DEPARTMENT OF
Communication Sciences and Disorders
UNIVERSITY OF WISCONSIN–MADISON

2026-2027

Department of Communication and Sciences and Disorders

Master of Science Student Handbook

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

The Master of Science (M.S.) education program in speech-language pathology (residential) at the University of Wisconsin-Madison 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 CAA can be reached at:

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

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Welcome

Welcome to the UW-Madison Department of Communication Sciences and Disorders. We are delighted that you are completing graduate work in our department and look forward to working with you across your degree program. This handbook is the primary resource for students enrolled in the Master's degree program in speech-language pathology and a companion to the UW Speech & Hearing Clinic (UWSHC) Handbook and Off-site Program Guide (school setting). From time to time, updates may be made; if so, we'll communicate those changes through email or in class or clinic meetings. Students are also responsible for the information provided in the clinic handbook, which will be distributed in the first month of the program.

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, as we are committed to fostering a welcoming, inclusive, and respectful learning environment for all students. Our department values diversity and strives to support each student's unique background and experiences.

General Overview

The M.S. in Speech-Language Pathology is a clinical degree that meets the requirements for:

- The ASHA Certificate of Clinical Competence;
- A license to practice as a Speech-Language Pathologist in the state of Wisconsin; and
- Teacher certification in the state of Wisconsin from the Wisconsin Department of Public Instruction (DPI).

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Degree Requirements

Advising

When you begin the master's degree program, you will be provided with a course sequence for your entire graduate program. We strongly recommend that you adhere to this course sequence, although in rare cases, you may be able to modify this plan in consultation with the Graduate Program Director (your academic advisor) and the Director of Clinical Education.

Course Work

A minimum of 50 credits is required for an M.S. in Communication Sciences and Disorders with an emphasis in Speech-Language Pathology. You may choose a non-thesis or thesis option. If you have an undergraduate degree in Communication Sciences and Disorders, it typically takes four academic semesters and a summer to complete the Master's degree program.

If you have an undergraduate degree in another field, you must complete the required prerequisites (see program prerequisite tab) before starting the Master's program. At UW Madison, these prerequisites can be obtained by enrolling in our Capstone Certificate program.

Clinical Experiences

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

Research

If you opt to complete a thesis as part of your master's degree, you have opportunities to work closely with faculty members on an original research project. You can also participate in research outside the thesis option; typically, by hourly work in a faculty member's lab. Please consult with individual faculty members if you are interested in research.

Teacher Certification

To fulfill teacher certification requirements for the State of Wisconsin, as specified in PI 34, you must:

1. Complete the master's degree in Speech-Language Pathology;
2. Complete a student teaching experience (CS&D791); and
3. Prepare an electronic portfolio that documents your knowledge and skills for inspection by the State of Wisconsin Department of Public Instruction (DPI).

Satisfactory Progress

Progression in the M.S. in Speech-language pathology is contingent on the successful completion of coursework, clinical practicum, and associated certification standards.

1. Minimum Credit Hours

Entering M.S. students must complete a minimum of 50 credits, including these required courses.

2. Clinical Practicum

Students are required to register for a supervised professional activity each semester. Usually, this activity takes the form of a clinical practicum. A student who, due to extenuating circumstances, wishes to be excused from clinical practicum during a specific semester must submit a detailed rationale and request a formal waiver from the Director of Clinical Education and the Graduate Program Director. In cases where the student will be engaged in a different supervised professional activity, such as research for a thesis, a formal waiver is not required; however, this still needs to be approved by the Director of Clinical Education and Graduate Program Director. Questions regarding procedures for obtaining a formal waiver should be directed to the Graduate Program Director.

3. Thesis

A student electing the thesis option will be advised by a thesis advisor. A thesis advisor is obtained by having a faculty member agree to direct a thesis project. A thesis advisor may be any academic or teaching faculty. Thesis students will also need to facilitate the formation of a thesis committee which should be comprised of the thesis advisor and at least two other members of the graduate faculty, including clinical, academic, and teaching faculty, from within the Department of Communication Sciences and Disorders, departmental affiliate faculty, or other approved academic faculty members at UW-Madison.

A thesis candidate is required to present a written proposal of the thesis project via a prospectus presentation to their committee. Only after gaining approval of the proposed project, may the candidate embark upon the research project. The project will be closely supervised by the thesis advisor and the research committee. All thesis candidates are required to pass an oral thesis defense after their thesis project and written document is complete. The defense is a presentation followed by committee questions that usually concentrates heavily on the thesis project but may cover any aspect of the candidate's master's degree program.

Students who elect to do a thesis may use up to 3 credits of CS&D 990 (Research and Thesis) as additional coursework toward the Speech-Language Pathology clinical MS degree. Students typically register for these credits in the Fall and/or Spring of their second year of M.S. study. CS&D 990 credits do not replace the 3 credits of CS&D 752: Capstone in Communication and Sciences and Disorders: Integration of Clinical and Research Methods that all students are required to take in Spring of their second year of study.

4. Academic Performance and Certification Standards

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

4a. Knowledge and Skills Acquisition. The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), a semi-autonomous credentialing body of the American Speech-Language-Hearing Association, has standards and learning outcomes required for successful completion of master's-level training. These certification standards span clinical and academic instruction.

For academic courses, each specific syllabus will identify:

- The learning outcomes addressed by the course;
- The assignments, examinations, or assessment components used to evaluate each outcome;

Unless otherwise specified in the course syllabus, successful demonstration of an academic Knowledge and Skills Acquisition (KASA) learning outcome requires a score of at least 80% on the designated assignment, examination, or relevant assessment component. Completion of these standards will be tracked for each student.

4b. Minimum Academic Performance Requirements. Academic performance is defined by course grades, including grades earned in clinical practicum courses and courses offered by other departments. The Department of Communication Sciences and Disorders defines minimum academic performance as:

a. A cumulative grade-point average (GPA) of no less than 3.0 (B-average) across all graduate-level courses any course numbered 300 or higher), and;

b. No more than two instances of course grades of BC or C in graduate-level courses, and;

c. No course grade below a C (i.e., D or F) in any graduate-level course.

