

DEPARTMENT OF
Communication
Sciences & Disorders

GRADUATE STUDENT HANDBOOK

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DEPARTMENT MISSION STATEMENT

Improving the lives of individuals with communication disorders through integrated research, education, and clinical service.

EDUCATIONAL GOALS

To prepare students academically with:

- Appropriate theoretical and scientific bases in communication sciences and disorders.
- Understanding of individual and cultural variability as they relate to communication development and disorders.
- Oral and written communication skills needed to function effectively as professionals in communication sciences and disorders.
- Encouragement to participate in a variety of research and scholarly activities.
- Understanding of other academic disciplines as they relate to and enhance the professions of speech-language pathology and audiology.
- A view of education and professional growth as ongoing processes.

To prepare students clinically to:

- Integrate and apply research theory and methodology in the evaluation of and intervention for communication disorders with children and adults.
- Apply knowledge of individual and cultural differences in clinical practice.
- Appropriately counsel clients and significant others regarding communication development and disorders.
- Develop effective interpersonal skills for clinical practice and professional endeavors.
- Engage in ethical and professional practices as delineated by professional organizations and licensing boards.

THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS COMMITMENT TO ANTI-RACISM AND EQUITY

The Department of Communication Sciences and Disorders (CSD) at the University of Wisconsin-Milwaukee condemns the systemic racism, hatred, and bigotry that has led to the deaths of too many Black Americans. The violence we have seen in recent months that has taken Black lives, oppressed Black livelihoods and silenced Black voices is not new. We as a society have been silent and complacent regarding the violence and injustices against Black, Indigenous, and People of Color (BIPOC) that have plagued this world and our country for hundreds of years.

We recognize that our profession does not represent the diversity of those we serve, especially in the city of Milwaukee. Only 3.5% of speech-language pathologists (SLPs) identify as Black, and that in a white-dominant profession we perpetuate systemic racism. We will actively work towards dismantling white privilege to provoke change in our field and in the communities that we serve. We recognize the impact of systemic racism, lack of diversity, and white privilege in academic programs in CSD that marginalize students and faculty who are BIPOC. It is our responsibility to acknowledge these injustices and work to change them.

These times call for much needed discussions regarding race, diversity, equity and inclusion. Our program has initiated a process of reflection, discussion, and action to be inclusive of individuals who are Black, Indigenous, and People of Color. Tackling the symptoms of systemic racism will require long and difficult self-examination and a great deal of work. We pledge to:

- *Acknowledge the overwhelming racial injustices within education, healthcare, and policing*
- *Actively challenge our implicit biases and advocate for historically marginalized communities through honest learning and reflection*
- *Reject racist notions expressed by our non-black clients, their families, and our colleagues, promoting opportunity for conversations and education*
- *Openly embrace the value of African American English and other dialects and educate others about the history and importance of diverse dialects*
- *Hold ourselves to higher standards of cultural humility as opposed to cultural competence, recognizing that this is a life-long learning process*
- *Continue to support and advocate for our BIPOC clients and their families to help them receive care that is equitable, culturally responsive, and evidence-based*
- *To actively and continuously listen, engage, support, and stand by the BIPOC members of our community in Milwaukee*

The Department of Communication Sciences and Disorders at the University of Wisconsin-Milwaukee is committed to long-term change. We have taken the following

actions as beginning steps to deconstructing racism. We know this is a continuous process and we will update this list as new initiatives are added

- *We are creating a page on our department's website to share our progress and provide resources to our students, alumni, and community members to lead and participate in anti-racism and anti-hatred efforts. We will also share these resources through our department's social media feeds.*
- *We will no longer require or consider GRE scores as part of our graduate application materials due to the racial, ethnic, and cultural biases inherent in standardized testing.*
- *We are holding monthly forums for continued discussion on racial justice, equity, and anti-racism within our department, university, and field.*
- *We will strive for full participation among faculty members in existing programs to ensure the academic success of students of color, including the TRIO and UWM Ronald E. McNair Post-Baccalaureate Achievement Program*
- *We will continue to nominate our students for the Advanced Opportunity Program (AOP) Fellowship*
- *We will continue efforts to recruit students of color to our program and charge our department Recruitment and Retention Committee address issues of systemic racism that affect our students*
- *We will add student members to our Recruitment and Retention Committee to ensure that their voices are heard*
- *We have developed relationships with minority-serving schools in the area to provide clinical services.*
- *We are planning to develop relationships with Milwaukee Public Schools to promote the fields of communication disorders to diverse students*
- *We will revise our mission statement to reflect our commitment to anti-racism and serving diverse populations in the Milwaukee area and beyond.*
- *We will actively reach out to students of color to build community and welcome them to the department.*
- *Our program also endorsed a petition that will be sent to ASHA, CAA, and CAPCSD to advocate for an Antiracism Task Force to review the current ASHA standards and to develop new standards for antiracism training in university programs.*

These changes and commitments are only the beginning of what is a process of continuous improvement. We may make mistakes along the way, but we pledge to learn from these mistakes and improve. Dismantling racism takes commitment from every member of society. We recognize that there is much more that we can do and are committed to doing our part.

GETTING STARTED

RESOURCES AS YOU START YOUR PROGRAM

Our department office (END 865) is a location with resources of information about the campus area. For example, there are maps of the area, lists of area restaurants, etc. Useful links are supplied below:

[How do I get my PantherCard/Student ID?](#)

Which textbooks are needed? [Fall 2022 Course Books Information](#)

Where is my classroom? [Campus Map of the area buildings](#)

Will UWM be open in this weather? UWM Weather/Closing Information can be learned at the [UWM Home page](#) typically 90 minutes beforehand.

Where can I use a computer? [General Access Computer Labs on campus](#)

In Enderis Hall, check out the 7th Floor (Rm.724) and 10th Floor (Rm. 1024).

Need computer technical support for your UWM-related student work?

Email: support@uwm.edu Phone: 414-229-4040

Where can I exercise? [Klotsche Recreation Center](#)

Where can I do other recreational activities? [UWM Recreation \(UREC\)](#) or the [Union Rec Center](#)

I'm feeling sick; where can I get Health Services? [UWM Student Health and Wellness Center](#)

Lost Something on Campus?

UWM Union Information Center provides a Lost & Found service: (414) 229-4825
Campus Police Non-Emergency Line: (414) 229-4627

UW-MILWAUKEE'S NSSLHA CHAPTER

We have an active National Student Speech-Language-Hearing Association (NSSLHA) chapter comprised of both graduate and undergraduate students preparing for professional careers in speech-language pathology. NSSLHA organization activities are a good way to be involved in your department and meet and connect with other students who will be your future colleagues. You are expected to be a good citizen within your professional community by participating in various events. Plus, they are fun!!

Several NSSLHA projects each year enlist volunteers, for example, charitable fundraisers, arrangements for invited guest speakers or panels, and social events such

as the annual NSSLHA banquet. Students can consider serving as an officer (i.e., president, secretary, treasurer, service chair) or on a committee (e.g., fundraising, social, service, presentation committees). Volunteer help is always welcome for single specific events or activities, as well. For further information about NSSLHA, contact the NSSLHA staff advisor, Adam Follmer, afollmer@uwm.edu.

BECOME INVOLVED WITH YOUR UWM COMMUNITY.

Learn more about the 300+ student organizations at UWM by visiting the [UWM Center for Student Involvement](#)

Students can be active in faculty governance by serving as representatives on university or college committees. If you are interested in serving as a student representative on a college standing committee, contact Dr. Shelley Lund, CSD Graduate Program Coordinator (sklund@uwm.edu).

ELECTRONIC/WIRELESS DEVICE POLICY

Your courtesy of others is expected regarding electronic/wireless device use.

The use of electronic and wireless devices in the classroom is a privilege and not a right. Instructors have the right to stipulate the conditions of wireless use, or to ask that you do not use such devices at all. As a student, you have the right to request that a classmate cease the inappropriate use of any electronic/wireless device. Be aware that some students may have permission to use devices in class. Be sensitive and respect others where the use of wireless/electronic devices is concerned. If your instructor asks for any electronic devices to be put away, please respectfully comply. Please wait to check your cell phone messages until class breaks or after the class session is over.

UPDATING YOUR CONTACT INFORMATION.

If your address or preferred phone number changes, or you get married and change your name, it is important for us and your university to have updated information. You need to make changes in [PAWS](#) and notify the Graduate Program Coordinator and the Department Administrative Assistant.

MAINTAINING A CALENDAR

Maintaining an up-to-date calendar is an essential skill for professional speech-language pathologists. All graduate students are expected to maintain a calendar that includes all educational, professional, and personal obligations. While in graduate school, having an updated calendar will be instrumental for scheduling meetings with your instructors and peers. Students are expected to list all scheduled activities in their calendars for the entire semester. All therapy times and classes need to be in your schedule at the beginning of the semester, as well as all other planned activities. For example, if you play intramural basketball every Wednesday from 5 - 8 pm, you should put that in your calendar for the entire semester. If you are attending a wedding during a weekend in December, that should be in your calendar. Your instructors will use

these calendars to schedule appointments and small group meetings. Instructors can only see what your availability is - they cannot see what is scheduled, so you can be assured that the content of your calendar is confidential and will not be shared with anyone. If your instructor schedules a meeting for a time that is listed as available on your calendar, it is assumed that you are available for the scheduled meeting. If there is a conflict that was not on your calendar, you will not have the opportunity to participate in the scheduled activity (or you may have the opportunity to resolve the situation at your instructor's discretion).

While a graduate student at UWM, students must maintain their calendar using Microsoft Outlook. Below are links to tutorials and help documents if you are unfamiliar with Outlook or the calendar function.

[UWM Outlook Overview](#)

[Microsoft Calendar Tutorial](#)

ACADEMIC AFFAIRS

IMPORTANCE OF COMMUNICATING WITH YOUR ACADEMIC ADVISOR

Your designated academic advisor was named in the letter announcing your graduate admission status in the Department of Communication Sciences and Disorders (CSD). Keep your advisor's contact information available. **** Watch your Email frequently **** for possible initiation of contact by your advisor or the Graduate Program Coordinator. You must work closely with your academic advisor to ensure you meet your numerous graduate program requirements. We recommend that you maintain regular contact with your advisor every semester, even if only to confirm that your program is proceeding as planned. Also, be sure to set your UWM e-mail Clutter filter so that it DOES NOT block e-mails from your advisor or from the Graduate Program Coordinator.

