

Residential GRADUATE STUDENT HANDBOOK

2022 – 2024

(Revised 7-11-22)

**Department of Communication
Sciences & Disorders**



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INTRODUCTION

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

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

Keep copies of any correspondence relevant to the graduate program (e.g., admission letters, clinical clock hour records, financial assistance notification, GRE scores, Praxis scores). Keep your own records up-to-date. During the advising and the Graduate Orientation sessions, I will provide more information that you will want to keep handy, including your CSD 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, CSD Residential Graduate Program Coordinator
Department of Communication Sciences & Disorders
University of Wisconsin – Eau Claire
Eau Claire, WI 54702-4004

sterliaj@uwec.edu

Note: Students who start the UWEC-CSD graduate program are agreeing 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 Department of Communication Sciences & Disorders and the Center for Communication Disorders (CCD) are located in the **Human Sciences and Services Building (HSS)** on the lower campus of the University of Wisconsin-Eau Claire. This building is located across the river from the main campus, near the Haas Fine Arts Building. The front door faces Water Street. To reach the UWEC, HSS building, use 239 Water Street, Eau Claire, WI in your GPS.

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

There are multiple **classrooms** in Human Sciences and Services. HSS 177 and 179 on the first floor and 202, 204, 220, 226, and 247 on the second floor are employed commonly for teaching CSD courses. All of the CSD graduate courses 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 2022):

HSS 112 – Ms. Melissa Wallace	HSS 131 – Ms. Heather Pederson
HSS 113 – Ms. Cecily Weber	HSS 136 – AAC Lab
HSS 115 – Dr. Abby Hemmerich	HSS 169 – Dr. Lesley Mayne
HSS 117 – Dr. Jerry Hoepner	HSS 170 – Ms. Megan Figg
HSS 119 – Dr. Brian Orr	HSS 171 – Ms. Laura Prince
HSS 120 – Dr. Tom Sather	HSS 172 – Ms. 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 216 – Ms. Vicky Goss
HSS 129 – Dr. Charlotte Clark	HSS 217 – Ms. Nicole Jones

Within the existing program facilities, an area provided for graduate students (HSS 184) functions as student work space and a study room. When students are not in classes or involved in clinical activities, they usually work in this room. Students with graduate assistantships use HSS 180 during their first year on campus. There is also a “lounge” room for all graduate students in HSS 182. A telephone is available for students to use for practicum-related, off-campus and on-campus calls (HSS 108). Several desktop computers are located in HSS 116, a confidential computer lab used for viewing video-recorded (DIVA) therapy sessions. Printing is centralized on campus. Students print directly from their computers (or department computers) to one of three printers/copiers located in the department.

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

The **Academic Department Associate's office** is HSS 112. Our Department Associate is Ms. Melissa Wallace. Ms. Cecily Weber, our Program Associate, has an office in HSS 113 and Ms. Brenda Locher is located in 173.

The **Resource Room** (HSS 107) houses clinical and craft materials for checkout and is staffed by students employed to help in the CCD. The adjoining room is designated as the therapy preparation area (HSS 108). There are two waiting rooms for clients (adult and child), one at each end of the resource room.

The Center for Communication Disorders (CCD) includes 12 rooms for individual therapy, special multi-purpose rooms for group therapy (HSS 148, 149A, 149B, and 150), an AAC Laboratory (HSS 136), the speech/hearing science "lab" space (HSS 144), and a kitchen (HSS 118) for therapy. Observation facilities are available for all therapy rooms and all rooms are also equipped with remote-controlled video cameras. Laptop computers are available by contacting the Department Associate.

