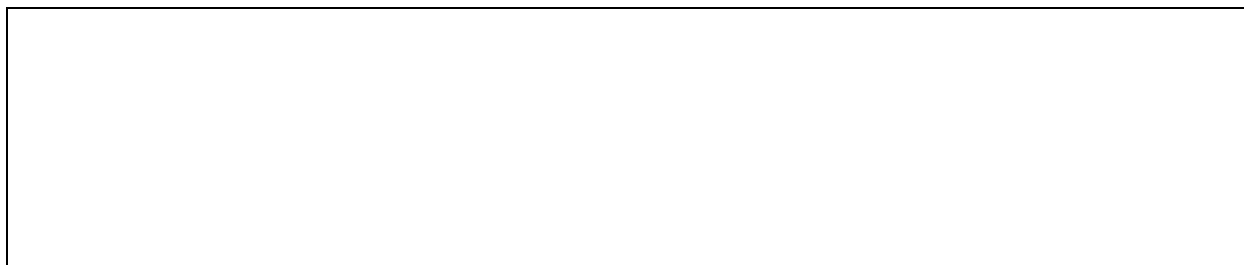


Graduate Program in Speech-Language Pathology Handbook



Note: This is an active document that is updated and redistributed to incorporate changes in national, state, and institutional processes and procedures.

PLANS TO SUPPORT ACADEMIC SUCCESS	47
SBAR, Academic Support Plan and Performance Improvement Plan descriptions	
CERTIFICATION/LICENSURE REQUIREMENTS	50
APPENDIX	
STUDENT ACKNOWLEDGEMENT OF RESPONSIBILITY	59
CONSENT TO RECORD PICTURE AND VOICE	60
SBAR FORM	61
ACADEMIC OR CLINICAL SUPPORT PLAN/PERFORMANCE IMPROVEMENT PLAN FORM	62

INTRODUCTION AND OVERVIEW

The Department of Speech-Language Pathology (SLP) originated in 2015 as the eighth discipline in the School of Health Profession at Concordia University Wisconsin. The Department of Speech-Language consists of an undergraduate major in Communication Sciences and Disorders, a minor in Communication Sciences, a leveling program in Speech-Language Pathology and a graduate program in Speech-Language Pathology. In addition to these pre-service offerings, the department is also committed to ongoing continuing education to local practicing clinicians. In all of its endeavors, the Department of Speech-Language Pathology is focused on Interprofessional Education and Practice.

GRADUATE PROGRAM DESCRIPTION: SLP GRADUATE PROGRAM

The two-

CUW SLP STRATEGIC PLAN EXECUTIVE SUMMARY 2021-2026

The Concordia University Wisconsin (CUW) strategic planning process occurs over five years. The current plan addresses 2021 through 2026. The institutional plan is focused on the following five key performance goals:

- Offer unsurpassed whole student learning and developing
- - #
- Exemplify Christian values and ethics within all engagements
- Tap the full potential of all learners
- Allocation and investment in innovation across Concordia University.

The School of Health Professions (SHP) Strategic plan for 2021-2026 is aligned with the Concordia University Wisconsin Strategic Plan and includes the following five strategies:

- increasing recruitment and retention through funding support
- increasing SHP student enrollment through interprofessional collaborations
- increasing recruitment through enhancements to program facilities and delivery modalities
- increasing diverse student enrollment
- developing efficient operational processes and procedures

The Department of Speech-Language Pathology (SLP) has identified five strategic initiatives to advance programs within the department in a manner that articulates with the institutional and school plans summarized above. Specific foci of this plan include:

- delivering, assessing, and refining our academic and clinical curricula and processes to continually reflect cutting-edge, evidenced-based practices in communication sciences and disorders
- emphasizing the role of interprofessional education (IPE) and practice (IPP) through varied teaching and learning opportunities for students and community members
- prioritizing initiatives related to antiracism, diversity, equity and inclusion
- recruiting and retaining quality undergraduate and graduate students
- building and enhancing on-campus and off-campus clinical offerings and partnerships to meet specialized community and student needs

Program Accreditation

The Master of Science (M.S.) education program in speech-language pathology (residential) at Concordia University Wisconsin is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-# # programs for a maximum period of five years.