Program adjustments must have the approval of your academic advisor. Sometimes students need to make some changes to their schedule of courses or clinics. Students with seniority in the program will have priority if enrollment capacities are limited. You must consult with your academic advisor before any changes are made. Your advisor will help ensure that program changes will not prevent you from meeting the numerous requirements for graduation (i.e., ASHA, UWM Graduate School, CSD department).

Remind your advisor to update your academic plan and the online student academic plan checklist.

CSD Department tracks anticipated course and externship enrollment of their graduate students on an Excel spreadsheet referred to as the MS Enrollment Manager. This spreadsheet is not linked with PAWS or with class registration. It only serves as an internal CSD department monitoring system. Instructors consult this list if they must consider who should be given priority when courses or clinics reach their capacity. Your name must be on this list, or you will not be given priority consideration. It is the responsibility of the academic advisor to keep their students' plans up-to-date on this spreadsheet. Be sure to remind your advisor to make entries on the MS Enrollment Manager using the Student Academic Plan Checklist.

Students should also track their progress on program requirements. Your official academic and clinical records will be maintained by department personnel to document your progress toward program requirements. Oversights or tracking errors are minimized as students track their own progress and retain copies of documents, such as:

- *Core and elective academic courses, course credits, and grades*
- *Research thesis or research experience project requirements*
- *Academic course-related knowledge competencies*
- *Clinic evaluations and clinic-related skill competencies*
- *Clinical observation and practicum hour requirements*
- *Clinical areas and practicum setting/lifespan range requirements*
- *Formative career self-assessments (acquisition, working, experiential artifacts)*
- *Results of portfolio evaluations*

- *Completion of required courses for Wisconsin Department of Public Instruction licensure*

MANAGING YOUR STATUS IN THE GRADUATE PROGRAM

Students can change the timing of their graduate program start or finish if they have the permission of the department. Students can request changes such as a deferral of up to one year in the timing of the program start or a mid-program leave of absence for one or two semesters. Steps: 1) consult with your academic advisor; 2) request permission from the department by contacting the CSD graduate program coordinator. Students who do not formally arrange a leave of absence will find that the UWM Graduate School requires you to contact the Graduate School to request permission for re-entry. Your appropriate and ongoing communication with the CSD graduate program coordinator before and during your leave is essential to maintaining your admission status and coordinating successful arrangements for the continuation of your program.

DEFICIENCIES

Course deficiencies must be completed within one calendar year, including course deficiencies in statistics, aural rehabilitation, or speech science. Students admitted with a course deficiency must take a course on that subject within the first year of starting the graduate program. Sometimes undergraduate courses are required for ASHA or DPI certification. If a deficient course is taken at UWM, then the student will not need to submit a transcript after the course is completed. *If course credits are taken at another institution or by examination, the student should send an official transcript showing the final course grade to our department office:*

UW-Milwaukee Dept of Communication Sciences and Disorders
PO Box 413, Enderis 865
Milwaukee, WI 53201-0413

Degree-Bearing Transcript

Your degree-bearing academic transcript is required to begin the program. As you start your first fall term you must ensure that the UWM Graduate School has received your official degree-bearing transcript. UWM students who completed a CSD undergraduate degree or its equivalent do not need to submit this document. Students who completed CSD leveling coursework should also ensure that a final transcript showing all courses and grades has been submitted to the department (see Department address in the previous section). This is necessary to confirm that you have met all the ASHA standards for undergraduate courses/credits. Note that if a degree-bearing transcript is not received by October, the Graduate School places a "hold" on student records until the document is received, so that the student cannot receive any grades for their UWM classes. See the upcoming section with information about "holds."

Send to
University of Wisconsin-Milwaukee Graduate School

P.O. Box 340
Milwaukee WI 53201-0340

If you need to contact the UWM Graduate School to check whether any transcripts or other documents have been received, then the program service representative who handles the CSD students is: Kate Negri, kmnegri@uwm.edu, (414) 229-7188.

Graduate School Holds

If you have a UWM Graduate School "hold" on your record (Service Indicator), this will prevent you from registering for UWM classes, receiving UWM grades, obtaining a UWM transcript, or receiving your UWM diploma. International students with "holds" cannot have their non-immigrant papers processed by the Center for International Education (CIE). Check for holds on your record on the PAWS website. Reasons for a "hold" may include: 1) an unpaid debt to UWM (e.g., tuition payment, library fine, parking ticket, etc). 2) An incomplete administrative obligation, (e.g., the need to send your official degree-bearing transcript).

A "withdrawal" is a formal termination of registration during the semester. To withdraw, a student cannot simply stop attending classes. Withdrawals after the registrar's deadline are acceptable only for reasons other than academic difficulty. The Request for Exception form is used for this formal request. If a student wishes to withdraw from the graduate program entirely, the decision by the student to take this action must be communicated to the department in writing, typically by contacting the Graduate Program Coordinator.

Do you need more information about UWM Graduate School Academic Policies and Procedures? Please visit: <http://uwm.edu/graduateschool/academic-policies-procedures/>

Program Accreditation

Your graduate program has met accreditation standards and is reviewed periodically by both ASHA and the UWM Graduate Faculty for quality of educational delivery. The UWM Department of Communication Sciences and Disorders master's graduate program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) serving the American Speech-Language-Hearing Association (ASHA). If anyone has complaints or concerns regarding an ASHA accredited graduate program, information about contacting the CAA is found at: <http://caa.asha.org/>

Accommodations

The UWM Graduate School and CSD Department respect individual needs to support their academic success. If any student needs special accommodations to meet educational requirements, arrangements can be mediated by the Accessibility Resource Center (ARC). For more information, visit: <https://uwm.edu/arc/>.

Students should make every effort to contact their course instructor during the first two weeks of the semester to request these accommodations. Examples of eligible disabilities include mobility, sensory, communication, and mental or learning differences that can affect the accessibility of educational resources and conditions. The ARC has a testing center to assist students in the assessment of potential disabilities.

In addition, students will be allowed Accommodations for Religious Observances including an excused absence from class and the opportunity to complete examinations or course requirements on another date. Requests for adjusting examination schedules should be made as early as possible, but not later than one week prior to the exam.

REGISTERING FOR CLASSES AND CLINICS

A handout showing which graduate courses are offered each term is given to students prior to starting the program. Most academic courses are only offered once a year. The research experience project can only be taken in the fall or spring terms. Most clinics are offered every term, but summer clinic availability can be restricted. The UWM [Schedule of Classes](#) is a guide to what is usually offered and when, but you can expect some changes in days/times of course offerings from year to year. If you have a question about when a course is offered, first ask your academic advisor. The final status of any course offering is managed by the department chair.

When registering for clinics on PAWS, students must take care to follow certain steps. To enroll in on-campus clinic (COMSDIS 720), enter the course number for the Discussion Section first, and then put in the associated lab number. Students must register for the appropriate number of credits (usually 3, but sometimes 2) because the default on PAWS is for only 1. The coordinator/instructor of the intended clinic should answer any of your other questions about registration or permissions.

On-campus clinic: Acting Clinic Director, Mr. Adam Follmer, afollmer@uwm.edu

Medical externships: Ms. Emily Belter, belterem@uwm.edu

Education externships: Ms. Dawn Hennes, dmhennes@uwm.edu

To be eligible to register for an externship (medical or schools), a student must have completed two successful semesters of on-campus speech-language clinic.

The graduate curriculum includes two externship clinics. Most students prepare broadly, completing externships in both educational and medical settings. Occasionally, a student who is not seeking schools credentialing completes two medical externships (one pediatric and one adult). The decision about types of externships pursued must be made early and in consultation with the academic advisor, for timely completion of the graduate program.

Permission to Register

Sometimes you need permission to register for a class or clinic. For some courses or clinics, a message may appear on PAWS indicating permission is required first. In such

a case, you need to contact the instructor. You cannot register until you have confirmation your access to registration has been arranged by the instructor. Instructor information is shown in the [Schedule of Classes](#).

The instructor needs to contact the College of Health Science's (CHS) Curricular Affairs Coordinator (CAC) with your name and course number, so the permission will be set up internally, allowing you to enroll on PAWS. If the CAC is unavailable, a student can also fill in and have the instructor sign a hardcopy Add/Drop form (available in END 865; non-PAWS; non-electronic process), and give that form to the Graduate School (Mitchell 261) to register. This manner of registration does not require the CAC's permission because the instructor's signature overrides any barriers to registration.

Using an Add/Drop form instead of PAWS to register for a class or clinic.

A Registration Change Form authorizes your registration in special circumstances, such as if your enrollment exceeds the class capacity, or rarely, if an overlap of course times was approved by your instructors (PAWS prevents overlaps). The form is available at https://uwm.edu//onestop/wp-content/uploads/sites/82/2017/06/registration_change_form-9.2021.pdf.

The student fills out the form, then needs the instructor's signature and approval to take the course or clinic. You are a graduate student, so this form must be turned in to Mitchell 261 (the Graduate School). Be sure to keep a copy for your records, so you are ready in case questions or problems should arise.

Late Corrections of Registration or Advisor Approval of Credit Overloads.

An academic advisor sometimes approves a student's registration for credits exceeding the maximum credit load (14 credits in fall or spring semesters, or 9 credits in summer at any one time, up to a total of 12 credits). Another need for advisor approval may occur when a late correction is needed for student registration (for example, request for a waiver of the late add/drop fee). Students with registration exceptions need to complete a Request for Exception form. This form is available at the department office (Enderis 865) or from the Graduate School (Mitchell 261), or find the form link at: <https://uwm.edu/graduateschool/wp-content/uploads/sites/90/2019/11/exception-request.pdf>

You must print out the form; there is no electronic entry. The form must be approved and signed by the student's advisor and the CSD Graduate Program Coordinator before submitting it to the Graduate School (Mitchell 261). Contact the CSD Graduate Program Coordinator with your questions about procedures.

