical practicum. A student, who for legitimate cause wishes to be relieved of the responsibilities for clinical practicum in a specific semester, must provide a detailed rationale and request a formal waiver from the Department Chair. In cases where the student will be engaged in a different supervised professional activity, such as research for a thesis, a formal waiver is not required. Questions regarding procedures for obtaining a formal waiver should be directed to the Graduate Advisor.
3. Students may elect to do a thesis. Students who anticipate continuing to work toward doctoral study are strongly encouraged to complete a master's thesis.

A student electing the thesis option will be advised by a thesis advisor. A thesis advisor is obtained by having a faculty member agree to direct a thesis project. A thesis advisor may be any academic faculty member.

A thesis candidate is required to present a written proposal of the thesis project to a research committee. The research committee is comprised of the thesis advisor and at least two other

members of the graduate faculty (assistant, associate, and full professors) from within the Department of Communication Sciences and Disorders, from affiliate faculty, or other approved academic faculty members at UW-Madison. Only after gaining approval of the proposed project may the candidate embark upon the research project. The project will be closely supervised by the thesis advisor and the research committee. All thesis candidates are required to pass an oral examination at the completion of the thesis project. The examination usually concentrates heavily on the thesis project but may cover any aspect of the candidate's master's degree program.

Students who elect to do a thesis may use 3 credits of CS&D 990 (Research and Thesis) as additional coursework toward the Speech-Language Pathology clinical MS degree.

4. All graduate students are expected to meet the minimum academic performance requirements for graduate study within the Department of Communication Sciences and Disorders. Only students whose academic performance is consistent with these standards will be recommended for graduation.

Academic performance is defined by course grades, which also include grades earned in clinical practicum courses and courses offered by other departments. The Department of Communication Sciences and Disorders defines minimum academic performance as:

- A cumulative grade-point average (GPA) of no less than 3.0 (B) across all graduate-level courses (by rule, any course numbered 300 or higher), and;
- No more than two instances of course grades less than B in graduate-level courses, and;
- No course grade less than C in any graduate-level course.

A student failing to maintain a minimum cumulative GPA of 3.0 will be placed on academic probation and will be required to raise his/her GPA to 3.0 or above in the following semester. If the GPA is not raised to 3.0 or above in the following semester, the student will be dismissed from the program.

A student receiving a course grade less than B shall receive a written warning reminding the student of the "no more than two grades below a B rule."

A student will not be allowed to register in, or graduate from the graduate program if he/she:

- Receives a grade below C, or
  - Receives a third grade below a B, or
  - Fails to raise his/her GPA to 3.0 or higher the semester following his/her placement on academic probation (or following completion of the next eight credits if the student is part-time).
5. Students who obtain an Incomplete in a course have one semester to remove the Incomplete from their records. Students who do not remove the Incomplete in the following semester in which they are registered or who obtain more than a single Incomplete during any one semester will be warned that their academic performance is not acceptable. A Faculty review of the reasons for the

Incomplete(s) will lead to a firm timetable for removal of the Incomplete(s). Failure to comply with the timetable will lead to the student's dismissal from the graduate program. The Graduate School considers grades of Incomplete to be unsatisfactory if they are not removed during the next semester of residence.

6. Clinical Practicum Performance Standards: All master's degree students seeking ASHA certification are expected to demonstrate clinical performance consistent with the minimum standards and clinical competencies of graduate study. This performance is expected to be developmental, reflecting increasing levels of clinical skill and independence. Only those students whose clinical performance is consistent with such standards will be recommended to graduate with a recommendation to ASHA, certifying that they have completed an accredited program.

Clinical instructors have the sole responsibility and authority to certify clinical clock hours earned under their supervision.

For further information about the graduate school policies, see [Procedures for Grading, Review, and Probation](#).

*These requirements for master's degree students were approved by the faculty in May 1979 and amended October 1979, May 1981, May 1984, June 1986, May 1987, April 1990, May 1991, July 1994, July 1995, May 1996, May 1997, May 1998, August 2005, and March 2009.*

### Technical Standards of Performance for Clinical Practica

The accredited programs in audiology and speech-language pathology of the Department of Communication Sciences and Disorders (CSD) at the University of Wisconsin-Madison adhere to the standards set by the *American Speech-Language-Hearing Association (ASHA)* including a code of ethics <http://www.asha.org/Code-of-Ethics/>. Faculty have a responsibility for the welfare of clients/patients tested, treated, or otherwise affected by students enrolled in the CSD program. Thus it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology and audiology.

In order to fulfill this responsibility, the department has established academic standards and minimum technical standards of performance to participate in the clinical program and graduate. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to insure that the candidate can meet the technical standards of the clinical program required for graduation. Technical standards, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation.

The University of Wisconsin-Madison and our department seek to educate a diverse group of students recognizing that in such diversity lies excellence. Included in this group are otherwise qualified students who have disabilities. The University will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CSD requirements. Reasonable

accommodations will be made to facilitate a student's progress in learning, performing and satisfying the technical standards presented in this document.

A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the CSD program, pose a direct threat to the health or safety of the student or others, or present an undue burden to the institution. Determining appropriate and reasonable accommodations in a professional school program is an interactive and collaborative process involving the student, the CSD program and the UW McBurney Disability Resource Center, which is the disability services office for the campus. To learn more about resources available to students with disabilities, or to begin the accommodation request process, please visit the McBurney Disability Resource Center website at [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu) and click on "How to Become a McBurney Client."

#### **THE FOLLOWING ARE THE TECHNICAL STANDARDS OF PERFORMANCE FOR CLINICAL PRACTICUM:**

##### **PHYSICAL ABILITIES**

- Maintain appropriate personal hygiene.
- Make travel arrangements to and from classroom and practica/internship settings.
- Meet the physical demands of practice across clinical settings.
- Participate in professional responsibilities/activities for up to four-hour blocks of time with breaks appropriate to the clinical setting.
- Use fine motor skills to navigate the outer ear and speech mechanism, e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols.
- Manipulate equipment and materials to complete screening and evaluation protocols and treatment and behavior plans.
- Visually monitor client/patient responses and materials.
- Provide a safe environment for others when responding to emergency situations such as fire or choking or other medical emergencies, and in the application of universal precautions.
- Make accurate judgments about linguistic and/or acoustic signals.

##### **COGNITIVE ABILITIES**

- Assimilate information, including the ability to comprehend professional literature and reports.
- Generate discipline-specific documents and clinical reports in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings.
- Solve clinical problems through critical analysis.

##### **BEHAVIORAL AND SOCIAL ATTRIBUTES**

- Comply with administrative, legal, and regulatory policies.
- Demonstrate regular attendance and meet responsibilities in a timely manner.
- Develop and maintain appropriate relationships with clients/patients and colleagues.
- Maintain composure in demanding situations.
- Adapt rapidly to changing environments and situations.

- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener.
- Understand and respect authority.
- Maintain appropriate professional behavior and adhere to the ASHA code of ethics.
- Collaborate effectively with other professionals.
- Accurately model English phonemes.
- Proficient in written and spoken English.

**Dissemination:**

Prospective (accepted to the program) graduate students in audiology and speech-language pathology will be sent the list of Technical Standards as part of the prospective student packet sent out prior to the start of graduate school. They will indicate receipt and understanding of the list of Technical Standards by signing their name on the Checklist that is enclosed in the prospective student packet and returning it to the Graduate Studies Coordinator for the Department.

**Procedure when student does not meet a Technical Standard:**

- Clinical professor identifies student as not meeting a Technical Standard.
- Clinical professor alerts student’s academic advisor and department chair (if identified in academic setting) or clinic director (if identified as a part of clinical practicum).
- Students in audiology and speech-language will be brought to the attention of the respective audiology or speech-language pathology *Student Clinical Review Committee* (SCRC). A conference will be held with the clinical professor(s) assigned to the student, department chair/clinic director, and student’s advisor to review the concern(s) with student and determine a recommended course of action. A *Clinical Performance Improvement Plan* may be developed to guide next steps. Documentation of the conference and recommended course of action will be placed in student’s file.

**Communication Proficiency**

The University of Wisconsin-Madison Communication Sciences and Disorders Department promotes linguistic diversity and views the use of different languages and dialects among its students as an asset to our academic and professional community. This is consistent with the official position of the American Speech-Language-Hearing Association (1998). (<http://www.asha.org/policy/ps1998-00117.htm>)

All graduate students whose degrees are received from a postsecondary institution where English is not the principal language of instruction and/or their native language is not English have to receive a passing score on the *Test of English as a Foreign Language* (TOEFL) prior to admission. Upon admission, all graduate students must meet the *Technical Standards of Performance for Clinical Practicums*, which include proficiency in written and spoken English.

The procedure to follow when a student does not meet this Technical Standard is as follows:

- Clinical professor identifies student as not meeting the Technical Standard.

- Clinical professor alerts student's academic advisor and department chair (if identified in academic setting) or clinic director (if identified as a part of clinical practicums).
- Students in audiology and speech-language will be brought to the attention of the respective audiology or speech-language pathology Student Clinical Review Committee (SCRC). A conference will be held with the clinical professor(s) assigned to the student, department chair/clinic director, and student's advisor to review the concern(s) with student and determine a recommended course of action. A *Clinical Performance Improvement Plan* may be developed to guide next steps. Documentation of the conference and recommended course of action will be placed in student's file.

The *Clinical Performance Improvement Plan* is meant to be a collaborative process in order to help the student achieve success in their clinical practicum settings. The improvement plan could include the student:

- Enrolling in the intensive English program at UW Madison.  
(<https://english.wisc.edu/esl/intensive-english-program.htm>)
- Participating in individualized intervention services at UW Speech and Hearing Clinic.
- Working with an ESL tutor. (<https://english.wisc.edu/esl/intensive-english-program.htm>)
- Engaging in English conversation groups.
- Enrolling in English language programs through UW Madison continuing studies.  
(<http://continuingstudies.wisc.edu/collections/english-language-program/>)

A student's program may be longer than typical and/or their trajectory different in order to meet this Technical Standard for clinical performance.