The CAA has determined that the program demonstrates sufficient compliance with the Standards for Accreditation as outlined in the 2019 Candidacy Compliance Continuum. As a result, the CAA has awarded candidacy for a period of five years beginning 3/1/2019 through 2/29/2024. Award of candidacy allows the program to matriculate students into the program as it continues to document

compliance with accreditation standards for the duration of the candidacy accreditation cycle.

DEPARTMENT CONTACT INFORMATION

Information related to the undergraduate Communication Sciences and Disorders major and the graduate Speech-Language Pathology (SLP) program can be obtained by contacting:

Michelle Sommers	Concordia University Wisconsin	WWW.CUW.EDU/CSD
Administrative Assistant	12800 North Lake Shore Drive	WWW.CUW.EDU/SLP
Phone: 262-243-2212	H-207	WWW.CUW.EDU/SLHCLINIC
michelle.sommers@cuw.edu	Mequon, WI 53097-2402	

To obtain information related to the CUW Speech, Language & Hearing Clinic located in the Robert W. Plaster Free Enterprise Center, contact slh.clinic@cuw.edu or visit WWW.CUW.EDU/SLHCLINIC.

Kristin Maas	Concordia University Wisconsin
Clinic Administrative Assistant	12800 North Lake Shore Drive
Phone: 262-243-2212	Mequon, WI 53097-2402
Kristin.maas@cuw.edu	

To obtain information related to the continuing education program and opportunities, please contact slpce@cuw.edu or visit WWW.CUW.EDU/SLPCE.

cindy.lund@cuw.edu

Areas of Interest: Pediatric Feeding and Swallowing, Kinesiology and Motor Speech Disorders

Assistant Professor

Office: H 227

Phone: 262-243-2125

Heather.pauly@cuw.edu

Areas of Interest: Language Development and Disorders and Impact on Literacy Development

Assistant Professor

Office: H 217

Phone: 262-243-2187

mikaely.sBDC qkaely.sHTd [(2)7 (1)7 (8)-r nOT /181810ffBDC qkePhoSe:nE]'U®P@AZh'lb@nV*a'@&h.j%U9Bw(h)Tj ET C

Security Statement

CUW utilizes industry standard SSL (Secure Socket Layer) encryption (registered with VeriSign Trust Network to Concordia University Wisconsin) when accepting your credit card information during online e-commerce checkout and in certain other instances where personal information is requested. SSL encryption is a method by which information transmitted across the Internet is encoded to defeat theft by anyone who should intercept the data before it reaches its destination. Web pages where SSL

- Communicative Fluency - Our graduates communicate effectively.
- Analytical Fluency - Our graduates work with data effectively.

For more information, please see:

scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and (CAPCSD, 2023).

The complete document may be obtained at the link below:

[A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions](#)

Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions. <https://www.capcsd.org/academic-and-clinical-resources/>

The Department of Speech-Language Pathology utilizes the following list of Core Functions to guide and support the Department of Speech-Language Pathology:

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

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

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. Accommodations that may be used to support the student include, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication

Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings

Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies

Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs

Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills

Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.

Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology.

Standard I: Degree

The applicant must hold a recognized post-baccalaureate degree.

Standard II: Education Program

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

Implementation: The graduate program of study must be initiated and completed in a CAA-

* u

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-

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

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the responsibility of the Clinical Fellow to ensure that the mentoring SLP meets the qualifications. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held the CCC-SLP certification throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPs to that Clinical Fellow.

Standard VII-A: Clinical Fellowship Experience

The CF must consist of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology within the current Scope of Practice in Speech-Language Pathology. The CF must consist of no less than 36 weeks of full-time professional experience or its part-time equivalent.

The CF experience must be in direct, in-person client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of

supervision and a detailed description of the supervision that would be provided (i.e., type, length, frequency, etc.), and the request must be co-signed by both the Clinical Fellow and the CF mentor. On a case-by-

A detailed list of the requirements needed for ASHA Certificate of Clinical Competence (CCC) can be found at: <https://www.asha.org/certification/slpcertification/>

SLP GRADUATE ADVISING AND PROFESSIONAL MENTORING

SLP Graduate Student Annual Orientation

A mandatory SLP Graduate Student Orientation is conducted annually during the week prior to the start of the summer session. The entire orientation is required for first-year graduate students, with select portions required for second year graduate students. The purpose of this orientation is to review the information, policies, procedures, and assignments that pertain to the SLP graduate student, and to discuss specific information related to policies, procedures, assignments, and issues related to the clinical education.

