Residential
GRADUATE STUDENT
HANDBOOK

2014 – 2016
(Revised 08-01-2014)

Department of Communication
Sciences & Disorders

University of Wisconsin-Eau Claire
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INTRODUCTION

This *Handbook* provides information about policies, people, places, procedures, rules, and facts that affect you as a graduate student in Communication Sciences & Disorders (CSD) at the University of Wisconsin-Eau Claire. The information included in the *Handbook* should assist you in answering many questions about your CSD program. It is hoped that the *Handbook* will help you to function effectively and efficiently.

You will use much of this information during early advising sessions and throughout your graduate program, so you will want to be sure to have access to the *Handbook*. The better your knowledge of these materials, the better you can control your own graduate program. Your advisor will help you plan your course of studies, but it is important that you do some initial planning so you are prepared to ask critical questions. The first advising session will be much simpler for your advisor and much more meaningful for you if you have prepared for it in advance. If your undergraduate work was not completed at UWEC, bring to your first advising session a course catalogue from your undergraduate institution, a transcript showing all coursework completed for your undergraduate degree, and/or a record of any courses you have completed since submitting your application to us.

Keep copies of any correspondence relevant to the graduate program (e.g., admission letters, clinical hours records, financial assistance notification, GRE scores, Praxis scores). Keep your own records up-to-date. During the advising and the Graduate Orientation sessions, I will provide more information that you will want to keep handy.

The intent of this *Handbook* is to help you become acquainted with our Department. Each year we attempt to improve the *Handbook*. Constructive feedback is always welcome. Please direct questions about the materials in the *Handbook* and suggestions for improvements to:

Dr. Vicki Samelson, CSD Residential Graduate Program Coordinator  
Department of Communication Sciences & Disorders  
University of Wisconsin – Eau Claire  
Eau Claire, WI 54702-4004

[CSDGraduateCoordinator@uwec.edu](mailto:CSDGraduateCoordinator@uwec.edu)
PROGRAM FACILITIES & PERSONNEL

HUMAN SCIENCES AND SERVICES BUILDING

The Department of Communication Sciences & Disorders and the Center for Communication Disorders (CCD) are located in the Human Sciences and Services Building (HSS) on the lower campus of the University of Wisconsin-Eau Claire. This building is located across the river from the main campus, near the Haas Fine Arts Building. The front door faces Water Street.

To reach the Human Sciences and Services building by car, exit I-94 at Route 37, turn right on Route 37, then left at the second light (Craig Road). Turn left at the first light (Clairemont Avenue), cross the Clairemont Avenue bridge and turn right at the next traffic light (Menomonie Street). Follow Menomonie Street, which becomes Water Street. Follow Water Street to our building at 239 Water Street (about eight blocks).

A first floor plan of the building appears after the last page of text in this section; all of the CSD facilities are on the first floor. A verbal description of the location of areas relevant to the program is included in this section of the Handbook.

There are multiple classrooms in Human Sciences and Services. HSS 177 and 179 on the first floor and 202, 204, 220 and 226 on the second floor are employed commonly for teaching CSD courses. All of the CSD graduate courses will be taught in classrooms in this building or in our conference room (HSS 151).

Offices in the Department are assigned as follows (as of August of 2014):

<table>
<thead>
<tr>
<th>Room</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 112</td>
<td>Ms. Krista Raleigh</td>
</tr>
<tr>
<td>HSS 113</td>
<td>Dr. Marie Stadler</td>
</tr>
<tr>
<td>HSS 115</td>
<td>Dr. Abby Hemmerich</td>
</tr>
<tr>
<td>HSS 117</td>
<td>Dr. Jerry Hoepner</td>
</tr>
<tr>
<td>HSS 119</td>
<td>Dr. Vicki Samelson</td>
</tr>
<tr>
<td>HSS 120</td>
<td>Mr. Thomas Sather</td>
</tr>
<tr>
<td>HSS 121</td>
<td>Dr. Deborah Elledge</td>
</tr>
<tr>
<td>HSS 123</td>
<td>Ms. Kay Hagedorn</td>
</tr>
<tr>
<td>HSS 125</td>
<td>Ms. Angela Sterling-Orth</td>
</tr>
<tr>
<td>HSS 127</td>
<td>Dr. Jennifer Thistle</td>
</tr>
</tbody>
</table>

Within the existing program facilities, an area provided for graduate students (HSS 150) functions as student work space and a study room. When students are not in classes or involved in clinical activities, they usually work in this room. Students with graduate assistantships use HSS 110 during their first year on campus. A telephone is available for students to use for practicum-related, off-campus calls and on-campus calls (HSS 108). Three computers are located in HSS 116, a confidential computer lab used for viewing video-recorded (DIVA) therapy sessions. A limited number of computers are located in a special confidential word processing lab located in HSS 250. This lab was established for students in our building to use when working on confidential clinical documents. A large general access computer laboratory is located in the second floor of HSS (HSS 225) for academic purposes.

HSS 114 is the mailroom for the Department. Each faculty member, each graduate student, and each undergraduate student enrolled in clinical practicum has a mailbox in that room. A fax machine and a laminator also are kept there. The departmental office supplies stored in the large orange cabinet are for faculty and staff use only.

The Academic Department Associate’s office is HSS 112. Our Department Associate is Ms. Krista Raleigh. Ms. Rachel Schimelman, our clinic secretary, works part time in the Resource Room (107). The Resource Room is also staffed by students employed to help in the CCD.
The **Resource Room** (HSS 107) houses clinical and craft materials for checkout. The adjoining room is designated as the therapy preparation area (HSS 108). There are two waiting rooms for clients (adult and child), one at each end of the resource room. An audiology suite, a communication science laboratory, an office for CSD Graduate Assistants, and a conference room (HSS 144, 148, 110, and 151, respectively) are situated along the corridor where the graduate student workroom is located.

The **Center for Communication Disorders (CCD)** includes 10 rooms for individual therapy, five special purpose rooms for group therapy (HSS 122, 149A, 149B, 182 & 184), an AAC Laboratory (HSS 136), the Intervention Technology Laboratory (HSS 116), and a kitchen (HSS 118) for therapy. Observation facilities and videotaping equipment are available for all therapy rooms. All of the treatment rooms are equipped with remote-controlled video cameras. Portable computers are available by contacting the Department Associate, Ms. Krista Raleigh.

The CCD also has several special diagnostic areas. The audiology suite (HSS 144) and voice diagnostic area (HSS 148) provide highly specialized equipment for designated diagnostic purposes. Several computer treatment programs on portable carts are located throughout the department. A scanner and color printer is available in HSS 116 for clinic printing use only.

Administratively our program is organized on campus within the College of Education and Human Sciences. Our College offices are on the third floor of Centennial Hall. Multiple departments and programs are located in the Human Sciences and Services Building: On the first floor are the Department of Communication Disorders, the Human Development Center (HSS 158), and the office for UW-Madison's Social Work program (HSS 180). On the second floor are the Department of Social Work and the Campus Autism Project (CAP).
FLOOR PLAN
HUMAN SCIENCES & SERVICES – First Floor
Ms. Carolyn Christian joined the Department of Communication Sciences and Disorders as a full-time academic staff member in the fall of 2010. She completed her baccalaureate degree and masters of science in teaching degree at the University of Wisconsin-River Falls in Communication Sciences and Disorders. Before joining the department, she worked as the speech-language program support teacher and special education administrative consultant at CESA #10. Ms. Christian has experience serving both adults and children. She provided speech and language services at Humana Hospital in Anchorage, Alaska; at Mayo Health Systems in Eau Claire, WI; at Pine City Public Schools in Minnesota and Mondovi Public Schools in Wisconsin. She is a Certified Trainer for the American Academy of Brain Injury Association. Ms. Christian currently provides supervision to graduate and undergraduate students for the evaluation and treatment of clients with speech and language disorders and teaches Aural Rehabilitation. Areas of special interest include fluency, autism spectrum disorders, emergent literacy, and TBI.

Ms. Shannon Collins joined our department in the fall of 2001. She completed her baccalaureate degree at the University of Wisconsin-River Falls in Secondary Education-Communication Disorders and her master’s degree at Washington State University in Speech and Hearing Sciences. Before joining the department, she worked as a public school speech-language pathologist in the states of Washington and Texas and as a classroom teacher for a multi-handicapped program in Michigan. She currently provides supervision for the evaluation and treatment of clients with speech and language disorders and teaches Introduction to Communication Disorders. Areas of interest include speech and language development and disorders of school aged children. She is also a co-adviser for NSSLHA.

Dr. Deborah Elledge joined the Department of Communication Sciences and Disorders as an assistant professor in August, 2013. She received her baccalaureate degree in English from St. Andrews Presbyterian College in Laurinburg, NC and her master’s degree in Communication Sciences and Disorders from the University of North Carolina at Greensboro. She completed her clinical fellowship year in a skilled nursing facility before changing her clinical focus to children and adolescents. Dr. Elledge worked in a multidisciplinary developmental evaluation facility with the birth-5 population before moving to the public schools, where she worked with preschool through high school students in the public school systems of Florida, North Carolina, and Kentucky. She completed her doctoral degree at the University of Cincinnati in 2013. Her research interests include adolescent literacy, language-based learning disabilities, and collaborative intervention. She has presented her research at both the state and national level. She has taught a variety of courses including Phonetics, Clinical Processes, Later Childhood Language Disorders, and Literacy and the SLP, and supervised graduate students during clinical placements.

