ONLINE

GRADUATE STUDENT HANDBOOK

2023 – 2026

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 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.

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
sterliaj@uwec.edu

Note: Students who start the UWEC CSD graduate program agree to 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. Use 239 Water Street, Eau Claire, WI 54701 as the address to input into GPS to find the building. 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 commonly employed 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).

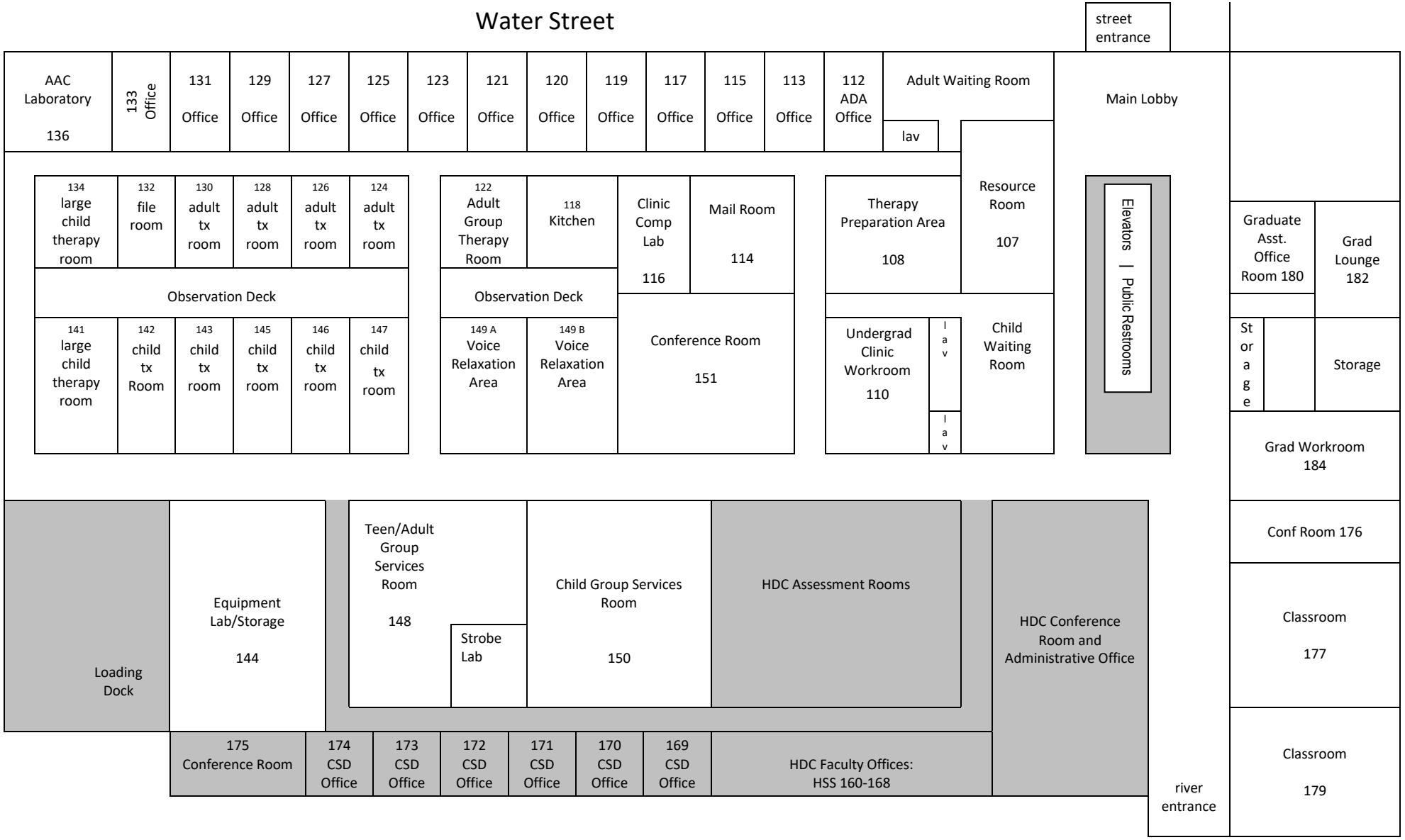
Faculty offices in the Department are on the first floor, numbers 113-174.