GRADUATE STUDENT ACADEMIC POLICIES AND PROCEDURES

Grading Policies

UWM Grading Policies are based on letter symbols. In the Communication Sciences and Disorders master's program, grades or course status outcomes of B-, C+, C-, D+, D, D-, F, E, I, PI, NC, U, W, and WR are not considered satisfactory toward meeting degree requirements. For more information about the impact of unsatisfactory grades during the CSD degree program, see the section on Probation/Termination.

The research courses (COMSDIS 790, 791) an on-campus clinic (COMSDIS 720) are assigned grades of S (satisfactory progress) or U (unsatisfactory progress). The U grade may reflect lack of progress or alack of communication with the mentoring professor regarding this progress. S graded credits are added to the total for required credits in the degree program, but are not calculated in the GPA. S/U grades appear only on the unofficial transcript; just enrollment shows on the official transcript.

Incompletes

A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a passing grade for a significant part of the course but, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or some other limited amount of term work. An incomplete is not given unless the student can prove to the instructor that s/he was prevented from completing course requirements for just cause as indicated above, and is not assigned on the basis of poor academic performance.

Final Exams

Final exam requirements are based on university policies. Instructors must follow the scheduling and conditions for final examinations, according to policies. A summary of this can be [downloaded from this link](#). The scheduled time of a final exam is found as a link within the Schedule of Classes in the section for each semester term.

THE TIME OF A FINAL EXAMINATION FOR AN INDIVIDUAL STUDENT OR EVEN AN ENTIRE CLASS MAY NOT BE CHANGED WITHOUT PRIOR APPROVAL OF THE DEAN, AND ONLY TO A TIME/DATE LATER THAN THE ORIGINALLY SCHEDULED TIME.

Academic Appeals and Complaints

Procedures for appeals and complaints are available. Students should direct complaints and/or appeals first to the instructor of the course concerned. If the appeal or complaint is not satisfactorily resolved, then it is appropriate to contact the head (chair) of the academic unit or department in which the incident occurred. If the incident allegedly violates a specific university policy, the appeal or complaint may be directed to the appropriate university office responsible for enforcing the policy.

For further information about Graduate School processes related to Academic Appeals, see: <http://uwm.edu/graduateschool/appealing-academic-decisions/>

PROGRAM REQUIREMENTS

ESSENTIAL FUNCTIONS OF CSD GRADUATE STUDENTS

Students will be required to sign the Eligibility Requirements and Essential Functions for Graduate Study in Communication Sciences and Disorders (Approved 1/22/2015) document before beginning the graduate program.

The Department of Communication Sciences and Disorders, in offering clinical practicum to graduate students in the program, has certain and specific responsibilities to the welfare of the client, the education of the student, and the expectations of the public. It is thus important that students have certain skills and attributes in order to participate in the program and related clinical practica. Essential functions, as distinguished from academic standards, are those communicative, motor and physical, cognitive, sensory/observational and behavioral/social skills that are necessary to meet graduate and professional requirements as assessed by state licensure and national certification agencies, and are thus necessary for satisfactory completion of clinical practicum requirements.

The following essential functions are consistent with the guidelines recommended by the Council of Academic Programs in Communication Sciences and Disorders CAPCSD (2007) and the American Speech-Language-Hearing Association ASHA.

COMMUNICATION SKILLS:

A student must possess adequate communication skills, with reasonable accommodations, to:

- *Communicate proficiently in both oral and written English.*
- *Read and write sufficiently to meet curricular and clinical demands.*
- *Model targeted speech-language behaviors*
- *Perceive and demonstrate appropriate non-verbal communication.*
- *Modify his or her communication style effectively as needed in academic and clinical settings, taking into account culture and context.*

MOTOR AND PHYSICAL ABILITIES

A student must be physically able, with reasonable accommodations, to:

- *Respond quickly to provide a safe environment for clients in emergency situations, including choking, syncope, allergic reactions, etc.*
- *Attend clinical placements and meet classroom attendance requirements.*
- *Actively participate in classroom and clinical activities for the defined class time or workday.*

INTELLECTUAL AND COGNITIVE FUNCTION

A student must possess adequate intellectual and cognitive function, with reasonable accommodations, to:

- *Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and clinical demands*
- *Solve problems, reason, and make sound judgments*
- *Self-evaluate, identify, and communicate the limits of one's own knowledge and skill, and utilize resources in order to increase knowledge.*

SENSORY/OBSERVATIONAL SKILLS

A student must possess adequate sensory skills in the modalities of vision, hearing, touch, and smell, with reasonable accommodations, to:

- *Identify normal and disordered speech, language, hearing, communication, and swallowing appropriate to his or her level of training.*

BEHAVIORAL/INTERPERSONAL ATTRIBUTES

A student must possess adequate behavioral/interpersonal attributes, with reasonable accommodations, to:

- *Engage in mature, empathetic and effective professional relationships.*
- *Exhibit compassion, integrity and concern for others.*
- *Display affect appropriate for the situation.*
- *Recognize and show respect for individuals with disabilities, and for individuals of different ages, genders, races, religions, sexual orientations, and cultural and socioeconomic backgrounds.*
- *Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and any applicable policies and procedures.*
- *Maintain the health and safety of oneself and others in academic and clinical settings.*
- *Adhere to deadlines and practice effective time management.*

REASONABLE ACCOMMODATION FOR DISABILITIES

UWM provides reasonable accommodation to qualified students with a disability. Students with a disability may request accommodations. Requests for accommodation should be directed to the UWM Accessibility Resource Center, Mitchell Hall, Room 112, Main Office (414) 229-6287, VP (414) 937-5875, Fax: (414) 229-2237, email: archelp@uwm.edu, webpage: <http://uwm.edu/arc/>. Students may be asked to provide documentation of their disability for the purpose of determining appropriate accommodations. UWM is not required to substantively alter the nature of program requirements; that is, the above-described essential functions must be performed either with or without reasonable accommodations.

This document must be signed, and a copy will be retained with the student's academic file.

MEETING KNOWLEDGE AND SKILL COMPETENCIES AND ASHA CERTIFICATION STANDARDS

The graduate program in Communication Sciences and Disorders requires that you meet ASHA standards for certification in speech-language pathology (effective 2020). These standards may be found at: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>. The standards require demonstration of proficiency on knowledge and skill competencies.

Knowledge competencies are typically covered in your academic courses and skill competencies are typically covered in your clinics. During your first fall semester term, a session will be held to familiarize you with the department academic competencies and provide you with sample copies of the forms. Knowledge competencies will be tracked using Canvas, UWM's course management system. Clinical competency status will be available in the CALIPSO system. You will be provided with orientation to both systems.

At the end of each semester term your instructors and clinical supervisors will update the documentation of your competencies. Keep track of your progress so you know what competencies you need. You should receive copies of your performance on the knowledge competencies from your class instructors at the end of each semester.

Keep these reports in case there are ever any issues raised concerning your status. A summary of your clinical competencies (skills) across the nine disorder areas is available on CALIPSO.

Student performance on the competencies is rated as Exemplary, Proficient, Emerging, or Unacceptable. Students must achieve a rating of at least Proficient to meet the competency. Ratings of Exemplary are used in exceptional circumstances to indicate that a student is performing at the level of a practicing professional. The evaluation of whether a student demonstrates proficient performance on each of the competencies is independent of the final grade in a course or clinic. Students should keep in mind that a course or clinic grade can be an 'A' but certain competencies might not have been demonstrated proficiently. Academic competencies rated as Emerging at the end of a course will require make-up work as determined by the instructor.

Your official record of performance on the competencies is maintained electronically by your graduate program faculty/staff. If you have any questions about your status on the competencies, or if you need to take care of make-up work, direct your questions and requests to the instructor or supervisor who evaluated your initial performance.

If you need to discuss your records and progress, make an appointment with your academic advisor. If you need a copy of your entire Knowledge (academic) record (e.g., to upload to your portfolio), you can request a .pdf version from the Graduate Program Coordinator. If you need a copy of your clinical competencies, you can print this off yourself from CALIPSO.

Students are responsible to arrange make-up work to demonstrate competencies. Contact the instructor when there is a need to make up work necessary to demonstrate proficient performance of any competency. Do not procrastinate in arranging and doing your make-up work. You cannot expect its completion in the last few weeks of your program. There must be enough time for your instructor to evaluate the work and if necessary, reassign any work that still is not proficient. In some cases, independent studies or special clinic enrollments are necessary that must be arranged prior to the student's final term in the graduate program.

PRAXIS

You must pass the Praxis National Certifying Exam for Speech-Language Pathology. It is important to take – and pass – this national exam prior to graduation from the graduate program. Students typically take the Praxis exam in January, March or April of their second year. The program is responsible for reporting overall mean scores to state and national organizations, and must have your test data for this purpose.

Arrangements for taking the Praxis are usually handled on-line, although there is a computer lab location where you will complete the test. The website for Praxis information is: www.ets.org/praxis. The Praxis II series (Special Education licensure) has the test 0330 for Speech-Language Pathology. Typically the deadline for registration is at least one month ahead of the testing date. Be sure you request that your scores be sent to both your UWM Communication Sciences and Disorders Department (Institution # 1473), and ASHA. A score result will be available on-line to you for about 3 weeks after it is reported. Be sure to download your copy of that report right away, because your access to it disappears after a few short weeks!

If you are a student who is facing Test Anxiety, check out these sites:

UW-Milwaukee helpful study strategies: <https://uwm.edu/pass/resources/helpful-study-tips/> Test Anxiety tips from The Princeton Review:

<https://www.princetonreview.com/college-advice/test-anxiety>

University of Idaho Student Self-Help esp. click on Keys to Testing Success: <https://www.uidaho.edu/current-students/ctc/self-help/test-anxiety>

REQUIRED GRADUATE STUDENT PROFESSIONAL DEVELOPMENT ACTIVITIES

In accordance with our program's educational goals, graduate students are required to participate in a variety of research and scholarly activities, as well as in activities to enhance their professional and leadership potential. Required graduate student professional development activities are divided into three categories: research, inter-professional education, and professional events. Requirements in each category are listed below.

