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The Department of Speech Pathology and Audiology at Marquette University 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 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). ASHA sets standards for national certification in Speech-Language Pathology or Audiology. This certificate requires a Master's degree with specific academic coursework and clinical practicum experiences, plus one year of supervised professional employment in the field.

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 besides speech-language pathology and audiology.

The undergraduate major in Speech Pathology and Audiology 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 actual work with children and adults having speech/language/hearing problems under the direct supervision of certified speech-language pathologists and audiologists. This work is accomplished at 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 or audiologist. Marquette University's M.S. Program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA-ASHA) and is directed towards preparing students for the certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). 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 clinician, the curriculum meets the requirements for the Department of Public Instruction of the State of Wisconsin (DPI-WI) Speech and Language Pathology license.

UNDERGRADUATE PROGRAM IN SPEECH PATHOLOGY AND AUDIOLOGY

The undergraduate curriculum in Speech Pathology and Audiology (SPPA) is a four-year program leading to a Bachelor of Science degree. This program entails eight semesters of course work and includes approximately 25 to 50 clock hours of clinical 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 their undergraduate program.

Each student majoring in Speech Pathology and Audiology is assigned an academic advisor. This advisor 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. Explain the processes involved in the acquisition and production of normal human (oral/aural) communication.
2. Explain the factors and influences in the development of a disorder of speech, language, and/or hearing.
3. Demonstrate the ability to remediate disorders of human communication under the direction/supervision of the program's instructional staff.
4. Gain entry and successfully complete a graduate program in speech-language pathology, audiology, or related field.

Admission Requirements

Applicants to the Department of Speech Pathology and Audiology are expected to fulfill the admission requirements in the University 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 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.

CD and D Grades

Courses completed with a grade of CD or D do not count toward the total hour requirement for a major or minor but do 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 2.800 at the conclusion of their sophomore year to continue in the program. Credits include the following requirements:

Core Curriculum Requirements

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

Diverse Cultures (DC) 3 credits

All students must complete a three credit course approved for inclusion in the University Core of Common Studies.

Histories of Cultures and Societies (HCS) 6 credits

All students must complete:

- HIST 1001 - Growth of Western Civilization to 1715
- HIST 1002 - Growth of Western Civilization since 1715.

Human Nature and Ethics (HNE) 7-9 credits

All students must complete:

- PHIL 1001 - Philosophy of Human Nature
- PHIL 2310 - Theory of Ethics
- PHIL 4336 – Applied Ethics for the Health Sciences.

Individual and Social Behavior (ISB) 6 credits

All students must complete:

- PSYC 1001 - General Psychology
- PSYC 3101 - Developmental Psychology: Conception through Adolescence.

Literature and Performing Arts (LPA) 6 credits

All students must take three credits in either English literature or foreign language literature (original or translation) and two to three credits in fine / performing arts. Three of the 5-6 credits must be in a course approved for inclusion in the University Core of Common Studies.

Mathematical Reasoning (MR) 3 credits

All students must complete MATH 1700 - Modern Elementary Statistics.

Rhetoric (R) 6 credits

All students must complete:

- ENGL 1001 - Expository Writing 1
- ENGL 1002 - Expository Writing 2

Non-native speakers of English should consult the director of the English as a Second Language Program concerning concurrent registration in ESLP 1021 and the section of the ENGL 1001 designated for non-native speakers.

Science and Nature (SN) 7-9 credits

All students must complete:

- PHYS 1001 – General Physics
- and either:

- BISC 1015 – Principles of Human Anatomy and Physiology (suggested)
- BIOL 1001 – General Biology 1

Theology (T) 6 credits

All students must complete;

- THEO 1001 - Introduction to Theology
- another THEO course approved for inclusion in the University Core Curriculum.

Foreign Language 0-8 credits

All students must demonstrate one-year college competency in a foreign language - foreign language 1001-1002. This may be accomplished by placement or course. Students who have never studied a foreign language or wish to pursue a new language must take levels 1001 and 1002 to complete the requirement. Students who wish to continue studying the same language begun in high school must complete the online WebCAPE Placement Examination. On the basis of the achieved score, students will be placed in the appropriate language course. Students who are placed in 2001 or higher are exempt from the foreign language requirement. For further details, see the University section on Placement Credit in Foreign Languages in the *Marquette University Undergraduate Bulletin*.

Requirements for a Speech Pathology and Audiology Major

The Speech Pathology and Audiology major consists of a minimum of 38 semester credits. The following courses constitute the Speech Pathology and Audiology major:

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 4310	Introduction to Neurological Disorders (3 credits)
SPPA 4610	Multicultural Issues for Speech-Language Pathologists (3 credits)
SPPA 4964	Practicum in Speech-Language Pathology 2: Campus Clinic (1 credit)
SPPA 4720	Diagnostic Methods in Speech-Language Pathology (3 credits)
SPPA 4520	Hearing Disorders (3 credits)
SPPA 4530	Audiological Rehabilitation (3 credits)
SPPA 4965	Practicum in Audiology: Campus Clinic (1 credit)

Requirements for a Minor

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, foreign language 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 advisor about pursuing a minor.

