



# **Au.D. Student Handbook**

**UW-Madison &  
UW-Stevens Point**

**2020-2021**



## Table of Contents

|   |    |
|---|----|
| Introduction .....  | 1  |
| The Au.D. Program and the University Mission .....                                | 1  |
| Directory .....   | 2  |
| Admissions Requirements .....   | 5  |
| Grade Point Average (GPA) .....   | 5  |
| Observation Hours.....  | 5  |
| Essential Functions for Performance in Clinical Practicums.....                   | 5  |
| Graduate Advising.....  | 7  |
| Program Description .....   | 7  |
| Mission.....  | 7  |
| Curriculum .....  | 7  |
| Course Sequence .....   | 8  |
| Course Descriptions.....  | 10 |
| Breadth Requirements and Procedures (UW Madison students only) .....              | 13 |
| Alternate breadth training resources requirements .....                           | 13 |
| Additional breadth training resource opportunities .....                          | 14 |
| Capstone Requirements.....  | 14 |
| Clerkships and Fourth-Year Externships .....                                      | 15 |
| Off-Site Clerkships .....   | 15 |
| Fourth-Year Externships .....   | 16 |
| Clinical Supervision Policy .....   | 17 |
| Policy for In-Room and Live Video Supervision for Onsite Clinical Practicum ..... | 18 |
| Au.D./PhD program.....  | 19 |
| Requirements and Satisfactory Progress .....                                      | 19 |
| Au.D. Program Probation - Academic.....   | 20 |
| Clinical Alert.....   | 20 |
| Au.D. Program Probation - Clinical .....  | 20 |
| Clinical Clerkship Hours .....  | 21 |
| Clinical Exams .....  | 21 |
| Communication Proficiency Policy.....   | 21 |
| Certification and Licensing.....  | 22 |
| ASHA Certification .....  | 22 |
| State Licensure .....   | 22 |
| Wisconsin Department of Instruction (DPI) .....                                   | 23 |
| Academic Support Services.....  | 23 |
| Library Resources .....   | 23 |
| Additional Support Resources .....  | 23 |
| Access to Library and Learning Resources.....                                     | 23 |
| Access to Student Services .....  | 23 |
| Technical Support .....   | 24 |

|  |    |
|--|----|
| General Information .....                              | 24 |
| Class Attendance Policies .....                        | 24 |
| Committees .....                                       | 24 |
| Computer Requirements .....                            | 24 |
| Departmental Facilities Assignments .....              | 24 |
| Disabilities and Accessibility .....                   | 25 |
| Financial Assistance .....                             | 25 |
| Grading .....  | 25 |
| Grade Conflicts .....                                  | 25 |
| Grievance Policies & Procedures .....                  | 25 |
| Professional Recommendations .....                     | 26 |
| Sexual Harassment .....                                | 26 |
| Professional Behaviors Code of Conduct .....           | 27 |
| Guidelines and Responsibilities .....                  | 28 |
| Procedures for Alleged Infractions .....               | 29 |
| UW-Madison Department Specific Information .....       | 30 |
| Instructional Technology Laboratory .....              | 30 |
| Mail/Email .....                                       | 30 |
| Permits and Passes .....                               | 30 |
| Student Files .....                                    | 30 |
| Telephones .....                                       | 30 |
| Vending Machines .....                                 | 31 |
| UW-Stevens Point Department Specific Information ..... | 32 |
| Bulletin Boards .....                                  | 32 |
| Equipment and Supplies .....                           | 32 |
| Clinical Media Center (CMC): .....                     | 32 |
| Computers: .....                                       | 32 |
| Video/Observation System: .....                        | 32 |
| Furniture: .....                                       | 32 |
| Audio-Visual: .....                                    | 32 |
| Repair/Maintenance: .....                              | 32 |
| Graduate Student Rooms and Keys .....                  | 32 |
| Mail/Email .....                                       | 32 |
| Student Files .....                                    | 33 |
| Telephones .....                                       | 33 |
| Vending Machines .....                                 | 33 |
| Appendix .....   | 34 |
| Tuition and Fees .....                                 | 34 |
| Financial Support .....                                | 34 |
| UW-Madison Specific Financial Support .....            | 35 |
| UW-Stevens Point Specific Financial Support .....      | 35 |

## Introduction

Welcome to the joint Au.D. Program between UW-Madison and UW-Stevens Point! It is a pleasure for us to provide this handbook as a guide to your plan of study. You will find information that is the same at both campuses, and where there are differences the policies and practices at each campus will be listed. There will be additions and modifications as needed. If changes are made, we will inform you either via email or in a meeting of the change. The information contained in the handbook should assist you in answering questions you may have. It should also help all of us operate more efficiently and effectively during the course of your stay with us.

Students are also responsible for all information in the clinic handbook for their respective campus. The clinic handbooks will be given out during the first month of the students' first year.

## The Au.D. Program and the University Mission

The Au.D. program is consistent with the vision of the future for the UW-Madison as specified in the document, "Targeting Tomorrow: The UW-Madison as the 21<sup>st</sup> Century Begins." The Au.D. degree promotes goals of maintaining the integrity of the research doctoral program and redeveloping other kinds of graduate education. The Au.D. program was developed to fit with the unique professional goals of the students. We provide leadership in the training of professional audiologists by combining a firm foundation in science and technology with clerkships and on-site mentoring to assure superior clinical skills. The Au.D. students can focus on their goals of developing practical knowledge and skills for future clinical practice and the Ph.D. students can focus on developing knowledge and skills for designing and implementing scholarly research.

The existence of clinical and research programs within the Department of Communication Sciences and Disorders at UW-Madison facilitates the exchange of knowledge between clinic and research components. It gives both types of students a greater appreciation of the needs and understanding of the other. Better-trained clinical students can apply research findings to their clinical practice within the community. The preservation of a distinct research track leading to a Ph.D. degree will allow researchers to maintain a separate identity within the Department of Communication Sciences and Disorders and the UW-Madison.

The Au.D. program is also consistent with the mission of the UW-Stevens Point. UW-Stevens Point has identified as part of its select goals and responsibilities to provide strong undergraduate pre-professional and professional programs and to provide similar graduate programs in the areas of its undergraduate strengths. One of the select areas is communication sciences and disorders, the parent discipline of audiology. The professional doctoral degree allows the current graduate program in communication sciences and disorders to continue to thrive and grow in the area of audiology. Also, the strong audiology graduate program will have a positive impact on both the undergraduate and graduate programs in communication sciences and disorders. Close ties to the UW-Madison research programs will offer these students new opportunities to deepen and enrich their studies in Communication Sciences and Disorders, building on an already strong foundation of scholarship and study.

**The doctoral education program in audiology at The University of Wisconsin is 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 program was granted accreditation status until 2023, at which time the program will go through the re-accreditation process.**

## Directory

| Department Information   | Office Number | Phone        |
|--|---------------|--------------|
| UW-Madison Department of Communication Sciences and Disorders  | 110 GH        | 608-262-3951 |
| UW-Stevens Point School of Health Sciences & Wellness: Communication Sciences and Disorders  | 038 CPS       | 715-346-2328 |
| Faculty & Academic Staff   | Office Number | Phone        |
| Boothalingam, Sriram, Ph.D., FAAA<br>Assistant Professor – Faculty UW-Madison<br><a href="mailto:boothalingam@wisc.edu">boothalingam@wisc.edu</a>                  | 482 GH        | 608-262-6471 |
| Buhr-Lawler, Melanie, Au.D., CCC-A<br>Clinical Professor – Clinical Faculty UW-Madison<br><a href="mailto:melanie.buhr@wisc.edu">melanie.buhr@wisc.edu</a>         | 365 GH        | 608-890-1504 |
| Craig, Rachel, Au.D., CCC-A<br>Assistant Professor – Faculty UWSP<br><a href="mailto:rcraig@uwsp.edu">rcraig@uwsp.edu</a>  | 046B          | 715-346-4018 |
| Douglas, Jon, Au.D., CCC-A<br>Clinical Associate Professor – Clinical Faculty UW-Madison<br><a href="mailto:jon.douglas@wisc.edu">jon.douglas@wisc.edu</a>         | 374 GH        | 608-318-3493 |
| Easwar, Vijayalakshmi (Viji), Ph.D., FAAA<br>Visiting Assistant Professor<br><a href="mailto:veaswar@wisc.edu">veaswar@wisc.edu</a>                                | 475 GH        | 608-262-7491 |
| Elliott, Jane, M.S., CCC-A<br>Clinical Assistant Professor–Academic Staff UWSP<br><a href="mailto:jelliott@uwsp.edu">jelliott@uwsp.edu</a>                         | 042A CPS      | 715-346-3216 |
| Fischer, Julia, Ph.D., CCC-SLP<br>Department Chair/Program Director MS SLP<br>Professor – Faculty UWSP<br><a href="mailto:jfischer@uwsp.edu">jfischer@uwsp.edu</a> | 038 CPS       | 715-346-4657 |
| Fowler, Cynthia, Ph.D., CCC-A, FAAA<br>Professor – Faculty UW-Madison<br><a href="mailto:cynthia.fowler@wisc.edu">cynthia.fowler@wisc.edu</a>                      | 382 GH        | 608-262-6483 |
| Hartman, Amy, Au.D., CCC-A<br>Au.D. Program Director/Clinical Professor  | 373 GH        | 608-262-6481 |

