2026-2027

Au.D. Student Handbook

UW-Madison & UW-Stevens Point

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

University of Wisconsin
Stevens Point

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Welcome

Welcome to the joint Doctor of Audiology (Au.D.) Program between UW–Madison and UW–Stevens Point! We're excited to have you in our program and look forward to supporting you throughout your graduate studies.

This handbook is designed to guide you through your plan of study. While you'll find consistent information across both campuses, any campus-specific differences in policies or procedures are clearly noted. From time to time, updates may be made; if so, we'll communicate those changes through email or in program meetings.

We hope this handbook will be a helpful resource as you navigate your courses, clinical training, and program milestones. Our goal is to support a smooth and successful experience for every student.

Students are also responsible for the information provided in the clinic handbook for their respective campus, which you will receive during the first month of the program.

We are committed to fostering a welcoming, inclusive, and respectful learning environment for all students. Our departments value diversity and strive to support each student's unique background and experiences.

Mission, Goals, and Strategic Plan

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

The goals of the program are:

- To provide an exemplary educational program that prepares students to enter the profession of audiology fully able to function as independent audiologists.
- To offer accessible, culturally competent, evidence-based clinical care for all people with hearing and balance disorders.
- To prepare students to be life-long learners.
- To engage in outreach activities that directly benefit professional colleagues, students, and individuals and their families in the community.
- To promote a welcoming and open environment where all can learn and engage.

Our strategic plan is to increase the visibility and impact of our program in the following ways:

- Recruit, retain, and mentor students who will become the leaders of tomorrow.
- Increase the diversity of the program.
- Further partnerships to promote interprofessional practice and education.
- Expand our visibility to the public and the universities at large.

See the information on our website for further information on the strategic plan.
https://csd.wisc.edu/aud-consortium

Accreditation

The Doctor of Audiology (Au.D.) education program in audiology (residential) 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 2031, at which time the program will go through the re-accreditation process.

Directory

Department Information	Office Number	Phone
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Osborne, Charlie, M.A., Clinical Professor		
UW-Madison Emeritus Faculty and Academic Staff		
Chial, Michael, Ph.D., Professor		
Fowler, Cynthia, PhD., Professor		
Hirsch, Judith, Ph.D., CCC-A, Clinical Professor		
Karlovich, Raymond, Ph.D., Professor		
Lutfi, Robert, Ph.D., Professor		
Nellis, Robert, M.A., Clinical Professor		
Peterson, John, Ph.D., Professor		
Web Pages		
UWSP - https://www.uwsp.edu/school-of-health-sciences-and-wellness/	**ASHA** - www.asha.org	
UW-Madison – https://csd.wisc.edu	**WSHA** - www.wisha.org	
UW-Au.D. – https://csd.wisc.edu/aud-consortium		

UWSP School Services - www.uwsp.edu/education	
UW-Madison School Services – https://education.wisc.edu/	

Admissions Requirements

The UW Au.D. program is interested in recruiting strong students from various backgrounds 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 may have to make up for any deficiencies during their Au.D. program.

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 to maintain a balance in student numbers at the two campuses.

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 B or better grade in each course. Students who fail to meet this requirement 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 before enrollment or during their first semester of Au.D. clerkship.

Essential Functions for Performance in Clinical Practicum

The accredited audiology and speech-language pathology programs of the Department of Communication Sciences and Disorders (CS&D) at the University of Wisconsin-Madison and the University of Wisconsin-Stevens Point adhere to the American Speech-Language-Hearing Association (ASHA) standards, including a code of ethics: ASHA Code of Ethics (2023). Our faculty is responsible for the welfare of clients/patients assessed, treated, or otherwise affected by students enrolled in the CS&D program. Thus, people who are admitted, retained, and graduated must possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology and speech-language pathology.

Essential functions, as distinguished from academic and clinical standards, refer to those cognitive, physical, professional, and behavioral attributes necessary for completing all aspects of the program. To fulfill this

responsibility, the department has established academic standards and minimum essential functions for performance to participate in the clinical program and meet requirements for graduation. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that ensure that the candidate possesses essential functions for performance in the clinical program required for graduation.