Elective Coursework

The selection of elective courses will be determined by the professional goals of the student. An academic

advisor 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 and language pathologist. This significantly broadens the scope of professional employment opportunities upon completion of training.

As such, the following courses are highly recommended:

- PSYC 3130 - The Psychology of the Exceptional Child (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.

Undergraduate Practicum in Speech Pathology and Audiology

The student majoring in Speech Pathology and Audiology may complete approximately 25 to 50 clinical practicum clock hours of direct work with individuals having speech/language/hearing problems. This practicum experience is 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). This practicum begins second semester junior year and is generally completed in two semesters.

Professional Certification and Licensure

Students completing professional training in Speech-Language Pathology or Audiology become eligible for certification by the American Speech-Language-Hearing Association (ASHA). This Association awards the Certificate of Clinical Competence to educationally and professionally qualified applicants. The minimum academic requirement for this certification is completion of a master's degree program accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (CAA-ASHA). Most employers of speech-language pathologists and audiologists require this certification.

Students wishing to work as a speech-language pathologist or audiologist in the public schools must qualify for licensure from the State of Wisconsin, Department of Public Instruction (DPI-WI) as well as meet the 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 or audiologist. The requirements for DPI-WI Speech and Language Pathology License (P.I. 34) can be found in Appendix B. The addresses for most other states are on file in the department office; refer to them for their requirements.

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.

The Speech Pathology and Audiology curriculum is specifically structured to facilitate eventual fulfillment of both ASHA certification and 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 Speech Pathology and Audiology curriculum.

Bilingual English-Spanish Certificate (BIES)

The Department of Speech-Pathology and Audiology offers a Bilingual English-Spanish Certificate (BIES) 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 certificate program consists of four courses as well as clinical work specifically designed to meet guidelines suggested by the American Speech-Language-Hearing Association (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, M.S. program in Speech-Language Pathology and an academic advisor 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 in the second semester of their junior year. Students accepted into this program are eligible to enroll in up to 12 credits of Speech Pathology and Audiology (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 (RDS) student is activated. Students should consult with the Department of Speech Pathology and Audiology's Director of Graduate Studies (DGS) for more information about applying to the ADP program.

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 SPPA minor; or SPLA major; 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 SPPA minor; 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 1001 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 1001 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 1100; or SPLA major and SPPA 1100; 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 and SPPA 3140; or SPLA major and SPPA 1100 and SPPA 3140; or consent of Department Chair.

SPPA 3710 – Intervention Methods in Speech-Language Pathology **3 credits**
Clinical procedures and management techniques for diagnosis and remediation of clients in a variety of clinical settings are taught. Topic areas include issues and ethics in serving birth to three, multicultural and developmentally disabled populations. Other topics include report writing/documentation, quality assurance, private practice and professional organizations. Prerequisite: consent of Department Chair; and SPPA major

and SPPA 2220; or SPLA major and SPPA 2220; SPPA 3964 must be taken concurrently.

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 and SPPA 1001; 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: Junior standing.

SPPA 4720 - Diagnostic Methods in Speech-Language Pathology **3 credits**
The purpose of this course is to provide 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. Prerequisite: SPLA student standing or consent of Department Chair.

SPPA 4961 - Special Institute/Workshop/Project **1-3 credits**
Offered occasionally.

SPPA 4964 – Practicum in Speech-Language Pathology 2: Campus Clinic **1 credit**
S/U grade assessment. Prerequisite: SPPA major and SPPA 3964; or SPLA major and SPPA 3964; or SPPA 3964 and consent of Department Chair.

SPPA 4965 - Practicum in Audiology: Campus Clinic **1 credit**
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.

1-3 credits

GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

Marquette University offers a program leading to a Master of Science Degree in Speech-Language Pathology through the Department of Speech Pathology and Audiology. The program is accredited by the Council on Academic Accreditation of the American-Speech-Language Hearing Association (CAA-ASHA) and the Department of Public Instruction of the State of Wisconsin (DPI-WI). The graduate curriculum in Speech-Language Pathology offers advanced coursework in the nature, prevention, identification, evaluation and treatment of speech, language, hearing and related disorders in both children and adults. The curriculum provides the academic and clinical experiences needed to meet the certification requirements of the American Speech-Language-Hearing Association and licensure requirements of the State of Wisconsin.

Program Learning Outcomes

Graduates of the graduate program in speech-language pathology will be able to:

1. Critically evaluate research in communication sciences and disorders.
2. Understand the multiplicity of causes of communication/swallowing disorders.
3. Understand how to prevent communication/swallowing disorders.
4. Identify and evaluate children and adults with communication/swallowing disorders.
5. Establish specific objectives for the management of a communication/swallowing disorders.

Admission Requirements

To qualify for admission to the Marquette University Graduate School, applicants must have a minimum "B" average, for their total post-secondary education. A "B" average is defined as a grade point average of 3.0 on a 4.0 scale. In addition, Graduate Record Examination (GRE) scores, three letters of recommendation from persons familiar with the applicant's academic and/or clinical work, and complete transcripts of all post-secondary work must be submitted to the Graduate School.

