

Residential GRADUATE STUDENT HANDBOOK

2026 – 2028

Speech, Language, and Hearing Sciences
Department

University of Wisconsin
Eau Claire



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INTRODUCTION

This *Handbook* provides information about policies, people, places, procedures, rules, and facts that affect you as a graduate student in Speech, Language, & Hearing Sciences (SLHS) at the University of Wisconsin-Eau Claire. The information included in the *Handbook* should assist you in answering many questions about your SLHS 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 clock hour records, financial assistance notification, Praxis scores). Keep your own records up to date. During the advising and the Graduate Orientation sessions, I will provide more information that you will want to keep handy, including your SLHS Graduate Degree Plan.

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:

Ms. Angela Sterling-Orth, SLHS Residential Graduate Program Coordinator
Ms. Miranda Browning, SLHS Residential Grad Program Advisor
Speech, Language, and Hearing Sciences Department
University of Wisconsin – Eau Claire
Eau Claire, WI 54702-4004

Note: Students who start the UWEC-SLHS graduate program agree to an understanding of information contained in this handbook. If you have questions about any of these policies/procedures, please ask (sterliaj@uwec.edu) PRIOR TO the start of your program.

PROGRAM FACILITIES & PERSONNEL

HUMAN SCIENCES AND SERVICES BUILDING

The **Speech, Language, and Hearing Sciences Department** is 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 54703 as the address to input into GPS to find the building. A first-floor plan of the building appears on page 4 of this handbook; all the SLHS 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 SLHS courses. All the SLHS graduate courses will be taught in classrooms in this building or in our conference room (HSS 151).

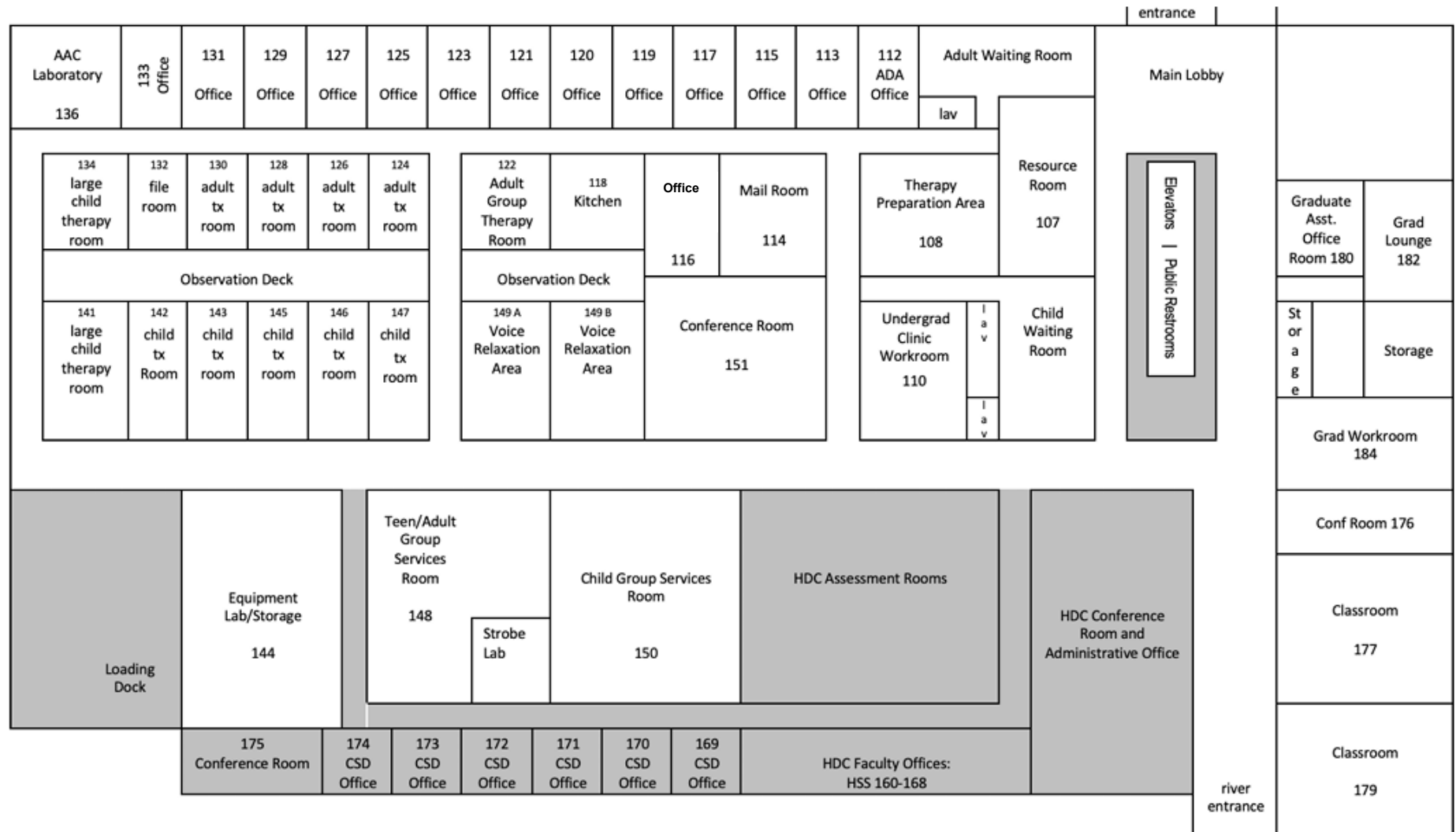
Offices in the Department are assigned as follows (as of July 2025):

HSS 112 – Ms. Melissa Wallace	HSS 131 – Ms. Lindsay Pohlen
HSS 113 – Ms. Cecily Weber	HSS 133 – Ms. Miranda Browning
HSS 115 – Dr. Abby Hemmerich	HSS 135 – AAC Lab
HSS 117 – Dr. Jerry Hoepner	HSS 169 – Dr. Lesley Mayne
HSS 116 – Ms. Holly Munion	HSS 170 – Ms. Megan Figg
HSS 119 – Dr. Brian Orr	HSS 171 – Ms. Laura Prince
HSS 120 – Dr. Tom Sather	HSS 172 – Dr. Becca Jarzynski
HSS 121 – Dr. Bryan Brown	HSS 173 – Ms. Brenda Lee Locher
HSS 123 – Ms. Kelly Muller	HSS 174 – Ms. Shannon Collins
HSS 125 – Ms. Angela Sterling-Orth	HSS 214 – Ms. Kristin Scheibe
HSS 127 – Dr. Sarah Schellinger	HSS 215 – Ms. Ashley Stokely
HSS 129 – Dr. Charlotte Clark	HSS 217 – Ms. Nicole Jones

The Human Development Center (HDC) is an interdisciplinary assessment clinic where many of our graduate students participate in interprofessional assessments with students and faculty from six disciplines: Speech, Language, & Hearing Sciences, Nursing, Reading, School Psychology, Social Work, and Special Education. The HDC office is located in HSS 160, and the assessment, observation, and conference rooms are located in the block of rooms adjacent to and behind the office.

HUMAN SCIENCES& SERVICES- Floor Plan: First Floor

Water Street



FACULTY AND STAFF OF SLHS DEPARTMENT

Dr. Bryan Brown has been with the department since 2018. Originally from Michigan, he completed bachelor's and master's degrees at Western Michigan University. He worked in medical and education settings before obtaining his PhD and 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 stuttering and cluttering courses, gender affirming voice and communication treatment. At UWEC he currently teaches courses on stuttering and cluttering, speech and hearing science, and sometimes helps with voice and resonance disorders.

