Building the Department of Speech Pathology and Audiology (1962-67): Establishing a Speech & Hearing Therapy Subdivision

The Founding Chairperson: Pauline Isaacson, Ph.D.

In the early 1960s, when Pauline Isaacson, Ph.D., was finishing a 20-year endeavor to build a full Department of Speech and Drama in Central State College, she was privy to a statewide movement to incorporate subdivisions that would train professionals in the treatment of the speech and hearing handicapped. She whispered that need into the ear of responsive President William C. Hansen and, when he concurred, she searched for a person trained in that specialty at Northwestern University to get the ball rolling in 1962, and then, in 1963, attracted a Ph.D. in speech pathology and audiology from Michigan State University to build the subdivision into a quality training program.

By the time Isaacson retired from her departmental chairmanship in 1965, her wisdom and leadership had established (in what became Wisconsin State University-Stevens Point) a dynamic, comprehensive Speech and Drama Department and the evolving speech pathology and audiology therapy emphasis was a strong part of it.

Gerald Johnson’s 2004 written eulogy for Isaacson accurately describes her:

"This little lady, with a mind as big as all outdoors, always stood in the way of mediocrity … with a look upon her face that told us that here was a woman with strength and character. Her charm was her directness and honesty. We knew what she stood for and her desire to see her vision materialize … The School of Communicative Disorders was born out of her vision. Pauline never wavered in her dream of having a top-flight program that others would call their own … What a tender, loving person Pauline was. In spite of her drive and motivation, there was always a twinkle in her eye. No obstacle was too grand to surmount. Her mind knew no boundaries. The road to the top was always a challenge. But she never made it so. She was always on top of the mountain."

Isaacson’s striking role in "broadening opportunities for students" in the University of Wisconsin-Stevens Point was not over. In 1982 Wisconsin Governor Lee Sherman Dreyfus cited her later contribution, "(she is to be commended for) almost single-handedly developing and directing the Office of International Programs which has become one of the UWS’s great success stories through offerings in England, Germany, Poland, Spain, Malaysia, India and Taiwan … and for contributions she has made to the world community in bringing together and promoting understanding between peoples from all parts of the world."

Breaking the Ground for a Subdivision: Gerald E. Chappell

Gerald E. Chappell, with a master’s degree in speech pathology from Northwestern University, arrived at Central State College in Stevens Point in the fall of 1962 to join the faculty of five in the Department of Speech and Drama.

Chappell describes the deciding earlier visit:

"In the Spring of 1962, at the beckon of Pauline Isaacson, my wife, Christine, and I drove up to Stevens Point, found the only stop light in town (at Division and Main Street), proceeded to the college area, and parked our car on two-way Main Street. I went into Old Main to visit with Miss Isaacson, found her quaint office at the top of the stairway, and was struck with her cordiality and enthusiasm to hire me and get some courses started in speech and hearing therapy. I had never viewed myself to be a college teacher, but it seemed to me that the door was wide open to do so and accomplish remarkable things. Thereafter, my wife and I were greeted by charming President William C. Hansen. We both found Miss Isaacson and her job offer to be irresistible and, after a bite at the nearby Campus Café, agreed that we should go for it – accept the position."
Wearing a crew cut and a bow tie, Chappell arrived for duty with lots of enthusiasm. Isaacson informed him that his first job was to take care of any communication problems that existed in the six grades of the Campus Laboratory School. In the next two years he did so. Isaacson said his first job also included administering therapy for any communication problems that existed in the college students. In the next two years he did so.

Isaacson said his second job included developing and teaching freshman, sophomore and junior courses and training students in speech pathology and audiology. In the next two years, while the new students in the emphasis were watching his diagnostic and therapy techniques for eliminating the communication problems of elementary school kids and college students, he developed and taught an introductory course in speech correction, phonetics, basic procedures in audiology, anatomy and physiology of the speech mechanism, voice and articulation disorders, and voice science, doing so for half a dozen college students who heard of the new emphasis, signed up, and were raring to learn.

Chappell found a cubby hole (a small office big enough for a couple of children and several observing college students in training) between two classrooms (Mildred Williams and Hildegard Kuse) in the Campus Laboratory School wherein he did much of his therapy and instructing. In turn he captured the two-room health center in the basement of the college library alongside the college nurse (President Hansen’s daughter, Helen) wherein he worked on the communication problems of college students and of some teaching faculty. At first, his basic therapy equipment consisted of a small table, two chairs, a portable audiometer, an articulation test, a mirror, and a tongue depressor. And his first teaching materials consisted of a skeleton, a piece of chalk, and one classroom with a blackboard that he used when home economics didn’t need it.