Academic performance is determined by both course grades and completion of KASA learning outcomes. Thus, a student may be required to remediate an unmet KASA learning outcome even if their course grade meets minimum program requirements. Remediation is completed according to the course instructor's requirements and demonstrated attainment of the relevant KASA outcome (see 4c for more information); it does not ordinarily result in a change to the grade earned on the associated assignment or assessment. Grades may be revised only when permitted under a separate course policy applicable to that assignment or assessment.

Accordingly, successful remediation of a KASA standard does not eliminate consequences associated with the original course grade or the student's cumulative GPA.

4c. Remediation of an Unmet Academic KASA outcome. A student who does not meet the criterion for a designated KASA standard by way of their performance on an associated assignment, examination, or assessment component must complete remediation with the course instructor. The instructor, in consultation with the student, will establish:

- The knowledge or skill requiring remediation;
- The required remediation activity;
- The timeline for completing the remediation; and
- The method and criterion by which successful demonstration of the knowledge or skill will be evaluated.

Successful remediation establishes that the student has met the applicable KASA standard. Remediation does not necessarily change the student's original assignment or examination score or the final course grade unless otherwise specified in the course syllabus.

The instructor will document the remediation requirement and whether the student successfully demonstrated the standard following remediation. If the student does not complete the required remediation successfully within the established timeline, the instructor will provide written notice to the student and the Graduate Program Director.

The student will then meet with the instructor and Graduate Program Director to develop a formal Academic Performance Improvement Plan. The plan will identify the remaining requirements, the timeline and criteria for successful completion, and the potential consequences of failing to complete the plan. A student must successfully demonstrate all required KASA outcomes to be eligible for graduation and program endorsement for ASHA certification.

4d. Academic Intervention Based on Course Grades. The *Academic Performance Improvement Plan* is meant to be a collaborative process to help the student achieve success in their academic courses.

Failure to satisfy the criteria for the course, assignment, or testing materials (as documented in the course syllabus) will result in a written warning reminding the student of this policy. If the student has not successfully remediated the issue with the instructor after the written warning, the student will meet with the program director and be placed upon an *Academic Performance Improvement Plan*, formulated by the instructor, Graduate Program Director, and student.

A student whose cumulative GPA falls below 3.0 will be placed on academic probation and required to raise the cumulative GPA to 3.0 or above during the following semester. If the cumulative GPA is not raised to 3.0 or above during the following semester, the student will be subject to dismissal from the program.

A student receiving a course grade of BC or C will receive a written warning reminding that no more than two instances of grades of BC or C are permitted within the MS program of study. The warning will clarify the academic consequences of receiving a third grade of BC or C.

A student receiving a course grade below C—that is, a grade of D or F—will be subject to dismissal from the program in accordance with applicable departmental and Graduate School policies and procedures.

4e. Graduation Eligibility and Dismissal. A student will not be eligible for graduation or program endorsement for ASHA certification when any certification standard is incomplete or unremediated.

A student will be subject to dismissal from the graduate program if the student:

- Receives a grade below C (i.e., D or F),
- Receives a third grade of BC or C,
- Fails to raise their cumulative GPA to 3.0 or higher during the semester following their placement on academic probation), or
- Fails to complete an Academic Performance Improvement Plan successfully within its established timeline.

Any dismissal or restriction on continued enrollment will be implemented in accordance with applicable departmental, Graduate School, and university policies and procedures.

5. Incomplete Grades

Students who obtain an Incomplete in a course have one semester to remove the Incomplete from their record. Students who do not remove the Incomplete in their subsequent enrolled semester or who obtain more than a single Incomplete during any one semester will receive a warning indicating insufficient academic performance. Faculty review of the reasons for the Incomplete(s) will then take place and lead to a firm timetable for removal of the Incomplete(s). Failure to comply with the timetable will lead to the student's dismissal from the graduate program. The Graduate School considers grades of Incomplete to be unsatisfactory if they are not removed during the next semester of residence.

6. Practicum Performance Standards

Clinical Practicum Performance Standards: All master's degree students seeking ASHA certification are expected to demonstrate clinical performance consistent with the minimum standards and clinical competencies of graduate study. This performance is expected to be developmental, reflecting increasing levels of clinical skill and independence. Only those students whose clinical performance is consistent with such standards will be recommended to graduate with an endorsement to ASHA, certifying that they have completed an accredited program. These clinical standards are monitored in CALIPSO. Failure to demonstrate a required clinical competency will be addressed through the clinical remediation and performance-improvement procedures established by the program and documented in CALIPSO. A student must successfully demonstrate all required clinical competencies to be eligible for graduation and program endorsement for ASHA certification. See Clinical Grading, Review, and Probation section for more information.

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

For further information about the graduate school policies, see the Graduate School's Grade Point Average (GPA) Requirement.

7. Accommodation

The University of Wisconsin-Madison and our department seek to educate a diverse group of students, recognizing that excellence lies in such diversity. Reasonable accommodations will be provided to eligible students with adequately documented disabilities who meet the minimum CS&D requirements in order to facilitate learning and 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, students should visit the McBurney Disability Resource Center website at www.mcburney.wisc.edu.

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

Essential Functions for Performance in the Clinical Program

The accredited speech-language pathology program of the Department of Communication Sciences and Disorders (CS&D) at the University of Wisconsin-Madison adheres to the American Speech-Language-Hearing Association (ASHA) standards, including a code of ethics: https://www.asha.org/policy/code-of-ethics/. Our faculty is responsible for the welfare of clients/patients assessed, treated, or otherwise affected by students enrolled in the CS&D program. Thus, persons 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 Following are the Essential Functions for Performance in Clinical Programs:

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 to follow when a student does not meet an essential function.