Ms. Miranda Browning joined our department in the summer of 2025. She completed her Bachelor of Science in Psychology at the University of Oklahoma in 2007 and obtained her Master of Science in Communication Sciences & Disorders at the University of Texas at Dallas in 2009. She completed her clinical fellowship year in Texas at a skilled nursing facility, then transitioned to the acute care setting where she developed a strong passion for dysphagia management in patients across the lifespan. In pursuit of this interest, she obtained her board certification in swallowing and swallowing disorders (BCS-S) in 2017. Miranda's clinical interests include dysphagia in medically complex patients, tracheostomy management, and feeding difficulties in infants with craniofacial anomalies. In our department, she teaches courses in dysphagia, anatomy & physiology, and phonetics. She also provides clinical supervision.

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 Professor and Undergraduate SLHS 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 speechlanguage 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 is the faculty advisor for both the residential and online undergraduate SLHS students and coordinator of UWEC's Speech Language Pathology Assistant Certificate program. She teaches courses in introduction to the major, clinical practicum seminar in speech language pathology assistant, and an interdisciplinary course for firstyear students. Areas of interest include speech and language development and intervention for school aged children. She is also the adviser for our local chapter of National Student Speech Language Hearing Association (NSSLHA).

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, speech-sound disorders, 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.

In the UWEC Speech and Language Clinic, she provides clinical supervision in her interest areas, teaches the

online Sign Language course, the online Speech Sound Disorders course, and one face to face section of the Intro to SLHS course. She is also the advisor for students in the post-baccalaureate program.

Dr. Abby Hemmerich, SLHS Chair joined our department in January of 2011 and 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 topics related to teaching & learning 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 and Assistant Chair 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 Neurological Aspects of Communication and Cognition, Acquired Cognitive Disorders, and Counseling in Speech-Language Pathology. Jerry co-facilitates the Blugold Brain Injury Group, Mayo Brain Injury Group, Thursday Night Poets, Chippewa Valley Aphasia Camp, Brain In-Com, ConnectABlility, Brain Injury Caregivers Group, and the Brain Injury Screening Clinic. His research addresses video self-modeling interventions for individuals with cognitive communication disorders, poetry, co-design, project-based interventions, group interventions, aphasia camp outcomes, motivational interviewing, counseling methods and training, healthcare perceptions and disparities, 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. He is co-chair of the counseling training subgroup of the International Aphasia Psychological Care consortium and the co-chair of the Aphasia Access Conversations Podcast team. 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 Taylor & Francis Routledge 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 Communication Sciences and Disorders. Also in 2023, he was awarded the Aphasia Access President's Award.

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 UWEC Speech and Language Clinic 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 SLHS.

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 is an associate professor at the University of Wisconsin – Eau Claire (UWEC) in the Speech-Language and Hearing Sciences (SLHS) department where she teaches graduate and undergraduate students in AAC and speech sound disorders. She joined the faculty in 2020. Her research specialties are in her teaching areas, autism spectrum disorders, and pedagogy. Her practical clinical experience stems across the lifespan that allows her to bring authentic applications to her students. Teaching at the undergraduate and graduate level means her students are active learners and members of her research teams to guide the next generation of SLPAs, SLPs, professors, and researchers which is consistent with the SLHS faculty at UWEC. Selected publications include *Introduction to AAC* (Plural Publishing, 2027), co-authored *AAC for Children with Complex Communication Profiles* with Dr. Sharon Rogers (Routledge, 2020), and *Let's Talk Social Skills* 2nd ed. (Routledge, 2019).

Ms. Kelly Muller joined our department on a part-time basis in the summer of 2020 supervising student clinicians and continued in this capacity through the spring semester of 2022 while practicing in the school setting. She began working full-time at UWEC in the fall of 2022, supervising undergraduate and graduate student clinicians, and teaching undergraduate courses on clinical procedures and child language disorders. Ms. Muller earned her bachelor's degree in psychology from UW-Madison in 1995. She later completed the post-baccalaureate sequence at UW-Eau Claire and earned her master's degree at UW-Eau Claire in 2013. She is currently working on her education doctorate through Winona State University. For nine years she worked as a school-based clinician in a rural Wisconsin district serving students aged 3 through 21 with a variety of communication needs. In this role, she 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. In addition to teaching and supervision, she is engaged in student/faculty research. Ms. Muller, along with colleague Ms. Lindsay Pohlen, collaborated with student researchers on a project exploring the expectations of new student clinicians for the clinical supervision process. Her dissertation work will be an outgrowth of this collaboration.

Ms. Holly Munion joined our department in January of 2026. She serves in the department as the Speech Language Pathology Assistant (SPLA) Compliance Specialist. She supports clinical program operations by managing the orientation and compliance processes for SLPA clinicians. She earned her associate's degree in arts and science from UW-Milwaukee.

Dr. Brian Orr joined our department in the fall of 2020. Before completing his Ph.D. at the University of Florida in 2020, Dr. Orr worked with middle and high school students as a school-based speech-language pathologist. In his role at UWEC, he teaches coursework and provides clinical training focused on the interdisciplinary assessment and treatment of language and literacy disorders. Dr. Orr is the faculty supervisor for the speech-language pathology teams assigned to the Human Development Center and Language and Literacy Clinic. His research interests focus on integrating the interdisciplinary concept of human flourishing within the field of speech-language pathology, emphasizing character and virtue development. He also conducts research as a member of the UWEC SoTL Lab (scholarship of teaching and learning) and is interested in exploring ways to

improve educational support for families engaged in home education. Dr. Orr is a founding member of the US Raising Awareness of Developmental Language Disorders (RADLD) group.

Ms. Lindsay Pohlen, Clinic Director, joined our department full-time in the fall of 2023, having previously done some online adjunct teaching. She earned her bachelor's degree in Speech/Language/Hearing Sciences from Minnesota State University Moorhead and her master's degree in Communication Sciences and Disorders from the University of Wisconsin – Eau Claire. She worked for eight years as a pediatric speech-language pathologist at S.P.O.T.S. House, a pediatric outpatient clinic in Chippewa Falls, Wisconsin; during her time at S.P.O.T.S. House, she also provided speech and language services through the Eau Claire County and Chippewa County Birth-to-Three programs. Ms. Pohlen then transitioned to working as a school-based speech-language pathologist for seven years, serving students in the Gilman School District and in the Chippewa Falls Area Unified School District. She has a wide range of experience working with children from various backgrounds and with a variety of communication needs. During her time as a pediatric speech-language pathologist, Ms. Pohlen regularly hosted pre-externship and externship students from UWEC, leading to a special interest in mentoring student clinicians. Her other areas of interest include intervention with young children and their families, treatment of pediatric speech sound disorders, and implementation of service delivery models. Ms. Pohlen teaches undergraduate coursework in facilitating communication and clinical methods and graduate coursework in school SLP methodology; she provides clinical supervision at the UWEC Speech and Language Clinic and also serves as the clinic coordinator; additionally, Ms. Pohlen coordinates school practicum experiences for residential graduate students.

Ms. Laura Prince is a Clinical Assistant Professor who joined the department in 2021. She completed her bachelor's and master's degrees at UWEC and has been working in the field since 2014. Ms. Prince's career experience is in adult rehabilitation in a variety of settings including home health, inpatient, outpatient, skilled nursing, and teletherapy. She continues to provide speech-language pathology services on an asneeded basis at a local hospital. Ms. Prince's areas of interest include voice disorders, gender-affirming voice and communication, dysphagia, aphasia, and cognitive communication. Ms. Prince has a great enthusiasm for voice and Parkinson's-related programs in Speech & Language Clinic. She balances her time between teaching voice disorder and anatomy & physiology courses and doing clinical supervision.

