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The Marquette University Speech Pathology and Audiology Department offers a bachelor of science degree in speech pathology and audiology and a master of science degree in speech-language pathology. The undergraduate program is considered pre-professional meaning that a master’s degree in speech-language pathology is necessary before a person is qualified for professional employment.

The speech pathology and audiology curriculum offers academic coursework and clinical practicum experiences needed to meet the certification requirements of the American Speech-Language-Hearing Association. ASHA sets standards for national certification in speech-language pathology and audiology. This certificate requires a master's degree for speech-language pathologists that includes specific academic coursework and clinical practicum experiences, plus one year of supervised professional employment in the field after a master’s degree has been acquired. This certificate requires a doctoral degree in audiology for initial certification as an audiologist. Marquette University does not provide a doctoral program in audiology, but if a student becomes interested in pursuing certification in audiology, advisers are available to assist with preparing a student for acceptance into an AuD program.

The primary purpose of the undergraduate program is to provide introductory level knowledge in the field of speech pathology and audiology, within the context of a traditional liberal arts and sciences education, which prepares an individual for study in a professional graduate degree program. This liberal education is based on the philosophy that the individual with an educational foundation in the arts and sciences will have a broad appreciation for society and its values. Such a traditional undergraduate emphasis provides the needed foundation for the more narrowly focused professional education at the graduate level and is suitable for careers in other communication, education, and health-related professions.

The undergraduate speech pathology and audiology major includes courses in the areas of normal speech production and development, disorders of speech, language and hearing, and methods of evaluation and therapy. Clinical practicum involves prep work and assistance to graduate student clinicians working directly with children and adults having speech/language/hearing problems under the direct supervision of certified speech-language pathologists and audiologists in the Marquette University Speech and Hearing Clinic.

Professional preparation occurs at the graduate level and is a prerequisite for certification/licensure as a professional speech-language pathologist. The master of science degree program in speech-language pathology at Marquette University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, (800) 498-2071 or (301) 296-5700. The graduate curriculum offers advanced coursework and clinical practicum experiences in the prevention, identification, evaluation and treatment of speech, language, hearing and swallowing disorders in both children and adults. For students interested in licensure as a public school speech-language pathologist, the curriculum meets the requirements for the Department of Public Instruction of the State of Wisconsin (DPI-WI) Speech and Language Pathology license.

The institution and program comply with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination based on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.
UNDERGRADUATE PROGRAM IN SPEECH PATHOLOGY AND AUDIOLOGY

The undergraduate curriculum in speech pathology and audiology is a four-year program leading to a bachelor of science degree. This program typically entails eight semesters of course work and may include up to 50 hours of clinical observations and practicum associated with various professional courses. Marquette University requires 128 semester credits of course work for the bachelor's degree and a student generally carries between 15 and 18 credits per semester. Since a "B" average or better is required to be considered for admission by most graduate programs, it is important that a student majoring in speech pathology and audiology work toward maintaining high academic achievement throughout his or her undergraduate program.

Each student majoring in speech pathology and audiology is assigned an academic adviser. This adviser helps the student with course scheduling and serves as an academic counselor.

Program Learning Outcomes
Graduates of the undergraduate program in speech pathology and audiology will be able to:

1. Demonstrate basic understanding of the assessment and remediation of pediatric speech disorders.
2. Demonstrate basic understanding of the assessment and intervention of pediatric language disorders.
3. Demonstrate basic understanding of the assessment and remediation of hearing disorders.
4. Demonstrate a competitive profile for gaining admittance into a graduate program of study for speech-language pathology.

Admission Requirements
Applicants to the Department of Speech Pathology and Audiology are expected to fulfill the admission requirements in the university’s undergraduate section of the *Marquette University Undergraduate Bulletin*.

Students may enter the Department of Speech Pathology and Audiology as a freshman, or may transfer into the program from another university division or another institution later in their academic program. Applicants for advanced standing admission into the Speech Pathology and Audiology Program should understand that a grade point average of 3.000 or better is required to be considered for admission by most graduate programs.

Admission into the undergraduate major in speech pathology and audiology qualifies a student for the bachelor of science degree program; it does not extend to the graduate master's degree program. Separate application to the graduate school must be made, usually during a student’s senior year.

Since admission requirements for master’s degree programs vary from one university to another, the applicant is responsible for meeting those requirements of the institution he or she desires to enter.

Students with Communicative Disorders
The Department of Speech Pathology and Audiology at Marquette University is dedicated to graduating students with optimum preparation for successful careers in the professions of speech-language pathology or audiology. Since voice, fluency, articulation, language or hearing impairments may interfere with a clinician’s ability to effectively treat persons with impairments of communication, we encourage students in our program with such impairments to seek treatment.
English Proficiency
Our department supports the position of the American Speech-Language-Hearing Association in encouraging persons of diverse backgrounds to enter the field of communication disorders. All students in the Department of Speech Pathology and Audiology must provide evidence of adequate written and verbal communication skills in Standard American English necessary to meet academic and clinical requirements. Non-native speakers of English should consult the English as a Second Language Program for resources and support for their academic program. http://www.marquette.edu/oie/eslp/. Non-native speakers of English will work closely with their advisers throughout the course of their study toward establishing this proficiency prior to enrollment in clinical practicums. Students who speak with accents and/or dialects may seek assistance in improving these skills at the recommendation of department instructional staff.

Grades
Courses completed with a grade of C- or below do not count toward the total hour requirement for a major or minor but grades of D and above will fulfill the subject matter requirement and do count toward the total number of credit hours for graduation.

Degree Requirements
Candidates for a bachelor of science degree must earn a minimum of 128 semester hours of credit. Students are required to have a GPA of 3.00 at the conclusion of their sophomore year to continue in the program. Credits include the following requirements:

University Core of Common Studies (UCCS)
Students majoring in speech pathology and audiology must complete a minimum of 49 semester hours of core curriculum requirements. UCCS is included in the Speech Pathology and Audiology (SPPA) Core Curriculum requirements.

Rhetoric (R) 6 credits
All students must complete:
- ENGL 1001 Rhetoric and Composition 1
- ENGL 1002 Rhetoric and Composition 2
  or COMM 1100 Contemporary Presentation

Mathematical Reasoning (MR) 3 credits
All students must complete one of the following:
- MATH 1700 Modern Elementary Statistics
- PSYC 2001 Psychological Measurements and Statistics

Diverse Cultures (DC) 3 credits
All students must complete a 3 credit UCCS DC approved course.

Histories of Cultures and Societies (HCS) 6 credits
All students must complete two courses, choose one from each group:
Western Civilization
- HIST 1001 Growth of Western Civilization to 1715
- HIST 1002 Growth of Western Civilization since 1715
American History
- HIST 1101 Introduction to American History
- HIST 2101 Growth of the American Nation 1
- HIST 2102 Growth of the American Nation 2
Individual and Social Behavior (ISB) 6 credits
All students must complete:
- PSYC 1001 General Psychology
- PSYC 3101 Developmental Psychology: Conception through Adolescence

Literature/Performing Arts (LPA) 5 credits
All students must take three credits in either English literature or second language literature (original or translation) and two to three credits in performing arts. At least one of the literature or fine arts courses must be a UCCS LPA approved course.