The **Academic Department Associate's office** is HSS 112. Our Academic Department Associate POSITION BEING FILLED AT THIS TIME. Ms. Cecily Weber, our Clinical Program Associate, works as our clinic secretary and online graduate program support staff in HSS 113. Ms. Brenda Lee Locher is our program associate who assists with the post-baccalaureate program and graduate student advising in HSS 173. 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.

HUMAN SCIENCES & SERVICES – Floor Plan: 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. 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. 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 interested in the Scholarship of Teaching and Learning (SoTL) in fluency disorders, 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 sometimes helps with voice and resonance disorders.

Dr. Charlotte Clark joined our department in the fall of 2019. She completed her master's degree in 2013 and her doctoral degree in 2018 in applied language and speech sciences at the University of Louisiana, Lafayette. She practiced as a school-based speech-language pathologist in Chattanooga, TN, serving preschool to high school age populations. Her research interests include child language and literacy, social interaction, and qualitative research methods. She teaches classes in typical language development, child language disorders, and child language assessment.

Ms. Shannon Collins, Clinical Associate Professor and Undergraduate 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 program in Michigan in which all students utilized augmentative and alternative communication systems. 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 National Student Speech Language Hearing Association (NSSLHA) and CSD Ambassadors.

Ms. Megan Figg joined our department in the fall of 2019. She completed her Bachelor of Science degree at UW-Superior in Psychology and later completed post-baccalaureate courses at UW-Eau Claire in 2009. She completed her Master's Degree at UW-Eau Claire in 2012. Following graduation, Megan lived and worked in Minneapolis as a speech-language pathologist in skilled nursing before switching to pediatric outpatient. She is also a trained feeding therapist and her areas of interest include autism spectrum disorders, preschool language, parent coaching, diagnostics, and multilingual communication. While working in outpatient she was a part of an interdisciplinary autism diagnostic team, provided speech/language/feeding consultation to an autism day treatment program, and provided assessment and intervention in speech, language, and feeding. Here in the CCD, she provides clinical supervision in her interest areas, teaches the online sign language course and a section of the Intro to CSD course, and is the advisor for students in the post-baccalaureate program.

Dr. Abby Hemmerich, CSD Chair joined our department in January of 2011 and she is currently the program Chair. She earned her bachelor's degree from the University of Wisconsin-Madison in Communication Sciences and Disorders, her master's degree from UW-Eau Claire, and her doctorate from the University of Iowa. She worked at Mercy Medical Center-North Iowa in Mason City providing acute and outpatient speech-language pathology services prior to returning to school for her doctorate. While working on her dissertation, Dr. Hemmerich provided home health speech-language pathology services in the Milwaukee area. Her research interests include best practices for serving individuals who are transgender, topics related to teaching & learning, strategies for increasing cultural awareness and sensitivity within the field of speech language pathology, and interprofessional education. Currently, she teaches courses and provides clinical supervision in voice disorders.

Dr. Jerry Hoepner is a Professor at the University of Wisconsin-Eau Claire. He earned his bachelor's degree from Mankato State University, master's from UWEC, and doctorate from UW Madison. He initially joined the department in 2004 as a lecturer and as faculty in 2008. Prior to this role, he worked at Victory Medical Center in Stanley, WI as well as Mayo Clinic Health Systems–Eau Claire for 10 years. He teaches courses in anatomy and physiology, neuroanatomy and neurophysiology, acquired cognitive disorders, dysphagia, and counseling. Jerry co-facilitates the Blugold Brain Injury Group, Mayo Brain Injury Group, Thursday Night Poets, and Chippewa Valley Aphasia Camp. His research addresses video self-modeling interventions for individuals with cognitive communication disorders, aphasia camp outcomes, motivational interviewing, counseling methods and training, undergraduate research outcomes, course-embedded clinical experiences, and instructional pedagogies. He is a co-founder of Teaching and Learning in Communication Sciences and Disorders. In 2022, he co-founded the new ASHA SIG20 for counseling. Dr. Hoepner is a co-author of "Clinical Neuroscience for Communication Disorders: Neuroanatomy and Neurophysiology" and "Acquired Neurogenic Disorders: A Clinical, Systems-Based Approach" by Plural Publishing and author of "Counseling and Motivational Interviewing in Speech-Language Pathology" by Slack Publishing. In 2018, he received the University of Wisconsin–Eau Claire, Excellence in Mentoring in Research, Scholarship, and Creative activity. In 2020, he received the University of Wisconsin Systems Regent's Teaching Excellence Award. In 2021, he was awarded Fellow of the American Speech-Language Hearing Association. In 2023, he received the Council of Academic Programs in Communication Sciences and Disorders Distinguished Contribution Award for enriching education in CSD.