## Reference

American Speech-Language-Hearing Association. (1998). Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations [Position Statement]. Retrieved December 15, 2010: [www.asha.org/policy](http://www.asha.org/policy)

## M.S. in Normal Aspects of Speech, Language, and Hearing

The purpose of this degree program is to offer a mechanism for the scientific study of the basic physical, physiological and psychological factors involved in the processes of human communication.

Speech communication processes historically have been investigated from many different perspectives (e.g., communications, engineering, psychology, linguistics, neurology, computer science). There are scientists from many other disciplines becoming involved in this endeavor. These multidisciplinary approaches reflect the nature of the communication process itself and as such must be offered as options in a bona fide program of study. Thus, study for a master's degree in the normal aspects of speech, language, and hearing will be individualized and may take a number of forms, for example:

1. a combined program of interdisciplinary emphasis in such areas as computer science, biomedical and/or electrical engineering, psychology, linguistics, neurophysiology, and/or anatomy;
2. a focus within one of these core areas as it relates to a sub-area of speech, language, or hearing science (e.g., sensory psychology-speech perception, neurophysiology-speech neuromotor control, electrical engineering-speech acoustics);

3. an emphasis on normal speech, language, or hearing processes as they relate to a particular disorder (e.g., speech neuromotor control and neuropathologies of speech production, speech physiology and voice or cleft palate disorders);
4. combinations of these approaches; or
5. other programs proposed by individual students and approved by the graduate faculty.

For most students pursuing a nonclinical degree, this master's program will not be a final degree, but rather an integral first stage in a doctoral program. Indeed, an individual earning this degree will not be prepared to work clinically in Communication Sciences and Disorders.

An undergraduate degree in Communication Sciences and Disorders is not required of incoming master's students who choose to pursue an MS in Normal Aspects. However, coursework similar to the kind and amount that are part an undergraduate degree in Communication Sciences and Disorders (via the post baccalaureate certificate or its equivalent) is necessary.

To complete a master's degree with specialization in normal aspects of speech, language and hearing, a minimum of 36 credits is required. While the curriculum is individually designed for the specific student, it includes many of the same academic courses as in the [Speech-Language Pathology curriculum](#). However, it typically does not include the following courses that are related to clinical practice: C&I 720, CS&D 713, CS&D 752, and CS&D 790.

In addition, the student must:

1. Maintain a grade point average of 3.0;
2. Successfully complete a research thesis of publishable quality; and
3. Pass an oral examination on the thesis of not less than one and one-half hours.

The purpose of the thesis is to demonstrate the student's ability to undertake independent and original research and to determine the student's potential for continuing work toward the doctoral degree.

In determining the individual program of study, each master's candidate will work with a major professor in consultation with two other members of the graduate faculty (assistant, associate and full professors), one of whom must be in the Department of Communication Sciences and Disorders. These three graduate faculty members make up the student's masters committee.

*These requirements for master's degree students were approved by the faculty in May 1979, and amended October 1979, May 1981, May 1984, June 1986, May 1987, April 1990, May 1991, July 1994, July 1995, May 1996, May 1997, May 1998, August 2005, March 2009, August 2016.*

### **Leaves of Absence**

Students in the graduate program may apply for a leave of absence from the program for up to one calendar year. Leaves typically are granted for medical or personal reasons, but also may be requested

by M.S./Ph.D. or Ph.D. students who plan to complete a clinical fellowship during their graduate program.

Leave requests should be first discussed with the student's advisor, and then submitted in writing to the Department Chair. If the leave request is not granted, the student must complete the regular application process if he or she decides to return to the program, and will be considered as a new applicant. If students have pre-enrolled for a future term, they must be sure to drop all courses before the first day of class.

Students who are absent for one or more terms must [re-apply to the program through the Graduate School](#). To apply for readmission, graduate students should first contact their program and then the [Graduate School Office of Admissions and Academic Services](#).

The readmission process accomplishes two goals:

1. assures the Graduate School that a student is in good standing with his/her academic program; and
2. activates his/her enrollment eligibility.

There is no application fee if reapplication is made within five years of the last semester of enrollment (see [Graduate School Academic Policies and Procedures > Leave of Absence](#)).

Dissertators who take a leave of absence (break in enrollment) will be assessed a degree completion fee before being allowed to deposit their dissertation (see [Graduate School Academic Policies and Procedures > Continuous Enrollment Requirement](#)).

This fee may be substantial and is waived if the student enrolls for four subsequent terms (see [Graduate School Academic Policies and Procedures > Degree Completion Fee](#)).

Students receiving financial aid should contact the Financial Aid office for information regarding loan-deferment guidelines. In-school status for the purpose of loan deferment requires pre-dissertators to take at least 6 graduate-level credits per term and dissertators to take at least 3 graduate-level credits per term (see [Graduate School Academic Policies and Procedures > Financial Aid](#)).

International students should check on their visa status with [International Student Services](#).

*This departmental leave policy was approved March 1, 2010.*

### **Progress Tracking**

The *Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations*<sup>®</sup> or CALIPSO, a secure, web-based tool, is used to monitor student progress. Using CALIPSO, we can:

1. Track each student's learning outcomes in academic courses and clinical practicums;
2. Keep a detailed list of the type and number of ASHA clock hours that were earned;
3. Evaluate student's clinical performance using a standard set of tools; and

4. Keep a graduation checklist of whether or not program requirements have been met.

Each student registers and pays a one-time fee with CALIPSO to access, read and input information into their record. With CALIPSO students can check on their performance and progress throughout the program. See <https://www.calipsoclient.com/> for more information about CALIPSO.

### Completion, Licensure & Certification

Following are 12 tasks you must do for degree completion, graduation licensure, and [ASHA certification](#).

Do not interpret this list as a chronology of steps. Rather, carefully read the entire list before the beginning of the fall semester of your second year in the master's program to remind yourself of the 12 tasks that you need to do before graduation. Then, depending upon the task, take action during the fall or spring semester of the second year of your master's program.

#### Task 1: Take the Praxis

During the semester before you intend to finish your degree course work, take the [Praxis II Exam](#) (ASHA NESPA) and obtain a passing score (162 or better). Taking the Praxis is a graduation requirement (clinical MS students only). Completion of the Praxis requirement is verified when the department receives a formal score directly from ETS.

You may [register](#) for an online or paper test. During registration, you may identify up to four institutions or licensing agencies to receive your Praxis scores for free. Arrange to have your score sent to both the department and ASHA. If you forget to have your scores sent to the department, you may order additional score reports after the test for an additional fee. If the department does not receive your Praxis score, it will delay your graduation. It is strongly recommended that you remember to have your scores sent to the department when you register for the test.

- Test Code/Name: 5331 (Speech-Language Pathology)
- Current fees: \$120
- Attending Institution: 0336
- Score Recipients: 0336-UW-Madison SLP/AUD and 5031-ASHA

**IMPORTANT:** List the school code in both the Attending Institution section and the Designated Score Recipients section. In addition, list the ASHA code in the Designated Score Recipients section.

If you have done this properly, ASHA will have your score on file when you eventually apply for your Certificate of Clinical Competence (CCC) following your clinical fellowship (CF). If you do not list ASHA's code on your Praxis II Exam registration, the Educational Testing Service (ETS) will charge you an additional fee to send your score to ASHA after you have finished your CF.

For more information, visit [ASHA](#) or [ETS](#).

## Task 2: Request Your Degree Warrant

Within the first few weeks of the semester in which you intend to graduate you will receive an e-mail from the department's [Graduate Studies Coordinator](#) with information about the [Request for Degree Warrant](#). You also need to apply for graduation in the Student Center (<http://www.commencement.wisc.edu/>).

Make sure you do not have any "Incompletes" on your grade record. If you do, contact the instructor to get the grade entered as soon as possible. The Graduate School will not release your warrant until all "Incompletes" are cleared. Be sure to also indicate whether you are continuing on for your Ph.D.

Read UW Graduate School details on [Completing Your Degree](#).

## Task 3: Begin the Licensure Application Process

If you have already determined that your clinical fellowship (CF) will be in a Wisconsin medical setting, versus in another state or in a Wisconsin school setting, you may wish to begin the licensure application process early in your final semester of the master's program. (For more information, see Task 8: Temporary and Regular Licensing below.)

## Task 4: Plan Commencement

If you submitted your [Request for Degree Warrant](#) by the semester deadline, your name will be listed in the Graduate School College of Letters & Science (L&S) commencement program.

Read more about [Commencement Ceremonies at the UW-Madison](#) and [Ordering your Commencement Attire](#).

In addition to the University commencement, the department holds a private graduation ceremony in May. You may attend both ceremonies. They are usually on the same day: the University ceremony in the morning and the department ceremony and reception in the mid-to-late afternoon. Your name will be listed in the department's commencement program unless you notify the [Graduate Studies Coordinator](#) by April 17th that you do not want your name included.

Students planning to graduate in August or December may attend either the May or December L&S commencement ceremonies. However, the department only hosts a private ceremony in May. If you plan to attend commencement in a semester other than the one in which you are completing your degree, notify the [Graduate Studies Coordinator](#) within the first month of that semester. The department will relay the information to the Secretary of the Faculty's office. If you neglect to do this by the deadline, your name will not be in the program, but you still may walk at commencement.

## Task 5: Record Clock Hours

Make sure all of your ASHA clinical Clock hours are entered and approved in CALIPSO.

### Task 6: Department Check-Out

Clean out your locker and mailbox. Remove your lock and ID label. If you were using a department lock, please return it to the [Graduate Studies Coordinator](#). If you forgot your combination, the Graduate Studies Coordinator should have it on file.