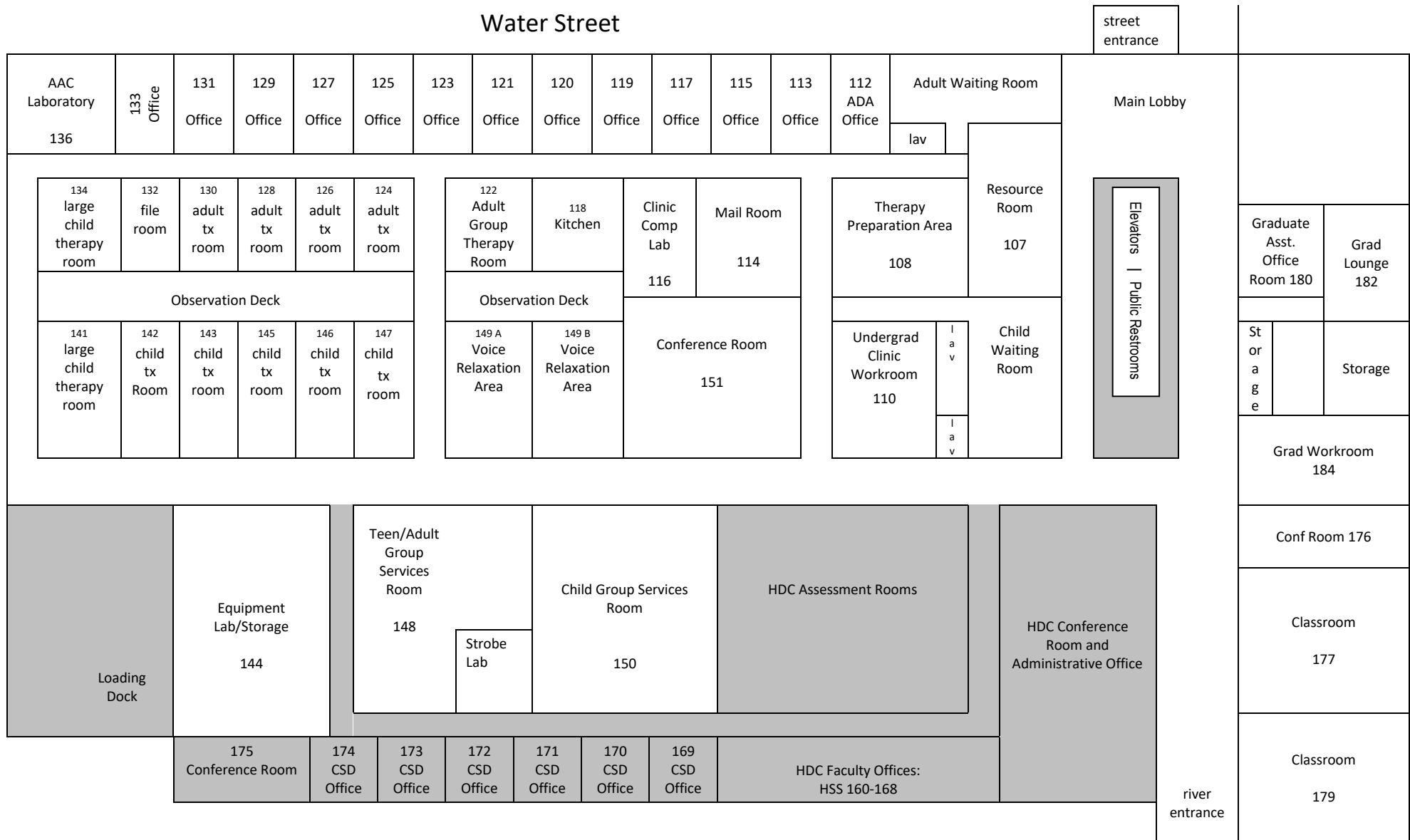
The CCD also has highly specialized equipment for designated diagnostic purposes. Several computer treatment programs on portable carts are located throughout the department that contain equipment for nasometry, video stroboscopy, and hearing screening.

Administratively, our program is organized on campus within the College of Education and Human Sciences. Our College offices are on the third floor of Centennial Hall. Multiple departments and programs are located in the Human Sciences and Services Building: On the first floor are the Department of Communication Disorders, the School Psychology Graduate Program, and the Human Development Center (HSS 160). On the second floor are the Department of Social Work, the offices of the ASL instructors, the Academic Intervention Clinic, the Upward Bound program, and the Campus Autism Project (CAP). The office for UW-Madison's Social Work program is located in the Department of Social Work.

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: Communication Sciences and Disorders, 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 CSD DEPARTMENT

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

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

Ms. Shannon Collins, Clinical Associate Professor and Undergraduate CSD Faculty Advisor joined our department in the fall of 2001. She completed her baccalaureate degree at the University of Wisconsin-River Falls in Secondary Education-Communication Disorders and her master's degree at Washington State University in Speech and Hearing Sciences. Before joining the department, she worked as a public school speech-language pathologist in the states of Washington and Texas and as a classroom teacher for a program in Michigan in which all students utilized augmentative and alternative communication systems. She currently provides supervision for the evaluation and treatment of clients with speech and language disorders and teaches introduction to communication sciences and disorders, anatomy and physiology and undergraduate clinical seminar. Areas of interest include speech and language development and disorders of school aged children. She is also the adviser for our local chapter of National Student Speech Language Hearing Association (NSSLHA) and CSD Ambassadors.

Ms. Megan Figg joined our department in the fall of 2019. She completed her Bachelor of Science 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. Her areas of interest include autism spectrum disorders, preschool language, parent coaching, diagnostics, and multilingual communication. While working in outpatient she was a part of an interdisciplinary autism diagnostic team, provided speech/language/feeding consultation to an autism day treatment program, and provided assessment and intervention in speech, language, and feeding. Here in the CCD, she provides clinical supervision in her interest areas, teaches the online phonetics course, and is the advisor for students in the post-baccalaureate program.