Dr. Tom Sather After an inauspicious start as a transfer student at UW-Eau Claire in the late 1990s, Dr. Sather pulled his navigation skills together, found the right classrooms and finished his undergraduate and graduate degree as a Blugold. He joined the Department in 2008 as adjunct faculty, teaching Motor Speech Disorders, and in 2013 transitioned to a full-time faculty member. 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, and is an Assistant Professor of Neurology at Mayo Clinic College of Medicine, 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 Network since its inception in 1997 and the Chippewa Valley Aphasia Camp since 2003. He currently serves as a board member and staff member for both programs. He is past president of the Wisconsin Hearing and Speech Board, past president of Aphasia Access, and an ASHA Fellow. His research and teaching interests center around the areas of stroke, aphasia, the lived experience of aphasia, community service-delivery models, medical speech-language pathology, flow, and the scholarship of teaching and learning (SoTL).

Dr. Sarah Schellinger holds 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

social influences on speech perception, traumatic brain injury, 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. At the graduate level, she currently teaches Motor Speech Disorders and provides clinical supervision.

Dr. Nicole Smith joined our department in 2018. She completed her bachelor's degree at UWEC and then her doctorate degree at UW-Stevens Point/Madison consortium program for audiology. After obtaining her AuD she has gained experience while practicing in a medical setting, an ENT office, the public schools, and currently works full time at an audiology private practice. She has particular interests in tinnitus, central auditory processing disorders, and adult amplification. When she is on campus, she teaches basic audiology and supervises graduate students with hearing screenings.

Ms. Angie Sterling-Orth, Graduate Program Coordinator and Clinical Professor, joined the department in 2002. She earned her bachelor's and master's degrees in communication disorders from UWEC. She spent her first years in the field working in the public schools, specializing in work with early childhood, early elementary, and in a program for deaf middle schoolers. Following her time 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 supervisor training, and using innovative technologies for instruction and service delivery. Ms. Sterling-Orth co-authored the text *Guide to Clinical Supervision* (2026).

Ms. Melissa Wallace joined the Department in Spring 2026 as the academic department associate. She earned her bachelor's degree in psychology-Behavior Analysis from UW-Eau Claire. Her role serves as operations manager for the Department and for the UW-Eau Claire Speech & Language Clinic. She coordinates the departmental budgets, assists the clinic director in administration, arranges ASHA approved professional seminar events, and serves as administrative assistant to the department administrators. She was in this role previously from 2017-2023.

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 as the compliance specialist for off-campus clinical placements, coordinating 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 important matters related to the campus and the Department.

- ❑ **Your Right to Know** is a website on the UW Eau Claire website that contains links to important information about students' rights, responsibilities, and support services: [Your Right to Know: A Guide to Safety Policies \(uwec.edu\)](#)
- ❑ 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: [Blugold Mobile ID Card | UW-Eau Claire \(uwec.edu\)](#). 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: [McIntyre Library | University of Wisconsin-Eau Claire - McIntyre Library \(uwec.edu\)](#). The SLHS specific library page is: [Communication Disorders - LibGuides at University of Wisconsin-Eau Claire \(uwec.edu\)](#). 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: amdahlmj@uwec.edu.
- ❑ Blugold Central is your one-stop-shop for all campus inquiries: [Blugold Central | UW-Eau Claire \(uwec.edu\)](#). 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 SLHS 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/>.
- ❑ To make a **phone call** from one campus location to another, dial **36**, and then the **four-digit extension** (campus telephone numbers start with "836"). If you are calling an off-campus number in the local dialing area, dial "9" first for an outside line. After you hear the dial tone, dial the area code + seven-digit number. The State Telephone System (STS) line should be employed for all long-distance professional business calls; it is critical to dial "8" when placing such a call. No personal calls should be made from Department telephones by students. (Instructions for using the STS line are posted near the telephone in HSS 108).
- ❑ A graduate student study area is located on the fifth floor of the library (5029). Access is by combination lock; you can get the combination from the circulation desk. You may wish to acquire a locker for your use at the library for a semester fee. Inquire at the Main Circulation Desk.
- ❑ The **UWEC Housing Office** dispenses information about on-campus and off-campus housing for students: [Housing | UW-Eau Claire \(uwec.edu\)](#). This office is located in Crest Wellness Center 222 on the upper campus. Most SLHS graduate students live off-campus during their graduate programs, although recently several students have stayed at the Chancellor's Hall, a suite-style dorm. If you would like assistance contacting other SLHS graduate students about housing, talk with the SLHS Graduate Coordinator.
- ❑ Most graduate students live off-campus and find that **having a car** is more a necessity than a luxury. Previous graduate students have suggested that future graduate students be discouraged from trying to commute daily from outside of the Eau Claire area, but it has been done despite the winter weather. It is essential to have access to a car by the time a graduate student is participating in pre-externships and the final, full-time externships.
- ❑ UWEC, and specifically the HSS building, uses centralized printing services. Scanning your Blugold ID allows you to print your print job from any photocopier on campus. More detailed information about scanning and printing for UWEC students is located here: [Services: FollowMe Multifunction Devices - Printing, Copying, Scanning \(uwec.edu\)](#). University Printing Services is located in the basement of Schofield Hall, and is useful for special projects, thesis printing and binding, and resumes: <http://www.uwec.edu/printing/>.

ACADEMIC REQUIREMENTS

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 Health and Human Sciences**; and (5) the **Speech, Language, & Hearing Sciences Department**. Therefore, information about completing these various requirements is included in this *Handbook* on the following pages. Each graduate student in SLHS 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.

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: [2020 Certification Standards in Speech-Language Pathology \(asha.org\)](https://www.asha.org/certification). 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](https://www.asha.org/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 **SLHS 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 Speech, Language, and Hearing Sciences. **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 SLHS 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 SLHS 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 SLHS 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 ensure that all graduates leave the program ready for success on the Praxis exam and the CFY experience.

- All SLHS 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 only include **Aural Rehabilitation/Hearing**.
- Students may not attempt the Aural Rehab exam 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 Aural Rehabilitation.
- Exam is 45 multiple-choice items. Taken in the summer after the first year of the graduate program.
- If the student does not receive a 70% or higher on the exam, they must successfully complete a case study application in aural rehab.
- If a student fails the exam and the Case Study Application, they will be required to enroll (or re-enroll) in the Aural Rehab 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.

UNIVERSITY ACADEMIC REQUIREMENTS WITHIN THE COLLEGE OF HEALTH and HUMAN SCIENCES

The Graduate Catalog is available 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 SLHS credits** to be eligible for **the Master of Science in Speech-Language Pathology**. 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** is permitted with approval of the student's advisor. A grade of B or better is required in any transfer course accepted for credit toward a master's degree. During the first meeting with your advisor, discuss any transfer credits you have earned. A form (found on [Graduate Studies website](#)) is used to seek approval for transfer credits to be applied toward your master's degree. Once completed, the form is sent to the Associate Dean of the College of Health and 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 12 graduate credits of SLHS coursework taken at UW-Eau Claire prior to starting graduate school may be applied to your master's degree. If a student took an **undergraduate course** which fulfills a graduate requirement, the form is submitted confirming that the course fulfills a requirement (but it cannot be counted toward the 54 graduate credits).