(Stacking the First Building Blocks for a Subdivision: Gerald F. Johnson, Ph.D.)

Gerald F. Johnson, Ph.D., moved into Stevens Point to start the 1963-64 academic year as leader of the speech pathology and audiology emphasis or subdivision.

Aylesworth-Johnson

Johnson later recalled that when he and his wife, Maxine, first visited CSC’s Old Main late in 1962 their impression was that it was like their old high schools. They climbed a creaky stairs to Isaacson’s quaint office wherein they found an energetic little lady sitting in a rocking chair behind an old wooden desk. After she called Chappell up to meet them, they followed him down through musty hallways into the catacombs of Old Main and the adjacent library and squeezed into his two-room work quarters. All though the campus was not much at all (Old Main, the Library, and Nelson Hall), and Stevens Point looked like an old frontier town with little to offer and nothing to do, Johnson envisioned the remarkable challenge he would have to develop a program in speech pathology and audiology, and thus, he convinced Maxine to move to Stevens Point. Jerry later remarked of that endeavor, “Little did we realize the emotional, rocky, bumpy, frustrating, time consuming road that lay ahead.”

Johnson, by working hand-in-hand with chairman Isaacson up through the chain of command to President James H. Albertson, soon negotiated the moving of the rapidly developing program into the old radio station in the basement of the east wing of Old Main. And by negotiating the acquisition of a part time secretary, some furniture, and a state of the art hearing testing suite with audiometric equipment and other teaching materials, he established the college “Speech and Hearing Clinic.” The 10-room clinic had a certain appeal with three offices on the north end, a secretarial desk and waiting area for clients, an observation room looking into one of the therapy rooms, three therapy rooms, one of which was reasonably soundproofed, two storage rooms, and, at the far end, a classroom.

In the next two years, Johnson did his share of demonstrating diagnostic and therapy techniques; introducing courses in the psychology of speech, theories and therapies for stuttering, and hearing rehabilitation; and writing grants to fund the program. Since some students were ready to treat clients, both Chappell and Johnson commenced to supervise their therapy practicum.
Completing the Early Training Team: Donald L. Aylesworth, Thomas Wentland, and Gary Glascoe

Chappell took a leave of absence (1964-66) to study for his Ph.D. at the University of Wisconsin-Madison. Replacing him was Donald L. Aylesworth with a master’s degree in speech pathology from the University of Michigan. Aylesworth’s experience working in the public schools and some hospitals added much expertise to the program of the speech pathology and audiology subdivision. Academically, Aylesworth had a strong interest in anatomy and physiology, counseling, and clients with neurological disorders and thus he developed coursework and training experiences relative to clients in the areas of stroke and aphasia, cerebral palsy, and related neuromotor problems.

Aylesworth later discussed why he decided to join the emphasis team in speech pathology and audiology:

"Wisconsin State University-Stevens Point seemed like it was where I would feel comfortable - like a rural placement - being an old farm boy and I wasn’t sure (at that time) of the direction I wanted to go. I knew it was an opportunity to find out if I liked university-type teaching. At that point I had spent six years in the public schools, had worked some for the United Cerebral Palsied Association, and spent a little time in hospitals. It was a chance to get into something that was evolving."

After completing his master’s degree in speech pathology at the University of Wisconsin-Madison, Thomas Wentland joined the emphasis team of the newly named Wisconsin State University-Stevens Point during the 1965-66 academic year to help meet the growing teaching and supervisory needs. Bringing along public school experience as a speech therapist, Wentland was a good choice, for in addition to being a good clinician, teacher and supervisor, he was an idea man who contributed much to the expansion of the program. Even with three daughters, his wife, Marilyn, entered the WSU-Stevens Point speech pathology and audiology program as a student. Tom later offered some memories of his early days in the speech pathology and audiology emphasis: "…After a public school career of nine years, where I set up in boiler rooms, stairwells, or locations of lesser ambience, I thought the (WSU Speech and Hearing) Clinic (then a converted radio station dating back to World War II) was immediately left of The Pearly Gates. I wasn’t even bothered by an "office" being in a doorless public space outside of Jerry Johnson’s office because I was granted luxuries of a desk, chair, filing cabinet, and bookshelf. Don Aylesworth let me borrow the typewriter he coveted – there was only one – and his generosity completed my needs.

I wasn’t entirely settled when Johnson gave me my duty list: teach two courses, supervise in the clinic, do diagnostics, and serve the Campus Laboratory School. By the way, Johnson never failed to tell me what to do; but not once did he tell me how to do it. I am totally unashamed to say that I blossomed in his confidence. I must add also that I have never given more trust to another."