Change your PIN and update your contact information. If you won't be continuing in the Ph.D. program, log into your Student Center to change your mailing and e-mail addresses. Then, on the menu under personal information, reset your pin, and keep track of it for future reference. With your new pin and your permanent student ID number, you'll be able to maintain access to your student information through [myinfo.wisc.edu](http://myinfo.wisc.edu).

This way, you will still be able to access unofficial transcripts, request official transcripts, track degree processing, etc. It will also ensure that your diploma gets mailed to the correct address after graduation, and will make it possible for us to contact you in the future.

If you have questions or difficulty resetting your PIN, please call (608) 263-6612.

### Task 7: Do Your Clinical Fellowship (CF)

Find a job that offers you a CF. Before beginning your CF, get information about what the licensing agency in the state where you have a CF requires. (For more information, see Task 8: Temporary and Regular Licensing below.)

Completing the clinical fellowship without meeting the state licensing requirements may jeopardize your ability to practice and may involve a punitive fine.

After you have your license, perform your CF under the supervision of an ASHA CCC professional. In addition, please email the following information to the [Graduate Studies Coordinator](#):

- The state in which you're doing your CF;
- The type of placement (e.g., school, hospital, long term care/skilled nursing facility/rehab center) and name and address of the institution.
- CF supervisor's name and e-mail.
- The reason why you're not doing a CF, if applicable; and
- Your current e-mail address.

### Task 8: Temporary and Regular Licensing

Determine the licensing requirements for fulfilling a CF in the state in which you intend to work and learn whether you can file early to expedite the process upon graduation. Some states use a different designation for the fellowship (e.g., Required Professional Employment). Many states require clinical fellows to register with their licensing agency, obtain a provisional or temporary license, and/or file a clinical fellowship plan. For more information, visit [ASHA's State Advocacy Team](#).

Your degree will be posted to your transcript approximately six weeks after graduation. Since the department does not have the official University seal, send any degree certification documents requiring the seal, along with a self-addressed, stamped envelope, directly to:

UW-Madison Transcripts & Certification  
333 East Campus Mall #10101  
Madison, WI 53715-1384

If you need a degree certification letter bearing the school seal prior to your degree being posted on your transcript, you may be able to obtain one as early as one month after graduation. You must apply for this through the Registrar's office:

UW-Madison Transcripts & Certification  
333 East Campus Mall #10101  
Madison, WI 53715-1384

Note: If you plan to obtain a temporary license from the Wisconsin DSPS, you should not need to request a degree certification letter.

### **Wisconsin Licensing Information**

There are two licensing agencies in Wisconsin:

1. The Wisconsin Division of Safety and Public Services (DSPS) for any work setting other than a public school; and
2. The Wisconsin Department of Public Instruction (DPI) if you plan to work in a Wisconsin public school.

You don't necessarily need licensure from both.

### **Wisconsin Division of Safety and Public Services (DSPS)**

If you have accepted a job in a medical setting, such as a hospital, clinic, skilled nursing facility, rehab center, birth-to-three program, or private practice, you will need to [apply for a license with the DSPS](#). Apply for both the [temporary and permanent licenses](#) at the same time.

You are encouraged to apply at the beginning of your final semester of course work if you know you do not plan to work in a school. Applying early will expedite the process upon graduation and enable you to get your temporary license much earlier than if you wait until May to apply. You will eventually need three forms:

- [Application for Temporary License to Practice SLP](#) (#1979)
- [Application for Licensure to Practice SLP](#) (#1987)
- [SLP Certificate of Professional Education](#) (#1984)

You should file both the temporary (#1979) and regular (#1987) license applications together, based upon the information available to you at the time. Filing early will get your application into the DSPS

database. You will need to submit additional forms and information later. Pay close attention to page 2 of the application for additional requirements. If you have questions, contact the DSPS at (608) 266-2112.

The SLP Certificate of Professional Education form (#1984) cannot be submitted until your degree is posted to your transcript (approximately six to eight weeks after graduation). The form has a signature line for the Dean or Department Head and requires the school seal. To get the signature and official seal, send this form directly to the UW-Madison Registrar's office:

UW-Madison Transcripts & Certification  
333 East Campus Mall #10101  
Madison, WI 53715-1384

Do not send the form to the Department of Communication Sciences and Disorders; we do not have the school seal. You are unable to obtain a signature and official seal on the SLP Certificate of Professional Education form until approximately six to eight weeks after graduation. The Department sends a list of new graduates to the DSPS once all grades are posted (approximately one week after graduation). The DSPS accepts this for the purpose of issuing a temporary license; however, you will need to submit the completed SLP Certificate of Professional Education form (#1984) before the DSPS will issue a permanent license.

### **Wisconsin Department of Public Instruction (DPI)**

You should apply for your WI DPI license within the year that you graduate so that you are only held to the WI DPI license requirements that are in place as of the year you graduated. If you do not apply within the year of your graduation, then you will be held to any additional requirements that emerge. If you do not accept a job in a WI public school upon graduation, the clock does not start ticking on your 5 year Initial Educator Professional Development Plan until you do.

You can create your account during the final semester of your graduate program by completing a request form available at

[https://uwmadison.co1.qualtrics.com/SE/?SID=SV\\_8oGvfpEgHL1NYNL&Q\\_JFE=0](https://uwmadison.co1.qualtrics.com/SE/?SID=SV_8oGvfpEgHL1NYNL&Q_JFE=0)

However, you can't complete the on-line DPI application form until the UW-Madison School of Education License Certification Officer (Mitchell Patton) uploads your data to the WI DPI web site. Mr. Patton must wait until your degree is posted by the UW-Madison Graduate School before he can upload your data to the WI DPI. That will most likely happen in early to mid-June. Creating your account within the last semester of your graduate program helps assure that the information you enter will match the information that you enter when you complete your WI DPI license application. If the information does not match, then the DPI will not be able to match up records and you will not be able to finish your application.

Bottom Line: Create your account within the last semester of your graduate program, but don't expect communication from Mr. Patton to move forward with your DPI application until early to mid-June. If you have questions, you may also email Mr. Patton at [mlpatton@wisc.edu](mailto:mlpatton@wisc.edu). After you have received an email from him to move forward, follow these bullets:

- All applicants must create an Educator License Online (ELO) account, which is powered by WAMS (Wisconsin Access Management System).
- For more information, read the Guide to Creating a WAMS ID available at <https://dpi.wi.gov/sites/default/files/imce/wisedash/pdf/wams-guide.pdf>
- It is recommended that applicants use a personal email address when creating an ELO account. This email address must be available and accessible by the applicants as it will be the primary communication method from the licensing system.
- Follow the instructions on the screen when setting up a WAMS account. There are links to WAMS Help page, WAMS FAQ page, and for assistance in setting up WAMS account, you may send an email to [Help Wisconsin Support](#).
- All required documents must be available to be uploaded as attachments. Initial Educators may need to complete the Fingerprint Form and must complete the PI-16-12 (Rev. 01-14) Form. The PI-16-12 (Rev. 01-14) Form requires the signature from the UW-Madison School of Education Academic Services (EAS) Certification Officer located in the Education Building on Bascom Hill (address 1000 Bascom Mall).
- When completing the PI-16-12 (Rev. 01-14) Form, the grade level to indicate on the application is Pre-School to Adolescent and the license number is #820 Speech and Language Pathology.
- Make sure all documents that are required in the application are available and accessible to be uploaded as attachments. You may need to scan some of the documents and have them readily available.
- All applications must be paid using a credit card (Visa, Master, or Discover) or a debit card bearing Visa, Master, or Discover. If you do not have a credit card, you can purchase a prepaid card to use in ELO.
- If you have been previously licensed by the Wisconsin Department of Public Instruction, you must use the ELO Onboarding questions to confirm you have been licensed by entering your last name (when you were last licensed), your SSN, and your date of birth. This will allow the system to locate your previous license and match it up with your new application.

### Task 9: Begin the ASHA Certification Procedure

Obtain information about [How to Apply for Certification in Speech-Language Pathology](#). Send the Verification by Program Director (page 3) with a self-addressed, stamped envelope to:

Financial Specialist  
 UW-Madison Department of Communication Sciences and Disorders  
 1975 Willow Drive, Room 302  
 Madison, WI 53706

The Financial Specialist will complete the degree verification form and return it to you for safekeeping. You will need it when you apply for ASHA certification after your degree has been posted. It takes approximately six to eight weeks for your degree to show up on your transcript.

If you need degree certification prior to that, contact the [Registrar's Office](#).

For more information, see Task 8: Temporary and Regular Licensing above.

### Task 10: ASHA Certification & Membership Application

To apply for ASHA certification, follow the steps at [How to Apply for Certification in Speech-Language Pathology](#).

Please note that the ASHA application form is separate from the Speech-Language Pathology Clinical Fellowship (SLPCF) Report and Rating Form. You may apply for your ASHA membership before, during, or after your clinical fellowship.

### Task 11: Filing the Speech-Language Pathology Clinical Fellowship (SLPCF) Report and Rating Form and Applying for Certificate of Clinical Competence (CCC)

The [SLPCF Report and Rating Form](#) must be completed after you are done with your CF. It must be signed by your CF supervisor and sent to ASHA when your CF is completed. Unless you have already applied for ASHA membership earlier, you should apply for ASHA membership when your CF is completed and you are applying for your CCC.

### Task 12: Clinical Fellowship and Permanent Employment Reporting

Upon completion of your clinical fellowship, complete and email the [Clinical Fellowship and Permanent Employment Reporting form](#) to the [Graduate Studies Coordinator](#).

The information is needed for departmental reports that we send to ASHA and for your student file. Please email additional updates as applicable.