## Clinical Faculty UW-Madison

[amy.hartman@wisc.edu](mailto:amy.hartman@wisc.edu)

Henning, Becky, Ph.D., CCC-A, FAAA  
 Professor & UWSP Audiology Clinic Director  
 Faculty UWSP  
[rhennig@uwsp.edu](mailto:rhennig@uwsp.edu)

050 CPS

715-346-2351

Kroll, Amy, Au.D., CCC-A, FAAA  
 Clinical Associate Professor - Clinical Faculty UW-Madison  
[amy.kroll@wisc.edu](mailto:amy.kroll@wisc.edu)

331 GH

608-890-0992

Lee, Rachel, Au.D., CCC-A  
 Clinical Associate Professor – Clinical Faculty UW-Madison  
[rachel.lee@wisc.edu](mailto:rachel.lee@wisc.edu)

338 GH

608-262-6467

Litovsky, Ruth, Ph.D.  
 Professor – Faculty UW-Madison  
[litovsky@waisman.wisc.edu](mailto:litovsky@waisman.wisc.edu)

378 GH

608-262-5045

Osborne, Charlie, M.A., CCC-SLP  
 Clinical Associate Professor – Academic Staff UWSP  
[cosborne@uwsp.edu](mailto:cosborne@uwsp.edu)

044A CPS

715-346-4960

Reynolds, Sondra, M.S., CCC-SLP  
 Co-Coordinator of Graduate Academic Programs & Associate  
 Clinical Professor–Academic Staff UWSP  
[sreynold@uwsp.edu](mailto:sreynold@uwsp.edu)

036 CPS

715-346-4816

Veith, Tonya, Au.D., CCC-A  
 Assistant Professor – Faculty UW-Stevens Point  
[tveith@uwsp.edu](mailto:tveith@uwsp.edu)

048 CPS

715-346-2851

| <b>UWSP Support Staff</b>  | <b>Office Number</b> | <b>Phone</b> |
|--|----------------------|--------------|
| Skebba, Christine<br>Clinic Office Manager<br><a href="mailto:cskebba@uwsp.edu">cskebba@uwsp.edu</a>     | 039 CPS              | 715-346-3667 |
| Molski, Tammy<br>Academic Department Associate<br><a href="mailto:tmolski@uwsp.edu">tmolski@uwsp.edu</a> | 038 CPS              | 715-346-2328 |

| <b>UW-Madison Support Staff</b>   | <b>Office Number</b> | <b>Phone</b> |
|---|----------------------|--------------|
| Block, Michael<br>Information Technology Specialist, Building Manager<br><a href="mailto:Michael.Block@wisc.edu">Michael.Block@wisc.edu</a> | 310 GH               | 608-262-1505 |

|  |        |              |
|--|--------|--------------|
| Felicijan, Sherie<br>Clinic Office Manager<br><a href="mailto:sheryl.felicijan@wisc.edu">sheryl.felicijan@wisc.edu</a> | 110 GH | 608-262-3951 |
| Rhonda Jacobs<br>Program Assistant<br><a href="mailto:rhonda.jacobs@wisc.edu">rhonda.jacobs@wisc.edu</a>               | 306 GH | 608-365-3101 |
| McCarty, Tim<br>Department Administrator<br><a href="mailto:timothy.mccarty@wisc.edu">timothy.mccarty@wisc.edu</a>     | 305 GH | 608-262-6462 |
| Michele Meyers<br>Financial Specialist<br><a href="mailto:mmyers5@wisc.edu">mmyers5@wisc.edu</a>                       | 302 GH | 608-262-6465 |
| Talbert, Amanda<br>Student Status Examiner<br><a href="mailto:atalbert@wisc.edu">atalbert@wisc.edu</a>                 | 318 GH | 608-262-6464 |

G.H. – Good Night Hall, Madison  
WC – Waisman Center, Madison

#### **UWSP Emeritus Faculty and Academic Staff**

Balas, Robert, Ph.D., Professor  
Cumley, Gary, Ph.D., Professor  
Henry, David, Ph.D., Associate Professor

#### **UW-Madison Emeritus Faculty and Academic Staff**

Chial, Michael, Ph.D., Professor  
Hirsch, Judith, Ph.D., CCC-A, Clinical Professor  
Karlovič, Raymond, Ph.D., Professor  
Lutfi, Robert, Ph.D., Professor  
Nellis, Robert, M.A., Clinical Professor  
Peterson, John, Ph.D., Professor  
Tweed, Theodore, M.A., CCC-A, Clinical Instructor

#### **Web Pages**

**UWSP** - [www.uwsp.edu/csd/Pages/default.aspx](http://www.uwsp.edu/csd/Pages/default.aspx)

**UW-Madison** – <https://csd.wisc.edu>

**UW-Au.D.** – <https://csd.wisc.edu/aud/>

**UWSP School Services** - [www.uwsp.edu/education](http://www.uwsp.edu/education)

**UW-Madison School Services** – [www.education.wisc.edu](http://www.education.wisc.edu)

**ASHA** - [www.asha.org](http://www.asha.org)

**WSHA** - [www.wisha.org](http://www.wisha.org)

## Admissions Requirements

The UW Au.D. program is interested in recruiting strong students from a variety of backgrounds who are interested in a rewarding career as an audiologist. A communication sciences and disorders undergraduate major is not required for admission to the Au.D. program but is recommended. Potential applicants who do not have an undergraduate degree in communication sciences and disorders must make up any deficiencies during their Au.D. program.

### Grade Point Average (GPA)

Admission to the Doctor of Audiology program requires at least a 3.0 cumulative undergraduate GPA (4.0=A) and a 3.0 in the major; however, the grade point average of students accepted into the Au.D. program is typically much higher than this. In rare circumstances, a student whose GPA is below 3.0 may be considered for admission. The student with a GPA below 3.0 must submit a Letter of Appeal stating reasons for the low GPA (including a rationale for an exception) in addition to the Statement of Professional Intent. If accepted, a student with a cumulative undergraduate GPA below 3.0 will enter the program on probation for one academic semester. During this probationary enrollment, the student must complete a minimum of nine (9) academic credits with a grade of B or better in each course taken. If students fail to meet this requirement, they will be dismissed from the program.

### Observation Hours

The applicant should have completed a minimum of 25 guided clinical clock hours of observation. If this requirement has not been met, the applicant may be required to obtain observation hours prior to enrollment or during their first semester of Au.D. clerkship.

### Essential Functions for Performance in Clinical Practicums

The accredited programs in audiology and speech-language pathology of the Department of Communication Sciences and Disorders (CS&D) at the University of Wisconsin-Madison and University of Wisconsin-Stevens Point adhere to the standards set by the *American Speech-Language-Hearing Association (ASHA)*, including a code of ethics <https://www.asha.org/policy/ET2016-00342/>. Our faculty has responsibility for the welfare of clients/patients tested, treated, or otherwise affected by students enrolled in the CS&D program. Thus it is essential 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.

To fulfill this responsibility, the department has established academic standards and minimum essential functions for 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 ensure that the candidate possesses essential functions for performance in the clinical program required for graduation. Essential functions, as distinguished from academic and clinical 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 eligible students with adequately documented disabilities who meet the minimum CS&D requirements. Reasonable

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

A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the CS&D 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 CS&D 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 Essential Functions for Performance in Clinical Practicums:**

#### **PHYSICAL ABILITIES**

- Maintain appropriate personal hygiene.
- Maintain reliable travel arrangements to and from classroom and practicums/externship 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 emergencies such as fire or choking or other medical emergencies, and in the application of universal precautions.
- Make accurate judgments about linguistic and 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 on time.
- 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.
- Demonstrate proficiency in written and spoken English.

#### **Procedure when student does not meet an Essential Function**

- Clinical professor or instructor identifies student as not meeting an Essential Function.
- Clinical professor or instructor alerts the student's academic advisor and department chair (if identified in an 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 clinical faculty area group. 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 the student and determine a recommended course of action. A Clinical Performance Improvement Plan may be developed to guide the next steps. Documentation of the conference and recommended course of action will be placed in the student's file.

### **Graduate Advising**

When students are admitted to the Au.D. program, they are provided with a course sequence for the entire program. It is strongly recommended that students adhere to this sequence, although modifications to the plan may be made in consultation with the Graduate Academic Advisor and Coordinator(s) of Clinics. The Graduate Academic advisors are Dr. Amy Hartman and Dr. Amy Kroll on the UW-Madison campus and Dr. Julia Fisher and Ms. Sondra Reynolds on the UW-Stevens Point campus. Dr. Ruth Litovsky and Dr. Amy Hartman are the advisors for the Au.D./Ph.D. program.

### **Program Description**

#### **Mission**

The mission of the Au.D. program is to prepare future audiologists with a strong clinical and theoretical background to practice in a variety of settings and to be life-long learners.

The goals of the program are:

1. To provide an exemplary educational program that prepares students to enter the profession of audiology fully able to function as independent audiologists in private practice, medical clinics, and school settings.
2. To offer accessible, culturally competent, evidence-based clinical care for all people with hearing and balance disorders.
3. To prepare students to be life-long learners.
4. To engage in outreach activities that directly benefit professional colleagues, students, and individuals and their families in the community.