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

Thesis or Comprehensive Exam:

During your first semester on campus, it is best to decide whether you wish to include a thesis in your graduate program. If you are considering doing thesis research, contact the Residential Graduate Coordinator before the end of your first fall semester to discuss the overall timeline for completing a thesis and to determine which academic faculty might be the best fit to serve as your thesis mentor. If you elect to pursue the **thesis plan**, you must accrue 48 or more SLHS graduate credits (academic course and clinic credits) in addition to your 4 thesis credits (for a total of at least 54 credits). Upon completion of the thesis, you must pass an oral examination related to the thesis. The following individuals must be included on the oral comprehensive examination committee: (a) the student's thesis advisor, (b) another SLHS graduate faculty member, and (c) a graduate faculty member from outside the SLHS department. The oral examination must be passed by the student selecting the thesis option before a master's degree is awarded. A student authoring a thesis is not required to take the written comprehensive examination.

If you do not author a thesis, you must accrue 54 graduate credits (academic course and clinic credits) and pass a **comprehensive examination** during the fall semester of their 2nd year. 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 first 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.

All Grad Students (thesis and comps options): By the end of the first week of the semester during which you plan to graduate, you must submit to the Graduate Studies office, an **Application for Graduation**. This process is located within CampS/Fluid.

ACADEMIC REQUIREMENTS FOR THE DEPARTMENT OF PUBLIC INSTRUCTION

Students completing the UWEC, SLHS graduate program will be automatically eligible for Wisconsin educator licensing (i.e., WI DPI speech-language credential). This includes:

1. Take and pass SLHS 749 (Child/School Methods) course.
2. 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.
3. Liaison supervision including two different observations of the graduate student in service delivery during the public-school externship.
4. Earn 100 or more clock hours in the public-school setting.
5. Take and pass the Praxis II examination. Be certain to indicate to have your Praxis test results sent to UWEC when you take that exam.

SPEECH, LANGUAGE, & HEARING SCIENCES DEPARTMENT ACADEMIC REQUIREMENTS

The requirements of the Speech, Language, and Hearing Sciences Department are summarized below. Additional information is available in the **UWEC Graduate Catalog**. You must register as a **full-time graduate student** during each semester and summer session to retain your admission as a full-time student in the program. "Full-time" is defined as nine credits or more during the fall and spring semesters and at least six credits during summer session. Any change from full-time to part-time status must be approved by the SLHS graduate faculty.

Of the minimum **54 SLHS graduate credits required** for the SLHS 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 coursework in their graduate programs or to receive advisor approval for equivalent prior earned credits:

SLHS 648	Aphasia and Related Disorders (3)
SLHS 706	Language Assessment (3)
SLHS 715	Research Procedures in Speech, Language, & Hearing Sciences (2)
SLHS 716	Essential Applications in Speech, Language, & Hearing Sciences (1)
SLHS 725	Counseling in Speech, Language, & Hearing Sciences (2)
SLHS 726	Upper Airway Disorders (3)
SLHS 729	Augmentative and Alternative Communication (3)
SLHS 737	Dysphagia (3)
SLHS 748	Motor Speech Disorders (3)
SLHS 752	Fluency Disorders (3)
SLHS 754	Acquired Cognitive Communication Disorders (3)
SLHS 774	Pediatric Dysphagia (1)
SLHS 731	Child/Adolescent Language Intervention (3)
SLHS 723	Speech-Sound Disorders in Children (3)
SLHS 799	Professional Practice Seminar (during final externships) (1)
SLHS 749	Birth to 21 Methods (4)
SLHS 750	Rehabilitation Methods in Communication Disorders (2)
SLHS 779	Thesis (6)—Optional

Graduate courses may be taken in departments outside SLHS but cannot be counted toward the 54 required SLHS credits. Non-SLHS elective courses typically are chosen from areas of study such as psychology, special education/early childhood, education, linguistics, and other related fields.

All residential graduate students complete two half-semester externships within public school or (re)habilitation settings. Most students select one school externship and one (re)habilitation externship, but under the new ASHA guidelines, students may select a whole semester experience in either environment.

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

The typical **semester-by-semester plan** for taking required SLHS graduate courses is presented in the **SLHS Graduate Degree Plan**. If for any reason you deviate from the usual sequence, be sure to consult with your advisor so that appropriate plans may be discussed and you do not end up failing to accrue an appropriate

array of 54 credits over the next two years. Graduate courses are not offered every semester, so it is critical that you plan ahead.

In addition to SLHS coursework, all students must have completed coursework in Human or Animal Biology, Physical Sciences (Physics or Chem), Social Sciences, Sign Language, and Statistics to meet the academic requirements for ASHA certification. If you did not complete this coursework as part of your undergraduate degree or post-baccalaureate program you must add these courses to your graduation degree plan.

Finally, you will register for a total of 14 clinical credits across your graduate program. The following standard sequence is the most common for full-time graduate students:

- First fall—SLHS 769 for 1 credit of clinic (approximately 4-6 hours per week of clinic)
- First spring—SLHS 769 for 1 credit of clinic (approximately 6-8 hours per week of clinic)
- Summer—SLHS 769 for 1 credit (approximately 2-3 full days per week off-campus)
- Second fall—SLHS 769 for 1 credit of clinic (approximately 4-6 hours per week of clinic)
- Second spring—SLHS 780 and 781 (five credits each)—two full-time, 9-week externships

Our graduate program is designed so that by the end of your master's degree program you will meet the academic requirements of ASHA for the CFY-SLP. The fact that you have satisfied these requirements needs to be documented in the **SLHS Graduate Degree Plan**. In general, the SLHS Graduate Degree Plan provides a mechanism for checking to see whether a student meets ASHA, College of Health and Human Sciences (COHHS), and departmental academic requirements. The section, **CAA Academic Documentation for the CCC-SLP**, is specifically designed to document how your undergraduate and graduate coursework satisfies ASHA requirements. An approved SLHS Graduate Degree Plan should ensure that the student will meet all academic requirements by the date of intended graduation.

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. Furthermore, the portfolio acts as a repository for a range of documents highlighting the graduate student's progress towards a collection of specific ASHA Professional Practice competencies including:

Attribute	Portfolio/Seminar Component
Accountability	Data collection management and EMR activity Annual Self-Assessment Tool
Integrity	Mandated reporting content and quiz Cultural Responsivity Self-Assessment
Effective Communication Skills	Using and responding to supervisory feedback tasks Annual Self-Assessment Tool
Clinical Reasoning	Creating customized therapy materials activity Service delivery models work Lesson planning essentials Annual Self-Assessment Tool
Evidence-Based Practices	Evidence-mapping work ASHA SLP Self-Reflection Tool
Concern for Individuals Served	Mandated reporting content and quiz Client-centered services activity Cultural Responsivity Self-Assessment
Professional Duty	Clinical supervision preview ASHA SLP Self-Reflection Tool

Collaborative Practice	Conflict-resolution work ASHA SLP Self-Reflection Tool
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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 on the Grad Residency Weeks Canvas site.

Academic Remediation Process

All graduate academic coursework is tracked on the transcript on a letter grade system including + and – options. Graduate students must meet several academic standards to continue in their graduate studies and complete the master's degree in SLP. First, a minimum GPA of 3.0 must be achieved and maintained through the entirety of the graduate program. Further, a letter grade of “C” or higher must be earned for all academic courses. Failure to achieve a “C” or better requires a petition to retake the course. Finally, in addition to achieving a passing grade in an academic course, the graduate student must meet all ASHA Knowledge and Skills outcomes (i.e., KASA standards) outlined in the course syllabus. Keep in mind, a graduate student can earn an “A” or “B” in a course but still have KASA outcomes associated with the course that require remediation. The remediation process for failure to meet specific course outcomes includes meeting with the instructor and Grad Program Coordinator to establish a specific plan for remediation including resources/support provided by the instructor/program and performance/outcome expected by the graduate student. A timeline is also established. The written comprehensive exam has a separated and detailed remediation process. If a student fails one or both questions, the following procedure occurs:

1. Student will re-do the question/questions failed
2. Student will receive general guidance on the content areas in need, and what needs to improve in general
3. Student will not have to redo the question they passed
4. Student will submit paper proposal by last day of January
5. Oral defense occurs by end of February

Note: Written response and oral defense will follow the same format, with same expectations as the first time. If student fails again, they will repeat a comprehensive exam process the following semester and delay graduation by one term.