The student entering the program without an undergraduate major in Speech Pathology and Audiology or the equivalent must complete the necessary prerequisite courses for graduate study in Speech-Language Pathology as determined by the Director of the graduate program.

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.

Bilingual English-Spanish Certificate (BIES)

A bilingual English-Spanish Certificate (BIES) 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 certificate program must be accepted into the M.S. program in Speech-Language Pathology."

The BIES program requires completion of four (4) academic courses: SPAN 4120/5120 - Spanish Phonetics and Applied Linguistics and SPPA 4610/5610 - Multicultural Issues for Speech-Language Pathologists taken

at the undergraduate or graduate level AND SPPA - 6620 Speech and Language Assessment in Bilingual Populations and SPPA 6630 - Speech and Language Intervention in Bilingual Populations taken at the graduate level. In addition, clinical practicum hours with monolingual or bilingual Spanish speakers will be obtained under the supervision of a bilingual speech-language pathologist through SPPA 6967, 6965, 6968, and 6966. Graduate-level academic course work for the BIES may fulfill elective requirements for the M.S. degree in Speech-Language Pathology. Clinical practicum hours through the BIES program will apply toward M.S. degree, ASHA certification and DPI licensure requirements. All course work is based on guidelines suggested by the American Speech-Language Hearing Association for speech-language pathologists providing bilingual assessment and intervention.

A Spanish major is not required for admission to the BIES certificate program. However, students must demonstrate oral proficiency in Spanish prior to enrollment in clinical practicum in Spanish. 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 at <http://languagetesting.com/academic.cfm>. Students must achieve at least an "intermediate high" ranking on the assessment.

Transfer of Credits

Normally a maximum of 12 semester hours of graduate work may be transferred from another institution with the consent of the Dean of the Graduate School and the Director of the graduate program in Speech-Language Pathology. 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*.

Academic Background

Students entering the Master of Science program must have completed the following courses or be prepared to complete these undergraduate background courses:

<u>Area</u>	<u>Marquette Equivalent</u>
Introduction to Speech-Language Pathology and Audiology	SPPA 1001
Anatomy and Physiology of Speech Mechanism	SPPA 1100
Phonetics and Phonology	SPPA 2120
Child Language Development	SPPA 2130
Child Language Disorders	SPPA 2210
Child Speech Sound Disorders	SPPA 2220
Speech Science	SPPA 3140
Introduction to Audiology	SPPA 3510
Intervention Methods in Speech-Language Pathology	SPPA 3710
Practicum in Speech-Language Pathology 1: Campus Clinic	SPPA 3964

Academic Requirements for the M.S. Degree in Speech-Language Pathology

Upon entering the Master of Science program, the student meets with the Program Director and plans a program to meet 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 the American Speech-Language-Hearing Association. 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 M.S. 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 course work plus 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 course work in each of the following four areas:

Coursework at the undergraduate or graduate level:

- Stuttering (3 credits) SPPA 4230/5230 or equivalent
- Procedures in Medical and School Settings (3 credits) SPPA 6730 or equivalent
- Diagnostic Methods (3 credits) SPPA 4720/5720 or equivalent
- Voice Disorders (3 credits) SPPA 6410 or equivalent
- Hearing Problems/Aural Rehabilitation (3 credits) SPPA 4520/5520 or
SPPA 4530/5530

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 6750 Clinical Research Methodology (3 credits)
- SPPA 6790 Clinical Grand Rounds in Speech-Language Pathology (1 credit)
- SPPA 6965 Practicum in Speech-Language Pathology: Campus Clinic (1 credit)
- SPPA 6966 Practicum in Speech-Language Pathology: Diagnostic Methods (2 credits)
- SPPA 6967 Practicum in Speech-Language Pathology: School Setting (3 credits)
- SPPA 6968 Practicum in Speech-Language Pathology: Medical Setting (3 credits)

In addition to the required courses, the following courses in Speech-Language Pathology and Audiology also are offered for graduate student enrollment. Not every course is offered in every academic year.

- SPPA 5520 Hearing Disorders (3 credits)
- SPPA 5530 Audiological Rehabilitation (3 credits)
- SPPA 6220 Child Speech Sound Intervention (3 credits)
- SPPA 6340 Cognitive Disorders (3 credits)
- SPPA 6420 Swallowing Disorders (3 credits)
- SPPA 6430 Craniofacial Disorders (3 credits)
- SPPA 6540 Child Audiological Habilitation (3 credits)
- SPPA 6640 Augmentative and Alternative Communication (AAC) (3 credits)
- SPPA 6650 Intervention Issues with the Birth-to-Three Child (3 credits)
- SPPA 6760 Professional Affairs in Speech Pathology (3 credits)
- SPPA 6961 Special Institute/Workshop/Project (3 credits)
- SPPA 6995 Independent Study in Speech-Language Pathology (1-3 credits)
- SPPA 6999 Master's Thesis (1-6 credits)

Elective courses may also be selected from those offered in other programs in the 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 Graduate Student Bulletin for a complete listing of such courses.