Ms. Kay Hagedorn, Director of CSD Clinical Programs, first joined the Department of Communication Sciences & Disorders as an academic staff member in the fall of 1984, and worked half-time through the fall of 1989. At that time, she taught a variety of courses, including Phonetics and Introduction to Manual Communication, and provided clinical supervision. She continued to work for the Department on an "as needed" basis. Kay earned her baccalaureate in Communication Disorders from the University of Minnesota-Duluth and her master's degree from the University of Wisconsin-Eau Claire. Before joining the Department, she worked as a speech-language pathologist at Sacred Heart Hospital and REACH, Inc. (formerly the Development and Training Center), both in Eau Claire. She also worked in our community providing services to adults with developmental disabilities and the chronically mentally ill population at Chippewa River Industries in Chippewa Falls. Rejoining the staff in 2004, Kay provides clinical supervision for graduate and undergraduate clinicians on campus in the areas of voice and adult language, primarily with developmentally disabled clients, and at off campus sites, and teaches Introduction to Sign Language, Techniques of the Singing and Speaking Voice, Essential Applications in CSD, and Phonetics. This fall Kay will assume directorship of our CCD Clinical Programs.
Ms. Judy Haley joined the Department of Communication Sciences and Disorders as an academic staff member in the fall of 2003. She completed her baccalaureate degree in Communication Disorders at the University of Wisconsin-Eau Claire and her master's degree in speech-language pathology at the University of Wisconsin-Milwaukee. Before joining the department, she provided speech and language services at Sacred Heart Rehabilitation Hospital in Milwaukee, Waukesha County Schools in Brookfield, Luther Hospital in Eau Claire, for Eau Claire and Chippewa County Home Health Programs, St. Joseph’s Hospital in Chippewa Falls, and as an independent contractor in our local area. She spends most of her time at the CCD supervising our graduate student clinicians as they work with clients with acquired language and cognitive disorders, as well as dialects. On a personal note, she is married with two adult daughters and nine grandchildren.

Dr. Abby Hemmerich joined our department in January of 2011. She earned her bachelor’s degree from the University of Wisconsin-Madison in Communication Sciences and Disorders in 2002, her master’s degree from UW-Eau Claire in 2004, and her doctorate from the University of Iowa in 2012. She worked for two years at Mercy Medical Center-North Iowa in Mason City providing acute and outpatient speech-language pathology services. In 2009, while working on her dissertation, Dr. Hemmerich provided home health speech-language pathology services in the Milwaukee area with Aegis at Home. Her research interests include treatment of voice disorders, particularly laryngeal movement disorders, treatment of swallowing disorders, and medical speech-language pathology. Currently, she teaches courses in voice and rehabilitation methods, while team teaching speech & hearing science and anatomy & physiology. In addition, she provides clinical supervision in the area of voice.

Dr. Jerry Hoepner initially joined the Department of Communication Sciences and Disorders as an associate lecturer in the fall of 2004. In 2008 he began his full-time position teaching adult neurogenic coursework. He received his bachelor’s degree from Minnesota State University – Mankato in psychology and his master’s degree from UW Eau Claire in Communicative Disorders. After receiving his master’s degree, he worked clinically at rehab and acute care hospitals in the region for Rusk County Memorial, Victory Medical Center – Stanley, and Luther Midelfort for over 10 years. In the summer of 2010, he completed his doctoral research at UW Madison with special interests in traumatic brain injury rehabilitation and neurosciences. His research interests include partner assessment, partner training, examining the role of positive behavioral routines, and rehabilitation of traumatic brain injuries, aphasia and other acquired cognitive-communication disorders. Dr. Hoepner has been involved in community-based brain injury groups since 1999, the Chippewa Valley Aphasia Group since 1997, and Aphasia Camp since 2003. He teaches courses in acquired cognitive disorders, dysphagia, neurological aspects of communication, aphasia & related disorders, rehabilitation methods, counseling, and communication disorders of the aged, while team-teaching anatomy & physiology and speech & hearing science. In addition, he acts as a clinical supervisor and is active in student-faculty collaborative research projects. In 2008, he developed the Communication Sciences and Disorders departmental Pro Seminar speakers’ series, which he continues to coordinate throughout each academic year.

Ms. Gayle Holte joined the Communication Sciences and Disorders faculty as a clinical instructor in the fall of 2010. Prior to that, she served as the elementary principal for the School District of Fall Creek, and speech-language program support teacher/special education administrative consultant at CESA 10. Her primary responsibility in the CSD department is supervising student clinicians as they provide services to clients with communication disorders.

Ms. Becca Jarzynski rejoined our department in the fall of 2012, having previously worked part-time in the department from 2006-2008. Becca completed her baccalaureate degree in Communication Disorders at the University of Wisconsin-Eau Claire in 1998 and earned her masters of science degree in Communication Disorders at the University of Wisconsin- Eau Claire in 2000. She also completed a graduate certificate in Behavioral Intervention in Autism through the University of Massachusetts-Lowell in 2008 and finished a year as a Preparing Mentor in Evidenced-Based Practice through Wisconsin’s Birth-to-Three Program in 2011. Becca has worked as a pediatric speech-language pathologist, providing services through Eau Claire and Chippewa County's Birth-to-Three programs as well as through the outpatient clinic at S.P.O.T.S. Pediatric
Therapy/St. Joseph’s Hospital in Chippewa Falls. Her areas of interest and expertise include language facilitation and intervention with toddlers and young children, diagnostics in young children, naturalized ABA intervention with children and youth with autism spectrum disorders, and coaching parents in the context of natural routines and activities. She currently provides supervision for the evaluation and treatment of children at the CCD and teaches a variety of courses including normal communication development and clinical procedures.

Ms. Julie Miller joined the Department of Communication Sciences and Disorders as a member of the academic staff in the summer of 1983. At that time, she was also employed at New Auburn Public School providing speech/language therapy for students from 3-21 years of age. For the next 26 years, Ms. Miller will tell you, she had the best of both worlds providing direct therapy to school age children during the school year and supervising graduate and undergraduate student clinicians as they worked with fluency and child speech/language disorders during each summer semester. Ms. Miller retired from her New Auburn Public School position in June, 2009. After one entire weekend of full retirement, she joined the academic staff at UWEC as a clinical instructor on a year round basis and is currently working part-time in that capacity. Ms. Miller continues to have a special interest in developmental language disorders, phonology, fluency disorders and autism. She has worked with Camp Campus since the second year of its inception, providing an immersion experience in university life for adolescents and young adults with Asperger’s Syndrome in order to facilitate their transition into successful post-secondary education or employment. In her life outside of work, Ms. Miller enjoys her two adult children and five grandchildren.

Ms. Krista Raleigh, Academic Department Associate, joined the Department of Communication Sciences and Disorders in August, 2012. She assists the department chair, graduate coordinator, and faculty in administrative and departmental programs, and manages the day-to-day operations of the Center for Communication Disorders. She has a Bachelor’s degree in Philosophy and Business Administration.

Dr. Vicki Samelson, Coordinator of the Residential Graduate Program, joined our department in January of 2009. She earned her bachelor’s degree from Illinois State University in Speech Pathology and Audiology and her master’s degree in Communicative Disorders from Northern Illinois University. She worked for eight years in Illinois in the public schools and in a program for preschool to fifth-grade children with hearing impairment. Dr. Samelson also provided clinical supervision and worked in private practice in Illinois, and served as a literacy volunteer and tutor in the Iowa Quad Cities before earning her doctoral degree at the University of Iowa. Currently she teaches courses in language assessment and intervention, phonetics, diverse populations, and research, and provides clinical supervision for undergraduate and graduate student clinicians in the areas of aural rehabilitation, phonology, articulation, and language. Dr. Samelson also supervises graduate clinicians as they conduct assessments in the Human Development Center interdisciplinary clinic, and is active in faculty-student research collaborations. Her current research interests include language comprehension processes, children’s problem-solving strategies, and evidence-based language interventions that can be implemented in classroom, home, and therapy settings.

Mr. Thomas Sather joined the Department of Communication Sciences and Disorders in 2008 as adjunct faculty, teaching Motor Speech Disorders. In 2013 he rejoined the department as a full-time faculty member. Mr. Sather did his undergrad work at Calvin College in Grand Rapids, Michigan and at UW-Eau Claire, where he also completed his master’s degree. He is currently completing his Ph.D. in the Interdisciplinary Health Sciences program at Western Michigan University in Kalamazoo, Michigan with research emphasis on the concept of Flow and engagement among people with aphasia. Mr. Sather has been employed since 1998 with Mayo Clinic Health System – Eau Claire in the Neurosciences and Rehabilitation departments, working in intensive care, acute, subacute, and outpatient settings with adults with neurogenic, cognitive, communication, and swallowing disorders. He has been part of the Chippewa Valley Aphasia Group since its inception in 1997 and the Aphasia Camp since 2003, and currently serves as a board member and staff member for both of these programs. In 2012, Mr. Sather began a three- year appointment to the Wisconsin Hearing and Speech
Board in Madison. His interests are in the areas of aphasia, motor speech, medical speech-language pathology, Flow and engagement, and dysphagia.

**Ms. Rachel Schimelman** joined the Department in November, 2008. Rachel is the clinic secretary for the Center for Communication Disorders and manages our resource room records, billing, inventory, and check-out systems.