The University of Wisconsin-Madison and the University of Wisconsin Stevens Point, and our program seek to educate a diverse group of students, recognizing that excellence lies in such diversity. 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 accommodation will be made to facilitate a student's learning and performing progress and satisfy 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 students' or others' health or safety, 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 campus disability services office. To learn more about resources available to students with disabilities or to begin the accommodation request process, UW Madison students should visit the McBurney Disability Resource Center website at www.mcburney.wisc.edu and UW Stevens point students should visit the Disability Resource Center website at https://www.uwsp.edu/disability-resource-center/.

The following are the Essential Functions for Performance in Clinical Practicum:

PHYSICAL/SENSORY

- 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 with breaks appropriate to the clinical setting.
- Navigate the outer ear and speech mechanism, e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, and swallowing protocols.
- Manipulate equipment and materials to complete screening and evaluation protocols and treatment and behavior plans.
- Provide a safe environment for others when responding to emergencies such as fire, choking, or other medical emergencies and apply universal precautions.
- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication.
- Access sensory information to differentiate anatomical structures and diagnostic imaging findings correctly.
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

COGNITIVE

- Assimilate information, including the ability to comprehend professional literature and reports.
- Generate discipline-specific and client/patient appropriate documents and clinical reports.

- 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 clinical settings.
- Solve clinical problems through critical analysis.

BEHAVIORAL, EMOTIONAL, AND SOCIAL HEALTH

- 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.
- Understand and respect team dynamics, including leadership roles and responsibilities.
- Maintain appropriate professional behavior and adhere to the ASHA code of ethics.
- Willingness to examine and change behavior when it impacts individual or team relationships.
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

COMMUNICATION

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

CULTURAL RESPONSIVENESS

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

Procedure when a student does not meet an Essential Function

- Clinical professor or instructor identifies the student as not meeting an Essential Function.
- Clinical professors or instructors alert the student's academic advisor and program director (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, the program or clinic director, and the 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 admitted to the Au.D. program, students 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 student's advisor. Academic and clinical advising is readily available to all the students throughout the program. The Au.D. program advisor on the UW Madison campus is Amy Hartman and the program advisor on the UW Stevens Point campus is Sarah Andersen. Any issues that

affect both campuses are brought to the advising committee. The Clinic Director at UW Madison and the Clinic Director at UW SP. will be responsible for clinical experience and placement site issues. The Clinic Director at UW Madison and the Graduate Coordinator at UW SP will track students' academic and clinical progress to ensure all requirements are met.

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

Curriculum

Entering students are required to meet all the Department of Communication Sciences and Disorders requirements at UW-Madison and Communication Sciences and Disorders at UW-Stevens Point. The curriculum assumes an undergraduate major in communication disorders, but this is not required for program admission. See the previous section on "Admissions Requirements" for more information. Students will complete a capstone project 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 standard 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 (3 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 (3 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 (3 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 Prostheses (3 cr.)	CS&D 856: Practice Management (alternate years) (2 cr.)	CS&D 894: Externship in Audiology (4 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	SUMMER SEMESTER
CS&D 921: Seminar: Problems in Audiology (2 cr.)	CS&D 921: Seminar: Problems in Audiology (2 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. 3 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. 3 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. 3 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. 3 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. 3-4 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 cr. per semester. Etiology, nature, and rehabilitation implications of specific hearing impairments.

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 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 connected 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 available to second-year students before they begin the project.

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

Clinical Practicum and Fourth-Year Externships

Clinical Practicum
The offsite placement coordinators will assign and monitor offsite clinical practicum for the students. They will check the supervisor's credentials and experience and agree on 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 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. At least one full-time supervisor should be available at the same site as the student.
    e. The primary supervisor must have obtained at least two hours of supervisory training.
    f. For students placed in off-campus educational settings, the Wisconsin Department of Public Instruction (DPI) requires supervisors of students in educational settings with at least three years of experience and supervision training.

II. Clerkship experience

a. The typical placement for the semester will be 2-4 days per week.

b. Students will be placed in different settings, exposed to all ages, and have 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 placements 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 placements located more than 1.5 hours from the home campus are available in various locations across Wisconsin and nationwide. If a student is interested in such a clerkship, they will work with the offsite placement coordinator on the student's home campus to determine if an appropriate clerkship is available in the desired area.

e. Attendance during the practicum is mandatory. The days and hours of attendance may be arranged with your supervisor and are subject to the facility's schedule. All absences, except illness, must have prior approval from the clinical supervisor and the offsite placement coordinator on the student's home campus. It is the discretion of the clinical supervisor and off site placement coordinator 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 clinic handbook for your respective campus.