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

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

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

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

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

Ms. Kelly Muller joined our department on a part-time basis as a Clinical Instructor in the summer of 2020 and has continued in this capacity through the spring semester of 2022, supervising telepractice sessions at the CCD. She is joining the department as a full-time Clinical Instructor beginning in the fall of 2022 and will continue with supervision as well as some teaching of undergraduate coursework. Ms. Muller earned her Bachelor's degree in Psychology from UW-Madison in 1995. She later completed the Communication Sciences and Disorders post-baccalaureate sequence at UW-Eau Claire and earned her Master's degree at UW-Eau Claire in 2013. Since graduation (and through the 2021-2022 school year), she has worked as a school-based clinician in a small rural Wisconsin district where she had the privilege to serve students aged 3 through 21 with a variety of communication needs as well as phonemic awareness/literacy skills more universally. Ms. Muller has been a Clinical Fellowship mentor and has hosted several pre-extern and externship students from UW-Eau Claire. While she loves working with school-aged students directly, Ms. Muller is particularly energized by and excited to work with students at UW-Eau Claire who are preparing to enter the field.

Dr. Brian Orr joined our department in the fall of 2020. He completed both his master's degree (2012) and PhD (2020) in Communication Sciences and Disorders at the University of Florida. Between 2012 and 2016, Dr. Orr worked as a school-based speech language pathologist primarily in middle and high schools. His research interests revolve around relationships between cognitive and linguistic abilities in older children and adolescents with developmental language disorders. He is especially interested in the interactions between cognition and language in the context of reading for deep comprehension and how to leverage knowledge of these interactions in the development of effective assessment and treatment practices. Dr. Orr provides clinical supervision and teaches courses in phonetics and research methods.

Heather Pederson M.S., CCC-SLP, Coordinator of CSD Clinical Programs earned her Master of Science degree in Speech Language Pathology from the University of Wisconsin – Oshkosh in 1996. She was the graduate assistant for Louis Rossetti, Ph.D. and was the editorial assistant for the book *Communication Intervention, Birth to Three*. Ms. Pederson followed her passion for working with infants and toddlers as she served babies and families in the Level 4 Neonatal Intensive Care Nursery and Birth to Three Program at St. Vincent Hospital in Green Bay, WI. While working in the NICU at St. Vincent Hospital, Ms. Pederson became a mother to her own premature baby enduring significant medical complications resulting in a diagnosis of Kernicterus, Spastic Athetoid Quadriplegia. Augmentative Communication, Assistive Technology, language, literacy, and learning for a child with complex needs became her personal and professional focus and mission. After moving to Phoenix Arizona in 2005; Ms. Pederson worked in the Buckeye Unified School District as a Speech Language Pathologist and AAC/AT Specialist in the district Preschool and Elementary Schools as well as for the Maricopa County Birth to Three Program. In 2015, Ms. Pederson and her family moved to Eau Claire where she has served students in the Eau Claire Public Schools. Ms. Pederson remains passionate about serving children with complex learning needs and their families. She joined the UWEC CSD team in June 2020 as the Coordinator of CSD Clinical Programs.

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

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

Ms. Angie Sterling-Orth, Director of Clinical Education and Clinical Associate Professor, joined the department in August of 2002. She earned both her bachelor's and master's degrees in Communication Disorders from UW-Eau Claire. She spent her first years in the field working in the Wisconsin public schools, specializing in work with early childhood, early-elementary, and middle school populations. Following her years in the schools, Ms. Sterling-Orth spent four years in product development at Thinking Publications, a publishing company specializing in products designed for speech-language pathologists. She has spent her time in the department supervising in the clinic, teaching graduate level coursework (graduate essentials and school methods), teaching undergraduate coursework in childhood disorder areas, and serving in administrative roles. She specializes in serving individuals with hearing loss, school-based SLP services, clinical supervision training, and using innovative technologies for instruction and service delivery. Ms. Sterling-Orth is the program's Director of Clinical Education as well as the Graduate Program Coordinator for both the online, part-time program and residential, full-time program.

Ms. Melissa Wallace joined the Department in April 2018 as the academic department associate. She assists the department chair, graduate coordinator, and faculty in administrative and departmental programs, and manages the day-to-day operations of the Center for Communication Disorders. She has a Bachelor's degree in Psychology with an emphasis in Behavior Analysis from UW-Eau Claire.