1. The clinical professor or instructor identifies a student as not meeting an Essential Function.
2. The clinical professor or instructor alerts the program director (if identified in an academic setting) or Director of Clinical Education (if identified as a part of clinical practicums).
3. A conference will be held with the clinical professor(s) assigned to the student, the program director, and Director of Clinical Education 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.

Communication Proficiency

The University of Wisconsin-Madison Communication Sciences and Disorders Department promotes linguistic diversity and views the use of different languages and dialects among its students as an asset to our academic and professional community. This is consistent with the official position of the American Speech-Language-Hearing Association (1998).

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 *Clinical Performance Improvement Plan* related to communication proficiency 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.

These requirements for master's degree students were approved by the faculty in May 1979 and amended October 1979, May 1981, May 1984, June 1986, May 1987, April 1990, May 1991, July 1994, July 1995, May 1996, May 1997, May 1998, August 2005, March 2009, August 2016, and June 2026.

Leaves of Absence

Students in the graduate program may apply for a leave of absence from the program for up to one calendar year. Leaves typically are granted for medical or personal reasons but also may be requested by M.S./Ph.D. or Ph.D. students who plan to complete a clinical fellowship during their graduate program.

Leave requests should be first discussed with the Graduate Program Director and then submitted in writing to the Department Chair. If the leave request is not granted, the student must complete the regular application as a new applicant should they decide to return to the program. If students have pre-enrolled for a future term, they should drop all courses before the first day of class.

Re-application to the Program

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

The readmission process accomplishes two goals:

1. Assures the Graduate School that a student is in good standing with their academic program; and

2. Activates their enrollment eligibility.

There is a non-refundable $75 application fee, plus the $6.00 processing fee if you are an international applicant. This is regardless of the last time you were enrolled. (see Graduate School Academic Policies and Procedures > Leave of Absence).

International students should check on their visa status with International Student Services.

This departmental leave policy was approved March 1, 2010.

Progress Tracking

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

1. Track each student's learning outcomes in academic courses and clinical practicums (including Knowledge and Skills Assessment (KASA);

2. Keep a detailed list of the type and number of ASHA clock hours that were earned;

3. Evaluate student's clinical performance using a standard set of tools; and

4. Keep a graduation checklist of met and unmet program requirements.

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

Completion, Licensure & Certification

The following are 9 tasks you must do for degree completion, graduation licensure, and ASHA certification.

Do not interpret this list as a chronology of steps. Rather, carefully read the entire list before the beginning of the fall semester of your second year of the master's program to remind yourself of the 11 tasks requiring completion before graduation. Then, depending upon the task, act during the fall or spring semester of the second year of your master's program.

Task 1: Take the Praxis

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

You may register for an online test. During registration, you may identify up to four institutions or licensing agencies to receive your Praxis scores for free. Arrange to have your score sent to the UW-Madison CSD department, UW-Madison School of Education, and ASHA. If you forget to have your scores sent to the department, you may order additional score reports after test completion for an additional fee. If the department does not receive your Praxis score, it will delay your graduation. It is strongly recommended that you remember to have your scores sent to the department and the UW Madison School of Education when you register for the test.

- Test Code/Name: 5331 (Speech-Language Pathology)
- Current fees: $146
- Attending Institution: 0336
- Score Recipients: 0336-UW-Madison SLP/AUD, 1846 – UW School of Education, and 5031-ASHA

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

If you have done this properly, ASHA will have your score on file when you eventually apply for your Certificate of Clinical Competence (CCC) following your clinical fellowship (CF). If you do not list ASHA's code on your Praxis II

Exam registration, the Educational Testing Service (ETS) will charge you an additional fee to send your score to ASHA after you have finished your CF.

For more information, visit ASHA or ETS.

Task 2: Request Your Degree Warrant

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

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

Read UW Graduate School details on Completing Your Degree.

Task 3: Begin the Licensure Application Process

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

Task 4: Plan Commencement

If you submitted your Request for Degree Warrant by the semester deadline, your name will be listed in the Graduate School College of Letters & Science (L&S) commencement program. Read more about Commencement Ceremonies at the UW-Madison and Ordering your Commencement Attire.

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

Students planning to graduate in August or December may attend either the May or December L&S commencement ceremonies. However, the department only hosts a private ceremony in May. If you plan to attend commencement in a semester other than the one in which you are completing your degree, notify the Graduate Student Coordinator within the first month of that semester and select the appropriate ceremony attendance semester in MyUW's Student Center when you Apply for Graduation. If you neglect to do this by the deadline, your name will not be in the program, but you still may walk at commencement.

Task 5: Record Clock Hours

Make sure all ASHA clinical clock hours and observation hours are entered and approved in CALIPSO.

Task 6: Department Check-Out

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

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

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

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

Task 7: Complete Your Clinical Fellowship (CF)

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

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

After you have your license, perform your CF under the supervision of an ASHA professional with the certificate of clinical competence (CCC). In addition, please email the following information to the Graduate Student Coordinator:

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

Task 8: Temporary and Regular Licensing

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

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

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

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

UW-Madison Transcripts & Certification
333 East Campus Mall #10101
Madison, WI 53715-1384
Note: If you plan to obtain a temporary license from the Wisconsin DSPS, you should not need to request a degree certification letter.

Wisconsin Licensing Information

There are two licensing agencies in Wisconsin:

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

You do not necessarily need licensure from both.

Wisconsin Division of Safety and Public Services (DSPS)

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

You are encouraged to apply at the beginning of your final semester of coursework if you know that you do not plan to work in a school. Applying early will expedite the process upon graduation and enable you to get your temporary license much sooner than if you wait until May to apply. Apply for licensure online via the occupational license application platform, LicensE. You should complete and submit the "Licensure by Examination" application and the "Temporary License" application together, based on the information available to you at the time. Filing early will get your application into the DSPS database. You will need to submit additional forms and information later. After you submit, monitor the status of your applications through the "Due Diligence" checklist. DSPS uses the checklist to communicate required items. If you have questions, contact the DSPS at (608) 266-2112.