## Courses

### M.S. Required Courses

The course requirements below are for students entering with an undergraduate major in Communication Sciences and Disorders. Students entering without an undergraduate major in Communication Sciences and Disorders must complete [undergraduate course prerequisites](#) before beginning graduate course work.

## M.S. in Speech-Language Pathology (Clinical Degree)

A minimum of 40 credits is required. The typical course sequence includes the following:

### Year 1: Fall semester

Course No.	Course Name	Credits
CS&D 503	Neural Mechanisms of Speech, Hearing, and Language	3
CS&D 703	Language and Learning Disorders of Children	3
CS&D 706	Management and Assessment of Voice Disorders	3
CS&D 790	Practicum in Communication Sciences & Disorders	2

### Year 1: Spring semester

Course No.	Course Name	Credits
CS&D 704	Acquired Language & Cognitive-Communication Disorders in Adults	3
CS&D 705	Motor Speech Disorders/Augmentative & Alternative Communication	3
CS&D 707	Swallowing Disorders	3
CS&D 709	Language Problems of School Age Children & Adolescents	3
CS&D 713	Introduction to Medical Speech Pathology	1
CS&D 790	Practicum in Communication Sciences & Disorders	2

### Year 1: Summer semester

Course No.	Course Name	Credits
CS&D 713	Introduction to Medical Speech Pathology	1
CS&D 790	Practicum in Communication Sciences & Disorders	2

<b>Elective</b>		
<b>CS&amp;D 424</b>	Sign Language I (offered spring & summer)	2

### Year 2: Fall semester

Course No.	Course Name	Credits
<b>CS&amp;D 708</b>	Fluency & Phonological Disorders	3
<b>CI 720</b>	School Practicum in Communication Sciences & Disorders	5
<b>OR</b>		
<b>CS&amp;D 790</b>	Practicum in Communication Sciences & Disorders, Medical Site	5
<b>CS&amp;D 790</b>	Advanced Practicum at UWSHC - <i>Optional</i>	Varies
	Optional outside elective course	1-3

### Year 2: Spring Semester

Course No.	Course Name	Credits
<b>CS&amp;D 752</b>	Capstone Course: Communication Sciences & Disorders	3
<b>CI 720</b>	School Practicum in Communication Sciences & Disorders	5
<b>OR</b>		
<b>CS&amp;D 790</b>	Practicum in Communication Sciences & Disorders, Medical Site	5
<b>CS&amp;D 790</b>	Advanced Practicum at UWSHC - Optional	Varies
	Optional outside elective course	1-3

### M.S. in Normal Aspects of Speech, Language, and Hearing (Non-Clinical Degree)

A minimum of 36 credits and a thesis is required. While the curriculum is individually designed for the specific student, it includes many of the same academic courses as in the Speech-Language Pathology curriculum above.

Because an emphasis on Normal Aspects of Speech, Language and Hearing does not include clinical practice, C&I 720, CS&D 790, and CS&D 713 are not part of the curriculum.

### M.S. Course Offerings

503

NEURAL MECHANISMS OF SPEECH, HEARING AND LANGUAGE. 3 cr. Basic neuroanatomical and neurophysiological mechanisms underlying the communication process. Neuropathologies and their associated communication disorders. Prerequisite: Graduate student in CS&D or undergrad biology major with neurobiology option, or consent of instructor.

698

DIRECTED STUDY. 1-6 cr. Cr/N. Prerequisite: Junior or Senior student. Graded on a Cr/N basis; requires consent of instructor.

699

DIRECTED STUDY. 1-6 cr. Program of reading devised by a staff member in collaboration with the student. Prerequisite: Junior or Senior student. Graded on a lettered basis; requires consent of instructor.

703

LANGUAGE AND LEARNING DISORDERS OF CHILDREN. 3 cr. Theoretical concepts of symbolic disorders with emphasis on variables that interfere with language learning and function. Prerequisite: Enrollment in the clinical speech-language pathology masters program or consent of instructor.

704

ACQUIRED LANGUAGE AND COGNITIVE-COMMUNICATION DISORDERS IN ADULTS. 3 cr. Intervention for adults with acquired aphasia and cognitive-communication disorders, including principles of evaluation and treatment. Prerequisite: Enrollment in the clinical speech-language pathology masters program or consent of instructor.

705

MOTOR SPEECH DISORDERS/AUGMENTATIVE AND ALTERNATIVE COMMUNICATION. 4 cr. The nature and classification of motor speech disorders, and techniques and methods which provide non-speaking children and adults with effective means of interaction and communication. Prerequisites: Enrollment in the clinical speech-language pathology masters program or consent of instructor.

706

MANAGEMENT AND ASSESSMENT OF VOICE DISORDERS. 3 cr. Techniques applicable to children and adults with disorders of voice, both functional and organic in origin. Lecture plus lab or observation. Prerequisites: Enrollment in the clinical speech-language pathology masters program or consent of instructor.

707

SWALLOWING DISORDERS. 2-3 cr. Presents information on the anatomy, physiology, and neural bases of normal swallowing, the various diseases that can affect swallowing function, the nature of swallowing dysfunction and ways to assess it, and treatment options for patients with swallowing disorders.

Prerequisites: Enrollment in the clinical speech-language pathology masters program or consent of instructor.

708

FLUENCY AND PHONOLOGICAL DISORDERS. 3 cr. An advanced course concerning the etiology, definition, diagnosis, and management of fluency and phonological disorders in children and adults. Prerequisites: Enrollment in the clinical speech-language pathology masters program or consent of instructor.

709

LANGUAGE PROBLEMS OF SCHOOL AGE CHILDREN AND ADOLESCENTS. 3 cr. This course will review contemporary literature relating to the language development and disorders of school age children and adolescents. Emphasis is on a description of disorders, assessment techniques, and school methods and procedures. The course addresses UW-Madison Teacher Education Standards; WI Rules and Statutes, Teaching Standards stipulated in PI 34. Prereq> CS&D 703

713

INTRODUCTION TO MEDICAL SPEECH PATHOLOGY. 1 cr. The course content focuses on methods for participating in medical site speech pathology including professionalism, documentation, insurance, ethics, and counseling. Prerequisites: CS&D 503, 702, 707, 708, and 790.

C&I 720

SCHOOL PRACTICUM IN COMMUNICATIVE DISORDERS. 3 cr. Supervised experience in a public or private school setting with children manifesting speech, language and/or hearing problems. The practicum shall involve evaluation and management of a variety of communicative disorders, as well as participation in the Individualized Educational Plan team process. Prerequisite: CS&D 790 or equivalent prior clinic practice; Grad student; consent of instructor; and advanced registration in Office of Field Experience

752

CAPSTONE COURSE: COMMUNICATIVE DISORDERS IN ADULTS. 2 cr. Designed to ensure students (1) can use scientific principles in their daily lives and clinical practice; (2) can evaluate scientific evidence as disseminated through multiple channels for use in research and clinical practice; (3) can understand and apply parallel modes of thinking in clinical practice and research. Prereq> CS&D 705, 706, 707, 708, 709

790

PRACTICUM IN COMMUNICATION DISORDERS. 1-4 cr. Supervised experience with persons manifesting communicative problems. Evaluation, rehabilitation, and conservation of hearing, language, and speech disorders in various clinical settings. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor. Register only as directed by Director of Clinical Education or Medical Site Coordinator.

799

INDEPENDENT STUDY. 1-4 cr. See description for CS&D 999. Prerequisites: Consent of the Department & consent of instructor.

900

PROFESSIONAL DEVELOPMENT SEMINAR. 2-3 cr. Focus varies with staff. Various aspects research methods and theoretical foundations for CSD. Prerequisite: Consent of instructor.

913

SEMINAR-PROBLEMS IN VOICE DISORDERS. 2-3 cr. Symptomatology, etiology, diagnosis, and treatment of voice disorders with emphasis on current research procedures and findings and consideration of special problems. Prerequisite: Consent of instructor.

990

RESEARCH AND THESIS. 1-12 cr. Under the supervision of a staff member. Prerequisites: Graduate student & Consent of instructor.

999

INDEPENDENT STUDIES. 1-3 cr. Creative project designed by the student and supervised by staff. Prerequisites: Graduate student & Consent of instructor.

To prepare a proposal for independent study, you must complete the [Proposal for Registration in Independent Study](#).

## Clinical Experiences

### General Guidelines

Master's degree students participate in clinical experiences (practicum) at a variety of sites that serve a range of clients. Practicums include full-day, half-day, and individual and group sessions that may be held once to several times a week.

At the UW Speech and Hearing Clinic (UWSHC), the department's clinical professors provide the clinical supervision. Students receive and are responsible for the information in the UWSHC Handbook distributed to them at the fall orientation upon entry to graduate school. This handbook provides an overview of the policies and procedures and other essential information for practicum in the UWSHC. At other on- or off-campus sites, clinical supervision is provided by department staff and the professional staff at the site.

All clinical programs affiliated with the department provide supervision according to the [Membership & Certification Guidelines for Audiology or for Speech-Language Pathology](#) and subscribe to the [American Speech-Language-Hearing Association Code of Ethics](#).

In addition, all speech-language pathologists who provide clinical supervision hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC–SLP) from the American Speech-Language-Hearing Association and meet other requirements that have been identified for clinical supervisors.

Some examples of practicum sites may include, but are not limited to the following:

- The University of Wisconsin Speech and Hearing Clinic (UWSHC)
- University of Wisconsin Hospital & Clinics
- The Waisman Center
- Meriter Hospital
- Madison Metropolitan School District
- Middleton-Cross Plains Area School District

- Verona Area School District
- Sun Prairie Area School District
- Waunakee Community School District
- DeForest Area School District

Practicum availability may change from semester to semester as a result of program changes, staff turnover, and variations in client service needs.