**Dr. Marie Stadler, CSD Chair, and Coordinator of the Online Graduate Program**, re-joined the department in fall of 2006 after having taught at UW-River Falls and UW-Stevens Point. She previously worked in the department as academic staff from 1991-2001. She earned her bachelor's degree in speech and theatre from UW-Eau Claire, her master's degree in Communication Disorders from San Francisco State University and her doctorate from the University of Minnesota in Special Education-Early Childhood. Dr. Stadler worked as a speech-language pathologist for 12 years in public schools, early childhood and birth to 3 programs. She has taught a variety of undergraduate courses, including clinical procedures, fluency disorders, and service courses for special education in the areas of child language development and disorders and AAC. She currently teaches one course per semester (phonological disorders, childhood apraxia of speech, birth-to-3 methods) and spends the rest of her time with administrative tasks.

**Ms. Angie Sterling-Orth, Director of Clinical Education and Clinical Associate Professor**, joined the department in August of 2002. She earned both her bachelor's and master's degrees in Communication Disorders from UW-Eau Claire. She spent her first years in the field working in the Wisconsin public schools, specializing in work with early childhood, early-elementary, and middle school populations. Following her years in the schools, Ms. Sterling-Orth spent four years in product development at Thinking Publications, a publishing company specializing in products designed for speech-language pathologists. She has spent the past ten years in the department supervising in the clinic, teaching graduate level coursework (grad essentials and school methods), and teaching undergraduate coursework in language disorders, aural rehabilitation, and fluency disorders. She specializes in serving individuals who stutter, school-based SLP services, and using innovative technologies for instruction and service delivery.

**Dr. Jennifer Thistle** joined the Department of Communication Sciences and Disorders as an assistant professor in August, 2014. She received her baccalaureate degree in Psychology from Alfred University in Alfred, NY and her master's degree in Communication Sciences and Disorders from Emerson College in Boston, MA. Before pursuing her doctorate, she worked for two years in a collaborative school in Massachusetts, providing classroom-based therapy for preschool through high school students requiring augmentative and alternative communication. She completed her doctoral degree at The Pennsylvania State University in 2014. Her research interests include augmentative and alternative communication, child language disorders, and team-based collaboration. She has presented her research at national and international conferences. She has taught courses including Augmentative and Alternative Communication and Preschool Language Disorders, and supervised graduate students during clinical placements.
THE CAMPUS

This section of the Handbook is intended to bring your attention to important matters related to the campus and the Department.

- **Your Right to Know** is a website on the UW Eau Claire website that contains links to important information about students' rights, responsibilities, and support services: http://www.uwec.edu/dos/policies/yrtk/index.htm
  This website has information about the University that may be of interest to you, especially the section "Where to Go for Help".

- To make a **phone call** from one campus location to another, dial 36, and then the **four digit extension** (campus telephone numbers start with "836"). If you are calling an off-campus number in the local dialing area, dial "9" first for an outside line. After you hear the dial tone, dial the area code + seven digit number. The State Telephone System (STS) line should be employed for all long-distance professional business calls; it is critical to dial "8" when placing such a call. No personal calls should be made from Department telephones by students. (Instructions for using the STS line are posted near the telephone in HSS 108).

- To take advantage of the **Credit Plan** when applying for ASHA membership and certification after earning your master's degree, you must be a member of the National Student Speech-Language-Hearing Association (NSSHLA) during the calendar year in which you earn your master's degree. The reference here is to the national organization, not the local chapter of that group. Check the ASHA Membership and Certification Handbook about this topic. One advantage of belonging to NSSHLA during your entire graduate program is that you would have access to recent ASHA journals during the duration of your program.

- A graduate student study area is located on the fifth floor of the library (5029). Access is by combination lock; you can get the combination from the circulation desk. You may wish to acquire a locker for your use at the library for a semester fee. Inquire at the Main Circulation Desk.

- General student access **computer labs** are located in various buildings on campus. These labs typically contain both PC and Macintosh platform machines. The largest computer lab, which is open 24 hours a day, is located in Room 1108 of the Old Library. CSD students often use the general access computer lab located in HSS 225, which is shared by all users in the HSS Building. Information about campus computers and lab locations can be accessed via the Internet on the UWEC web site in the Learning & Technology Resources section. Information is available at the University Bookstore about purchasing word processing software (Microsoft Word) that is compatible with the software on Departmental and other campus computers. Printers are available in all computer labs; students must provide their own paper.

- LabAnywhere, a virtual computer environment is also available to all students from any personal computer with internet access: [https://labanywhere.uwec.edu/](https://labanywhere.uwec.edu/) Through LabAnywhere you can access and use the Microsoft Office Suite software. Additional information and instructions for accessing LabAnywhere are located at [http://www.uwec.edu/Help/campus/Lab-Virtualization.htm](http://www.uwec.edu/Help/campus/Lab-Virtualization.htm)

- All students can connect to email through the campus web system. Most faculty and students rely on email heavily to accomplish day-to-day communications. Students may access their personal email
via the HSS building wireless system, in on-campus computer labs, or through a computer at home.
You may connect to the UWEC email system anywhere in the world from the UWEC homepage.

- The more you learn about using computers effectively early during your graduate program, the better your life is likely to be during the next two years. This comment applies particularly to your word processing, Internet searching, and email skills. Take advantage of the free workshops offered on campus for students (BITS workshops = Building Information Technology Skills). The workshop schedule is connected to the UWEC website under Learning & Technology Services (Bits Workshops for UWEC students). For any computer or technology issues, contact our UWEC Help Desk: https://www.uwec.edu/LTS/

- The UWEC Housing Office dispenses information about on-campus and off-campus housing for students: http://www.uwec.edu/Housing/services/office.htm
  This office is located in Towers Hall room 112, a dormitory on the upper campus. The vast majority of CSD graduate students have lived off-campus during their graduate programs, although recently several students have stayed at the Chancellor's Hall. In general, CSD faculty members have little or no information about housing possibilities for graduate students. Some students post notices on the bulletin board in the graduate room asking for tips on housing or potential roommates. There are also University-wide boards in Davies Center, the student union, where information about housing possibilities is posted. If you’d like assistance contacting other CSD graduate students about housing, talk with Dr. Samelson, our graduate coordinator.

- Most graduate students live off-campus and find that having a car is more a necessity than a luxury, although a number of graduate students in the past have managed to coordinate activities during their graduate program without having access to a car. Previous graduate students have suggested that future graduate students be discouraged from trying to commute daily from outside of the Eau Claire area, but it has been done despite the winter weather. It is essential to have access to a car on a daily basis by the time a graduate student is participating in the final, full-time externships.

- Graduate students are required to purchase textbooks for their courses, in contrast with the textbook rental system used for undergraduate courses. Textbooks may be obtained at the University Bookstore located in Davies Center, across the footbridge on the lower campus.

- A self-serve photocopier for student use is located on the second floor of HSS. Copies are paid for by inserting your Blugold Card into a card reader on the copier. There are also copiers of this type in Davies Center and the Library for the convenience of students. CSD students may use the Department photocopier for copying therapy materials only with a designated scan card. An on-campus copy service, Copy Corner, located in Davies Center is useful for special projects and resumes.

- Previous and current graduate students have suggested that new graduate students be made aware of some hidden costs of graduate education. Requirements for most graduate courses include papers and presentations. Students may be required to duplicate papers for distribution to other students in the class. The cost of making copies for approximately 20 students in several classes may approach $40 per semester. Current graduate students estimate total copying expenses at near $60 per semester. Students should be prepared to budget for these expenses.
ACADEMIC REQUIREMENTS

REQUIREMENTS – GENERAL COMMENTS

During the graduate program, most students will be concerned with meeting credentialing requirements from several sources: (1) the American Speech-Language-Hearing Association; (2) the Department of Public Instruction in the State of Wisconsin; (3) the College of Education & Human Sciences; and (4) the Department of Communication Sciences & Disorders. Information about completing these various requirements is included in this Handbook on the following pages. Each graduate student in CSD is expected to satisfy all of these requirements except those from the Wisconsin Department of Public Instruction (DPI). DPI requirements must be met by the end of the master’s degree program by any student desiring this program’s endorsement for the license necessary for employment in WI public schools. Some graduate students who thought until late in their programs that they did not wish to meet DPI requirements found it nearly impossible to revisit this decision. You are not required to satisfy the DPI license standards, but you should think carefully and discuss your choices with your advisor before deciding to forgo a DPI license.

Before you register for your first Fall Semester's courses, it is important that you discuss with your advisor the fall coursework, but also talk some about requirements and electives in the coming semesters. Your advisor can help you weigh your options and at the same time double check that degree requirements are being met.

ACADEMIC REQUIREMENTS FOR ASHA

Each graduate student is expected to meet the academic and practicum requirements for clinical certification by ASHA (CCC-SLP) before the end of the graduate program. For that reason, you should be entirely familiar with these requirements. Details about ASHA requirements for clinical certification are available at: http://www.asha.org/Certification/SLPCertification.htm

Our M.S. degree here at UW-Eau Claire is designed to meet these requirements, although it also assumes undergraduate preparation comparable to our undergraduate program. Thus you should become familiar with ASHA requirements and be prepared to identify problems and to discuss their solutions with your advisor. Also on the ASHA website you will find the ASHA Code of Ethics. You should be familiar with the Code of Ethics as it will guide your professional behavior from now on.

A related document, the CSD Graduate Degree Plan, which you will be given, is designed to help you keep track of your progress toward completion of ASHA requirements and UW-Eau Claire requirements for a Master’s of Science in Communication Sciences & Disorders. All ASHA-required courses must be completed with a grade of C or better. The Degree Plan provides space for recording information about academic courses that satisfy ASHA requirements. Before fall classes start, you should meet with your graduate advisor and review where your various undergraduate courses fit into this form. This form should be brought up-to-date before each registration. Most importantly, work with your advisor to identify any academic deficiencies that you must complete during your graduate program to meet ASHA academic requirements. As your graduate program progresses, continue to use the Degree Plan to monitor your progress toward degree and ASHA requirements.