The SLP Certificate of Professional Education form (#1984) cannot be submitted until you have met all degree requirements. The form has a signature line for the Dean or Department Head. To get the signature, send this form directly to the Graduate Student Coordinator.

The Department sends a list of new graduates to the DSPS once all grades are posted (approximately one week after graduation). The DSPS accepts this for the purpose of issuing a temporary license; however, you will need to submit the completed SLP Certificate of Professional Education form (#1984) before the DSPS will issue a permanent license.

Wisconsin Department of Public Instruction (DPI)

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

You can create your account during the final semester of your graduate program by completing a request form available at https://uwmadison.co1.qualtrics.com/SE/?SID=SV_8oGvfpEgHL1NYNL&Q_JFE=0

You cannot complete the on-line DPI application form until the UW-Madison School of Education License Certification Officer uploads your data to the WI DPI website. The Certification Officer must wait until your degree is posted by the UW-Madison Graduate School before your data can be uploaded to the WI DPI. That will most likely happen in early to mid-June. Creating your account within the last semester of your graduate program helps ensure that the information you enter will match the information that you enter when you complete your WI DPI license application. If the information does not match, then the DPI will not be able to match up records, and you will not be able to finish your application.

Bottom Line: Create your account within the last semester of your graduate program, but don't expect communication from the Certification Officer to move forward with your DPI application until early to mid-June. If you have questions, email educatorlicensing@education.wisc.edu. After you have received an email to move forward, follow these bullets:

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

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

Task 9: Apply or the Certificate of Clinical Competence (CCC)

Obtain information about How to Apply for Certification in Speech-Language Pathology from the American Speech-Language Hearing Association (ASHA). Submit your application to ASHA for your CCC's, using the instructions and information indicated regarding the application, required documents and actions, and dues and fees. The new online application allows you to submit an electronic request for Verification by MS Program Director that will be routed as an email message to her. She will subsequently complete the verification following the receipt of the request.

You should allow for approximately 6 weeks for ASHA's full review of your completed online application and all additional required documentation.

Courses

M.S. Required Courses

A minimum of 50 credits is required. The typical course sequence includes the following:

Year 1: Fall semester

Course No.	Course Name	Credits
CS&D 503	Neural Mechanisms of Speech, Hearing, and Language	3
CS&D 700	Clinical Foundations for Speech-language Pathology Practice	1
CS&D 701	Augmentative and Alternative Communication for Individuals with Complex Communication Needs	3
CS&D 703	Language and Learning Disorders of Children	3
CS&D 712	Assessment & Treatment of Speech Sound Disorders in Children	3
CS&D 790	Practicum in Communication Sciences & Disorders	2

Year 1: Spring semester

Course No.	Course Name	Credits
CS&D 700	Clinical Foundations for Speech-language Pathology Practice	1
CS&D 704	Acquired Language & Cognitive-Communication Disorders in Adults I	3
CS&D 706	Management and Assessment of Voice Disorders	3

CS&D 707	Swallowing Disorders	3
CS&D 709	Language Development and Disorders in School Age Populations: School Methods & Procedures	3
CS&D 790	Practicum in Communication Sciences & Disorders	2

Year 1: Summer semester

Course No.	Course Name	Credits
CS&D 708	Assessment and Management of Fluency Disorders across the Lifespan	1
CS&D 720	Hearing and Auditory Rehabilitation for Speech-Language Pathology Practice	2
CS&D 790	Practicum in Communication Sciences & Disorders	2

Electives		
CS&D 424	Sign Language I (offered fall)	3
CS&D 434	Sign Language II (offered spring)	3

Year 2: Fall Semester

Course No.	Course Name	Credits
CS&D 700	Clinical Foundations for Speech-language Pathology Practice	1
CS&D 705	Assessment and Treatment of Motor Speech Disorders across the Lifespan	2
CS&D 710	Acquired Language and Cognitive-Communication Disorders in Adults II	3
CS&D 790 **CS&D 791**	Practicum in Communication Sciences & Disorders, Medical or Clinical Site School Practicum in Communication Sciences & Disorders	4
CS&D 790	Practicum in Communication Sciences & Disorders, Specialized UWSHC	Varies

	Optional elective coursework/independent study	1-3

Year 2: Spring Semester

Course No.	Course Name	Credits
CS&D 700	Clinical Foundations for Speech-language Pathology Practice	1
CS&D 752	Capstone Course in Communication Sciences & Disorders: Integration of Clinical and Research Methods	3
CS&D 790 **CS&D 791**	Practicum in Communication Sciences & Disorders, Medical or Clinical Site School Practicum in Communication Sciences & Disorders	4
CS&D 790	Practicum in Communication Sciences & Disorders, Specialized UWSHC	Varies
	Optional elective coursework/independent study	1-3

M.S. Course Offerings

424
SIGN LANGUAGE I. 3 cr. Manual alphabet, numbers, and 300 basic signs in both American Sign Language (ASL) and Manually Coded English (MCE) systems. Emphasizes words and sign skills for clinic/schools.

434
SIGN LANGUAGE II. 3 cr. Interactive practice of ASL vocabulary; integrating principles of ASL facial expression and body language; conceptually accurate signed phrasing.

503
NEURAL MECHANISMS OF SPEECH, HEARING AND LANGUAGE. 3 cr. Basic neuroanatomical and neurophysiological mechanisms underlying the communication process. Neuropathologies and their associated communication disorders. Prerequisite: Graduate student in CS&D or undergrad biology major with neurobiology option, or consent of instructor.

699
DIRECTED STUDY. 1-6 cr. Program of reading devised by a staff member in collaboration with the student. Prerequisite: Junior or Senior student. Graded on a lettered basis; requires consent of instructor.

