

**ONLINE
GRADUATE STUDENT
HANDBOOK
2020 – 2023**

**Department of Communication
Sciences & Disorders**

University of Wisconsin-Eau Claire



TABLE OF CONTENTS

Introduction	1
Program Facilities & Personnel	2
Human Sciences and Services Building	2
Faculty and Staff of CSD Department.....	4
The Campus.....	7
Academic Requirements	7
General Comments.....	7
ASHA	8
Department Of Public Instruction	9
University	9
Department Of Communication Sciences & Disorders	10
Licensure in the State of Wisconsin.....	11
Clinical Requirements	12
Clinical Sequence/Timeline.....	13
Miscellaneous Clinical Information.....	14
Technology Requirements	17
Student Support and Services.....	18
Suggestions and Complaints.....	20
University Calendars 2020-2023	21
Statement of Student Expectations	23
SLP Essential Functions Document.....	25
Clinical Compliance Checklist	27

INTRODUCTION

This *Handbook* provides information about policies, people, places, procedures, rules, and facts that affect you as an online graduate student in Communication Sciences & Disorders 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 degree was not in CSD and/or it was not completed at UWEC, bring to your first advising session course descriptions 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, GRE scores, Praxis scores). Keep your own records up-to-date. During the advising and the Graduate Orientation sessions, we will be sharing 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:

Angela Sterling-Orth, CSD Online Graduate Program Coordinator
Department of Communication Sciences & Disorders
University of Wisconsin – Eau Claire
Eau Claire, WI 54702-4004
hemmeral@uwec.edu

Note: Students will be required to sign a student expectations document (found in the Appendix) in which they agree to a number of responsibilities including an understanding of information contained in this handbook.

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, 226, and 247 on the second floor are employed commonly for teaching CSD courses. All of the CSD graduate courses during residency periods will be taught in classrooms in this building or in our distance learning classroom (HSS 151).

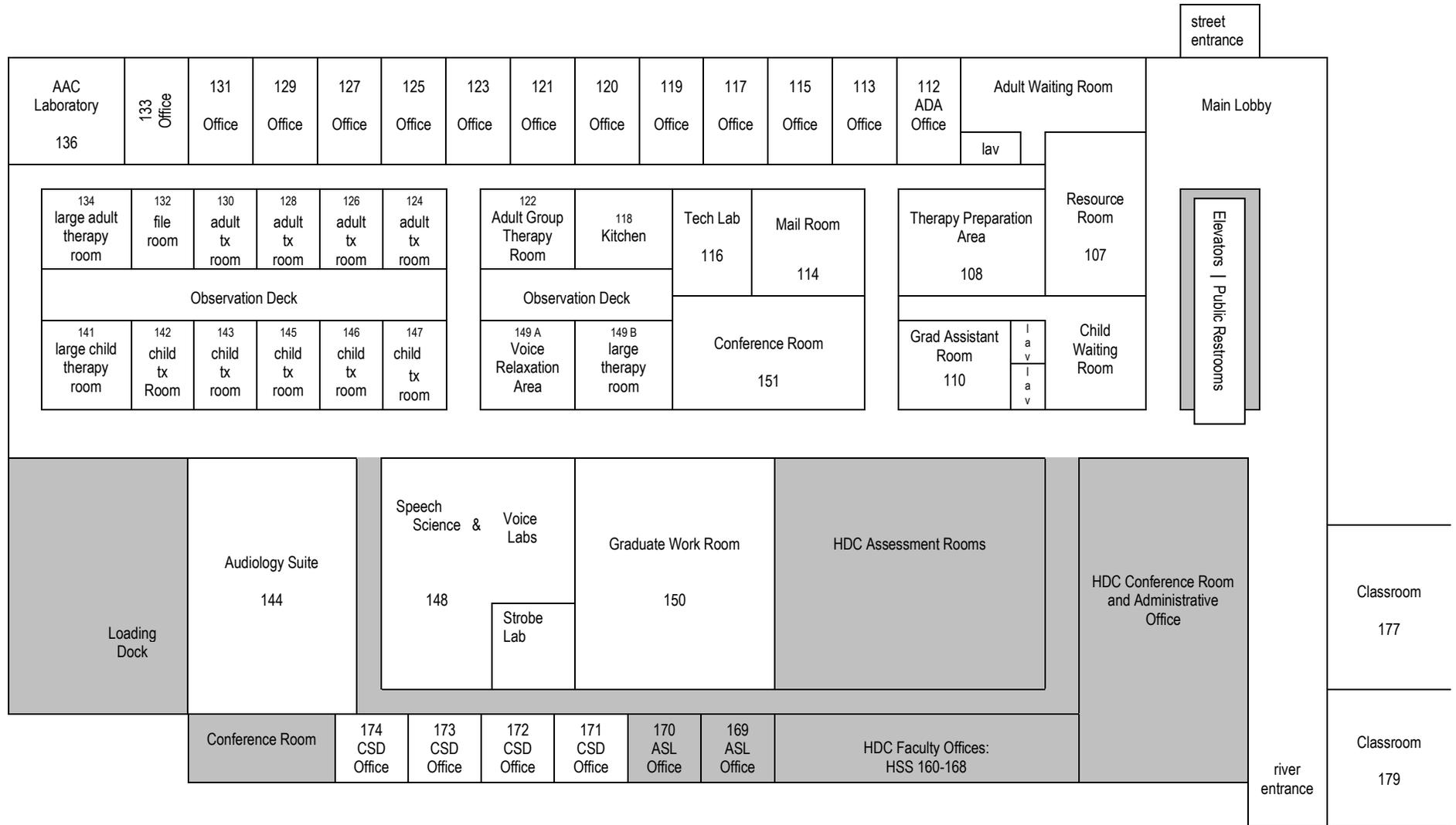
Faculty offices in the Department are on the first floor, numbers 113-174.