ASHA requirements necessitate that students demonstrate competency in a wide range of professional subjects. Students should enter graduate school with a course covering each of the following disorders: phonology & articulation, child language, voice, fluency, and aural rehabilitation. Students need to have documented, through a transcript, a grade of C or better in all CSD coursework, or the course will need to be repeated before the Department can certify for ASHA that the student has completed the academic
requirements for CCC-SLP. If you have any concerns about your undergraduate program, please speak with the Graduate Program Coordinator as soon as possible.

Clinical practicum requirements for ASHA certification must also be met by our graduate students. Check the section on practicum requirements in this Handbook for further information on this topic. ASHA requirements for practicum experiences and academic coursework are regarded by this program as minimum guidelines. It is anticipated that each graduate student in our program will exceed these guidelines in the process of optimizing the learning that occurs in the graduate program.

Our graduate program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAE). For us to retain that accreditation, which is an external validation of program quality, we must continue to operate within the guidelines provided by ASHA for educational programs. Those standards are rigorous. Students may obtain detailed information about program accreditation standards from the Department Chairperson. It is vital to our graduate students that our program be accredited, since the graduate of a master's degree program is eligible for the CCC-SLP from ASHA only if the student's master's degree program was accredited.

REQUIREMENTS FOR THE DEPARTMENT OF PUBLIC INSTRUCTION

To qualify for a license as a public school speech and language pathologist in the State of Wisconsin, the applicant must meet the academic and practicum requirements specified by the Wisconsin Department of Public Instruction (DPI). Any person who wishes to receive the endorsement of the UWEC Communication Sciences & Disorders Department for a license to work in a public school must fulfill all of the requirements listed on the enclosed DPI Checklist and must obtain a master's degree in CSD. This includes individuals who plan to pursue a teaching license in another state but need the endorsement of our program.

If you chose to pursue a Department of Public Instruction (DPI) license for working in Wisconsin public schools, you must be sure a few more things are completed upon graduation. First, work with your advisor to be sure all of the required coursework has been taken (e.g., ES 385 or an equivalent course). One of the DPI requirements is that the student accrues 30 hours of experience/contact with designated types of people (i.e., members of minority groups, individuals with physical disabilities, and persons of low income). Learn about this requirement early in your graduate program so that you may make appropriate plans to earn these hours. Second, be sure you have at least 100 hours working with children in one or more schools. Third, complete your online grad portfolio (see below). Fourth, submit PRAXIS II scores in Speech-Language Pathology to both the Department and the College. The Department's code on the PRAXIS is 03350.

As part of the requirements for a Wisconsin DPI license, you will use the electronic portfolio you start to develop during your first fall semester. The first step will be to complete the Graduate Program Entry Checklist for DPI (an electronic form). This form will be shared with you during our orientation meeting before the fall semester commences. At that time, you can begin to accumulate documentation of academic preparation for DPI. You should have a conversation related to this information with your advisor during the fall semester. You want to be sure to identify any coursework or additional documentation you will need to qualify for DPI certification. As you progress through the graduate program, add earned graduate course credits in the appropriate sections of the form. At the end of your program, the finished DPI Checklist should get attached to your portfolio. A summary of the Portfolio Project is presented later in this handbook.

It is not required that every student who obtains a master's degree in CSD at UWEC must meet the DPI requirements. However, it is probably wise for each student to attempt to do so, in case it is important at any
time in the future that the student be eligible for the DPI license or for endorsement at the master's degree level for public school employment somewhere other than Wisconsin. Discuss your options with your advisor.

UNIVERSITY ACADEMIC REQUIREMENTS
WITHIN THE COLLEGE OF EDUCATION & HUMAN SCIENCES

You will be provided with a copy of the UWEC Graduate Catalogue at the May/June orientation meeting. Replacement copies may be obtained from the Graduate Office (Schofield 210). In the catalogue local university procedures, regulations, and requirements are explained in detail. The comments here are a brief summary of some crucial points related to the university requirements.

You must earn at least 54 graduate CSD credits to be eligible for the Master of Science in Communication Sciences & Disorders. At least 15 credits must be earned in courses with numbers of 700 or greater ("graduate only" credits). The last page of the CSD Graduate Degree Plan is designed to track completion of these requirements.

A maximum of nine graduate-level transfer credits is permitted with approval of the student's advisor. An A or B grade is required in any transfer course accepted for credit toward a master's degree. During the first meeting with your advisor, discuss any transfer credits you have earned. A form (found on Graduate Studies website) is used to seek approval for transfer credits to be applied toward your master's degree. Once completed, the form is sent to the Associate Dean of the College of Education & Human Sciences and then on to the Graduate Office.

For students who took graduate courses here at UW-Eau Claire before entering graduate school, the same form is used to seek the approval of the Dean of Graduate Studies indicating that a required graduate course has been completed and whether these prior earned credits may be counted toward the 54 required graduate credits. Up to 9 graduate credits of CSD coursework taken at UW-Eau Claire prior to starting graduate school may be applied to your master's degree. If a student took an undergraduate course which fulfills a graduate requirement, the form is submitted confirming that the course fulfills a requirement (but it cannot be counted toward the 54 graduate credits).

The semester, in which you will complete your 15th credit, you are expected to submit a Graduate Degree Program Plan. Typically, graduate students in the Department of Communication Sciences & Disorders complete 15 credits by the end of the first Spring Semester. Only graduate coursework is listed. This official University document should be completed with your advisor and then submitted to the Graduate Office. Forms are available on-line. Before this document is submitted, you need to have planned what you will take each term of enrollment during your graduate program. Later if you change your mind about an elective, be sure to file a Change of Graduate Degree form in the Graduate Office, Schofield 210.

During your first semester on campus, it is best to decide whether you wish to include a thesis in your graduate program. If you do not write a thesis, you must accrue 54 graduate credits (academic course and clinic credits) and pass a written comprehensive examination. Written comprehensives must be passed before a master's degree is awarded to a student not writing a thesis. Comprehensive examinations normally are taken two months before the end of the last enrollment term on campus, typically the second Fall Semester. By the end of the first week of the semester during which you plan to take the examination, you must submit to Graduate Studies a Declaration of Intention to take the Written Comprehensive Examination. Forms are available online. Written comprehensive exams are offered during one 4 hour block of time during which you will be given 8-10 questions and be required to answer 6 of them. Each question is scored on the basis of a four point scale (4, 3, 2, 1) and a 2.75 average is needed for satisfactory performance. A student whose performance is
unsatisfactory may repeat the examination in the next semester. A student must petition the faculty to be allowed to repeat the examination a third time.

If you elect to pursue the thesis plan, you must accrue 48 or more CSD graduate credits (academic course and clinic credits) in addition to your 6 thesis credits (for a total of at least 54 credits). Upon completion of the thesis, you must pass an oral examination related to the thesis. The following individuals must be included on the oral comprehensive examination committee: (a) the student's thesis advisor, (b) another CSD graduate faculty member, and (c) a graduate faculty member from outside the CSD department. The oral examination must be passed by the student selecting the thesis option before a master's degree is awarded. A student writing a thesis is not required to take the written comprehensive examination.

All Grad Students (thesis and comps options): By the end of the first week of the semester during which you plan to graduate, you must submit to the Graduate Studies office, an Application for Graduation. This form is available online.

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS ACADEMIC REQUIREMENTS

The requirements of the Department of Communication Sciences & Disorders are discussed in a document called the CSD Graduate Program Brochure which is on the departmental website. The comments in this Handbook are a brief summary and explanation of some important points.

You must register as a full-time graduate student during each semester and summer session to retain your admission as a full-time student in the program. "Full-time" is defined as nine credits or more during the fall and spring semesters and at least six credits during summer session. Any change from full-time to part-time status must be approved by the CSD graduate faculty.

Of the minimum 54 CSD graduate credits required for the CSD master's degree, six will be allocated to clinical practica and 12 to your externships. All graduate students will be required to take the following 25 credits of coursework in their graduate programs or to receive advisor approval for equivalent prior earned credits:

- CSD 648 Aphasia and Related Disorders (2)
- CSD 706 Language Assessment (3)
- CSD 715 Research Procedures in Communication Sciences & Disorders (2)
- CSD 716 Essential Applications in Communication Sciences & Disorders (1)
- CSD 725 Counseling in Communication Sciences & Disorders (2)
- CSD 726 Organic Voice & Speech Disorders (3)
- CSD 729 Augmentative and Alternative Communication (3)
- CSD 737 Dysphagia (2)
- CSD 748 Motor Speech Disorders (3)
- CSD 754 Acquired Cognitive Communication Disorders (3)
- CSD 774 Pediatric Dysphagia (1)

Students are required to take a minimum of 18 credits of 700 level clinical coursework. In addition, 11 elective CSD credits must be earned.

- CSD 673 Applications in Audiology (2)
- CSD 731 Child/Adolescent Language Intervention (3)
- CSD 732 Child/Adult Speech Intervention (2)
CSD 746 Seminar in Language Disorders (even years) (2)
CSD 747 Seminar in Speech Disorders (odd years) (2)
CSD 779 Thesis (6)

All of the 11 elective credits must be earned in CSD graduate level courses. If a student has not completed a course in the following topics, it will need to be included in the graduate program, although not necessarily for graduate credit: neurology, sign language, and the disorder areas: phonology/articulation, child language, voice, fluency, and aural rehabilitation. Graduate courses may be taken in departments outside CSD but cannot be counted toward the 54 required CSD credits. Non-CSD elective courses typically are chosen from areas of study such as psychology, special education/early childhood, education, linguistics, and other CSD-related fields.