Science and Nature (SN) 3 credits
All students must complete one of the following:
- BIOL 1001 General Biology
- BIOL 1009 Biology for Non-Science Majors
- BIOL 1410 Biology of Human Disease
- BISC 1015 Principles of Human Anatomy and Physiology

Human Nature and Ethics (HNE) 7 credits
All students must complete:
- PHIL 1001 Philosophy of Human Nature
- PHIL 2310 Theory of Ethics
- PHIL 4336 Applied Ethics for the Health Sciences (or other medical ethics course)

Theology (T) 6 credits
All students must complete:
- THEO 1001 Introduction to Theology
- A second-level UCCS T approved course

Physical Science 3 credits
All students must complete one of the following:
- CHEM 1001 General Chemistry 1
- CHEM 1080 Chemistry in the World
- PHYS 1001 General Physics 1
- PHYS 1005 Perspectives in Physical Sciences
- PHYS 1009 Earth and Environmental Physics

Second Language 0-8 credits
All students must demonstrate one-year college competency in a second language. This may be accomplished by placement or course. Students who have never studied a second language or wish to pursue a new language must take levels 1001 and 1002 to complete the requirement. Students who have earned high school credit in French, German or Spanish, and who plan to continue with the study of that language must take the WebCAPE Placement Examination to determine placement in the appropriate course. Placement in 2001 or higher fulfills the second language requirement for the SPPA major. For further details, see the university undergrad bulletin section on Placement Credit. Students needing to demonstrate one-year college competency of a second language for the SPPA major may also complete both SPPA 2001-American Sign Language I and SPPA 2002-American Sign Language II, per adviser approval, to fulfill this requirement and only if not using SPPA 2002 to fulfill elective credits within the major.
Requirements for a Speech Pathology and Audiology (SPPA) Major

The speech pathology and audiology major consists of a minimum of 38 semester credits which include the following:

- **SPPA 1001** Introduction to Speech-Language Pathology and Audiology 3 credits
- **SPPA 1100** Anatomy and Physiology of Speech Mechanism 3 credits
- **SPPA 2120** Phonetics and Phonology 3 credits
- **SPPA 2130** Child Language Development 3 credits
- **SPPA 2210** Child Language Disorders 3 credits
- **SPPA 2220** Child Speech Sound Disorders 3 credits
- **SPPA 3140** Speech Science 3 credits
- **SPPA 3510** Introduction to Audiology 3 credits
- **SPPA 3710** Intervention Methods in Speech-Language Pathology 3 credits
- **SPPA 3964** Practicum in Speech-Language Pathology 1: Campus Clinic 1 credit
- **SPPA 4230** Stuttering and Other Fluency Disorders 3 credits

And an additional seven (7) semester credit hours in speech pathology and audiology courses selected from:

- **SPPA 2002** American Sign Language II (only if not used to fulfill the SPPA foreign language requirement) 3 credits
- **SPPA 4310** Introduction to Neurological Disorders 3 credits
- **SPPA 4520** Hearing Disorders 3 credits
- **SPPA 4530** Audiological Rehabilitation 3 credits
- **SPPA 4610** Multicultural Issues for Speech-Language Pathologists 3 credits
- **SPPA 4720** Diagnostic Methods in Speech-Language Pathology 3 credits
- **SPPA 4961** Special Institute/Workshop/Project 1-3 credits
- **SPPA 4964** Practicum in Speech-Language Pathology 2: Campus Clinic 1 credits
- **SPPA 4965** Practicum in Audiology: Campus Clinic 1 credits
- **SPPA 4995** Independent Study in Speech-Language Pathology and Audiology 1-3 credits
- **SPPA 4999** Senior Thesis

Supplemental Coursework

The selection of elective courses will be determined by the professional goals of the student. An academic adviser should be consulted for recommendations concerning the appropriate program to follow.

The student planning to continue graduate work in Speech-Language Pathology is advised to prepare for meeting requirements for licensure as a public school speech-language pathologist. This significantly broadens the scope of professional employment opportunities upon completion of training.

As such, the following courses are highly recommended:

- **EDUC 4217** Methods for Teaching Children/Youth with Exceptional Needs 3 credits
- **SPPA 4610** Multicultural Issues for Speech-Language Pathologists 3 credits

The student wishing to pursue graduate studies in deaf education, learning disabilities, special education, and other related areas may need to supplement their program of studies with additional course work. Students interested in these areas should consult institutions conferring such degrees for prerequisites and requirements.

A minor is not required of students majoring in speech pathology and audiology. If the student chooses to select a minor, an interdisciplinary minor of his or her choice may be formulated, or a minor may be selected in any department of the university. In the latter instance, the minor requirements are subject to the regulations of the department involved. Minors in psychology, second language (particularly Spanish) or
family studies have been found to be particularly useful to students seeking a career in speech-language pathology or audiology. Students should consult with their academic adviser about pursuing a minor.

Undergraduate Practicum in Speech Pathology and Audiology (SPPA)
This program may include up to 25 hours of clinical observations and 50 hours of practicum associated with various professional courses and direct work with individuals having speech/language/hearing problems. The practicum experiences are closely supervised by university personnel who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) or the Certificate of Clinical Competence in Audiology (CCC-A) awarded by the American Speech-Language-Hearing Association (ASHA). A student may begin a practicum experience as early as the second semester of his or her junior year.

Professional Certification and Licensure
ASHA awards the Certificate of Clinical Competence to educationally and professionally qualified applicants. The minimum academic requirement for initial certification as a speech-language pathologist is completion of a master’s degree in speech-language pathology from a program accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Completion of a doctoral degree in audiology is required by ASHA for initial certification as an audiologist.

Students wishing to work as a speech-language pathologist in the public schools will complete coursework to fulfill licensure requirements in the state of Wisconsin. Students who want to practice in other states must apprise themselves of additional requirements of any other state in which they wish to practice. In most states, the master’s degree is the minimum requirement for licensure as a speech-language pathologist. The requirements for DPI-WI Speech and Language Pathology License (P.I. 34) can be found in Appendix B. For additional licensing requirements outside of Wisconsin, check with that state’s licensing board.

Finally, most states require speech-language pathologists and audiologists to hold a license from the state’s department of regulation and licensing. Typically, individuals having met the certification requirements for ASHA will be eligible for state licensing. For any state other than Wisconsin, please check with that state’s licensing board for possible additional requirements.

The program’s curriculum is specifically structured to facilitate eventual fulfillment of both the ASHA certification and the state of Wisconsin licensure requirements. In anticipation of meeting these requirements, specific course work in speech-language pathology and audiology as well as course work in related areas such as psychology, education, social science, natural science and math are included in the program’s curriculum.