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

THE CAMPUS

This section of the *Handbook* is intended to bring your attention to 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:
<https://www.uwec.edu/kb/article/your-right-to-know-your-right-to-know/>
- ❑ To make a **phone call** from one campus location to another, dial **36**, and then the **four-digit extension** (campus telephone numbers start with "836"). If you are calling an off-campus number in the local dialing area, dial "9" first for an outside line. After you hear the dial tone, dial the area code + seven-digit number. The State Telephone System (STS) line should be employed for all long-distance professional business calls; it is critical to dial "8" when placing such a call. No personal calls should be made from Department telephones by students. (Instructions for using the STS line are posted near the telephone in HSS 108).
- ❑ To take advantage of the **Credit Plan** when applying for **ASHA membership** and certification after earning your master's degree, you must be a member of the National Student Speech-Language-Hearing Association (NSSLHA) during the calendar year in which you earn your master's degree. The reference here is to the national organization, not our local chapter of NSSLHA. More information is available on the ASHA website:
<https://www.asha.org/members/gift-to-the-grad/> One advantage of belonging to NSSLHA during your entire graduate program is that you would have direct access to recent ASHA journals during the duration of your program.
- ❑ A graduate student study area is located on the fifth floor of the library (5029). Access is by combination lock; you can get the combination from the circulation desk. You may wish to acquire a locker for your use at the library for a semester fee. Inquire at the Main Circulation Desk.
- ❑ General student access **computer labs** are located in various buildings on campus. These labs typically contain both PC and Macintosh platform machines. The largest computer lab, which is open 24 hours a day, is located in Room 1108 of the Vicki Lord Larson Hall. Information about campus computers and lab locations can be accessed on the Learning & Technology Services (LTS) website: <http://www.uwec.edu/lts/> Office 365 is free to all students including Microsoft Word, PPT, and Excel. Here is a link to information about how students can acquire a variety of software for free or at a low cost: <https://www.uwec.edu/kb/article/on-the-hub-software-store/>.
- ❑ All students can connect to **email** through the campus web system. Most faculty and students rely on email heavily to accomplish day-to-day communications. Students may access their personal email via the HSS building wireless system, in on-campus computer labs, or through a computer at home. You may connect to the UWEC email system anywhere in the world from the UWEC homepage. **Monitor your UWEC email on a regular basis during your graduate program!**

- ❑ The more you learn about using computers effectively early during your graduate program, the better your life is likely to be during the next two years. This comment applies particularly to your word processing, Internet searching, and email skills. Take advantage of the free workshops offered on campus for students (BITS workshops = Building Information Technology Skills).
- ❑ For any computer or technology issues, contact our UWEC Help Desk: <https://www.uwec.edu/LTS/>
- ❑ The **UWEC Housing Office** dispenses information about on-campus and off-campus housing for students: <http://www.uwec.edu/Housing/services/office.htm>
This office is located in Crest Wellness Center 222 on the upper campus. Most CSD 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 CSD graduate students about housing, talk with the CSD 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.
- ❑ Graduate students are required to **purchase textbooks** for their courses, in contrast with the textbook rental system used for undergraduate courses. Textbooks are available at the University Bookstore located in Davies Center, across the footbridge on the lower campus.
- ❑ 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: <https://www.uwec.edu/kb/article/services-followme-multifuction-devices/>. 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 **College of Education & Human Sciences**; and (3) the **Department of Communication Sciences & Disorders**. Information about completing these requirements is included in this *Handbook* on the following pages. Each graduate student in CSD is expected to satisfy all of these requirements.

Before you register for your first Fall Semester courses, it is important that you discuss your fall course schedule with your advisor (the Residential Graduate Coordinator), but also think and ask questions about requirements and electives in the remaining semesters of your graduate program. Your advisor can help you weigh your options and at the same time double check that degree requirements are being met.

ACADEMIC REQUIREMENTS FOR ASHA

Each graduate student is expected to meet the academic and practicum requirements for clinical certification by ASHA (CCC-SLP) before the end of the graduate program. For that reason, you should be entirely familiar with these requirements. Details about ASHA requirements for clinical certification are available at: <https://www.asha.org/certification/2020-slp-certification-standards/>

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

A related document, the **CSD Graduate Degree Plan**, which you will receive at the Orientation meeting, is designed to help you keep track of your progress toward completion of ASHA requirements and UW-Eau Claire requirements for a Master's of Science in Communication Sciences & Disorders. **All ASHA-required courses must be completed with a grade of C or better.** The Degree Plan provides space for recording information about academic courses that satisfy ASHA requirements. At the start of fall semester, you will meet with the academic advisor and review where your undergraduate courses fit into this form. Work with your advisor to identify any academic deficiencies that you must complete during your graduate program to meet ASHA academic requirements. As your graduate program progresses, continue to use the Degree Plan to monitor your progress toward degree and ASHA requirements.