Clinical Practicum Requirements for the M.S. 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 (ASHA), 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 liaison in Speech Pathology.

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

In registering for Summer Clinic, students sign up for Session 6 and must commit to the full 12 weeks.

Comprehensive Examination

As a condition of graduation, Master of Science program students are required to pass the Praxis Series Specialty Area Test in Speech-Language Pathology and Audiology, administered by the Educational Testing Service (ETS). The Praxis examination is the same one that must be passed in order to fulfill requirements for clinical certification by ASHA and to qualify for licensure and teacher certification in the state of Wisconsin. The specific rules governing the Praxis/comprehensive examination are these:

1. The Praxis examination must be taken no earlier than 6 months prior to graduation. Registration must be completed via the Internet (<http://www.ets.org/praxis/prxreg.html>). Results should be sent to Marquette University (code 0334).
2. Results of the examination must be received by the Department of Speech Pathology and Audiology by the time that final grades are due in the student's final semester of study. It takes approximately one month following the Praxis examination for results to be delivered. 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.
3. Students can take the Praxis examination twice prior to the expected date of graduation. If a student fails the Praxis examination on both of the first two attempts, then additional attempts can be made but graduation will be delayed until a passing score is achieved. Note that ASHA allows students to repeat the Praxis examination an unlimited number of times within a 2-year window. After that, new certification standards may apply. More information can be found at: <http://www.asha.org/students/praxis/overview.htm>.
4. A passing score on the Praxis examination is 600 (out of a possible 800), the same passing score used by ASHA.

Thesis

Subject to approval of the program director, the student may undertake a thesis. Six of the 46 credits required for graduation are allotted for thesis work.

Course Scheduling

The graduate program typically takes two years (four semesters and one Summer session) to complete. However, the time required to complete degree and certification/licensure requirements may be longer depending on the student's academic/clinical background before entering Marquette, personal needs and special interests. The student, along with the M.S. Director, will plan a program of study that takes into account not only degree and certification/licensure requirements but also the student's special interests.

CAA-ASHA

The M.S. Program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA-ASHA). Students wishing to contact CAA-ASHA for any reason can do so by writing to: Chair, Council on Academic Accreditation, American Speech-Language Hearing Association, 2200 Research Blvd., Rockville, Maryland 20850.

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

Extensive study of hearing disorders and the psychological and social implications of hearing impairment. Discusses habilitation/rehabilitation strategies.

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 video fluoroscopic 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 **3 credits**

Screening, assessment and family-based intervention issues specific to the communicative aspects of the birth-to-three child. Emphasizes identification and treatment issues specific to P.L. development, multicultural considerations, case management, and interdisciplinary/transdisciplinary assessment and intervention.

- SPPA 6730 - Procedures in Medical and School Settings** **3 credits**
 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.
- SPPA 6740 – Issues in Medical Speech-Language Pathology** **3 credits**
 An examination of rehabilitative techniques for laryngectomized individuals including esophageal voice production, artificial laryngeal devices, surgical-prosthetic speech rehabilitation techniques, psychosocial intervention, surgical procedures for subtotal and total laryngectomy, and research in alaryngeal communication. Includes clinical practicum experience with laryngectomy clients. In addition, addresses special topics related to laryngeal voice disorders via in-depth discussion of current research.
- SPPA 6750 - Clinical Research Methodology** **3 credits**
 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** **3 credits**
 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** **1 credit**
 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** **3 credits**
- SPPA 6965 - Practicum in Speech-Language Pathology: Campus Clinic** **1 credit**
 Supervised student-administered therapy in the campus clinic. S/U grade assessment. Prerequisite: Regular degree status.
- SPPA 6966 - Practicum in Speech-Language Pathology: Diagnostic Methods** **2 credits**
 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 4720/5720.
- SPPA 6967 – Practicum in Speech-Language Pathology: School Setting** **3 credits**
 Speech pathology practicum in a school setting. S/U grade assessment. Prerequisite: SPPA 6730 and SPPA 4720/5720. 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** **3 credits**
 Supervised student-administered therapy in an off-campus facility. S/U grade assessment.
- SPPA 6995 - Independent Study in Speech-Language Pathology and Audiology** **1-3 credits**
 Prerequisite: Consent of department and consent of M.S. director.
- SPPA 6999 - Master's Thesis** **1-6 credits**
 Prerequisite: Consent of Department Chair, consent of 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.

The following Milwaukee area off-campus speech, language and hearing affiliations are used:

Aegis Therapies
Aurora Grafton
Aurora Sheboygan Memorial Medical Center
Aurora Sinai Medical Center
Aurora St. Luke's Medical Center
Aurora Summit
Aurora West Allis Memorial Hospital
Brain Injury Rehab Center of Milwaukee
Center for Blind and Visually Impaired Children
Center for Communication, Hearing, and Deafness
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
Eisenhower Center
Extendicare – Health Care Services
Froedtert Memorial Lutheran Hospital
Genesis Rehab Services
HCR Manor Care
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 Franciscan Woods
WFHC St. Francis Hospital
WFHC St. Joseph'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

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.
- (9) 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.