In your first year, you must have successfully completed 25 documented clinical observation hours before being placed in a clinical practicum (CS&D 790) at the UWSHC. In your second year, you must have successfully completed a minimum of 100 hours of supervised clinical practice to qualify for a school (C&I 720) or medical site (CS&D 790) practicum experience.

### Recommendation for Certificate of Clinical Competence

If you wish to complete requirements for the Certificate of Clinical Competence (CCC), you must demonstrate clinical performance consistent with the minimum standards established by the American Speech-Language-Hearing Association (ASHA).

Your performance should reflect increasing levels of clinical skill and independence over the course of the master's program. If you complete the academic requirements for an M.S. in Communication Sciences and Disorders, and also meet or exceed the minimum standards for clinical performance established by ASHA, you will be recommended for the master's degree and for consideration for clinical certification by ASHA.

If you complete only the academic requirements for an M.S. in Communication Sciences and Disorders, you will be recommended only for the master's degree.

Department faculty, clinical professors, and lecturers have the sole responsibility and authority to document the satisfactory completion of academic courses. Faculty, clinical professors, staff liaison persons and external site supervisors with the appropriate CCC have the sole responsibility and authority to document clinical practicum hours earned under their supervision.

### Professionalism

Only three learned professions were recognized as such at the beginning of this century: law, medicine, and theology. For good or ill, ours is an age in which occupations ranging from aroma therapy to zymometry claim to be "professions" and their proponents, "professionals." It can be argued that whether an occupation rises to the status of a profession is less a function of claims of importance than of underlying principles and the values of practitioners. It also can be argued that professionalism (referring to "the manner, spirit and methods of a profession") is more about doing, than about being.

Education and training in communication sciences and disorders necessarily emphasize scientific and technical knowledge, as well as clinical skill. Proper preparation also requires attention to the behaviors that distinguish professionals from amateurs and from dilettantes. These behaviors may not be taught, but they certainly can be learned. Perhaps too often we assume that formal statements of ethics and the actions of more experienced models are sufficient indicators of professional behaviors. As a result,

students may be unclear about what is expected of them and when they will be accountable for those expectations. One solution is to state—in direct, behavioral terms—what is expected. Please reference the 2017-2018 UWSHC Handbook for a specific listing of expectations.

### Expectations of Students

Students in practicum are expected to conduct themselves in a manner consistent with the [ASHA Code of Ethics](#) at all times. The ASHA Code of Ethics identifies four areas where professional behavior is required:

1. Holding paramount the welfare of the members of the public being served;
2. Maintaining professional competence in the delivery of services;
3. Promoting understanding of the disciplines of speech-language pathology and audiology; and
4. Honoring professional responsibilities and demonstrating respect for colleagues.

In addition, the UW Speech and Hearing Clinic has developed Patient Confidentiality Guidelines (p.3 of the UWSHC Handbook – Speech-Language Pathology) which you must follow. During your medical placements you will receive site specific information about the Health Insurance Portability and Accountability Act (HIPAA) and other policies and procedure. During your student teaching you should become informed about individual school district policies governing issues such as sexual and other forms of harassment; use of physical force; confidentiality; mandatory reporting; standards of conduct for electronic media and communication; and drug-free environments. You are expected to act according to local school district regulations for pupils and professionals, and should obtain a copy of the district's regulations at the beginning of the student teaching placement.

### Recording ASHA Clock-Hours

Student ASHA clock hours are tracked, submitted, approved, and calculated using the *Clinical Assessment of Learning, Inventory of Performance and Streamlined Office-Operations* (CALIPSO). Students should keep an account of the amount of time spent with each client, throughout the semester. **Only direct contact with the client or the client's family in assessment, management, and/or counseling, may be counted as ASHA clock-hours.** For example, if you spend 50 minutes providing therapy with a client, you count only 50 minutes; you may not count 50 minutes as an hour.

Check with your clinical supervisor if you have any questions regarding the tabulation of clock-hours, the distribution of child or adult clock hours, and/or the appropriate designation of evaluation vs. management clock-hours. A more detailed explanation of the manner in which ASHA counts clinical experience may be found in [ASHA's 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](#). Your clinical professor will review and approve your clinical clock hours at midterm and at the end of the semester.

## Evaluation of Clinical Supervision

Before your final conference with your clinical professor or supervising clinician, complete an evaluation of the supervision you received in each practicum. This is done via an online evaluation process. The link will be sent to you in the last weeks of each semester. Evaluations are anonymous and are not provided to the clinical professor until after grades have been assigned.

## End-of-Semester Activities

- Follow the instructions regarding end-of-semester progress reports provided by your clinical professor.
- Schedule an appointment with your clinical professor for an end-of-semester conference to review your clinical performance and learning during the semester. Your clinical professor may provide you with guidelines for self-reflection before this appointment.
- Complete a clinical professors/supervisor evaluation.
- Update your clinical clock hours in CALIPSO and make sure you have submitted these to your clinical professor for approval.
- Meet with your clinical professor and/or clinical supervisor at your site.

## Compliance Requirements

### Supervised Professional Experience

You must engage in a supervised professional experience each semester. If you are completing requirements for the ASHA CCC, you may count the supervised clinical practicum activities as your supervised professional experience.

### Compliance Checklist

Prior to your first semester in the Program, you received a letter detailing the compliance requirements for graduate school in Communication Sciences and Disorders. You sent information that you completed the requirements and acknowledged receipt of the checklist that included:

- ASHA Observation Hours
- Caregiver Background Check
- Health documentation
- Cardiopulmonary Resuscitation (CPR) Certification
- The Technical Standards of Performance for Clinical Practicum
- Patient Confidentiality Guidelines

### Calendar of Clinical Experiences

You must be registered for CS&D 790 or C&I 720 to receive clock-hours for clinical work under each clinical supervisor. Failure to register for the appropriate number of credits with a clinical supervisor will result in forfeiture of the earned clock hours. We will strive in the first two semesters to provide you a minimum of 100 clock hours.

**1st Year Fall Semester**

CS&amp;D 790 (2 credits)

- UWSHC
- Head Start Screening

**1st Year Spring Semester**

CS&amp;D 790 (2 credits)

- UWSHC
- Head Start Screening

**Summer**

CS&amp;D 790 (2credits)

- UWSHC
- Medical site placement (depends on availability and recommendation of clinical faculty)

**2<sup>nd</sup> Year Fall Semester \***

(5 credits)

- CS&D 790 – medical site
- C&I 720 – school site
- CS&D 790 – Advanced UWSHC

**2<sup>nd</sup> Year Fall Semester\***

(5 credits)

- CS&D 790 – medical site
- C&I 720 – school site
- CS&D 790 – Advanced UWSHC

\*Second-year clinical experiences include both a medical and a school placement; only one of these is taken per semester. Students are **not** guaranteed a second medical site placement if they are placed in a medical site in the summer semester. It does occur that students receive a second placement if availability of sites and student interest. These decisions are made by the Medical Site Coordinator with input from clinical faculty. For students in the second year who are placed in the Advanced UWSHC practicum there is opportunity for: 1) more independent clinical practice in a disorder area in which students have had prior clinical experience; 2) training with a particular disorder area or age group to increase the diversity of clinical experiences; and/or 3) advanced clinical training in a disorder area of special interest.

The number of available Advanced UWSHC clinical experiences is limited. To obtain an advanced assignment, the student will need to be invited by the clinical professor who supervises the practicum of interest following an interview. The Advanced UWSHC clinical experience is typically taken during the same semester in which the student has a medical site placement or in lieu of a second medical site placement.

**Practicum Assignments****Length and Number of Assignments**

Clinical practicum assignments are usually made for one semester at a time; however, in special circumstances, they may be shorter or longer. You may be assigned to more than one site or to more than one type of practicum within a site. You will never be assigned to more than two different physical sites and/or no more than two types of practicum within a site during the same semester.

**Number of Clinical Supervisors**

Generally you are assigned one clinical supervisor each semester. You may be assigned to more than one clinical supervisor. Normally, however, you will not be assigned to more than two different clinical supervisors during the same semester.

## Outside Employment

We recognize that you may need to work in addition to taking academic courses and clinical practicum. We will make every reasonable attempt to accommodate work schedules when scheduling clients; however, this may not always be possible. In such cases, you are expected to change your work schedule to accommodate a clinical assignment. If you choose not to do so, that represents declining a clinical practicum assignment and has the consequences described below. You are advised to delay committing to a set work schedule for each semester until after you have their clinical assignments.

## Decline or Withdrawal from an Assignment

If you decline a practicum assignment, you may forfeit all practicum assignments for the semester. This will extend the timeline for gaining clinical skills and ASHA clock hours and delay graduation.

You may not withdraw from clinical assignments during a semester unless there are significant, substantiated health problems or other serious factors. Withdrawal of services provided to clients is a very serious matter. [The ASHA Code of Ethics](#) outlines the obligations of professionals providing services to the public. If you are contemplating withdrawing from clinical assignments, discuss the situation with the Director of Clinical Education or the medical or school site coordinator as early as possible. You will also need to notify the clinical supervisor and work with him or her to plan for the transition.

## Assignment Process

You will receive a notice of your clinical assignment at the beginning of your fall semester in your first year of the program. In subsequent semesters, you will receive your assignment near the end of the previous semester. Check your ASHA clock-hour records to determine what needs you have for clinical experiences

The Director of Clinical Education assigns students for the UW Speech and Hearing Clinic (UWSHC). The medical site coordinator makes placements for medical sites and school placements are made by the school site coordinator. They will try to honor your requests for your top rated preferences, but it is not feasible to honor all requests in every semester. If you have not had a specific type of clinical experience, you will be given preference for a practicum over students who have already had the same or a similar clinical experience.

Register in CS&D 790 or C&I 720 for the number of credits required for each practicum assignment.