ASHA requirements necessitate that students demonstrate competency in a wide range of professional and academic subjects. Students should enter graduate school with a course covering each of the following disorders: phonology & articulation, child & adolescent language, voice, fluency, and aural rehabilitation. If you have not completed stand-alone courses in all 5 disorders areas, you will need to add this coursework to your graduate program in order to meet ASHA certification standards. If you did not complete your undergraduate degree at UWEC, work with the Residential Graduate Program Coordinator to make sure you complete any deficit undergraduate coursework. See our residential graduate webpage for a list of coursework that is required prior to admission and/or prior to completion of our graduate program: [Residential Graduate Program | UW-Eau Claire \(uwec.edu\)](#).

All graduate students enter a graduate program with at least some disorder coursework already taken at the undergraduate level. The UWEC CSD program has a process identified to make sure that all graduates leave the program ready for success on the Praxis exam and the CFY experience.

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

Students need to have documented, through a transcript, a grade of C or better in all CSD coursework, or the course will need to be repeated before the Department can certify for ASHA that the student has completed the academic requirements for CCC-SLP. If you have any concerns about your undergraduate program, please speak with the Graduate Program Coordinator as soon as possible.

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

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

UNIVERSITY ACADEMIC REQUIREMENTS WITHIN THE COLLEGE OF EDUCATION & 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 CSD credits** to be eligible for **the Master of Science in Communication Sciences & Disorders**. At least 15 credits must be earned in courses with numbers of 700 or greater ("graduate only" credits). The last page of the CSD Graduate Degree Plan is designed to track completion of these requirements.

A maximum of **nine graduate-level transfer credits** is permitted with approval of the student's advisor. 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 Education & Human Sciences and then on to the Graduate Office.

For students who took graduate courses at UW-Eau Claire before entering graduate school, the same form is used to seek the approval of the Dean of Graduate Studies indicating that a required graduate course has been completed and whether these **prior earned credits** may be counted toward the 54 required graduate credits. Up to 9 graduate credits of CSD coursework taken at UW-Eau Claire prior to starting graduate school may be applied to your master's degree. If a student took an **undergraduate course** which fulfills a graduate requirement, the form is submitted confirming that the course fulfills a requirement (but 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 your 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 CSD graduate credits (academic course and clinic credits) in addition to your 6 thesis credits (for a total of at least 54 credits). Upon completion of the thesis, you must pass an oral examination related to the thesis. The following individuals must be included on the oral comprehensive examination committee: (a) the student's thesis advisor, (b) another CSD graduate faculty member, and (c) a graduate faculty member from outside the CSD department. The oral examination must be passed by the student selecting the thesis option before a master's degree is awarded. A student 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, CSD graduate program will be automatically eligible for Wisconsin educator licensing (i.e., WI DPI speech-language credential). This includes:

1. Take and pass CSD 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.

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS ACADEMIC REQUIREMENTS

The requirements of the Department of Communication Sciences & Disorders 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 CSD graduate faculty.

Of the minimum **54 CSD graduate credits required** for the CSD master's degree, four will be allocated to clinical practica and 10 to your externships. All graduate students will be **required** to take the following **30 credits** of coursework in their graduate programs or to receive advisor approval for equivalent prior earned credits:

CSD 648	Aphasia and Related Disorders (3)
CSD 706	Language Assessment (3)
CSD 715	Research Procedures in Communication Sciences & Disorders (2)
CSD 716	Essential Applications in Communication Sciences & Disorders (1)
CSD 725	Counseling in Communication Sciences & Disorders (2)
CSD 726	Organic Voice & Speech Disorders (3)
CSD 729	Augmentative and Alternative Communication (3)
CSD 737	Dysphagia (3)
CSD 748	Motor Speech Disorders (3)
CSD 752	Developmental Stuttering and Other Fluency Disorders (3)
CSD 754	Acquired Cognitive Communication Disorders (3)
CSD 774	Pediatric Dysphagia (1)

Students are required to take a minimum of **18 credits of 700 level clinical coursework**. In addition, at least 4 credits of elective CSD coursework must be earned from this set of courses (typically those with a * are completed).

CSD 731*	Child/Adolescent Language Intervention (3)
CSD 721*	Childhood Apraxia (1)
CSD 746	Seminar in Language Disorders (offered as needed) (2)
CSD 747	Seminar in Speech Disorders (offered as needed) (2)
CSD 779	Thesis (6)

A total of 10 elective credits must be earned in CSD graduate level courses. If a student has not completed a course in the following topics, it will need to be included in the graduate program, although not necessarily for graduate credit: neurology, sign language, and the disorder areas: phonology/articulation, child language, voice, and aural rehabilitation. Graduate courses may be taken in departments outside CSD but cannot be counted toward the 54 required CSD credits. Non-CSD elective courses typically are chosen from areas of study such as psychology, special education/early childhood, education, linguistics, and other related fields.