(10) 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 who 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:

(a) Prestudent teaching.

1. The program shall require onsite supervised prestudent teaching clinical experiences which are developmental in scope and sequence and occur in a variety of school settings.

2. The prestudent teaching experiences shall result in students demonstrating knowledge and understanding of the standards in s. PI 34.02 through assessments identified in sub. (2) (a) 1. to 4.

3. Successful performance shall be measured using both of the following:

a. At least 2 written evaluations of each student based upon observations by the cooperating teacher or by the SCD supervisor.

b. The student portfolio required under s. PI 34.13 (3) (b).

(b) Student teaching.

1. The program shall require student teaching experiences that are developmental in scope and sequence, occur in school settings and meet the statutory requirements identified in s. 118.19 (3) (a), Stats. Student teaching experiences shall provide candidates opportunities to interact with and adapt instruction for children with disabilities or other exceptionalities. Beyond the primary student teaching assignment, duration and length of student teaching to gain the necessary clinical experience for additional licenses shall be determined by the SCD as part of the approved program.

2. As a result of the student teaching experience, students shall demonstrate increased knowledge and understanding of the standards in s. PI 34.02 through the assessments identified in sub. (2) (a) 1. to 5.

3. Successful performance shall be measured using all of the following:

a. A minimum of 4 classroom supervisory visits of at least one hour in length made to each student teacher by the SCD supervisor. Supervisors with teaching experience and expertise in the specialty subject matter area and at the grade level of pupils being taught by the student teacher shall participate in the classroom supervision.

b. At least 4 written evaluations of each student based upon classroom observations by the cooperating teacher or by the SCD supervisor. At least one of the evaluations shall be written by the cooperating teacher. Evaluation procedures shall include conferences involving the student teacher, the cooperating teachers and the SCD supervisors. The cooperating teacher's evaluation of the student teacher shall become part of the student's portfolio. Other evaluations by prekindergarten through grade 12 professional school personnel which attest to the competency of the student as a

prospective teacher may also be included in the portfolio. The student teacher shall determine the evaluations that may be available to prospective employers.

c. A review of the student portfolio required under s. PI 34.13 (3) (b).

(c) Practicum program.

1. Programs for pupil services and administrative licenses shall include supervised practicums in the area of licensure that are developmental in scope and sequence.

2. As a result of the practicum experience a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards in PI 34.02.

3. Successful performance shall be measured using all of the following:

a. 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.

b. 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 course work 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. Three hundred fifty hours of supervised practicum with 100 hours 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 January 1, 2005

Background Information

The Council on Professional Standards in Speech-Language Pathology and Audiology (Standards Council) of the American Speech-Language-Hearing Association (ASHA), which was sunset in December 2000, was responsible for developing the standards for clinical certification and for monitoring those standards. That is, the Standards Council developed new standards in response to changes in the scope of practice, to protect consumers and to promote quality services. In January 2001 the Council For Clinical Certification (CFCC) was established and assumed both the standard setting and implementation functions. After finalization of the standards, the CFCC began the development of the implementation language, which clarifies or interprets the standards.

The Standards Council had developed an action plan to identify the ". . . academic, clinical, and other experiences required for attaining the critical knowledge and skills necessary for entry-level, independent practice of speech-language pathology." As a part of that plan, ASHA commissioned the Educational Testing Service to conduct a skills validation study for the profession of speech-language pathology, and the Standards Council examined information from the following: the skills validation study, practice specific literature (e.g., scope of practice statements, position papers, preferred practice patterns, publications of related professional organizations), national examination results; information obtained from focus group discussions of the future of speech-language pathology (Practice Setting Panel, ASHA Leadership Conference, Multicultural Issues Board, and the Board of Division Coordinators); a review of external factors (e.g., demographic factors, changes in health care and public education service delivery systems, reimbursement changes in health care and public education service delivery systems, reimbursement regulations, state regulations, legal issues); consumer groups; and widespread peer review from the ASHA membership, the ASHA leadership, state licensure boards, academic programs, related professional organizations, and consumer groups.

Following a review of the data noted above, the Standards Council published proposed standards for widespread peer review in 1999. The proposed standards were modified on the basis of the peer review comments and adopted by the Standards Council in October 2000, to be implemented in 2005.

Overview of Standards

Although previous certification standards emphasized process measures of academic and clinical knowledge, the 2005 standards combine process and outcome measures of academic and clinical knowledge and skills. Process standards specify the experiences, such as course work or practicum hours; outcome standards require demonstration of specific knowledge and skills. The 2005 standards utilize a combination of formative and summative assessments for the purpose of improving and measuring student learning.

