CONCORDIA UNIVERSITY WISCONSIN | Speech-Language Pathology

Graduate Program in Speech-Language Pathology Handbook

The Department of Speech-Language Pathology is committed to:

PROMOTING ◆ **EXCELLENCE**   **SERVING** ◆ **COMMUNITY**   **EMBRACING** ◆ **DIVERSITY**

INSPIRING ◆ **COMPASSION**   **FOSTERING** ◆ **CRITICAL THINKING**   **VALUING** ◆ **INDEPENDENCE**

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

2024-2025

DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY HANDBOOK
TABLE OF CONTENTS

INTRODUCTION AND OVERVIEW

The Department of Speech-Language Pathology (SLP) originated in 2015 as the eighth discipline in the School of Health Professions at Concordia University Wisconsin. The Department of Speech-Language Pathology 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 practicing clinicians. In all of its endeavors, the Department of Speech-Language Pathology is focused on interprofessional education and practice.

The two-year graduate, full-time Master of Science program in Speech-Language Pathology is designed to prepare students to become competent speech-language pathologists who provide quality care in a respectful, culturally sensitive, caring, and knowledgeable manner. Committed and experienced faculty guide the didactic program in conjunction with the program's high-quality clinical experiences that prepare students for professional certification and licensure. This program requires successful completion of 44 core academic credit hours, 3 credit hours of electives, and 10 credit hours of clinical practicum resulting in a minimum of 57 credit hours of coursework (academic and clinical) for completion.

Upon successful completion of all requirements and graduation from the Master of Science in speech-language pathology program at CUW, individuals will be prepared to apply for initial licensure required for practice in the state of Wisconsin and will have demonstrated the knowledge and skills necessary for ASHA certification with a faith-based focus. Students will have completed the required 25 hours of observation and 375 hours of clinical practicum and be prepared to transition into their clinical fellowship. Upon completion of their clinical fellowship, students will have completed all the requisite knowledge and skills competencies and will be eligible to apply for their certificate of clinical competence (CCC) through ASHA. Additionally, students will have demonstrated effective and professional interaction skills with patients, families, and other health care professionals through service learning and/or the provision of clinical services in the CUW Interprofessional Education (IPE) clinic while working collaboratively with other disciplines.

MISSION STATEMENT OF THE DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

The Department of Speech-Language Pathology is dedicated to the missions of Concordia University Wisconsin and the School of Health Professions and is focused on developing independent life-long learners with strong critical thinking and communication abilities. In addition, the department of Speech-Language Pathology aims to prepare students for the opportunities and rigors of a vocation positively impacting communicatively-challenged individuals across the lifespan and their families by providing outstanding academic/clinical education, as well as community outreach. The department also aims to support the continuing education needs of practicing clinicians to ultimately have a positive impact on individuals with communication and/or swallowing challenges. This professional education is grounded in faith, excellence, and service to others.

CUW SLP STRATEGIC PLAN EXECUTIVE SUMMARY 2024

The Concordia University Wisconsin (CUW) strategic plan was updated in Spring of 2024. The institutional plan is focused on the following broad themes:

Wholeheartedly, we will...

Through the power of the Holy Spirit, we boldly endeavor to elevate Concordia University as a rising regional university by relentlessly prioritizing faith and the truth of God's Word while remaining steadfast in our commitment to provide an uncommon and transformational student experience for all.

- LIVE OUR MISSION
- CREATE TRANSFORMATIONAL STUDENT EXPERIENCES
- SECURE RESOURCES FOR MISSION
- ENHANCE THE CUWAA STRATEGIC MODEL

The School of Health Professions (SHP) Strategic plan for 2021-2026 is aligned with the 2022 Concordia University Wisconsin Strategic Plan and includes the following five strategies. This plan will be revised in Summer of 2024 to align with the new university plan:

- 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. This plan will also be revised to articulate with the updated SHP and CUW plans. 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 accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

DEPARTMENT CONTACT INFORMATION

Concordia University Wisconsin   WWW.CUW.EDU/CSD
Department of Speech-Language   WWW.CUW.EDU/SLP
Pathology   WWW.CUW.EDU/SLHCLINIC
12800 North Lake Shore Drive, RP 110
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

Faculty
Elizabeth R. Eernisse, Ph.D., CCC-SLP
Chair/Program Director and Assistant Professor
Office: RP 110
Phone: 262-243-2188
elizabeth.eernisse@cuw.edu
Areas of Interest: Child Language and Literacy Development and Disorders

Erin Regis Bailey, SLPD, CCC-SLP
Director of Clinical Education
Assistant Professor
Office: RP 108
Phone: 262-243-4284
erin.bailey@cuw.edu
Areas of Interest: Clinical Education, Dysphagia, Cognitive-Communication Disorders, Medically Fragile and Complex Adult Clinical

Cindy M. Lund, Ph.D., CCC-SLP, C/NDT
Assistant Professor
Office: H 217
Phone: 262-243-2139
cindy.lund@cuw.edu
Areas of Interest: Pediatric Feeding and Swallowing, Kinesiology and Motor Speech Disorders

Heather Pauly, Ph.D., SLP-CCC
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

Mikaely T. Schmitz, EdD, CCC-SLP
Assistant Professor

Office: H 217
Phone: 262-243-2187
mikaely.schmitz@cuw.edu
Areas of Interest: Heritage Language, Second Language Acquisition, and Culturally Linguistically Diverse Populations

Kim E. Sesing, Au.D., CCC-A
Assistant Professor
Office: RP 333
Phone: 262-243-2197
kim.sesing@cuw.edu
Areas of Interest: Hearing Science, Diagnostic Audiology, and Aural Rehabilitation

Michael VanLue, Ph.D., CCC-SLP
Professor
Office: H 227
Phone: 262-243-4205
Michael.vanlue@cuw.edu
Areas of Interest: Genetics, Craniofacial, Cleft Palate, Velopharyngeal Dysfunction

University Policies and Procedures
The Department of Speech-Language Pathology complies with all policies of Concordia University Wisconsin and the CUW School of Health Professions. Specific policies related to student welfare are listed below; for more information visit: https://www.cuw.edu/about/offices/compliance/index.html

Students' Right to Privacy

Concordia University Wisconsin (CUW) is committed to respecting your privacy as a customer. Our privacy policy is clear: CUW will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law.

The graduate program in speech-language pathology is committed to the privacy of our students and clients. This program adheres to all of the privacy policies of CUW. Details of the university privacy policies may be found at: **https://www.cuw.edu/academics/compliance/privacy/index.html .**

Family Educational Rights and Privacy Act (*FERPA*)

CUW also complies with the Family Educational Rights and Privacy Act (FERPA), which generally prohibits the release of student education records without student permission. However, FERPA does permit the release of public or "directory" information about students.

Students may locate addition information related to FERPA at this link:

https://www.cuw.edu/about/offices/registrar/ferpa.html

CUW employees may access non-public personal information in relation to their job functions and the services they provide to you.

NON-DISCRIMINATION STATEMENT OF THE DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

The Department of Speech-Language Pathology at Concordia University Wisconsin will not discriminate against any student, applicant, or client on the basis of age, citizenship status, color, disability, ethnicity, gender, gender identity, genetic information and characteristics, national origin (including ancestry), marital status, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or any other protected category under applicable local, State, or Federal law.

CORE FUNCTIONS FOR SPEECH-LANGUAGE PATHOLOGISTS

The Department of Speech-Language Pathology at CUW is committed to developing future speech-language pathologists with established knowledge and skills competencies, who are independent critical thinkers. In 2023, the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) updated the core functions that individuals in educational programs in speech-language pathology are typically expected to employ in didactic and clinical experiences, to be used as a guide for educational training programs. As defined by the CAA, "the term 'core functions' refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the 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 accommodations" (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](#)

The Department of Speech-Language Pathology utilizes the following list of Core Functions to guide and inform the Master's Program in 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. It is recognized that this may be accomplished through a variety of means, including, 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.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use 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.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- 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

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

Glossary

• Cultural responsivity involves "understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction" (ASHA, 2017) and includes "incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices."

• Evidence-based practice involves "integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (Evidence Based Practice in Psychology, n.d.).

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/

American Speech-Language-Hearing Association. (2017). Cultural competence in professional service delivery [Position statement]. Available from https://www.asha.org/policy/ps2017-00346/
Evidence-Based Practice in Psychology. (n.d.). Https://www.apa.org. Retrieved March 3, 2023, from https://www.apa.org/practice/resources/evidence

ASHA Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence (CCC) in Speech-

Language Pathology

All SLP graduates are required to meet the 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards can be found at
https://www.asha.org/Certification/2020-SLP-Certification-Standards/

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

Standard I: Degree

The applicant for certification (hereafter, "applicant") must have a master's, doctoral, or other 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-accredited program or a program with candidacy status for CAA accreditation. The applicant's program director or official designee must complete and submit a program director verification form. Applicants must submit an official graduate transcript or a letter from the registrar that verifies the date on which the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the ASHA National Office no later than one (1) year from the date on which the application was received. Verification of the applicant's graduate degree is required before the CCC-SLP can be awarded.

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

Standard III: Program of Study

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

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

Standard IV: Knowledge Outcomes

    Standard IV-A

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

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a general the university requirement in the statistics, biology, physical science, or chemistry areas.

Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

    Standard IV-B

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

    Standard IV-C

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

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), pre-linguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across

the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Implementation: It is expected that coursework addressing the professional knowledge specified in this standard will occur primarily at the graduate level.

Standard IV-D

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

Standard IV-E

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

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

Standard IV-G

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

Standard IV-H

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

Standard V: Skills Outcomes
Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication

sufficient for entry into professional practice.

Implementation: Applicants are eligible to apply for certification once they have completed all graduate-level academic coursework and clinical practicum and have been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards. The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B

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

1. Evaluation

    a. Conduct screening and prevention procedures, including prevention activities.

    b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

    c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.

    d. Adapt evaluation procedures to meet the needs of individuals receiving services.