The **Academic Department Associate's office** is HSS 112. Our Academic Department Associate is Ms. Melissa Wallace. Ms. Cecily Weber, our Clinical Program Associate, works as our clinic secretary and online graduate program support staff in HSS 113. The Resource Room (HSS 107) is staffed by students employed to help in the CCD.

The Center for Communication Disorders (CCD) includes 12 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 recording 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 Ms. Sterling-Orth.

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.

WATER STREET



FLOOR PLAN HUMAN SCIENCES & SERVICES – First Floor

FACULTY AND STAFF OF CSD DEPARTMENT

Dr. Bryan Brown joined our department in 2018. He completed bachelor and master's degrees at Western Michigan University ('06, '08). After completing his clinical training, he worked in medical and educational settings in Seattle, WA. After working for two years, he returned to academia to complete his doctoral work at the University of Iowa (2015). Upon completion of his PhD, he completed a post-doctoral fellowship at the University of Missouri. Dr. Brown's research interests focus on developmental stuttering; specifically, he is beginning to examine treatment efficacy both in school-based and private therapy settings and linguistic factors associated with disfluencies in the speech of children who stutter. He currently teaches courses on fluency disorders, speech and hearing science, and research methods in communication sciences and disorders.

Ms. Shannon Collins, Clinical Associate Professor and Undergraduate Pre-CSD Faculty Advisor 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 sciences and disorders, anatomy and physiology and undergraduate clinical seminar. Areas of interest include speech and language development and disorders of school aged children. She is also the adviser for our local chapter of NSSLHA.

Dr. Abby Hemmerich, CSD Chair beginning fall 2020, 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 best practices for serving individuals who are transgender, best practices for teaching & learning, and strategies for increasing racial diversity within the field of speech language pathology. Currently, she teaches courses in voice disorders and pediatric dysphagia. 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 and aphasia & related disorders, while team-teaching anatomy & physiology. 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. 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 Master 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. Becca is also currently a PhD Student in the PhD in Health Sciences Program at Northern Illinois University. Her research interests relate to the provision of early intervention services within culturally and linguistically diverse family systems.

Dr. Thomas Kovacs joined our department in January of 2019. He earned his bachelor's degree in English and Speech & Hearing Sciences from the University of Iowa and his master's degree in Speech Language and Hearing Science from the University of Colorado. Following Advanced Assistive Technology Training, he completed his PhD in Communication Sciences & Disorders at the University of Pittsburgh in 2017. His research interests include expanding the evidence base for AAC assessment and intervention across language domains. Specifically, he developed and tested the first known procedure for assessing morphosyntax in children who use AAC. Dr. Kovacs currently teaches courses in normal communication development, AAC/AT, and serving diverse populations.

Dr. Lesley Mayne joined the Communication Sciences and Disorders faculty at the University of Wisconsin – Eau Claire in 2020 after five years of serving on the faculty at California Baptist University. She completed her undergraduate degree in Communication at the University of Southern California, her master's degree in Communication Sciences and Disorders at California State University, Fullerton, and her Ph.D. in Special Education at Claremont Graduate University. Dr. Mayne spent nearly 20 years in public schools and private practice working with children and adults before transitioning to a faculty role where her research interests include augmentative and assistive communication and pedagogy. She co-authored a book with Dr. Sharon Rogers published in 2020 titled, *Augmentative and Assistive Communication with Children: A Protocol and Intervention Plan to Support Children with Complex Communication Profiles*. Her current augmentative and assistive communication research interests focus on bridging communication between AAC users and communication partners as well as young adults with complex communication profiles in work and community settings. Her pedagogical research interests include developing courses that maximize student engagement and learning through research to practice.

Dr. Katy Mueller, has a Masters (MSc) in Speech and Language Therapy from the University of Reading (UK, 2006) and a PhD in Speech and Hearing Science from the University of Iowa (2012). Between 2012 and 2014, she was employed as a Research Scientist in the Hearing, Language and Literacy department at Murdoch Children's Research Institute (Melbourne, Australia), and also as a tutor for the Masters in Speech Pathology program at The University of Melbourne. In 2016 she returned to clinical practice and completed her fellowship year in a private practice in Puyallup, WA, working primarily with early intervention. Her research interests include comorbidity among developmental language disorders, using this as a window into understanding more about the learning and biological mechanisms involved in language impairment. Dr. Mueller currently teaches courses in normal communication development, research methods, and child language intervention, and also provides clinical supervision.