All residential graduate students complete two half-semester externships within public school or (re)habilitation settings. Most students select one school externship and one (re)habilitation externship, but under the new ASHA guidelines, students may select a whole semester experience in either environment. Before beginning a specific type of externship, students must complete an appropriate methods course. Talk with your advisor about this.

CSD 749 Communication Disorders: Birth to 21 Methods (4)
CSD 750 Rehabilitation Methods in Communication Disorders (2)

If you believe you have taken a course equivalent to one of our graduate courses before entering the CSD graduate program, you should speak to your advisor about this course. If the course was taken for graduate credit, it may be possible to apply those credits toward the 54 required credits. If the course was taken for undergraduate credit, it cannot be applied to a graduate degree, but the related required graduate course could be waived after consultation with the instructor and your advisor.

The typical semester-by-semester plan for taking required CSD graduate courses is presented in the CSD Graduate Degree Plan. If for any reason you deviate from the usual sequence, be sure to consult with your advisor so that appropriate plans may be discussed and you do not end up failing to accrue an appropriate array of 54 credits over the next two years. Graduate courses are not offered every semester so it is critical that you plan ahead.

Our graduate program is designed so that by the end of your master's degree program you will meet the academic requirements of ASHA for the CCC-SLP. The fact that you have satisfied these requirements needs to be documented in the CSD Graduate Degree Plan. In general the CSD Graduate Degree Plan provides a mechanism for checking to see whether a student meets ASHA, College of Education & Human Sciences (COEHS), and departmental academic requirements. The section, CAA Academic Documentation for the CCC-SLP, is specifically designed to document how your undergraduate and graduate coursework satisfies ASHA requirements. An approved CSD Graduate Degree Plan should ensure that the student will be able to meet all academic requirements, except DPI, by the date of intended graduation. In order to complete the CSD Graduate Degree Plan, the student must specify all courses that will be taken during the entire graduate program, although changes in the plan may be made after the Degree Plan is approved. So that you may start to think about courses that you wish to include or must include in your graduate program, a list of CSD graduate courses that are to be offered during the coming academic year is included in the CSD Graduate Degree Plan.

The creation of a Graduate Portfolio is a requirement for all graduate students. The portfolio is meant to draw together information about you from multiple sources. The Department will start students on the process when they arrive on campus. Much of the information you will need for your portfolio you will develop during your
graduate program. Final verification of your completed portfolio must be documented prior to commencement and confirmation of your master's degree.

**LICENSURE IN THE STATE OF WISCONSIN**

Wisconsin has been issuing speech-language pathology licenses (DRL licenses) for a number of years. Any student who fulfills degree requirements here in CSD meets state licensure requirements. Persons planning to work as SLPs in settings other than the schools in Wisconsin must hold state licenses. Toward the end of your graduate program, you will need to initiate the paperwork to obtain a state license. For those employed in Wisconsin schools, this license may be optional.

**CLINICAL REQUIREMENTS**

**Clinical Prerequisites**

In addition to prerequisites students meet to be admitted to the CSD graduate program, the following expectations are held for each student prior to starting to see clients and accrue practicum clock hours on or off campus:

1. **Observation Requirement**—25 clock hours of observation in CSD are required in order to begin any clinical practicum experience. If you do not meet this requirement prior to the start of the grad program, CSD 370 (Clinical Procedures) is offered by UWEC each summer and this can be taken to allow a graduate student to meet the observation requirement during the first summer of the graduate program sequence.

2. **Prerequisite Coursework Requirement**—Graduate students must have already had or be currently enrolled in the disorders coursework related to all clinical practicum experiences. This means that if a graduate student is enrolled in a medical-based clinical practicum assignment, but has not yet taken the dysphagia course; all work with patients with dysphagia at that site must be conducted by the credentialed SLP, not the graduate student. The graduate student may still participate in that setting and observe and assist the SLP (as deemed appropriate). However, the graduate student may not accrue clock hours or lead direct service delivery in those situations.

**THE GRADUATE CLINICAL SEQUENCE: Residential Program**

Students planning to complete their master's degree in two years will typically follow the clinical sequence described below.

**First Semester:** Graduate students are assigned to approximately three to four hours of therapy practicum per week, which is the approximate equivalent of 1 credit. A handful of students will participate in pre-student teaching. The Clinic Director gathers information about graduate students' previous clinical experiences and preparation during the orientation meeting. The Director then assigns each graduate student to clients and supervisors, considering the student's schedule, needs, and preparation. At the close of every term, the Director meets with the graduate students to gather information for planning the coming term. By the close of first semester, all graduate students are expected to have earned approximately 40 clock hours. In addition, during the first semester in clinic, the graduate student must pay for and complete the set-up process for their online CALIPSO account for tracking knowledge, skills, and clock hours throughout their graduate program (one-time fee of $85).
Second Semester: Graduate students are assigned approximately **four to six hours of** practicum per week, for **1 credit of clinic**. During this semester, all graduate students are assigned to **one diagnostic team**, which will typically meet on alternating weeks. Some graduate students may receive a pre-student teaching off-campus practicum experience during this second semester (for approximately four clock hours per week). Early in the second semester, the graduate student must submit requests for and assist with securing pre-externship sites for summer session (see below for more details). Planning for final externship experiences also starts during the Spring Semester. By the close of second semester, all graduate students should have accrued approximately **100 clock hours**.

Summer Session: Graduate students enroll in **3 credits of clinic** during summer session. All graduate students will receive an on- or off-campus pre-externship assignment for approximately **two to three full days per week (for 10 weeks)**. These placements can be in the Chippewa Valley or in more distant locations. Placements begin the Tuesday after Memorial Day and continue until the third week of July. Graduate students are expected to have earned approximately **175 clock hours** total by the end of summer session.

Third Semester: All graduate students are assigned to a minimum of **one on-campus therapy experience, one diagnostic team, and a hearing screening team for 1 credit of clinic**. Anyone who has not yet had a pre-student teaching experience will do so this final semester on campus. By the close of the third semester, all graduate students are expected to have accrued at least **225 clock hours** in preparation for their externships. If a student enters graduate school with no clock hours, or if a student plans two externships in medical settings (where often fewer hours are accrued), the student is responsible for seeking out additional experiences to help build more clock hours prior to the externship experience.

Fourth Semester: All graduate students are assigned to **two nine-week externship experiences**. If a student wants to be recommended for a DPI license, one externship setting must be in a public school. The other externship environment is in a non-school setting, which would include settings such as hospitals, (re)habilitation centers, and extended care centers, as well as birth-to-three programs. Students will be permitted to fulfill their externship requirement at one or two facilities. Externships can be in the Chippewa Valley or in other locations. You will have worked with the Clinic Director to determine appropriate and reasonable sites. A University liaison supervisor is assigned for every off-campus externship. For school placements, the University supervisor is required to conduct two half-day visits to satisfy DPI requirements. **All student teaching sites that are over 80 miles from Eau Claire include a $300 fee imposed by the Field Experience office** for travel and related expenses for the University liaison supervision. Distant non-school placements will only have an additional fee if the site requests a stipend. If a birth-to-three externship is desired, the graduate student MUST have completed the graduate-level early intervention course as well as an eight-week pre-externship in an adult medical setting during a previous semester of clinic. By graduation, a total of **400 clinical clock hours** must be accrued.

**THE CALIPSO PROGRAM**

The UW—Eau Claire graduate program in CSD uses the CALIPSO web application for tracking the development of knowledge and skills for each graduate student. In addition, CALIPSO allows for tracking of clock hours and competencies. CALIPSO is a web-based application that manages key aspects of clinical education designed specifically and exclusively for speech-language pathology training programs. It offers the unique feature of interactive and customized data dashboards that enable knowledge management between the clinical administrator, supervisor, and student. At the start of the graduate program, each graduate student sets up his/her own CALIPSO profile. Then, throughout the graduate clinical and coursework sequences, each
graduate student must adhere to departmental notifications and policies for keeping his/her CALIPSO account current and complete. More information is provided throughout the program by instructors, supervisors, grad program coordinator, and clinic director. An $85 course fee is collected via CSD 710 to cover the cost of each student's CALIPSO registration.
POLICIES AND PROCEDURES – CENTER FOR COMMUNICATION DISORDERS

The specific policies and procedures that must be followed in the Center for Communication Disorders are described thoroughly in a separate publication, the Clinical Procedures Manual.

ESSENTIAL FUNCTIONS

In addition to the knowledge and skills outlined in standards from the American Speech-Language-Hearing Association, individuals seeking the master’s degree in CSD must be able to demonstrate these essential functions* to meet the professional obligations of a speech-language pathologist. Graduate students might already possess many of these items, while others are practiced and solidified during graduate training.

Communication
- Communication skills include: articulation, fluency, expressive/receptive language, pragmatics, and voice/resonance.
- The student must demonstrate consistent communication skills to:
  - Read and write with a level of American English proficiency needed to complete all functions of clinical and academic graduate program requirements.
  - Use spoken American English proficiency needed to complete all oral functions of the clinical and academic program requirements.
  - Understand and use nonverbal communication skills effectively.