    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 that 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 individual(s) receiving services, family, caregivers, and relevant others.
>   b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
>   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
>   d. Adhere to the ASHA Code of Ethics and behave professionally.

Implementation: The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that the applicant can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.
These experiences allow students to:
- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice and should include experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology in order to count toward the student's ASHA certification requirements.

Standard V-C

The applicant 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 guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to the following activities: debriefing of a video recording with a clinical educator who holds the CCC-SLP, discussion of therapy or evaluation procedures that had been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos. It is encouraged that the student observes live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

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

Applicants should be assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

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

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 individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services. The applicant must maintain documentation of their time spent in supervised practicum, and this documentation must be verified by the program in accordance with Standards III and IV.

Standard V-D

At least 325 of the 400 clock hours of supervised clinical experience must be completed while the

applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

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

Standard V-E

Supervision 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-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Implementation: Effective January 1, 2020, supervisors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

In the case of CS, asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

Standard V-F

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

Implementation: The applicant must demonstrate direct clinical experiences with individuals in both assessment and intervention across the lifespan from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment

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

Implementation: Results of the Praxis® Examination in Speech-Language Pathology must be submitted directly to ASHA from the Educational Testing Service (ETS). The certification standards require that a passing exam score be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not

successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, then the applicant will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF). Implementation: The 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 Clinical Fellow's responsibility to identify a CF mentor who meets ASHA's certification standards. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is incumbent upon the Clinical Fellow to verify the mentoring SLP's status periodically 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 consistent with ASHA's 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.

Implementation: At least 80% of the Clinical Fellow's major responsibilities 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, working in excess of 35 hours per week cannot be used to shorten the CF to less than 36

weeks.

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP.

Implementation: Effective January 1, 2020, CF mentors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP and prior to mentoring the Clinical Fellow.

Direct observation must be in real time. A mentor must be available to consult with the Clinical Fellow who is providing clinical services. Direct observation of clinical practicum is intended to provide guidance and feedback and to facilitate the Clinical Fellow's independent use of essential clinical skills.

Mentoring must include on-site, in-person observations and other monitoring activities, which may be executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Clinical Fellow, or evaluations by professional colleagues with whom the Clinical Fellow works. The CF mentor and the Clinical Fellow must participate in regularly scheduled formal evaluations of the Clinical Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor.
The amount of direct supervision provided by the CF mentor must be commensurate with the Clinical Fellow's knowledge, skills, and experience, and must not be less than the minimum required direct contact hours. Supervision must be sufficient to ensure the welfare of the individual(s) receiving services.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the CF experience and must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaging in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Mentoring must include on-site, in-person observations; however, the use of real-time, interactive video and audio-conferencing technology may be permitted as a form of observation, for which pre-approval must be obtained.
Additionally, supervision must include 18 other monitoring activities. Other monitoring activities are defined as the evaluation of reports written by the Clinical Fellow, conferences between the CF mentor and the Clinical Fellow, discussions with professional colleagues of the Clinical Fellow, and so forth, and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes. At least six other monitoring activities must be conducted during each third of the CF

experience.

If the Clinical Fellow and their CF mentor want to use supervisory mechanisms other than those outlined above, they may submit a written request to the CFCC prior to initiating the CF. Written requests may be emailed to cfcc@asha.org or mailed to: CFCC, c/o ASHA Certification, 2200 Research Blvd. #313, Rockville, MD 20850. Requests must include the reason for the alternative 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-case basis, the CFCC will review the circumstances and may or may not approve the supervisory process to be conducted in other ways. Additional information may be requested by the CFCC prior to approving any request.

Standard VII-C: Clinical Fellowship Outcomes

The Clinical Fellow must demonstrate knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant must have acquired and demonstrated the ability to:

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

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

The CF mentor must document and verify a Clinical Fellow's clinical skills using the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the Clinical Fellow successfully completes the CF experience. This report must be signed by both the Clinical Fellow and CF mentor.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP.

Implementation: Clinicians who hold the CCC-SLP must accumulate and report 30 Certification Maintenance Hours (CMHs) (or 3.0 ASHA continuing education units [CEUs]) of professional development, which must include a minimum of 1 CMH (or 0.1 ASHA CEU) in ethics during every 3-year certification maintenance interval beginning with the 2020–2022 maintenance interval. Intervals are continuous and begin January 1 of the year following the initial awarding of certification or the reinstatement of certification. Random audits of compliance are conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of

certification maintenance compliance documentation, and payment of annual membership dues and/or certification fees are required for maintenance of certification.

If maintenance of certification is not accomplished within the 3-year interval, then certification will expire. Those who wish to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

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

ASHA SCOPE OF PRACTICE AND CODE OF ETHICS

Faculty, staff, and students are bound to the ASHA Scope of Practice and the Code of Ethics. Students should read this material carefully as they are accountable to both. The principles are addressed throughout the training program, both in academic classes and in clinical practicum.

The scope of practice of speech-language pathology encompasses the following:

Students and faculty clinicians assess, diagnose, and treat speech, language, social communication, cognitive communication, and swallowing disorders in individuals across the life span.

Service delivery areas include all aspects of communication and swallowing and related areas that impact communication and swallowing: speech production, fluency, language, cognition, voice, resonance, feeding, swallowing, and hearing.

Students should become well acquainted with the Code of Ethics so that the judgments and decisions made as a graduate student form a solid, ethical foundation for a future as a professional speech-language pathologist.

The ASHA Code of Ethics can be found at http://www.asha.org/Code-of-Ethics/

ASHA Scope of Practice can be found at https://www.asha.org/policy/sp2016-00343/

CUW UNIVERSITY GLOBAL LEARNING OUTCOMES (GLOS)

Concordia University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world. Expected CUW Student Outcomes include:

- Christian Faith - Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.
- Service and Global Citizenship - Our graduates are globally-minded citizens.
- Integrated Disciplinary Knowledge - Our graduates integrate insights from a wide range of disciplines.
- Critical Thinking/Creative Problem Solving - Our graduates think rationally, critically, and creatively.

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

For more information, please see: https://www.cuw.edu/about/offices/institutional-effectiveness/outcome-statements.html

SLP Program Learning Outcomes (PLOs) Linked to ASHA CFCC and CAA Standards:

Upon completion of the SLP graduate program, students will have completed all required knowledge and skills competencies consistent with ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology. These standards are indicated within this syllabus by the use of (CFCC).

Please see the 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* for details. www.asha.org/certification/2020-SLP-Certification-Standards.

All courses are also linked to the graduate program accreditation standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA, referred to in this document as (CAA).
Please see the CAA standards document for details.
https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf

SLP students will demonstrate:

1. Knowledge of the biological sciences, physical sciences, statistics, and social-behavioral sciences (CFCC Standard IV-A; CAA 3.1.2B; typically achieved in undergraduate coursework before enrollment in the graduate program. Students must independently complete deficiencies in these areas before applying for ASHA certification (CCC)).
2. Knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (CFCC Standard V-B; CAA 3.1.2B; CUW GLO 3).
3. Knowledge of communication and swallowing disorders and differences, including appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in:
   a. Articulation
   b. Fluency
   c. Voice and resonance
   d. Receptive and expressive language
   e. Hearing
   f. Swallowing
   g. Cognitive aspects of communication
   h. Social aspects of communication
   i. Augmentative and alternative communication modalities
   (CFCC Standard IV-C; CAA 3.1.2B; CUW GLO 4)

4. Current knowledge of the principles and methods of, and clinical skills in prevention, assessment, and intervention for people with communication and swallowing disorders across the lifespan (CFCC Standard IV-D and V-B; CAA 3.1.3B; 3.1.4B; 3.1.5B; CUW GLO 2)
5. Knowledge and skills in oral, written, and other forms of communication sufficient for entry into professional practice (CFCC Standard V-A; CAA 3.1.1B; CUW GLO 5)
6. Knowledge of research processes and integration of research principles into evidence-based clinical practice (CFCC Standard IV-F; CAA 3.1.1B CAA 3.5B; CUW GLO 6)
7. Knowledge of ASHA's current Code of Ethics and ethical conduct standards, professional contemporary issues, regulations, and policies relevant to professional practice (CFCC Standards IV-E, G, and H; CAA 3.1.6 B; CAA 3.4B; CUW GLO 1)

ACADEMIC INFORMATION AND PROCEDURES

Academic Calendar – Current CUW academic calendars are available online at
https://www.cuw.edu/about/offices/registrar/academic-calendars.html

Speech-Language Pathology Graduate Program

Degree Requirements

Successful completion of the graduate program in Speech-Language Pathology is determined by completion of all academic and clinical requirements in order to develop competencies needed for ASHA certification.

This program requires successful completion of 44 core academic credit hours, 3 credit hours of electives, and 10 credit hours of clinical practicum resulting in a minimum of 57 credit hours of coursework (academic and clinical) for completion.