Dr. Brian Orr joined our department in the fall of 2020. He completed both his master's degree (2012) and PhD (2020) in Communication Sciences and Disorders at the University of Florida. Between 2012 and 2016, Dr. Orr worked as a school-based speech language pathologist primarily in middle and high schools. His research

interests revolve around relationships between cognitive and linguistic abilities in older children and adolescents with developmental language disorders. He is especially interested in the interactions between cognition and language in the context of reading for deep comprehension and how to leverage knowledge of these interactions in the development of effective assessment and treatment practices. Dr. Orr provides clinical supervision and teaches courses in phonetics and research methods.

Dr. Vicki Samelson, CSD Chair, 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, 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.

Dr. 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. Dr. 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 completed 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. Dr. 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. Dr. Sather has served on the Wisconsin Hearing and Speech Board in Madison since 2021. His interests are in the areas of aphasia, motor speech, medical speech-language pathology, Flow and engagement, and dysphagia.

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.

Ms. Melissa Wallace joined the Department in April, 2018 as the academic department associate. 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 Psychology with an emphasis in Behavior Analysis from UW-Eau Claire.

Ms. Cecily Weber joined the Department in summer, 2014. She earned her Bachelor's degree in Psychology from Eastern Illinois University. Cecily works as the clinic secretary for the Center for Communication Disorders and manages our resource room records, inventory, and check-out systems. Cecily also works to assist the department with numerous other tasks, such as the documentation of compliance requirements and off-campus affiliation agreements, program memos, and CALIPSO registration for the residential and online graduate programs.

THE CAMPUS

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

- ❑ 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 (NSSLHA) 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 NSSLHA during your entire graduate program is that you would have access to recent ASHA journals during the duration of your program.
- ❑ 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 by entering the following web address: <http://webmail.uwec.edu/>. The more you learn about using computers effectively early during your graduate program, the better life is liable to be during the next three years. This comment applies particularly to your word processing, Internet searching, and email skills.
- ❑ Graduate students are required to **purchase textbooks** for their courses, as contrasted 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.

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** or other states; (3) the **Department of Safety and Professional Services in Wisconsin** or the equivalent in other states; (4) the **College of Education & Human Sciences**; and (5) the **Department of Communication Sciences & Disorders**. Information about completing these various requirements, therefore, 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. **Some students who reside outside of Wisconsin have been asked to obtain Wisconsin DPI licensure before they could be awarded an educational license in their home state. Please explore educational licensure requirements in your state carefully.**

Before you register for your first Summer Session's course(s), it is important that you discuss with your advisor the summer coursework, but also talk some about requirements 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.

It is the student's responsibility to be aware of coursework and the impact of credit loads on eligibility for financial aid. Careful planning with your advisor can ensure you schedule the minimum credit requirement for financial aid each semester of your program.

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 included in the *Membership and Certification Handbook* at: <http://www.asha.org/about/Membership-Certification>. 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, in the *Membership and Certification Handbook*, 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. Graduate students are expected to adhere to the Code of Ethics.

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. During summer orientation, you will meet with your 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, e.g., Human Biology, Chemistry or Physics, Statistics, Human Development, CSD courses 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, and aural rehabilitation, or plan to complete them the first year of graduate school. **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 previous coursework, please speak with the Online 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 (CAA). 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.

ACADEMIC REQUIREMENTS FOR THE DEPARTMENT OF PUBLIC INSTRUCTION

Students completing the online graduate program will not be automatically eligible for Wisconsin educator licensing (i.e., WI DPI speech-language credential). In order to secure this component to the graduate program, the student must work actively with his/her advisor and Director of Clinical Education to make sure WI DPI requirements are included in his/her program. This includes:

1. A clinical semester considered "pre-student teaching". This must be a clinical rotation completed in a public school setting during the 2nd year of the graduate program.
2. Liaison supervision including two different observations of the graduate student in service delivery during the public school externship. Arrange this option with Ms. Sterling-Orth at the start of the public school placement during the final year of the graduate program.
3. Earn 100 or more clock hours in the public school setting.
4. Complete and submit all required artifacts for Gates 1, 2, and 3 of the graduate portfolio (specific information located in the Grad Residency Weeks Canvas site).
5. Take and pass the Praxis II examination. Be certain to indicate to have your Praxis test results sent to the program so that your passing performance can be verified (College code: R1913).

UNIVERSITY ACADEMIC REQUIREMENTS WITHIN THE COLLEGE OF EDUCATION & HUMAN SCIENCES

A copy of the UWEC Graduate Catalogue may be obtained online at: <http://catalog.uwec.edu/graduate/>. In the catalog, 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).

A maximum of nine **graduate-level transfer credits** are 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 summer orientation 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 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 that it cannot be counted toward the 54 credits).

The UW-Eau Claire Registrar's office creates an electronic Graduate Degree Audit for each graduate student. You can access your Degree Audit from CampS. It is each student's responsibility to monitor academic progress toward your master's degree by checking your degree audit every semester.

Comprehensive examinations must be passed before a master's degree is awarded to a student. Comprehensive examinations will be taken the third fall semester. The exam will require integration and

synthesis of content across the student's graduate program. Details on the comprehensive examination process will be provided during the second year of the program. A student whose performance is unsatisfactory may repeat the examination in the spring semester. A student must petition the faculty to be allowed to repeat the examination a third time and this will delay the student's graduation date.

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

You must register for each term (three summers, three falls, one winterim, and three springs) to retain your admission as a student in the online program. You must also be present on campus a minimum of three times. Any student in need of a remediation plan may be required to come to campus additional periods of time.