Bilingual English-Spanish Specialization (BIES)
The Department of Speech-Pathology and Audiology offers a bilingual English-Spanish specialization as part of its master’s degree program in speech-language pathology. The BIES program prepares speech-language pathology students who are proficient in Spanish to evaluate and treat speech, language, hearing and swallowing problems in individuals who speak Spanish or are bilingual (Spanish-English) in educational or medical settings. This specialization consists of four courses as well as clinical work specifically designed to meet guidelines suggested by ASHA for bilingual speech-language pathologists. Two of these courses (SPAN 4120 - Spanish Phonetics and Applied Linguistics and SPPA 4610 - Multicultural Issues for Speech-Language Pathologists) may be taken at the undergraduate level. Students who are Spanish-English bilingual and/or those who are considering a major or minor in Spanish are encouraged to meet with the director of graduate studies in the speech-language pathology program and an academic adviser in the Department of Foreign Languages and Literature for advising regarding potential admission to the BIES program at the graduate level.
Accelerated Degree Program (ADP)
The Department of Speech Pathology and Audiology offers early admission into its M.S. Program in Speech-Language Pathology. Marquette undergraduate students majoring in speech pathology and audiology can apply for this program during their junior year. Students accepted into this program are eligible to enroll in up to 12 credits of SPPA course work that carry graduate credit during their senior year. Credits obtained for these courses can be used to fulfill both undergraduate and graduate degree requirements. Once students inform the Graduate School of their completion of degree requirements, their admission as a regular degree status student is activated. Students should consult with the director of graduate studies in speech-language pathology for more information about applying to the ADP program.
# TYPICAL PROGRAM FOR SPEECH PATHOLOGY AND AUDIOLOGY MAJORS

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Total credit hours: 125-132

*If taking PSYC 2001 Psychological Measurements and Statistics to fulfill a PSYC minor requirement and UCCS MR statistics requirement but have not completed the prerequisite of PSYC 1001 General Psychology, recommend taking either THEO 1001 Introduction to Theology or PSYC 1001 General Psychology in place of the UCCS MR statistics requirement first semester.

**Students must complete both a literature course and a performing arts course. At least one of these two courses must fulfill the UCCS LPA requirement.
UNDERGRADUATE COURSE DESCRIPTIONS

SPPA 1001 - Introduction to Speech-Language Pathology and Audiology 3 credits
An introduction to the disorders of speech, language, and hearing with emphasis on types, etiology, and symptoms.

SPPA 1100 - Anatomy and Physiology of the Speech Mechanism 3 credits
Anatomy and physiology of the speech production mechanism, including bases for phonation, articulation, breathing, and neural control. Prerequisite: SPPA major; or SPLA major; or consent of department chair.

SPPA 2001. American Sign Language I 3 credits
Introduction to understanding of and acquisition of conversational skills in American Sign Language. Study the historical, cultural, and psychological aspects of the American Deaf Community. Prerequisite: SPPA major or consent of department chair.

SPPA 2002. American Sign Language II 3 credits
Expand vocabulary and conversational skills learned in ASL I. Engage with Deaf Community and explore further into the Deaf Culture. SPPA majors may use to fulfill foreign language requirement. Prerequisite: SPPA major and SPPA 2001, or consent of department chair.

SPPA 2120 - Phonetics and Phonology 3 credits
Introduction to the study of speech sound production. Descriptive systems for characterizing production of speech sounds and speech errors. Phonetic transcription of normal and disordered speech. Phonetic variation associated with dialects of English. Manual and computerized methods of phonological analysis. Prerequisite: SPPA major; or SPLA major; or consent of department chair.

SPPA 2130 - Child Language Development 3 credits
Overview of general linguistic concepts and their application to the acquisition of language by young children. Stages of language development from infancy to early school age. Contributions of biological, social, linguistic, and cognitive factors to language learning. The role of input from conversation and media sources. Prerequisite: SPPA major; or SPLA major; or consent of department chair.

SPPA 2210 - Child Language Disorders 3 credits
Survey of the linguistic and developmental characteristics of children with special needs who have primary or secondary difficulties acquiring their native language. An overview of descriptive assessment of language profiles, and language intervention issues. Multicultural issues related to child language differences and disorders also are studied. Prerequisite: SPPA major and SPPA 1001 and SPPA 2130; or SPLA major and SPPA 2130; or consent of the department chair.

SPPA 2220 – Child Speech Sound Disorders 3 credits
Overview of normal speech sound development and characterization of children with speech sound disorders. Introduction to methods of standardized testing, linguistic assessment, and treatment of speech sound disorders. Dialectal variation and its effect on clinical procedures. Prerequisite: SPPA major and SPPA 1001 and SPPA 2120 and SPPA 1100; or SPLA major and SPPA 2120 and SPPA 1100; or consent of department chair.

SPPA 3140 - Speech Science 3 credits
Study of the speech code. Linguistic, physiological, and acoustical components of the code are considered in relation to both speech production and recognition. Instrumentation useful in the clinical and laboratory analysis of speech is considered. Prerequisite: SPPA major and SPPA 1001; or SPLA major and SPPA 1001; or consent of department chair.
SPPA 3510 - Introduction to Audiology 3 credits
Principles and techniques of audiometric testing; study of basic acoustics; review of anatomy and physiology of the hearing mechanism; introduction to pathologic conditions of the hearing mechanism; laboratory work in basic audiometric test procedures. Prerequisite: SPPA major and SPPA 1100; or SPLA major and SPPA 1100; or consent of department chair.

SPPA 3710 – Intervention Methods in Speech-Language Pathology 3 credits
Introduction of clinical procedures and management techniques for serving clients with a variety of communication disorders in a variety of settings. Topics include: issues, ethics, legislation, evidence based practice, cultural-linguistic diversity, AAC, written and oral documentation/reporting. Prerequisite: Consent of department chair; SPPA major, SPPA 2220, and SPPA 3964 must be taken concurrently; or SPLA major and SPPA 2220.

SPPA 3964 – Practicum in Speech-Language Pathology 1: Campus Clinic 1 credit
S/U grade assessment. Prerequisite: SPPA major; or SPLA major; or consent of department chair; SPPA 3710 must be taken concurrently.

SPPA 4230 - Stuttering and Other Fluency Disorders 3 credits
Introduction to the symptomatology, phenomenology, etiology, assessment and management of stuttering and other fluency disorders in children and adults. Prerequisite: SPPA major and SPPA 1001; or SPLA major; or consent of department chair.

SPPA 4310 - Introduction to Neurological Disorders 3 credits
The basics of neurology and an overview of common neurogenic disorders of communication including aphasia, apraxia, dysarthria, dementia and linguistic sequela of traumatic brain injuries will be presented. Prerequisite: SPPA major and SPPA 1100; or SPLA major and SPPA 1100; or consent of department chair.

SPPA 4520 - Hearing Disorders 3 credits
Extensive study of hearing disorders and the psychological and social implications of hearing impairment. Habilitation/rehabilitation strategies are discussed. Prerequisite: SPPA major and SPPA 3510; or SPLA major and SPPA 3510; or consent of department chair.

SPPA 4530 Audiological Rehabilitation 3 credits
An in-depth look at the process of adult aural rehabilitation and how amplification, assistive listening devices, sensory aids, visual communication training, auditory training and counseling contribute to that process. Prerequisite: SPPA major and SPPA 4520; or SPLA major and SPPA 4520; or consent of instructor and consent of department chair.

SPPA 4610 - Multicultural Issues for Speech-Language Pathologists 3 credits
Offered for undergraduate or graduate credit. The study of culture and communication in linguistically diverse populations [i.e., Non-Standard American English speakers, Native Americans, (with emphasis on Wisconsin Native tribes) Asians, and Latinos]. The course will include L1 and L2 acquisition profiles and information pertaining to service delivery with non-native English speakers. The U.S. Latino population will be emphasized. Students’ knowledge and understanding of racism will be explored. This course will meet the multicultural requirements for the Wisconsin Department of Public Instruction licensing in speech-language pathology. Prerequisite: SPPA major, Junior standing.
SPPA 4720 - Diagnostic Methods in Speech-Language Pathology  
Provide students with an understanding of the components inherent in the diagnostic process. These include but are not limited to: a) an overview of diagnostic models, b) sources of delays and disorders, c) purposes of assessment, d) interviewing techniques, e) testing and measurement caveats, f) framework for analysis of the data, g) interpretation of results to families or referral sources, and h) report writing. Prerequisite: SPLA student standing or consent of department chair.