700
CLINICAL FOUNDATIONS FOR SPEECH-LANGUAGE PATHOLOGY PRACTICE. 1 cr. Overview of clinical practice procedures and skills with integration of evidence-based practice and practical career guidance. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

701
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION FOR INDIVIDUALS WITH COMPLEX COMMUNICATION NEEDS. 3 cr. Assessment and treatment across the lifespan of individuals with complex communication needs who require augmentative and alternative communication systems and strategies to support functional communication. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

703
LANGUAGE AND LEARNING DISORDERS OF CHILDREN. 3 cr. Theoretical concepts of symbolic disorders with emphasis on variables that interfere with language learning and function. Prerequisite: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

704
ACQUIRED LANGUAGE AND COGNITIVE-COMMUNICATION DISORDERS IN ADULTS I. 3 cr. Intervention for adults with acquired aphasia and cognitive-communication disorders, including principles of evaluation and treatment. Prerequisite: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

705
ASSESSMENT AND TREATMENT OF MOTOR SPEECH DISORDERS ACROSS THE LIFESPAN. 3 cr. Motor speech disorders with a focus on dysarthria. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

706
MANAGEMENT AND ASSESSMENT OF VOICE DISORDERS. 3 cr. Techniques applicable to children and adults with disorders of voice, both functional and organic in origin. Lecture plus lab or observation. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

707
SWALLOWING DISORDERS. 3 cr. Presents information on the anatomy, physiology, and neural bases of normal swallowing, the various diseases that can affect swallowing function, the nature of swallowing dysfunction and ways to assess it, and treatment options for patients with swallowing disorders. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

708
ASSESSMENT AND MANAGEMENT OF FLUENCY DISORDERS ACROSS THE LIFESPAN. 1 cr.
Assessment and treatment of adults and children with fluency disorders including stuttering and cluttering. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

709
LANGUAGE PROBLEMS OF SCHOOL AGE CHILDREN AND ADOLESCENTS. 3 cr. This course will review contemporary literature relating to the language development and disorders of school age children and adolescents. Emphasis is on a description of disorders, assessment techniques, and school methods and procedures. The course addresses UW-Madison Teacher Education Standards; WI Rules and Statutes, Teaching Standards stipulated in PI 34. Prerequisites: CS&D 703

710
ACQUIRED LANGUAGE AND COGNITIVE-COMMUNICATION DISORDERS IN ADULTS II. 3 cr. Intervention for adults with acquired cognitive-communication disorders and language, including principles of evaluation and treatment. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

712
ASSESSMENT AND MANAGEMENT OF SPEECH SOUND DISORDERS IN CHILDREN. 3 cr. Speech sound disorders in children, with an emphasis on articulation and phonological disorders. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

720
HEARING AND AUDITORY REHABILITATION FOR SPEECH-LANGUAGE PATHOLOGY PRACTICE. 3 cr. Fundamental treatments for addressing the communication needs of individuals with hearing difficulties. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor.

752
CAPSTONE IN COMMUNICATION SCIENCES AND DISORDERS: INTEGRATION OF CLINICAL AND RESEARCH METHODS. 3 cr. Designed to ensure students (1) can use scientific principles in their daily lives and clinical practice; (2) can evaluate scientific evidence as disseminated through multiple channels for use in research and clinical practice; (3) can understand and apply parallel modes of thinking in clinical practice and research. Prerequisites: CS&D 703, 704, 705, 706, 707, 708, 709,712, 720.

790
PRACTICUM IN COMMUNICATION DISORDERS. 1-5 cr. Supervised experience with persons manifesting communicative problems. Evaluation, rehabilitation, and conservation of hearing, language, and speech disorders in various clinical settings. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor. Register only as directed by Director of Clinical Education or Medical Site Coordinator.

791
SCHOOL PRACTICUM IN COMMUNICATION SCIENCES & DISORDERS. 1-5 cr. Supervised experience in a public/private school setting with children manifesting speech, language and/or hearing problems. Involves evaluation and management of a variety of communicative disorders, as well as participation in the multi-disciplinary team process. Prerequisites: Enrollment in the clinical speech-language pathology master's program or consent of instructor. Register only as directed by Director of Clinical Education or Educational Site Coordinator.

799
INDEPENDENT STUDY. 1-4 cr. See description for CS&D 999. Prerequisites: Consent of the Department & consent of instructor.

990
RESEARCH AND THESIS. 1-12 cr. Under the supervision of a staff member. Prerequisites: Graduate student & Consent of instructor.

To prepare a proposal for independent study, you must complete the Proposal for Registration in Independent Study.

Clinical Experience

General Guidelines

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

At the UW Speech and Hearing Clinic (UWSHC), the department's clinical professors provide clinical supervision. Students receive and are responsible for the information in the UWSHC Handbook distributed to them at the fall orientation upon entry to graduate school. This handbook provides an overview of the policies and procedures and other essential information for practicum in the UWSHC. At other on- or off-campus sites, clinical supervision is provided by department staff and the professional staff at the site.
All clinical programs affiliated with the department provide supervision according to the Membership & Certification Guidelines for Audiology or for Speech-Language Pathology and adhere to the American Speech-Language-Hearing Association (ASHA) Code of Ethics.

In addition, most speech-language pathologists who provide clinical supervision hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC–SLP) from the American Speech-Language-Hearing Association and meet other requirements put forth by ASHA.

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

In your first year, you must have successfully completed 25 documented clinical observation hours before being placed in a clinical practicum (CS&D 790) at the UWSHC. In your second year, you must have successfully completed a minimum of 100 hours of supervised clinical practice to qualify for a clinical or medical site (CS&D 790) or school (CS&D 791) practicum experience.

Recommendation for Certificate of Clinical Competence

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

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

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

Expectations of Students

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

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

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

Recording ASHA Clock-Hours

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

Check with your clinical supervisor if you have any questions regarding the tabulation of clock-hours, the distribution of child or adult clock hours, or the appropriate designation of evaluation vs. management clock-hours. A more detailed explanation of how ASHA counts clinical experience may be found in ASHA's 2020 and 2027 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. Your clinical professor will review and approve your clinical clock hours at midterm and the end of the semester.