Of the minimum **54 CSD graduate credits required** for the CSD master's degree, four will be allocated to clinical practica and 10 to your externships. All graduate students will be **required** to take the following **40 credits** of coursework in their graduate programs or to receive advisor approval for equivalent prior earned credits. The required **semester-by-semester plan** for taking these required CSD graduate courses is presented in the overview chart.

CSD 648	Aphasia and Related Disorders (3)
CSD 706	Language Assessment (3)
CSD 710	Clinical Methods in CSD (3)
CSD 715	Research Procedures in Communication Sciences & Disorders (2)
CSD 721	Childhood Apraxia of Speech (1)
CSD 725	Counseling in Communication Sciences & Disorders (2)
CSD 726	Organic Voice & Speech Disorders (3)
CSD 729	Augmentative and Alternative Communication (3)
CSD 731	Child/Adolescent Language Intervention (3)
CSD 737	Dysphagia (3)
CSD 748	Motor Speech Disorders (3)
CSD 749	Birth-21 Methods (4)
CSD 752	Fluency Disorders (3)
CSD 754	Acquired Cognitive Communication Disorders (3)
CSD 774	Pediatric Dysphagia (1)

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, child language, voice, or aural rehabilitation. Graduate courses may be taken in departments outside CSD but cannot be counted toward the 54 mandated CSD credits. Non-CSD elective courses typically are chosen from areas of study such as psychology, special education, education, linguistics, and other CSD-related fields.

All 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 the appropriate **methods course**.

CSD 710	Clinical Methods in CSD (3)
CSD 749	Birth-21 Methods (4)

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 may be waived in consultation with the instructor and your advisor.

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. The graduate portfolio is collected in your individual CALIPSO online account. More information about how to build your portfolio is located in the Grad Residency Weeks Canvas site.

SPEECH-LANGUAGE STATE LICENSURE

All SLPs who work in non-school settings relying on third-party payment reimbursement must hold a state-level speech and language license. All students who fulfill the Master's degree requirements at UWEC in CSD meet the Wisconsin Department of Safety and Professional Service (DSPS) state licensure requirements. If a graduate student wishes to receive program endorsement for licensure in a state other than Wisconsin, he/she must determine what those requirements are and bring them to the Online Graduate Coordinator and Director of Clinical Education. It is often true that a Master's degree in CSD is the primary requirement; however, some states have some specific coursework or clock hour requirements that are not mandated by ASHA.

CLINICAL REQUIREMENTS

1. **Observation Requirement**—25 clock hours of GUIDED observation in CSD are required in order to begin any clinical practicum experience. Students who do not meet this requirement prior to the start of the grad program will be required to enroll in CSD 370 (Clinical Procedures) online during the first summer. It is through this course students can accrue the required 25 hours of observation. Students who have already met the observation hours requirement must submit signed documentation to the Director of Clinical Education by May 1 prior to the first year of the graduate program.
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.
3. **Criminal Background Check Requirements**—A complete, national-level criminal background check (CBC), as well as all applicable state-level checks, are to be conducted at least annually during the graduate program (first CBC is prior to full admission into the grad program). The student must use the campus system for ordering and paying for their own background check each year. In addition, if any practicum site requires a more recent or different type of CBC, this must be conducted at the student's expense. Any issues discovered by a CBC will be discussed with the graduate student. Dismissal from the program is at the discretion of the Dean of the College of Education and Human Sciences, in accordance to system legal policies.
4. **CALIPSO Requirement**—CALIPSO is a web-based application that tracks all coursework, clinical hours, and clinical knowledge and skills competencies required by ASHA. Students admitted to the online graduate program will be required to register with CALIPSO upon entry into the program. This includes payment of the \$85 registration fee. This allows the student lifetime access to his/her clock hours, evaluations, and other items held within their CALIPSO account. On-site clinical supervisors and graduate students must keep the CALIPSO account updated and accurate throughout all assigned clinical experiences for the duration of the graduate program. This includes the logging of clock hours on a daily basis, as well as the completion of evaluations and other required elements.
5. **Health Requirements**— Standard immunizations that must be documented (ANNUALLY) as current (prior to off-campus medical placements):
 - Diphtheria, Tetanus, Polio (DTP)
 - Varicella (i.e., chicken pox)
 - Measles, Mumps, Rubella (MMR)
 - Hepatitis B
 - Seasonal influenza (1 dose annually, late-fall)

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

Refer to the Compliance Checklist at the end of this handbook for the most current and detailed expectations of all compliance requirements for clinical placements during the grad program.

6. **Clinical Seminar Requirement**— Each semester in which a student participates in a clinical experience (CSD 769, 770, 771, 780, or 781), s/he will also be required to complete an online seminar that corresponds with the clinical experience. This seminar will be managed through the UW-EC course management system and includes discussion forums, online classroom, and content sharing. While the time needed to participate in the seminar functions will vary depending on the semester and specific site, an estimated 1-2 hours per week is projected. An example of required activities includes submission of detailed lesson plans, complete evaluation findings reports, self-evaluations, video submissions of clinical interactions, and more.

7. **Distance Requirement**—All practicum sites for the students in the online graduate program must be located at a distance greater than a 60-mile radius from the UW-Eau Claire campus.

CLINICAL SEQUENCE/TIMELINE

The following sequence must be followed in order to move efficiently and successfully through the graduate program.