SPPA 4961 - Special Institute/Workshop/Project  
Offered occasionally.

SPPA 4964 – Practicum in Speech-Language Pathology 2: Campus Clinic  
S/U grade assessment. Prerequisite: Overall GPA of at least 3.0, SPPA 3964 AND one of the following: SPPA major, SPLA major or cons. of department chair.

SPPA 4965 - Practicum in Audiology: Campus Clinic  
Supervised clinical experience with hearing impaired individuals both on campus and in off-campus affiliated centers. May be repeated up to a maximum of three credits. S/U grade assessment. Prerequisite: SPPA major and SPPA 3510 and consent of instructor; or SPLA major and SPPA 3510 and consent of instructor; or consent of instructor and consent of department chair.

SPPA 4995 - Independent Study in Speech-Language Pathology and Audiology  
Prerequisite: Consent of department chair.

SPPA 4999 – Senior Thesis  
The application of rigorous methodology in developing and writing a thesis under the direction of an adviser. Prerequisite: Consent of department chair.
GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

The master’s education program in speech-language pathology at Marquette University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, (800) 498-2071 or (301) 296-5700.

The graduate curriculum in speech-language pathology offers advanced coursework in the prevention, identification, evaluation and treatment of speech, language, hearing and related disorders in both children and adults, meeting both the academic and clinical requirements of the American Speech-Language-Hearing Association (ASHA) and licensure requirements of the state of Wisconsin. For students interested in licensure as a public school speech-language clinician, the program meets the requirements of the Department of Public Instruction of the state of Wisconsin (DPI-WI) for licensure as a speech-language pathologist.

Program Learning Outcomes
Graduates of the graduate program in speech-language pathology will be able to:
1. Demonstrate knowledge of basic communication processes.
2. Exhibit competence in the assessment and intervention of communication and swallowing disorders.
3. Demonstrate knowledge of professional issues.
4. Exhibit proficient clinical writing skills.

Admission Requirements for the Graduate Program
Applicants for the graduate program should have graduated with, or are about to graduate with, a bachelor’s degree from an accredited institution with a major in communicative disorders, or its equivalent, and a minimum cumulative undergraduate grade point average of B (3.0 on a 4.0 scale) or above.

Applying to the Graduate Program
All application information and documents must be submitted online using the Communication Sciences and Disorders Central Application Service (CSDCAS). Instructions for applying are found on the department’s home page in CSDCAS. Go to the department’s graduate program page to find the link to CSDCAS http://www.marquette.edu/speech-pathology-audiology/graduate.shtml.

Required documentation includes:
1. A completed application form online through CSDCAS.
2. Official transcripts from all previously attended colleges/universities.
3. Graduate Record Examination (GRE) scores sent to institution code 7435.
4. Three recommendations submitted from persons familiar with the applicant's academic and/or clinical work.
5. Additional supporting documents identified in CSDCAS.

For BIES applicants: it is recommended for non-native Spanish speakers to submit proof of Spanish proficiency directly to the department while applying, but completion of the proficiency exam is not required for admission. If accepted to the BIES program, proof of Spanish proficiency for non-native Spanish speaking students will be required in order to continue through the BIES program. Instructions for proving Spanish proficiency can be found on the department’s BIES home page http://www.marquette.edu/speech-pathology-audiology/bies-application.shtml.
**Students with Communicative Disorders**
The Department of Speech Pathology and Audiology at Marquette University is dedicated to graduating students with optimum preparation for successful careers in the profession of communication disorders. Since voice, fluency, articulation, language or hearing impairments may interfere with a clinician’s ability to effectively treat persons with impairments of communication, we encourage students in our program with such impairments to seek treatment.

**English Proficiency**
Our department supports the position of the American Speech-Language-Hearing Association in encouraging persons of diverse backgrounds to enter the field of communication disorders. All students in the Department of Speech Pathology and Audiology must provide evidence of adequate written and verbal communication skills in Standard American English necessary to meet academic and clinical requirements. Non-native speakers of English will work closely with their advisors throughout the course of their study toward establishing this proficiency prior to enrollment in clinical practicums. Students who speak with accents and/or dialects may seek assistance in improving these skills at the recommendation of department instructional staff.

**Post-Baccalaureate Program**
For applicants interested in the graduate program, but have completed an undergraduate degree in a non-communicative disorders major and lack the necessary prerequisite coursework to apply to the graduate program in speech-language pathology, the department offers a post-baccalaureate bridge program. This two-semester program (fall/spring semester) is not a degree-granting program. Students who meet the academic criteria and clinical potential upon completion of the program are guaranteed admission to the master of science degree program in speech-language pathology.

Admission to the SLPB program is on a competitive basis. Due to enrollment limits, not all qualified applicants will be admitted. The minimum requirements to apply to the program are:

1. Completed undergraduate degree from a regionally accredited college/university
2. Minimum GPA of 3.3 in undergraduate studies
3. GRE score in the upper 50% of graduate applicants for year of admission
4. An applicant will have completed no more than two of the courses listed under the Academic Requirement section so that a minimum of 19 credits of post-baccalaureate coursework will be completed within the two-semester program.

Application instruction and requirements for this program can be found on the speech pathology and audiology department’s graduate program page [http://www.marquette.edu/speech-pathology-audiology/graduate.shtml](http://www.marquette.edu/speech-pathology-audiology/graduate.shtml).

Academic requirements include:

- SPPA 1100 Anatomy and Physiology of the Speech Mechanism 3 credits
- SPPA 2120 Phonetics and Phonology 3 credits
- SPPA 2130 Child Language Development 3 credits
- SPPA 2210 Child Language Disorders 3 credits
- SPPA 2220 Child Speech Sound Disorders 3 credits
- SPPA 3140 Speech Science 3 credits
- SPPA 3510 Introduction to Audiology 3 credits
- SPPA 3710 Intervention Methods in Speech-Language Pathology 3 credits
- SPPA 3964 Practicum in Speech-Language Pathology I : Campus Clinic 1 credit
Students who complete the SLP post-baccalaureate program with a minimum of 3.5 and demonstrate good clinical abilities during the practicum course (SPPA 3964) will be granted admission to the master in speech-language pathology graduate program.

**Academic Requirements for a Master of Science Degree in Speech-Language Pathology**

Once admitted to the graduate program in speech-language pathology, students are advised by the director of graduate studies to plan a program of study that meets the requirements for both the master of science degree in speech-language pathology and the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) awarded by ASHA. For students interested in licensure as a public school speech-language pathologist, the program will be planned so that it also meets the requirements for the Department of Public Instruction of the State of Wisconsin (WI-DPI) Speech and Language Pathology license.

The graduate program in speech-language pathology may be completed with a minimum of 46 credits of academic coursework or a minimum of 40 credits of academic coursework plus a thesis. Subject to approval of the program director, the student may undertake a thesis. Additional coursework may be needed to meet certification and/or licensure requirements. One-half of the total academic course credits must be obtained in courses acceptable for graduate credit only.