Compliance Requirements

Supervised Professional Experience

You must engage in a supervised professional experience each semester which will typically include supervised clinical practicum activities.

Compliance Checklist

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

- ASHA Observation Hours
- Caregiver Background Check
- Health documentation
- Cardiopulmonary Resuscitation (CPR) Certification
- Essential Functions for Clinical Practicum
- Patient Confidentiality Guidelines

Calendar of Clinical Experiences

You must be registered for CS&D 790 or 791 to receive clock-hours for clinical work under each clinical supervisor. Failure to register for the appropriate number of credits with a clinical supervisor will result in forfeiture of the earned clock hours.

1st Year Fall Semester	1st Year Spring Semester	Summer*
CS&D 790 (2 credits) • UWSHC • Head Start Screening	CS&D 790 (2 credits) • UWSHC • Head Start Screening	CS&D 790 (2 credits) • UWSHC • Medical site placement (depends on availability and recommendation of clinical faculty)
2nd Year Fall Semester * (4 credits) • CS&D 790 – medical site • CS&D 791 – school site • CS&D 790 – Specialized UWSHC (variable)	**2nd Year Fall Semester*** (4 credits) • CS&D 790 – medical site • CS&D 791– school site • CS&D 790 – Specialized UWSHC (variable)	

*Second-year clinical experiences include both a medical and school placement; only one of these is taken per semester (summer, fall, or spring). The third placement will either be a 2nd medical or school site, or a UWSHC clinical experience. These placements are determined by the availability of sites and student interest. The Medical and School Site Coordinators make the decisions about sites with input from clinical faculty. For students in the second year fall or spring semesters who are placed in Specialized UWSHC practicum, there is an opportunity for 1) more independent clinical practice in a disorder area in which students have had prior clinical experience; 2) training with a particular disorder area or age group to increase the diversity of clinical experiences; or 3) specialized clinical training in a disorder area of special interest.

Practicum Assignments

Length and Number of Assignments

Clinical practicum assignments are usually made for one semester at a time; however, they may be shorter or longer in special circumstances. You may be assigned to more than one site or to more than one type of practicum within a site.

Number of Clinical Supervisors

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

Outside Employment

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

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 there are significant, substantiated health problems or other serious factors. 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 for the transition.

Assignment Process

You will receive a notice of your clinical assignment at the beginning of your fall semester in your first year of the program. In subsequent semesters, you will receive your assignment near the end of the previous semester.

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

Register in CS&D 790 or 791 for the number of credits required for each practicum assignment.

Off-Campus Placements

The department ensures that all clinical practicums and supervisors meet ASHA accreditation requirements. Therefore, only department personnel make clinical practicum placements at off-campus sites. With a formal agreement between the department and an off-campus site, any clinical hours you acquire at that site will count toward ASHA requirements.

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

Medical Site Placements

If there are legitimate reasons why you must be in a specific location while completing a clinical practicum, the medical site coordinator will work with you to facilitate this. Only make initial contact with someone at a desired location after discussing the situation with the medical site coordinator first.

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

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

School Site Placements

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

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

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

Clinical Supervision Policy

The clinical supervision policy is in accordance with the *Council on Academic Accreditation Standard III.*

- Supervisors are licensed by the State of Wisconsin Department of Safety and Public Services (DSPS) or state in which they provide supervision. Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A of CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision. In Wisconsin, public school supervisors must also have taken a course or workshop in supervision, have at least three years of professional experience, and hold a *Wisconsin Department of Public* Instruction license (rather than a DSPS license).
- The amount of direct supervision is commensurate with the student's knowledge, skills, and experience, and is not to be less than 25% of the student's total contact with each client/patient and takes place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.
- Direct supervision is in real-time. A supervisor is available to consult with a student providing clinical services to the supervisor's client. Clinical practicum supervision is intended to provide guidance and feedback and facilitate the student's acquisition of essential clinical skills.
- The 25% supervision standard is a **minimum** requirement and will be adjusted upward whenever the student's level of knowledge, skills, and experience warrants. At the conclusion of the practicum, the supervisor approves and signs the ASHA hours accrued under her/his supervision. This signature confirms that their supervision has met or exceeded the policy for amount and type of supervision.

Grading, Review, and Probation

Grading Clinical Performance

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

Criteria for Minimum Clinical Performance

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

- No more than one instance of a grade in individual graduate-level practicum courses of BC or C.
- An overall (cumulative) grade point average (GPA) across all graduate-level practicum courses of no less than 3.0 (i.e., a B-average).
- No grade for any individual graduate-level practicum course of D or F.

Clinical Review and Clinical Improvement Plans

The procedures for clinical review and improvement plans aim to resolve concerns regarding a student's clinical performance before the end of a semester. Through an individualized improvement plan, the student is assisted in bringing their clinical performance to an acceptable level.

Clinical Review

The Director of Clinical Education and student's clinical supervisor report the review's results and plan of action at the clinical area group (CAG) meeting. The Director of Clinical Education and clinical supervisor then share the results of the review and proposed plan of action with the student. This plan may be modified following discussion with the student. The CAG participant(s) and the student then sign the final plan and immediately implement it. If the student was not placed on an improvement plan**,** and the clinical performance issues were resolved, the student's quality of clinical performance at the end of the semester will determine the grade.

Clinical Improvement Plan

If a student is placed on a clinical improvement plan, the following apply:

- If the student's clinical performance issues are resolved by the end of the semester, the student will be removed from the clinical improvement plan for the following semester.
- If the student's clinical performance issues are not resolved by the end of the semester, the student is placed on clinical probation for the following semester.

- If the student's clinical performance issues are not resolved by the end of the semester, and earns less than a C grade, the student is counseled regarding alternative educational and professional options.

Clinical Probation

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

- The student's clinical practicum will be directly supervised by clinical faculty in the department. The schedule of these clinical staff must allow for 100 percent of each therapy session to be supervised if necessary.

- The clinical faculty will provide the necessary support for the student to deliver quality clinical service to their clients. However, to meet minimum expected standards, the student is expected to perform effectively at the level of independence typical of students at their clinical level.