Pre-program admission--

- Year 1 Criminal Background Check

Summer 1st Year--

- Register with CALIPSO

Fall 1st Year--

- Submit documentation of all clinical prerequisites
- Visit potential practicum sites for 1st clinical rotation (to be conducted in the summer or fall of 2nd year) and submit detailed and specific contact information by end of October (*See notation for contacting SLPs and potential practicum sites)

Winter and Spring of 1st Year--

- Continue site visits for potential practicum sites
- CBC Renewal

Summer 2nd Year--

- Participate in first clinical rotation (CSD 769, 770 or 771) with corresponding seminar component
- Continue to visit potential practicum sites for clinical rotations

Fall 2nd Year--

- Participate in second clinical rotation (if applicable) with corresponding seminar component
- Submit Year 2 immunization and TB testing requirements
- Visit potential practicum sites for additional clinical rotations

Winterim 2nd Year--

- Visit potential practicum sites for additional clinical placements

Spring 2nd Year--

- Participate in additional clinical rotation (if applicable) with corresponding seminar component
- Visit potential sites for both medical and school externships (final semester)
- CBC Renewal

Summer 3rd Year--

- Participate in additional clinical rotation (if applicable) with corresponding seminar component

Fall 3rd Year--

- Submit Year 3 immunization and TB testing requirements
- Participate in final pre-externship clinical rotation (if applicable) with corresponding seminar component

Spring 3rd Year—

- Participate in one nine-week, full-time medical externship placement (CSD 781)
- Participate in one nine-week, full-time student teaching placement (CSD 780)

Miscellaneous Clinical Information

Clock Hour Requirements

General clock hour (ch) requirements:

- Total Supervised Clinical Observation and Clinical Practicum: **400 ch**
- Clinical Observation: **(25 ch)**
- Clinical Practicum: **(375 ch total)**
- **325 ch** at graduate level in the area in which the certificate is sought (SLP)
- **A minimum of three sites with 50+ ch earned per site** (at least one medical site and at least one educational site; at least one site serving adult clients/patients and at least one site serving children)
- A minimum of 100 clock hours in an adult/medical setting and a minimum of 100 clock hours with children (across schools/medical). Keep in mind, for many school licensures, a minimum of 50, 100, or 150 clock hours in the public school setting is mandated (refer to your state licensure requirements for specifics).

Specific clock hour requirements:

Although the ASHA Certification Standards do not prescribe specific numbers of hours with differential diagnoses or in treatment vs. diagnostics, the 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 and MUST show a breadth of client diagnoses and experiences with them:

Child/Evaluation—

articulation fluency voice dysphagia language cognition hearing AAC

Child/Therapy—

articulation fluency voice dysphagia language cognition hearing AAC

Adult/Evaluation—

articulation fluency voice dysphagia language cognition hearing AAC

Adult/Therapy—

articulation fluency voice dysphagia language cognition hearing AAC

The graduate program in CSD follows a general guideline that every graduate student should earn a MINIMUM of 10 clock hours in every **broad** category (e.g., adult speech eval, adult language eval, adult speech treatment, adult language treatment, child speech eval, child language eval, child speech treatment, and child language treatment). For this reason, students in the part-time graduate program must seek, secure, and practice in a wide range of sites and clinical experiences. Many or most of these hours will need to be earned in the student's home region through opportunities in schools, clinics, hospitals, etc. that are sought out by the student.

Note: The program (i.e., Online Graduate Coordinator and Director of Clinical Education) must approve all practicum site requests to assure that every graduate student is participating in a sufficient breadth and depth of clinical experiences.

Seeking and Contacting Practicum Sites

Online graduate students will be required to take the lead on finding specific practicum sites in their geographical region. Students are required to find both medical and educational placements for their enrollments in clinic.

- Approximately 50 clock hours per credit of clinic is expected for each of the four credits of pre-externship (totaling approximately 200-250 clock hours). This will typically mean two half-days per week for each credit of clinic, across each 16-week semester.
- Approximately 100 clock hours is expected to be earned for each of the two final externships (totaling 200+ clock hours). This will require the graduate student to be engaged at each of those final externship placements for approximately 40 hours per week across nine weeks.

To start this process, identify geographic regions and specific sites of interests. Find these options through word-of-mouth, wisdom of practice, and online. Make an initial contact to the site to inquire about any potential for pairing with a credentialed SLP to participate in a structured practicum experience. Some sites will prefer to arrange placements with the Director of Clinical Education for the graduate program. Submit this contact information to the Director in these circumstances. When possible, arrange for a visit to shadow for part of a day and to have a conversation with a prospective site's SLP. (In order to take a student at a practicum site, the SLP must have at least three years of field experience and hold the ASHA CCCs.) After a visit, if interest exists for both the student and site (i.e., SLP), submit the site request (online eForm: <http://go.uwec.edu/clinicalplacement>) to the Director (submitting this to the Director means that the supervisor/site has fully completed the Supervisor/Site Intake Form). A high level of professionalism is expected from the graduate student when contacting potential sites. Failure to adhere to this expectation can compromise a student's ability to secure placements and complete the program.