#### **Curriculum**

Entering students are required to meet all the requirements of the Department of Communication Sciences and Disorders at UW-Madison, and the School of Communication Sciences and Disorders at UW-Stevens Point. The curriculum assumes an undergraduate major in communicative disorders, but this is not a requirement for admission to the program. See the previous section on "Admissions Requirements" for

more information. Students will complete a capstone project in an area of clinical audiology during the second and third years of study.

### Course Sequence

Courses within the program are shown by year below. The numbering system for the courses is common for both campuses. Course sequence and course availability may be subject to change.

## YEAR 1

| FALL SEMESTER  | SPRING SEMESTER   | SUMMER SEMESTER                             |
|--|---|---|
| CS&D 850: Hearing Science I: Basic Acoustics and Psychoacoustics (3 cr.) | CS&D 832: Pediatric Audiology (3 cr.)   | CS&D 833: Occupational Audiology (2 cr.)    |
| CS&D 854: Electroacoustics and Instrument Calibration (2 cr.)            | CS&D 856: Amplification Systems I (2 cr.)   | CS&D 892: Clerkship in Audiology II (3 cr.) |
| CS&D 855: Electroacoustics and Calibration Laboratory (1 cr.)            | CS&D 857: Laboratory in Amplification Systems I (1 cr.)                           |   |
| CS&D 852: Hearing Assessment (2 cr.)                                     | CS&D 858: Physiological Assessment in Auditory I (2 cr.)                          |   |
| CS&D 853: Hearing Assessment Laboratory (1 cr.)                          | CS&D 859: Laboratory in Physiological Assessment of the Auditory System I (1 cr.) |   |
| CS&D 891: Clerkship in Audiology I (2 cr.)                               | CS&D 891: Clerkship in Audiology I (2 cr.)  |   |
| CS&D 424: Sign Language I (if not completed in undergrad) (2 cr.)        |   |   |

**YEAR 2**

| FALL SEMESTER   | SPRING SEMESTER   | SUMMER SEMESTER  |
|---|---|--|
| CS&D 835: Research Methods (3 cr.)  | CS&D 849: Geriatric Audiology: Diagnosis and Rehabilitation (2 cr.) | CS&D 806: Professional Issues: Medical Setting (1 cr.) |
| CS&D 860: Physiological Assessment in Audiology II (2 cr.)                            | CS&D 862: Auditory and Vestibular Pathologies II (3 cr.)            | CS&D 893: Clerkship in Audiology III (3 cr.)           |
| CS&D 861: Laboratory in Physiological Assessment of the Auditory System II (1 cr.)    | CS&D 865: Practice Management (2 cr.)                               |  |
| CS&D 845: The Human Balance System: Structure, Assessment, and Rehabilitation (2 cr.) | CS&D 866: Amplification Systems II (2 cr.)                          |  |
| CS&D 846: The Human Balance System: Laboratory (1 cr.)                                | CS&D 892: Clerkship in Audiology II (2 cr.)                         |  |
| CS&D 892: Clerkship in Audiology II (2 cr.)   | CS&D 899: Capstone Study in Audiology (1 cr.)                       |  |

**YEAR 3**

| FALL SEMESTER                                    | SPRING SEMESTER   | SUMMER SEMESTER                           |
|--|---|---|
| CS&D 863: Implantable Auditory Protheses (2 cr.) | CS&D 856: Practice Management (alternate years) (2 cr.) | CS&D 894: Externship in Audiology (3 cr.) |
| CS&D 834: Counseling in Audiology (2 cr.)        | CS&D 867: School Methods for Audiologist (1 cr.)        |   |
| CS&D 899: Capstone Study in Audiology (3 cr.)    | CS&D 836: Pediatric Habilitation/Rehabilitation (3 cr.) |   |
| CS&D 893: Clerkship in Audiology III (3 cr.)     | CS&D 899: Capstone Study in Audiology (3 cr.)           |   |
|  | CS&D 893: Clerkship in Audiology III (3 cr.)            |   |

**YEAR 4**

| FALL SEMESTER                                    | SPRING SEMESTER                                  |
|--|--|
| CS&D 921: Seminar: Problems in Audiology (3 cr.) | CS&D 921: Seminar: Problems in Audiology (3 cr.) |
| CS&D 894: Externship in Audiology (3 cr.)        | CS&D 894: Externship in Audiology (3 cr.)        |

**Course Descriptions**

**342 Basic Manual Communication (UWSP) or 424 Sign Language (UW-Madison).** 2 cr. Proficiency in beginning Manually Coded English (MCE) through the comprehension and use of fingerspelling and manual signs. Other areas covered include history of sign language, descriptions of signing systems, and issues related to sign language in schools.

**806 Professional Issues: Medical setting.** 1 cr. Evaluation and management of persons with communication disorders within a medical setting. Information regarding various medical settings, ethics, functional goals, and documentation (e.g. billing, reporting, etc.).

**832 Pediatric Audiology.** 3 cr. Study of the normal physical, social, cognitive, speech and language, and auditory development in children, the causes and effects of childhood hearing loss, hearing screening and the principles of early intervention, and the behavioral and objective assessment of hearing in children

**833 Occupational Audiology.** 2 cr. Consideration of principles and issues regarding the effects of noise on people, of federal and state regulation of workplace noise, and of the practical aspects of hearing conservation for those exposed to occupational noise, non-occupational noise, or both.

**834 Counseling in Audiology.** 2 cr. Study of various roles of counseling in the rehabilitative process, and the ethical obligations of those who serve such roles. Awareness and skill are developed in how to build a trusting relationship, convey diagnostic information, inform and empower the patient/consumer as to their rights and community resources, and respond to the way hearing loss impacts the person's social-economic life.

**835 Research Methods.** 3 cr. Critical analysis of research in speech-language pathology and audiology including theoretical support, research design, statistical levels of measurement, methods of reporting research results, and drawing conclusions from the results. Students will be encouraged to pursue research interests during the course.

**836 Pediatric Habilitation/Rehabilitation.** 3 cr. Study of the principles and techniques of intervention with hearing impaired children, including the selection and fitting of amplification, the effect of hearing impairment on speech perception, speech production, and language, communication and educational options, and the re/habilitation of communication skills.

**845 The Human Balance System: Structure, Assessment, and Rehabilitation.** 2 cr. Study of human balance function with emphasis on the vestibular system, including neurophysiology, testing, and rehabilitation. Clinical experience performing the electronystagmography (ENG) and videonystagmography (VNG) examination and analyzing the results, and familiarity with rotational and posturography tests, and various techniques for treatment.

**846 The Human Balance System: Laboratory.** 1 cr. The focus will be on training the student to perform and analyze the results of electronystagmography (ENG) and videonystagmography (VNG) examinations, and practice the canalith repositioning maneuver. If possible, students will observe the administration of rotational and posturography tests.

**849 Geriatric Diagnostics/Rehabilitation.** 2 cr. A study of basic theories of aging, anatomical and physiological effects of aging on the auditory and balance systems, and resulting communication difficulties associated with aging. The course emphasizes both the diagnostic and rehabilitative challenges in working with elderly patients.

**850 Hearing Science: Basic Physical, Physiological, and Psychological Acoustics.** 3 cr. Study of anatomy and physiology of the human auditory system, with an emphasis on the peripheral system. Basic concepts in psychoacoustics are discussed with reference to the normal and pathological auditory systems.

**852 Hearing Assessment.** 2 cr. Diagnostic audiology familiarizes students with the bases, purpose, rationale and procedures for tests of auditory function. A major focus is examining the available evidence as bases for test selections and realizing the objectives of diagnostic procedures.

**853 Hearing Assessment Laboratory.** 1 cr. Lab experience focusing on performance of basic audiology tests.

**854 Electroacoustics & Instrumentation Calibration.** 2 cr. Systematic review of physical concepts of acoustics and electronics underpinning the practice of audiology, as well as formally adopted standards by which clinical environments, instruments and procedures are calibrated.

**855 Lab: Electroacoustics & Instrumentation Calibration.** 1 cr. Laboratory application of physical concepts of acoustics and electronics underpinning the practice of audiology, including measurement standards by which clinical environments, instruments and procedures are calibrated.

**856 Amplification Systems I.** 2 cr. Study of hearing aid function, fitting strategies and repair. Use of probe microphone measures in hearing aid fitting and electroacoustic evaluation of the hearing aid. Cerumen removal and ear impression technique.

**857 Laboratory in Amplification Systems I.** 1 cr. Testing, fitting, and repairing hearing aids, performing basic hearing aid tests and repairs, proper cerumen removal and ear impression techniques, and using appropriate strategies in fitting. Electroacoustic evaluation and use of probe microphone measures in hearing aid fitting.

**858 Physiological Assessment of the Auditory System I.** 2 cr. Study of concepts and procedures in physiological assessment of the auditory system, with emphasis on otoacoustic emissions and auditory brainstem responses. Clinical applications and case studies integrate these recordings with behavioral assessment of the auditory system.

**859 Laboratory in Physiological Assessment of the Auditory System I.** 1 cr. Laboratory experience in the procedures and interpretation of physiological assessment of the auditory system, with the major emphasis on otoacoustic emissions and the auditory brainstem response. Clinical applications and case studies integrate these recordings with behavioral assessment of the auditory system.

**860 Physiological Assessment of the Auditory System II.** 2 cr. Advanced study of physiological measures used by audiologists in threshold and diagnostic evaluations, including acoustic immittance, middle and long latency auditory evoked potentials, P300, and MMN. Course includes an introduction to evaluation of the balance system.