Research events

- *1st year of grad program: attendance at the Fall CSD (department) Research Symposium,*
- *1st year of grad program: attendance at the Spring CSD (department) Research Symposium,*
- *2nd year of grad program: attendance at the CSD Research Symposium at which the student is presenting his or her research poster, or attendance at one CSD Research Symposium for thesis students who are not presenting a poster.*

Inter-professional Education events

- *1st year of grad program: two Inter-professional Education events, one in each semester. The dates will be announced at the start of the academic year.*
- *2nd year of grad program: two additional Inter-professional Education events, one each semester. The dates will be announced at the beginning of the academic year.*

Professional events

Students can attend one or more of the following activities, for a total of 2 or more hours:

- *WSHA (Spring) or ASHA (Fall) Convention sessions*
- *Colleges of Health Research Symposium (Spring)*
- *Service as the NSSLHA graduate representative*
- *Service as a student representative on a CHS standing committee or Search and Screen committee*
- *State or local conferences and seminars (TBA)*
- *CHS Research Forums*
- *CSD Thesis Prospectus Meetings or Defenses*
- *National Stuttering Association Support Group meetings*
- *CSD Prospective Student Open Houses*
- *Other events as announced or approved by the Graduate Program Coordinator*

Students will upload documentation of these activities to the program Canvas site. A record of these activities will be kept as part of department records by the Graduate Program Coordinator and in the student's portfolio.

RESEARCH

All students will participate in some form of research. There are several considerations when deciding which research option to choose.

Research Thesis

If you hope to pursue a Ph.D. at some point, or if you like the process of reviewing the literature, designing methods to answer questions, and collecting and writing about the data you analyze, then a master's research thesis is a good choice for you. A thesis is

required of any student who has received a Chancellor's Graduate Student Award. Be sure that if there is any chance you might decide to do a research thesis, that you register for the Research Methods course (COMSDIS 701) in your first Fall because this course is required prior to starting the process of a thesis. For more information about the master's thesis, see the document REQUIREMENTS FOR MASTER'S THESIS.

To identify a research mentor for your thesis, you must initiate contact with the professor with whom you wish to study. After you have decided to do a thesis, you should then identify a mentoring professor. You are encouraged to make an appointment with the potential faculty/staff member to discuss your interest in mentorship and the possibilities for research topics. Please consult the faculty directory for more information on their research interests and areas of expertise.

<https://uwm.edu/healthsciences/departments/communication-sciences-disorders/> Scroll down to the heading "Faculty and Staff" on the left side. Click on the name of the faculty/staff member you are interested in.

Research Experience

The research experience project is a good choice if you want to do any of the following:

- *Participate in a faculty member's on-going research endeavors,*
- *Prepare a clinical case study (typically, a client already enrolled in the clinic presents an opportunity for a closer look at variables affecting clinical diagnosis or treatment; human subjects permissions must be obtained),*
- *Conduct a small-scale research project (a project smaller and less formal than a thesis)*
- *Complete an extensive literature review, usually intended to examine what is known on a particular topic of clinical or scientific relevance to the field*
- *Consider working with other students. By contrast, a research thesis *must* be an independent project, and does not have the option of a partner or partners.*

For more information about the research experience, see the document REQUIREMENTS FOR THE RESEARCH EXPERIENCE.

If you will be completing a research experience, you will be asked to express your preference for a faculty mentor at the end of your first Fall semester of graduate study. Early in your first Spring semester, you will be informed of who your research mentor will be. Your research mentor will give you additional information regarding registration and the project you will be working on.

Be aware that some faculty/staff members may already be committed to work with a number of students on their research experiences/theses, and must observe a limit to their workload. If that is the case, you may be assigned a mentor and/or topic other than your first choice. However, your research mentor will do everything possible to provide you with opportunities for growth and learning.

Registration

To register for your research course, the thesis course number is COMSDIS 790 and the research experience course number is COMSDIS 791. They both require permission from the mentoring professor (i.e., your instructor). The best time to start a research thesis is not later than the summer term of your first year. The thesis should be started early unless the student is ready to take a longer time to finish their program.

Writing Support

Occasionally writers may benefit from the help of an expert on writing to offer objective feedback and suggestions. The UWM Writing Center at Curtin Hall 127 serves students, faculty, and staff who want to improve their writing skills. Visit the UWM Writing Center website at: <http://uwm.edu/writing-center/>

Research Symposia

Each Fall and Spring term there will be a Research Symposium that all first-year CSD graduate students will be required to attend. It is typically held on the afternoon of the first Friday in December and May.

PLEASE HOLD THE DATES OF THESE IMPORTANT EVENTS ON YOUR CALENDARS FOR THE FIRST YEAR OF YOUR GRADUATE PROGRAM!

Student attendance at the symposium event is essential to fulfilling the intended department-wide educational mission to encourage participation in research. Second-year graduate students showcase their research activities through poster presentations. First-year graduate students will find their ideas stimulated for their future research projects, and they can better envision how they will be fulfilling their research requirements similarly in the following year.

REQUIREMENTS FOR YOUR CLINICAL PROGRAM

The purpose of the clinic section of the Graduate Handbook is to provide information about the clinical requirements for graduation, as well as scheduling and registration procedures for the different clinical courses.

Clinical Clock Hours Requirement

25 HOURS OF GUIDED CLINICAL OBSERVATION

- *These hours must be completed at the undergraduate level and precede direct contact with clients/patients. Hours may be done virtually through Master Clinician and/or through observation of on campus clinic sessions.*
- *If you have not completed 25 hours of observation by the start of your graduate program, you need to meet with Dr. King-McIver to arrange a way to complete these hours.*

375 CLINICAL CLOCK HOURS

- *at least 325 hours must be at the graduate level*
- *may be any combination of assessment and intervention*
- *minimum of 50 adult hours, 50 child hours (UWM requirement)*
- *50 hours at 3 different settings (UWM requirement)*
- *minimum of three experiences with clients with culturally and/or linguistically diverse backgrounds*
- *Up to 75 hours may be completed through simulation and/or teletherapy.*

Clock hour summaries will be available on CALIPSO.

Clinical Competencies

Students must demonstrate the following levels of proficiency for ASHA Standard V

- *10 items in the area of Evaluation*
- *7 items in the area of Intervention*
- *12 items in the area of Preparedness, Interaction and Personal Qualities*
- *3 items in the area of Professionalism and Student Qualities*

To be deemed proficient, students must achieve these standards

- *Within each disorder area, students must demonstrate proficiency (at a CALIPSO rating of 4.0 or better) in a minimum of 12 out of 17 clinical Evaluation and Intervention skills.*
- *Each clinical skill must also be rated at a 4.0 or higher for a minimum of 7 out of 9 disorder areas.*
- *Students must also achieve an average rating in CALIPSO of 4.5 or higher across all skills in each area (i.e., Evaluation; Intervention; and Preparedness, Interaction, and Personal Qualities)*

Additional Requirements of the Clinical Program

CRIMINAL BACKGROUND CHECKS

The University is required to perform a criminal background check on all students prior to participation in their clinical experiences. Consistent with Wisconsin's Caregiver Background Law, individuals with certain convictions may be disqualified from working in this field. Such individuals may also be denied national certification and state licensure. More information about the Caregiver Background Law is available at: <https://www.dhs.wisconsin.gov/caregiver/index.htm>. Background checks are completed by CastleBranch at a cost to the student.

Certain convictions may prevent you from participating in "on-campus" clinical practicum or to be placed in your education and/or medical externships. This may impact completion of clinical education requirements and thus degree completion. It is the student's responsibility to notify the Medical Externship Coordinator if an event occurs

while in the program that may change the results of the criminal background check. You should contact the Graduate Program Coordinator as soon as possible to discuss whether you should complete the program or consider alternative programs.

CPR CERTIFICATION

Students are required to have current CPR certification in BLS (Basic Life Support) for Healthcare Providers upon entry into the program. Students are required to maintain current certification at all times throughout their education program. Additional information will be provided at the beginning of the program. A copy of your CPR card should be uploaded on CastleBranch.

HIPAA TRAINING

Students are required to complete HIPAA training annually. Students must complete the UWM HIPAA Training for Clinical Students and the UWM HIPAA Training for Employees of Covered Departments-Provider Units. Students will be provided with information to access the clinical student learning modules on the UWM Risk Management website at: <http://uwm.edu/hipaa/>

Scroll down until you see Training/Overviews on the left. Each student must upload their dashboard (main page) showing the dates HIPAA quizzes were completed each year to CastleBranch.

INFECTION PREVENTION AND SAFETY TRAINING

Students are required to complete Infection Prevention and Safety Training prior to any clinical experience. Each student must upload the certificate of completion to CastleBranch.

Students may be required to complete additional training prior to their externships.

HEALTH AND IMMUNIZATIONS

Students are required to provide documentation of immunizations and a physical examination indicating the student is in good health and free of communicable disease prior to any clinical experience. Compliance tracking is completed by CastleBranch at a cost to the student. Health requirements must be completed by September 1.

Health records must include:

- *Health history and physical examination by a licensed health care practitioner*
- *Annual health status declaration*
- *Annual TB Skin Test or Quantiferon Blood Test*
- *MMR vaccines or titers – Disease history is not proof of immunity*
- *Varicella vaccines or titer – Disease history is not proof of immunity*
- *Tetanus/Diphtheria booster within the past 10 years*
- *Hepatitis B (3 doses) – must be completed by end of first year.*

- *Annual influenza vaccine*
- *COVID-19 vaccine (highly recommended but not required at this time – this may change due to vaccine mandates at clinical and externship sites)*

In addition to the above requirements, a ten-panel drug screen will be required before the start of their second year. These screenings must be completed by an approved CastleBranch provider which will upload the results to CastleBranch for you. The Student Health and Wellness Center will provide physical exams, titers, and vaccinations; however, students should make appointments as soon as they know that they require an exam, as appointment times fill quickly.

Any student requesting accommodation of health requirements should contact the Medical Externship Coordinator. Although UWM may provide accommodation of health requirements for “on-campus” clinical practicum, all students are required to complete 12 credits of “off-campus” clinical externship rotations which occur at facilities not owned or controlled by UWM. Clinical facilities set their own requirements for acceptance to their sites, including any required immunizations. If your immunizations and TB tests are not up to date, UWM cannot guarantee that you will be accepted at “off-campus” clinical externship sites. This may impact your timely progression through the program, prevent you from participating in a variety of clinical experiences, and ultimately prevent you from graduating.