Connecting with UW-Eau Claire Liaison

Every time a graduate student is enrolled in a clinical practicum experience a UWEC Liaison supervisor is assigned. This liaison supervision is assigned by the director of clinical education. Contact between the liaison supervisors and graduate students happens through the clinical seminar course sites in Canvas. Weekly reflections and question-asking is part of weekly exchanges between the supervisor and graduate student. In addition, specialty clinical seminar topics with artifact requirements are presented on Canvas.

Clinical Supervision Training

All SLPs in the role of clinical supervisor for practicum placements must have a minimum of two clock hours of professional development in clinical supervision. UWEC offers several no-cost options to help off-campus SLPs feel comfortable and competent to offer high-quality clinical instruction. First, the CSD website hosts an arsenal of readings, forms, and web links that can become valuable resources to those supervising graduate students. In addition, the CSD program at UWEC offers online professional development courses in supervision and clinical instruction in CSD. These can be taken by off-campus clinical supervisors throughout the country at no-cost. Finally, speechpathology.com offers free online coursework (not associated with ASHA CEUs). Graduate students should put prospective field supervisors in touch with the UWEC Director of Clinical Education for more information on these professional development opportunities.

TECHNOLOGY REQUIREMENTS

Students seeking enrollment in the UWEC CSD online graduate program must consider themselves as having a high degree of potential for success with the technical aspects of an online graduate program (e.g., hardware, software, internet applications, etc.). Furthermore, candidates must be motivated to take a lead role in problem-solving and troubleshooting technological challenges as they arise including working with the UWEC Helpdesk and accessing his/her own supports/resources. The following document outlines the technical requirements for enrolling in the CSD online graduate program at the University of Wisconsin- Eau Claire.

- Access to Microsoft Office 2010 or 2013: Throughout the course, Microsoft Office Suite applications including PowerPoint and Word will be utilized and thus Microsoft Office is required.—*Access to the essential Microsoft products is provided FREE by UWEC through Office 365. Students can utilize this application throughout the duration of their grad program.*
- Internet Browser for Canvas: In order to access Canvas, an Internet browser is required. Examples of Internet browsers include Chrome and Firefox and can be downloaded for free from the Internet.
- High-Speed Internet Connection: An Internet service provider is required. If available in your area, a satellite, DSL, or cable modem connection is recommended. Using a dial-up Internet connection will not support some of the online grad program applications and is highly discouraged.
- Ability to Playback Videos: Being able to playback videos throughout the course will be important. Examples of video playback software include VLC Player, iTunes, Windows Media Player, and Quicktime, all of which can be downloaded from the Internet for free.
- Video Conferencing Software: Being able to video conference with the faculty and classmates will be required at times during the online graduate program. Online platforms like Whereby, Skype, or Google Chat can be downloaded for free from the Internet and will meet this requirement. Use of higher-end platforms (that usually come with a cost), such as Zoom, will be used by faculty, but not be a required purchase for students.
- Screen Capture Software: Online graduate students will be required to create screencast productions at different points and to satisfy different requirements and competencies throughout their program. Free, online applications will be sufficient for this purpose including iSpring Free, Screencastomatic, and Educreations (for the iPad).
- USB Headset/Mic Recommended: In order to properly record voiceovers and to participate in video conferencing a USB headset/mic is required.
- Mobile Device Usage: All CSD online graduate students will need access to a mobile device for generating and sharing certain specific course/clinical work/requirements. Many mobile devices like the iPad, Kindle Fire, or Microsoft Surface may meet the needs of the technical requirements for the program. Check with the Graduate Coordinator to see if your device (or one you can access) will suffice.
- Scanner or Mobile Device App for Scanning: Many times during the academic and clinical experiences, students will be required to scan and upload or email items. Convenient access to scanning is critical.
- Hardware for Printing: At times during the academic and clinical experience, the graduate student will need to print forms or other documents. Reasonable access to printing will be a necessity.

- **Optional: Dual-Monitor Display:** While not a program requirement, having a way to manage a dual-monitor display at your home work station comes as a high-level recommendation of previous online graduate students. Consider investing a couple hundred dollars in an additional monitor for your home office to make this set-up work.

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, illnesses, 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, internships, 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 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 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 Services in CSD 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, and/or the Online Graduate Program Coordinator about your ideas.

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 in the publication entitled *Your Right to Know*. 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 web site: <http://www.asha.org/uploadedFiles/Accreditation-Standards-Graduate-Programs.pdf#search=%22complaints%22>. 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. The following is an excerpt from the web site:

A complaint about any accredited program or program in Candidacy status may be submitted by any student, instructional staff member, audiologist, speech-language pathologist, and/or member of the public. All complaints must be signed and submitted in writing to the chair, Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289, and must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards and provide supporting data for the charge

2020-2021 Academic Calendar

Summer Session 2020

June 8-12 Online Residency Week

June 15 Classes begin
July 4 Independence Day - University closed
Aug 7 Final day of classes

Fall Semester 2020

Sept 2 Classes begin
Sept 7 Labor Day Holiday – University closed
Sept 16 Last day to drop courses with no record
Oct 30 Grad student registration begins for spring
Nov 25 Thanksgiving recess begins
Nov 30 Classes resume
Dec 11 Final day of classes
Dec 15-21 Final Examinations Week

Winterim 2021

Jan 1 New Year's Holiday - University closed
Jan 4 Classes begin
Jan 18 Martin Luther King Holiday – University closed
Jan 27 Final day of classes