Salient features of the standards for entry level practice include the following requirements:

- A. A minimum of 75 semester credit hours culminating in a master's, doctoral, or other recognized post baccalaureate degree. The graduate education in speech-language pathology must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.
- B. Skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and current professional and regulatory issues.
- C. Practicum experiences that encompass the breadth of the current scope of practice with both adults and children (with no specific clock hour requirements for given disorders or settings) resulting in a minimum

of 400 clock hours of supervised practicum, of which at least 375 hours must be in direct client/patient contact and 25 in clinical observation.

- D. A 36-week speech- language pathology clinical fellowship that establishes a collaboration between the clinical fellow and a mentor.
- E. A maintenance of certification requirement (Standard VII) that goes into effect on January 1, 2005.

The Standards for the Certificate of Clinical Competence in Speech-Language Pathology are shown in bold. The related implementation procedures are shown in normal text following each standard.

STANDARD I: DEGREE

Effective January 1, 2005, the applicant for certification must have a master's or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.

Implementation:

Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program indicating the degree date, and (b) an official transcript showing that the degree has been awarded. Individuals educated in foreign countries must submit official transcripts and evaluations of their degrees and courses to verify equivalency.

All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

Automatic Approval. If the graduate program of study is completed in a CAA accredited program and if the program director verifies that all knowledge and skills requirements have been met, approval of the application is automatic, provided that the application for the Certificate of Clinical Competence is received by the National Office.

Evaluation Required. The following categories of applicants must submit a completed application for certification, and the completed Knowledge and Skills Acquisition (KASA) form for evaluation by the Council For Clinical Certification (CFCC):

- (a) those who apply after the dates January 1, 2005.
- (b) those who were graduate students and were continuously enrolled in a CAA program that had its accreditation withdrawn during the applicant's enrollment
- (c) those who satisfactorily completed graduate course work, clinical practicum, and knowledge and skills requirements in the area for which certification is sought in a program that held candidacy status for accreditation
- (d) those who satisfactorily completed graduate course work, clinical practicum, and knowledge and skills requirements in the area for which certification is sought at a CAA -accredited program but (1) received a graduate degree from a program not accredited by CAA; (2) received a graduate degree in a related area; or (3) received a graduate degree from a non-U.S. institution of higher education

The graduate program director must verify satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements.

STANDARD II: INSTITUTION OF HIGHER EDUCATION

The graduate degree must be granted by a regionally accredited institution of higher education.

Implementation:

The institution of higher education must be accredited by one of the following: Commission on Higher Education, Middle States Association of Colleges and Schools; Commission on Institutions of Higher Education, New England Association of Schools and Colleges; Commission on Institutions of Higher Education, North Central Association of Colleges and Schools; Commission on Colleges, Northwest Association Schools and Colleges; Commission on Colleges, Southern Association of Colleges and Schools; and Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges.

Individuals educated in foreign countries 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 educated in foreign countries must meet each of the Standards that follow.

STANDARD III: PROGRAM OF STUDY—KNOWLEDGE OUTCOMES

The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

Implementation:

The program of study must address the knowledge and skills pertinent to the field of speech-language pathology. The applicant must demonstrate, through completion of the KASA form and supporting documentation, that the requirements in this standard have been met. The applicant must maintain documentation of course work at both undergraduate and graduate levels. The minimum 75 semester credit hours may include credit earned for course work, clinical practicum, research, and/or thesis/dissertation.

Standard III-A: The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Implementation:

The applicant must have transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and mathematics. Appropriate course work may include human anatomy and physiology, neuroanatomy and neurophysiology, genetics, physics, inorganic and organic chemistry, psychology, sociology, anthropology, and non-remedial mathematics. In addition to transcript credit, applicants may be required by their graduate program to provide further evidence of meeting this requirement.

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Implementation:

This standard emphasizes the basic human communication processes. The applicant must demonstrate, through completion of the KASA form with supporting documentation, the ability to analyze, synthesize, and evaluate information pertaining to normal and abnormal human development across the life span, including basic communication processes and the impact of cultural and linguistic diversity on communication. Similar knowledge must also be obtained in swallowing processes and new emerging areas of practice. Program

documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects.

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

Implementation:

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the ability to analyze, synthesize, and evaluate information delineated in this standard. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects. It is expected that course work addressing the professional knowledge specified in Standard III-C will occur primarily at the graduate level. The knowledge gained from the graduate program should include an effective balance between traditional parameters of communication (articulation/phonology, voice, fluency, language, and hearing) and additional recognized and emerging areas of practice (e.g., swallowing, upper aerodigestive functions).

Standard III-D: The applicant must possess 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 of the disorders.

Implementation:

The applicant must demonstrate, through completion of the KASA form with supporting documentation, the ability to analyze, synthesize, and evaluate information about prevention, assessment, and intervention over the range of differences and disorders specified in Standard III C above. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects.

Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.

Implementation:

The applicant must demonstrate, through completion of the KASA form with supporting documentation, knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics. Program documentation may reflect coursework, workshop participation, instructional module, clinical experiences, and independent

projects.

Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence based clinical practice.