SLP Graduate Student Advising

Each SLP graduate student is assigned a faculty advisor prior to the mandatory orientation session. This faculty advisor advises students about their academic and clinical programs and other issues related to the educational experience as a whole. It is important for students to meet regularly with their advisor on an individual or small -group basis to ensure that they are fulfilling their requirements and developing strategies and practices for academic success. An advisor is a resource for school and university support in academic growth and development. An advisor shares opinions and guidance related to academic and clinical programming as well as extra- and co-curricular choices, community service experiences, networking and/or other student issues. The faculty member is an advocate who will provide mentoring to students as future practicing professionals. The role of the advisor includes, but is not limited to the provision of:

Having a productive relationship with their department faculty advisor is essential to their academic, personal, and professional development and success. Students may request a faculty advisor change at any time by requesting such a change in person or in writing from the Chair. Students do not have to reveal their motivations related to a department faculty advisor change request.

Academic and Clinical Practice Mentoring

In addition to their Department Faculty Advisor, all students will receive academic, clinical, and/or professional mentoring during all courses and clinical placements. Students are strongly encouraged to get to know their instructors, as a relationship with faculty members will lead to increased informal mentoring in the context of the profession. This mentoring is also intended to occur during all on and off campus clinical placements.

CUW STUDENT CODE OF CONDUCT - INCLUDING ALCOHOL AND DRUG GUIDELINES, ACADEMIC HONESTY, BEHAVIORAL CODE

treatment, record keeping, and written reports that are an integral part of the profession of speech-

Experiential Attire

Students are expected to dress professionally and to adhere to site-specific dress codes at all times during experiential rotations, service learning experiences, and clinical practicum. Appropriate professional attire for male students may include trousers and collared shirt. Appropriate professional attire for female students shall include skirts, dresses, khakis/ trousers or dress slacks and a blouse or sweater. Closed-toe shoes and socks or nylons may be required for students depending on the site.

Students must wear their CUW Department of Speech-Language Pathology identification badge and/or site identification at all times. All students are expected to practice good personal hygiene (clean and well-groomed with professional appearance) and the use of perfume/cologne should be avoided to avoid potential patient irritation.

Attire for Professional Meetings, Conferences and other CUW-Sponsored Events

Business casual dress is expected for all interactions with others from the profession, including other students. Exceptions for this policy include events that call for school spirit or themed parties and as otherwise indicated by Department of Speech-L (m)4 (mae.65 Td0 6/MCID 5uf4)]TJ ET Q q 0-P P P P(io)-C(ell)]TJ ET Q q 0

- h. Any behavior determined by faculty/staff to be disrespectful, disruptive, or unprofessional to peers or instructors will not be tolerated and may result in the student being dismissed from the educational space and a potential discussion with the Director of Student & Alumni Affairs regarding professionalism and the Student Code of Conduct.
- i. Failure to adhere to the classroom etiquette expectations may result in the loss of access to educational space.

Class Attendance/Participation

Class attendance is a concern of great importance, not only to the instructor and the individual student, but also to the whole campus community. It is, moreover, an interacting matter in which all students and faculty members have a vital part and in which the attendance of each affects everyone else. The Concordia University Wisconsin policy permits each instructor to establish the specific details of class attendance for their particular class.

Attendance and Absences

Each instructor will apprise their classes at the beginning of the semester of his/her/their attendance policy, in writing, usually as part of the student syllabus.

In addition to any course-specific criteria, students must notify both the course instructor/ clinical professional by email of an upcoming absence or, when this is not possible, within 24 hours of the absence. The determination of whether the absence is excused or unexcused is made by the course or clinical instructor/preceptor based on the criteria in their syllabus and their professional judgment. In the event of an excused absence, the format of the work to be made up will be left to the discretion of the instructor.