III. Evaluation of clerkships

a. A formal student evaluation should occur at the end of each semester.

b. This evaluation is completed in CALIPSO. Further information on CALIPSO is available in the clinic handbook for your respective campus.

c. Any problems that arise with the student should be communicated to the student and the offsite placement coordinator on the student's home campus as soon as possible.

Fourth-Year Externships

The externship coordinators on each campus will be responsible for assisting students in obtaining and monitoring all 4th year externships for the students. They will assist students in obtaining and monitoring all 4th year externships. They will check the supervisor's credentials and experience and agree on 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 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 three years of experience and at least six 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. At least one full-time supervisor should be available at the same site as the student.

f. The primary supervisor must have obtained at least 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 additional 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 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 facility's schedule. All absences, except for illness, must have prior approval granted by the externship supervisor and the externship coordinator on the student's home campus. It is the discretion of the externship supervisor and externship coordinator 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's absences must be made up. If these absences are not made up to the satisfaction of the externship supervisor and the externship coordinator on the student's home campus, 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 the externship coordinator.

f. If the experience is only at one site, that site should provide additional complementary experiences to those obtained in the third year so that the student will have mastered skills in all important areas.

g. The externship coordinators will contact the primary supervisor to discuss the actual amount and nature of the supervision and the experiences the student will receive. These should fit well 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 clinic handbook for your respective campus.

III. Evaluation of externships

a. A formal evaluation of the student should occur at the end of the summer, fall, and spring semesters.

b. This evaluation should include a rating of skills 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 the externship coordinator on the student's home campus.

Decline or Withdrawal from a Practicum Assignment
If you decline a practicum assignment, you may forfeit all practicum assignments for the semester. This will extend the timeline for gaining clinical skills and clock hours and delay graduation.

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

Off Campus Observation Policy
No student enrolled in the Au.D. consortium program is permitted to job shadow, observe, or attend any clinical appointment without the consent and approval of the off-campus clinical placement coordinator. In addition, students may not contact practicing audiologists to set up these types of experiences. If a student is interested in a particular site, they should seek guidance from the placement coordinator of their campus.

Clinical Supervision Policy

This policy is intended for all clinical placements, including both on and offsite 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 1st and 2nd 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 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 perform well above average both in clinical and academic courses. Students interested in this program should set up an advising meeting with their potential PhD advisor 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."

Students who fail to maintain minimum academic performance will be dismissed from the program.

At UW Madison, information about how the Graduate School determines satisfactory academic progress can be found on this policy page: policy.wisc.edu/library/UW-1218. In addition to the Graduate School's monitoring of satisfactory academic progress, this program regularly reviews the satisfactory academic progress of its students defined in this handbook.

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 determines 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. Students who require more than three improvement plans 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 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 subsequent 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 having difficulty with essential abilities or meeting competencies in coursework will receive a written improvement plan. Each course syllabus describes 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, 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 their 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. One or more of the student's clinical supervisors may initiate the clinical alert process during a semester. These supervisors and the clinic director will identify areas of concern and specific changes that the student must make 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 the student needs to make, and develop strategies to facilitate 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. The student's clinical performance is reviewed at the end of the semester. 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 following semester. Typically, students 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 an entire 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 designated by their 891 clerkship syllabus to be eligible for offsite 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 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 offsite clinical placement until they have passed both the written and clinical exams.

Communication Proficiency Policy

The University of Wisconsin Au.D. program 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).

All graduate students whose degrees are from a postsecondary institution where English is not the principal language of instruction and/or whose native language is not English must meet English proficiency requirements as outlined by the graduate school prior to admission. Prior to starting the program, 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:

- Faculty identifies the student as not meeting the Essential Function.
- Faculty alerts the student's program director (if identified in an academic setting) or clinic director (if identified as a part of clinical practicums).
- Students in audiology and speech-language pathology will be brought to the attention of the respective audiology or speech-language pathology faculty. A conference will be held with the clinical professor(s) assigned to the student, the program director/clinic director, and the student to review the concern 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.

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

- Participating in individualized intervention services at the UW Speech and Hearing Clinic.
- Obtain services through the Global English Language Learning and Teaching Program
    - Working with an ESL tutor
    - Enrolling in the intensive English program
    - Engaging in English conversation groups.