LICENSURE IN THE STATE OF WISCONSIN

Any student who fulfills degree requirements in the full-time SLHS graduate program meets WI state licensure requirements for the health (DSPS) and educational (DPI) settings. Students planning on licensure in other states should investigate those requirements at the beginning of the graduate program. Never work as an SLP without your license! Work with your graduate program coordinator if you discover licensure requirements in other states that may pertain to your needs in the graduate program.

CLINICAL REQUIREMENTS AND PROGRAM

Clinical Prerequisites

In addition to prerequisites students meet to be admitted to the SLHS graduate program, the following expectations are held for each student prior to working with clients and accruing practicum clock hours on or off campus:

1. **Observation Requirement**—25 clock hours of observation in SLHS are required to begin any clinical practicum experience. If you do not meet this requirement prior to the start of the graduate program, SLHS 370 (Clinical Procedures) is offered by UWEC each summer and this can be taken to allow a graduate student to meet the observation requirement during the first summer of the graduate program sequence. Students must submit signed documentation of the 25 observation hours by the start of the graduate program.
2. **Prerequisite Coursework Requirement**—Graduate students must have already had or be currently enrolled in the disorder 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. **Health Requirements**— Standard immunizations that must be documented (ANNUALLY) as current (prior to off-campus medical placements):
 - Tetanus, Diphtheria, Pertussis (Tdap)
 - Varicella (i.e., chicken pox)
 - Measles, Mumps, Rubella (MMR)
 - Hepatitis B
 - COVID-19 (two-shot sequence + booster)
 - Seasonal influenza (1 dose annually, late-fall)
 - Baseline 2-step TB skin test or IGRA (QuantiFERON, T-Spot) followed by annual single update

Students should also be aware that it is growing increasingly common for the following items to be required for medical placements. If required by a site, students must complete these requirements at their own expense:

- BLS/CPR Certification for Healthcare Providers
- 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)
- N95 Fit Testing
- Physical

It is critical that students do not lose a placement due to unwillingness to comply with any expectation, even if it means an additional expense. 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. Students will submit compliance documentation to the department. Records will be kept on file in CALIPSO and sent to sites if required.

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. Students who wish to request any exemptions must meet with the Grad Program Coordinator (Ms. Sterling-Orth) to discuss possible impacts on clinical placements, progression through the program, and graduation. Failing to meet one or more the requirements above may have negative impacts on the program’s ability to provide clinical experiences, including externship placements, required for graduation. These impacts may include extension of the student’s program and/or failure to meet graduation requirements.**

Residential Program Clinical Sequence

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

First Semester: Graduate students are assigned to approximately **four to six hours of therapy** practicum per week, which is the approximate equivalent of **1 credit**. The Clinic Coordinator gathers information about graduate students’ previous clinical experiences and preparation during the orientation meeting. The Coordinator then assigns each graduate student to clients and supervisors, considering the student's schedule, needs, and preparation. At the close of every term, the Coordinator meets with the graduate students to gather information for planning the coming term. By the close of first semester, all graduate students are expected to have earned approximately **50-60 clock hours**. Prior to the first semester in clinic, students complete the set-up process for their online CALIPSO account, which is used for tracking knowledge, skills, and clock hours throughout their graduate program. CALIPSO is paid for through a one-time fee of \$125 (paid by student).

Second Semester: Graduate students are assigned approximately **six to eight hours of** practicum per week, for **1 credit of clinic**. During this semester, all graduate students are assigned to **one diagnostic team**, which will typically meet on alternating weeks. Some graduate students may receive a pre-student teaching off-campus practicum experience during this second semester (for approximately four clock hours per week). Early in the second semester, the graduate student must submit requests for and assist with securing pre-externship sites for summer session (see below for more details). Planning for final externship experiences also starts during the Spring Semester. By the close of second semester, all graduate students should have accrued approximately **100-125 clock hours TOTAL**.

Summer Session: Graduate students enroll in **1 credit of clinic** during summer session. All graduate students will receive a summer clinical experience for approximately **two days per week (for 9 weeks)**. These placements can be in the on-campus speech and language clinic or in community settings in more distant locations. Placements typically begin the Tuesday after Memorial Day and continue until the third week of July. Graduate students are expected to have earned approximately **150-175 clock hours TOTAL** by the end of summer session.

Third Semester: All graduate students are assigned to a minimum of **one on-campus therapy experience, one diagnostic team, and a hearing screening team** for **1 credit of clinic**. Anyone who has not yet had a pre-student teaching experience will do so this final semester on campus. By the close of the third semester, all graduate students are expected to have accrued at least **200-225 clock hours** in preparation for their externships. If a student enters graduate school with no clock hours, or if a student plans two externships in medical settings (where often fewer hours are accrued), the student is responsible for seeking out additional experiences to help build more clock hours prior to the externship experience.

Fourth Semester: All graduate students are assigned to **two nine-week externship experiences**. If a student wants to be recommended for a DPI license, one externship setting must be in a public school. The school-based SLP serving as the cooperating teacher/mentor must have a WI state teaching license or the equivalent, based on the requirements of the state in which they serve as a school-based SLP. The other externship environment is in a non-school setting, which would include settings such as hospitals, (re)habilitation centers, and extended care centers, as well as birth-to-three programs. Students will be permitted to fulfill their externship requirement at one or two facilities. Externships can be in the Chippewa Valley or in other locations. Students will have worked with the off-campus practicum coordinator to determine appropriate and reasonable sites. A University liaison supervisor is assigned for every off-campus externship. For school placements, the University supervisor is required to conduct two half-day visits to satisfy DPI requirements. If a birth-to-three externship is desired, the graduate student **MUST** have completed the graduate-level early intervention course as well as an eight-week pre-externship in an adult medical setting during a previous semester of clinic. By graduation, a total of **400 clinical clock hours** must be accrued.

The CALIPSO Program

The UW-Eau Claire graduate program in SLHS uses the CALIPSO web application for tracking the development of knowledge and skills for each graduate student. In addition, CALIPSO allows for tracking of clock hours and competencies. CALIPSO is a web-based application that manages key aspects of clinical education designed specifically and exclusively for speech-language pathology training programs. It offers the unique feature of interactive and customized data dashboards that enable knowledge management between the clinical administrator, supervisor, and student. At the start of the graduate program, each graduate student sets up his/her own CALIPSO profile. Then, throughout the graduate clinical and coursework sequences, each graduate student must adhere to departmental notifications and policies for keeping his/her CALIPSO account current and complete. More information is provided throughout the program by instructors, supervisors, graduate program coordinator, and clinic director. CALIPSO requires a one-time registration fee of \$125 (paid by the student). This provides you with lifetime access to your CALIPSO account.

GRADUATE STUDENT CLINICAL HOURS REQUIREMENTS

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

ASHA Council for Certification for the CCC-SLP

- A. Total Supervised Clinical Observation and Clinical Practicum: **400** clock hours (c.h.)
- B. Clinical Observation: **(25** c.h.)
- C. Clinical Practicum: **(375** c.h. total)
- D. **325** c.h. at graduate level in the area in which the certificate is sought (SLP)
- E. Although the current Certification Standards do not proscribe specific numbers of hours with differential diagnoses or in treatment vs. diagnostics, the standards do stress breadth of clinical experiences during practica, specifically:
"Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities."