If further information is not provided in the course syllabus, following types of absences may be

1. Illness/injury of students: The student who seeks an excused absence may be asked to submit written confirmation of treatment by a medical practitioner including date(s) of care.
2.) @ defined as spouse, child, parent, legal guardian, sibling and grandparent. The student who seeks an excused absence for this purpose may be asked to submit acceptable documentation.
3. o to the Director of Student Affairs as documentation.
4. Jury duty or subpoena for court appearance: A student must submit a copy of the subpoena or notification of jury duty to the Director of Student & Alumni Affairs as soon as the student is notified of the appearance.
5. Extraordinary circumstances: Examples of an extra-ordinary circumstance include, but are not limited to: serious illness of family members, accidents, acts of God (fire, flood, etc.), attending funerals of friends or extended family members, etc. All of these absences will need to be approved by the Department Chair on a case-by-case basis. Documentation will be required in most circumstances.
6. Professional Interviews and Professional Meetings: If an interview, students may be asked to submit documentation from the organization they will be interviewing with to have this

- Taking screenshots or screen recordings of virtual class sessions without the explicit permission from the teacher and class members
- Use of a cell phone for reasons other than attending the class session
- Eating
- Changing physical locations during the class session

Infractions of this policy represent lack of professional behavior and will be noted by faculty. Such notations may affect future letters of recommendation.

If a graduate student does not maintain a cumulative GPA of 3.00 or greater (after taking at least 9 credits), They are placed on academic probation and will meet with the Chair and their advisor. They then have 9 credits to raise their GPA to greater than 3.00. If a student fails to meet this requirement, the program chair and Dean of the School of Health Professions will meet and review.

Consequences of Academic Probation

Students placed on Academic Probation must demonstrate adequate progress toward all the requirements of their individual Performance Improvement plan. If a student does not make satisfactory progress, the department faculty will meet to determine what action should be taken. Decisions will be made by the faculty on a case-by-case basis. Students who have not made adequate progress after a second semester will be dismissed from the program. The student must follow the same initial application process to request re-admission to the program. The admission committee will determine if the student may be re-admitted to the program. If re-admission is allowed, the student must repeat any courses identified by the faculty in addition to those courses not yet completed. The student is automatically on academic probation for the first semester after re-admission.

Non-Academic Probation and Dismissal Policy

Students may be terminated from the Graduate Program in Speech-Language Pathology for any of the following non-academic reasons:

- If a student does not pass a background check as determined by faculty review
-

Students may feel that they were graded unfairly on a test or assignment, including clinical assignments. After discussing this with the instructor, if they continue to feel graded unfairly, they may contact the Chair. The Chair and the instructor will discuss the issue(s) and decide the final disposition of the grade for the test or assignment. If the student still believes their grievance has not been fully or fairly addressed, they may take their concern to higher levels of administration as outlined in the CUW grievance process outlined above.

All complaints that rise to the level of the Chair maintained by the Chair.

Final Course Grade Appeal – University Policy as of 12.16.19

SHP students who are enrolled in any SHP graduate program use this policy INSTEAD of the policy

(refer to student handbook) if applicable otherwise the appeal would be reviewed by the Interprofessional Review Board (IPRB). This appeal must be brought within five (5) business days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant evidence that supports the argument that the final grade was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade Appeal section.

The student appeal will be reviewed and a decision will be given to the student in writing within five (5) business days. The decision of the department chair/director or committee is final unless otherwise stated.

Complaints Against Practicum Site Supervisors: SLP Graduate Students and Clinical Experience and Practice Students

A complaint regarding an off campus clinical supervisor should begin with the student speaking with that supervisor so that they may have an opportunity to correct the problem or provide an explanation. If the student does not feel this first step has corrected the problem or has provided an acceptable explanation, the student should file a written notice with the Clinical Education Director. If concerns persist the student should advance the issue within the following administrative structure:

1. Chair
2. School Dean

All complaints that rise to the level of the Chair are reviewed and maintained by the Chair.

Complaints Against the SLP Graduate Program

The CAA is committed to quality, and dedicated to audiology and speech-language success in preparing future professionals. Grievances related to the standards of accreditation may be directed to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). If there is a complaint related in some way to the CAA Accreditation Standards and the quality of our academic program, you may contact the CAA. All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech Language Pathology. For more information related to the CAA and how to file a complaint, consult: <http://caa.asha.org/> - CAA.

American Speech-Language-Hearing Association (ASHA) Complaint Procedures

This policy and section applies to all students within the Department of Speech-Language Pathology including CSLP graduate students.

On occasion, students may feel that it is necessary to contact the American Speech-Language-Hearing Association (ASHA) regarding complaints related to the practice of Speech Language Pathology and/or Audiology. The grievance procedure should begin with the person involved and should proceed through the CUW Complaint Procedure before contacting ASHA. An example of a complaint that would be appropriate to contact ASHA would involve behavior in violation of the ASHA Code of Ethics. To view

Rev 9.