CHILDREN’S LEARNING CENTER MANDATORY TRAINING

The UW-Milwaukee Speech and Language Clinic has established a partnership with the UW-Milwaukee Children’s Learning Center (CLC) to provide services in the CLC. Due to state licensing and accreditation policies for childcare centers, students seeing clients there must complete the CLC’s mandatory training. This mandatory training will include the following topics:

- *Center policies and procedures*
- *Review of child abuse and neglect laws*
- *How to identify children who have been abused or neglected*
- *Abuse or neglect reporting procedures*
- *Review of procedures to reduce the risk of sudden infant death syndrome (SIDS)*

Other sites

The Speech and Language Clinic has partnerships with Nativity Jesuit Academy and St. Marcus Lutheran school to provide services to diverse, low-income students in the community. These sites will have their own requirements and trainings that must be completed by students at these locations

Philosophy of Clinical Education

Clinical practicum provides the student in communication sciences and disorders with an opportunity to develop skills in integrating theoretical information to assess and manage clinical situations and problems. Research literature in communication sciences

and disorders, human development, learning theory and behavioral change, and the diagnostic and clinical processes provide the theoretical information necessary for evidence-based practice.

Student clinicians assume the responsibility of planning services that are theoretically sound, effective, efficient, and ethical. Additionally, services should be appropriate to clients' needs, abilities, and interests. In order to accomplish this task, student clinicians must integrate information acquired in previous coursework, draw from previous clinical experiences, and research questions for which they have not yet acquired sufficient information. This requires clinicians to think critically, assume initiative, and seek resources that may help them solve clinical problems. Clinical supervisors facilitate this learning process. As student clinicians demonstrate increasing competence, they assume greater levels of independence and responsibility.

Scheduling Clinics and Externships

Students will discuss their graduate program with their academic advisor prior to starting graduate school. At that first advising appointment, the advisor will plan the student's academic program. Students should continue to meet with their advisors each semester, especially if program changes are required. The Director of Clinical Education and clinical supervisors will assign students to the various clinical experiences based on need, coursework, clinical experience, and schedule. In the second year of the graduate program, if students require a particular type of client in a particular semester in order to earn competencies for graduation, they should inform the appropriate Externship Coordinator, Director of Clinical Education and the supervisor for that disorder type at least one month prior to the end of the previous semester.

Accumulated clock hours and competencies for the semester can be found on CALIPSO. Students can contact the Director of Clinical Education or their academic advisor if they have concerns regarding their practicum records, clock hours, or competencies.

All students new to UWM must meet medical requirements and complete the online HIPAA training for employees prior to their first appointment with a client. See the sections entitled Health and Immunizations and HIPAA Training above.

Registering for Clinics

COMSDIS 720: ADVANCED CLINICAL PRACTICE IN SPEECH-LANGUAGE PATHOLOGY

All students are expected to be available for clients except for when classes meet. Students should also plan to be available through the end of Finals Week in order to complete client paperwork and to meet with their supervisor(s) for final conferences and evaluation. Discussion section times are set by the supervisor, based on available times on student schedules. Students must also meet with supervisors individually and/or in groups during the entire semester.

No student will be permitted to drop clinical practicum without the consent of the Director of Clinical Education. Students should always consult their advisor prior to registration and when changes occur.

COMSDIS 726: SPEECH-LANGUAGE PATHOLOGY EXTERNSHIP IN MEDICAL ENVIRONMENTS

In the first UWinteriM period, the semesters/terms for externships, possible clinical independent studies, and research experiences are scheduled. Permission is required for all of these experiences, so students need to be sure to contact the appropriate instructor/clinical supervisor in the assigned semester to ensure that they will be able to register. Students interested in placement sites outside of the metropolitan Milwaukee area should make their request to the Director of Clinical Education one year prior to their scheduled placement.

Medical Externships occur in your second year of grad school in the fall, spring or summer semester. The exact semester in which you are completing your medical externship will depend on your individual academic plan and will be communicated to you by your advisor. Once your medical placement has been scheduled, it can only be changed in extraordinary circumstances. Any changes to your externship plan will impact other students' plans, so changes to individual student plans are rare. Any changes to your schedule need to be made through your academic advisor.

Medical Externships can occur in one or more of the following settings:

- Acute Care Hospitals
- Outpatient Clinics
- Inpatient Rehab Programs
- Subacute/Skilled Nursing Facility/Long Term Care
- Home Health
- Pediatric Clinics/Hospitals

Interviews

All students will participate in interviews at medical sites. The number of interviews each student will have will be determined by the list of available sites, geographic factors, scheduling variables and clinical instructor preferences. There are some exceptions to this based on individual student needs/situations, the availability of medical sites and the timing of site identification. Once both interviews have been completed, students will email me with feedback, stating if they have a preferred site or if they would be comfortable at either site.

*Important Note: It is expected that students will be accepting of all placement opportunities. However, accommodations will be made should a student feel that their academic and clinical success will be limited in a particular site.

Student/Site Matches

Students will be matched to a site based on supervisor preferences, site availability and other students' needs. There are multiple factors that influence where a student is placed and is many times not reflective of the student's interviewing skills and/or supervisor preference.

Placement Requirements

Each site has a set of requirements that students must complete prior to starting their clinical experiences. Students must make these requirements a priority as failure to complete may delay the start of your placement. It is imperative that all students maintain a current record via CastleBranch. Additional site requirements will be communicated via the Canvas Planning Course and must be submitted through Canvas. Further instructions will be provided upon placement.

COMSDIS 727: SPEECH-LANGUAGE PATHOLOGY EXTERNSHIP IN EDUCATIONAL ENVIRONMENTS

Students can receive a variety of supervised clinical experiences with children in the many educational sites in the Milwaukee Public Schools (MPS) or the suburbs of Milwaukee. Students planning to enroll in COMSDIS 727 must complete an Application for School Placement the semester prior to the externship. Applications and placement information packets will be emailed to the student clinician the semester prior to placement and should be submitted to the UWM Education Externship Coordinator upon completion.

The school districts' (MPS and suburban) speech-language program administrators along with the University Education Externship Coordinator make the assignments for the students in COMSDIS 727. The student's population/site preferences, competencies, and ASHA clock hour needs are taken into consideration. Requested hours and competencies are not guaranteed, but the Education Externship Coordinator will assist you in making arrangements that may facilitate their acquisition. A minimum of 100 clock hours/semester are required for DPI certification; however, between 130 and 150 hours are suggested. The wide variety of sites allows for a diverse caseload of children with a range of disabilities.

COMSDIS 670: CRITERIA AND PROCEDURES FOR STUDENTS EXEMPT FROM FACE TO FACE EXPERIENCES IN WEST ALLIS WI:

Criteria:

Student's extern site must be over 90 miles away from HEAR WI (10243 W. National Avenue, West Allis, WI 53227) Any student whose externship site is within a 90-mile radius will be expected to drive to Milwaukee/West Allis for the face-to-face clinical experiences.

Experiences and Procedures:

Students who meet the above distance criteria must complete the Audiology Clinical Experience and may select to do either the Pediatric Aural Rehabilitation Clinical Experience **OR** the simulation case study with Dr Ryan.

Professional Behavior

You are viewed as a professional clinician by your clients and by their parents, spouses, and significant others. Your attitude should be that of a trained, professional individual, and you should always adhere to the standards of professional and ethical behavior as dictated by law and the ASHA Code of Ethics. Never discuss privileged information about any of your cases with anyone who is not authorized to hear it.

Socialization with your clients outside therapy, including interaction via social media, is not allowed. It is important to maintain professional boundaries.

Protection of client confidential information is mandatory. Students should share no information about their clients with anyone other than their supervisor, unless disclosure has been authorized. In classes and other clinical discussions, all identifiable information (name, birthdate, address, phone, etc.) should be eliminated. No client information should be copied from a file for any purpose, unless the client has authorized its release. Students must adhere to the policies of the clinical facility related to writing reports and other documents that contain protected client information. Failure to protect a client's confidential information is a violation of Wisconsin and federal law, as well as the Code of Ethics. Sanctions may include a decreased grade, a written reprimand, suspension, or expulsion.

***Please refer to the UWM Speech and Language Clinic Manual for detailed information regarding Professional Behavior.

ACADEMIC AND CLINICAL EXPECTATIONS

EXPECTATIONS FOR ETHICAL ACADEMIC CONDUCT

High Standards of Ethics are observed by both Students and Faculty. All students and staff in the Communication Sciences and Disorders Department are expected to observe both the College of Health Sciences (CHS) Honor Code and the ASHA Code of Ethics. The ASHA Professional Code of Ethics is available at:

<http://www.asha.org/policy/ET2016-00342/>

The CHS Honor Code provides a framework for moral, ethical, and professional behavior for all members of the College of Health Sciences, including students, faculty, and staff. With all members of the College committed to upholding and promoting the tenets of the Honor Code, we will continue to work and learn in a supportive and stimulating environment.

Commitment to this Honor Code supports the mission of the College of Health Sciences to prepare future health professionals, and conduct nationally recognized research in the health sciences. For further details, please visit the website:

<https://uwm.edu/healthsciences/students/current/honor-code/>

ACADEMIC MISCONDUCT WILL NOT BE TOLERATED.

The Communication Sciences and Disorders policies document states:

"The university has a responsibility to ensure academic honesty, integrity, and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

University policy prohibits and punishes misconduct, which is any act by which a student seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism), forges or falsifies documents, falsely represents his or her academic performance (cheating), engages in unauthorized collaboration with other students on papers or projects, or assists other students in any of these acts. Students who engage in academic misconduct are subject to a range of sanctions including, but not limited to: a failing grade on an assignment or test, a failing grade in the course, and expulsion from the university."

Remediation: Knowledge competencies

If a student receives instructor feedback about unsatisfactory performance during a course, this feedback is considered a sufficient warning to the student to improve by the end of the term. In some cases, a student may receive a passing grade in a course (B or better) but still require remediation to achieve specific knowledge competencies. In these cases, the course instructor will arrange make-up assignments and/or later opportunities to demonstrate proficiencies.