**861 Laboratory in Physiological Assessment of the Auditory System II.** 1 cr. Laboratory experience in objective measures used by audiologists for threshold and diagnostic evaluations, including acoustic immittance, middle and long latency auditory evoked potentials, P300, and MMN. Demonstrations, projects, and case studies prepare students to administer and interpret these tests.

**862 Auditory and Vestibular Pathologies.** 3 cr. Major disorders of the auditory and vestibular systems, with an emphasis on differential diagnosis of disorders of the endorgan and neural systems, and multisystem disorders. Causal factors, treatment, and prognosis are included. Didactic lectures and student presentations focus on case studies.

**863 Implantable Auditory Prostheses.** 2 cr. The audiological management of hearing loss using implantable auditory prostheses, including the cochlear implant, auditory brainstem implant, middle ear implant, and BAHA.

**865 Practice Management.** 2 cr. Consideration of non-profit and for-profit practice models with emphasis on organizational structure, legal and tax implications, financial performance, policies and practices of personnel management, marketing strategies, risk management and professional ethics.

**866 Amplification Systems II.** 2 cr. Strategies for fitting hearing aids, including selection and recommendation, use of prescription gain formulas, and verification of gain. Considerations in geriatric and

pediatric hearing aid fitting and ethical issues. Basic techniques in determining patient satisfaction with hearing aids.

**867 School Methods for Audiologists**, 1 cr. This course is designed to fulfill Wisconsin's Department of Public Instruction (DPI) licensing requirements for audiologists. This course will help students apply their knowledge and skills in assessment and intervention of hearing related disorders to the public school setting.

**891 Clerkship in Audiology I**. 1 cr. per semester. An introductory clerkship focusing on the acquisition of beginning skills in both screening and diagnostic audiology. It provides initial training in the use of audiometric instruments and software, patient interactions, and reporting procedures.

**892 Clerkship in Audiology II**. 1 cr. per semester. The second year of clerkship focuses on the physiologic assessment of the vestibular and the peripheral and central auditory systems. It also provides continued development of skills in the assessment of hearing and the implementation of treatment plans across ages.

**893 Clerkship in Audiology III**. 1-3 cr. per semester. The third year of clerkship provides opportunities to practice skills in settings outside of the university clinics. The goal is to develop all skills beyond the introductory stage so that the student can perform assessments and treatment with less supervision.

**894 Externship in Audiology**. 3 cr. per semester. The final year of clerkship continues development of skills in the assessment of hearing and the implementation of treatment plans across all ages. The goal is to develop skills to the Mastery level where the student can perform competently with a minimum of supervision.

**899 Capstone Project**. 2-3 cr. per semester. Independent work on capstone project.

**921 Seminar: Problems in Audiology**. 2-3 cr. per semester. Etiology, nature, and rehabilitation implications of specific hearing impairments.

### **Breadth Requirements and Procedures (UW Madison students only)**

The Au.D. program does not require students to complete a doctoral minor, however the option is available to those who wish to do so. Acceptance of the minor requires the approval of the Au.D. program advisor and respective department in which the minor is administered.

For students who do not complete a minor, breadth requirements will be fulfilled with the following requirements and opportunities. All students will meet with the Au.D. program advisor on an annual basis to discuss the breadth requirements and will complete the Au.D. breadth requirement form and have it signed by their advisor.

### **Alternate breadth training resources requirements**

Students must attend the proseminar series which will introduce them to broader topics in psychology, speech language pathology, sociology, biomedical engineering, linguistics, human ecology and otolaryngology. Students will be required to attend this seminar series during the fall semester of their first year in the Au.D. program.

Students are required to complete a capstone research project. The capstone project is designed to provide depth and breadth. Through this project, students are exposed to many additional disciplines. Please see the section on capstones for more information.

Students are required to obtain clinical training in a wide diversity of sites, ranging from hospitals, clinics, schools, or private practices. All students gain at a minimum 1820 clinical practicum hours. Each student will be assigned a clinical placement at the Waisman Center (or similar site) where they are involved in an interdisciplinary team including speech pathologists, pediatricians, geneticists, social workers, nurses, and nutritionists.

### **Additional breadth training resource opportunities**

Students may apply to participate in the Wisconsin Maternal and Child Health (MCH) Leadership Education in Neurodevelopmental and Related Disabilities (LEND) training program. This program provides interdisciplinary and disciplinary leadership training to improve systems of care that promote the prevention of disabilities and assure access to family-centered, community-based services and supports for children with neurodevelopmental disabilities and their families.

Each year students will be allowed to participate in several outreach activities that provide them experience in community building in the allied health sciences. These outreach activities may include but are not limited to: the plain clothes clinics, early childhood hearing outreach, health fairs and the hearing health care public symposium.

### **Capstone Requirements**

A capstone project will be completed during the second and third years of study. This project may involve an in-depth literature review to probe a clinical topic or a clinically relevant, limited scope investigation, case study, or large scale clinical project. The nature and focus of the capstone project must be accepted by a committee of three faculty or academic staff with at least one faculty member and representation from both campuses. Each student will work with their committee in developing the project.

At the end of the third year, the student will present a report on the project at a meeting of colleagues and faculty. The student's advisor will determine whether the student passes this requirement and will make appropriate recommendations if the work is less than satisfactory. This project is a substantial, summative report on a clinical or research topic, with a close connection to clinical experience, knowledge, and practice. The quality of the project should render it acceptable as a presentation at a clinical meeting, but it will not necessarily be of publishable quality.

The specific requirements and timeline for the capstone project are included in a separate document that will be handed out to second-year students before they begin the project.

See the Au.D. website or your capstone advisor for capstone timelines.

## Clerkships and Fourth-Year Externships

### Off-Site Clerkships

Dr. Amy Kroll will be responsible for assigning and monitoring off-site clerkships for the Madison students. Dr. Rebecca Henning will be responsible for assigning and monitoring off-site clerkships for the UWSP students. Dr. Henning may also assign UWSP audiology faculty members to act as the University Liaison Supervisor to monitor each off-site placement and maintain contacts with the UWSP students and off-campus supervisors. Dr. Kroll and Dr. Henning will check the credentials and experience of the supervisor, and form the agreement as to the amount and nature of the supervision and the evaluation process to be followed by the supervisor.

The Au.D. consortium has the following expectations:

- I. Credentials and experience of the supervisor(s)
  - a. We will require the primary supervisor at the site to input their vita information into CALIPSO.
  - b. All supervisors should have their Certificate of Clinical Competence (CCC) and required state license, including DPI licensure for any educational placement. We will need a copy of the current ASHA card and applicable licenses. If a supervisor does not have their Certificate of Clinical Competence, the hours obtained under their supervision will not count towards certification.
  - c. We will contact the primary supervisor to assess the willingness of the supervisor to mentor a student and to check if they have realistic expectations of a student's abilities.
  - d. There should be at least one full-time supervisor available at the same site as the student.
  - e. The primary supervisor will need to have obtained a minimum of two hours of supervisory training.
  - f. For students placed in off-campus educational settings, the Wisconsin Department of Public Instruction (DPI) requires that supervisors of students in educational settings have at least three years of experience and have supervision training.
- II. Clerkship experience
  - a. The typical placement will be 2-4 days per week for the semester.
  - b. Students will be placed in different types of settings with exposure to all ages and a variety of clinical knowledge and skills. No one placement is expected to achieve this, but each successive placement should build on the previous placement(s) to achieve this goal.
  - c. Most off-campus clerkships are located within 5-40 minutes of the home campus, but they may occasionally be as far as about 1-1.25 hours away from the home campus. Students are required to have access to reliable transportation for their clerkships.
  - d. Off-campus clerkships located more than 1.5 hours from the home campus are available in a variety of locations across Wisconsin and nationwide. If a student is interested in such a clerkship, they will work with Dr. Kroll or Dr. Henning to determine if an appropriate clerkship is available in the desired area.
  - e. Attendance during the clerkship is mandatory. The days and hours of office attendance may be arranged with your supervisor and are subject to the schedule of the facility. All absences, except illness, must have prior approval granted by the clinical supervisor and Dr. Kroll or Dr.

Becky Henning. It is the discretion of the clinical supervisor and Dr. Kroll or Dr. Becky Henning to grant this request. Any absences should be made up and arranged with the clinical supervisor.

- f. Track clock hours by entering them into CALIPSO. Further information on CALIPSO is available in the UWSHC Audiology Handbook.

### III. Evaluation of clerkships

- a. A formal evaluation of the student should occur at the end of each semester.
- b. This evaluation is completed in CALIPSO. Further information on CALIPSO is available in the UWSHC Audiology Handbook.
- c. Any problems that arise with the student should be communicated to the student and either Dr. Kroll for Madison students or Dr. Henning for Stevens Point students as soon as possible. At UWSP, it would be the assigned university liaison supervisor as first contact, if problems arise during the semester.