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

methods course. Talk with your advisor about this. These two methods courses also count toward the 11 credits of elective coursework:

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

If you believe you have taken a **course equivalent** to one of our graduate courses before entering the CSD graduate program, you should speak to your advisor about this 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 CSD graduate courses is presented in the **CSD Graduate Degree Plan**. If for any reason you deviate from the usual sequence, be sure to consult with your advisor so that appropriate plans may be discussed and you do not end up failing to accrue an appropriate array of 54 credits over the next two years. Graduate courses are not offered every semester so it is critical that you plan ahead.

In addition to CSD coursework, all students must have completed coursework in Human or Animal Biology, Physical Sciences (Physics or Chem), Sign Language, Psychology or Sociology, 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—CSD 769 for 1 credit of clinic (approximately 4-6 hours per week of clinic)
- First spring—CSD 769 for 1 credit of clinic (approximately 6-8 hours per week of clinic)
- Summer—CSD 769 for 1 credit (approximately 2-3 full days per week off-campus)
- Second fall—CSD 769 for 1 credit of clinic (approximately 4-6 hours per week of clinic)
- Second spring—CSD 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 **CSD Graduate Degree Plan**. In general, the CSD Graduate Degree Plan provides a mechanism for checking to see whether a student meets ASHA, College of Education & Human Sciences (COEHS), and departmental academic requirements. The section, **CAA Academic Documentation for the CCC-SLP**, is specifically designed to document how your undergraduate and graduate coursework satisfies ASHA requirements. An approved CSD Graduate Degree Plan should ensure that the student will meet all academic requirements, by the date of intended graduation.

LICENSURE IN THE STATE OF WISCONSIN

Any student who fulfills degree requirements in the full-time CSD 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 CSD 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 CSD are required in order to begin any clinical practicum experience. If you do not meet this requirement prior to the start of the graduate program, CSD 370 (Clinical Procedures) is offered by UWEC each summer and this can be taken to allow a graduate student to meet the observation requirement during the first summer of the graduate program sequence. 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):
 - Diphtheria, Tetanus, Polio (DTP)
 - Varicella (i.e., chicken pox)
 - Measles, Mumps, Rubella (MMR)
 - Hepatitis B
 - COVID-19 (two-shot sequence + booster)
 - Seasonal influenza (1 dose annually, late-fall)
 - Annual negative read on a **standard tuberculin skin test (TB test)**—Mantoux tuberculin skin test).

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. In addition, failure to meet the above requirements may have an adverse effect on your ability to gain employment post-graduation.**

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**. A handful of students may participate in pre-student teaching. 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 \$100 (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 an off-campus pre-externship assignment for approximately **two days per week (for 9 weeks)**. These placements can be in the Chippewa Valley or 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 CSD uses the CALIPSO web application for tracking the development of knowledge and skills for each graduate student. In addition, CALIPSO allows for tracking of clock hours and competencies. CALIPSO is a web-based application that manages key aspects of clinical education designed specifically and exclusively for speech-language pathology training programs. It offers the unique feature of interactive and customized data dashboards that enable knowledge management between the clinical administrator, supervisor, and student. At the start of the graduate program, each graduate student sets up his/her own CALIPSO profile. Then, throughout the graduate clinical and coursework sequences, each graduate student must adhere to departmental notifications and policies for keeping his/her CALIPSO account current and complete. More information is provided throughout the program by instructors, supervisors, graduate program coordinator, and clinic director. CALIPSO requires a one-time registration fee that of \$100 (paid by the student). This provides you with lifetime access to your CALIPSO account.

Off-Campus Placements

Standard immunizations that must be documented (ANNUALLY) as current (prior to off-campus medical placements):

- Diphtheria, Tetanus, Polio (DTP)
- Varicella (i.e., chicken pox)
- Measles, Mumps, Rubella (MMR)
- Hepatitis B
- COVID-19 (two-shot sequence + booster)
- Seasonal influenza (1 dose annually, late-fall)
- Annual negative read on a **standard tuberculin skin test (TB test—Mantoux tuberculin skin test)**.

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. In addition, failure to meet the above requirements may have an adverse effect on your ability to gain employment post-graduation.**

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:

- CPR/First Aid Training
- Documentation of personal liability insurance (we provide you with PROFESSIONAL insurance)
- Documentation of personal health care insurance
- HIV training
- Drug screening
- Additional criminal background check(s)

It is critical that 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.