- Before beginning clinical practicum for the semester, the Director of Clinical Education and supervising clinical professor will meet with the student to discuss areas of concern, obtain the student's perspective, identify the specific changes that the student will implement, and develop strategies to facilitate the changes. This information will be used to complete or revise an improvement plan and given to the student and the Director of Clinical Education; it is also placed in the student's departmental file.

- The student's clinical performance with each client will be formally evaluated at mid-term and again at the end of the semester. Following individual meetings with the student, the clinical supervisor will meet with the Director of Clinical Education to review the student's performance in relation to the areas of concern enumerated at the beginning of the clinical probation period.

- Following this review, the Director of Clinical Education and clinical professor will discuss the outcome with the student and indicate the grade their current performance would earn. If the student's clinical performance earns a grade of B or above at the end of the semester, the student will be removed from clinical probation. However, if the grade is BC or below, the student will be counseled regarding alternative educational and professional options.

- A non-passing grade of BC or below for a clinical assignment may lead to an extension of the student's academic program, as the hours earned during that semester will not be applicable to the graduate degree and ASHA certification requirements.

Research

If you opt to complete a thesis as part of your master's degree, you have opportunities to work closely with faculty members on research projects and conduct original research. We have laboratories for research in physiologic and acoustic aspects of speech production, psychoacoustics, psycholinguistics, speech perception, communication development, language development and disorders, augmentative communication, cognition, voice, swallowing, and treatment of communication disorders.

Clinical, basic, and translational research facilities are available at:

- The University of Wisconsin Speech and Hearing Clinic (UWSHC);
- University of Wisconsin Hospital & Clinics
- The Waisman Center
- The Medical Sciences Center

- The Alzheimer's Disease Research Center

Visit the Research section of the CS&D website for details about our faculty's individual research programs.

Financial Information

Tuition and Fees

Please visit the UW Madison Bursar's Office 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 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%.
- For M.S. students continuing for a Ph.D in the department, tuition is decreased upon admission, candidacy, and initiation of the doctoral program.

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

Assistantships

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

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

The faculty also recruits readers and graders to assist with grading duties within academic courses. These are hourly positions without tuition remission and benefits. The department sends out position availability each semester and students apply via a formal application process.

Fellowships

Madison offers several fellowships, including Graduate Research Scholars (also called GRS or AOF). Visit the Graduate School's Funding Information site for details.

Scholarships

Department Scholarships. The department administers several scholarships open to graduate majors. Recipients are chosen on a competitive basis according to criteria established for each award.

- WSHA Foundation Scholarships. Each year, following a statewide competition, the Wisconsin Speech-Language-Hearing Association (WSHA) Foundation awards scholarships to second-year master's students or doctoral students. Visit the WSHA Foundation at: wisha.org for details.
- ASHFoundation Scholarships. The American Speech-Language-Hearing Foundation (ASHFoundation) has funds available for graduate student scholarships. Visit ASHFoundation for details.

Health Care

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

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

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

Housing

Please visit the Division of University Housing and Campus Area Housing List Service for information on on-campus housing options and off-campus housing, respectively.

Student Well-being, Student Supports, and Advising

The CSD department faculty and staff care deeply about your well-being and success in our program. We recognize you have a range of responsibilities inside and outside the clinic and classroom. Given this, the University of Wisconsin-Madison has several resources to support you in your personal and professional life including:

- Graduate Student Life
- Basic Needs Services
- Inclusion and Engagement
  - Asian Pacific Islander DESI American Student Center
  - Black Cultural Center
  - Center for Interfaith Dialogue
  - Disability Cultural Center
  - Gender and Sexuality Campus Center
  - Indigenous Student Center
  - Latine Cultural Center
  - Multicultural Student Center
  - University Veteran Services
- Childcare & Family Resources
- Funding and Financial Aid
- International Students
- Mental Health

  - Graduate student support groups
- Medical Services
  - University Health Services
- Sexual Misconduct Resource & Response Program
- University recreation and well-being

Your academic advisor is here to assist you in accessing, finding, and connecting you with resources to help you thrive across your time in our program. Don't hesitate to reach out and discuss concerns or questions as they arise. You may also contact the Schools or Letters and Sciences Graduate and Professional Student Assistance Specialist, Elaine Goetz-Berman, for further support, advocacy, and additional resource referrals.

Professional Behavior Code of Conduct for Students (updated January 2025)

As a Communication Sciences and Disorders graduate student in audiology or speech-language pathology, 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 Department of Communication Sciences and Disorders 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

Department of Communication Sciences and Disorders Professional Behavior Code

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

1. **Interpersonal Relationships.** 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 your own.

2. **Honesty, Integrity, and Confidentiality.** Act fairly and honestly in pursuing and achieving all academic and professional matters. Students should 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 of the Professional Behavior Code of Conduct

The Professional Behavior Code of Conduct and the Procedures for Alleged Infractions of the Professional Behavior Code of Conduct shall be published on the Department's website. Students are responsible for reading the information and material published on all the relevant websites listed above. Lack of knowledge of this information does not excuse any infraction.

All CSD community members are responsible for upholding the guidelines for student conduct. Behavior contrary to the expectations established in this policy should be reported to a CSD faculty or staff member and referred to the department chair, Director of Clinical Experiences, and/or MS program director.

Students failing to meet the guidelines for student conduct or who demonstrate a pattern of behavior inconsistent with the code will be evaluated by aa committee consisting of the MS program director/academic advisor and two other faculty members as determined by the chair. Review by this Professional Behavior Committee may result in disciplinary action, including disciplinary reprimand, leave of absence, or dismissal from the program.

The process for reviewing and responding to allegations of unprofessional behavior is as follows:

1. Contact the Communication Sciences and Disorders Department Chair within a reasonable amount of time after learning of the alleged failure.