Students seeking the master of science degree in speech-language pathology must complete coursework in each of the following four areas:

Coursework required for professional certification can be taken at the undergraduate or graduate level. Courses taken at graduate level may apply as elective in plan of study:

- **Stuttering and Other Fluency Disorders**
  - SPPA 4230/5230 or equivalent 3 credits
- **Hearing Disorders**
  - SPPA 4520/5520 3 credits
  - OR
  - **Audiological Rehabilitation**
    - SPPA 4530/5530 3 credits
- **Multicultural Issues for Speech-Language Pathologists**
  - SPPA 4610/5610 3 credits
- **Diagnostic Methods in Speech-Language Pathology**
  - SPPA 4720/5720 or equivalent 3 credits

The following courses must be taken at the graduate level:

- **SPPA 6160** Neurological Bases of Speech and Language Disorders 3 credits
- **SPPA 6210** Child Language Intervention Issues 3 credits
- **SPPA 6320** Adult Language Disorders 3 credits
- **SPPA 6330** Neuromuscular Disorders 3 credits
- **SPPA 6410** Voice Disorders 3 credits
- **SPPA 6420** Swallowing Disorders 3 credits
- **SPPA 6730** Procedures in Medical and School Settings 3 credits
- **SPPA 6750** Clinical Research Methodology 3 credits
- **SPPA 6790** Clinical Grand Rounds in Speech-Language Pathology 1 credit
- **Campus Practicum**
  - SPPA 6965 Practicum in Speech-Language Pathology: Campus Clinic 3 credits
  - SPPA 6966 Practicum in Speech-Language Pathology: Diagnostic Methods
- **SPPA 6967** Practicum in Speech-Language Pathology: School Setting 3 credits
- **SPPA 6968** Practicum in Speech-Language Pathology: Medical Setting 3 credits

The following courses are offered at the graduate level as electives to fulfill the minimum 46 credit requirement to graduate with an M.S in Speech-Language Pathology. Not every course is offered in every academic year.
- SPPA 5520  Hearing Disorders  3cr
- SPPA 5530  Audiological Rehabilitation  3cr
- SPPA 6220  Child Speech Sound Intervention  3cr
- SPPA 6340  Cognitive Disorders  3cr
- SPPA 6420  Swallowing Disorders  3cr
- SPPA 6430  Craniofacial Disorders  3cr
- SPPA 6540  Child Audiological Habilitation  3cr
- SPPA 6640  Augmentative and Alternative Communication (AAC)  3cr
- SPPA 6650  Intervention Issues with the Birth-to-Three Child  3cr
- SPPA 6961  Special Institute/Workshop/Project  3cr
- SPPA 6995  Independent Study in Speech-Language Pathology  1-3cr
- SPPA 6999  Master's Thesis  1-6cr

Elective courses may also be selected from those offered in other programs at Marquette University. Courses in education, psychology, sociology and business administration have been found to be particularly relevant to speech-language pathology students. Students should refer to the *Marquette University Graduate School Bulletin* for a complete listing of such courses.

**Transfer of Credits**

Up to 12 credits of coursework completed prior to admission into the graduate program may be transferred with the consent of the Dean of the Graduate School and the director of graduate studies in the speech-language pathology program. The credit hours must have been earned in courses directly comparable in content to those offered at Marquette University. Only courses in which a grade of B or above has been earned may be transferred for credit. Additional information is available in the *Graduate School Bulletin*.

**Clinical Practicum Requirements for the Master of Science Degree in Speech-Language Pathology**

In order to qualify for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) of the American Speech-Language-Hearing Association, a student must complete 25 hours of observation and 375 hours of supervised clinical practicum. At least 325 of these clock hours must be obtained while the student is engaged in graduate study. Consistent with ASHA standards (see Appendix C), clinical experiences are provided with client/patient populations across the life span, with various types and severities of communication and/or related disorders, and with individuals from diverse cultural and linguistic backgrounds.

The on-campus practicum involves diagnostic and therapeutic experience with a wide variety of clients enrolled in the Marquette University Speech and Hearing Clinic. This work is closely supervised by the speech pathology and audiology instructional staff.

The off-campus practicum involves diagnostic and therapeutic work in school systems and health care facilities offering speech-language pathology services. Practicum sites are located throughout the greater Milwaukee area (see Appendix A). These sites are affiliated with Marquette University through their cooperation with our graduate program in speech-language pathology. Only those sites employing speech-language pathologists and audiologists with the Certificate of Clinical Competence of the American Speech-Language-Hearing Association are accepted as affiliate centers. Supervision is done by the resident professionals as well as a university faculty liaisons in the Department of Speech Pathology and Audiology.

Public school and health care center placements are sometimes arranged outside the greater Milwaukee area (i.e., within a 60 mile radius of the Marquette campus). This is done only when an appropriate placement is not available in the local area. Students will be notified if a need exists for a placement outside the greater Milwaukee area and must consent to the placement. No student will be required to accept such a placement.
The speech-language pathology program recognizes that students often develop special interests in various types of disorders. Students' special interests are acknowledged, and when possible, practicum experiences involving these interests are made available. This is not done, however, to the detriment of a well-rounded experience. Moreover, students must recognize that certain types of experiences are not widely available, even in a major metropolitan area.

**Summer Clinic**
You will be expected to participate in summer clinic.

**Praxis Examination and Capstone Course Work**
As a condition of graduation, graduate students are required to complete two summative evaluation activities:

(A) Take the Praxis Series Specialty Area Test in Speech-Language Pathology, administered by the Educational Testing Service (ETS)

(B) Complete SPPA 6790 Clinical Grand Rounds in Speech-Language Pathology with a grade of Satisfactory (S).

The Praxis examination is the same specialty area test that must be passed with a score of 162 or higher (on a scale of 100-200) in order to fulfill requirements for clinical certification by ASHA and to qualify for licensure and teacher certification in the state of Wisconsin. Here are the specific rules governing the Praxis/comprehensive examination for graduation:

1) The Praxis examination must be taken no later than 2 months prior to graduation. Registration must be completed online (http://www.ets.org/praxis/prxreg.html). Results should be sent to Marquette University (code RA0334), ASHA (code R5031) and the state in which the student plans to practice if other than WI.

2) Results of the examination must be received by the Department of Speech Pathology and Audiology before the deadline given in the graduate school’s academic calendar for Comprehensive Exams (http://www.marquette.edu/mucentral/registrar/cal_index.shtml) in order for the department to report test completion to the graduate school by that deadline. It takes approximately one month following the Praxis examination for results to be delivered to the department. Thus, for example, a test date of January 8 or March 5 would be satisfactory for spring graduation; a test date of April 16 would not.

**Bilingual English-Spanish Specialization (BIES)**
A bilingual English-Spanish specialization is offered through the master’s degree program. The BIES program prepares speech-language pathology students who are proficient in Spanish to evaluate and treat speech, language and hearing problems in individuals who speak Spanish or are bilingual (Spanish-English) in educational or medical settings.

Candidates for the BIES program must be accepted into the master’s program in speech-language pathology. A Spanish major is not required for admission to the BIES specialization program. However, students must demonstrate oral proficiency in Spanish prior to enrollment in clinical practicum with Spanish-speaking clients. Proficiency is established through a modified personal interview and speaking assessment conducted by the American Council for the Teaching of Foreign Languages. Details about the testing procedure and definitions of proficiency levels are available through the department’s website http://www.marquette.edu/speech-pathology-audiology/bies-application.shtml. Students must achieve a minimum of "intermediate high" on the assessment.