Intellectual/Cognitive
- The student must demonstrate cognitive functioning that allows him/her to:
  - Understand, retain, integrate, and apply oral and written content to complete all functions of the clinical and academic graduate program requirements.
  - Self-assess, set goals based on past performance, and use resources to increase knowledge, skills, and dispositions.
  - Organize, strategize, and adjust problem-solving and decision-making skills to be successful in coursework and clinical contexts.

Physical
- The student must possess motor skills and functioning that allow him/her to:
  - Sustain necessary level of physical exertion matched to classroom and clinical tasks across the duration of the mandated work day.
  - Respond in an expedited manner to provide a safe environment for clients in emergency situations.
  - Manipulate testing and treatment materials efficiently and without disruption to the assessment and treatment contexts.
  - Interact with client-utilized materials and equipment (e.g., hearing aids, wheelchair, AAC device, etc.) without complication or error.
  - Access technology for mandated client activities (e.g., online billing, charting systems, EMR programs, etc.).
  - Access transportation to clinical and academic settings necessary for program requirements.

Sensory
- The student must possess sensory skills that allow him/her to:
  - Visually discriminate effectively between normal and disordered or different communication (i.e., fluency, articulation, voice/resonance, language, cognition, and hearing) and swallowing skills.
Auditorily discriminate effectively between normal and disordered or different communication (i.e., fluency, articulation, voice/resonance, language, cognition, and hearing) and swallowing skills.

Behavioral
- The student must possess behaviors that allow him/her to:
  - Wear attire that is appropriately matched to the professional context.
  - Receive and implement constructive criticism in academic and clinical activities.
  - Adapt to quickly changing and intense professional environments.
  - Uphold the ASHA Code of Ethics and all university, institution, state, and federal privacy and legal regulations.
  - Show compassion, empathy, and respect to clients, caregivers, and colleagues.
  - Practice self-care to maintain a level of functioning that does not jeopardize clients and colleagues.

*In requested and mandated circumstances, the program will allow for reasonable accommodations to be provided in order for a student to meet stated essential functions.*

SPECIAL REQUIREMENTS FOR OFF-CAMPUS PLACEMENTS

- Due to campus requirements, a criminal background check is required at two points during the two-year graduate program. At the start of the graduate program, a national-level criminal background check is conducted, covered with a $30.00 course fee for CSD 716. The national criminal background check is conducted again during the third semester, immediately prior to externships, covered through a $30.00 course fee associated with CSD 749 (Birth - 21 Methods). If a student has been convicted of a crime that would preclude appropriate externship placements, the student may not be able to complete the master's degree. This determination will be made through consultation between the COEHS Associate Dean, CSD Director of Clinical Programs and Services, COEHS Field Experience Coordinator, CSD Graduate Coordinator, and CSD Department Chair.

- Standard immunizations that must be documented (ANNUALLY) as current (prior to off-campus medical placements):
  - Diphtheria, Tetanus, Polio (DTP)
  - Pertussis
  - Varicella (i.e., chicken pox)
  - Measles, Mumps, Rubella (MMR)
  - Hepatitis B
  - Influenza type b (Hib)
  - Seasonal influenza (1 dose annually, late-fall)
  - Hepatitis A (not always a standard, but oftentimes required)

*Note: If “official” documentation from your medical provider cannot be obtained related to the above immunizations, you must have titer levels run to document immunization.*

*Note: Some medical sites will have additional immunization expectations. All grad students are required to follow the expectations of the sites that are obtained for them.*
➢ Annual negative read on a **standard tuberculin skin test (TB test—Mantoux tuberculin skin test).** Some sites will require an additional TB blood test, so be prepared to follow through on this expectation, if required.

➢ It is growing more and more common for these items to be required for non-school placements:
   - CPR/First Aid Training
   - Documentation of general liability insurance
   - Documentation of personal health care insurance
   - HIV training
   - Additional criminal background check(s)
   - And others....

It is critical that we do not lose a placement due to your unwillingness to comply with any expectation, even if it means an additional expense incurred by you. Even sites that have policies for employees to opt out due to personal reasons may not grant that same privilege to a practicum student. Waivers for health reasons are handled on a case-by-case basis.

Documentation of the above should be submitted to the Clinic Director to be kept on file or sent to sites if required. The graduate student is required to meet any and all immunization requirements above and beyond those stated above that are site-specific.

**GRADUATE STUDENT CLINICAL HOURS REQUIREMENTS**

All graduate students will complete the minimum requirements established for the Clinical Certification Board of ASHA. In addition, the Department has established a minimum number of hours that must be acquired across various areas. Students wishing to be recommended for the Department's endorsement for school certification must also acquire more hours with children than ASHA requires (minimum of 100). The graduate student must earn a “B” or better in all clinical coursework (including externship courses). Any grade of a “B-“ or less must be repeated. These requirements are summarized below.

**ASHA Council for Certification for the CCC-SLP**

A. Total Supervised Clinical Observation and Clinical Practicum: **400** clock hours (c.h.)
B. Clinical Observation: **(25** c.h.)
C. Clinical Practicum: **(375** c.h. total)
D. **325** c.h. at graduate level in the area in which the certificate is sought (SLP)
E. Although the new Certification Standards do not prescribe specific numbers of hours with differential diagnoses or in treatment vs. diagnostics, the new standards do stress breadth of clinical experiences during practica.

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

As such, clinic hours will be recorded in the following categories to reflect a basic breadth of client diagnoses and experiences with them:
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<th>DISORDER AREA:</th>
<th>Child Evaluation hours / no. clients</th>
<th>Child Treatment hours / no. clients</th>
<th>Adult Evaluation hours / no. clients</th>
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**Additional UWEC Minimum Practicum Standards**
- **two clients** and **20 hours** in Articulation/Phonology Disorders
- **two clients** and **20 hours** in Voice Disorders
- **two clients** and **20 hours** in Fluency Disorders
- 20 c.h. in Audiology Area:
  - 10 c.h. in evaluation/screening
  - 10 c.h. in habilitation/rehabilitation

**DPI Practicum Standards for School Certification**
- 100 c.h. in the schools
Whom to See About What

Note: Names on this list are current as of summer, 2014

- **Questions about on and off-campus clinical hours and clinical procedures**: See Residential Clinic Director, Ms. Kay Hagedorn or Director of Clinical Education, Ms. Angie Sterling-Orth.

- **Forms related to the academic graduate program**: See your academic advisor, Dr. Samelson (residential program) or Dr. Stadler (online program).

- **Broken equipment**: See Department Associate, Ms. Krista Raleigh.

- **Suggested library purchases**: See Department Bibliographer, Dr. Elledge.

- **Clinical forms and summary sheets for clinical hours earned each semester (residential program)**: See Department Associate, Ms. Krista Raleigh.

- **Independent study**: See faculty mentor for the study and then the Department Chairperson, Dr. Stadler. Get an Independent Study form from Ms. Krista Raleigh.

- **Obtaining key for building**: See Department Associate, Ms. Krista Raleigh.

- **Lost key for building**: See Department Chairperson, Dr. Stadler.

- **Locked out of a room to which you are permitted access**: Call Security (36-2222).

- **Emergency in building when faculty are not present**: Call Security (36-2222).

- **Objects lost in building**: See Program Assistant, Ms. Krista Raleigh or check at Resource Window.

- **Planning for treatment or evaluations**: See your clinical supervisor.

- **Planning your schedule each semester**: See your academic advisor, Dr. Samelson (residential program) or Dr. Stadler (online program).

- **Suggestions for improvement of graduate program**: See the CSD Department Chairperson, Dr. Stadler, or the CSD Graduate Residential Program Coordinator, Dr. Samelson.

- **NSSLHA membership**: Membership forms are in CSD Department Office.

- **Matters related to Student Speech-Language-Hearing Association**: See faculty advisor (Ms. Shannon Collins) or student officers; the organization has a mailbox also.

- **Undergraduate "junior observers"**: See instructor for CSD 370.

- **Taking "audit" courses**: See your academic advisor, Dr. Samelson, then the course instructor, and then the Department Chairperson.

- **Questions about requirements**: See *Graduate Student Handbook* materials or CSD Department Chairperson, Dr. Stadler, or your academic advisor.

- **Lack of knowledge about operating a piece of equipment**: See Department Associate, Ms. Krista Raleigh, or CSD Equipment Coordinator.
**STUDENT SUPPORT AND SERVICES**

The well-being and success of all CSD graduate students is held paramount by the CSD faculty and staff and campus community. Mental health trauma, difficulties, illneses, and disorders can have a disabling impact on those who struggle to cope with them. They can cause an individual irrational fear, overwhelming stress, and changes in behavior. While graduate students enrolled at UW—Eau Claire encounter situations and expectations that can tax mental health conditions, off-campus practicum experiences can be particularly challenging.

The College of Education and Human Sciences (COEHS), as part of UW—Eau Claire, is committed to providing equal educational opportunity for all students, including graduate students enrolled in part- and full-time coursework, clinic, and off-campus practicum experiences (e.g., student teaching, externships, etc.). Students with disabilities protected by ADA can seek services and accommodations to facilitate successful practicum experiences. (To be protected by the ADA, one must be “a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.” In order to receive services and accommodations for the disability, a student must provide current documentation from an appropriate licensed professional that identifies a disability and demonstrates that it substantially limits a major life activity, including learning. The documentation must show how the disability impacts the student and support specific accommodation requests.)

The mental health and well-being of our graduate students who do not have a documented disability is also held in high regard. The following suggestions, responsibilities, and guidelines are designed to facilitate success for all COEHS students, including graduate students in CSD.