A student's program may be longer than typical, or their trajectory different, to meet this Essential Function for clinical performance.

Certification and Licensing

ASHA Certification

The U.S. Department of Education designates the American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation as 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 many states. Go to https://www.asha.org/certification/ to find the 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 they are interested in. 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 Wisconsin public schools, 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 determine the requirements in the states where they wish to work.

Academic Support Services

Library and Learning Resources

All students will have email 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 website for the libraries at their respective campuses for a description of the services provided by the library.

Course Materials

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 posted on Canvas or delivered by email.

Technical Support

Students will obtain the necessary 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 email for academic questions and project consultation when necessary.

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. Classes are held in a distance education classroom with internet-based video teleconferencing.

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 online classes. Just because the class is online does not mean you can "miss" or not check in for a long 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 as missing a class, and it must be arranged with the instructor in advance.

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. You are expected to have daily access to a computer with an internet connection. 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 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 consent.

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 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 Resource Center at (715) 346-3365 to verify their eligibility for accommodations.

Financial Assistance
See the appendix (page 31).
Grading

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

GRADING SCALE:

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-93	92.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60

UW – Madison Letter Grade	A	A-B	B	B-C	C	D	F

Grade Conflicts

Talk with the instructor. If the difference in opinion is unresolved, 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 & Appeals

The formal procedure for handling student concerns and grievances requires the student to begin at the source of the problem and then 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 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. The grievance process can be found detailed here.

On the UW Madison campus, graduate students have the right to appeal an academic decision related to a Letters & Sciences graduate program if the student believes that the decision is inconsistent with published policy. See the full appeal policy in detail here.

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 file a complaint with the Council on Academic Accreditation (CAA): https://caa.asha.org/programs/complaints/

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 them 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). The combined permission (the original writer and you) 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 requested.

Incident Reporting (Hate, Bias, Sexual Assault, Hazing, Students of Concern, Bullying)

Both campuses use a portal to report incidents of hate, bias, sexual assault, hazing, dating/domestic violence, stalking, missing students, and students displaying other concerning behaviors:

Dean of Students Incident Reporting
doso.students.wisc.edu/report-an-issue

Hate/Bias Response Team at UW Stevens Point
https://www.uwsp.edu/chancellors-office/title-ix/

Professional Behaviors Code of Conduct for Students

As a graduate student in audiology, you are expected to adhere to the highest standards of professional behavior and ethics both professionally and personally during your time in the graduate program. University regulations and our professional organization's code of ethics are listed below. These should guide your personal and professional behavior. You should avoid improper behavior or lack of ethical standards while a student, in all professional settings, and in your personal life—and conduct yourself according to the standards expected of members of the professional community to which you aspire.

In addition to the University of Wisconsin System Administrative Code 14, 17, and 18 requirements, and UW social media use guidelines (links below), students must adhere to the UW AuD Program Professional Behavior Code.

- UWS 14: Student Academic Disciplinary Procedures
- UWS 17: Student Nonacademic Disciplinary Procedures
- UWS 18: Conduct on University Lands
- UW Social Media Use Guidelines

AuD Program Professional Behavior Code
The following are professional behavior guidelines and responsibilities that the University of Wisconsin AuD program expects of its students.

1. **Interpersonal Relationships.** Communicate with and treat others professionally, including instructors, fellow students, patients, staff, allied professionals, and the public. This includes addressing them collegially and respecting individual rights to hold opinions that differ from their own.

2. **Honesty, Integrity, and Confidentiality.** Act fairly and honestly in pursuing and achieving all academic and professional matters. Students shall treat all confidential information appropriately. In clinical circumstances, the student-client relationship depends 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 the student and client are confidential and shall not be disclosed or made

available to anyone not directly involved in the client's care. Students shall follow applicable HIPAA, FERPA, and UW social media guidelines.

3. **Professional Appearance.** Follow the UWSHC dress code indicated in the UWSHC Audiology and UWSHC Speech Language Pathology handbooks.

4. **Professional Responsibility and Judgment.** Meet all educational and clinical responsibilities. While personal issues that conflict or interfere with such obligations can arise, the student should try to resolve such issues professionally and via open communication with clinical and academic professors, the academic advisor, and the department chair. Such communication must occur promptly to ensure that client care is not compromised. Students who are unable to attend class are responsible for making their own arrangements for obtaining missed information. Students should not expect instructors to provide individual make-up instruction. Students shall not participate in classroom and clinical activities while under the influence of alcohol or any psychoactive substances unless the psychoactive substance(s) are prescribed by a physician or other licensed health care provider.