The Concordia University Wisconsin Counseling Center is available to all students. In the event of a suicide attempt, alcohol, or drug overdose, or serious mental health crisis, call 9-911 from on-campus phone or 911 from off-campus, or proceed to the local emergency room at:

Concordia University
Ozaukee County
13111 N. Part Washington Rd.
Mequon, WI 53097
262-243-7300

Campus Safety:

Campus Safety is located in Rincker Hall 023 and is available 24/7 year-round on-campus to support students and student safety.

- Campus Security: 262-243-4344 (ext 4344 from an on-campus phone)
- Mequon Police Department: 262-242-3500
- In an emergency, dial 911 from an off-campus phone (9-911 from on-campus phone)
- campus.safety@cuw.edu

Academic Resource Center and Accessibility Services

The Academic Resource Center (ARC) provides a variety of free services that aim to increase students' academic success. <https://www.cuw.edu/academics/services/student-academic-resources/academic-resource-center/index.html>

Accessibility Services

CUW works closely with students, faculty, and staff to provide equal access to university facilities, programs, and functions as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA)

have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

1. Concordia University is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the programs and activities of the University.
2. All accommodations are made on a case-by-case basis. A student requesting any accommodation should visit the Academic Resource Center and register with Accessibility services at <https://www.cuw.edu/academics/services/student-academic-resources/academic-resource-center/accessibility-services/index.html>
3. The documentation provided by the student will be reviewed and in consultation with the student,

NSSLHA – National Student Speech-Language-Hearing Association

NSSLHA is a pre-professional association for graduate and undergraduate students interested in the study of communication sciences and disorders, which is recognized by the American Speech-Language-Hearing Association (ASHA). The purpose of the organization is to provide opportunities for networking through interaction, exchanging of ideas, and sharing of knowledge with other students and professionals. NSSLHA also functions to develop students interests and skills pertaining to the field of speech-language pathology as well as to promote awareness through creative events, guest lectures, meetings, and fundraisers. CUW has been officially affiliated with NSSLHA since 2018-2019. For more information, please see: <https://www.nsslha.org/>

Sample SLP Graduate Plan of Study – subject to change

Summer 1	CHs	Summer 2	CHs
Child Language Disorders I SLP 505	3	Cognitive Comm. Disorders SLP 610	3
Special Topics: SLP 665 ¹ Elective Adg	2	Augment. & Alternative Comm. SLP 530	3
Research Methods SLP 515	3	Clinic Pract.: SLP 650 or SLP 651	1
Clinic Pract.: SLP 650 Boot Camp	1 Elective	– Special Topics: SLP 665 ¹	(2)

652: Full -Time, Off -Campus Place ments, Level 2 at various off -campus medical or school -based sites.

~~**Part A only - SLP 645 Objective is to be completed~~

Sample of SLP Graduate Clinical Placement Rotations is found in the Clinic Handbook.

Comprehensive Examination – Graduate Capstone

Students must pass a case-based oral comprehensive examination as a program requirement for graduation. This exam is typically given during the 2nd year in conjunction with the completion of academic coursework. The procedure is as follows:

- Students are given a broad-based case developed by faculty.
- Students have 10 days to prepare a 10-15 minute presentation wq 0 0 8a2 792 re W* n BT /TTO 11 Tf 144

An incomplete grade given in any term (Fall, Spring or Summer session) becomes a failing grade if the work is not completed within six weeks after the end of the course. Requests for extension of time to resolve an Incomplete (I) grade will be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this six-week policy. In unusual circumstances beyond the control of the student and with the approval of the instructor, incomplete grades can be held for one semester. These requests must be made in writing before the last day of the course. The incomplete sa (e)-2 [(1)7 (53ias)-23 (f)10 (o)4 (r)8 (e)]TJ ET Q q 0 0 612 792 resa (

or other assistive devices are considered for patients across the lifespan. Further techniques for hearing loss intervention, including auditory training, counseling, and speech reading, will be presented.

SLP 515 Research Methods

Course Description: This course focuses on developing foundational knowledge of the research process, becoming knowledgeable consumers of research, and increasing students' understanding of the role of research in enhancing clinical practice in Speech-Language Pathology. Students will learn about collection evidence-based, literature review, research design, and data analysis.