### Fourth-Year Externships

Dr. Kroll at the Madison campus will have the responsibility of assisting students in obtaining and monitoring all 4<sup>th</sup> year externships for the Madison students. Dr. Henning at the UWSP campus will be responsible for assisting students in obtaining and monitoring all 4<sup>th</sup> year externships. Dr. Kroll and Dr. Henning will check the credentials and experience of the supervisor, and form the agreement as to the amount and nature of the supervision and the evaluation process to be followed by the supervisor. The Au.D. consortium has the following expectations:

#### I. Credentials and experience of the supervisor(s)

- a. We will require the primary supervisor at the site to input their vita information into CALIPSO.
- b. All supervisors should have their Certificate of Clinical Competence (CCC) and required state license, including DPI licensure for any educational placement. We will need a copy of the current ASHA card and applicable licenses.
- c. The primary supervisor should have at least 3 years of experience and at least 6 months of experience at that site.
- d. We will contact the primary supervisor to assess the willingness of the supervisor to mentor a student and to check if they have realistic expectations of a student's abilities.
- e. There should be at least one full-time supervisor available at the same site as the student.
- f. The primary supervisor will need to have obtained a minimum of two hours of supervisory training.
- g. We prefer more than one supervisor at the site so that the student has supervision during the primary supervisor's vacations and sick leaves and the student gains an additional or more viewpoints.

#### II. Externship experience of the student

- a. The Au.D. externship will be full time and defined as at least 35 hours per week for a full 52 weeks.

- b. Attendance during the externship is mandatory. The days and hours of office attendance may be arranged with your supervisor and are subject to the schedule of the facility. All absences, with the exception of illness, must have prior approval granted by the externship supervisor and Dr. Kroll or Dr. Henning. It is the discretion of the externship supervisor and Dr. Kroll or Dr. Henning to grant this request.
- c. Most externships are located away from the home campus; thus, students should expect that they will most likely have to relocate for the fourth year. Externships may be located elsewhere in Wisconsin or out of state.
- d. During the externship year, the student may miss no more than ten days pending the approval of their externship facility and supervisor. (The maximum of 10 days does *not* include federal holidays when the site is closed). If the student is absent any more than ten days, the student absences must be made up. If these absences are not made up to the satisfaction of the externship supervisor and Dr. Kroll or Dr. Henning, the student will receive an incomplete grade for that semester of the externship experience. Upon satisfactory completion of the make-up of any absences, the appropriate grade will be assigned.
- e. The externship can be split between two different sites pending approval of Dr. Kroll or Dr. Henning.
- f. If the experience is only at one site, that site should provide the additional complementary experiences to those obtained in the third year so that the student will have mastered skills in all important areas.
- g. Dr. Kroll or Dr. Henning will contact the primary supervisor to discuss the actual amount and nature of the supervision and the experiences the student will receive. These should be a good fit with the student's level of skills and need for skills as documented in their third year clerkship evaluations.
- h. Track clock hours by entering them into CALIPSO. Further information on CALIPSO is available in the UWSHC Audiology Handbook.

### III. Evaluation of externships

- a. A formal evaluation of the student should occur at the end of summer, fall semester and spring semester.
- b. This evaluation should include a rating of skills as outlined in CALIPSO and a recommendation of a letter grade. An equivalent form that has been mutually agreed upon can be substituted.
- c. Any problems that arise with the student should be communicated to the student and Dr. Kroll or Dr. Henning as soon as possible. At UWSP, it would be the assigned university liaison supervisor as first contact, if problems arise during the semester.

### **Clinical Supervision Policy**

*This policy is intended for all clinical placements, including both on and off-site placements for all Au.D. students.*

The University of Wisconsin Au.D. Consortium Clinical Supervision Policy is in accordance with the Council on Academic Accreditation Standard III.

Supervision is provided by individuals who hold both the Certificate of Clinical Competence in audiology and are licensed by the State of Wisconsin Department of Safety and Public Services (DSPS) or state in which clinical placement is located. Supervisors must have a minimum of nine months of full-time clinical experience and have completed at least two hours of professional development in the area of clinical instruction/supervision. In Wisconsin, public school supervisors must have at least three years of professional experience, and hold a Wisconsin Department of Public Instruction license. In some instances, supervisors may be fellows in the American Academy of Audiology, instead of or in addition to holding the Certificate of Clinical Competence in audiology.

The amount of direct supervision is commensurate with the student's knowledge, skills, and experience. The amount of supervision is also sufficient (i.e., supervisors are directly involved appropriate to each student clinician and each patient) to ensure the patient/patients receive the best possible care. All supervision is in real-time. A supervisor is always available to each student during an appointment to provide guidance and feedback and to facilitate each student's acquisition and refinement of essential clinical skills. The amount of direct supervision is often close to 100% for students earlier in their program and may be adjusted to account for the needs of each student in receiving feedback and guidance and developing independence. Supervisors must always ensure that patients are receiving the best possible care.

Throughout and at the end of the semester, the supervisor approves and signs the clinical clock hours accrued under her/his supervision. This signature confirms that their supervision has met or exceeded this and ASHA's policy for amount and type of supervision.

#### **Policy for In-Room and Live Video Supervision for Onsite Clinical Practicum**

*This policy applies to supervision of first and second year Au.D. students.*

Supervisors provide live supervision for 1<sup>st</sup> and 2<sup>nd</sup> year Au.D. students. Live supervision occurs in-room on both the UW-Madison and the UWSP campuses or via video feed to the supervisor's office on the UWSP campus. Each supervisor is assigned to one patient at a time to ensure the appropriate amount of teaching and feedback. Supervisors provide in-room supervision until a student has demonstrated competency for each procedure in the appointment. Live video supervision does not replace in-room supervision. It is used as an alternative form of live supervision for supervisors to use when students have demonstrated the necessary competencies.

During video supervision, the supervisor can see all of the relevant clinical information and activities (including specific numbers on the audiometer, or hearing aid settings on the software). Each supervisor has control over the camera pan/tilt/zoom features to ensure a clear view of all aspects of the student/patient interaction. The supervisor also provides live in-room supervision when the student needs modeling, coaching, and immediate feedback. The clinical supervisor will meet each patient at the beginning of each appointment, and if video supervision is determined to be appropriate, inform the patient that they will be observing the appointment via live video. The supervisor is also in-room at the end of each appointment.

Live video supervision is never used during appointments for cerumen management, earmold impressions, hearing evaluations for young children, and cochlear implant services.

Supervisors and students can record appointments on the video system for self-evaluation, and feedback to improve clinical skills. The recordings are never used as a replacement for live supervision.

## Au.D./PhD program

The Au.D./Ph.D. program is designed for students who wish to pursue both the Ph.D. degree and professional training/clinical certification in Audiology obtained via the Au.D. Doctor of Audiology degree.

The clinical doctoral degree program in Audiology (Au.D.) meets the requirements for:

- the ASHA Certificate of Clinical Competence;
- fellowship in the American Academy of Audiology; and
- a license to practice as an Audiologist in the state of Wisconsin

The Ph.D. program in Communication Sciences and Disorders prepares students to pursue a career in academia or a clinical/academic career path. Excellence in research is emphasized through an individualized, mentored approach with one of our faculty members. Students are exposed to faculty members in numerous departments to pursue studies in broad areas related to hearing science.

Au.D./Ph.D. students take a modified sequence of the same courses as students in the Au.D. program, which allows time for commitment to research throughout their studies in the program.

This Au.D./Ph.D. program is only available for students on the UW Madison campus. Students must be maintaining satisfactory progress in the Au.D. program to be considered for the Au.D./Ph.D. program. Ideal candidates will be performing well above average both in clinic and in academic courses. Students who are interested in this program should set up an advising meeting with Dr. Litovsky and Dr. Hartman.

## Requirements and Satisfactory Progress

Academic performance is defined by course grades, including those earned in clinical clerkship. The Doctor of Audiology program defines the minimum academic performance as:

- a. A cumulative grade-point average (GPA) of no less than 3.0 (B) across all graduate-level courses, and
- b. No more than two instances of course grades less than "B" in graduate courses, and
- c. No course grade less than "C" in any graduate course.

Note: A grade of B.C. at Madison or a B- at Stevens Point is considered less than a "B".

If a student fails to maintain minimum academic performance, they will be dismissed from the program.

If a student is having difficulty in courses or clinic, an improvement plan is developed to outline the steps needed to show improvement to satisfy ASHA's knowledge and skills, as highlighted on the ASHA Knowledge and Skills Acquisition (KASA) form. All improvement plans must be completed before externship placement. The Au.D. faculty determine whether the student has met the standards. If the student does not meet each standard on the improvement plan after a full 15-week semester, they will be dismissed from the program.

Students may only have a total of three improvement plans during the entirety of their program. This includes improvement plans of any type, including academic, clinical, or professional. If a student requires more than three improvement plans, they will be dismissed from the program.

Students who wish to appeal dismissal must submit a letter to the Au.D. Program Director on their respective campus detailing why they should be readmitted to the program. The Au.D. faculty will then meet to discuss the appeal.

**Au.D. Program Probation - Academic**

A student failing to maintain a minimum GPA of 3.0 will be placed on academic probation and will be required to raise their 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 and shall be placed on academic probation.

Students who are having difficulty with essential abilities and/or meeting competencies in coursework will receive a written improvement plan. Each course syllabi will have a description of how the specific ASHA standards and skills are covered in the class. An improvement plan specifies the ASHA standards and competencies that the student has not met, as well as a statement explaining what the student must do to achieve competency level and a statement explaining what the faculty will do to provide opportunities for improved performance. An improvement plan may require the student to retake an examination or even repeat an entire course if deemed necessary by the academic instructor. If a student has an improvement plan, they should communicate regularly with each academic instructor to discuss the plan each semester it is in place. The student is responsible for scheduling these communications.