5. **Commit to Respect, Kindness, Compassion, and Altruism**. Treat everyone in our community with respect, kindness, compassion, and a spirit of altruism. When conflicts arise, resolve them with civility. Harassment or mistreatment of any kind is not tolerated. Engage, listen, and communicate. Recognize the emotional, personal, family, and cultural factors individuals bring to every situation.

6. **Embrace Diversity, Equity, and Inclusion.** Ensure an environment free from all forms of discrimination and harassment, especially those based on race, color, religion, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, citizenship status, veteran or military status, age, disability or any other legally protected status. Support the advancement of all individuals. Value the diverse backgrounds, identities, trajectories, and talents of each person in our community. Work to understand your own conscious and unconscious biases, how they influence your behavior, and how to overcome those limitations. Respond to others with an active appreciation for multiple points of view and experiences that may differ from your own. Commit to the pursuit of equity and humility and practice it by actively supporting the development and advancement of all members of our community.

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.

In addition to the program's disciplinary actions, the program or university may also have grounds to issue one or more of the following:

- Reprimand
- Probation
- Suspension
- Expulsion
- Restitution
- A zero or failing grade on an assignment/exam
- A lower grade or failure in the course
- Removal from course
- Enrollment restrictions in a course/program

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 several computer workstations connected to the Internet capable of running various software. The laboratory is open twenty-four hours a day to students in the department and can be used for course projects, paper preparation, and self-study. General training sessions are held at the beginning of the academic year so that students are comfortable using the facility and can gain maximum educational benefit from this resource. General questions about the facility can be directed to the Department IT Staff. There are additional IT lab spaces in rooms 178 and 428.

Mail/Email

Incoming mail and messages are distributed to faculty and staff mailboxes 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 people 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's office on the first floor. Any student who has given the department address for incoming outside mail should check that mailbox. The primary way faculty and staff contact students is through email. **Please check your email regularly**.

Building Access

Access codes to the building will be set up during orientation. If you intend to occupy the building at times other than 7:00 a.m. to 9:00 p.m. Monday through Friday, you must get an access code to use with your student ID to enter the building.

Student Files

Student files are confidential, but a student may request permission to examine materials 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 what it 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 receptionist's office telephone is unavailable 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

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.

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.

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 Mike Toftum(CSD Electronics Technician).

Graduate Student Rooms and Keys

Students will be able to access the building after hours with their student ID. Students will be provided a door code to enter the clinic after hours.

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 use to distribute important information to you. The second method is email. Please check your email regularly.

Nametags

Name tags will be provided to students for a nominal fee. Please see Mrs. Molski in 038 to pay for and pick up your name tag.

Student Files

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

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 what it 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 about 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 on 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, and from which machine, and they 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 an appointment or fellowship covers tuition.
- Graduate students classified as non-residents of Wisconsin and holding 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. However, funding criteria are based on the availability of funds, grade point average, evaluations of clinical competency, and other funding agency requirements. For up-to-date information on campus 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

For specific department funding opportunities on each campus, please visit:

- UW Madison financial support opportunities
  https://csd.wisc.edu/scholarships-awards/
- UW Stevens Point financial support opportunities
  https://www3.uwsp.edu/health/Pages/scholarships/default.aspx

Additional Financial Support/Scholarships

Au.D. Academic Scholarships
The Au.D. Academic Scholarships 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 program's top academic and clinical students. 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 (https://www.wisha.org/foundation) for details.

ASHA Foundation Scholarships
The American Speech-Language-Hearing Foundation (ASHA Foundation has funds available for graduate student scholarships. Visit ASHA Foundation (https://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.

Wisconsin Maternal and Child Health (MCH) LEND Program – UW Madison campus
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/training/) for details.

Additional Policies & Resources

Graduate School Policy: Residence for Tuition Purposes
grad.wisc.edu/documents/residence-for-tuition-purposes

Wisconsin Residency Information – UW Stevens Point
https://www3.uwsp.edu/admissions/Pages/Affordability/WIresidencyInfo.aspx

Graduate Assistantship Policies and Procedures (GAPP)
hr.wisc.edu/policies/gapp