Dr. 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, her Master of Science degree in Communication Disorders at the University of Wisconsin- Eau Claire in 2000, and her PhD in Health Sciences through Northern Illinois University in August of 2023. She has also completed a graduate certificate in Behavioral Intervention in Autism through the University of Massachusetts-Lowell in 2008 and worked for 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, assessment and intervention for children with autism spectrum disorders, coaching parents in the context of natural routines and activities and the provision of culturally and linguistically responsive evaluation and intervention services. She

currently provides supervision for the evaluation and treatment of children at the CCD and teaches a variety of courses including Child Language Disorders, Serving Diverse Populations, Research Methods, and Birth-to-21 Methods. Her research interests relate to the provision of culturally and linguistically responsive services within CSD.

Ms. Brenda Lee Locher joined the Department in January 2021 as the Post-Baccalaureate and Graduate Programs Department Associate. She assists the graduate program advisor and the post-baccalaureate program advisor with administrative duties for both programs. She holds a bachelor's degree in Mass Communication and Music from St. Cloud State University and a master's degree in Business Management from Cardinal Stritch University.

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.

Ms. Kelly Muller joined our department on a part-time basis as a Clinical Instructor in the summer of 2020 and continued in this capacity through the spring semester of 2022, supervising telepractice sessions at the CCD while practicing in the school setting. She began working full-time at UWEC as a Clinical Instructor beginning in the fall of 2022, supervising undergraduate and graduate student clinicians, and teaching undergraduate courses on clinical procedures and child language. Ms. Muller earned her bachelor's degree in psychology from UW-Madison in 1995. She later completed the Communication Sciences and Disorders post-baccalaureate sequence at UW-Eau Claire and earned her master's degree at UW-Eau Claire in 2013. From 2013-2022 she worked as a school-based clinician in a small rural Wisconsin district where she had the privilege to serve students aged 3 through 21 with a variety of communication needs as well as phonemic awareness/literacy skills more universally. Ms. Muller has been a Clinical Fellowship mentor and has hosted several pre-extern and externship students from UW-Eau Claire. While she loved working with school-aged students directly, Ms. Muller is particularly energized by her work with students at UW-Eau Claire who are preparing to enter the field. She enjoys some hands-on clinical work via casual employment through a local pediatric clinic during the summer months.

Dr. Brian Orr joined our department in the fall of 2020. He completed both his master's degree (2012) and Ph.D. (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 serving middle and high school students. His clinical and research interests revolve around how various aspects of cognition interact with language to support academic learning and reading

comprehension in individuals with language and literacy disorders. He also conducts research as a member of the UWEC SoTL Lab (scholarship of teaching and learning) and has an interest in exploring ways to improve educational support for families engaged in home education. In addition, Dr. Orr is the faculty supervisor for the speech-language pathology teams assigned to the Human Development Center and Language and Literacy Clinic. Dr. Orr is a founding member of the US Raising Awareness of Developmental Language Disorders group and serves on the higher education committee for the Wisconsin Reads Literacy Task Force.

Dr. Tom Sather joined the Department of Communication Sciences and Disorders in 2008 as an adjunct faculty, teaching Motor Speech Disorders. In 2013 he rejoined the department as a full-time faculty member. Dr. Sather did his undergraduate 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. He has served as past president of the Wisconsin Hearing and Speech Board, and currently serves as president of Aphasia Access. His interests are in the areas of aphasia, motor speech, medical speech-language pathology, Flow and engagement, and the scholarship of teaching and learning (SoTL).

Dr. Sarah Schellinger joined the department in 2022 after serving for seven years on the faculty at Saint Xavier University in Chicago. She completed a B.A. in Linguistics and Communicative Disorders from UW-Madison, an M.S. in Speech-Language Pathology from UW-Madison, and a Ph.D. in Speech-Language Hearing Science from the University of Minnesota-Twin Cities. Prior to becoming a faculty member, she worked clinically as a Speech-Language Pathologist in Milwaukee and Minneapolis in a variety of medical settings, including intensive care, acute care, long-term acute care, and inpatient and outpatient rehabilitation. Her research interests relate to traumatic brain injury, social influences on speech perception, and public perceptions of individuals with communication disorders. She has taught a variety of courses related to neurogenic communication disorders and speech sound development and disorders. She currently teaches Motor Speech Disorders and Phonetics and provides clinical supervision.