**Clinical Alert**

A student may be placed on clinical alert at any point during the semester when the student's clinical performance is below the minimum expected standard and would warrant a grade lower than a "B." Typically, however, a student will be placed on clinical alert at mid-term to allow adequate time to resolve problems before the end of the semester. The clinical alert process intends to assist the student in bringing his or her performance to an acceptable level. An improvement plan will be developed by the clinical professor and reviewed with the student and the Au.D. Program Director on their respective campus. If the problems are not resolved and the student receives lower than a B for the clinical clerkships, the student will be placed on Au.D. program probation.

**Procedures:**

1. The clinical alert process may be initiated by one or more of the student's clinical supervisors during a semester. These supervisors, along with the clinic director, will identify areas of concern and specific changes that must be made by the student to meet the minimum expected standard of performance.
2. The relevant supervisors and clinic director 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 Au.D. Program Director, and is placed in the student's departmental file.
3. At the end of the semester, the student's clinical performance is reviewed. If problems are not resolved, the student will be assigned the grade BC (Madison)/B- (Stevens Point) or below, depending on the quality of clinical performance, and will be placed on Au.D. program probation inclusive of an improvement plan for the following semester.

**Au.D. Program Probation - Clinical**

A student whose clinical performance in one semester received a grade lower than a B will be placed on program probation before beginning clinical clerkship the next semester. Typically, students who are on

probation will have been on clinical alert during the previous semester. If the student does not meet each standard on the improvement plan after a full 15-week semester, they will be dismissed from the program. See the previous section for guidelines on the appeal process for dismissal.

### **Clinical Clerkship Hours**

Students receive a grade for each clinical assignment. Clinical clock hours will be signed and applied toward the graduate degree and ASHA certification requirements if the student earns a grade of B or better. A non-passing grade of BC (Madison)/ B- (Stevens Point) or below for any clinical assignment will likely result in an extension of the student's academic program since the hours obtained during that semester will not be applied toward the graduate degree and ASHA certification requirements.

### **Clinical Exams**

First-year students in their Spring Semester must pass at a B level or higher on both a written exam and a practical exam as designated by their 891 clerkship syllabus in order to be eligible for off-site clinical placements and continuation in the Au.D. program. If the student does not pass the written or practical exam at a B level, an improvement plan for the student's performance on one or both of the exams will be executed, discussed, and approved to assist the student in obtaining the required level of performance.

The student can take a total of two retakes (including the practical and written exam). The student must complete the retake(s) at the end of the summer session. If the student does not pass the exam(s) at the end of the summer, the following actions will be taken:

- a. They will be required to sit in on the hearing assessment course and lab (CD 852 and 853) in the fall semester.
- b. They will be required to register for CD 891 instead of CD 892 for the fall semester and will not be assigned as a clinic mentor.
- c. They will be required to retake the exam(s) at the end of the fall semester of their second year. If they do not pass the exam at this time, they will be dismissed from the program. They will have the option to go through the usual channels of appeal. See the appeal process detailed earlier in this document.

Students will not be assigned to an off-site clinical placement until they have passed both the written and clinical exam.

### **Communication Proficiency Policy**

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 or their native language is not English have to obtain a passing score on the *Test of English as a Foreign Language* (TOEFL) before admission. Upon admission, all graduate students must

meet the *Essential functions of Performance for Clinical Practicums*, which include proficiency in written and spoken English.

The procedure to follow when a student does not meet this Essential Function is as follows:

- The clinical professor identifies the student as not meeting the Essential Function.
- Clinical professor alerts the student's academic advisor and department chair (if identified in an academic setting) or clinic director (if identified as a part of clinical practicums).
- 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 the student and determine a recommended course of action. A *Clinical Performance Improvement Plan* may be developed to guide the 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://languages.wisc.edu/languages/esl>) or UW Stevens Point (<http://www.uwsp.edu/esl/Pages/progDetails.aspx>)
  - Participating in individualized intervention services at U.W. Speech and Hearing Clinic or UWSP Speech, Language, and Hearing Clinic.
  - Working with an ESL tutor. (<https://esl.wisc.edu/meet-the-teachers/find-a-tutor/>)
  - Engaging in English conversation groups.
  - Enrolling in English language programs through UW Madison continuing studies. (<https://continuingstudies.wisc.edu/international-students/>)

A student's program may be longer than typical or their trajectory different in order to meet this essential function for clinical performance.

## **Certification and Licensing**

### **ASHA Certification**

The American Speech-Language-Hearing Association (ASHA) is designated by the U.S. Department of Education as the organization qualified to accredit educational programs in speech pathology and audiology. ASHA's Certificate of Clinical Competence in Audiology (CCC-A) serves as the basis for licensure of audiologists in most states. By 2007, ASHA has mandated that students preparing for a professional career in audiology must earn 75 academic credit hours and a minimum of 1820 hours of supervised practice in a graduate educational program. As of 2012, students will also be required to earn a doctoral degree for these credits, with the designator, the Au.D. as the preferred degree. Go to [www.asha.org](http://www.asha.org) or current information on ASHA certification. Go to <http://www.asha.org/code-of-ethics/> for the ASHA code of ethics.

### **State Licensure**

Licensing requirements and state statutes vary for different states. Students interested in licensing requirements should contact the licensing board for each state in which they are interested. For licensing

in the State of Wisconsin, the pertinent state statutes and licensing requirements are listed at the following website:

<https://dsps.wi.gov/Pages/Professions/Audiologist/Default.aspx>

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

The requirements for licensure through the Wisconsin DPI are in accordance with the state of Wisconsin. To work as an audiologist in the public schools in Wisconsin you must obtain a license to practice audiology in the state. See the following website for details:

<https://dpi.wi.gov/licensing/apply-educator-license/other/audiologist>

Other states may have different requirements. It is up to the students to find out the requirements in the states they wish to work.

## **Academic Support Services**

### **Library Resources**

Inter-campus library services are available to all students in the UW system. Students should go to the library web sites to familiarize themselves with the services offered by the libraries on both campuses.

### **Additional Support Resources**

Several classrooms on both campuses are equipped with computer projection systems. There are several computers available on each campus for student use. All computers are equipped with word processing and spreadsheet software, and all have access to the Internet. Courses are given in a special distance education classroom with internet-based video teleconferencing.

### **Access to Library and Learning Resources**

All students will have e-mail and Internet access to the university libraries and departmental resources, whether they are local or placed at distant clinical sites. Students should go to the web site for the libraries at their respective campuses for a description of the services provided by the library.

### **Access to Student Services**

A committee of faculty representatives from both campuses and the Program Directors on each campus will form the admissions committee. Students submit one application to the program and pay one application fee. Students may request a home campus, and efforts will be made to honor the request. Still, the admissions committee reserves the right to assign the home campus in the interest of maintaining a balance in student numbers at the two campuses.

Academic and clinical advising is readily available to all the students throughout the program. An academic advising committee will be composed of the Au.D. Program Directors on both campuses, and the Graduate Student Coordinator and will provide coordinated academic advising across the two campuses. A faculty member at each campus is available for local advising access for students. Any issues that affect both

campuses are brought to the advising committee. The Clinic Director for UW Madison and the Clinic Director at UW S.P. will be responsible for issues related to clinical experience and placement sites. The Clinic Director at UW Madison and the Graduate Coordinator at UW SP will be responsible for tracking academic and clinical progress of students to assure that all requirements are met.

The career goals of some students may change during the course of the program. When this situation occurs, the student should seek the advice of the faculty advisor. The faculty advisor will then evaluate the status of the student's program and assist the student in making any transition that is necessary at that point. Again issues involving the two campuses will be brought to the advising committee.

Delivery of course materials is the responsibility of the individual faculty. Typically course material such as the syllabus, reading lists, handouts for each class, and other supplemental material will be delivered by email or posted on the Web. Reading material will be available through the use of electronic library reserve services at both campuses.

### **Technical Support**

Students will obtain needed technical services at their home campus. They will have access to the services on the other campus when they are there. Faculty help will be available by phone and e-mail for academic questions and project consultation when necessary.

### **General Information**

#### **Class Attendance Policies**

Students are expected to be present at all classes; however, it is understood that it is sometimes necessary to miss a class. Please think of class attendance as you would think of job attendance. When you are ill, notify your supervisor/instructor as quickly as possible. If you have an obligation that requires you to miss one or more classes, this must be arranged with the instructor before the absence. The instructor is under no obligation to allow you to make up missed classes when you have not made arrangements to do so before being absent.

Please note that this attendance policy is also in force for the online classes. Just because the class is online does not mean you can "miss" or not check-in, for large blocks of time. Regularly scheduled chats or threaded discussions need to be attended, just like you are in a classroom situation. Not checking in is the same thing as missing a class and needs to be arranged in advance with the instructor.

#### **Committees**

The University of Wisconsin is faculty-governed. It is the responsibility of the Chair of the Department to manage the affairs of the program. Various committees administer academic, clinic, and research policies. Student participation in departmental committees is encouraged.

#### **Computer Requirements**

For all classes, it is assumed that you have access to a computer with internet access to download information posted by instructors. It is expected that you will have daily access to a computer with an internet connection when enrolled in one of the program's online classes. While slower dial-up connections are generally adequate for regular courses, we recommend a higher speed internet connection for the online courses.

#### **Departmental Facilities Assignments**

Space assignments are made by the Department Chair, based on the University Space Policy and the department Facilities-Equipment-Computer Committee. All offices are for the use of the occupant only.