**Student Responsibilities**

Just as we are all responsible for our physical health, we are equally as responsible for our emotional health. Graduate students, especially when enrolled in off-campus practicum experiences, may find themselves encountering sudden, acute, transient, or situational mental health challenges that do not constitute a disability. In those situations, the following suggestions are offered:

- **Contact your advisor, immediate supervisor, University Liaison Supervisor, or another faculty member from your department.** These individuals can assist graduate students during moments of crisis and concern. Temporary accommodations may be offered to allow the student necessary time and/or services. This may include making a contact with the Dean of Students Office, especially when a period of time off from the practicum experience is deemed necessary.

- **Contact the UW-Eau Claire Counseling Services.** This office offers free, confidential, short-term individual, group, and couples counseling to assist students with personal, developmental, or psychological concerns related to their educational progress and personal growth. This office also offers counseling support to students experiencing crisis involving traumatic events and emotional trauma. Referrals to outside services are provided when necessary.

- **Stay connected with wellness activities throughout your graduate program.** Maintain healthy routines and relationships.

When mental health challenges are more than moderate, transient, or situational, it is up to the graduate student to request access to needed services and accommodations. UW-Eau Claire provides academic
services and accommodations for all students who provide appropriate documentation of the existence of a disability, as this is in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and UW System policy. It is important to remember that it is the student's responsibility to initiate the provision of any accommodations. Practicum students who have a confirmed psychological disability should refer to the following process:

1. Contact the Services for Students with Disabilities Office (715-836-5800; Centennial Hall 2106).
2. Provide current documentation that demonstrates that a disability exists resulting in a substantial limitation to a major life activity, and supports the requested services.
3. Be prepared to discuss the accommodations you feel are necessary and appropriate. Follow all appropriate policies and procedures when requesting services and/or accommodations.
4. Make necessary contacts with your advisor, your University Liaison Supervisor, and/or departmental field placement coordinators to discuss how approved accommodations will be provided.
5. Be aware of and follow the established Grievance Policy for Students with Disabilities when necessary.

**Instructor and Supervisor Responsibilities**

The instructors and supervisors play a vital role in the education and nurturing of graduate students. The instructor/supervisor is likely going to be the first person to notice challenges to a graduate student's mental health and well-being. Note the following suggestions for handling mental health issues when working with practicum students.

1. Model and promote mental wellness through effective interpersonal communications, respect for a balance of work and home, and passion for the profession.
2. Maintain appropriate boundaries while keeping the lines of communication open and positive.
3. When a serious mental health condition is suspected, consult with the Grad Coordinator, the Department Chair, or the Director of Clinical Programs and make a recommendation to the graduate student to seek assistance from the UW-Eau Claire Counseling Services (715-836-5521), the Dean of Students Office (715-836-5626), or the Services for Students with Disabilities Office (715-836-5800).
4. Remember to maintain a student's right to confidentiality when addressing a mental health issue associated with a practicum student.
SUGGESTIONS AND COMPLAINTS

If you have a complaint about or a suggestion for improvement of the graduate program or of some aspect of Departmental functioning, we encourage you to make those thoughts known to us. We always strive for improvement and for facilitation of the educational experiences of students in the program. Talk with your advisor, supervisor, course instructor, the Department Chairperson, the Clinic Director, the Director of Clinical Education, and/or the Graduate Program Coordinators about your ideas. Or, if the topic is generalized across all/most graduate students in CSD, have the Graduate Student Representative talk with the Department Chairperson about resolving the matter and/or putting the item on a faculty meeting agenda. It is also true that you are permitted to attend Department meetings, which are open, to present your own request or idea there.

If you do not achieve satisfaction through these routine mechanisms, there are at least two possible avenues to follow to file a formal grievance. One is to file a grievance with the University. Procedures for doing this are described on the Your Right to Know website. You may also choose to file your grievance with the Council on Academic Accreditation (CAA), which is the ASHA board responsible for accrediting the graduate program. Information about the procedure to follow in filing such a formal complaint with the CAA is on the ASHA website: http://www.asha.org/academic/accreditation/accredmanual/section8.htm

You could also call ASHA (800-638-8255) and ask to speak with someone about filing a complaint against an accredited graduate program. Certainly we hope that you never feel the need to invoke either avenue of formal grievance, but you need to know what your rights are in this regard.
**Calendar of Graduate Program Deadlines: Residential Program**

(Note: Refer to the Graduate Studies Calendar on the Graduate Studies website for exact deadlines)

**Fall Semester 2014**

- **Registration Week:** Advising and Registration if you did not attend the orientation meeting in May
- **August 29**
  - Orientation meeting: 9 am-3 pm – HSS 151
  - Submit prior observation and clock hours to Director of Clinical Education
  - Complete disclosure form for year 1 criminal background check
- **October:**
  - Pre-registration advising for Spring Semester (you'll need a PAC code)
  - Talk with thesis advisor and select topic if possible
  - Graduate Studies Degree Plans
- **December**
  - Meet with clinic director to plan Spring Semester clinic

**Spring Semester 2015**

- **February:**
  - Graduate Degree Plan due to Graduate Studies Office, Schofield 210
  - Submit “previously earned credits” Graduate Studies forms to advisor
  - CSD Degree Plan completed
  - Submit Graduate Assistantship for non-CSD department to the Graduate Studies Office
  - Submit Graduate Fellowship application forms to Graduate Director for faculty review
  - Meet with Director of Clinical Education to plan Summer Term pre-externships
- **March:**
  - Pre-registration advising for summer and fall Terms
  - Submit FAFSA and AOP forms for summer and for fall
- **April:**
  - Application for Professional Teaching Semester due to Field Placement Office
  - Complete first two chapters of thesis and IRB
- **May**
  - Submit all immunization records and any other off-campus health requirement documentation
  - (Throughout spring, request meeting with the clinic director to discuss externship options)

**Summer Term 2015**

- Medical Pre-Externships (May 26-July 17)
- Topics for Comprehensive Examinations announced
- Apply for elective pre-extern school experiences
- Plan/register for PRAXIS to take Fall Semester
- Visit sites to consider for spring externships
- Meet with clinic director to plan Fall Semester clinic
- Begin data collection for thesis

**Fall Semester 2015**

- **September:**
  - File application for written comprehensive examination with Graduate Studies Office
  - Complete disclosure form for year 2 criminal background check
  - Double check your Grad Degree Plan against current registration
  - Submit Graduate Program Changes form if necessary
- **October:**
  - Pre-registration for Spring Semester
- **November:**
  - Finish thesis data collection and data analysis, if possible
  - Written Comprehensive Exam
Take Praxis

December:
- DPI Checklist completed
- Document negative TB test
- Submit application for Graduation to Graduate Studies Office

Spring Semester 2016

January:
- First externship: January 4 to March 3 (9 weeks)

March:
- First capstone day on campus (March 4; 8:30 a.m. - noon)
- Initiate state license application
- Second externship: March 13 to May 13 (9 weeks)
- Finish writing your thesis results and discussion chapters
- Thesis oral defense

April:
- Prepare resume

May:
- Submit thesis to Graduate Studies Office
- Get cap and gown at Bookstore
- Final portfolio sign-off (May 12; 2:00-5:00 PM)
- Second capstone day on campus (May 13; 8:30 a.m.-12:30 p.m.)
- Complete application for DPI licensure (or equivalent) ($100 fee)
- Submit application for ASHA certification to CSD Chair for signature
- Graduation & Reception May 21, 2016
2014-2015 Academic Calendar

Fall Semester 2014

Aug 25        First day of faculty contractual period
Aug 27-29     Advising and Registration
Sept 1        Labor Day Holiday – University closed
Sept 2        Classes begin
Nov 26        Thanksgiving recess begins at 5 p.m.
Dec 1         Classes resume
Dec 15-19     Final Examinations Week
Dec 20        Commencement

Winterim 2015

Jan 1         University closed; Official Holiday
Jan 5         Classes begin
Jan 19        Martin Luther King Holiday – University closed
Jan 23        Final day of classes

Spring Semester 2015

Jan 22-23     Advising and Registration
Jan 26        Classes begin
Mar 23-27     Spring Break
Mar 30        Classes resume
May 18-22     Final Examinations Week
May 23        Commencement
May 24        Last day of faculty contractual period

3 - Week Summer Session 2015

May 25        Memorial Day Holiday
May 26        Classes begin
June 12       Final day of classes

8 - Week Summer Session 2015

June 15       Classes begin
July 4        Independence Day; University closed
Aug 7         Final day of classes
### 2015-2016 Academic Calendar

#### Fall Semester 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td>First day of faculty contractual period</td>
</tr>
<tr>
<td>Aug 28 &amp; 31</td>
<td>Advising and Registration</td>
</tr>
<tr>
<td>Sept 1</td>
<td>Advising and Registration</td>
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<tr>
<td>Sept 2</td>
<td>Classes begin</td>
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<tr>
<td>Sept 7</td>
<td>Labor Day Holiday – University closed</td>
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<tr>
<td>Nov 25</td>
<td>Thanksgiving recess begins at 5 p.m.</td>
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<tr>
<td>Nov 30</td>
<td>Classes resume</td>
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<tr>
<td>Dec 14-18</td>
<td>Final Examinations Week</td>
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<tr>
<td>Dec 19</td>
<td>Commencement</td>
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#### Winterim 2016