SLP 520 Speech Sound Disorders

Course Description: This course focuses on information regarding normal and disordered aspects of speech sound production including articulation and phonology. There is an emphasis placed on theoretical and practical considerations for clinical assessment and treatment.

SLP 525 Aphasia & Related Disorders

Course Description: This course focuses on the neuroanatomy and neurophysiology of aphasia and related disorders. The course will emphasize etiology, prevention, assessment and treatment of the different types of aphasia, right hemisphere disorders, and encephalopathy. This course uses a case-based approach and stresses evidence-based practice.

SLP 530 Augmentative and Alternative Communication

Course Description: This course focuses on a wide range of non-vocal communication systems. In this course, students: (1) develop an understanding of the governmental and professional policies pertaining to augmentative communication; (2) develop an understanding of the advantages and disadvantages of using non-vocal systems for communication; (3) learn principles for assessing non-vocal clients and selecting appropriate non-vocal communication systems for those clients; (4) explore the features of electronic and microcomputer based communication aids; (5) review strategies for facilitating non-vocal communication in a variety of settings; and (6) apply concepts and principles to a series of case examples.

SLP 535 Child Language Disorders II

SLP 555 Dysphagia

Course Description: This course focuses on the foundational knowledge of the neuroanatomy and neurophysiology of normal swallowing. This course emphasizes etiology, prevention, assessment and treatment of all phases of the swallow. Swallowing disorders related to specific disease processes will be addressed, as well as treatment using an evidence-based practice approach.

SLP 560/ CSD 460 School Methods

Course Description: This course provides an overview of communication disorders and therapeutic

SLP 640 Research Practicum

Course Description: This course provides a closely mentored empirically-based research experience, which is an extension of the research process acquired in SLP 515-Research Seminar. Prerequisite: CSD 340 Research Seminar.

SLP 645 Audiology Practicum

Course Description: This Audiology Practicum course will address **as**pects of audiology which are

coverage will include disorders of the auditory system and accompanying hearing loss, implications of the audiogram, and communication assessment and management of children and adults with hearing impairment.

SLP 670 Thesis Research

Course Description: This course is designed to enable students to conduct original research on a specific topic related to some aspect of speech-language pathology. Students will work closely with a faculty mentor to develop a project that includes a literature review, research question(s), procedures and methodologies, data analysis and interpretation with discussion of results and conclusions. The thesis culminates as a substantive piece of scholarship in

Academic Support Plan (ASP)

ASPs may be developed to address academic growth by addressing specific counterproductive academic or behavioral trends as soon as identified. ASPs include specific goals to be addressed in a short-time frame. ASPs are typically initiated by a course instructor when a student appears at risk for academic probation, or when course performance is not sufficient. Students may also initiate this type of plan if they want a means by which to formalize accountability and support.

- ASPs are developed collaboratively between the academic instructor(s) and the student as a means of articulating a path for a successful academic outcome before it is too late to recover. If a student is at risk for academic probation, the academic advisor should be contacted to determine who is needed in the ASP meeting. The academic advisor serves as a contact point to determine if the issue is isolated to a single class or if multiple concerns may exist for either class and clinic, so that a single, comprehensive plan may be developed with all key supporting academic and/or clinical faculty. In addition, a Support Plan may be exclusive to clinic (CSP). See Clinical Handbook for related policies.
- Once the ASP is finalized the instructor(s), advisor and the student sign the document and place it in Watermark Student Success. In addition, the instructor or advisor notifies the SLP department Administrative Assistant who tracks plans.
- If the instructor(s) or student determine that additional support is required during the development of the ASP, the Department Chair can be involved in the process.

Although this is a full-time program, there may be special circumstances in which a student may request a change from full-time to part-time status. In such a case, a determination will be made by the Chair with input from the faculty. Change in status only applies to students enrolled full-time in the program. Part-time students are not admitted to this program.

Leave of Absence

Students may submit a written request for a leave-of-absence to the Chair. Leave-of-absence will be considered for medical or personal reasons. The

application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. # 7 ities during the CF experience must be in direct, in-person client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities. Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience should be at least 5 hours per week; anything less than that will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

ASHA Certification

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

STANDARDS FOR CCC SLP: Applicants for entry level practice in speech language pathology must hold a U) The Speech Language Pathologist standards stipulate:

- Academic Course Work: at least 36 hours must be completed at the graduate level (Standard III)
- Supervised Clinical Practicum: Students must earn 400 clock hours of clinical practicum in order to qualify for the MS degree. (Standard V C)
- Clinical Observation: 25 hours must be completed prior to the SLP 650 clinical practicum.
- Students may receive credit for up to 50 clinical practicum hours earned under the supervision of an SLP professional with CCC SLP from ASHA during their undergraduate or post baccalaureate education.
- At least 325 of 400 hours must be completed while engaged in graduate study in a

complete education or training that the board determines is substantially equivalent to the completion of those requirements.