As long as the student finishes the course with a satisfactory grade, then the student remains in 'good standing' to continue the graduate program and is not placed on departmental probation.

Academic Probation

Academic probation occurs if a student receives an Unsatisfactory grade in a course that is graded S/U or a grade below a B-. Detailed information about academic probation is provided in the section on Probation and Termination.

EXPECTATIONS FOR CLINICAL PERFORMANCE

The primary goal of the procedures listed below is to ensure that each student receives individualized instruction for optimal clinical education, and all clients receive clinical services which adhere to all recognized standards of ethical and professional practice. This policy reflects the responsibility of the faculty and clinical instructors to ensure professional, legal and ethical clinical services.

Clinical Remediation: The Clinic Plan

The Clinic Plan is a method of providing support to students to address deficits in clinical performance. A Clinic Plan is designed to provide support within the context of a semester. If additional, or sustained, remediation is needed, a Clinical Support Plan will be developed which is described later in this handbook.

Students are formally evaluated via CALIPSO at least once a semester (e.g., midterm and/or final). During these evaluations, the clinical educator (CE) will score the student's performance on all applicable skills/competencies in CALIPSO on a scale from 1 to 7. They will also describe the student's clinical strengths and weaknesses.

If a student scores below the levels defined below, a Clinic Plan will be developed by the Clinical Educator in conjunction with the Director of Clinical Education and the student.

	Evaluation Scores requiring an Improvement Plan		Final Evaluation Score requiring a Support Plan
	Midterm	Final	
First Semester COMSDIS 720	Less than 3.5	4.0 – 4.25	Less than 4.0
Second Semester COMSDIS 720	Less than 4.0	4.0 – 4.5	Less than 4.25
Third Semester COMSDIS 720		4.5 – 5.0	Less than 4.5
Externships COMSDIS 726 & 727	Less than 4.5	4.5 to 5.0	Less than 4.5

The above scores reflect the times that a Clinic Plan are automatically introduced. However, at any time during the semester, the supervisor may note that a student is experiencing clinical difficulty. If so, the student will be informed of the performance deficiencies and will receive continued/enhanced support from the clinical supervisor/site supervisor. If the nature of the difficulty is determined to be significant or if clinical performance does not improve with increased support, a Clinical Plan may be developed despite the student’s scores at the formal evaluation intervals.

DEVELOPING THE CLINIC PLAN

The supervisor will meet with the Director of Clinical Education and Externship Coordinator (when appropriate) to develop the Clinic Plan. They will discuss the student’s clinical performance and write the Clinic Plan. The plan will contain specified behavioral objectives reflecting skills that need to be developed during the period of the plan. The Clinic Plan will also describe the strategies that will be used to help develop the student’s clinical skills. The Clinic Plan acts as a contract and will be signed by the student, clinical supervisors/instructors, Director of Clinical Education or Externship Coordinator, and other responsible parties.

The academic advisor will be notified with a copy of the Clinical Improvement Plan. The original copy of the Clinical Improvement Plan will be placed in the student’s clinical records folder by the Director of Clinical Education or Externship Coordinator. The Director of Clinical Education will be responsible for monitoring the continuity of the Clinical Improvement Plan and will communicate the status of the Clinical Improvement Plan to the student’s current and/or future clinical educators/clinical supervisors.

Satisfactory performance toward accomplishment of the specified objectives in the Clinic Plan, in conjunction with acceptable overall performance as delineated by the evaluation system, will be expected. The Clinical Improvement Plan will remain in place for three months. At that point, the plan will either be discontinued, extended, or advanced to a Support Plan. More information related to Support Plans will be discussed in the following sections.

Clinical Remediation: Clinical Warnings, the Support Plan, and Clinical Probation

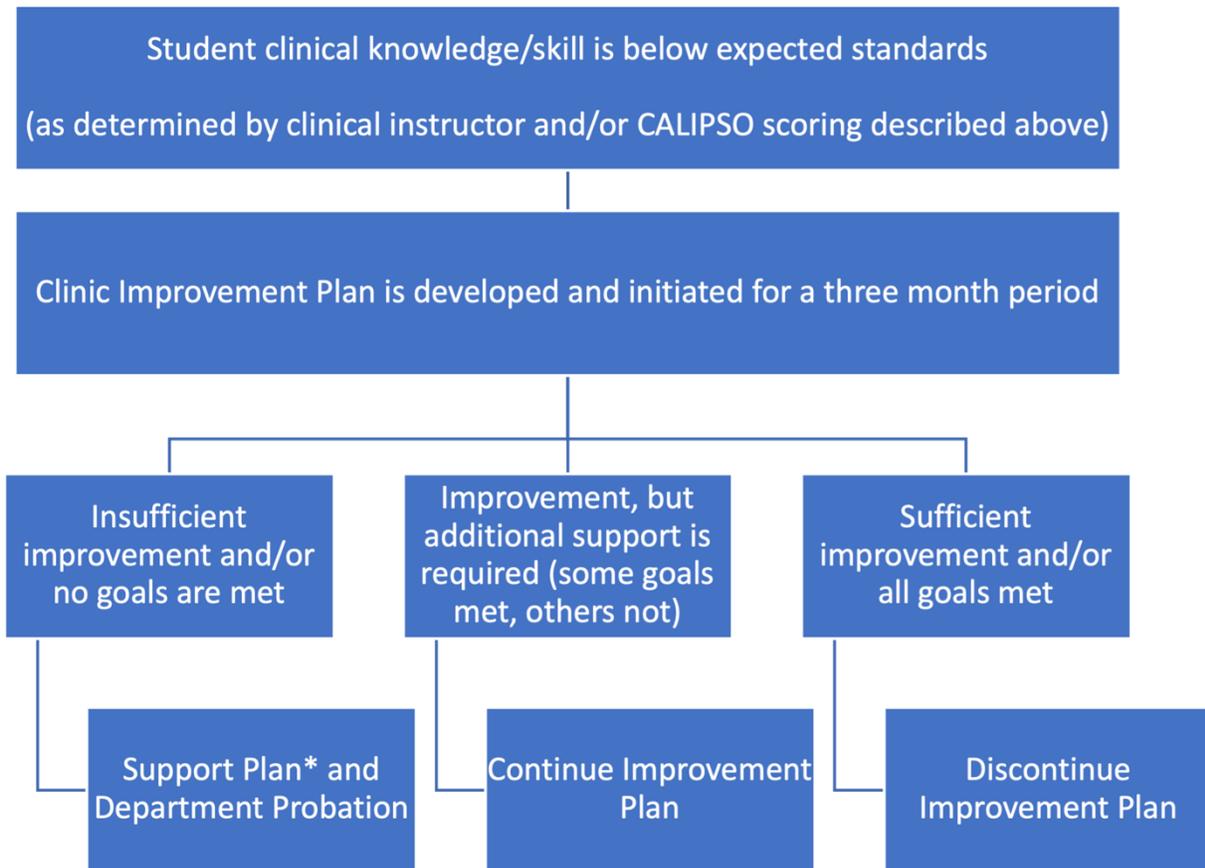
If, at the end of the semester, the student receives a grade of B- or lower for externships/independent studies or an “Unsatisfactory,” for on-campus clinic, the student will receive a Departmental Warning and be placed on Departmental Clinical Probation. A student may also be placed on probation if there is a re-emergence of the difficulties which necessitated the original Clinic Plan.

Departmental Clinical Probation is a period of special attention to evaluate a student’s capacities to fulfill program requirements. A Departmental Warning is issued by the Graduate Program Director to the student who is placed on Departmental Probation. The warning is communicated to the student in a letter that specifies the period of probation and the conditions and/or requirements that must be met to continue in the graduate program. Copies are sent to the Director of Clinical Education, the Externship Coordinator involved, the student’s advisor, and the student. Students are not placed on Departmental Clinical Probation until a semester term ends in an unsatisfactory grade, or unless previous clinical difficulties persist or re-surface.

A Support Plan is developed for students on Departmental Clinical Probation. The Support Plan will contain a set of recommendations for future clinical courses and experiences. Strategies will be outlined to facilitate the student’s success in future clinical practicum. The documented set of recommendations and conditions to be included in the Support Plan will be developed by the Director of Clinical Education, the Externship Coordinator, and the Graduate Program Director. The recommendations and conditions in the Support Plan may cover enrollments across the rest of the student’s time in the graduate program. The Director of Clinical Education will review and update the Support Plan each semester as necessary. If all the conditions of the Support Plan are met, the Graduate Program Director will terminate Departmental Probation.

FURTHER INFORMATION ABOUT DEPARTMENTAL PROBATION, DEPARTMENTAL WARNINGS, THE SUPPORT PLAN, RELEASE FROM DEPARTMENTAL PROBATION, AND TERMINATION FROM THE PROGRAM CAN BE FOUND BELOW IN SUBSEQUENT SECTIONS OF THIS DOCUMENT.

Flowchart of Clinical Remediation Process



POLICIES ON PROBATION AND TERMINATION

GRADUATE SCHOOL ACADEMIC STANDARDS

The UWM Graduate School requires a minimum cumulative grade point average (GPA) of 3.0 or better (4.0 basis) throughout the master's degree program. If a student's semester GPA ever falls below 3.0, an academic warning is issued to the student by the Graduate School. If any of the following conditions exist, the Graduate School will place a 'hold' on the student record:

- *Cumulative GPA falls below 3.0.*
- *Probation status is not removed within three enrolled semesters.*
- *English language or course deficiencies are not satisfied within three enrolled semesters.*

A 'hold' status prevents the student from registering for more classes. In order to be permitted to register for more classes, the student must receive a "Graduate Dean's OK to Continue." A student who wants to remove the "hold" status must petition the department to obtain a positive recommendation to continue. The petition takes the form of a written letter prepared by the student and sent to the department chair that expresses a request for permission to continue in the graduate program, and includes convincing reasons why special consideration should be given to the student's request. The department chair will include the petition on the agenda of the department faculty/staff meeting, where action will be taken to decide either in favor of or against the request for a positive recommendation for the student to continue. If the department decision is a positive recommendation for the student to continue, the decision is forwarded to the Graduate Dean who reviews the department's positive recommendation, and has the authority to ultimately issue the "Graduate Dean's OK to Continue."