2. The Chair or chair's designee will advise the alleging party of the appropriate University and Department of Communication Sciences and Disorders procedure. The alleging party will submit a written account of the allegations and any supporting materials to the Chair's office within ten (10) days of the issuance of the instructions.

3. The chair's designee shall notify the student about the alleged violation and request: a.) a written response to the allegation within ten (10) days of notice, or (b) a meeting to discuss the allegation.

4. The student may contact their advisor for investigation and review process information.

5. Following investigation and review of all available information, the Chair or chair's designee shall send a letter explaining the investigation findings and informing the student that the case will be presented to the Professional Behavior Committee.

6. The Chair or chair's designee shall present the case to the Professional Behavior Committee.

7. The student shall attend an open session of the Professional Behavior Committee meeting and may be accompanied by an advocate.

8. The student shall have an opportunity to present relevant information, including witnesses, and the right to question any witness the department presents.

9. Each party must speak for themself, including questioning witnesses, even if legal counsel or another representative has been retained.

10. Any party to the meeting may take notes or record the meeting at their expense.

11. The Committee shall decide during a closed-session portion of the meeting by a majority of voting members present.

12. Sanctions may be imposed for unprofessional behavior.

13. A student receiving any sanction cannot seek or hold office in any Department of Communication Sciences and Disorders school student organization, represent the Department in any capacity, and is ineligible for awards and non-needs-based scholarships.

14. A written statement of its decision based upon the record of the meeting will be prepared. The student may appeal the decision to the chair.

15. The decision of the Committee shall be delivered to the student via email.

Appeal of a Decision of the Professional Behavior Committee

1. Written appeals must be received or postmarked within ten (10) calendar days of the student's receipt of the Committee's decision.

2. Appeals must be based on: 1) new facts that were not available at the time of the Committee meeting and that have a direct bearing on the student's professional behavior, 2) a claim of inadequate consideration of specific information by the Committee, 3) a claim that the Committee did not follow appropriate procedures, or 4) a claim that the Committee's action was unduly severe.

3. If an appeal is based on the availability of new facts that were not available at the time of the Professional Behavior Committee meeting, the Chair may direct the Committee to reconsider the case. The Chair's decision is final.

4. Any Committee decision involving medical leave, suspension, or dismissal will be referred automatically to the Chair for review.

5. If, upon review, the Chair upholds the decision of the Committee, the student may appeal the decision to the Department of Communication Sciences and Disorders faculty. In such an appeal, the student shall present their case before the Faculty of the Department of Communication Sciences and Disorders at a regular or specially called faculty/academic staff meeting. Voting faculty/academic staff members in attendance will render an appeal decision, which is final.

6. In the case of appeal to the Chair or the Faculty, the student must speak for themself even if legal counsel has been retained.

Rights & Grievances

General Rights and Responsibilities

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

Dean of Students:

- Student Assistance
- UW Division of Student Life

Disabilities:

- UW-System Policy on Individuals with Disabilities
- McBurney Disability Resource Center

Discrimination or Harassment

- UW-Madison Office of Compliance
- Inclusive Excellence
- Graduate School Affirmative Action and Compliance Statement
- **Privacy:** Office of the Registrar
- **Conduct:** Student Assistance and Judicial Affairs

Complaints, Grievances, and Concerns

If you believe your rights have been violated, feel that you have been dealt with unfairly, or have other concerns about the department, we encourage you to seek a resolution at the departmental level. 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 Department. The preferred channels in order are as follows: (1) the affected faculty member or clinical supervisor, (2) the M.S. Program Director or Director of Clinical Education (3) the Department Chair who may refer the concern to the appropriate Associate Dean or Dean. Although this route is typical, there is no policy that would prevent any individual student from seeking input at higher administrative levels.

Note on grade conflicts: In cases of grade conflicts, talk with the course instructor first. If the difference is not resolved, document the specific concerns and differences between you and the instructor's perceptions, and submit your documentation to the program director or department chair. This document will then be discussed during a meeting between you, the course instructor, and the M.S. Program Director and/or Chair.

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

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

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

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

Department Procedures

Building Access and Security

Goodnight Hall is open during normal business hours. Use your WisCard to enter the building after hours. Building permits are issued to students when they enter the program. Students who intend to be in Goodnight Hall after hours or on weekends should obtain a special building permit from the department's building manager. The Department of Police and Security routinely checks for permits after hours and on weekends. To access security-locked rooms in the building, you must obtain a code from the faculty/staff member in charge of the space.

Committees

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

Disabilities and Accessibility

The University of Wisconsin System Policy on Individuals with Disabilities
(Rev. December, 1996)

The University of Wisconsin System is committed to making individuals with disabilities full participants in its programs, services, and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs 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: https://www.wisconsin.edu/regents/policies/discrimination-prohibited/

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 702 W. Johnson St. #2104.

Equipment and Facilities

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

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

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

  IT Lab training sessions are held at the beginning of the academic year. If you have questions about the lab, please contact the Department's IT Specialist.

- **Furniture:** All furniture should remain where it was originally placed. If you need to move furniture in the clinic or on the first floor, you must get permission from a clinical professor or the Director of Clinical Education. If you need to move furniture in other areas of the department, you must get permission from the graduate student coordinator.

- **Photocopiers:** The photocopier on the fourth floor is for student use. The photocopier on the third floor is for faculty and staff use only; however, students can make copies of clinic-related documents with permission from their clinical supervisor.

Facility Assignments

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

Mail and E-mail

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

Recommendations

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

If you are seeking a general recommendation that will not be addressed to any particular individual, please state this upfront. Otherwise, specify the type of position for which the recommendation is to be made and to whom it should be sent.

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

1. Contact the writer of the original letter to inform him/her/them of the request and to secure written permission to copy the letter for forwarding to a named person or institution.

2. Inform the writer of the original letter why you are requesting that their letter be forwarded (e.g., admission to another graduate school, employment recommendation).

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

Student Files

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

Resources

- NSSHLA National Student Speech Language Hearing Association
- ASHA http://www.asha.org/