SLP GRADUATE STUDENT EDUCATIONAL PLAN

Sample SLP Graduate Student Educational Plan – subject to change

SEMESTER 1 I SUMMER 1	Course	Credits	Completed
SLP 5150 (SLP 505)	Child Language Disorders I	3	
SLP 5100 (SLP 565)	Fundamentals of Audiology for SLP	2	

SLP 5200 (SLP 515)	Research Methods	3	
SLP 7600 (SLP 650)	Clinical Practicum	1	
TOTAL CREDITS (9-10)		**9**	

SEMESTER 2 I FALL 1	Course	Credits	Completed
SLP 5250 (SLP 520)	Speech Sound Disorders	3	
SLP 5300 (SLP 525)	Aphasia & Related Disorders	3	
SLP 5350 (SLP 555)	Dysphagia	3	
SLP 6400* (SLP 570)	Neurobases of Communication (Elective, if needed)	3	
SLP 7500* (SLP 645)	Practicum: Audiology (1/2 of cohort)	1	
SLP 7600 (SLP 650)	Clinical Practicum	1	
TOTAL CREDITS (10-14)		**14**	

SEMESTER 3 I SPRING 1	Course	Credits	Completed
SLP 5400 (SLP 535)	Child Language Disorders II	3	
SLP 5450 (SLP 540)	Fluency Disorders	3	
SLP 5500 (SLP 620)	Voice Disorders	3	
SLP 6600 (SLP 560)	School Methods	3	
SLP 7500* (SLP 645)	Practicum: Audiology (1/2 of cohort)	1	
SLP 7600 (SLP 650) or SLP 7700 (SLP 651)	Clinical Practicum	1	
TOTAL CREDITS (10-14)		**14**	

SEMESTER 4 I SUMMER 2	Course	Credits	Completed
SLP 5550 (SLP 610)	Cognitive Communication Disorders	3	

	Course	Credits	Completed
SLP 5600 (SLP 530)	Augmentative & Alternative Communication	3	
SLP 7600 (SLP 650) or SL:P /7700 (SLP 651)	Clinical Practicum	1	
SLP 6000**	Elective - Special Topics	2	
TOTAL CREDITS (7-9)		**9**	

SEMESTER 5 I FALL 2	Course	Credits	Completed
SLP 5650 (SLP 635)	Professional Issues and Counseling	3	
SLP 5700 (SLP 615)	Assess Manage. Multicultural Populations	3	
SLP 5750 (SLP 545)	Motor Speech Disorders	3	
SLP 5800 (SLP 630)	Genetic Factors in SLP Practice	3	
SLP 6000**	Elective - Special Topics	2	
SLP 7600 (SLP 650 or SLP 7700 (SLP 651)	Clinical Practicum	1	
TOTAL CREDITS (13-15)		**15**	

SEMESTER 6 I SPRING 2	Course	Credits	Completed
SLP 7800 (SLP 652)	Clinical Externship	4	
TOTAL CREDITS (4)		4	

PROGRAM REMINDERS:			Completed
Clinical Practicum 7600 (SLP 650) and 7700 (SLP 651): complete at least 1 credit of each, total of 5 credits required			

22

Clinical Externship SLP 7800 (SLP 652): total of 4 credits required			
Electives: complete a minimum of 3 elective credits for a total of 57 program credits. Elective course scheduling and availability is at the discretion of the department. Special Topics: SLP 6000 (SLP 665) is an elective course that can be repeated with different specific topics. e.g., Feeding Master's Thesis: students may choose to complete a Master's Thesis (in place of all 3 credits of electives. Research Practicum: Students may choose to complete SLP 7100 Research Practicum for up to 4 credits.			
Students pursuing the IPE certificate may also take IPE 690 as a 1 credit elective for no additional tuition cost.			

ADDITIONAL PROGRAM REQUIREMENTS
- Participate in year 1 orientation
- Participate in year 2 orientation
- Participate in Interprofessional Education events, as assigned
- Complete in mid program review
- Attend group advising Fall I, Spring I, and Fall II
- Pass comprehensive exam or complete Master's Thesis
- Meet clinical competency in evaluation, treatment, and professional behaviors across 9 areas of service delivery (see Clinical Handbook)
- Meet the ASHA 400 clinical clock hour requirement (see Clinical Handbook)
- Meet Wisconsin Department of Public Instruction (DPI) requirements for licensure endorsement or sign the WI DPI Waiver Form
- Complete end of program surveys
- Complete exit interview/end of program review with Department Chair

SLP GRADUATE PROGRAM COURSE DESCRIPTIONS/OFFERINGS

(PLEASE NOTE, FOUR DIGIT COURSE NUMBERS ADOPTED FALL 2024)

SLP 5100 (SLP 565) Fundamentals of Audiology for the SLP
Course Description: This course, intended for prospective speech-language pathologists, is intended to help students identify clients with an auditory disorder or who may be at risk for sustaining an auditory disorder. Knowledge obtained as part of this course will enable students to provide (within their scope

of practice) appropriate prevention, assessment, referrals, accommodations, and modifications to the client's treatment plan and activities. Additional course 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 5150 (SLP 505) Child Language Disorders I
Course Description: This course focuses on assessment and intervention for preschool language disorders. Topics addressed include etiology and characteristics of language/communication disorders in infants and preschool children with an eye toward cultural and linguistic diversity, theoretical frameworks for assessment and intervention, evidence-based methods of assessment and intervention, connections between oral language and emergent literacy, and exploration of current issues in the research literature.

SLP 5200 (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 5250 (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 5300 (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 5350 (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 5400 (SLP 535) Child Language Disorders II
Course Description: This course applies theoretical models and research perspectives to assessment and intervention for language and related literacy disorders in children from elementary school through adolescence. Topics include the impact of language disorders on academic achievement, integration of curriculum-based standards in Individualized Education Plans, cultural and linguistic diversity, and the

role of the SLP in supporting oral language, reading, writing, and spelling related to the literacy demands of the curriculum.

SLP 5450 (SLP 540) Fluency Disorders

Course Description: This course provides an overview of normal fluency and an exploration of the nature and causes of fluency disorders. Specifically, this course focuses on the clinical assessment and treatment of stuttering and other fluency disorders.

SLP 5500 (SLP 620) Voice Disorders

Course Description: The course focuses on the development of an understanding of the processes involved in voice production as they relate to typical and atypical aspects of phonation. Emphasis is placed on developing a solid understanding of perceptual, acoustic, aerodynamic, and biomechanical perspectives on normal and disordered phonation to inform evidence-based assessment and treatment.

SLP 5550 (SLP 610) Cognitive Communication Disorders

Course Description: This course focuses on the etiology, prevention, assessment and treatment of cognitive communication disorders, including but not limited to attention, memory, executive function, dementia, and traumatic brain injury.

SLP 5600 (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 5650 (SLP 635) Professional Issues and Counseling

Course Description: This course focuses on the business, legal and ethical issues in speech-language pathology that affect clinical practice, including counseling for individuals with communication disorders and their caregivers. Emphasis is placed on the administrative aspects of service delivery pertaining to private practice, clinics, and hospital-based programs.

SLP 5700 (SLP 615) Assessment & Management of Multicultural Populations

Course Description: This course focuses on the application of theoretical models and research perspectives to the assessment and treatment of communication disorders, specifically related to individuals from diverse backgrounds.

SLP 5750 (SLP 545) Motor Speech Disorders

Course Description: This course focuses on the specific neuro-anatomy and neuro-physiology involved in normal and disordered motor-speech production. Additionally, this course addresses the differential diagnosis of motor-speech disorders, specifically apraxia and the dysarthrias. This course also focuses on evidence-based assessment and intervention strategies for Motor Speech Disorders.

SLP 5800 (SLP 630) Genetic Factors in SLP Practice
Course Description: This course focuses on genetics, embryonic development, syndromes, and related congenital anomalies including cleft lip and/or palate, and the impact these conditions have on speech-language development and functioning. The role of the speech-language pathologist in evidence-based approaches to prevention, assessment, and treatment of a variety of hereditary and related disorders in the clinical setting will be emphasized.

SLP 6000 (SLP 665) Special Topics
Course Description: Special Topics: (specific topic name) is an elective 2 credit class that focuses on current topics/issues in Speech-Language Pathology. This is a course that can be repeated with different course content to fulfill elective requirements of 3 credits. Special Topics covers topics that are part of the scope of practice of Speech-Language Pathologists, which are not addressed in the core curriculum.

SLP 6400 (SLP 570) / CSD 4400 (CSD 470) Neurological Bases of Communication (elective, if needed)
Course Description: This course focuses on the study of neurological development and function related to speech, language, and hearing. Emphasis is placed on the neuroanatomy and neurophysiology involved in communication and swallowing.

SLP 6600 (SLP 560) / CSD 4600 (CSD 460) School Methods
Course Description: This course provides an overview of communication disorders and therapeutic methods in school-aged children, as well as the educational impact. There is a focus on practical application through understanding of IDEA, RTI, classroom interventions, and student accommodations. A study of procedures and materials used in public schools by Speech-Language Pathologists/Audiologists is included. Effective strategies within the context of the Christian perspective for managing ethical dilemmas in the school setting will also be addressed.

SLP 7100 (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 5200 (SLP 515) -Research Seminar. Prerequisite: CSD 340 Research Seminar.

SLP 7500 (SLP 645) Audiology Practicum
Course Description: This Audiology Practicum course will address aspects of audiology which are considered to be part of the role of a speech-language pathology. Students will gain knowledge and experience with various audiology evaluation and treatment protocols through participation in diagnostic evaluations, aural rehabilitation activities, didactic meetings, and simulation exercises.
Credit Hours: 1 credit

SLP 7600 (SLP 650) Clinical Practicum: On-Campus
Course Description: This course is designed to provide graduate students with supervised experience in assessment, diagnosis, treatment, and management of children and adults exhibiting a variety of speech, language, swallowing, and/or hearing disorders. Graduate students will be assigned client(s) per semester as appropriate. Clinical Instructors for this course are CUW faculty and may take place on-campus or at satellite locations. This course has a classroom portion that meets one hour per week. The purpose of these meetings is to discuss topics such as record keeping, data collection, specific therapy techniques, clinical technologies, research findings, etc. Furthermore, these meetings are designed to enhance professional growth in the field of speech language pathology. Attendance is mandatory and meetings are announced in advance.

SLP 7700 (SLP 651) Clinical Practicum: Level I
Course Description: This course focuses on developing the skill competencies required for ASHA certification in SLP. Students will be placed in a part-time external placement with an ASHA certified, state licensed and DPI licensed (as indicated) Speech-Language Pathologist as a CI. This clinical placement is typically comprised of 2 to 3 half days/week in a community setting. Schedule will depend on clinical site.