Implementation:

The applicant must demonstrate, through completion of the KASA form with supporting documentation, comprehension of the principles of basic and applied research and research design. In addition the applicant should know how to access sources of research information and have experience relating research to clinical practice. Program documentation could include information obtained through class projects, clinical experiences, independent studies, and research projects.

Standard III-G: The applicant must demonstrate knowledge of contemporary professional issues.

Implementation:

The applicant must demonstrate, through completion of the KASA form with supporting documentation, knowledge of professional issues that affect speech-language pathology as a profession. Issues typically include professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures. Documentation could include information obtained through clinical experiences, workshops, and independent studies.

Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

Implementation:

The applicant must demonstrate, through completion of the KASA form and supporting documentation, knowledge of state and federal regulations and policies related to the practice of speech-language pathology and credentials for professional practice. Documentation could include course modules and instructional workshops.

STANDARD IV: PROGRAM OF STUDY—SKILLS OUTCOMES

Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

Implementation:

The applicant's program of study should follow a systematic knowledge- and skill building sequence in which basic course work and practicum precede, insofar as possible, more advanced course work and practicum.

Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation:

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

Individuals educated in foreign countries must meet the criteria required by the International Commission of

Healthcare Professions (ICHP) in order to meet this standard.

Standard IV-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:

Observation hours generally precede direct contact with clients/patients. However, completion of all 25 observation hours is not a prerequisite to begin direct client/patient contact. The observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

Observation experiences must be under the direction of a qualified clinical supervisor who holds current ASHA certification in the appropriate practice area. Such direction may occur simultaneously with the student's observation or may be through review and approval of written reports or summaries submitted by the student. Students may use videotapes of the provision of client/patient services for observation purposes. The applicant must maintain documentation of time spent in supervised observation, verified by the program in accordance with Standards III and IV.

Applicants should be assigned practicum only after they have acquired a sufficient knowledge base to qualify for such experience. Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward practicum. 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. 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 one student works with the client for 30 minutes and another student works with the client for the next 45 minutes, each student receives credit for the time he/she actually provided services - that is, 30 and 45 minutes, not 75 minutes. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

Standard IV-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 hours of clinical practicum must be completed at the graduate level. The remaining required hours may have been completed at the undergraduate level, at the discretion of the graduate program.

Standard IV-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation:

Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the student's level of knowledge, experience, and competence warrants. A supervisor must be available to consult as appropriate for the client's/patient's disorder with a student providing clinical services as part of the student's clinical education. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.

All observation and clinical practicum hours used to meet Standard IV-C must be supervised by individuals who hold a current CCC in the professional area in which the observation and practicum hours are being obtained. Only the supervisor who actually observes the student in a clinical session is permitted to verify the credit given to the student for the clinical practicum hours.

Standard IV-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 through the KASA form and other documentation direct client/patient clinical experiences in both diagnosis and treatment with both children and adults from the range of disorders and differences named in Standard III-C.

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical 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, relevant others, and 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 demonstrate, through completion of the KASA form with supporting documentation, the

acquisition of the skills referred to in this Standard. It is expected that these skills will be demonstrated for each of the nine major areas outlined in Standard III-C. This documentation must be maintained and verified by the program director or official designee.

In addition to direct client/patient contact, clinical skills may be developed and demonstrated through successful performance on academic course work and examinations, application of information obtained through clinical experiences, and completion of independent projects. In instances where applicants have not had direct patient contact with disorder and difference categories, appropriate alternative methods for skills development must be demonstrated. However, only direct clinical contact may be counted toward the required minimum of 400 clock hours of supervised clinical experience.

STANDARD V: ASSESSMENT

The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

Standard V-A: Formative Assessment

The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Implementation:

Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Therefore, to ensure that the applicant pursues the outcomes stipulated in Standard III and Standard IV in a systematic manner, academic and clinical educators must have assessed developing knowledge and skills throughout the applicant's program of graduate study. Applicants may also be part of the process through self assessment. Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation of strategies for acquisition of knowledge and skills.

The applicant must adhere to the academic program's formative assessment process and must maintain records verifying ongoing formative assessment. The applicant shall make these records available to the Council For Clinical Certification upon its request. Documentation of formative assessment will include the KASA form and may take a variety of other forms, such as checklists of skills, records of progress in clinical skill development, portfolios, statements of achievement of academic and practicum course objectives, among others.

Standard V-B: Summative Assessment

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

Implementation:

Summative assessment is a comprehensive examination of learning outcomes at the culmination of professional preparation. Evidence of a passing score on the ASHA approved national examination in speech-language pathology must be submitted by the testing agency administering the examination.

STANDARD VI: SPEECH-LANGUAGE PATHOLOGY CLINICAL FELLOWSHIP

After completion of academic course work and practicum (Standard VI), the applicant then must successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF).

Implementation:

The Clinical Fellow may be engaged in clinical service delivery or clinical research that fosters the continued

growth and integration of the knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice. The Clinical Fellow's major responsibilities must be in direct client/patient contact, consultations, record keeping, and administrative duties.

The SLPCF may not be initiated until completion of the graduate course work and graduate clinical practicum required for ASHA certification.