## Off-Campus Placements

The department is responsible for assuring that all clinical practicums and supervisors meet ASHA accreditation requirements. Therefore, only department personnel make clinical practicum placements at off-campus sites. Without a formal agreement between the department and an off-campus site, any clinical hours you acquire at that site will not count toward ASHA requirements.

You must be registered for clinical practicum credit(s) in order to be covered by UW-Madison liability insurance. You must adhere to the academic schedule and may NOT begin your practicum early.

## Medical Site Placements

If there are legitimate reasons why you must be in a specific location while completing a clinical practicum, the medical site coordinator will work with you to facilitate this. Do not make an initial contact with someone at a desired location without discussing the situation with the medical site coordinator.

To be placed at a medical site, staff at that specific agency must interview you. Agencies, however, frequently limit the number of students they will interview in a given semester. The choice of student trainee is determined by the agency, and its decision is final.

Students applying for clinical experiences at medical sites must have an annual TB test, so the TB test you documented prior to entering graduate school may be lapsed. Requirements for additional tests and inoculations vary by medical site, but most also require two inoculations against MMR (measles, mumps, and rubella), three inoculations against Hepatitis B, and either history of or immunization against chicken pox. There may also be additional requirements for influenza immunizations and/or drug testing. Keep copies of your other Health Requirement documents that you gathered for graduate school for documentation for medical sites.

## School Site Placements

The process for student teaching is detailed by the school site coordinator and in the handbook, CS&D Student Teaching Handbook Field Experience Program Guide: A resource for students, teachers, supervisors and school administrators. You must consult with the school site coordinator to determine the semester in which your school placement will occur during your second year of graduate school. Generally, it is not possible to change to another semester after you have completed the student teaching application. Some of the critical considerations related to school site placements are below.

- Submit the electronic student teaching application by November 15 one year prior to the planned student teaching semester. Contact the CS&D School Services Coordinator if you have questions on this form.
- You will likely be contacted by school districts for paperwork in advance of placements. Some school districts require criminal background checks prior to student teaching placements and others require a current TB test. It is imperative that you watch for an email from school districts. If you have questions about school district communications, please contact Dean Jeffrey Hamm (hamm@education.wisc.edu).
- You must complete at least two semesters of CS&D 790 (Practicum in Communicative Disorders) and CS&D 709 prior to student teaching.
- After student teaching assignments are distributed, an online student teaching orientation is required. The orientation will be completed in mid-November (for those who plan to student teach in the spring semester) and in mid-April (for those who plan to student teach in the fall semester). Completion is mandatory and you will be asked to sign a contract confirming this.
- After the student teaching orientation, schedule a meeting with the school-based speech-language pathologist who will supervise your clinical experiences and submit your Student Entry Information form.

For more information, contact the CS&D School Services Coordinator.

### Head Start Screening Program

Each year the UW Speech and Hearing Clinic screens the speech, language and hearing of approximately 1,000 children who have enrolled into the Dane County Head Start program.

Speech-Language students are required to complete a total of five audiology screening sessions by the time of their graduation. Students are required to attend the screening times for which they have been scheduled. Should a student need to miss a scheduled Head Start screening session with advance warning, it is that student's responsibility to find another student to fill in for them. Further, the student is required to inform the Audiology Head Start Coordinator of the switch in the schedule prior to the date of the screening. Once the schedule change has been acknowledged by the Audiology Head Start Coordinator, the student who is filling in is now considered the student assigned to the screening slot. The student who is filling in is required to attend the screening, and the policy and procedure for missed screenings applies to him/her.

Students are expected to attend assigned screenings. Excused absences will be granted for reasons such as illness or family emergencies. In order for an absence to be excused, the student MUST notify the Audiology Head Start Coordinator and the front desk (608-262-3951) by 8:00 a.m. on the day of their absence. If an emergency or illness develops after 8:00 a.m., notify the Audiology Head Start Coordinator and the front desk as soon as possible.

A no-show for an assigned screening slot will result in a lowered clinic practicum grade. A no-show is defined as an unexcused absence from a Head Start screening session.

A student's failure to attend an assigned screening without an excused absence will result in a lowered grade for his/her clinical practicum (CS&D 891, CS&D 892, CS&D 790) for the semester. The student's final grade will be lowered one half of a letter grade for each unexcused missed Head Start screening (e.g., a final grade of A will be lowered to a grade of AB).

The screenings are described in detail in the Head Start Screening Orientation Handbook.

### Student Supervision Policy

The Clinic's student supervision policy is in accordance with the *Council on Academic Accreditation Standard 3.5A* and the *Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) Standard V-E*.

- Supervision is provided by individuals who hold both the Certificate of Clinical Competence in speech-language pathology and/or audiology and are licensed by the State of Wisconsin Department of Safety and Public Services (DSPS). In Wisconsin, public school supervisors must also have taken a course or workshop in supervision, have at least 3 years of professional experience, and hold a *Wisconsin Department of Public Instruction* license (rather than a DSPS license).
- The amount of direct supervision is commensurate with the student's knowledge, skills and experience, and is not be less than 25% of the student's total contact with each client/patient and takes place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

- Direct supervision is in real time. A supervisor is available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.
- The 25% supervision standard is a **minimum** requirement and will be adjusted upward whenever the student's level of knowledge, skills, and experience warrants. At the conclusion of the practicum, the supervisor approves and signs the ASHA hours accrued under her/his supervision. This signature confirms that their supervision has met or exceeded the policy for amount and type of supervision.

## Grading, Review, and Probation

### Grading Clinical Performance

#### Determination of Practicum Grades

Students should obtain information from their clinical supervisors regarding the grading criteria for each practicum. Students receive a grade from each of their clinical supervisors within a semester that applies to the number of credits for which they are registered. Each clinical supervisor completes an evaluation for each graduate student assigned to his/her practicum. Evaluation is ongoing and usually grades are discussed at a mid-term conference, and must be discussed prior to the end of the semester. A variety of evaluation procedures may be used based on the clinical supervisor and setting. At the end of each semester, the student's clinical skill development is summarized in CALIPSO, a web-based program to document their clinical growth.

#### Criteria for Minimum Clinical Performance

Clinical performance is indexed by the grades earned in practicum courses in the department. Minimum clinical performance means that the student has:

- No more than two instances of grades in individual graduate-level practicum courses of less than 3.0 (i.e., less than B).
- An overall (cumulative) grade point average (GPA) across all graduate-level practicum courses of no less than 3.0 (i.e., a cumulative average of no less than B).
- No grade for any individual graduate-level practicum course of less than 2.0 (i.e., no grade lower than C).

#### Clinical Review and Clinical Alert

The purpose of the procedures for clinical review and clinical alert is to resolve concerns regarding a student's clinical performance prior to the end of a semester. Through an individualized improvement plan, the student is assisted in bringing his/her clinical performance to an acceptable level.

#### Clinical Review

The clinic director and/or another member of CAG reports the results of the review and plan of action at the speech-language area group (SLAG) meetings.

The clinic director and/or members of CAG then share the results of the review and proposed plan of action with the student. This plan may be modified following discussion with the student. The CAG participant(s) and the student then sign the final plan and immediately implement it. If the student was not placed on clinical alert, and the clinical performance issues were resolved, the student's quality of clinical performance at the end of the semester will determine the grade.

### *Clinical Alert*

If a student's Plan of Action for Improvement includes placing the student on Clinical Alert, because the student's clinical performance at midterm warranted less than the grade B, the following apply:

- If the student's clinical performance issues are resolved by the end of the semester, the student cannot earn a grade higher than B, regardless of the quality of clinical performance.
- If the student's clinical performance issues are not resolved by the end of the semester, and earns a BC or C, the student is placed on clinical probation for the following semester.
- If the student's clinical performance issues are not resolved by the end of the semester, and earns less than a C grade, the student is counseled regarding alternative educational and professional options.

### *Clinical Probation*

A student whose clinical performance in one semester received a grade of BC or C will be placed on clinical probation for their clinical practicum in the following semester. The following procedures must be followed:

- The student's clinical practicum will be directly supervised by clinical faculty in the department. The schedule of these clinical staff must allow for 100 percent of each therapy session to be supervised if necessary.
- The clinical faculty will provide the necessary support for the student to deliver quality clinical service to his/her clients. However, the student will be expected to perform effectively at the level of independence typical of students at his/her clinical level, for the performance to qualify as meeting the minimum expected standard.
- Prior to beginning clinical practicum for the semester, the director of clinical education and clinical professor who will be supervising the student will meet with the student to discuss the areas of concern, obtain the student's perspective on the problems, identify the specific changes that the student needs to make, and develop strategies to facilitate making the changes. This information will be used to complete an improvement plan and is given to the student and the director of clinical education, and is placed in the student's departmental file.
- The student's clinical performance with each client will be formally evaluated by each of the involved clinical faculty four weeks into the semester, at mid-term, and again at the end of the semester. Following individual meetings with the student, the clinical supervisor will meet with the director of

clinical education to review the student's performance in terms of the documented areas of concern enumerated at the beginning of the clinical probation period.

- Following this review, the director of clinical education will discuss the outcome with the student and notify the student of the grade his/her current performance would earn. If the student's clinical performance earns a minimum grade of B at the end of the semester, the student will be removed from clinical probation. However, if the grade is BC or below, the student will be counseled regarding alternative educational and professional options.

## Research

If you opt to complete a thesis as part of your master's degree, you have opportunities to work closely with faculty members on [research projects](#) and to conduct original research.

Clinical research facilities are available at:

- [The University of Wisconsin Speech and Hearing Clinic \(UWSHC\)](#);
- [University of Wisconsin Hospital & Clinics](#); and
- [The Waisman Center](#)

Among other facilities, we have laboratories for research in physiologic and acoustic aspects of speech production, psychoacoustics, psycholinguistics, speech perception, communication development, language development and disorders, augmentative communication, voice, swallowing, and treatment of communication disorders.