SLP 7800 (SLP 652) Clinical Externship: Level II
Course Description: This course continues to focus on developing the skills and competencies required for certification in Speech-Language Pathology. Students will complete external placements with an ASHA certified Speech-Language Pathologist as a preceptor. This clinical externship is comprised of 16 total weeks including both medical and school placements. Students are expected to follow the schedule of the placement site.

SLP 7200 (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 strict APA style. Offered each semester. *1-3 credit hours.*

Comprehensive Examination
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.

Graduate Grading System

Academic Grading Scale:

A	100-93.00%	B-	82.99-80.0%
A-	92.99-90.00%	C	79.99-70.00

B+	89.99-88.00%	F	69.99 and below
B	87.99-83.00%		

Note: research and clinical practicum experiences are graded on a pass/no-credit basis.

Any grade of C or lower is considered unsatisfactory in the SLP graduate program. Depending on an assignment's nature and the competencies it addresses, students may be required to revise or remediate their work at the instructor's discretion.

A final course grade of C or lower is considered unsatisfactory. No credit will be earned for the course and a retake of the course is required. Unsatisfactory grades may result in an extension of a student's length of program.

Students have access to course grade information throughout the term within the LMS (Learning Management System) gradebook associated with each course. Formal reports of student progress are available at the close of each term.

Incomplete Grades

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 policy as written above does not apply to Thesis or Graduate Seminar papers. In such cases the incomplete will remain until the thesis or paper is completed or the instructor determines that progress has ceased. Students completing final clinical externships will receive a grade of incomplete(I) until the required number of weeks of the placement have been completed.

Expiration of Courses

Students are expected to make steady progress toward their degree. In alignment with the CUW policy, the speech-language pathology program policy is that courses expire after seven years and need to be retaken if they are to count toward the degree.

Repetition of Courses

Students must repeat a course in which they receive a grade of C or lower. At the end of the course, the grade the student received in the repetition of the course is recorded on the transcript; this grade is used to recalculate the grade-point average. The original grade is no longer computed in the grade-point average but does remain on the official transcript. The student may be assessed tuition for the retaken course.

Petitioning for Course Waivers

Students may petition for a course waiver directly to the Program Director. The course may be waived if it is determined that the knowledge gained in that course has been obtained elsewhere. The student will need to provide transcripts and relevant course syllabi for review.

Change in Status

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 Program Director with input from the faculty. Change in status only applies to students enrolled full-time in the program and who are "in good standing". 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 Program Director. Leave-of-absence will be considered for medical or personal reasons. The Program Director will review requests on a case-by-case basis.

Exit Interview

All SLP graduate students must complete an exit interview prior to graduation. This exit interview will include the completion of a survey and a face-to-face meeting with the Department Chair or their designee. The purpose of these activities is to gather input/information that will be used for program improvement and to complete all necessary paperwork for applying for ASHA's clinical certification and State license(s). All graduate student exit interviews must be completed prior to issuing a diploma

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, and procedures contained in the "Concordia University Wisconsin Department of Speech-Language Pathology Graduate Handbook" 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

Prior to orientation, each SLP graduate student is assigned a faculty advisor who provides support and guidance for their academic and clinical programs. The faculty member is an advocate who provides mentoring to students as future practicing professionals, working closely with the Director of Clinical Education, Chair, and other faculty as needed to support student growth. The role of the advisor includes, but is not limited to the provision of:

- academic advice related to the student's plan of study, registration, academic and clinic policies, expectations, resources, and available services

- mentoring related to professional memberships and participation, development of professional acumen, communication, and professional/personal characteristics
- information related to professional certification, licensure, and related credentialing
- assistance to the student in marshaling the support needed on an academic, personal, or professional level
- general advocacy on behalf of the student
- involvement in student formal and informal support plans as appropriate

In addition to attending mandatory group advising sessions, students are encouraged to meet with their advisor on an individual basis. A savvy student will recognize that their advisor is a key component in their personal support system and will establish a solid relationship with this faculty member by meeting with them frequently. In those instances in which a student is experiencing difficulty in a course, the program, or on a personal level, they should connect with their faculty advisor early to gain support and assistance in addressing the difficulty.

Advisor Change

Having a productive relationship with their department faculty advisor is important to a student's 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 Program Director, no questions asked. Students are not required 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.

FORMAL AND INFORMAL SUPPORT PLANS

SLP Graduate Students- Clinical and/or Academic Support and Performance Improvement Plans

The graduate program in speech-language pathology at CUW is a full-time program comprised of 6 terms (Summer, Fall, Spring, Summer, Fall, Spring). Students are expected to meet all the requirements for each academic and clinical course in order to gain the knowledge and skills competencies needed.

For the purpose of this program, a GPA of 3.00 is required to be considered "in good standing." Students who fall out of "good standing" will not be able to enroll in clinical practicum. Mechanisms are in place to support students at risk for clinical or academic failure, including Clinical and/or Academic Support Plans (see below). If a student does not pass a course (i.e., earning grade below a B- or no credit

in a clinical course), she/he will be required to complete a Performance Improvement Plan. Details regarding clinical and/or academic support plans are as follows:

PLANS TO SUPPORT CLINICAL OR ACADEMIC SUCCESS

SBAR

In the spirit of collaborative communication, the Department of SLP has implemented a simple alert system for students to be made aware of minor issues that can be addressed in the short term. This is referred to as an SBAR. SBAR stands for the following:

- S: Situation
- B: Background
- A: Assessment
- R: Recommendation

After an initial verbal discussion with a student, the instructor may complete an SBAR form documenting the minor concern using a framework that is used in many healthcare environments. This is intended for use in situations in which a single discussion or pointer may need to be given to a student that is not of the scope or magnitude of a support plan or Performance Improvement Plan. The SBAR and Academic Support Plans (ASP)/Clinical Support Plans (CSP)/Performance Improvement Plan (PIP) forms are found in the Appendix.

For more information on SBAR, see: https://www.aha.org/center/project-firstline/teamstepps-video-toolkit/sbar

Clinical Support Plan (CSP) and/or Academic Support Plan (ASP)

CSPs/ASPs may be utilized to support a student's clinical and academic growth by addressing specific counterproductive clinical, academic or behavioral trends as soon as identified. CSPs/ASPs include specific goals to be addressed in a short-time frame. CSPs/ASPs are typically initiated by a course or clinical instructor when a student appears at risk for academic probation, or when academic or clinical 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.

Academic Support Plans

- 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 an ASP is needed, the student's academic advisor is notified. It is up to the advisor and instructor(s) 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.
- Once the ASP is finalized the instructor(s), advisor and the student sign the document and place it in Navigate. 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. If the Chair is the student's academic instructor, they will be involved in the process.
- Should new concerns arise during a semester, a meeting may be called at any time to review and revise the ASP or escalate it to a Performance Improvement Plan if necessary.
- The instructor and the student should review and monitor progress toward goals and academic achievement throughout the semester. If the goals are attained, the course instructor documents this on the ASP, the student and the instructor sign the completed document, and file it in Navigate, along with a note indicating the meeting and document upload. If the goals are not attained, the ASP may carry over into the next semester of academic coursework or converted to a PIP if deemed significant. This is decided on a case-by-case basis via a collaborative process with the student and faculty members who were involved in the initial ASP.
- It is possible that a graduate student may not be placed in an off-campus practicum experience if ASP goals are not met by the end of the semester, depending on the nature of the plan and its relationship to upcoming clinical placements.
- If an academic course is not passed, the student, Department Chair and Course Instructor will develop a Performance Improvement Plan for taking the course when next offered. This meeting will occur within the initial two weeks of the next semester in the program. As courses are offered in sequence, typically once per year, failing an academic course typically results in extension of a student's program.

Clinical Support Plans

- CSPs are developed collaboratively between the Clinical Instructor, Director of Clinical Education and the student. If a CSP is needed, the clinical instructor will notify the Director of Clinical Education and the academic advisor. It is up to the Director of Clinical Education, the academic advisor and clinical instructor to determine who is needed in the CSP meeting. The academic advisor serves as a contact point to determine if the issue is isolated to a clinic course, 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.
- Once the CSP is finalized the Clinical Instructor, Director of Clinical Education, academic advisor and the student sign the document. The Director of Clinical Education will upload the completed document into Navigate, along with a note indicating the meeting and document upload. A copy will be provided to the SLP department Administrative Assistant who tracks plans.
- If the Clinical Instructor, Director of Clinical Education, the academic advisor or student determine that additional support is required during the development of the CSP, the Department Chair can be involved in the process. If the Chair is the student's academic instructor, they will be involved in the process.
- Should new concerns arise during a semester, a meeting may be called at any time to review and revise the CSP or escalate it to a Performance Improvement Plan if necessary.
- The Clinical Instructor and the student review and monitor progress toward goals of the CSP throughout the semester. If the goals are attained, the Clinical Instructor documents this on the CSP and the student and the Clinical Instructor sign the completed document. The completed document will be submitted to the Director of Clinical Education for uploading into Navigate,

along with a note indicating the meeting and document upload. A copy will be provided to the SLP department Administrative Assistant who tracks plans. If the goals are not attained, the CSP may carry over into the next semester of clinic, but this is decided on a case-by-case basis via a collaborative process with the student, and other faculty members who were involved in the initial CSP.

- It is possible that a graduate student may not be placed in an off-campus practicum experience if CSP goals are not met by the end of the semester, depending on the nature of the plan and its relationship to upcoming clinical placements. This is decided on a case-by-case basis via a collaborative process with the student, the Clinical Instructor, Director of Clinical Education, and/or Department Chair.
- If a clinic course is not passed, the student, Director of Clinical Education, clinical instructor and/or Department Chair will develop a Performance Improvement Plan with the student. This meeting will occur within the initial two weeks of the next semester in the program. Failing a clinic course may result in extension of a student's program.