Please do not enter them without permission. Staff offices also contain confidential information and files that are under the jurisdiction of the occupants and are not to be used without their specific permission.

## **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 their eligibility for accommodations.

## **Financial Assistance**

See the appendix.

## **Grading**

All grades will be awarded based upon the percentage score earned. Because UW – Madison and UW – Stevens Point have different grading scales, grades will be assigned based upon the home campus of the student. The grading scale for each course will be stated in the course syllabi.

## **Grade Conflicts**

Talk with the instructor. If the difference in opinion is not resolved, write out the specific charges and differences with documentation and submit them to the Au.D. Program Director on the student's home campus. The issues that were submitted in writing will then be discussed by the Au.D. Program Director, the instructor, and the student.

## **Grievance Policies & Procedures**

The formal procedure for handling student concerns and grievances requires the student to begin at the source of the problem, and then to work up the administrative structure in a manner appropriate to the nature of the problem. All efforts will be made to achieve a resolution within the program; if this level of resolution is not reached, the complaint will be addressed to the affected department. The preferred

channels in order are as follows: (1) the affected faculty member or clinical supervisor, (2) the Program Director on the student's home campus, who may refer the matter to the full Au.D. Faculty, (3) the Chair of the involved department who may refer it to the appropriate Associate Dean or Dean from the relevant campus. Although this route is usual, no policy would prevent any individual student or faculty member from seeking input at higher administrative levels.

If the student has a complaint about the program or its accreditation, the student is referred to the following ASHA website for information on how to complain with the Council on Academic Accreditation (CAA): <https://caa.asha.org/>

### **Professional Recommendations**

The appropriate procedure in seeking professional recommendations for future employment or additional academic training is to ask the instructor for permission to use their name as a reference, and then request the letter of recommendation. If a general recommendation is sought, it is appropriate to state such. Otherwise, it is appropriate to indicate the type of position for which the recommendation is to be made and to whom it should be sent.

If you wish to forward to other persons or institutions letters of recommendation that were written by faculty and staff for your application to the UW-Madison graduate program, you will need to contact the writer of the original document, inform him/her of your request, and secure written permission to copy documents for forwarding to a named person or institution. It would also be advisable if you would inform the faculty or staff member of the intent (e.g., admission to graduate school, employment recommendation). It is the combined permission (the original writer and you) that allows the department to proceed with the request without violating the Buckley Amendment. After we have permission from all sources we will forward the information you request at the cost of 5 cents per page for copying plus the postage cost. Charges will be made available to you at the time the information is mailed. To avoid future problems of whether we can or cannot duplicate materials, we urge you to avail yourself of the services offered at various campus Placement Offices.

### **Sexual Harassment**

Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors and any other verbal or physical conduct of a sexual nature.

Current policies expressly prohibit:

#### **Part I. Sexual favors as a Basis for Actions Affecting an Individual's Welfare as a Student or Employee**

- I. A member of the University faculty or academic staff is subject to discipline if he or she behaves, while engaged in official University business, toward another University employee, student, or recipient of University services in any of the following ways:
  - A. Uses, offers to use, or threatens to use one's status as a member of the University faculty or academic staff to bring about decisions or assessments affecting an individual's welfare on the basis of submission to, or rejection of requests for sexual favors.
  - B. Accepts an offer of sexual favors in exchange for an agreement to use one's status as a member of the University faculty or academic staff to bring about favorable decisions or assessments affecting an individual.

Part II. Flagrant or Repeated Sexual Advances, Requests for Sexual Favors, and Physical Contacts Harmful to Another's Work or Study Performance or to the Work, Study or Service Environments.

- II. A member of the University faculty or academic staff is subject to discipline if, in a work or learning-related setting, he or she makes sexual advances, requests sexual favors, or makes physical contacts commonly understood to be of a sexual nature, and if:
  - A. The conduct is unwanted by the person(s) to whom it is directed.
  - B. The actor knew or a reasonable person could clearly have understood that the conduct was unwanted.
  - C. Because of its flagrant or repetitious nature, the conduct either
    1. Seriously interferes with work or learning performance of the person(s) to whom the conduct was directed.
    2. Makes the University work, learning, or service environment intimidating or hostile, or demeaning to the person of average sensibilities.

A student who believes that sexual harassment has occurred is urged to contact the department contact person for such complaints. The UW-Madison department contact person is Tim McCarty. The UWSP department contact person is Dr. Julia King.

### Professional Behaviors Code of Conduct

All students enrolled in the graduate Doctor of Audiology Program at UW-Madison and UW- Stevens Point must adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while a student in the Au.D. Program, in all professional settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the professional community to which the student aspires.

#### A. Students must adhere to the rules and regulations contained in UWS 14

(see [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)). "The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions." (UWS 14.01 Statement of Principals).

Violation of the Wisconsin Administrative Code UWS 14 may result in University disciplinary action such as disciplinary probation, suspension, or expulsion.

#### B. Students must adhere to the rules and regulations contained in UWS 17

(see [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/17](https://docs.legis.wisconsin.gov/code/admin_code/uws/17)). "The board of regents, administration, faculty, academic staff and students of the university of Wisconsin system believe that the teaching, learning, research and service activities of the university can flourish only in an environment that

is safe from violence and free of harassment, fraud, theft, disruption and intimidation. The university has a responsibility to identify basic standards of non-academic conduct necessary to protect the community, and to develop procedures to deal effectively with instances of misconduct while observing the procedural and substantive rights of students. Any person who violates state or federal laws on university property may face prosecution in the appropriate courts. In addition, students, faculty or staff who violate university standards are subject to university disciplinary action." (UWS 17.01 Policy Statement). Violation of the Wisconsin Administrative Code UWS 17 may result in University disciplinary action such as disciplinary probation, suspension, or expulsion.

#### **C. Students must adhere to the rules and regulations contained in UWS 18**

(see [http://docs.legis.wisconsin.gov/code/admin\\_code/uws/18](http://docs.legis.wisconsin.gov/code/admin_code/uws/18)). "These rules apply to conduct on land owned by the UW System as well as the operation of vehicles on said 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 six months for each offence, and/or disciplinary probation, suspension, or expulsion.

#### **D. Students must adhere to the ASHA Code of Ethics**

(see <http://www.asha.org/policy/ET2016-00342/>). "The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose." (ASHA Code of Ethics, Preamble, 2010). Violation of the ASHA Code of Ethics may result in disciplinary action as determined by the UW Au.D. Program.

#### **E. Students must adhere to the American Academy of Audiology Code of Ethics**

(see <http://www.audiology.org/resources/documentlibrary/Pages/codeofethics.aspx>). "The Code of Ethics of the American Academy of Audiology specifies professional standards that allow for the proper discharge of audiologists' responsibilities to those served, and that protect the integrity of the profession." (AAA Code of Ethics, Preamble, 2009). Violations of the AAA Code of Ethics may result in disciplinary action as determined by the UW Au.D. Program.

#### **F. Students must adhere to the Au.D. Program's Professional Behavior Code as defined below.**

Unprofessional behavior towards clients, faculty, staff, peers and public are significant issues in the evaluation and promotion of Au.D. 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, 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 Au.D. Program 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

The Behavior Code of Conduct and Procedures for Alleged Infractions shall be published in the Doctor of Audiology Student Handbook. 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 Behavior Code of Conduct may be effectively handled informally between the instructor and the student. If a resolution is not achieved, the Au.D. Program Director may be brought into the discussion.

**Please see the Au.D. website (<https://csd.wisc.edu/aud/>) for information on specific procedures that will be followed on your home campus in cases of alleged infractions.**

The information in this section was adapted from the following sources:

- University of Wisconsin-Madison. (2004-2005). Resource notebook on academic and non-academic student misconduct. Madison, WI: Office of the Dean of Students.
- University of Wisconsin-Madison. (2005). Student promotion policies and procedures. Madison, WI: School of Pharmacy.
- University of Wisconsin-Madison. (2002). A handbook of student rights and responsibilities. Madison, WI: School of Social Work.
- University of Wisconsin-Madison. (2009). New student information handbook. Retrieved May 6, 2009 from <http://www.wisc.edu/students/>
- US Government. (1974). Family Educational Rights and Privacy Act of 1974.

## **UW-Madison Department Specific Information**

### **Instructional Technology Laboratory**

The instructional technology laboratory is located in Room 403, and contains a number of computer workstations connected to the Internet and capable of running several different kinds of software. The laboratory is open twenty-four hours a day to students in the department, and can be used for course projects, preparation of papers, and for self-study. In addition, the laboratory will be scheduled for course- or clinic-related instruction, depending on the wishes of course and clinical professors. General training sessions are held at the beginning of the academic year, so that students are comfortable with the use of the facility and can gain maximum educational benefit from this resource. Students are provided with \$75 worth of printing over the year. When students have reached their quota, they must request additional funds but may have to pay for copies on their own. General questions about the facility can be directed to the Information Processing Consultant.

### **Mail/Email**

Incoming mail and messages are distributed to faculty and staff mailboxes located in the Faculty/Staff lounge on the third floor. All student mailboxes are located in the Student lounge on the fourth floor. The third floor faculty/staff mailboxes may be used for messages should persons not be in their offices. There is also a section in the third floor mailbox for messages for the fourth floor student mailboxes. NSSHLA is responsible for taking the contents of that slot to the fourth floor for distribution to student mailboxes. Incoming mail (both U.S. and campus) for students is kept in a box in the receptionist office on first floor. Any student who has given the department address for incoming outside mail should check that mailbox. We urge you to check your fourth floor mailbox daily for important messages. This is one method the faculty and staff of the department have for distributing important information to you. The second method is by your email address. Please obtain an address and check it daily.