Visit the [Research](#) section of this site for details about our faculty's individual research programs.

## Financial Information

### Tuition and Fees

Please visit the [UW Office of the Registrar](#) for up-to-date information on tuition and fees.

### Important facts:

- Tuition and fees are subject to change without notice.
- Students who are Minnesota residents may be eligible for resident tuition under the Minnesota-Wisconsin reciprocity agreement.
- Segregated fees must be paid by every student, even if tuition is covered by an appointment or fellowship.
- Graduate students who are classified as non-residents of Wisconsin and who hold an appointment as a teaching, research, or project assistant are granted tuition at the resident level in any semester in which their appointment rate is greater than or equal to 33.3%.
- For Ph.D. students, tuition is decreased upon admission to candidacy for the doctorate.

Please visit the [Graduate School's Funding Information for New Graduate Students](#) for up-to-date information on financial support options.

### Assistantships

Project assistantships (PAs) are typically awarded to doctoral students, but are sometimes available for full-time master's degree students. Appointments are generally on an annual basis, with an expectation of 20 hours of work per week. Appointment to a 50% PA position includes tuition remission; a fringe benefits package is also available. Personal interviews are used to determine a candidate's background and skills relative to project needs.

Research Assistants (RAs) are hired, typically for 10 hours of work per week, to assist faculty on their research projects. The hourly wage depends on the skills required and the student's experience.

Readers and graders for undergraduate courses are recruited as needed by faculty. Position availability is not predictable; students should inform the graduate advisor of their desire to be considered. Decisions are based on academic and clinical performance.

### Fellowships

Madison offers several fellowships, including Advanced Opportunity Fellowships. Visit the Graduate School's [Funding Information](#) site for details.

### Scholarships

- Department Scholarships. The department administers several [scholarships](#) open to graduate majors. Recipients are chosen on a competitive basis according to criteria established for each award.
- WSHA Foundation Scholarships. Each year, following a statewide competition, the Wisconsin Speech-Language-Hearing Association (WSHA) Foundation awards scholarships to second-year master's students or doctoral students. Visit the [WSHA Foundation](#) for details.
- ASHFoundation Scholarships. The American Speech-Language-Hearing Foundation (ASHFoundation) has funds available for graduate student scholarships. Visit [ASHFoundation](#) for details.

### Health Care

Graduate students can receive health insurance benefits through the [Student Health Insurance Plan \(SHIP\)](#).

Services are available at the University Health Services to all full-time students and all part-time students who have paid the health care fee (included in the registration fees).

University Health Services offers a wide variety of outpatient medical and nursing services, but there are certain limitations. Hospitalizations, emergency room visits, and medication, for instance, are not included. Insurance covering hospital and emergency services is strongly recommended for those not eligible to be covered by SHIP.

## Housing

For information on on-campus housing options, please visit the [Division of University Housing](#).  
For information on off-campus housing options, please visit the [Campus Area Housing Listing Service](#).

## Professional Code of Conduct for Students

When you are a Department of Communication Sciences and Disorders graduate student, you must adhere to the highest standards of professional behavior and ethics. You should avoid even an appearance of improper behavior or lack of ethical standards while a student, in all professional settings, and in your personal life—and conduct yourself according to the standards expected of members of the professional community to which you aspire.

## Regulations and Codes of Ethics

1. Students must adhere to the rules and regulations contained in the following UW statutes:
  - [UWS 14: Student Academic Disciplinary Procedures](#)  
*Violation of the Wisconsin Administrative Code UWS 14 may result in University disciplinary action such as disciplinary probation, suspension, or expulsion.*
  - [UWS 17: Student Nonacademic Disciplinary Procedures](#)  
*Violation of the Wisconsin Administrative Code UWS 17 may result in University disciplinary action such as disciplinary probation, suspension, or expulsion.*
  - [UWS 18: Conduct on University Lands](#)  
*Violation of the Wisconsin Administrative Code UWS 18 may result in University disciplinary action such as a fine of not more than \$500 for each offense, imprisonment for no more than 6 months for each offence, and/or disciplinary probation, suspension, or expulsion.*
2. Students must adhere to the [ASHA Code of Ethics](#)  
*Violation of the ASHA Code of Ethics may result in disciplinary action as determined by the UW-Madison Department of Communication Sciences and Disorders.*
3. Students must adhere to the [American Academy of Audiology \(AAA\) Code of Ethics](#) *Violations of the AAA Code of Ethics may result in disciplinary action as determined by the UW-Madison Department of Communication Sciences and Disorders.*
4. Students must adhere to the Department of Communication Sciences and Disorders' Professional Behavior Code of Conduct as defined below: "Unprofessional behavior towards clients, faculty, staff, peers and public are significant issues in the evaluation and promotion of Communication Sciences and Disorders students. Inappropriate behavior may be grounds for failure to promote, dismissal and/or denial of degree. Separate and apart from a violation of the Professional Behavior Code of Conduct, a student may face University disciplinary action with regard to the same action.

## Guidelines and Responsibilities

The following are professional behavior guidelines and responsibilities that the University of Wisconsin Communication and Sciences Disorders Department expects of its students.

1. **Interpersonal Relationships.** Students shall communicate with and treat instructors, fellow students, clients, staff, allied professionals and the public in a professional manner. This includes addressing them in a collegial, professional manner and respecting individual rights to hold opinions that differ from their own.
2. **Honesty, Integrity and Confidentiality.** In the pursuit and achievement of all academic and professional matters, students shall act fairly and honestly. They shall treat all confidential information in an appropriate manner. In the clinical circumstance, the student-client relationship is dependent on the client's assurance that the clinician or student-clinician will not divulge sensitive information to others. Thus, client records and all conversations between student and client are considered confidential and shall not be disclosed or made available to any person not directly involved in the client's care.
3. **Professional Appearance.** Students shall maintain a physical appearance and personal hygiene that is conducive to developing effective client relationships. Students who do not appear well groomed and appropriately attired when interacting with a client are at risk for jeopardizing client respect and for creating a barrier to effective communication. Examples of inappropriate attire in professional settings include blue jeans, shorts, short skirts, tee shirts, and shirts revealing bare midriffs. In certain professional settings, facial jewelry, other than earrings, may be viewed as inappropriate.
4. **Professional Responsibility and Judgment.** Students are expected to meet their educational and clinical responsibilities at all times. While personal issues that conflict or interfere with such obligations can arise, every effort should be made by the student to resolve the conflict in a professional manner by assuring that client care is not compromised and that appropriate instructors, clinical supervisors, and administration are notified in a timely fashion. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Students shall not participate in classroom and clinical activities while under the influence of alcohol or any psychoactive substances, unless the use of such a substance is under the orders of a physician or other licensed health care provider.

## Procedures for Alleged Infractions of the Professional Behavior Code of Conduct

The Professional Behavior Code of Conduct and the Procedures for Alleged Infractions of the Professional Behavior Code of Conduct shall be published on the Department's Web site. Students are responsible for reading the information and material as well as the information published on all the relevant web sites shown above. Lack of knowledge of this information does not excuse any infraction.

Concerns about infractions of the Professional Behavior Code of Conduct may be effectively handled informally between the instructor and the student. If a resolution is not achieved, a UW-Madison Department of Communication Sciences and Disorders Advisor may be brought into the discussion.

***In cases of allegations of unprofessional behavior:***

1. Faculty, residents, staff, fellow students, clients or members of the non-academic community who believe that a student has failed to adhere to the Professional Behavior Code of Conduct should contact the chair's office of the Communication Sciences and Disorders Department within a reasonable time of learning of the alleged failure. The chair's designee will advise the alleging party of the appropriate University and Department of Communication Sciences and Disorders procedure that may apply to the situation.
2. If appropriate, the chair's designee will instruct the alleging party to prepare a written statement describing the alleged failure to adhere to the Professional Behavior Code of Conduct. This statement, along with any supporting materials, shall be submitted to the office of the chair within ten (10) days of the issuance of the instructions.
3. In writing, the chair's designee shall notify the student who is alleged to have failed to adhere to the Professional Behavior Code of Conduct of the allegation. The chair's designee shall either: a.) request written response by the student to the allegation, to be submitted to the chair's office within ten (10) days of notice, or (b) schedule a meeting with the student to discuss the allegation.
4. The student may contact their advisor for information regarding the investigation and review process.
5. Following investigation and review of all available information, the chair's designee shall determine whether the allegations potentially violate the Professional Behavior Code of Conduct. If so, the chair's designee shall send a letter to the student explaining findings of the investigation and informing the student that the case will be presented to the Professional Behavior Committee consisting of a Communication Sciences and Disorders department advisor and two other faculty members as determined by the chair.
6. The chair's designee shall present the case to the Professional Behavior Committee.
7. The student shall attend an open-session portion of the Committee meeting and may be accompanied by an advocate.
8. The student shall have an opportunity to present relevant information, including witnesses. The student also has the right to question any witness presented by the department.
9. Each party must speak for him/herself, including questioning of witnesses, even if legal counsel or another representative has been retained.
10. The meeting shall not be bound by common law or statutory rules of evidence and may admit information having reasonable probative value, but shall exclude immaterial, irrelevant, or unduly repetitious testimony, and shall give effect to recognized legal privileges.
11. The Committee shall make a record of the meeting. Any party to the meeting may obtain copies of the record at his/her expense.