Performance Improvement Plan (PIP)

- A PIP is an ASHA required, formal process used to provide structure and strategies to assist a student clinician in improving performance in essential skills and modifying persistent counterproductive behaviors. A PIP can be implemented before a CSP/ASP, at the discretion of a faculty member, if it is clear that a student will not pass a course or clinical experience and will need to retake it.
- Clinical or academic PIPs are initiated and developed collaboratively between the student, instructor(s), academic advisor as well as the Director of Clinical Education if clinical placements are impacted. In addition, a PIP may be exclusive to clinic. The Department Chair may be involved as necessary; however, the Chair is typically not involved so as to maintain neutrality should the situation escalate to probation or dismissal from the program. If the Department Chair is the student's academic instructor, they will be involved and seek outside support if a situation escalates.
- As with Support Plans, 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.
- The CUW Department of SLP uses "ASHA's Steps in Developing and Implementing a Performance Improvement Plan" throughout this formal process. (see: https://www.asha.org/practice-portal/professional-issues/clinical-education-and-supervision/#collapse_1)https://www2.asha.org/PRPSpecificTopic.aspx?folderid=8589942113&section=Key_Issues
- Once the PIP is finalized the document is signed by all parties and uploaded to Navigate with a note documenting the meeting and form upload. In addition, the instructor or advisor notifies the SLP department Administrative Assistant who tracks plans.
- PIPs are reviewed by the faculty and student and modified/adjusted as needed. If the goals are attained, the faculty documents this on the PIP, the student and the instructor sign the completed document, and file it in Navigate, along with a note indicating the meeting and document upload. If the goals are not attained and the course is not passed, the student's

academic and/or clinical standing in the program is in jeopardy. If a PIP is not passed, the faculty and student meet to determine the appropriate next steps which may include meeting with the Department Chair and/or Director of Clinical Education, continuation of the PIP into the next semester, probation, and/or dismissal depending upon circumstances. Documentation related to the student's PIP status is signed by all parties and is placed in Navigate and sent to the Department Administrative Assistant.

- It is possible that a graduate student might not be placed in an off-campus practicum experience if PIP goals are not met by the end of the semester. This is decided on a case-by-case basis via a collaborative process with the student, the Clinical Instructor, Director of Clinical Education and/or Department Chair. This may also result in an extension of program.

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

All students in the Department of Speech-Language Pathology are accountable to the CUW student code of conduct. This includes SLP graduate students both on and off campus. Students are accountable for accessing and understanding all aspects of the CUW Student Code of Conduct which is electronically published and available within the current year's academic catalog. (https://catalog.cuw.edu/graduate/student-conduct/).

PROFESSIONALISM AND STUDENT BEHAVIOR EXPECTATIONS

This section applies to all Department of Speech-Language Pathology Students, whether on- and off-campus during professional, educational, outreach, and clinical experiences.

Students within the Department of Speech-Language Pathology are speech-language pathologists and professionals in training and are therefore held to the highest standards of integrity and ethical principles. The guiding principles for professional contact and conduct come from the ASHA Code of Ethics and ASHA Scope of Practice in Speech-Language Pathology, as well as the CUW School of Health Professions Policy for Professional Behavior (2023). At the core of professionalism is personal integrity and work ethic. Students have the opportunity to establish their professional identity on a daily basis through their actions. Professionalism is established by these actions over time; however, it takes one lapse in judgment or a poor decision to damage one's professional reputation. Please realize that the main questions future employers ask faculty serving as references relate to work ethic and professionalism.

Students within the Department of Speech-Language Pathology are preparing to take part in an honorable profession that is dedicated to the welfare of others and held in high regard in society. Conduct that is illegal, unethical, immoral or unprofessional not only affects the reputation of the student but also that of Concordia University and the profession of speech-language pathology. Students agree to act honorably at all times academically and professionally with honesty, integrity and compassion. Students understand that if they are ever found to be in violation of the CUW Student Code of Conduct or ASHA Code of Ethics, they may be subject to appropriate disciplinary action which will be documented in their student file.

Student clinicians are responsible for honoring the privacy, confidentiality, communication needs, and individual rights of every client. They are responsible for client-centered care, intervention planning and

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

Unprofessional conduct by a student, in and out of the department, may be considered grounds for unsatisfactory progress in the program and is subject to review by the SLP Faculty, Program Director, Department Chair, and the Dean of the School of Health Professions. In some cases, unprofessional conduct may also be grounds for dismissal from the program. Unprofessional conduct includes but is not limited to:

- Absenteeism
- Tardiness
- Unprofessional attitudes or behaviors, disrespect of clients, fellow students, and/or faculty
- Unprofessional behavior, dress, or conduct
- Negative or defamatory comments about a clinical placement or supervising CI (whether explicitly named or not)
- Breaches in confidentiality, including HIPAA and FERPA violations
- Cheating
- Plagiarism
- Insufficient response to communications
- Insufficient clinical performance or preparation
- Other forms of academic misconduct as defined by the student conduct code
- Unethical behavior as described by ASHA.

Dress Code

The following professional standards of attire have been adopted by CUW Department of Speech-Language Pathology and apply to all students including CSD undergraduates, leveling students, and SLP graduate students. Professional dress and appropriate appearance, as judged by faculty and staff of the Department of Speech-Language Pathology, is required. All attire must be clean, neat, and in good repair (no holes). Visible piercings and tattoos are acceptable to the point they become a distraction to the client/families or violate a practicum site appearance code, at which point they will be addressed. Violation of dress code, as determined by faculty or staff, may result in removal from clinic, classroom, practice site, other educational setting, a letter of concern, or other recourse as determined appropriate by the Department of Speech-Language Pathology.

General Classroom Attire

Students are expected to dress appropriately in the classroom and when representing CUW on campus or during extracurricular activities. See-through or low-cut clothing is not acceptable. Shoes are required for all students at all times. **All attire must be clean, neat, and in good repair (no holes).** Clothing that includes advertising or "mock advertising" for alcoholic beverages, sexual behavior or innuendos, tobacco products, or profane language and gestures is not allowed. Students are expected to maintain good personal hygiene and grooming, including the use of deodorant and professional/appropriate makeup, hair, and personal appearance. Cologne or perfume should not be used to avoid triggering clients, peers, or others with asthma, allergies, or sensitivities.

Any medical conditions that inhibit adherence to these Standards must be discussed with the Program Director.

CUW Department of Speech-Language Pathology faculty or staff members may require students to follow alternate dress code guidelines for special events or in specific laboratories or experiences.

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-Language Pathology faculty and staff. Business casual dress is required for on-campus events when the Department of Speech-Language Pathology is hosting other professionals, students, or prospective students and off campus events where SLP students are representing CUW and the profession.

Classroom Etiquette

This section applies to all Department of Speech-Language Pathology students. This includes SLP graduate students both on and off campus during professional, educational, outreach, and relevant clinical experiences.

    a. Any individual faculty member may reserve the right to be more or less stringent with the rules for classroom etiquette, provided that the framework for those changes is made known through the syllabus for the course.

    b. Sustained conversation that impedes student learning will result in the student(s) being asked to end the conversation and may result in students being asked to leave the classroom.

    c. Cell phones, tablets, laptops, etc. are to be turned off or in "silent mode" (not "vibrate") while class is in session. Students failing to follow such policies may be subject to grade deductions as described in the course syllabi and/or asked to leave class at the discretion of the instructor. Students should refrain from cell phone use.

    d. Students are expected to be prepared for class at the designated start time and attentive during the lecture. Any students considered to not be meeting this criterion (i.e. sleeping, using technology inappropriately, distracting others) may be asked to leave the classroom.

    e. Students are expected to dispose of their trash (e.g. beverage containers or papers) prior to exiting any university facility.

    f. Students who must leave class early are encouraged to sit in areas closest to the exit to minimize the degree of disruption to the learning environment for those remaining students.

g. At all times, it is expected that students are respectful and courteous to each other and the space. Students are responsible for leaving the room in the same condition in which it was found.

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 interactive 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 his/her particular class.

Attendance and Absences

The CUW Faculty Handbook permits each course's faculty to set their attendance policies. Each instructor will apprise his/her classes at the beginning of the semester of his/her class 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 specifically 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 considered "excused" absences:

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. Death or illness in the immediate family: "Immediate family" is typically 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. Short term military: A copy of the student's orders will be submitted 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. Extra-ordinary 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/Program Director on a case-by-case basis. Documentation will be required in most circumstances.

6. Professional Interviews and Professional Meetings: If there is an interview, students may be asked to submit documentation from the organization he/she will be interviewing with to have this absence excused. Similarly, documentation confirming attendance at the professional meeting may be requested. *Not all interviews and meetings will be considered for excused absences.

Policy Regarding Excessive Student Absences

1. After the maximal equivalent of 150 missed instructional minutes the instructor makes a concerted effort to contact the student to mutually discuss the absence problem situation.
2. The instructor contacts the student's Department of Speech-Language Pathology advisor (SLP graduate) and the Program Director if these absence concerns have not been resolved, or if the attendance continues to a present a problem.
3. After 500 missed instructional minutes the instructor has the prerogative to withdraw the student from the class. The withdrawal form may be obtained from the Registrar's Office. If the instructor withdraws the student before the last day of being able to drop a class without penalty (the end of the tenth week of class for a regular semester class) a grade of "W" will be given. After that time a grade of "WF" will be assigned. The faculty member should make every reasonable effort to notify the student of the withdrawal.

The Department of Speech-Language Pathology policy aligns with the CUW attendance policy. Acquisition of the knowledge competencies will be impaired without attendance and participation. Individual faculty will communicate their own or additional attendance policies on the syllabus for each course they teach.

ZOOM Online Etiquette and Expectations

Although the CUW Department of Speech-Language Pathology is committed to face-to-face interactions whenever possible, occasional use of Zoom class sessions may be permitted. Zoom class sessions are an important component of remote learning and provide the interaction of a live traditional classroom. The same principles apply to online course meetings as to on-campus meetings. Students are expected to be professional, treat others with courtesy and respect, use language thoughtfully, and maintain a professional appearance. In addition, students are expected to be active and engaged participants in the Zoom class sessions.