Ms. Angie Sterling-Orth, Graduate Program Coordinator and Clinical 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 her time in the department supervising in the clinic, teaching graduate level coursework in child methods, teaching undergraduate coursework in childhood disorder areas, and serving in administrative roles. She specializes in serving individuals with hearing loss, school based SLP services, clinical supervision training, and using innovative technologies for instruction and service delivery. Ms. Sterling-Orth co-authored the text Guide to Clinical Supervision (2017).

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.

- All graduate students must acquire a Blugold ID (available in electronic format only). More information about the functions of the Blugold Card are found here: https://www.uwec.edu/blugold-card/. Additional guidance will be provided for how to obtain your Blugold Card online prior to coming to campus.

- 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 more it will benefit your academic and clinical expectations.

- 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. Graduate students are encouraged to cost compare with other options for textbook purchases (e.g., Amazon, BookRags, etc.). Students should feel free to own the hard-copy or an electronic version of all required texts.

- All graduate students have full access to the McIntyre Library system. The McIntyre landing page is at: https://library.uwec.edu/. The CSD specific library page is: https://libguides.uwec.edu/sb.php?subject_id=18265. During the first residency week, a specialist from McIntyre will orientate all new graduate students to the UWEC library resources and extras.

- As a graduate student at UWEC, the Office of Graduate Studies is a resource for you. Nancy Amdahl is the program associate who you can reach out to with questions about tuition, financial awards, graduation, etc. Her email address is: amdahlnj@uwec.edu.

- Blugold Central is your one-stop-shop for all campus inquiries: https://www.uwec.edu/blugold-central/. This is an office that handles financial aid, parking, registration, and so much more. You are a Blugold and should feel comfortable connecting with this office as needed.

- Our Learning and Technology Services is where you will find information and resources across all types of hardware and software systems. You can find a full explanation of all things LTS manages here: https://www.uwec.edu/learning-technology-services/. You should feel comfortable reaching out to helpdesk@uwec.edu when you need immediate attention to your Blugold technology concerns (e.g., request for Office 365 training, your email isn't working, Canvas glitches, etc.).

- Blugold “swag” is a powerful way to feel connected to campus. The CSD department will provide you with an opportunity to order low-cost attire annually. Additional swag can be found through the UWEC bookstore: https://www.uwec.edu/bookstore/.

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**. Therefore, 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. **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.**

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: https://www.asha.org/certification/2020-slp-certification-standards/. Our M.S. degree at UW–Eau Claire is designed to meet these requirements, although it also assumes undergraduate preparation comparable to our undergraduate program. Also, in the certification standards online, 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**, 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.** Prior to 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, Psychology) or 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 in 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 Graduate Program Coordinator as soon as possible.

Knowledge and skills across all ASHA-specified disorder areas are held in high regard by the UWEC, CSD graduate program. For this reason, and since many graduate students enter a graduate program with at least some disorder coursework already taken at the undergraduate level, the program has a process identified to make sure that all graduates leave the program ready for success on the Praxis exam and the CFY experience.

- All CSD graduate students will be required to pass an exam to demonstrate competency in any disorder area they are documenting from an undergraduate or post-baccalaureate course. For most students that will include two areas: ***Speech-Sound Disorders in Children*** and ***Aural Rehabilitation/Hearing***.
- Students may not attempt any of these exams until they have first had a course in the disorder. In other words, every graduate student must have had disorders coursework, as revealed on a university transcript in Speech-Sound Disorders in Children and Aural Rehabilitation/Hearing.
- Each student will only be allowed to attempt each exam once. In the event that a student fails the exam (a score of less than 70%), they will need to complete and pass a Case Study Application Project for that topic (deadline to submit this case study is the January prior to graduation).
- All exams are 45 multiple-choice items.
- All exams are taken in the summer after the first year of the graduate program.
- If a student fails both the exam and the Case Study Application, they will be required to enroll (or re-enroll) in that respective course at UWEC.

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. 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 the 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** (for undergraduate credit) 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). In these situations, you must work with the Graduate Program Coordinator to determine appropriate options for getting to the 54-credit level of graduate-level courses.

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 their 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 at least one full semester.