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<tr>
<td>Jan 1</td>
<td>University closed; Official Holiday</td>
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<tr>
<td>Jan 4</td>
<td>Classes begin</td>
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<tr>
<td>Jan 18</td>
<td>Martin Luther King Holiday – University closed</td>
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<tr>
<td>Jan 22</td>
<td>Final day of classes</td>
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#### Spring Semester 2016

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<tbody>
<tr>
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<td>Advising and Registration</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Classes begin</td>
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<tr>
<td>Mar 21-25</td>
<td>Spring Break</td>
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<tr>
<td>Mar 28</td>
<td>Classes resume</td>
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<tr>
<td>May 16-20</td>
<td>Final Examinations Week</td>
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<tr>
<td>May 21</td>
<td>Commencement</td>
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<tr>
<td>May 22</td>
<td>Last day of faculty contractual period</td>
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#### 3-Week Summer Session 2016

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<tbody>
<tr>
<td>May 23</td>
<td>Classes begin</td>
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<tr>
<td>May 30</td>
<td>Memorial Day Holiday; Univ. Closed</td>
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<tr>
<td>June 10</td>
<td>Final day of classes</td>
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#### 8-Week Summer Session 2016

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 13</td>
<td>Classes begin</td>
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<tr>
<td>July 4</td>
<td>Independence Day; University closed</td>
</tr>
<tr>
<td>Aug 5</td>
<td>Final day of classes</td>
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General Requirements
1. Read the CSD Graduate Student Handbook and understand the expectations stated within.
2. Read the CSD Clinical Procedures Manual and understand the expectations stated within.
3. Read the CSD Externship Handbook and understand the expectations stated within.
4. Complete a Criminal Background Check (CBC) disclosure form at the start of each year of the graduate program. Failure to pass the CBC process can stall or terminate graduate training.
5. Understand that the CSD program, COEHS, and UWEC have a policy related to disclosure of and accommodation for students with special needs. It is the student’s responsibility to disclose any issues eligible for accommodations. Know that disclosure cannot be done to offer retroactive accommodations.
6. Read and agree to comply with the ASHA Code of Ethics. These ethical standards apply to coursework, theses, comprehensive exams, on-campus practicum experiences, and off-campus practicum assignments. Failure to meet the expectations of the ASHA Code of Ethics could stall or terminate graduate training.
7. Read and understand the CSD Essential Functions document and CSD Netiquette document. Compliance with these procedures is critical to succeed in this graduate program.
8. Register with CALIPSO for tracking the development of competencies across ASHA-mandated knowledge and skills and logging clock hours and evaluations.

Credentialing Issues
9. Understand that the UWEC program in CSD meets full accreditation of the CAA, which means students successfully completing the program will be eligible for the ASHA Clinical Fellowship Year.
10. Understand that the UWEC program in CSD meets full accreditation of Wisconsin DPI which means students completing the program will be eligible for Wisconsin state teaching licensing.
11. Students are responsible for determining the specific requirements for holding a speech-language educator license in states other than Wisconsin. If additional requirements exist, students must work with the UWEC, CSD Grad Coordinator and Director of Clinical Education to determine a plan for meeting additional expectations.
12. Understand that the UWEC program in CSD meets expectations for the Wisconsin Department of Safety and Public Service (DSPS) in speech-language pathology and that students successfully completing the program will be eligible for the Wisconsin state DSPS license.
13. Students are responsible for determining the specific requirements for holding a speech-language license in states other than Wisconsin. If additional requirements exist, work with the UWEC, CSD Grad Coordinator and Director of Clinical Education to determine a plan for meeting additional expectations.

Coursework/Degree Issues
14. Submit a Graduate Degree Program Plan to the Office of Graduate Studies by the end of the semester where the 15th credit is earned. In addition, submit a Change of Graduate Degree form if changes to the degree plan are needed after that point.
15. Complete a Graduate Student Portfolio. This portfolio will be verified at three points during the graduate program—end of first semester, end of third semester, and completion of program.
16. Complete a Wisconsin DPI Checklist and include it as part of the graduate student portfolio.
17. Earn at least 54 graduate credits in CSD to be eligible for the Master of Science degree. At least 15 of these credits must be numbered 700 or greater.
18. Earn a C or higher in all ASHA-required coursework taken at UWEC; and maintain a 3.0 GPA. A grade of B or better is required for any transfer course accepted for credit toward the master’s degree.

19. Satisfactorily complete either a thesis (6 credits of CSD 799, plus pass an oral examination) or pass a comprehensive written examination to earn a master’s degree. Decide between those 2 options and notify the Graduate Coordinator of the choice by the beginning of the second semester in the program.

Clinical Issues

20. Accrue a total of 400 clock hours to earn the master’s degree in CSD which will include a breadth of experiences.

21. Demonstrate compliance with all CSD stated Essential Functions as outlined in that corresponding document.

22. Off-campus pre-externships can be assigned up to 60 miles from campus and travel expenses must be covered by the student.

23. Understand that clinical interactions will be recorded with digital video and audio equipment at all times. These recordings are used to document client and clinician performance. Recorded interactions with clients will be viewed and used for clinical instruction purposes. In addition, clinical faculty members may use my recorded performance for highlighting concepts in class and for professional presentations.

24. Understand that all practicum experiences are evaluated using a weighted letter-grade format whereby all supervisors I have been assigned to work with have a contribution towards one consensus grade. A “B” or less in clinic will result in an official Clinical Remediation Plan for the following semester. A “B” or higher is required to have clinic credits count toward the master’s degree and to have the clock hours count toward ASHA certification.

Externship Issues

25. Two final off-campus externship experiences will be full-time, nine-week placements. Either or both of these placements will be extended if I am still in need of additional clock hours.

26. Graduate students must complete a pre-externship in an “adult” setting if requesting a pediatric medical externship for the final semester. This pre-externship will be during the summer pre-externship period.

27. Specific sites and geographic locations for externships can be requested, but no guarantees exist for specific placements.

28. Off-campus externship placements can be assigned at a distance of up to 60 miles from campus and the student is required to incur all costs of travel to and from the site.

29. If a graduate student requests to student teach more than 80 miles from UWEC, a $300 fee from the UWEC Field Experience Office must be assessed to cover expenses associated with out-of-area placements. This fee must be paid PRIOR TO the student teaching placement start date.

30. TB testing and submission of immunization records for MMR/DPT and Hepatitis B must happen within six months prior to off-campus externships. In addition, specific sites may have additional requirements (e.g., chicken pox vaccination, H1N1 vaccine, CPR training, etc.). The graduate student must take full responsibility for understanding the expectations of any site and following through on such expectations according to stated timelines. Failure to adhere may stall or delay program may be completion.

31. A letter grade of “B” or higher must be earned in off-campus practicum experiences in order to meet the expectations for graduation.
It is the responsibility of everyone to establish and maintain appropriate netiquette for online learning. We want this to be an environment where all can learn comfortably and effectively. To accomplish this, follow these two basic principles:

1) **All electronic exchanges should be respectful and thoughtful.** Since most written electronic exchanges don't account for tone and other extra-linguistic variables, it is easy for people to misunderstand your intent or sincerity. Please choose your words carefully to convey a respectful message on emails, discussion posts, and other electronic exchanges. Don't be too casual or too formal. Remember, if you are seeking letters for recommendation from online instructors at a later time, the most substantial memories they'll have of you is related to how you interact with them and your classmates through electronic communication, so make sure it is poised, positive, and clear. Specifically:

   a. **Always reflect carefully before responding.** Reread your posts/emails before submitting.

   b. **Do not attack the instructor or peers through your posts/emails.** Avoid ALL CAPS (as it suggests you are yelling). Be careful about exclamation points too. Never post or send a message that you would not be glad to share in a face-to-face format.

   c. **Do not dominate discussions,** chat rooms, or video conferences. Leave room for everyone to engage. Use questions to bring in others.

   d. **Value diversity of responses from others.** Do not confront those who believe differently from you. Instead, share facts, feelings, and ask follow-up questions that are designed to gain insight rather than judge others.

   e. **Keep messages concise.** You and your classmates will often have many posts to read in discussion forums. Staying on-point, yet complete, is appreciated by everyone.

   f. **Say things that are precise and meaningful and be cautious about use of purely speculative and rhetorical questions.** While these may have a time and place, they are not commonly the types of comments that lead to deeper learning or understanding.
g. **Label all postings (in the title line) with the main point you are trying to make,** so that everyone can quickly determine the content of the messages.

h. **Use proper spelling and grammar.** Poor writing can make your messages difficult to understand. Avoid slang and offensive language. Always proof what you write.

i. **Of course, avoid inappropriate posts including racial jokes, vulgarity, obscenity, or sexual references.**

2) **All work you complete and submit online must be your original work.** We expect your responses in discussion forums, on exams/quizzes, and in papers and other projects to be novel (i.e., YOUR unique construction of what you’re learning). Here are some specific rules to guide you in this respect:

a. **NEVER cut and paste directly from the internet to suggest something is your own** as you respond to discussion forums or complete any other work for class (including quizzes, exams, projects, etc.).

b. **NEVER copy and paste from your previous work into a later task.** For example, if you have a segment from an earlier chapter summary that might answer an essay question on an exam, you are not permitted to just copy and paste that block of text. You must generate your work in an original fashion for the purpose of each course requirement.

c. **Always use appropriate citations** to show that information you are sharing or including in your course work is from a specific source. If you are uncertain of the instructor’s specific format for having you include citations, just ask.

d. **NEVER copy and paste from professor posts or other course material** into the work you are submitting for this course. This is a form of plagiarism.