Spring Semester 2021

Feb 1 Classes begin
Feb 11 Grad student registration begins for summer
Mar 22-26 Spring Break
Mar 29 Classes resume
March 30 Grad student registration begins for fall
May 14 Final day of classes
May 17-21 Final Examinations Week

2021-2022 Academic Calendar

Summer Session 2021

June 14 Classes begin
July 4 Independence Day - University closed
Aug 1 *Tentative - Arrive in Eau Claire, WI*
Aug 6 *Tentative - Residential period of time ends*
Aug 6 Final day of classes

All dates beyond this point are tentative

(university calendar not published at the time of writing)

Fall Semester 2021

Sept 2 Classes begin
Sept 6 Labor Day Holiday – University closed
Nov 24-26 Thanksgiving recess
Nov 29 Classes resume
Dec 14 Final day of classes
Dec 15-21 Final Examinations Week

Winterim 2022

Jan 1 New Year's Holiday - University closed
Jan 3 Classes begin
Jan 17 Martin Luther King Holiday – University closed
Jan 26 Final day of classes

Spring Semester 2022

Jan 31 Classes begin
Mar 21-25 Spring Break
Mar 28 Classes resume
May 13 Final day of classes
May 16-20 Final Examinations Week

2022-2023 Academic Calendar

Summer Session 2022

June 13 Classes begin
July 4 Independence Day - University closed
Late July/early August – residential period TBD – likely July 25-29
Aug 5 Final day of classes

Fall Semester 2022

Sept 5 Labor Day Holiday – University closed
Sept 6 Classes begin
Nov 23-25 Thanksgiving recess
Nov 28 Classes resume
Dec 15 Final day of classes
Dec 16-22 Final Examinations Week

Spring Semester 2023

Jan 2 New Year's Day—University closed
Jan 3 Externships begin
Jan 16 Martin Luther King Holiday – University closed
Jan 30 Classes begin
Mar 20-24 Spring Break
Mar 27 Classes resume
May 12 Final day of classes
May 15-19 Final Examinations Week
May 20 Graduation! Congratulations!

CSD Online Graduate Program Statement of Student Expectations

General Expectations

1. Read the *CSD Online Graduate Student Handbook* and understand the expectations stated within.
2. Attend all three required residency weeks in Eau Claire, Wisconsin (first June, 2nd August, and 3rd July/August).
3. Register for first summer course(s) by May 1. Register for subsequent semesters according to direction provided by the Online Graduate Program Coordinator each semester.
4. Comply with the program's criminal background check (CBC) process annually. Report any criminal issues that arise in between annual CBCs.
5. Disclose official documentation of disability and/or special needs to the Online Graduate Coordinator and Director of Clinical Education at the start of the graduate program and/or at the condition onset.
6. Read and follow the American Speech-Language-Hearing Association's Code of Ethics document and comply with statements within during academic and clinical work.
7. Register with the UWEC CSD CALIPSO program by the end of the first-year residency period.
8. Successfully complete all course and clinical requirements to meet the expectations of the ASHA Knowledge and Skills Assessment tool (i.e., KASA).
9. Participate in clinical or academic remediation plans, when deemed necessary by faculty and clinical supervisors.
10. Comply with Identity Verification processes within coursework and clinical experiences. (Refer to the *Identity Verification Policy* for more detailed information.)
11. Secure and maintain regular access to: high-speed internet, video conferencing, a reliable computer, a mobile device (e.g., smartphone, iPad, Surface tablet, etc.), and a high-quality headset with boom mic (or external microphone).
12. Use proper UW System-mandated citations when referencing and sharing any course material. Unauthorized distribution of any course material is solely prohibited.
13. Hold confidential privacy-protected client information viewed through documents and video in all courses and academic and clinical experiences associated with the graduate program.
14. Research the specific requirements for holding a speech-language license (medical and educator) in any specific state of interest. Work with the Online Graduate Coordinator and Director of Clinical Education to determine a plan for meeting specific expectations.
15. Comply with all steps of the Graduate Student ePortfolio process. Submit required artifacts at each checkpoint in CALIPSO.

Academic Expectations

16. Complete all undergrad CSD course deficiencies by the start of the second year of the graduate program. Complete all non-CSD course deficiencies by graduation.
17. Monitor progression of CSD grad degree audit in CampS for the duration of the program.
18. Accrue at least 54 graduate credits in CSD. (At least 15 of these credits must be numbered 700 or greater.) Earn a "C" or higher in all ASHA-required coursework. Keep a minimum GPA of 3.0 for the duration of the program. Earn a grade of "B" or better for any transfer course accepted for credit toward the graduate student's master's degree and for all clinic enrollments.
19. Pass the mandated comprehensive written examination. Follow all provided direction for applying for and taking the comprehensive examination.
20. Access the UWEC Help Desk and other tech support resources to take the lead on troubleshooting technology issues that arise during online coursework.
21. Take the Praxis II examination during the final year of the graduate program and direct results to be shared with the Department. (***Praxis II must be passed to be put forward for state-level licensures.***)

Financial Expectations

22. Incur all expenses related to residency periods of the program (e.g., travel, housing, meals, etc.).
23. Incur the costs of any proctoring fees that arise due to expectations for proctored assessments through coursework, demonstration of clinical competencies, and written comprehensive exam.
24. Incur the cost of the annual criminal background check (to be conducted the fall of each year of the grad program).