The BIES specialization requires completion of four (4) academic courses:

- SPAN 4120/5120 - Spanish Phonetics and Applied Linguistics taken at undergraduate or graduate level
- SPPA 4610/5610 - Multicultural Issues for Speech-Language Pathologists taken at undergraduate or graduate level
- SPPA 6620 - Speech and Language Assessment in Bilingual Populations
In addition to these courses, clinical practicum hours with monolingual or bilingual Spanish speakers will be obtained under the supervision of a bilingual speech-language pathologist through SPPA 6965, 6966, 6967, and 6968. Only graduate-level academic course work for the BIES may fulfill elective requirements for the master’s degree in speech-language pathology. Clinical practicum hours through the BIES program will apply toward the master’s degree, ASHA certification and WI-DPI licensure requirements. All course work is based on guidelines suggested by ASHA for speech-language pathologists providing bilingual assessment and intervention.
GRADUATE COURSE DESCRIPTIONS

SPPA 5230 - Stuttering and Other Fluency Disorders 3 credits
Introduction to the symptomatology, phenomenology, etiology, assessment and management of stuttering and other fluency disorders in children and adults.

SPPA 5520 - Hearing Disorders 3 credits

SPPA 5530 - Audiological Rehabilitation 3 credits
An in-depth look at the process of adult aural rehabilitation and how amplification, assistive listening devices, sensory aids, visual communication training, auditory training and counseling contribute to that process.

SPPA 5610 - Multicultural Issues for Speech-Language Pathologists 3 credits
The study of culture and communication in linguistically diverse populations [i.e., Non-Standard American English speakers, Native Americans (with emphasis on Wisconsin Native tribes), Asians, and Latinos]. Includes L1 and L2 acquisition profiles and information pertaining to service delivery with non-native English speakers. Emphasizes the U.S. Latino population. Explores knowledge and understanding of racism. Meets the multicultural requirements for the Wisconsin Department of Public Instruction licensing in speech-language pathology.

SPPA 5720 - Diagnostic Methods in Speech-Language Pathology 3 credits
Provides the students with an understanding of the components inherent in the diagnostic process. These include but are not limited to: a) an overview of diagnostic models, b) sources of delays and disorders, c) purposes of assessment, d) interviewing techniques, e) testing and measurement caveats, f) framework for analysis of the data, g) interpretation of results to families or referral sources, and h) report writing.

SPPA 6160 - Neurological Bases of Speech and Language Disorders 3 credits
Focuses on fundamentals of neuroscience as it relates to human behavior. Areas discussed include: clinical neurology, neuroanatomy and physiology, neuroembryology, neuroradiology, neurosurgical principles, sensorimotor systems and their applications in the assessment and management of neurogenic communicative disorders.

SPPA 6210 - Child Language Intervention Issues 3 credits
Includes basic information pertaining to current theories of language impairment in children. A detailed examination of the linguistic characteristics typical of children with primary and secondary language impairments is provided along with issues concerning the differential diagnosis of children with language disorders. Provides information pertaining to both theoretical and applied aspects of language intervention from infancy through adolescence. Issues pertinent to assessment and intervention with multicultural populations are embedded in the lecture material throughout the term.

SPPA 6220 – Child Speech Sound Intervention 3 credits
Advanced study of issues relevant to the assessment and treatment of children with speech sound disorders. Topics include: phonetic transcription of dialectal speech, measures of phonological development, analysis of speech error patterns, and methods for the remediation of speech delay and residual articulation errors. Prerequisite: SPPA 2220 or equivalent.

SPPA 6320 – Adult Language Disorders 3 credits
A comprehensive review of neurogenic disorders of adult language. Topics include: differential diagnosis of aphasia, linguistic analysis of different aphasic syndromes, clinical testing, and rehabilitation. Also discusses differential diagnosis of language disturbances associated with dementia and right/left hemispheric pathologies. Prerequisite: SPPA 6160, which can be taken concurrently.
SPPA 6330 - Neuromuscular Disorders 3 credits
A survey of the etiology, symptomatology, and clinical management of major neuromuscular and organic articulation disorders. Topics discussed include dysarthria and apraxia. Prerequisite: SPPA 6160.

SPPA 6340 – Cognitive Disorders 3 credits
Provides a theoretical and clinical framework for understanding the neuropsychological-cognitive-communicative and psychosocial issues associated with neurologic brain injuries and for providing treatment of impaired cognitive-communicative processes. Incorporates knowledge of cortical functions and human cognition for evaluating the communicative-cognitive disorders. The students learn about treatment implementation and communicative counseling by actively solving clinical problems. Prerequisite: SPPA 6160 and SPPA 6320.

SPPA 6410 - Voice Disorders 3 credits
An in-depth examination of normal and pathological voice. Topics include: forces producing phonation, measures of glottal function, and the effect of pitch, intensity and other variables on vocal function. Emphasis on the diagnosis and treatment of voice disorders using clinical instrumentation.

SPPA 6420 – Swallowing Disorders 3 credits
Anatomy and physiology of the normal swallow in adults; anatomic and physiologic disorders affecting the process of swallowing (deglutition) with emphasis on radiographic and bedside diagnostic and treatment procedures. Includes a lab experience and analysis of videofluoroscopic studies of the swallowing process.

SPPA 6430 - Craniofacial Disorders 3 credits
Intended to provide a background in craniofacial speech disorders. Begins with a review of embryological development of the head/face, craniofacial syndromes and their etiologies, and the anatomy and physiology of the velopharyngeal mechanism. Discusses the importance of “team care” and the role of the various disciplines on the craniofacial team. Presents both instrumental and non-instrumental assessment techniques. Intervention focuses primarily on adapting traditional and phonological approaches to the treatment of craniofacial speech disorders. Prerequisite: SPPA 2220 or equivalent.

SPPA 6540 – Child Audiological Habilitation 3 credits
An in-depth study of the assessment, psychosocial problems, and remediation/education of children with prelingual hearing impairments. Offered occasionally. Prerequisite: SPPA 5520 or consent of instructor.

SPPA 6620 - Speech and Language Assessment in Bilingual Populations 3 credits
Study of the principles and techniques of assessing bilingual populations with an emphasis on the Spanish-English bilingual speaker. Instruction in formal and informal methods and strategies for assessing speech and language skills in children and adults. Prerequisite: SPPA 5720 or equivalent.

SPPA 6630 - Speech and Language Intervention in Bilingual Populations 3 credits
Study of intervention approaches and techniques in the remediation of communication disorders in bilingual populations, with an emphasis on the Spanish-English bilingual speaker. Includes speech and language intervention techniques which focus on facilitating language for learning, language for communication, and the remediation of speech and language impairments in adults and children.