As such, clinic hours will be recorded in the following categories to reflect a basic breadth of client diagnoses and experiences with them:

DISORDER AREA:	Child Evaluation hours / no. clients	Child Treatment hours / no. clients	Adult Evaluation hours / no. clients	Adult Treatment hours / no. clients
articulation	/	/	/	/
fluency	/	/	/	/
voice	/	/	/	/
dysphagia	/	/	/	/
language	/	/	/	/
cognition	/	/	/	/
hearing	/	/	/	/
alt comm systems	/	/	/	/

Additional UWEC Minimum Practicum Standards

two clients and 20 hours in Articulation/Phonology Disorders

two clients and 20 hours in Voice Disorders

two clients and 20 hours in Fluency Disorders

20 c.h. in Audiology Area:

10 c.h. in evaluation/screening

10 c.h. in habilitation/rehabilitation

DPI Practicum Standards for School Certification

100 c.h. in the schools

STUDENT WELLNESS

The well-being and success of all SLHS graduate students is held paramount by the SLHS 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 encounter situations and expectations that can tax mental health conditions, off-campus practicum experiences can be particularly challenging.

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

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

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, instructor, immediate supervisor, University Liaison Supervisor, or another faculty member from the 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 off from the practicum experience is deemed necessary.
- Contact the UW-Eau Claire Counseling Services: [Counseling Services | UW-Eau Claire \(uwec.edu\)](https://uwec.edu/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 follows 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. Access the UWEC, SLHS Grad Student Wellness Canvas resources.
2. Contact the Services for Students with Disabilities Office (715-836-5800; Centennial Hall 2106; [Services for Students with Disabilities](#)).
3. Provide current documentation that demonstrates that a disability exists resulting in a substantial limitation to a major life activity and supports the requested services.
4. Be prepared to discuss the accommodations you feel are necessary and appropriate. Follow all appropriate policies and procedures when requesting services and/or accommodations.
5. Make necessary contacts with your advisor, your University Liaison Supervisor, and/or departmental field placement coordinators to discuss how approved accommodations will be provided.
6. 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, and/or the Director of Clinical Programs and make a recommendation to the graduate student to seek assistance from the UW-Eau Claire Counseling Services (715-836-5521), the Dean of Students Office (715-836-5626), or the Services for Students with Disabilities Office (715-836-5800).
4. Remember to maintain a student's right to confidentiality when addressing a mental health issue associated with a practicum student.

SUGGESTIONS AND COMPLAINTS

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

If you do not achieve satisfaction through these routine mechanisms, there are at least two possible avenues to follow to file a formal grievance. One is to file a grievance with the University. Procedures for doing this are described on the *Complaints and Procedures* website: [Complaints and Procedures | UW-Eau Claire \(uwec.edu\)](https://uwec.edu/complaints-procedures)

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: <https://caa.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.

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.

WHOM TO SEE ABOUT WHAT (A General List to Assist You)

Note: Names on this list are current as of summer 2026:

- ✓ **Questions about on and off-campus clinical hours and clinical procedures:** See Residential Clinic Director, Ms. Lindsay Pohlen, or Coordinator of Externship Placements, ASO.
- ✓ **Forms related to the academic graduate program:** See your graduate advisor, Ms. Browning.
- ✓ **Broken equipment:** See Department Associate, Ms. Cecily Weber.
- ✓ **Suggested library purchases:** Contact any SLHS faculty member.
- ✓ **Independent study:** See faculty mentor for the study and complete the eForm; also update your academic advisor Ms. Browning.
- ✓ **Obtaining key for building:** See Ms. Melissa Wallace.
- ✓ **Lost key for building:** See Department Chairperson, Dr. Hemmerich.
- ✓ **Locked out of a room to which you are permitted access:** (715) 577-9045.
- ✓ **Emergency in building when faculty are not present:** Call 911.
- ✓ **Objects lost in building:** See Ms. Melissa Wallace, Ms. Cecily Weber or check at Resource Window.
- ✓ **Planning for treatment or evaluations:** See your clinical supervisor.
- ✓ **Planning your schedule each semester:** See your academic advisor, Ms. Browning.
- ✓ **Suggestions for improvement of graduate program:** See the SLHS Department Chairperson, Dr. Hemmerich, or the SLHS Graduate Residential Program Coordinator, Ms. Sterling-Orth.
- ✓ **NSSLHA membership:** Membership forms are in SLHS Department Office.
- ✓ **Matters related to Student Speech-Language-Hearing Association:** See faculty advisor, Ms. Shannon Collins, or student officers. The organization also has a mailbox in the mailroom.
- ✓ **Undergraduate "junior observers":** See instructor for SLHS 370 Ms. Kelly Muller.
- ✓ **Taking "audit" courses:** See your academic advisor, Ms. Browning, then the course instructor, and then the Department Chairperson.
- ✓ **Questions about requirements:** See *Graduate Student Handbook* or SLHS Department Chairperson, Dr. Hemmerich, or your academic advisor, Ms. Browning.
- ✓ **Lack of knowledge about operating a piece of equipment:** Ms. Cecily Weber or the faculty member or clinical supervisor with/for whom you are using the equipment.

SLHS RESIDENTIAL GRADUATE PROGRAM STATEMENT OF STUDENT EXPECTATIONS

General Requirements

1. Read the SLHS Graduate Student Handbook and understand the expectations stated within.
2. Read the SLHS Clinical Procedures Manual and understand the expectations stated within.
3. Complete a Criminal Background Check (CBC) disclosure form at the start of each year of the graduate program. Failure to pass the CBC process can stall or terminate graduate training.
4. Understand that the SLHS program, COHHS, and UWEC have a policy related to disclosure of and accommodation for students with special needs. It is the student's responsibility to disclose any issues eligible for accommodations. Know that disclosure cannot be done to offer retroactive accommodations.
5. Attend a minimum of three Pro-Sems during their program as partial fulfillment of the ASHA Professional Development outcome as documented in CALIPSO. Attendance will be documented through the sign-in sheet at the Pro-Sem as well as with a one-page written reflection to be added to each portfolio gate.
6. Comply with the ***SLHS Essential Functions*** document and SLHS ***Netiquette*** document (contained in this handbook).
7. Register with CALIPSO (\$125 course fee) for tracking the development of competencies across ASHA-mandated knowledge and skills and logging clock hours and evaluations.
8. Students must use proper UW System-mandated citations when referencing and sharing any course material. Unauthorized distribution of any course material is solely prohibited.
9. Comply with all steps of the Graduate Student ePortfolio process. Submit required artifacts at each checkpoint in CALIPSO.

Credentialing Issues

10. Understand that you must take, pass, and provide the department with your results for the Praxis II speech and language exam prior to being put forth for licensure in speech and language.
11. Understand that the UWEC program in SLHS meets full accreditation of the CAA, which means students successfully completing the program will be eligible for the ASHA Clinical Fellowship Year.
12. Understand that the UWEC program in SLHS meets accreditation of Wisconsin DPI and DSPS which means students completing the program AND passing the Praxis II for speech and language will be eligible for Wisconsin state teaching licensing and SLP healthcare license.
13. Students are responsible for determining the specific requirements for holding a speech-language license or educator license in states other than Wisconsin. If additional requirements exist, students must work with the UWEC, SLHS Grad Coordinator and Director of Clinical Education to determine a plan for meeting additional expectations.