### **Permits and Passes**

Access codes to the building will be set up during orientation. If you intend to occupy the building at times other than from 7:45 a.m. to 4:30 p.m. Monday through Friday you must get an access code to use with your student ID to enter the building. The Department of Police and Security will check your ID and access code if you are in the building after hours or on weekends.

### **Student Files**

Student files are confidential, but a student may request permission to examine materials contained in their file from the graduate coordinator in room 318. The Family Educational Rights and Privacy Act of 1974 (as amended/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.

### **Telephones**

All telephones are a part of the State Telephone System, and personal calls are prohibited by state law. If it is necessary to make a call on department business, permission must be granted by a faculty or staff member. The telephone in the receptionist's office is not available for any outgoing calls. Personal messages for students will be taken for emergencies only. Cell phones should be turned off during classes and clinic.

### **Vending Machines**

Vending machines are located in the student lounge (Room 413). If the machines malfunction, please leave a note with the receptionist giving your name, the amount of money you lost, from which machine and she will attempt to get your refund from the vendor.

## UW-Stevens Point Department Specific Information

### Bulletin Boards

Bulletin boards are located in various hallways throughout the lower level of the College of Professional Services (CPS) building. Please review them often for current information.

### Equipment and Supplies

**Clinical Media Center (CMC):** Various testing materials, equipment, supplies, and books are located in the CMC and are for student and staff use. Materials that are checked out are due back in the CMC by 9 a.m. the next morning. The CMC is usually open from 8:00 am to 4:15 pm; however, hours will vary during the pandemic.

**Computers:** There are computers located in the East Grad room (CPS 045), in the South Grad room (CPS 052), and in the CSD private lab (southwest corner of the basement) that are for student use.

**Video/Observation System:** The Department of Communication Sciences and Disorders installed an IP Network camera/audio system for students to observe and record appointments. It is computer based and all information is stored on a server in the IT department. This system is only accessible from observation computers and faculty office computers. There are computers for viewing previously recorded sessions in room CPS 022.

**Furniture:** Shall remain where originally placed. If it is necessary to move any item, permission must be obtained from the Academic Department Associate.

**Audio-Visual:** Extra equipment, such as extension cords, TVs, VCRs, dubbing equipment, video cameras, and other miscellaneous equipment is available for check out in room CPS 047.

**Repair/Maintenance:** If you have technical difficulties with any computers, printers, or clinic equipment, please contact Kathy Reese (CPS IT Specialist or Info Technology Help Desk).

### Graduate Student Rooms and Keys

At UW-Stevens Point, students receive a key to the CPS building for after-hour access after paying a deposit fee. A key for each lab in the UWSP Speech, Language and Hearing Clinic will be available to students. Students should carefully guard all keys. Entry doors should never be propped open. Students must return all keys to the Academic Department Associate **in person** prior to leaving for their externships to get the form necessary to receive the key deposit. The faculty reserves the right to hold certification and licensure paperwork until all keys are returned.

### Mail/Email

Faculty and staff have mailboxes located in the department office. All graduate student mailboxes are located in room 002. You are urged to check your mailbox daily for important messages. This is one method the faculty and staff of the department have for distributing important information to you. The second method is email. **Please check your email regularly.**

**Student Files**

Student files are confidential, but a student may request permission to examine materials contained in their file from Dr. Fischer or Mrs. Reynolds.

The Family Educational Rights and Privacy Act of 1974 (as amended/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.

**Telephones**

All telephones are a part of the State Telephone System, and personal calls are prohibited by state law. If it is necessary to make a call on department business, permission must be granted by a faculty or staff member. The telephone in the CMC is available for clinic related phone calls. All phone calls must be recorded on the log next to the phone. The Clinic Office is not available for any outgoing calls. Personal messages for students will be taken for emergencies only. Cell phones should be turned off during classes and clinic.

**Vending Machines**

Vending machines are located in the first floor of the CPS building outside of room 104. If the machines malfunction, please leave a note with the receptionist in the Dean's office with your name, the amount of money you lost, from which machine and she will attempt to get your refund from the vendor.

## Appendix

### Tuition and Fees

Please visit the UW Bursar's Office (<https://bursar.wisc.edu/tuition-and-fees>) 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%.

### Financial Support

The department is committed to providing financial assistance to students in the Au.D. program, though funding criteria are based on grade point average, evaluations of clinical competency, and funding agency requirements.

For up-to-date information on financial support options at UW-Madison and UW-Stevens Points, please visit:

- UW-Madison Office of Student Financial Aid <https://financialaid.wisc.edu/>
- UW-Stevens Point Graduate Financial Information <https://www.uwsp.edu/finaid/Pages/default.aspx>

### *Au.D. Academic Stipends/Student Work Program*

The Au.D. Academic Stipends and Student Work Program are awarded to first-, second- and third-year Au.D. students at both the UW-Madison and UW-Stevens Point campuses. These stipends are given out yearly to the top academic and clinical students within the program. Students may be required to work within the department approximately five hours a week.

### *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 ([www.wisha.org](http://www.wisha.org)) for details.

### *ASHA Foundation Scholarships*

The American Speech-Language-Hearing Foundation (ASHA Foundation) has funds available for graduate student scholarships. Visit ASHA Foundation (<http://www.ashfoundation.org/>) for details.

### *American Academy of Audiology Foundation Scholarships*

The American Academy of Audiology Foundation has funds available for student scholarships. Visit <https://www.audiologyfoundation.org/scholarships-grants> for details.

## **UW-Madison Specific Financial Support**

### *Department Scholarships*

The Department of Communication Sciences and Disorders administers several [scholarships](#) open to graduate majors. Recipients are chosen on a competitive basis according to criteria established for each award.

### *Wisconsin Maternal and Child Health (MCH) LEND Program*

This leadership program, offered through the Waisman Center at the UW-Madison campus, provides interdisciplinary and disciplinary leadership training and scholarship opportunities for Au.D. students. Visit the Waisman Center website (<https://www.waisman.wisc.edu/>) for details.

## **UW-Stevens Point Specific Financial Support**

There are numerous scholarships that Au.D. students can apply for on the UW-Stevens Point campus. Announcements for scholarship applications are made sometime in either December or January. Scholarship awardees are notified in February or March and invited to the annual Awards Reception that is usually held in April. Some of the scholarships are described below.

- **CPS Dean's Awards to Outstanding Students.** The criteria for these awards include academic excellence, potential as an outstanding clinician, enthusiasm for Communicative Disorders, outstanding interpersonal skills, and involvement in service and volunteer programs. Peers nominate graduate and undergraduate students for these awards. The recipients are given a certificate presented by the Dean of the College of Professional Studies and a monetary award.
- **School of Communicative Disorders Outstanding Students**
  - **Outstanding Audiology Graduate Student.** Faculty and staff nominate students for this award. The student must demonstrate excellence in the classroom, clinic, and overall service to the school. Awardees receive a certificate and monetary award from the Communicative Disorders Friends and Alumni Scholarship Fund.
- **Avada Audiology and Hearing Care Scholarship.** Intended to provide financial assistance to a first-year audiology graduate student at UW-Stevens Point who demonstrates above-average academic achievement, superior leadership skills, and declares an intention to dispense hearing instruments as part of the rehabilitative process. Awardees receive a certificate and monetary award.
- **Donald Aylesworth-Pauline Isaacson Non-Traditional Award in Communicative Disorders.** Faculty and staff nominate students for this award who, after having delayed or interrupted education for a period of time, are pursuing professional preparation in communicative disorders and who demonstrates maturity, a positive attitude, and commitment to the field. Awardees receive a certificate and monetary award.

- **Cook-Chappell Scholarship.** This scholarship is a self-nominated award. Fourth year Au.D. students are eligible to apply. This award is based on academic scholarship, clinical expertise and performance and having a pleasing interactive personality. The financial assistance provided by this scholarship is intended help to defray the student's expenses while completing the fourth-year externship. Awardees receive a certificate and monetary award.
- **Liz Enos Memorial Award.** Faculty and staff nominate students for this award. The awardee must exemplify courage, independence, academic excellence, contributions, loyalty to the program, and warmth. Awardees receive a certificate and monetary award.
- **St. Michael's Hospital Scholarship.** This scholarship is a self-nominated award. It is awarded to a graduate student who has the intent of serving in a medical setting. This award is based on academic achievement, performance in clinical practicum, contributions to the university, school or department, involvement with student or professional organizations, community activities, and work experience. Awardees receive a certificate and monetary award.
- **Tufts Graduate Student Scholarships.** This scholarship is a self-nominated award. The Tufts Graduate Student Scholarships are intended to provide assistance to two graduate students during their externship to help defray the costs of accepting externship assignments that might not be available because of cost considerations. This scholarship is awarded in December. Awardees receive a certificate and monetary award.
- **Terri Witt Memorial Scholarship.** This scholarship is a self-nominated award. This award is presented to an undergraduate or graduate student in the major with financial need who has a deep commitment to making a difference in the lives of students. Awardees receive a certificate and monetary award.