The UWM Graduate School requirements are found at the website:

<http://uwm.edu/graduateschool/academic-policies-procedures/>

DEPARTMENT POLICIES ON PROBATION AND TERMINATION OF GRADUATE STUDENTS (APPROVED 2/10/12)

Graduate students are expected to meet the academic, clinical and professional performance standards characteristic of their privilege of enrollment in the Department of Communication Sciences and Disorders at the University of Wisconsin-Milwaukee. A student who consistently fails to meet those performance standards will not be allowed to continue in the program. Because the graduate program must adhere to high standards of accreditation and professional certification/licensure beyond those prescribed by the university, the department has more stringent academic and professional standards for student continuation in the graduate program than those established by the UWM Graduate School. Standards for student continuation required by the UWM Graduate School and by your CSD graduate program are described in the

sections that follow. A student may be placed on Departmental Probation for academic, clinical or policy reasons.

GROUNDS FOR DEPARTMENTAL PROBATION

Students who receive a departmental warning are placed on departmental probation. There are three types of departmental warnings, academic warnings, clinical warnings (discussed above) and policy warnings. Overall procedures for probation and development of the Support Plan follow the description of each type of Departmental Probation.

Academic Probation

The Graduate Program Director will issue a departmental academic warning to a student if they earn a U grade or a B- or lower in a graduate COMSDIS academic course. The student and their academic advisor will be notified of the warning by the Graduate Program Director. For all academic graduate-level courses in a student's graduate program, a grade higher than a B- or an S grade must be earned for the course to count towards the student's degree.

IF THE COURSE IS REQUIRED FOR THE DEGREE, IT MUST BE REPEATED FOR THE STUDENT TO GRADUATE.

Students who repeat courses or need extended time to complete the master's degree program are reminded that the UWM Graduate School requires degree completion within ten years of starting the program. Grades in repeated courses do not replace prior course grades.

The following information about repeating courses is found at the [UWM Graduate School website](#): "You are allowed to repeat a course once in which a grade of B- or lower was earned. Both attempts appear on your transcript and both grades are calculated in the graduate grade point average. Only one attempt may be counted toward meeting degree requirements."

Students have the right to follow UWM academic grade appeal procedures in the case of suspecting capricious or unfair grading practices. For further information, refer to your course syllabus and Graduate School policies.

Policy Probation

The Graduate Program Director will issue a Departmental Policy Warning when a student fails to adhere to the policies and standards of professional and/or ethical conduct expected within the department. Such warnings occur when the student who committed the violation appears unreceptive to previous discussion or is prone to persist in violations. The faculty or staff member to witness the policy violation submits written documentation of the inappropriate conduct to the Graduate Program Director. The Graduate Program Director will provide copies of the Policy Warning to the student, the

student's academic advisor, the Director of Clinical Education, and, if appropriate, the Externship Coordinator.

Clinical probation

All grades of “Satisfactory” and/or B and higher in clinical practicum will count toward requirements for the ASHA Certificate of Clinical Competence, Wisconsin licensure, or DPI certification. A graduate student must complete two successful semesters of speech-language clinic prior to participation in an externship.

If a graduate student has earned an “Unsatisfactory” or B- or lower in a clinical course and/or been removed from a clinical course, a Departmental Clinical Warning will be issued, the student will be placed on Departmental Probation, and a Support Plan will be developed. A student is released from departmental probation when he or she has met the performance standards specified in his/her Support Plan.

TERMINATION OF CLINICAL PRACTICUM OR EXTERNSHIP

If the performance of a student on clinical probation does not improve or falls below a previously specified level stated in the Support Plan, the student will receive written notification and be removed from the clinical experience. Documentation (e.g., evaluation, meetings, other communication, data related to Support Plan objectives, etc.) of the student’s unacceptable performance will be provided. All responsible clinical supervisors will provide input into the determination of a final grade. Students will not be allowed to withdraw from a clinical course because of unacceptable performance.

The Termination Agreement will be signed by the student, Director of Clinical Education or Externship Coordinator, advisor, and Graduate Program Coordinator. The student has the right to follow UWM academic appeal procedures. For further information, refer to your clinic or externship syllabus and to Graduate School policies.

On occasion a student may be performing adequately in practicum and externship/s; however, the student engages in an incident that necessitates immediate removal from the practicum. Due to the abrupt nature of the incident, the student may not have an opportunity to correct their behavior to complete the practicum. Situations that may result in immediate dismissal include, but are not limited to: illegal or unethical activity; discriminatory conduct; violation of facility policy; impaired functioning in the practicum setting; or harm caused to a client.

PROCEDURES FOR PROBATION AND DEVELOPMENT OF THE SUPPORT PLAN

A Support Plan is developed when a student on departmental probation has received a Departmental Warning of any type (academic, clinical, and/or policy). The Support Plan identifies areas of difficulty and outlines strategies to facilitate student success in future semesters. Areas of difficulty may relate to academic knowledge, clinical skills, and/or policies and standards of professional and/or ethical conduct expected by the department. The Support Plan will specify what is required from the student and any specific steps of follow-up action and/or communication with instructors/supervisors,

and recommended strategies to facilitate successful performance in the following term/s. Examples of Support Plan content include, but are not limited to: practices of time management and organization, guidelines for professional conduct, semester credit load restrictions, specific course or clinical practicum enrollments, and learning strategies or support. The Support Plan is developed and compiled in a meeting of the student, the student's academic advisor, the Graduate Program Coordinator, and other department personnel as necessary. The Support Plan is based on the input from the clinical and/or academic faculty/staff who observed student difficulties.

This section describes the general procedures for all types of probation. When a student qualifies for placement on departmental probation, the following steps will be taken by department personnel.

1. If an instructor or supervisor gives a student a semester grade that is below the department standard, the instructor/supervisor should notify the student's academic advisor, the Graduate Program Director, and the Director of Clinical Education (if appropriate) of that grade.
2. The Graduate Program Director will issue the relevant Departmental Warning notifying the student that they are being placed on probation and that a support plan will be developed.
3. A Support Plan is developed for any student on probation regardless of type of probation. The faculty/staff involved in developing the Support Plan include (as necessary) the a) Course instructor, b) Clinical educator/supervisor, c) Student's academic advisor, d) Director of Clinical Education, e) Graduate Program Director.

The specific faculty involved will depend on the type of probation (i.e., academic, clinical, or policy). For clarity the remainder of this section will refer to "involved faculty/staff" instead of listing all of the people who could be possibly involved.

4. The student and involved faculty will meet to develop the Support Plan. The Support Plan will include recommendations, strategies and/or conditions of enrollment. The Support Plan will include
 - a. how long the plan will last (e.g., a semester, the duration of the student's graduate program)
 - b. criteria for successful completion of the plan and removal from probation]
 - c. the person responsible for monitoring the Support Plan
 - d. consequences for not meeting the terms of the Support Plan (e.g, removal from a clinical site, failing grade, dismissal from the graduate program.

The support plan will take the form of a contract signed by the student, faculty involved in developing the plan, academic advisor, and Graduate Program

Director to demonstrate an understanding and agreement with the conditions and content of the Support Plan.

5. The Graduate Program Coordinator will make sure that a PDF of the signed Support Plan is saved to the student's J:/CSD/CSD-SLO folder, The electronic file will be called "[Student first and last name] -Support Plan- [date initiated]."
6. The faculty member designated to monitor the plan will review and update the Support Plan each semester as necessary. If all the conditions of the Support Plan are met, the Graduate Program Director will terminate departmental probation.

GROUNDS FOR RELEASE FROM DEPARTMENTAL PROBATION

A student is released from departmental probation when he or she has met the performance standards and/or conditions specified for release from probation in his/her Support Plan. The Graduate Program Coordinator will review conditions of the plan at the end of each term, and consult with the student advisor regarding removal of the probation status. If appropriate, a notice of removal from probation will be issued by the department to both the student and the student's advisor. If the Support Plan is developed in the student's second year, probation conditions may be applicable for the rest of the period of student enrollment in the graduate program.

GROUNDS FOR DISMISSAL FROM OF THE GRADUATE PROGRAM

- *Low Grades in Courses. A student receives more than one grade of B- or lower and/or "Unsatisfactory" in academic or clinical practicum courses in two semesters.*
- *Low GPA. A student earns a semester or cumulative GPA of less than 3.0 following a semester on Clinical or Departmental Probation.*
- *Immediate dismissal from the graduate program may be warranted if a student is found to be engaged in inappropriate activities including, but not limited to: illegal or unethical behavior; discriminatory conduct; violation of state or university policies; or harm caused to a client, fellow student, or university personnel.*

A student who is dismissed from the academic degree program for the Master of Science in Communication Sciences and Disorders has the right to the appeal process described at the web site: <http://uwm.edu/graduateschool/appeals-exceptions/>

HEALTH & SAFETY

Want tips about campus health and safety? Visit the [UWM Health & Safety webpage](#):

RESPECT YOURSELF AND YOUR PERSONAL HEALTH

The demands of your graduate program can be stressful. To do your work well, you need strong time management skills, effective tracking systems (to-do lists) and self-discipline. You will also find yourself facing challenges, frustrations, and personal and financial situations that need attention. To deal with all these demands, you will need to keep up your good humor and your social network of family and friends. Remember to give yourself sufficient rest, take care of your nutritional needs, and take some breaks for regular exercise and recreation. Here is a valuable web resource to help you take care of yourself: [Student Health and Wellness Center information](#) (click on the Counseling Services tab).

SAFETY AND SECURITY PROCEDURES

Students should practice personal safety and careful supervision of personal property belonging to themselves and their clients. On occasion, university buildings are entered by unauthorized individuals whose intent is to steal or vandalize. Laptops, backpacks, and purses should not be left unattended in any Enderis Hall room.

For an emergency call the UWM Police Department at 414-229-9911.

For non-emergency questions or concerns about safety, call the University Police Department Non-Emergency line at (414) 229-4627.