By the end of the first week of the semester during which you plan to graduate, you must submit an **Application for Graduation** to the Graduate Studies office. This process is available in CampS.

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 for additional periods of time.

Of the minimum **54 CSD graduate credits required** for the CSD master's degree, **14 are clinical credits**. 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 fourteen credits of practica, in a minimum of three distinctively different setting types. Most students select one school placement, one adult rehabilitation setting, and one placement in an additional setting (e.g., birth-to-three, pediatric outpatient, hospital, etc.). Before beginning a specific type of externship, students must complete the appropriate **methods course**.

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 during the first year of the program. You will develop much of the information you will need for your portfolio 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 As students in the UWEC, CSD online graduate program discover and share specific state licensure requirements, the program works with the student to assure them that they will be eligible for such licensure following completion of the clinical fellowship year. It is the student's responsibility to communicate these findings and requirements to the program.

CLINICAL REQUIREMENTS

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.

1. **Observation Requirement**—25 clock hours of GUIDED observation in CSD are required to begin any clinical practicum experience. Students who do not meet this requirement prior to the start of the graduate program will be required to enroll in CSD 370 (Clinical Procedures) online during the first summer. It is through this course that students can earn 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 of the first year of the graduate program (prior to the first clinical placement).

2. **Prerequisite Coursework Requirement**—Graduate students must have already had, or be currently enrolled, in the disorder coursework related to all clinical practica 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 only accrue clock hours if they are co-treating with the credentialed SLP.

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 graduate 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 with 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 $100 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 daily, 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
    - COVID-19
    - 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 graduate 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 increasingly 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 graduate program.

6. **Clinical Seminar Requirement**— Each semester in which a student participates in a clinical experience (CSD 769, 770, 771, 780, or 781), they will also be required to complete an online seminar that corresponds with the clinical experience. This seminar will be managed through the UWEC course management system and includes discussion forums, online classroom, content sharing, and special topic competencies. While the time needed to participate in the seminar functions will vary depending on the semester and specific site, an estimated 1 hour per week is suggested.

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.

Specific 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).

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. 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. Up to 75 clock hours can be earned through the SimuCase clinical platform.

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.

To start this process, identify geographic regions and specific sites of interest. Find these options through word-of-mouth, wisdom of practice, and online resources. 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. The 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 support/resources. The following document outlines the technical requirements for enrolling in the CSD online graduate program at the University of Wisconsin- Eau Claire.

- Personal Computer: While there is no recommendation or requirement in terms of whether to use a Mac or a Windows-based computer, it is critical that all online graduate students have consistent access to a reliable device. Either a laptop or a desktop can work, but using only a tablet for the online graduate program will be insufficient.

- Access to Microsoft Office: 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 graduate 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 graduate 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. A free Zoom account is made available to all online graduate students during their time in the program.

- 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 of 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 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 the necessary time and/or services. This may include making 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. Free, telehealth counseling services are available to all online graduate students through Mantra Health: https://www.uwec.edu/counseling-services/.

- 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: Complaints (asha.org). 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."

2023-2024 Academic Calendar

Summer Session 2023

June 4-9	***Residency Week at UWEC***
June 12	Classes begin
Aug 4	Final Day of classes

Fall Semester 2023

Sept 6	Classes begin
Sept 19	Last day to drop courses with no record
Oct 15	Grad student registration begins for spring
Nov 23	Thanksgiving recess begins
Nov 27	Classes resume
Dec 15	Final Day of classes
Dec 18-22	Final Examinations Week

Spring Semester 2024

Jan 29	Classes begin
Feb 10	Grad student registration begins for summer
Mar 18-22	Spring Break
Mar 25	Classes resume
March 28	Grad student registration begins for fall
May 10	Final Day of classes
May 13-17	Final Examinations Week

2024-2025 Academic Calendar

Summer Session 2024

June 10	Classes begin
Jul 28-Aug 2	Residency Week in Eau Claire (tentative)
Aug 2	Final Day of classes

Fall Semester 2024

Sept 4	Classes begin
Sept 19	Last day to drop courses with no record
Oct 15	Grad student registration begins for spring
Nov 28	Thanksgiving recess begins
Dec 2	Classes resume
Dec 13	Final Day of classes
Dec 16-20	Final Examinations Week