All participants in the Zoom class sessions are expected to adhere to the following rules and best practices in order to ensure the best possible learning environment with limited distractions:

- Join class from a suitable, quiet location with limited distractions
- Participate with video on in a well-lit environment for best image quality
- Use a device that permits full participation in the class activities
- Maintain posture before the camera which is conducive to active learning and participation (e.g., no reclining)
- Ensure student's full face must is visible in the camera frame
- Attend to personal needs (meals, restroom use, phone calls) prior to entering the Zoom class session
- Consider professionalism when choosing attire

The following actions are not permitted during Zoom class sessions:

- Participating while riding in a moving vehicle
- 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.

ACADEMIC ETHICS

This section applies to all students in the Department of Speech-Language Pathology. This includes SLP graduate students both on- and off- campus during professional, educational, outreach, and clinical experiences. The CUW School of Health Professions and the Department of Speech-Language Pathology administer these policies. They are to be taken in the spirit of academic excellence with the expectation that CUW students will demonstrate ethical principles in their academic pursuits:

Respect for Oneself, Others & the Academic Community In respecting oneself, the student will have the integrity to develop and enhance his/her own academic skills. This can also be accomplished by respecting other students and the faculty. Faculty members are professional in their expectations of academic excellence, and students should respond with an appropriate level of effort and commitment. In respecting students, the faculty will inform the student, in writing, of the instructor's policies at the beginning of each course, usually via the syllabus. The student is then responsible for being aware of such policies included in syllabi and the handbook of the department. The University further expects that the student will not undermine other students' academic pursuits and/or the academic community of Concordia. Therefore, the following has been developed to create an environment where respect for self, others, and the academic community can be fostered.

Academic Dishonesty and Misconduct
This policy and section applies to all students within the Department of Speech-Language Pathology, including SLP graduate and clinical experience students.

Academic Misconduct
Academic misconduct is intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Plagiarism
The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment or without quotation marks and proper citation/documentation. Plagiarism is any misrepresentation in the use of another's work, especially as that misrepresentation gives the impression that the student is presenting his or her own work. Plagiarism is also paraphrasing in which a student makes a composite of borrowed phrases, ideas, or sentences without proper documentation. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Papers handed in for one course may not be used for another course unless the instructors have given specific approval. NOTE: If the student uses the services of a typist, the student

bears the responsibility for any mistakes or omissions that may constitute plagiarism/cheating. Consequences of confirmed plagiarism are at the discretion of the instructor/program and may result in assignment failure, class failure and dismissal from the graduate program.

Cheating

Cheating is a form of stealing that is considered academic misconduct. Consequences of confirmed cheating are at the discretion of the instructor/program and may result in assignment failure, class failure and dismissal from the graduate program. Some examples of cheating are, but not limited to:

- Turning in someone else's work as your own (with or without his or her knowledge)
- Turning in a completely duplicated assignment is a flagrant offense, but even copying only a portion of the assignment and turning it in as your own is considered cheating
- Allowing someone else to turn in your work as his or her own
- Several people writing one paper, or other work, and turning in multiple copies, all represented (implicitly or explicitly) as individual work
- Using any part of someone else's work without proper acknowledgement
- Submitting falsified application information or someone else's application as your own
- Stealing an examination or a solution from the instructor; the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff
- Use of any unauthorized assistance in taking quizzes, tests, or examinations
- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- The electronic theft of papers, reports, or other similar material

Electronic Communication

Inappropriate electronic communication between student and faculty, supervisors/preceptors, including:

•	Unauthorized use of cell phone or any smart technology while in the classroom and/or during a clinical placement.

•	Unauthorized use of AI technology while in the classroom and/or on a clinical rotation. If students are unsure of what electronic tools are authorized, please refer to your faculty, student handbook or supervisor.

Using Generative AI

Generative AI tools do not "think" like humans, can offer inaccurate responses to prompts, and should not be trusted without follow-up research. The AI tool is not "the author" of its output. AI generated output contains no original work or ideas. These tools draw exclusively on content generated by authors who were the creators of original work, but whose identities and qualifications have been lost. The use of AI tools cannot replace academic study, critical thinking, and problem-solving that students need to do themselves to develop effective academic and life skills.

Guidelines for use of AI may vary by course and clinical experience. Using AI in an instructor-guided activity or to generate a few brainstorming ideas is different than using AI to complete an assignment that is supposed to be one's own work. Passing off AI as one's own original writing is considered plagiarism. Unless indicated in writing as approved by the instructor, AI assisted writing systems that are trained to follow a written or spoken prompt and provide a detailed response (like ChatGPT, Google Bard, Microsoft Bing/Copilot, etc.) may not be used to complete assignments and will be considered cheating under the university's Academic Honesty policy.

Social media

Students are never to refer to specific clinical facility staff, workplace issues, or patient care issues in any way, on any social media site. This is a violation of the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the clinical affiliation agreement contract. Students are never to reference faculty, staff, or other CUWAA employees in social media posts without their expressed consent.

Confidentiality
•Release of ANY patient information and identity outside the program environment
•Discussion of patient information and identity in a general environment (hallways, cafeteria, etc.)
•Access of patient records for any purpose other than education. If unsure of the method of disclosure, students should NOT access records until clarification is obtained.
•HIPAA and/or Protected Health Information (PHI) or other regulations of the clinical location or placement are not followed
•Breaching confidentiality

CUW SHP Policy for Professional Behavior – Disciplinary Actions

• Initial instance: The faculty will document the behavior for the department and complete the appropriate University form*. The faculty member determines the penalty. This may include, but not limited to, the following: an opportunity to re-do the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course or program.
• Subsequent instance(s) – Step One: The incident is reported to the Program Director/Chair by the faculty involved and then reviewed by the departmental committee or the Interprofessional Review Board (IPRB) where further sanctions can be recommended to the Program Director/Chair. The committee must document recommendations and, if necessary, complete the appropriate University form*.

• Subsequent instance(s) – Step Two: The recommendation from the committee is reviewed by the Program Director/Chair. The Program Director/Chair may accept the recommendations or impose additional sanctions including probation or dismissal based on policy.

*Please note that the Dean of Student Life and the Academic Office of CUWAA will be notified of any and all infractions.
In addition to the explicit Academic Ethics and Honesty Policies included in this handbook, students are accountable to and responsible for accessing and complying with all CUW Academic Policies electronically published and available at cuw.edu.
Appeal Process

If the student believes that the process was not followed, the student may provide a written appeal to the dean within 5 (five) business days of a decision. The dean will respond in writing within 5 (five) business days. The dean's decision is final.

Academic Probation and Dismissal Policy
All graduate students must earn a grade of B- or better in each course. If a student receives anything below a B-, it is considered a failing grade, and the student will be placed on academic probation. The student may be required to retake the course and will not be enrolled in clinical practicum related to the academic material (e.g., A failing grade in the Aphasia course may mean the student may not enroll in

aphasia clinic). No more than two graduate courses may be retaken. A third failing grade (below a B-) may result in dismissal from the program. A Performance Improvement Plan will be put in place by the academic advisor, in conjunction with the Department Chair for any student who fails a course.

Students should be aware that most of the required coursework is offered only once a year. Students who do not maintain satisfactory progress, or who need remediation or probation will likely be out of sequence with the program. This may extend their program significantly. Students may appeal dismissal from the program (see appeal procedures).

If a graduate student does not maintain a cumulative GPA of 3.00 or greater (after taking at least 9 credits), he/she is placed on academic probation and will meet with the program chair and his/her advisor. He/she then has 9 credits to raise her/his 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
- If evidence exists that shows the student's conduct to be a violation of the ASHA Code of Ethics
- If evidence exists that shows the student's conduct to be a violation of the CUW Student Code of Conduct
- If evidence exists that shows the student's conduct to be a violation of stated expectations contained within the Graduate Program of Speech-Language Pathology and/or Department of Speech-Language Pathology Clinic handbooks
- If the student has engaged in conduct which significantly disrupts the ongoing functioning of the Speech-Language Pathology program, coursework, or clinical education setting
- If within clinical education settings, either on or off campus, the student is unable to satisfactorily complete the essential functions or requirements of the program or site

Appeal Process

Graduate students who have been dismissed from their program and had their appeal denied by the program may only appeal to the Academic Office if they believe that the program's appeal process was not properly followed. If that is the case, the student will present an argument in writing to the Academic Office. The Chief Academic Officer or designee will examine the request, and if s/he ascertains

that due process was not followed, s/he may return the appeal to the program for reconsideration. This decision will be communicated to the student within 10 working days of receiving the request.

Complaints Regarding Grading of Tests/Assignments

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

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 Program Director. The Program Director 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 Program Director will be archived in a secured "complaint folder" maintained by the Program Director.

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 located in the University Catalog.

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each semester, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

Grounds for Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

Procedure for Final Course Grade Appeal

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered. The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. All parties will be expected to act in a professional and civil manner and make good faith attempts to resolve the grievance.

Step 1: The student must take the appeal, in writing, to the instructor no later than five (5) business days after the final grade is posted on the transcript. The instructor has five (5) business days after receiving

the appeal to respond to the student, in writing. If the student is satisfied with the outcome, the matter is settled.

Step 2: If the student is dissatisfied with the instructor's response to the appeal, the student may make an appeal to the chair/director of the department in which the instructor involved is a member. If the instructor is the chair/director, the student may appeal to the department's review committee/board (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 of receiving the student's appeal, and a written record of the decision and its basis must be shared with the instructor. The decision of the department chair/director or committee is final unless noted in a department's specific policy.

Complaint Processes

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 he/she 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 Director of Clinical Education. If concerns persist the student should advance the issue within the following administrative structure:

1. Program Director
2. School Dean

All complaints that rise to the level of the Program Director will be archived in a secured "complaint folder" maintained by the Program Director.