25. Incur the one-time cost of the CALIPSO registration for clock hour tracking and monitoring of clinical and academic program expectations (\$85 fee).
26. Incur the costs of any onsite or liaison supervision fees that arise during enrollments in clinical experiences.
27. Incur the cost of any travel to assigned clinical sites.
28. Incur the cost of additional student liability insurance if mandated by a clinical site.
29. Incur the cost of SimuCase registration (\$100) when this platform is deemed necessary for earning clock hours.

Clinical Expectations

30. Document successful completion of 25 hours of prerequisite clinical observation hours (as part of a course) by end of spring of the first year of the grad program (i.e., prior to earning any graduate clock hours during the 2nd summer).
31. Earn a minimum of 400 clock hours (325 at the graduate level, while enrolled in assigned experiences that include a breadth of ages and disorder types). **(Wages and salary dollars CANNOT be earned simultaneously while the graduate student is participating in the first four credits of practicum. Final externship may be wage-earning, but must be approved by the Director of Clinical Education.)** *(For those seeking WI DPI educator license, a minimum of 100 clock hours must be earned in the public school setting.)*
32. Actively seek out specific sites for all clinical experiences. Follow the timelines given for contacting potential sites and submitting site contact information to the Director of Clinical Education (i.e., provided DCE with specific site SLP and admin information no less than 6 months prior to the start of the placement). Note: Without exception, every graduate student must obtain a breadth and depth of experiences across ASHA-mandated disorder categories (artic/phono, fluency, voice, dysphagia, language, cognition, hearing, AAC). Every site requested and used must be willing to have appropriate SLP supervision available to the graduate student clinician. This means, the designated SLP must hold ASHA CCCs, have a minimum of three years of experience in the field as an SLP, have .2 CEUs in clinical educator training, and supervise at least 25% of all of the graduate student's treatment work and 50% of the graduate student's diagnostic work. The designated supervisor must take an active role in the clinical education process for the assigned graduate student. Finally, every site must be willing to sign the UW System Affiliation Agreement and CSD Program Memo. Sites failing to accept these agreements cannot be utilized for clinical experiences associated with this graduate program.
33. Demonstrate all Essential Functions (see associated document) to meet the needs of all clients served.
34. Submit annual TB test results.
35. Submit immunization records for MMR/tetanus, varicella, and Hep A and B by May of each year of the grad program. Take full responsibility for understanding the immunization expectations of any site requested and follow through on such expectations according to stated timelines.
36. Receive an annual flu shot and submit verification to the Director of Clinical Education each year.
37. When needed and approved, up to 75 practicum hours may be earned through the online SimuCase platform. Use of SimuCase for clinical experience and accrual of clock hours is at the discretion of the program.

Your understanding of these expectations and your willingness to comply with and take responsibility for all of them is assumed when you begin enrollment in your first term of the program.

Essential Functions*
Master's Degree in Communication Sciences and Disorders
University of Wisconsin—Eau Claire

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 workday.
 - 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.***

CSD Grad Program
MINIMUM Compliance Requirements for Clinical Rotations
Updated: Summer 2020



- **Submit undergrad observation hours** (minimum of 25) and any previously earned clinical clock hours to Ms. Weber by **December 1**.
- **Complete Criminal Background Check Disclosure at the start of EVERY calendar year of the graduate program** (for both residential and online)—this is a student expense and requires use of the Viewpoint Screening (direction to be provided in early summer to each cohort). **Deadline for ordering the background check is January 15. Direction to be provided in the fall for each cohort.**
- **Submit official medical documentation (e.g. clinical record, State or National Immunization Registry document, document with health care provider signature) for all of the following standard immunizations:**
 - Tetanus, Diphtheria, Pertussis (Tdap) or Tetanus, Diphtheria (Td) (Booster every 10 years)
 - Varicella (2 doses of vaccine or Lab Titer)
 - Measles, Mumps, Rubella (MMR) (2 doses of vaccine or Lab Titer)
 - Hepatitis B (3 doses of vaccine or Lab Titer)
 - (Vaccine is a 3-step process that takes approx. 6 months to complete.)

If official documentation from your medical provider cannot be obtained related to the above immunizations, you must have titer levels run to document immunization. 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. **Deadline to submit the above minimum immunization records is December 1 of the first year of your graduate program.**

- Every fall of your graduate program you should obtain the seasonal influenza vaccine. This is typically available between September and December each fall (depending on your region and healthcare providers). **Deadline to submit official documentation is December 1.**
- **Submit a negative read on a 2-step tuberculin skin test (TST) (two TSTs 1-3 weeks apart) or provide results from TSTs for each of the past 2 consecutive years.** Results of an updated TST are required annually thereafter. **Deadline to submit official documentation is December 1.**
- It is growing more and more common for these items to be required for medical placements:
 - CPR/First Aid Training
 - Documentation of personal liability insurance (we provide you with PROFESSIONAL insurance)
 - Documentation of personal health care insurance
 - HIV training
 - Drug screening
 - Additional criminal background check(s)

It is critical that we do not lose a placement due to your unwillingness to comply with any site requirement, 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 by the SITE, not by the program.

Your compliance with all above requirements will be documented in your CALIPSO account.