After hours (evening) transportation within the campus area is available to keep students safe. For more information visit: <http://uwm.edu/boss/> or call 414-229-6503

FIRE SAFETY

Knowledge of Fire Safety is important and you can expect Enderis Hall to practice annual fire drills. Multiple fire extinguishers are present on each floor of Enderis Hall. Be familiar with these standard locations. Fire alarm pull mechanisms may be found on the walls next to the doors to the stairwells on each floor. In the event that a fire alarm is sounded, check to see that all rooms are evacuated, shut all the doors behind you, and proceed to the stairwell to evacuate the building at ground level.

TORNADO SAFETY

Knowledge of Tornado Safety is important. In the event of a tornado, shut all the doors behind you and proceed to middle of the building, preferably the stairwell. If you are outside, a University Police Newsletter offered the following advice: "Do not attempt to flee a tornado by foot or automobile. Tornadoes can move faster than you can. DO NOT seek shelter in or under your car. Move to a location inside the building AWAY FROM

the windows. Most injuries related to tornadoes are caused by flying broken glass or other debris. An interior stairwell, hallway, or room on the lowest floor or in the basement is best. If for some reason you are unable to flee to a safer area, get under a desk, heavy table, or another object which could shield you from flying debris.”

STUDENT PRESENCE IN THE CSD DEPARTMENT AFTER HOURS

During the Week and/or On the Weekend

The 8th floor department suite is open during weekday hours from 8:00 a.m. to 5:30 p.m., but is considered to be closed after hours on evenings, weekends, and holidays. Students are permitted to be present in the student workroom of the department after hours during weekdays, provided they arrive in the department before 5:30 p.m. They are permitted to remain in the department until Enderis Hall is scheduled to close for the day.

Enderis Hall building hours are from Mondays through Thursdays: 7:00 a.m. to 10:00 p.m.; Friday: 7:00 a.m. to 7:30 p.m., and Saturday: 7:00 a.m. to 4:00 p.m. Be aware that only students with a valid UWM student identification card can be given access to the building after hours. In the event that the UWM police encounter students in a university building after hours during their regular patrols, the students will be asked to show their UWM student identification card and explain their presence (UWM policy) in the department after regular hours.

Safety and security are the primary concerns related to student presence in the department after hours. It is absolutely imperative after hours that the suite entry door remain LOCKED and CLOSED at all times. Guests of students are not permitted in the department after hours, and students should never grant access to individuals unknown to them. If the student is expecting another student, the second student should ring the bell at the entry door (right side of the suite door), to be admitted by the first student.

If students need to be present in laboratory or clinic areas after hours for projects or research, then special arrangements must be made with a faculty/staff member responsible for student access. The department office must be notified of these arrangements. Students without such arrangements and authorization should expect that they will be asked to vacate laboratory and clinic areas of the department after hours.

STUDENTS ARE ENCOURAGED TO WORK IN PAIRS OR SMALL GROUPS AFTER HOURS FOR IMPROVED SECURITY. IF A STUDENT FEELS THREATENED OR UNSAFE IN ANY WAY WHILE IN THE DEPARTMENT AFTER HOURS, HE OR SHE SHOULD CONTACT THE UWM POLICE AT 414-229-9911.

INFRINGEMENT OF THE ABOVE POLICIES ON STUDENT PRESENCE AFTER HOURS

If the entry door to the department is found unlocked or open after hours, or the next day after students remained after hours, a notice will be posted and student access to the department after hours during the week and on the weekend may be suspended for a specified period of time.

If any damage to the department facility or its contents occurs when students are present in the department after hours, a report must be made by the next business day to the department chairperson.

PROGRAM COMPLETION

BE PREPARED TO FINISH YOUR GRADUATE PROGRAM

You **must** apply to graduate at the beginning of your last semester in the graduate program. The deadline for applying to graduate is the second week of the semester or term. Watch for an Email from the UWM Graduate School just before classes begin with the subject line: Apply for [date of] Graduation Now! The email will give you instructions about applying for graduation on PAWS.

If you apply to graduate, but for any reason, your graduation must be postponed to a later term, do not be concerned. Although you **WILL** need to re-apply for graduation the next term, you will **NOT** have to pay any additional charge. The fee is paid only once.

Graduation Procedures are outlined at the Graduate School website:

<http://uwm.edu/graduateschool/masters-graduation/>

Links are also found there for Thesis Submission procedures and associated deadline dates.

COMMENCEMENT

For students completing their programs in May and August, you can walk in the May graduation ceremony. The graduation ceremony does not signify that students have met graduation requirements even if their names appear in the program. Often it occurs before some final exams have even been taken or graded and before other requirements, like final hours totals, have been completed.

If you will graduate in December, you are expected to walk in the December graduation ceremony where your name will appear in the program. However, some students prefer to walk in the May ceremony (instead of December), and this is permitted. To do so, however, take care of some actions early in spring semester, just like the May graduates:

RSVP for the ceremony and follow the directions found at the website:

http://uwm.edu/secu/com_cer/

Be sure to order your commencement attire (cap and gown) at

http://colleges.herffjones.com/college/_UWMilwaukee/

Regardless of which semester, be sure to plan to attend the ceremony that is appropriate for you as a student from the *College of Health Sciences*.

FINAL REVIEW REQUIREMENTS PROCEDURES

Before registering for the last semester of your program, you **MUST** meet with your academic advisor to review your status with respect to graduation requirements. You

must make sure that you have plans in place to meet all the various requirements during that last term so that if you fulfill them, you will be ready to graduate by the end of that term. You and your advisor will complete a Last Semester Review of Requirements form that includes a checklist with all of those requirements. It will help if you have access to the following items during that meeting

- *A current unofficial UWM graduate program transcript (you can Email a copy of this to yourself via PAWS)*
- *Any documentation or records you have of practicum clock hours for the current semester*
- *Records regarding any competencies that might not be showing up yet on your Calipso and clinic forms*
- *The following Calipso forms: Clock Hour Database, Experience Record, and Cumulative Evaluation.*

Note that there are many requirements that you and your advisor should review:

- *M.S. program academic core and elective course and credit requirements*
- *Minimum GPA, grade and academic performance requirements*
- *Course/clinic credit hours required by ASHA*
- *Capstone research project requirement*
- *Knowledge competency requirements*
- *Skill competency requirements*
- *M.S. program clinical experience and practicum setting/lifespan rangerequirements*
- *ASHA observation and supervised clinical practicum clock hour requirements*
- *M.S. program final portfolio evaluation requirement*

Meet with your academic advisor again at the very end of your program.

After all your final competencies and clock hours have been reviewed with you by your clinical supervisor, you will set up a final exit appointment with your academic advisor. At the final appointment, your advisor will review your status on all those requirements presumably for the last time. Some students find it helpful to contact their academic advisor more often than just these two times to go over their status on requirements.

RESOURCES FOR YOUR SLP JOB SEARCH

Consider checking out the resources available from the UWM Career Development Center: <http://uwm.edu/careerplan/>

You may want to check out the ASHA website resources on Career Development: <http://www.asha.org/careers/>

Resumes and cover letters are usually individualized and tailored to the job being sought. Ms. Hennes offers examples of resumes, encouraging students to include them in their portfolios.

Information on jobs and licensure: <http://www.slpjobs.com/>

INFORMATION ABOUT THE POST-GRADUATION CLINICAL FELLOWSHIP (CF)

CF Requirements and description: can be found at
<https://www.asha.org/certification/completing-the-clinical-fellowship-experience/>

FACULTY & STAFF INFORMATION

ACADEMIC FACULTY

John Heilmann, Ph.D., CCC-SLP Associate Professor, Acting Graduate Program Director



heilmanj@uwm.edu 414-229-4625 Enderis 875

Areas of Expertise: Language Assessment, Narrative transcription and analysis, Implementation Science

Director, Language Analysis Lab Enderis Hall 768

Sabine Heuer, Ph.D., CCC-SLP Associate Professor, Department Chair



heuer@uwm.edu 414-229-0537 Enderis 853

Areas of Expertise: Adult language and cognitive disorders, aphasia, neurogenic communication disorders.

Director, Aphasia Lab Enderis Hall B-52

Shelley Lund, Ph.D., CCC-SLP, Associate Professor, Graduate Program Director (sabbatical AY 22-23)



sklund@uwm.edu 414-229-6465 Enderis 855

Areas of Expertise: Augmentative and alternative communication (AAC), assessment in AAC

Director, AAC Lab Enderis Hall 878

Barbara Pauloski, Ph.D., CCC-SLP, Associate Professor, Undergraduate Program Coordinator



pauloski@uwm.edu 414-229-6719 Enderis 845

Areas of Expertise: Dysphagia and swallowing disorders, research methods

Director, Dysphagia Lab Enderis Hall B-30

Jing Yang, Ph.D., Associate Professor



jyang888@uwm.edu 414-251-8161 Enderis 873

Areas of Expertise: Speech science, hearing science, speech perception, cochlear implants

Director, Phonetics Lab Enderis Hall 888

CLINICAL FACULTY

Julie Behrman, MS, CCC-SLP, Clinical Assistant Professor



behrman@uwm.edu 414-229-6057 Enderis 867

Areas of Expertise: voice disorders, fluency disorders, pediatric speech/language disorders

Emily Belter, MS, CCC-SLP, Clinical Assistant Professor, Medical Externship Coordinator



belterem@uwm.edu 414-251-8293 Enderis 837

Areas of Expertise: voice disorders, medical speech-language pathology

Adam Follmer, MS, CCC-SLP, Clinical Assistant Professor, Acting On-Campus Clinic Director



afollmer@uwm.edu 414-251-6987 Enderis 885

Areas of Expertise: Adult neurogenic communication disorders

Dawn Marie Hennes, MS, CCC-SLP, Clinical Associate Professor, Educational Externship Coordinator



dmhennes@uwm.edu 414-251-9433 Enderis 871

Areas of Expertise: School-based services, school-age speech and language disorders

Bethanne Mazurczak, MS, CCC-SLP, C-NDT, Clinical Assistant Professor



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Areas of Expertise: Pediatric speech, language, and feeding disorders

Stacy Ryan, AuD, CCC-A, Clinical Associate Professor



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Areas of Expertise: Aural rehabilitation

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DEPARTMENT STAFF

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