Complaints Against the SLP Graduate Program

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) is committed to quality and dedicated to audiology and speech-language pathology programs' 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 apply 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 the Code of Ethics, visit the ASHA website at http://www.asha.org or see the copy of the ASHA Code of Ethics provided in the Appendices section of this handbook.

Complaints Against the Council on Academic Accreditation (CAA)

Procedures for complaints against the CAA must relate to the accreditation process, decisions, or actions of the council. The link for this procedure is located at: http://caa.asha.org/ - CAA. Questions and/or requests for information about accreditation or the CAA can be directed to:

> **The Council on Academic Accreditation in**
> **Audiology and Speech-Language Pathology**
> American Speech-Language-Hearing Association
> 2200 Research Boulevard, #310
> Rockville, MD 20850
> Phone: 800-498-2071

GENERAL STUDENT GRIEVANCE POLICY – SHP Policy as of 5/2023

Complaint/General Grievance Procedures
SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amicable resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional and productive manner after they leave CU. Grievances applicable under this policy: Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student; Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or Administrative error in the application of a policy or procedure. Grievances not applicable under this policy (but which may be covered under other existing policies): Accessibility services (e.g., student accommodations through the ARC); Final grade appeals; Academic misconduct; The Code of Student Conduct and the conduct system; Title IX (e.g., sexual harassment); Residence Life; Parking tickets; Financial debt to the University; Financial Aid appeals; and University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. All parties will be expected to act in a professional and civil manner and make good faith attempts to resolve the grievance in the spirit of Matthew 18.

General Grievance Procedure

There are specific deadlines for pursuing a grievance. Students are required to follow the steps and timeframes outlined within this procedure. At any step in the grievance procedure, issues presented past the deadlines will not be considered. Students and faculty should make every effort to resolve concerns directly with those involved within no more than five (5) business days of the occurrence. If the student is dissatisfied with the results than the following steps should be followed:

Step 1: Student complaints should first be communicated in writing within five (5) business days of the incident to the chair/director. This communication must take place within five (5) business days after speaking to the person(s) involved. If the chair/director is involved, the student may appeal to the Dean of the School of Health Professions. The Dean will have five (5) business days to respond in writing to the student. Dean's decision is final

Step 2: If the student is dissatisfied with the decision made by the chair/director and a CU employee is involved in the grievance, the student may appeal in writing within five (5) business days to the Dean. The Dean will have five (5) business days to respond in writing to the student. Dean's decision is final. If the student is dissatisfied with the decision made by the chair/director and a CU employee is not involved in the grievance, the student may appeal in writing within five (5) business days to the Interprofessional Review Board (IPRB). The IPRB will have five (5) business days to respond in writing to the student.

Step 3 – If the student is dissatisfied with the decision made by the IPRB, the student may appeal to the Dean. The Dean will have five (5) business days to respond in writing to the student. The Dean's decision is final.

STUDENT SERVICES

CUW Student Services are available to all CUW students including SLP graduate students. A comprehensive list of student services, details regarding specific services provided, contact information, and more is available at cuw.edu and on the homepage on the CUW portal.
Student services include:

Campus Health Services:
Serious illnesses and emergencies are referred to local professional health care agencies. **If at any time a problem appears to be time-urgent or life-threatening, call 9-911 from an on-campus phone or 911 from off-campus.**

All SLP graduate students are required to carry adequate health and accident insurance, and encouraged to be familiar with what area providers and services are covered by their insurance before coming to school.

Covid Vaccination Policy
While CUWAA does not require vaccinations, many of the university's clinical partners require that students who learn in their facilities are vaccinated against specific communicable diseases. Such

policies are developed and administered by the clinical partners, and those facilities may in some cases grant exemptions to their own vaccine requirements. However, on the advice of legal counsel, CUWAA does not review or grant exemptions/waivers/exceptions to policies developed by other entities. Students who choose to enroll in a CUWAA health care program must adhere to all vaccine requirements of the clinical facilities to which they are assigned. Further, CUWAA is not obligated to reassign students to a different clinical experience or facility based on vaccination status, or for any other reason.

Counseling Services:

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:

> Columbia St. Mary's – 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.

Safety Contact Information

- 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 Email:* campus.safety@cuw.edu

Academic Resource and 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), and the Americans with Disabilities Act as Amended in 2010.

To receive services from CUW's Accessibility Services, the student, according to the Americans with Disabilities Act (ADA), must have a physical or mental impairment that substantially limits one or more major life activities. In addition, students must provide appropriate documentation which supports the physical or mental impairment that substantially limits one or more major life activities. Students with disabilities must self-identify and register with Accessibility Services and submit documentation from a licensed professional of his/her disability/impairment. The confidentiality of the student and nature of his/her disability is of the utmost importance. Student records are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). The Academic Resource Center can be reached at 262-243-4299 or arc-as@cuw.edu.

Concordia University is committed to full compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified

persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who 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, the ARC staff will determine which accommodations are appropriate to the student's particular needs and programs. It is then the student's responsibility to make direct requests for accommodations to the appropriate staff.

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

Concordia provides all students with academic supports such as tutoring or writing consultation through the Academic Resource Center

The University strives to make all learning experiences as accessible as possible. Course documents in Learning Management System (LMS) may be accessed in multiple formats. Learn more about Ally here: https://celt.cuw.edu/ally-for-students/

If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please contact the Academic Resource Center (ARC) and Accessibility Services Office to discuss accommodations so that they may be implemented in a timely fashion.   ARC contact information:

- Mequon campus, Virtual and Online (262) 243-4299 or www.cuw.edu/arc
- Ann Arbor campus (734) 995-7582 or www.cuaa.edu/arc

Library

Rincker Memorial Library is located on the second floor of Rincker Hall. For additional information consult the library's website at https://www.cuw.edu/academics/library/index.html.

Career Services

Visit the Career Services website at https://www.cuw.edu/academics/services/student-academic-resources/career-services/index.html to view a complete list of resources and services available.

Interprofessional Education

Students in the graduate program in Speech-Language Pathology are required to participate in Interprofessional Education (IPE) activities and events. Scheduled events will be shared with students as available. Interprofessional Education (IPE) at CUW provides opportunities for students enrolled in health and human services programs to learn and train together. The goal is for collaborative learning, where students build their IPE communication skills, as well as knowledge base and understanding of other health and human service specialties, in order to fully appreciate how Interprofessional education and practice positively impacts and nurtures patient –centered care.

Student Organizations

Students are encouraged to be active members of professional and student organizations in speech-language pathology. This program believes that active engagement in professional issues should be encouraged and supported at the student level. This will bring about engaged, active professional memberships.

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/

WSHA – Wisconsin Speech-Language Pathology and Audiology Association – Student Membership

As stated on its website, "the mission of the Wisconsin Speech-Language Pathology and Audiology Association (WSHA) is to provide leadership and support for speech-language pathologists, audiologists and speech, language and hearing scientists in Wisconsin through advocacy, education, and public awareness." All students are encouraged to participate in student membership, including attending the statewide annual conference each winter. For more information, please see: https://www.wisha.org/

NBALSH – National Black Association for Speech Language and Hearing – Student Membership

NBALSH provides support, education, research and advocacy for Black students, professionals and individuals with communication disorders. Students are encouraged to explore this opportunity. For more information please see: https://www.nbaslh.org/.

CERTIFICATION/LICENSURE REQUIREMENTS

Requirements listed in this section are current and accurate at the time of publication, however due to legislative and policy changes at the state and national level it is possible that requirements may change during the course of graduate study. It is the responsibility of the graduate student to ensure compliance with relevant ASHA, WI DPI, WI DSPS, or other state licensure requirements by seeking the most current information relevant to their target license/ certification.

ASHA https://www.asha.org/certification/

DPI https://dpi.wi.gov/tepdl/licensing/types/speech-language-pathology

DSPS https://dsps.wi.gov/Pages/Professions/SpeechLanguagePathologist/Default.aspx

Standards and Implementation Procedures for CCC in SLP

Detailed information on the ASHA SLP certification standards is available on the ASHA website at https://www.asha.org/Certification/

National Praxis Examination

Praxis Speech-Language Pathology (SLP) test scores are reported on a 100–200 score scale in one-point increments. This *Praxis* Speech-Language Pathology test is a test using code 5331. **The required score for ASHA and the state boards of examiners on this scale is 162.**

Please see the ETS website for detailed information regarding the Praxis exam at https://www.ets.org/praxis/asha

Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF). 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. At least 80% of the Clinical Fellow's major responsibilities 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, working 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 Master's or Doctoral degree. 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 an accredited program (Standard V-D).

• Clinical Education / Practicum: Clinical clock hours must be sufficient in breadth and depth to achieve demonstrated skills outcomes in the areas of evaluation, intervention, and client interaction (Standard V-B). The scope of practice will include the following nine areas:

> Language
> Articulation/phonology
> Cognitive
> Voice/resonance
> Fluency
> Hearing
> Swallowing
> Social aspects
> Communication modalities

A detailed list of the requirements needed for ASHA Certificate of Clinical Competence (CCC) can be found at: http://www.asha.org/certification/AboutCertificationGenInfo.htm

Wisconsin DSPS Licensure Requirements

https://dsps.wi.gov/Pages/Professions/SpeechLanguagePathologist/Default.aspx

1) Complete required education. Complete a supervised clinical practicum and receive a master's degree in speech-language pathology from a college or university approved by the examining board or 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/tepdl/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

Has earned a master's degree in communication disorders and completed a Wisconsin DPI approved program as a school speech and language pathologist; or

Has earned a master's degree in communication disorders and completed a state approved school speech and language pathology program in another state, which includes a clinical placement in the school setting; or

Has earned a master's degree in communication disorders and completed the requirements of Wis. Admin. Code sec. PI 34.047 (4). This the statutory requires of minority group relations; conflict resolution; teacher responsibilities, including student teaching; children with disabilities; and professional ethics, including mandatory reporting requirements. This process is still under development.