SPPA 6640 – Augmentative and Alternative Communication (AAC) 3 credits
Deals with certain problems met when attempting to habilitate or rehabilitate children and adults who have essentially normal hearing, for whom speech is unlikely to be adequate for at least some communicative purposes (either temporarily or permanently). Gestural and instrumental augmentative communication strategies. Provides necessary information to both select the most advantageous strategy for clients and teach him or her how to use it.
SPPA 6650 - Intervention Issues with the Birth-to-Three Child  
Learn developmental screening, assessment and family-based intervention specific to communicative speech and feeding aspects of the birth-to-three child. Gain knowledge of prevention, assessment and intervention of swallowing and receptive and expressive language development including prelinguistics. Emphasizes identification and treatment issues specific to multicultural considerations, case management, and interdisciplinary/transdisciplinary assessment and intervention.

SPPA 6730 - Procedures in Medical and School Settings  
Introduces terminology, laws and procedural requirements for speech-language pathology programs in both school and medical settings. Presents documentation and professional interactions in a variety of work settings. Utilizes a combination of lecture and simulated activities to prepare students for functioning in off-campus medical and school placements. Addresses Wisconsin school and medical speech-language pathology licensing and national certification requirements. Complete intermediate review of the State of Wisconsin, Department of Public Instruction portfolio. Prerequisite: Completion of initial review of the State of Wisconsin, Department of Public Instruction portfolio, or cons. of instr.

SPPA 6750 - Clinical Research Methodology  
Overview of research design and its application to the field of speech-language pathology. Factors affecting validity of research. Different types of experimental and quasi-experimental designs. Analysis and presentation of research data. Ethical, financial, and practical factors that affect the conduct of research.

SPPA 6760 – Professional Affairs in Speech Pathology  
Administrative organization, problems and practices in various setting in which speech and hearing clinicians function: school systems, community clinics, hospitals, universities, training centers, and in private practice.

SPPA 6790 - Clinical Grand Rounds in Speech-Language Pathology  
Presentation of challenging cases in communication/swallowing disorders. Prerequisite: Completion of at least 20 graduate credit hours in speech pathology and audiology.

SPPA 6961 - Special Institute/Workshop/Project  

SPPA 6965 - Practicum in Speech-Language Pathology: Campus Clinic  
Supervised student-administered therapy in the campus clinic. S/U grade assessment. Prerequisite: Regular degree status. (may be taken twice)

SPPA 6966 - Practicum in Speech-Language Pathology: Diagnostic Methods  
Participation in the campus Diagnostic Clinic in speech and language disorders. Additional credit (1 credit) available for students doing additional diagnostic work off-campus and on campus in the Speech and Hearing Clinic. S/U grade assessment. Prerequisite: SPPA 5720.

SPPA 6967 – Practicum in Speech-Language Pathology: School Setting  
Speech pathology practicum in a school setting. S/U grade assessment. Prerequisite: SPPA 6730 and SPPA 5720. Fee. Use of private car possibly required for student teaching affiliations inaccessible to public transportation. Student is responsible for transportation costs.

SPPA 6968 - Practicum in Speech-Language Pathology: Medical Setting  

SPPA 6995 - Independent Study in Speech-Language Pathology and Audiology  
Prerequisite: Consent of department chair and consent of SPPA M.S. director.

SPPA 6999 - Master's Thesis  
Prerequisite: Consent of department chair, consent of SPPA M.S. director, and approved thesis outline and establishment of a thesis committee.
APPENDIX A

Practicum Affiliations

Note: Not all practicum affiliations are available every semester.

Milwaukee area off-campus speech, language and hearing affiliations:
Aegis Therapies
Aurora Grafton
Aurora Sheboygan Memorial Medical Center
Aurora Sinai Medical Center
Aurora St. Luke's Medical Center
Aurora Summit
Aurora West Allis Medical Center
Children's Hospital of Wisconsin
Clement J. Zablocki Veteran's Administration Medical Center
Columbia St. Mary’s Hospital
Community Memorial Hospital
Curative Care Network
Easter Seals Child Development Centers
Extendicare – Health Care Services
Froedtert Memorial Lutheran Hospital
Genesis Rehab Services
Hales Corners Care Center–Health Pro Rehab
HCR Manor Care
Hear Wisconsin
Kindred Health Care Centers
Lakeview Specialty Hospital & Rehab
Lindengrove Health Care Center
Luther Manor
Lutheran Social Services
Marian Franciscan Center
Medical College of Wisconsin
Milwaukee Center for Independence
Oconomowoc Memorial Hospital – ProHealth Care
Penfield Children's Center
Rehab Care
Rehabilitation Hospital of Wisconsin – ProHealth Care
Sacred Heart Rehabilitation Institute at Columbia St. Mary’s
St. Ann Center for Intergenerational Care
St. Francis Children's Center
Waukesha Memorial Hospital – ProHealth Care
WFHC All Saints Medical Center
WFHC Elmbrook Memorial Hospital
WFHC St. Francis Hospital
WFHC St. Joesph's Hospital

Chicago area affiliations:
Condell Medical Center, Libertyville
Lake Forest Hospital, Lake Forest
V.A. Hospital, North Chicago
School Systems Used for Student Teaching and Student Observation:

Brown Deer Public Schools
Cedarburg Public Schools
Cudahy Public Schools
Elmbrook Public Schools
Fox Point Public Schools
Franklin Public Schools
Germantown Public Schools
Glendale—River Hills Public Schools
Grafton Public Schools
Greendale Public Schools
Greenfield Public Schools
Kenosha Unified School District
Mequon—Thiensville Public Schools
Milwaukee Public Schools
Mukwonago Area Schools
Muskego—Norway Consolidated Schools
New Berlin Public Schools
Oak Creek Public Schools
Pewaukee Public Schools
Port Washington Public Schools
Racine County Schools
Racine Unified School District
Shorewood Public Schools
South Milwaukee Public Schools
St. Francis Public Schools
Waukesha Public Schools
Wauwatosa Public Schools
West Allis—West Milwaukee Public Schools
Whitefish Bay Public Schools
Whitnall Area Public Schools
APPENDIX B

STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION (DPI) REQUIREMENTS
SPEECH AND LANGUAGE PATHOLOGY LICENSE
https://docs.legis.wisconsin.gov/code/admin_code/pi/34/III/06

PI 34.01 Definitions.

(39) "Portfolio" means a collection of documentary evidence to demonstrate proficiency that may include but is not limited to whole group and individual pupil performance as measured by state, local, formal and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures.

(56) "Student teaching" means classroom practice through observation, participation, and actual teaching practice under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution.

PI 34.02 Teacher Standards.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

(2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

(3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

(4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

(6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

PI 34.13 Student services.

(2) STUDENT SUPPORT SERVICES. The SCD shall insure all students, upon entry into and throughout the professional education program, will be provided with an advisor and written information describing the professional education program leading to licensure.

(3) STUDENT RECORDS.

(a) The institution shall maintain a cumulative record on each of its students enrolled in an approved program for license, and that record shall contain a transcript and written evaluations of field experiences completed during the clinical program.

(b) Each student shall have a portfolio of evidence that the standards in subchapter II have been met. Institutions do not need to maintain a file copy of the portfolio.

(c) The institution, in collaboration with the department, shall systematically evaluate and report to the public graduate performance in obtaining employment in Wisconsin schools or school districts as well as graduate performance in advancing from the initial to professional educator license and master educator license after the first five years of employment.

PI 34.15 Conceptual Framework

(2) (a) 3. a. Content knowledge shall be determined by passing scores on standardized tests approved by the state superintendent which shall include Wisconsin’s model academic standards.