12. The Committee shall have access to all relevant school records of the student alleged to have failed to adhere to the Professional Behavior Code of Conduct.
13. The Committee shall make its decision during a closed-session portion of the meeting. Decisions are made by a majority of voting members present.
14. If the Committee finds a student has violated the Professional Behavior Code of Conduct, when determining appropriate sanction, the Committee may take into account prior incidences of review by the Committee. Allegations of unprofessional behavior brought to the attention of the Chair but not requiring review by the Committee and allegations of academic or nonacademic misconduct brought to the attention of the Dean of Students also may be taken into consideration.
15. Sanctions that may be imposed for unprofessional behavior include:
  - Written reprimand
  - Denial of specified UW-Madison Department of Communication Sciences and Disorders privilege(s)
  - Imposition of reasonable terms and conditions on continued student status
  - Disciplinary probation
  - Restitution
  - Removal of the student from the course(s) in progress
  - Failure to promote
  - Withdrawal of an offer of admission
  - Placement on Medical Leave for up to one year
  - Suspension from a UW-Madison Department of Communication Sciences and Disorders program for up to one year with the stipulation that remedial activities may be prescribed as a condition of later readmission. Students who meet the readmission condition must apply for readmission and the student will be admitted only on a space available basis
  - Suspension from a UW-Madison Department of Communication Sciences and Disorders program. The suspensions may range from one semester to four years.
  - Dismissal from a UW-Madison Department of Communication Sciences and Disorders program
  - Denial of a degree
16. A student receiving any sanction included in (d) through (m) above is not permitted to seek or hold office in any Department of Communication Sciences and Disorders school student organization, is not permitted to represent the Department of Communication Sciences and Disorders in any

capacity, and is ineligible for awards and non-needs-based scholarships from the Department of Communication Sciences and Disorders.

17. The Committee shall prepare written findings of fact and a written statement of its decision based upon the record of the meeting. If the decision by the Committee is adverse to the student, the decision shall include notification that the student may appeal the decision to the chair.
18. The decision of the Committee shall be delivered in writing to the student either by personal delivery or by first class US mail.

### Appeal of a Decision of the Professional Behavior Committee

1. A student may appeal a decision of the Professional Behavior Committee to the chair of the Department of Communication Sciences and Disorders. Appeals shall be in writing and be received or postmarked within ten (10) calendar days of the student's receipt of the Committee's decision. The appeal must be based on: 1) new facts that were not available at the time of the Committee meeting and that have direct bearing on the student's professional behavior, 2) a claim of inadequate consideration of specific information by the Committee, 3) a claim that the Committee did not follow appropriate procedures, or 4) a claim that the Committee's action was unduly severe. If an appeal is based on availability of new facts that were not available at the time of the Professional Behavior Committee meeting, the Chair may direct the Committee to reconsider the case. The Chair's decision is final.
2. Any Committee decision involving medical leave, suspension, or dismissal will be referred automatically to the Chair for review. If, upon review, the Chair upholds the decision of the Committee, the student may appeal the decision to the faculty of the Department of Communication Sciences and Disorders. In such an appeal, the student shall appear in person before the Faculty of the Department of Communication Sciences and Disorders at a regular or a specially-called faculty/academic staff meeting to present his/her case. Voting faculty/academic staff members in attendance will render an appeal decision, which is final.
3. In the case of appeal to the Chair or to the Faculty, the student must speak for him/herself, even if legal counsel has been retained.

### Rights & Grievances

#### General Rights and Responsibilities

Visit the following campus Web sites for detailed information on student rights and responsibilities:

Dean of Students: [Student Assistance](#)

- [UW Division of Student Life](#)
- [Safety and health](#)

#### Disabilities:

- [UW-System Policy on Individuals with Disabilities](#)
- [McBurney Disability Resource Center](#)

## Discrimination or Harassment

- [UW-Madison Policy on Prohibited Harassment](#)
- [Office for Equity and Diversity](#)
- [Graduate School Affirmative Action and Compliance Statement](#)
- **Privacy:** [Office of the Registrar](#)
- **Conduct:** [Student Assistance and Judicial Affairs](#)

## Complaints, Grievances, and Concerns

If you believe your rights have been violated, feel that you have been dealt with unfairly, or have other concerns within the department, we encourage you to seek a resolution of the problem at the departmental level.

Specifically, student grievances and complaints regarding instruction or grading, faculty or academic-staff conduct, or other concerns should be directed to the department chair or associate chair.

**Note on grade conflicts:** In cases of grade conflicts, talk with the course instructor first. If the difference is not resolved, document the specific concerns and differences between you and the instructor's perceptions, including documentation, and submit this to the department chair. (You may wish to first consult with the chair to determine what specific information to provide.) This document will then be discussed during a meeting between you, the course instructor, and the chair.

If a complaint or grievance has arisen at another level within the university, the chair or associate chair will provide advice regarding the appropriate contact person and procedures to follow.

If you have a complaint about the program or its accreditation, see ASHA's [Complaint Procedures](#) for how to lodge a complaint with the Council on Academic Accreditation (CAA). Contact CAA at 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700, [accreditation@asha.org](mailto:accreditation@asha.org).

In cases of sexual harassment, you are urged to contact the [CS&D department administrator](#), the interim department contact person for such complaints.

Faculty and academic staff concerns, grievances, or complaints regarding students are also directed to the chair or associate chair.

## Department Procedures

### Building Access and Security

Goodnight Hall is open during normal business hours. Use your WisCard to enter the building after hours. Building permits are issued to students when they enter the program. Students who intend to be in Goodnight Hall after hours or on weekends should obtain a special building permit from the department's building manager. The Department of Police and Security routinely checks for permits

after hours and on weekends. To access security-locked rooms in the building, you must obtain a code from the faculty/staff member in charge of the space.

## Committees

The University of Wisconsin is a faculty-governed University. The department chair manages the affairs of the department, and various departmental committees develop and administer academic, clinic, and research policies. Student participation on all departmental committees is encouraged.

## Disabilities and Accessibility

### ***The University of Wisconsin System Policy on Individuals with Disabilities***

(Rev. December, 1996)

The University of Wisconsin System is committed to making individuals with disabilities full participants in its programs, services and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990... It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the university's programs, services, and activities in a non-discriminatory, integrated manner.

The complete University of Wisconsin System Policy is available upon request or can be downloaded from the web site: <http://www.uwsa.edu/acss/disability/policy96-6.htm>

Information about accessibility and accommodations for students is available from the McBurney Center at [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu) or by phone at (608) 263-2741. The McBurney Disability Resource Center is located on the UW-Madison campus at 905 University Avenue.

In accordance with the University of Wisconsin-Stevens Point policy, if a student has a documented disability and requires accommodations to obtain equal access in a class or in clinical clerkship, the student should contact the Disability Services office at (715) 346-3365 to verify his/her eligibility for accommodations.

## Equipment and Facilities

- **Assessment Instruments and Materials.** Room 447 of Goodnight Hall contains a library of assessment materials that you are likely to use in clinic or in courses. These materials cannot be taken from the department unless permission is given by your clinical supervisor or the Director of Clinical Education.
- **Computers:** Computers for student use are located in the IT Lab in Room 403. Computers that are located in faculty/staff offices are not available to students.

Files saved on IT Lab computers will be erased at 1:00 AM nightly due to a scheduled system restart, or anytime if there is an unscheduled system restart. Always keep your files in a safe, personal location.

You receive a fixed dollar amount each year to cover printing costs; after you reach this quota, you must pay by the page. There is no discount for double-sided printing, though we encourage you to do so to conserve paper.

IT Lab training sessions are held at the beginning of the academic year. Please direct any questions about the lab to the [CS&D department administrator](#).

- **Furniture:** All furniture should remain where it was originally placed. If you need to move furniture in the clinic or on the first floor, you must get permission from a clinical professor or the clinic coordinator. If you need to move furniture in other areas of the department, you must get permission from the academic department supervisor or the graduate studies coordinator.
- **Photocopiers:** The photocopier on the fourth floor is for student use. The photocopier on the third floor is for faculty and staff use only; however, students can make copies of clinic-related documents with permission of their clinical supervisor.

### Facility Assignments

Department space assignments are made by the department chair and are based on the University Space Policy and departmental committee. All offices are for the use of the designated occupant only. Students should not enter offices without permission. Staff offices also contain confidential information and files that are not to be used without the occupant's permission.

### Mail and E-mail

Faculty and staff mailboxes are located on the third floor of Goodnight Hall. Student mailboxes are located across from the Student Lounge on the fourth floor. It's recommended that you check your mailbox and wisc.edu email account frequently. All departmental e-mail communications will be sent to your wisc.edu address only.

### Recommendations

If you are seeking a professional recommendation for future employment or additional training, first ask the faculty member for permission to use his/her name as a reference, and then make a request for a letter of recommendation.

If you are seeking a general recommendation that will not be addressed to any particular individual, please state this upfront. In these causes, you should consider setting up a file at the [Educational Portfolios and Career Services Office](#).

Otherwise, specify the type of position for which the recommendation is to be made and to whom it should be sent.

To request forwarding of copies of letters of recommendation that were sent earlier to the department in support of your graduate application, please do the following:

1. Contact the writer of the original letter, to inform him/her of the request and to secure written permission to copy the letter for forwarding to a named person or institution.
2. Inform the writer of the original letter of the reason for requesting that his/her letter be forwarded (e.g., admission to another graduate school, employment recommendation).

The department needs permission from **both** the writer of the original letter and the student to proceed with the request without violating the Buckley Amendment. After this is received, the requested information will be sent for the cost of photocopying plus postage.

To avoid potential problems photocopying letters of recommendation, students are urged to check into and use the services offered by the School of Education's [Educational Portfolios and Career Services Office](#).

### Student Files

Student files are confidential, but you may request permission from the Graduate Studies Coordinator to examine materials in your file. The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) prohibits us from sending copies of letters and/or other materials in your file to other individuals or institutions. The terms of this Act, protecting your rights as a student, prevent us from using material in your file for any purpose other than for what it was originally intended.

### Resources

- [National Student Speech Language Hearing Association \(NSSLHA\)](#)
- ASHA <http://www.asha.org/>