Academic/Degree Issues

14. Earn at least 54 graduate credits in SLHS to be eligible for the Master of Science degree. At least 15 of these credits must be numbered 700 or greater.
15. Earn a C or higher in all ASHA-required coursework taken at UWEC; and maintain a 3.0 GPA. A grade of B or better is required for any transfer course accepted for credit toward the master's degree.
16. Satisfactorily complete either a thesis (6 credits of SLHS 799, plus pass an oral examination) or pass a comprehensive written examination to earn a master's degree. Decide between those two options

and notify the Graduate Coordinator of the choice by the beginning of the second semester in the program.

17. Take and pass the Pre-Praxis exam for ***Aural Rehab.***

Clinical Issues

18. Accrue a total of 400 clock hours to earn the master's degree in SLHS which will include a breadth of experiences.
19. Understand that clinical interactions will be always recorded with digital video and audio equipment in the UWEC Center for Communication Disorders. These recordings are used to document client and clinician performance. Recorded interactions with clients will be viewed and used for clinical instruction purposes. In addition, clinical faculty members may use my recorded performance for highlighting concepts in class and for professional presentations.
20. Understand that all practicum experiences are evaluated using a weighted letter-grade format whereby all supervisors I have been assigned to work with have a contribution towards one consensus grade. A "B" or less in clinic will result in an official Clinical Remediation Plan for the following semester. A "B" or higher is required to have clinic credits count toward the master's degree and to have the clock hours count toward ASHA certification.
21. Students must hold confidential privacy-protected client information viewed through documents and video in all courses and academic and clinical experiences associated with the graduate program.
22. Off-campus pre-externships can be assigned up to 60 miles from campus and travel expenses must be covered by the student.
23. Two final off-campus externship experiences will be full-time, nine-week placements. Either or both placements will be extended if additional clock hours are needed. The first of these experiences starts the first weekday in January following New Year's Day.
24. Graduate students must complete a placement off-campus in an adult/medical setting if requesting a pediatric medical externship for the final semester. This part-time placement will typically be during the summer term.
25. Specific sites and geographic locations for externships can be requested, but no guarantees exist for specific placements.
26. TB testing and submission of immunization records for MMR/DPT, COVID-19, and Hepatitis B must happen within six months prior to off-campus externships. The graduate student must take full responsibility for understanding the expectations of any site and following through on such expectations according to stated timelines. Failure to adhere may stall or delay program may be completion.

ESSENTIAL FUNCTIONS

In addition to the knowledge and skills outlined in standards from the American Speech-Language-Hearing Association, individuals seeking the master's degree in SLHS 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, 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 for a student to meet stated essential functions.***

NETIQUETTE

It is the responsibility of everyone to establish and maintain appropriate netiquette for online learning. We want this to be an environment where all can learn comfortably and effectively. To accomplish this, follow these two basic principles:

- 1) **All electronic exchanges should be respectful and thoughtful.** Since most written electronic exchanges do not account for tone and other extra-linguistic variables, it is easy for people to misunderstand your intent or sincerity. Please choose your words carefully to convey a respectful message on emails, discussion posts, and other electronic exchanges. Don't be too casual or too formal. Remember, if you are seeking letters for recommendation from online instructors at a later time, the most substantial memories they will have of you is related to how you interact with them and your classmates through electronic communication, so make sure it is poised, positive, and clear. Specifically:
 - a. **Always reflect carefully before responding.** Reread your posts/emails before submitting.
 - b. **Do not attack the instructor or peers through your posts/emails.** Avoid ALL CAPS (as it suggests you are yelling). Be careful about exclamation points too. Never post or send a message that you would not be glad to share in a face-to-face format.
 - c. **Do not dominate discussions,** chat rooms, or video conferences. Leave room for everyone to engage. Use questions to bring in others.
 - d. **Value diversity of responses from others.** Do not confront those who believe differently from you. Instead, share facts, feelings, and ask follow-up questions that are designed to gain insight rather than judge others.
 - e. **Keep messages concise.** You and your classmates will often have many posts to read in discussion forums. Staying on-point, yet complete, is appreciated by everyone.
 - f. **Say things that are precise and meaningful and be cautious about use of purely speculative and rhetorical questions.** While these may have a time and place, they are not commonly the types of comments that lead to deeper learning or understanding.
 - g. **Label all postings (in the title line) with the main point you are trying to make,** so that everyone can quickly determine the content of the messages.
 - h. **Use proper spelling and grammar.** Poor writing can make your messages difficult to understand. Avoid slang and offensive language. Always proof what you write.
 - i. **Of course, avoid inappropriate posts including racial jokes, vulgarity, obscenity, or sexual references.**

- 2) **All work you complete and submit online must be your original work.** We expect your responses in discussion forums, on exams/quizzes, and in papers and other projects to be novel (i.e., YOUR unique construction of what you are learning). Here are some specific rules to guide you in this respect:
- a. **NEVER cut and paste directly from the internet to suggest something is your own** as you respond to discussion forums or complete any other work for class (including quizzes, exams, projects, etc.).
 - b. **NEVER copy and paste from your previous work into a later task.** For example, if you have a segment from an earlier chapter summary that might answer an essay question on an exam, you are not permitted to just copy and paste that block of text. You must generate your work in an original fashion for the purpose of each course requirement.
 - c. **Always use appropriate citations** to show that information you are sharing or including in your course work is from a specific source. If you are uncertain of the instructor's specific format for having you include citations, just ask.
 - d. **NEVER copy and paste from professor posts or other course material** into the work you are submitting for this course. This is a form of plagiarism.

SLHS Grad Program MINIMUM Compliance Requirements for Clinical Rotations

- **Submit undergraduate observation hours** (minimum of 25) and any previously earned clinical clock hours **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 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 Titer) (Vaccine is a 3-step process that takes approx. 6 months.)

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 the following items to be required for medical placements. We do not require you to obtain these items but want you to be aware that they may be required by some of your placement sites at some point during your program.
 - **CPR/BLS (Basic Life Support) certification** – Sites typically want certification that is for healthcare providers and includes a hands-on, classroom component. American Heart Association BLS for Healthcare Providers tends to be preferred by hospitals.
 - **Physical** – Documentation from a medical provider that you are free of communicable disease and are physically able to perform the duties of the job.
 - **Drug Screening**
 - **Additional criminal background checks**
 - **Documentation of personal health insurance**
 - **Documentation of personal liability insurance** (we provide you with PROFESSIONAL liability insurance)
 - **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.

CALENDAR OF GRADUATE PROGRAM DEADLINES: RESIDENTIAL PROGRAM

Fall Semester 2026

Aug 27, 28, 31 and Sept 1	Grad Student Orientation (Detailed Orientation Schedule to be provided)
Sept 2	First day of classes
October	Pre-registration advising for Spring Semester Participate in an individual clinical advising meeting with advisor Talk with thesis advisor and select topic (if pursuing thesis) Submit all compliance documentation as directed (e.g., flu shot confirmation, TB testing, MMR/DPT records, etc.) to graduate program compliance coordinator

Spring Semester 2027

Jan 25	Spring classes start
March 15-19	Spring Break
March	Pre-registration advising for summer and fall terms Submit FAFSA and AOP forms for summer and for fall

Summer Term 2027

Pre-Externships	(approximately May 26-July 24, 2027)
Residency Week	(back on Campus)—final week of July
Pre-Praxis for Aural Rehab	in July
Submit fall clinical planning form	to clinic coordinator

Fall Semester 2027

September	Plan/register for PRAXIS to take Fall Semester Apply for Second Year SLHS Scholarships
October	Pre-registration for Spring Semester Submit all compliance documentation as directed to graduate program compliance coordinator
November	Take Praxis Take comps (if not doing a thesis)
December	Submit application for Graduation to Graduate Studies Office