(4) Provisions that meet the following requirements, including those that meet statutory requirements identified under s. 118.19, Stats., which enable all students completing teacher preparation programs to demonstrate knowledge and understanding of the following:

(c) Minority group relations for all licenses including all of the following:

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.

2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.

3. The philosophical and psychological bases of attitude development and change.

4. The psychological and social implications of discrimination, especially racism and sexism in the American society.

5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.

6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

(d) Conflict resolution for all licenses including all of the following:

1. Resolving conflicts between pupils and between pupils and school staff.
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.

3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

(g) Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.

(h) Modifying the regular education curriculum when instructing pupils with disabilities.

(5) A clinical program including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows:

(c) Practicum program.

- Programs for pupil services and administrative licenses shall include supervised practicums in the area of licensure that are developmental in scope and sequence.
- As a result of the practicum experience a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards in PI 34.02.
- Successful performance shall be measured using all of the following:
  - At least 2 written evaluations based upon observations by the school-based supervisor and at least 2 written evaluations by the SCD supervisor shall be required during each student’s practicum.
  - The evaluation procedures under subpar. a. shall include at least 2 conferences involving the school-based supervisor, the SCD supervisor and the practicum student. The school-based supervisor evaluation of the practicum shall become part of the student’s portfolio.
PI 34.30 Teaching categories at the early childhood through adolescence level.

(1) GENERAL.

(a) The state superintendent shall issue licenses based on pupil developmental levels upon successful completion of an approved program at that developmental level.

(b) In this section "early childhood through adolescence level" means a wide range of all ages in public schools.

(c) Licenses may be issued under this section to individuals who complete an approved initial educator program including evidence of meeting the standards in s. PI 34.02, the requirements under s. PI 34.15 (4), and the content knowledge test described under s. PI 34.15 (2) (a) 3. a. for the teaching category.

(2) TEACHING CATEGORIES EARLY CHILDHOOD THROUGH ADOLESCENCE - REGULAR AND SPECIAL EDUCATION LICENSES. A license may be issued under this subsection to an individual who has completed an approved program in a license category with at least a major and has the institutional endorsement that an approved program in professional education has been successfully completed. An applicant who has completed an approved program and is issued a license under pars. (a) to (d), (f) to (k) or (m) to (n) may be issued an additional license at the early adolescence through adolescence level under s. PI 34.29 (2) (a) 1. a. - c., (b) 1. a. and b., (c) 1. a. - c., or (d) 1. a. - f., or under the categories in pars. (d), (g), (h), and (n) if the applicant completes coursework in the additional disciplines that equates to a college minor. Licenses are available in the following categories:

(L) Speech and language pathology. In order to qualify for a speech and language pathology license, an applicant shall meet all of the following:

1. Has a master’s degree in communicative disorders.

2. Training within the undergraduate and graduate program shall include a minimum of the following:
   a. Speech disorders.
   b. Language disorders.
   c. Hearing disorders and hearing evaluation.
   d. Hearing habilitative and rehabilitative procedures.

3. Professional education and training to include coursework in all of the following:
   a. Methods or procedures in school speech and language programs.
   b. Understanding and use of augmentative and nonverbal communication modes and systems.

4. A supervised practicum meeting American Speech Language Hearing Association standards of which at least 100 hours shall be in a school setting to include experiences with a wide range of communicative disorders.

NOTE:
Marquette University is not responsible for recommending students for Wisconsin State Teacher Certification if they have done their graduate work in any other state. Students will have to meet the requirements of the state in which they receive their graduate degree.
APPENDIX C

Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology
Effective September 1, 2014

Effective Date: September 1, 2014
Revised Date: March 1, 2016

Introduction

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a semi-autonomous credentialing body of the American Speech-Language-Hearing Association. The charges to the CFCC are: to define the standards for clinical certification; to apply those standards in granting certification to individuals; to have final authority to withdraw certification in cases where certification has been granted on the basis of inaccurate information; and to administer the certification maintenance program.

A Practice and Curriculum Analysis of the Profession of Speech-Language Pathology was conducted in 2009 under the auspices of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the CFCC. The survey analysis was reviewed by the CFCC, and the following standards were developed to better fit current practice models.

The 2014 standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology are now in effect as of September 1, 2014. View the SLP Standards Crosswalk [PDF] for more specific information on how the standards have changed.

Citation


2016 Revisions

Revision 1: Implementation Language to Standard V-B (new paragraphs 3 and 4) – Expanded definition of supervised clinical experiences:

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.
Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Revision 2: Implementation Language to Standard V-C (additions to paragraph 2) – Acceptance of Alternative Clinical Education for up to 20% (75 hours) of direct client hours:

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included.

Revision 3: Implementation Language to Standard VII (addition to paragraph 1) – Clinical Fellowship report due date:

Applicants whose Clinical Fellowship report is not reported to ASHA within 90 days after the 48-month timeframe will have their application closed.

The Standards for the Certificate of Clinical Competence in Speech-Language Pathology are shown in bold. The Council for Clinical Certification implementation procedures follow each standard.

- **Standard I—Degree**
- **Standard II—Education Program**
- **Standard III—Program of Study**
- **Standard IV—Knowledge Outcomes**
- **Standard V—Skills Outcomes**
- **Standard VI—Assessment**
- **Standard VII—Speech-Language Pathology Clinical Fellowship**
- **Standard VIII—Maintenance of Certification**

**Standard I: Degree**

The applicant for certification must have a master’s, doctoral, or other recognized post-baccalaureate degree.

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.
Standard II: Education Program

All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.

Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study

The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

Standard IV: Knowledge Outcomes

Standard IV-A

The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.
A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

**Standard IV-B**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C**

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.
Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

**Standard IV-D**

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

**Standard IV-E**

The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

**Standard IV-F**

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

**Standard IV-G**

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

**Standard IV-H**

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

**Standard V: Skills Outcomes**

**Standard V-A**

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic coursework and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA’s current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

**Standard V-B**

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. **Evaluation**
   a. **Conduct screening and prevention procedures** (including prevention activities).
   b. **Collect case history information** and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. **Select and administer appropriate evaluation procedures**, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. **Adapt evaluation procedures** to meet client/patient needs.
   e. **Interpret, integrate, and synthesize** all information to develop diagnoses and make appropriate recommendations for intervention.
   f. **Complete administrative and reporting functions** necessary to support evaluation.
   g. **Refer clients/patients for appropriate services**.

2. **Intervention**
   a. **Develop setting-appropriate intervention plans** with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
   b. **Implement intervention plans** (involve clients/patients and relevant others in the intervention process).
c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

d. Measure and evaluate clients'/patients' performance and progress.

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

b. Collaborate with other professionals in case management.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics and behave professionally.

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.
Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

**Standard V-C**

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. In rare circumstances, it is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.
Standard V-D

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience, must not be less than 25% of the student’s total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor’s client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student’s acquisition of essential clinical skills. The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience, must not be less than 25% of the student’s total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F

Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and
reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

**Standard VII: Speech-Language Pathology Clinical Fellowship**

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.

**Standard VII-A: Clinical Fellowship Experience**

The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA’s current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF
requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

**Standard VII-B: Clinical Fellowship Mentorship**

The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.

Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

**Standard VII-C: Clinical Fellowship Outcomes**

The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.
Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the *Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI)*, as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

**Standard VIII: Maintenance of Certification**

Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.
APPENDIX D

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