It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds a current Certificate of Clinical Competence in Speech-Language Pathology. Before beginning the SLPCF and periodically throughout the SLPCF experience, the Clinical Fellow must contact the ASHA National Office to verify the mentoring SLP's current certification status.

Standard VI-A: The mentoring speech-language pathologist and Speech-Language Pathology Clinical Fellow will establish outcomes and performance levels to be achieved during the Speech-Language Pathology Fellowship (SLPCF), based on the Clinical Fellow's academic experiences, setting -specific requirements, and professional interests/goals.

Implementation:

The Clinical Fellow and mentoring SLP will determine outcomes and performance levels in a goal setting conference within 4 weeks of initiating the SLPCF. It is the Clinical Fellow's responsibility to retain documentation of the agreed upon outcomes and performance levels. The mentoring SLP's guidance should be adequate throughout the SLPCF to achieve the stated outcomes, such that the Clinical Fellow can function independently by the completion of the SLPCF. The Clinical Fellow will submit the SLPCF Report and Rating Form to the Council For Clinical Certification at the conclusion of the SLPCF.

Standard VI-B: The Clinical Fellow and mentoring SLP must engage in periodic assessment of the Clinical Fellow's performance, evaluating the Clinical Fellow's progress toward meeting the established goals and achievement of the clinical skills necessary for independent practice.

Implementation:

Assessment of performance may be by both formal and informal means. The Clinical Fellow and mentoring SLP should keep a written record of assessment processes and recommendations. One means of assessment must be the SLPCF Report and Rating Form.

Standard VI-C: The Speech-Language Pathology Clinical Fellowship (SLPCF) will consist of the equivalent of 36 weeks of full-time clinical practice.

Implementation:

Full-time clinical practice is defined as a minimum of 35 hours per week in direct patient/client contact, consultations, record keeping, and administrative duties relevant to a bona fide program of clinical work. The length of the SLPCF may be modified for less than full-time employment (FTE) as follows:

15-20 hours/week over 72 weeks

21-26 hours/week over 60 weeks

27-34 hours/week over 48 weeks

Professional experience of less than 15 hours per week does not meet the requirement and may not be counted toward the SLPCF. Similarly, experience of more than 35 hours per week cannot be used to shorten the SLPCF to less than 36 weeks.

Standard VI-D: The Clinical Fellow must submit evidence of successful completion of the Speech-Language Pathology Clinical Fellowship (SLPCF) to the Council For Clinical Certification.

Implementation:

The Clinical Fellow must submit the SLPCF Report and Rating Form, which includes the CFSI and documentation of successful achievement of the goals established at the beginning of the SLPCF. This report must be completed by both the Clinical Fellow and the mentoring SLP. The Clinical Fellow must also submit the Employer(s) Verification Form, signed by the employer, which attests to the completion of the 36-week full-time SLPCF or its part-time equivalent.

Standard VII: Maintenance of Certification

Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology. This standard will take effect on January 1, 2005. The renewal period will be 3 years. This standard will apply to all certificate holders, regardless of the date of initial certification.

Implementation:

Individuals who hold the Certificate of Clinical Competence (CCC) in Speech-Language Pathology must accumulate 30 contact hours of professional development over the 3-year period in order to meet this standard. At the time of payment of the annual certification fee, individuals holding the CCC in Speech-Language Pathology must acknowledge that they agree to meet this standard. At the conclusion of the renewal period, certified individuals will verify that they have met the requirements of the standard. Individuals will be subject to random review of their professional development activities. If renewal of certification is not accomplished by the end of the 3-year period, certification will lapse. Re-application for certification will be required, and certification standards in effect at the time of re-application must be met.

Continued professional development may be demonstrated through one or more of the following options:

- Accumulation of 3 continuing education units (CEUs) (30 contact hours) from continuing education providers approved by the American Speech-Language-Hearing Association (ASHA). ASHA CEUs may be earned through group activities (e.g., workshops, conferences), independent study (e.g., course development, research projects, internships, attendance at educational programs offered by non-ASHA CE providers), and self-study (e.g., videotapes, audiotapes, journals).
- Accumulation of 3 CEUs (30 contact hours) from a provider authorized by the International Association for Continuing Education and Training (IACET).
- Accumulation of 2 semester hours (3 quarter hours) from a college or university that holds regional accreditation or accreditation from an equivalent nationally recognized or governmental accreditation authority.
- Accumulation of 30 contact hours from employer sponsored in-service or other continuing education activities that contribute to professional development.

Professional development is defined as any activity that relates to the science and contemporary practice of audiology, speech-language pathology, and speech/language/hearing sciences, and results in the acquisition of new knowledge and skills or the enhancement of current knowledge and skills. Professional development activities should be planned in advance and be based on an assessment of knowledge, skills and competencies of the individual and/or an assessment of knowledge, skills, and competencies required for the independent practice of any area of the professions.

APPENDIX D



College of Health Sciences
Speech Pathology and Audiology

ADMINISTRATIVE AND INSTRUCTIONAL STAFF 2011-2012

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