Spring Semester 2028

January	First Externship: 9 weeks (January 3-March 2, 2028)
March	First capstone day on campus (3/3/28) Second Externship: 9 weeks (3/13/28-5/12/28) Update your SLHS Grad Degree Plan and check your Degree Audit on CampS
April	Prepare updated resume
May	Second capstone day on campus (Friday before graduation, May 19, 2028) Graduation & Reception

UNIVERSITY CALENDARS

University of Wisconsin - Eau Claire Detailed Academic Calendar 2026-2027

Academic Calendar							Instructional Days					Days to Note	
AUGUST 2026							ORG				INST		
S	M	T	W	T	F	S	3					17 - First day of faculty contractual period 27-28 - Advising and Registration 31 - Advising and Registration	
						1							
2	3	4	5	6	7	8		MWF			TR		
9	10	11	12	13	14	15		0			0		
16	17*	18	19	20	21	22		M			T W R F		
23	24	25	26	27	28	29							
30	31												
SEPTEMBER 2026							ORG				INST		
S	M	T	W	T	F	S	21				20	1 - Opening Day 2 - Classes begin 7 - Labor Day Holiday-University closed	
		1	2	3	4	5							
6	7	8	9	10	11	12		MWF			TR		
13	14	15	16	17	18	19		12			8		
20	21	22	23	24	25	26		M			T W R F		
27	28	29	30					3			4 5 4 4		
OCTOBER 2026							ORG				INST		
S	M	T	W	T	F	S	22				22		
				1	2	3							
4	5	6	7	8	9	10		MWF			TR		
11	12	13	14	15	16	17		13			9		
18	19	20	21	22	23	24		M			T W R F		
25	26	27	28	29	30	31		4			4 4 5 5		
NOVEMBER 2026							ORG				INST		
S	M	T	W	T	F	S	18				18	25 - Fall Recess begins-No classes 26 - Thanksgiving Day Holiday-University closed 27 - No classes 30 - Classes Resume	
1	2	3	4	5	6	7							
8	9	10	11	12	13	14		MWF			TR		
15	16	17	18	19	20	21		11			7		
22	23	24	25	26	27	28		M			T W R F		
29	30							5			4 3 3 3		
DECEMBER 2026							ORG				INST		
S	M	T	W	T	F	S	15				15	14 - Last day of classes 15-21 - Final Examinations 19 - Commencement 21 - Degree Confer Date 24-25 - Holiday - University closed 28 - Fall 2026 Grades Due 31 - Holiday - University closed	
		1	2	3	4	5							
6	7	8	9	10	11	12		MWF			TR		
13	14	15	16	17	18	19		6			4		
20	21	22	23	24	25	26		M			T W R F		
27	28	29	30	31				2			2 2 2 2		
TOTALS	M	T	W	R	F		MWF	TR	ORG	INST			
	14	14	14	14	14		42	28	79	75			
JANUARY 2027							ORG				INST		
S	M	T	W	T	F	S	14	Winterim			14	1 - New Year's Day Holiday- University Closed 4 - Winterim classes begin 18 - Martin Luther King Holiday-Univ. closed 21-22 - Advising and Registration 22 - Last day of Winterim classes/degree confer date 25 - Classes begin--Spring Semester 27 - Winterim 2027 Grades Due	
					1	2	7	Spring			5		
3	4	5	6	7	8	9							
10	11	12	13	14	15	16		MWF			TR		
17	18	19	20	21	22	23		3			2		
24	25	26	27	28	29	30		M			T W R F		
31								1			1 1 1 1		
FEBRUARY 2027							ORG				INST		
S	M	T	W	T	F	S	20				20		
	1	2	3	4	5	6							
7	8	9	10	11	12	13		MWF			TR		
14	15	16	17	18	19	20		12			8		
21	22	23	24	25	26	27		M			T W R F		
28								4			4 4 4 4		

University of Wisconsin - Eau Claire Detailed Academic Calendar
2026-2027

MARCH 2027							ORG				INST		15-19 - Spring Break 22 - Classes resume	
S	M	T	W	T	F	S					18			
	1	2	3	4	5	6								
7	8	9	10	11	12	13	MWF		TR					
14	15	16	17	18	19	20	11		7					
21	22	23	24	25	26	27	M	T	W	R	F			
28	29	30	31				4	4	4	3	3			
APRIL 2027							ORG				INST <td rowspan="7"></td>			
S	M	T	W	T	F	S					22			
				1	2	3								
4	5	6	7	8	9	10	MWF		TR					
11	12	13	14	15	16	17	13		9					
18	19	20	21	22	23	24	M	T	W	R	F			
25	26	27	28	29	30		4	4	4	5	5			
MAY 2027							ORG				INST <td rowspan="7">7 - Last day of classes--Spring Semester 10 14 - Final Examinations Week 13 - UWEC-BC Commencement 14 - Degree Confer Date 15 - UWEC Commencement 16 - Last Day of Faculty Contractual Period 24 - Classes Begin- 3wk summer interim</td>		7 - Last day of classes--Spring Semester 10 14 - Final Examinations Week 13 - UWEC-BC Commencement 14 - Degree Confer Date 15 - UWEC Commencement 16 - Last Day of Faculty Contractual Period 24 - Classes Begin- 3wk summer interim	
S	M	T	W	T	F	S					10			
						1								
2	3	4	5	6	7	8	MWF		TR					
9	10	11	12	13	14	15	3		2					
16*	17	18	19	20	21	22	M	T	W	R	F			
23	24	25	26	27	28	29	1	1	1	1	1			
30	31													
TOTALS	M	T	W	R	F		MWF	TR				ORG	INST	19- Spring 2027 Grades Due 31- Memorial Day Holiday- University Closed Academic year totals
	14	14	14	14	14		42	28				77	75	
												170	164	

JUNE 2027							11 - Last day of classes--3-wk summer interim 14 - Classes begin--8-wk summer session
S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				
JULY 2027 <td rowspan="5">4 - Independence Day Holiday-University closed</td>							4 - Independence Day Holiday-University closed
S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
AUGUST 2027 <td rowspan="8">6 - Last day of classes--8-wk summer session 11 - Summer 2027 Grades Due</td>							6 - Last day of classes--8-wk summer session 11 - Summer 2027 Grades Due
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					
28	29	30	31				

COLOR KEY

	Commencement		Registration and advising
	Holiday		No classes
	Finals		Study Day
	Classes Begin/Resume		Degree Confer Date
	Last Day of Classes		Grades Due
			ORG Organizational Services

**Department of Speech, Language, and Hearing Sciences
University of Wisconsin – Eau Claire**

**CONFIDENTIALITY ASSURANCE ACKNOWLEDGMENT
SLHS RESIDENTIAL GRADUATE PROGRAM**

All graduate students in the SLHS graduate program will be exposed to and will discuss client-specific information which is confidential under Wisconsin Statutes and HIPAA. Furthermore, all graduate students will be exposed to client-specific information in community settings that are protected by FERPA or HIPAA. This information may include, but is not limited to, audio and video recordings, case studies, anecdotal examples, patient/client direct interactions, and information shared by guest speakers and colleagues.

All graduate students choosing to enroll in this graduate program, by the evidence of their participation in clinical assignments and courses agree that:

- They will not continue discussions about clients/patients/students outside of the face-to-face or online classroom or beyond other approved forums within the stated guidelines of each course or clinical experience.
- They will view confidential course material in private and not share course materials or links that contain this information with any other individual.
- They will hold personal liability for any breach of confidentiality committed.
- Their assurance to these policies extends indefinitely during and following enrollment in the graduate program.