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

The College of Education and Human Sciences (COEHS), as part of UW—Eau Claire, is committed to providing equal educational opportunity for all students, including graduate students enrolled in part- and full-time coursework, clinic, and off-campus practicum experiences (e.g., student teaching, 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 COEHS students, including graduate students in CSD.

Student Responsibilities

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

- Contact your advisor, 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: <http://www.uwec.edu/counsel/> 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, CSD 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 CONCERNS

If you have a concern 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 always 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 CSD, have the Graduate Student Representative talk with the Department Chairperson about resolving the matter and/or putting the item on a faculty meeting agenda. It is also true that you are permitted to attend Department meetings, which are open, to present your own request or idea there.

If you do not achieve satisfaction through these routine mechanisms, there are at least two possible avenues to follow to file a formal grievance. One is to file a grievance with the University. Procedures for doing this are described on the *Your Right to Know* website: <https://www.uwec.edu/kb/article/policies-student-academic-grievance/>

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 2022:

- ✓ **Questions about on and off-campus clinical hours and clinical procedures:** See Residential Clinic Director, Ms. Heather Pederson or Coordinator of Externship Placements, Ms. Laura Prince.
- ✓ **Forms related to the academic graduate program:** See your graduate advisor, Ms. Sterling-Orth.
- ✓ **Broken equipment:** See Department Associate, Ms. Cecily Weber.
- ✓ **Suggested library purchases:** Contact any CSD faculty member.
- ✓ **Clinical forms and summary sheets for clinical hours earned each semester (residential program):** See Department Associate, Ms. Cecily Weber.
- ✓ **Independent study:** See faculty mentor for the study and complete the eForm; also update your academic advisor Ms. Sterling-Orth.
- ✓ **Obtaining key for building:** See Department Associate, Ms. Cecily Weber.
- ✓ **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 Program Assistant, 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. Sterling-Orth.
- ✓ **Suggestions for improvement of graduate program:** See the CSD Department Chairperson, Dr. Hemmerich, or the CSD Graduate Residential Program Coordinator, Ms. Sterling-Orth.
- ✓ **NSSLHA membership:** Membership forms are in CSD Department Office.
- ✓ **Matters related to Student Speech-Language-Hearing Association:** See faculty advisor, Ms. Shannon Collins, or student officers. The organization also has a mailbox in the mailroom.
- ✓ **Undergraduate "junior observers":** See instructor for CSD 370 Ms. Kelly Muller.
- ✓ **Taking "audit" courses:** See your academic advisor, Ms. Sterling-Orth, then the course instructor, and then the Department Chairperson.
- ✓ **Questions about requirements:** See *Graduate Student Handbook* or CSD Department Chairperson, Dr. Hemmerich, or your academic advisor, Ms. Sterling-Orth.
- ✓ **Lack of knowledge about operating a piece of equipment:** See Department Associate, Ms Cecily Weber, or the faculty member or clinical supervisor with/for whom you are using the equipment.

CSD RESIDENTIAL GRADUATE PROGRAM STATEMENT OF STUDENT EXPECTATIONS

General Requirements

1. Read the CSD Graduate Student Handbook and understand the expectations stated within.
2. Read the CSD Clinical Procedures Manual and understand the expectations stated within.
3. 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 CSD program, COEHS, and UWEC have a policy related to disclosure of and accommodation for students with special needs. It is the student's responsibility to disclose any issues eligible for accommodations. Know that disclosure cannot be done to offer retroactive accommodations.
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 **CSD Essential Functions** document and CSD **Netiquette** document (contained in this handbook).
7. Register with CALIPSO (\$100 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.

Credentialing Issues

9. 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.
10. Understand that the UWEC program in CSD meets full accreditation of the CAA, which means students successfully completing the program will be eligible for the ASHA Clinical Fellowship Year.
11. Understand that the UWEC program in CSD 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.
12. 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, CSD Grad Coordinator and Director of Clinical Education to determine a plan for meeting additional expectations.

Academic/Degree Issues

13. Submit a Graduate Degree Program Plan to the Office of Graduate Studies by the end of the semester where the 15th credit is earned. In addition, submit a Change of Graduate Degree form if changes to the degree plan are needed after that point.
14. Earn at least 54 graduate credits in CSD to be eligible for the Master of Science degree. At least 15 of these credits must be numbered 700 or greater.

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 CSD 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 exams for any undergraduate disorder coursework not covered at the grad level (for most students, this will be **Phono/Artic Disorders** and **Aural Rehab**). These exams happen during the summer between year 1 and year 2 of the graduate program.

Clinical Issues

18. Accrue a total of 400 clock hours to earn the master's degree in CSD which will include a breadth of experiences.
19. Understand that clinical interactions will be recorded with digital video and audio equipment at all times 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 CSD must be able to demonstrate these essential functions* to meet the professional obligations of a speech-language pathologist. Graduate students might already possess many of these, while others are practiced and solidified during graduate training.