Educators who fit this candidate profile have typically completed what is considered a teacher training program for school speech and language, including a clinical placement in a school setting.

For more information about the Wisconsin DPI approved programs, see our Approved Educator Preparation Programs page.

If you fit this profile and were prepared at a Wisconsin DPI approved program:

DETERMINE your eligibility by contacting your Wisconsin DPI approved school speech and language pathology program. If you completed the approved program after August 31, 2004, the program should have already uploaded your endorsement in the ELO system so you can apply at any time. If you completed were prepared before August 31, 2004, and never applied for licensure, your Wisconsin DPI approved program will need to provide you with a completed PI-1612 Institutional Endorsement form.

PREPARE electronic copies of your transcripts and PI-1612 Institutional Endorsement, if required.

APPLY for a Wisconsin License using the ELO System using the transaction – T001-1020 (for those who completed their program after August 31, 2004)

PI 34.01 Definitions.

"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.

"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. 25

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.

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.

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

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.

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 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.
- 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 required during each student's practicum.
- **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 become part of the student's portfolio.

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 childhood through adolescence level" means a wide range of all ages in public schools. 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.

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:

1. Speech and language pathology. In order to qualify for a speech and language pathology license, an applicant shall meet all of the following:
   a. Has a master's degree in communicative disorders.
   b. Training within the undergraduate and graduate program shall include a minimum of the following:
      i. Speech disorders
      ii. Language disorders
      iii. Hearing disorders and hearing evaluation
      iv. Hearing habilitative and rehabilitative procedures
   c. Professional education and training to include course work in all of the following:
      i. Methods or procedures in school speech and language programs.
      ii. Understanding and use of augmentative and nonverbal communication modes and systems.
   d. Three hundred fifty hours of supervised practicum with 100 hours in a school setting to include experiences with a wide range of communicative disorders.

Licensure Outside of WI

Required licensure varies from state to state as to the academic and clinical experience necessary to be licensed. Please visit http://www.asha.org/advocacy/state/ to look up specific requirements needed to obtain licensure in other states. CUW is committed to facilitating students acquiring professional licensure in whatever state(s) they choose, but the burden of understanding non-Wisconsin requirements is on the student. Students should be aware that they may need to add courses or other training to meet state requirements which are not part of the CUW program. The cost of these courses/training/experiences is the responsibility of the student.

APPENDIX

STUDENT ACKNOWLEDGEMENT OF RESPONSIBILITY

It is the student's responsibility to be informed related to all policies, procedures and information contained in this Speech-Language Pathology Graduate Program Handbook. All students are encouraged to refer to this document frequently and discuss any questions or concerns they may have with the content of this handbook with their Advisor or the Program Director. Additionally, all students are responsible for any updates to the Graduate Program Handbook which may be disseminated during their course of study. Lack of awareness or understanding of the information contained in this graduate program handbook will not be a valid reason to adapt or waive policies and/or procedures found within.

Students are responsible for all information contained and referred to in this handbook as well as current CUW student policies published electronically at cuw.edu. Concordia University Wisconsin has additional requirements, rights and responsibilities that are included in the Graduate & Professional Studies Catalog (https://catalog.cuw.edu/graduate/courses/slp/).https://www.cuw.edu/academics/catalogs.html). All students need to become familiar with these and the CUW Student Code of Conduct as well.

Through attending the SLP Graduate Program Orientation and reviewing the SLP Graduate Program Handbook, I acknowledge, by signing this document, that it is my responsibility to understand and abide by the policies and procedures included in the Speech-Language Pathology Program Handbook that are directly applicable to my course of study at Concordia University Wisconsin.

_____   _____
             Printed Name   Date

_____
           Student Signature

CONCORDIA UNIVERSITY WISCONSIN | **Speech-Language Pathology**

TO   **CONSENT RECORD**

PICTURE AND VOICE

        I, the undersigned, hereby grant Concordia University the right to record my picture, and voice on any media and to edit such media and/or insert into broadcast programs or other audio-visual presentations as it may, in its sole and exclusive discretion, see fit. I acknowledge that Concordia University will be the owner of the aforementioned recordings and I waive any right of payment to which I might otherwise be entitled as a result of my consenting to Concordia University making any such recording. I further grant Concordia University the right, without making any payment to me, to use such recordings of my picture, and voice in any way it sees fit. This right to use such recordings shall include, although not by way of limitation, the following:

1. Reproduction and publication of such recording, either edited or unedited, in the form of photographs, advertisements, or other promotional media.
2. Sale to or unrestricted use by any person, firm, association, partnership or corporation.
3. Sale to or unrestricted use in any mass media (including, but not by way of limitation, newspapers, magazines, books, radio broadcasts and television broadcasts).
4. Use in any audio-visual presentation or other program display or promotion.
5. Use for publicity, advertising, sales or other promotional effects.

Therefore, I hereby grant Concordia University permission to reprint my photo(s) in future publications.

Date: _____

Signature: _____

Name (please print): _____

Phone Number: _____

CONCORDIA UNIVERSITY WISCONSIN | DEPARTMENT OF **SPEECH-LANGUAGE PATHOLOGY**

SBAR ALERT DOCUMENTATION FORM

Topic:

Date: ☐ / ☐ / ☐   **Time:** ☐ ○ AM ○ PM   **Location:**

☐ **Situation**

S

☐ **Background**

B

☐ **Assessment**

A

☐ **Recommendation**

R

FACULTY SIGNATURE: _____   **Date:** _____

STUDENT ACKNOWLEDGEMENT: _____   **Date:** _____

CONCORDIA UNIVERSITY WISCONSIN | **DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY**

ACADEMIC OR CLINICAL SUPPORT PLAN/PERFORMANCE IMPROVEMENT PLAN

The Academic Support Plan (ASP), Clinical Support Plan (CSP) or Performance Improvement Plan (PIP) form is used by the CUW Speech-Language Pathology Program to alert students and provide a written record for the concerns that may prevent a student from successfully completing the CUW SLP Program. The ASP/CSP/PIP should be reserved for only those situations that, if not addressed or corrected, would be a significant barrier to success in the SLP Program and the potential for future professional success. The process involved with the ASP/CSP/PIP form is focused on helping the student improve skills and to provide a tracking mechanism for identifying and applying action plans designed to alleviate the concern. Faculty or the Clinical Instructor must complete this form as completely and specifically as possible and must involve the student by reviewing the information and issues of concern. The student should sign the ASP/CSP/PIP before it is saved to the student's file and the student's AVISO records.

Student Name:	F00#:	Student Email:
	F00	

Graduate Level: ☐ Semester 1 ☐ Semester 2 ☐ Semester 3 ☐ Semester 4 ☐ Semester 5

Other: _____

Date Issued:	Written By:

☐ ASP	**SBAR ALERT GIVEN:** ☐
	DATE(S):
☐ CSP	
	NOTES:
☐ PIP	

Describe your concern as specifically as possible. Explain what you have already done to assist the student in resolving this concern. This information will help the SLP staff to recommend effective interventions and to avoid repeating strategies that have already been proven unsuccessful. Include attachments if appropriate.

◯ SKILLS	◯ CONTENT KNOWLEDGE	◯ PEDAGOGY OR PERFORMANCE	◯ PROFESSIONAL DISPOSITION
May include concerns with:	**May include concerns with:**	**May include concerns with:**	**May include concerns with:**
☐ **Speaking**	☐ Factual Accuracy	☐ **Client Rapport**	☐ Attendance
☐ Writing	☐ **Conceptual Understanding**	☐ Developing Therapeutic Goals & Training Strategies	☐ **Respect**
☐ **Reading**	☐ Procedural Understanding		☐ Responsibility
☐ Listening		☐ **Data Collection**	☐ **Initiative**
☐ **Other Skills**	☐ **Theoretical Bases**	☐ Behavior Management	☐ Judgment
	☐ Problem-Solving	☐ **Treatment Preparation & Implementation**	☐ **Teamwork**
	☐ **Other Knowledge Issues**		☐ Clinic Attire
		☐ Client Tracking	☐ **Honesty**
		☐ **Clinical Confidence**	☐ Emotional Coping
		☐ Other Clinic Performance Issues	☐ **Meeting Deadlines**
			☐ Following Procedures
			☐ **Other Professional Behaviors**
RATE YOUR LEVEL OF CONCERN IN THE AREA OF SKILLS:	**RATE YOUR LEVEL OF CONCERN IN THE AREA OF SKILLS:**	**RATE YOUR LEVEL OF CONCERN IN THE AREA OF SKILLS:**	**RATE YOUR LEVEL OF CONCERN IN THE AREA OF SKILLS:**
◯ High	◯ High	◯ High	◯ High
◯ Medium	◯ Medium	◯ Medium	◯ Medium
◯ Low	◯ Low	◯ Low	◯ Low
◯ N/A	◯ N/A	◯ N/A	◯ N/A

Action Plan: Identify what needs to be completed and/or demonstrated so that the student may move forward in the SLP Program. Specify the completion date(s). If applicable, identify other faculty/staff who will participate in determining the student's success in resolving this concern.		
ACTION STEPS	**PARTY RESPONSIBLE**	**TIMELINE/COMPLETION**

OUTCOME:

The above ◯ **Support Plan** ◯ **Performance Improvement Plan** has been discussed with the student. The signatures below provide witness of such action and understanding of responsibility and potential outcomes.

Program Chair Signature: [ ]

Clinic Director Signature: [ ]

Faculty Signature: [ ]

Student Signature: [ ]

Date Of Conference: [ ]

Provide Copies To:

1. Graduate Student Clinician
2. Clinic Director
3. Administrative Assistant - Student File
4. Student AVISO/CALIPSO Record
5. Clinical Instructor, As Needed