Winterim 2025

Jan 6	Class begins
Jan 25	Last day of class

Spring Semester 2025

Jan 27	Classes begin
Feb 10	Grad student registration begins for summer
Mar 17-21	Spring Break
Mar 24	Classes resume
March 28	Grad student registration begins for fall
May 9	Final Day of classes
May 12-16	Final Examinations Week

2025-2026 Academic Calendar

Summer Session 2025

June 9	Classes begin
Jul 27-Aug 1	Residency Week in Eau Claire (tentative)
Aug 1	Final Day of classes

Fall Semester 2025

Sept 3	Classes begin
Sept 19	Last day to drop courses with no record
Oct 15	Grad student registration begins for spring
Nov 27	Thanksgiving recess begins
Dec 1	Classes resume
Dec 12	Final Day of classes
Dec 15-19	Final Examinations Week

Spring Semester 2026

Jan 5	Final placements begin
May 8	Final placements end
May 16	**COMMENCEMENT!**

Projected residency week dates are TENTATIVE and you should not book travel or make work/family plans around this date without official notification from the program or your advisor. Always check with your Grad Program Advisor before making travel or scheduling plans for residency week.

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.
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. Review and comply with the UWEC, CSD *Confidentiality and Integrity Assurance Acknowledgement* (see page 6 of this document).
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 undergraduate CSD course deficiencies by the start of the second year of the graduate program. Complete all non-CSD course deficiencies by graduation.
17. Take and pass the pre-praxis content exams for Articulation/Phonological Disorders and Hearing/Aural Rehab during the 2nd summer of the graduate program.
18. Monitor progression of CSD graduate degree audit in CampS for the duration of the program.
19. 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.
20. Pass the mandated comprehensive written examination. Follow all provided direction for applying for and taking the comprehensive examination.
21. Access the UWEC Help Desk and other tech support resources to take the lead on troubleshooting technology issues that arise during online coursework.
22. 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

23. Incur all expenses related to residency periods of the program (e.g., travel, housing, meals, etc.).
24. 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.
25. Incur the cost of the annual criminal background check (to be conducted the fall of each year of the graduate program).
26. Incur the one-time cost of the CALIPSO registration for clock hour tracking and monitoring of clinical and academic program expectations ($100 fee).
27. Incur the costs of any onsite or liaison supervision fees that arise during enrollments in clinical experiences.
28. Incur the cost of any travel to assigned clinical sites.
29. Incur the cost of additional student liability insurance if mandated by a clinical site.
30. Incur the cost of SimuCase registration ($100) during the first year of the program (with a required renewal later, if needed for clock hours).

Clinical Expectations

31. 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 graduate program (i.e., prior to earning any graduate clock hours during the 2nd summer).
32. 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 can be earned for a maximum of one clinical placement during the entire graduate program. Wage-earning but must be approved by the Grad Program coordinator.)** *(For those seeking WI DPI educator license, a minimum of 100 clock hours must be earned in the public school setting.)*
33. 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.
34. Demonstrate all Essential Functions (see associated document) to meet the needs of all clients served.
35. Submit annual TB test results.
36. Submit immunization records for COVID, MMR/tetanus, varicella, and Hep A and B by May of each year of the graduate program. Take full responsibility for understanding the immunization expectations of any site requested and follow through on such expectations according to stated timelines.
37. Receive an annual flu shot and submit verification to the Director of Clinical Education each year. 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

- **Submit undergraduate 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). **Direction to be provided in the early spring 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)
  - COVID
  - 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 graduate students are required to follow the expectations of the sites that are obtained for them. **The 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.**

- **TB Test options** (Deadline to submit official documentation is December 1):
  - **Submit a negative read on a 2-step tuberculin skin test (TST)** (Single TB skin test (placed & read) followed by a second single TB skin test.) Results of an updated TST are required annually thereafter.
    OR
  - **Provide results from TSTs for each of the past 2 consecutive years.** Results of an updated TST are required annually thereafter.
    OR
  - **Provide results of a negative blood test (IGRA) – QuantiFERON Gold or T-Spot.** Results of an updated IGRA or TST are required annually thereafter.
    OR
  - **Provide documentation of a negative chest X-ray.** Documentation of an updated chest X-ray, TST, or IGRA are required annually thereafter.

- It is growing increasingly 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
  - Drug screening
  - Additional criminal background check(s)
  - Physical
  - N95 Fit Testing

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 the above requirements will be documented in your CALIPSO account.