Communication

- The student must read and write with a level of American English proficiency needed to complete all functions of clinical and academic graduate program requirements.
- The student must use spoken American English proficiency at a level that allows success with all oral functions of the clinical and academic program requirements.
- The student must 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.

CALENDAR OF GRADUATE PROGRAM DEADLINES: RESIDENTIAL PROGRAM
(NOTE: REFER TO THE GRADUATE STUDIES CALENDAR
ON THE GRADUATE STUDIES WEBSITE FOR EXACT DEADLINES)

Fall Semester 2022

- Sept 1 (PM) Welcome, Settling In, and EDI Discussions (evening orientation)
- Sept 2 Orientation meeting: 9 am-4:00 pm
Complete your Prerequisite Coursework form and your CSD Graduate Program packet
Submit prior observation and clock hours to Clinic Coordinator
Register with CALIPSO
- October Pre-registration advising for Spring Semester
Talk with thesis advisor and select topic if possible
Submit “previously earned credits” Graduate Studies forms to advisor
Submit all compliance documentation as directed (e.g., flu shot confirmation, TB testing, MMR/DPT records, etc.) to graduate program compliance coordinator
- December Meet with off-campus practicum coordinator (individual meetings) to plan summer clinical site
Submit spring clinical planning form to clinic director

Spring Semester 2023

- January Update your CSD Grad Degree Plan and check your Degree Audit on CampS
Submit Graduate Assistantship application for non-CSD departments to the Graduate Studies Office
Submit Graduate Fellowship applications to Graduate Studies
- March Pre-registration advising for summer and fall Terms
Submit FAFSA and AOP forms for summer and for fall
- May Complete year 2 criminal background check update

Summer Term 2023

- Medical Pre-Externships
Pre-Praxis
Visit sites to consider for spring externships
Submit fall clinical planning form to clinic director

Fall Semester 2023

- September Plan/register for PRAXIS to take Fall Semester
Apply for Second Year CSD Scholarships
Update your CSD Grad Degree Plan and check your Degree Audit on CampS
Submit Graduate Program Changes form if necessary
- October Pre-registration for Spring Semester
Submit all compliance documentation as directed (e.g., flu shot confirmation, TB testing, MMR/DPT records, etc.) to graduate program compliance coordinator

November Take Praxis
Take comps (if not doing a thesis)

December Submit application for Graduation to Graduate Studies Office
Update your CSD Grad Degree Plan and check your Degree Audit on CampS

Spring Semester 2024

January First externship: 9 weeks (1/2/24-2/29/24)

March First capstone day on campus (3/1/24)
Initiate state license application
Second externship: 9 weeks (3/11/24-5/10/24)
Update your CSD Grad Degree Plan and check your Degree Audit on CampS

April Prepare updated resume

May Get cap and gown at Bookstore
Second capstone day on campus (Friday before graduation, May 18, 2024)
Update, sign, and submit your CSD Grad Degree Plan to advisor
Submit application for ASHA certification to CSD Chair for signature
GRADUATE!!!!!!
Graduation & Reception May 18, 2024

2022-2023 Academic Calendar

Summer Session 2022

June 6-10 Residency Week at UWEC

June 13 Classes begin

Aug 5 Final Day of classes

Fall Semester 2022

Sept 6 Classes begin

Sept 19 Last day to drop courses with no record

Oct 15 Grad student registration begins for spring

Nov 24 Thanksgiving recess begins

Nov 28 Classes resume

Dec 9 Final Day of classes

Dec 12-16 Final Examinations Week

Winterim 2023

Jan 3 Classes begin

Jan 16 Martin Luther King Holiday – University closed

Jan 26 Final Day of classes

Spring Semester 2023

Jan 30 Classes begin

Feb 10 Grad student registration begins for summer

Mar 20-24 Spring Break

Mar 27 Classes resume

March 28 Grad student registration begins for fall

May 12 Final Day of classes

May 15-19 Final Examinations Week

2023-2024 Academic Calendar

Summer Session 2023

June 12 Classes begin

July 4 Independence Day - University closed

Aug 4 Final Day of classes

Tentatively...Summer 2024 Residency week is likely the final week of summer session (first week of August). This is TENTATIVE and you should not book travel or make work/family plans around this date without official notification from the program or your advisor. Always check with your Grad Program Advisor before making travel or scheduling plans for residency week.

All dates beyond this point are tentative

(University calendar not published at the time of writing)

Consult the University calendar online and contact your graduate program advisor more updated information as fall 2023 and spring 2024 approach.