2) Complete appropriate Application for Speech-Language Pathology including all required documentation and fee.

3) Complete the postgraduate clinical fellowship in speech-language pathology. Note that a temporary license is required before starting a clinical fellowship.

Before commencing a postgraduate clinical fellowship, an applicant must obtain a temporary license under s. 459.24 (6), Stats. The applicant shall submit all of the following:

(a) An application form provided by the board.

(b) The fee specified in s. 440.05 (6), Stats.

(c) Subject to ss. 111.321, 111.322 and 111.335, Stats. evidence satisfactory to the board that the applicant does not have a conviction record.

(d) Evidence satisfactory to the board that the applicant has completed one of the following:

1. A supervised clinical practicum and received a master's degree in speech-language pathology from a college or university approved by the board.

2. Education or training that the board determines is substantially equivalent to the completion of the requirements under subd. 1.

(e) If applying for a temporary license to practice speech-language pathology, an application to take the next available examination for licensure as a speech-language pathologist required under s. 459.26 (2) (a), Stats.

A temporary license is valid for a period designated by the board, not to exceed 18 months and may be renewed once for 18 months or longer, at the discretion of the board.

4) Pass the required examination

5) Board review of application to grant or deny credential

Wisconsin DPI Licensure

STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (DPI) REQUIREMENTS SPEECH AND LANGUAGE PATHOLOGY LICENSE

<https://dpi.wi.gov/tepd/licensing/types/speech-language-pathology>

The Wisconsin Department of Public Instruction (DPI) provides two options for licensure for someone to provide speech and language services to students in a Wisconsin public school. If all requirements are completed, CUW MS-SLP students are eligible for Tier 2 licensure. For Tier 1 please refer to the website above.

Tier II Provisional License - Candidate Profile

= †) h@
program as a school speech and language pathologist; or

=

- 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

- b) 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:
 - 1. Minority group relations for all licenses including all of the following:
 - a. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
 - b. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
 - c. The philosophical and psychological bases of attitude development and change.
 - d. The psychological and social implications of discrimination, especially racism and sexism in the American society.
 - e. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
 - f. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.
 - 2. Conflict resolution for all licenses including all of the following:
 - a. Resolving conflicts between pupils and between pupils and school staff.
 - b. 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.
 - c. 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.
 - 3. Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.
 - 4. Modifying the regular education curriculum when instructing pupils with disabilities.
- c) A clinical program including practicums for pupil services and administrative programs and for pre-student teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows:
 - 1. Pre-student teaching.
 - a. The program shall require onsite supervised pre-student teaching clinical experiences which are developmental in scope and sequence and occur in a variety of school settings.
 - b. The pre-student 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.
 - c. Successful performance shall be measured using both of the following:
 - i. At least 2 written evaluations of each student based upon observations by the cooperating teacher or by the SCD supervisor.
 - ii. The student portfolio required under s. PI 34.13 (3) (b).
 - 2. Student teaching.

- a. 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.
- b. 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.
- c. Successful performance shall be measured using all of the following:
 - i. 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.
 - ii. 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 te

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.
 - iii. A review of the student portfolio required under s. PI 34.13 (3) (b). (c) Practicum program.
- c. Programs for pupil services and administrative licenses shall include supervised practicums in the area of licensure that are developmental in scope and sequence.
- d. As a result of the practicum experience a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards in PI 34.02.
- e. Successful performance shall be measured using all of the following:
 - i. 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
 - ii. The evaluation procedures under subpar 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

PI 34.30 Teaching categories at the early childhood through adolescence level.

GENERAL

The state superintendent shall issue licenses based on pupil developmental levels upon successful completion of an approved program at that developmental level. In this section "early

APPENDIX

STUDENT ACKNOWLEDGEMENT OF RESPONSIBILITY

It is the

CONSENT TO RECORD PICTURE AND VOICE

I, the undersigned, hereby grant Concordia University the right to record my picture,