Young audiologist Gary Glascoe joined the WSU-Stevens Point speech pathology and audiology team in the fall of the 1966-67 academic year to take over the audiology courses and therapy supervision and add energy and hustle to the program. Aylesworth left campus to pursue his Ph.D. studies at the University of Michigan.
The following photos are those of the founding forefathers of ComD. From left to right: Pauline Isaacson, Gerald E. Chappell, Gerald F. Johnson, Donald Aylesworth, Thomas Wentland and Gary Glascoe.

Following Events That End in a Major in and a Department of Speech Pathology and Audiology

By the end of the 1963-64 academic year, the number of students in the speech pathology and audiology subdivision had nearly tripled and some had started therapy. Thus during that year the program established a sizable clinic clientele in the Old Main Speech and Hearing Clinic. Since each student clinician in training needed to be supervised for at least one client each semester, Chappell and Johnson’s workload nearly doubled. Some of the students were also assigned cases in the Campus Laboratory School and the program began to see clients in St. Michael’s Hospital.

During the 1964-65 year, the program’s four rather diverse and gregarious faculty covered the coursework and the supervision of practicum in a reasonably relaxed manner. There was a lot of camaraderie between the faculty and they related closely with and had fun with the students. Aylesworth tells of how one of his classes played a trick on him:

“While lecturing, my teaching style was to move around. I always told my students I’m a mover – that’s just the way I am. They could feel free to ask questions at any time, but they had to expect that I would move about. So anyway, they collectively shifted their gaze off toward the window side of the room, bit by bit, until they shifted me under a home economics pipe from which a drop of water hit me on the head. We all laughed. I knew they had pulled a “gotcha” and laughed, because they got me to do it without saying anything.”

By the end of the five year building period (1962-67) for the subdivision program, the required courses for the freshman, sophomore, junior, and senior years were established and set. There were three freshman level credits (the introductory course), nine sophomore credits (voice science, phonetics, and voice and articulation disorders), and 18 upper-level credits (five advanced courses and practicum). A student body of over 50 students spread over the four-year program of study. The students completed most of their course work for a bachelor of science degree in the School of Fine Arts and then transferred to the School of Education for their senior level student teaching experience. Their curriculum included coursework in psychology and education.

Johnson’s grant writing efforts finally paid off in that $40,000 was granted to the program for the 1966-67 academic year for the purchase of scientific, diagnostic, and therapeutic equipment. The audiometric equipment was expanded and scientific equipment was purchased to develop a Speech and Hearing Science Laboratory.

Johnson also requested a major in speech pathology and audiology, stating that the Department of Speech and Drama and the WSU-Stevens Point faculty had recognized the subdivision’s phenomenal growth, leadership, and potential. There was a need to list the program as a major (rather than as a concentration).
The Board of Regents of the Wisconsin State Colleges approved the request as effective for September 1966. Those proceedings created a 54-credit broad field major in speech pathology and audiology in the School of Education, including courses in speech and drama, psychology, and education. Included in the major was a program in the School of Fine Arts for students who did not want to get a position in a school system, but instead wanted to work in a hospital, clinic, or industry.

The other highly significant phenomenon that occurred by the 1966-67 academic year was that the two other subdivisions in the Department of Speech and Drama (Public Address and Theater and Interpretation) were also growing dramatically and were battling each other to cover program costs. The interests of the three subdivisions were remarkably different and no longer compatible.

President James H. Albertson saw the need for the three subdivisions, each having established capable self-integrity and self-autonomy, to split off into three departments. In a memo of December 27, 1966, he announced that effective July 1, 1967, the disciplines included in the present Department of Speech and Drama would be reorganized into three separate academic departments that followed the terminology of the listed subdivisions in the current catalog: Department of Public Address, Department of Speech Pathology and Audiology (located in the College of Applied Arts and Science), and Department of Theater and Interpretation. President Albertson appointed Johnson as chairman of the Department of Speech Pathology and Audiology.

Over the building years, as leader of the subdivision, Johnson faced and surmounted many pressures both from within and outside the Department of Speech and Drama. He recalls that although it was a period of hard times and many challenges, the outcome – a major and the Department of Speech Pathology and Audiology – was worth all of the effort:

"The Department of Speech and Drama was a hostile environment and much of the hostility was directed at me and my ambition to make something of speech pathology and audiology. The hostility was also evident in various deans of colleges (e.g., Dean Warren Jenkins) … In your (Chappell) absence, I and Don took the brunt of the tough years of getting speech and audiology recognized as a viable department. We were likened to “a trade school, technical school, occupational training, vocational program” as if all those were BAD things and not worthy of the college. Upon your return from your Ph.D. studies, you brought with you a steadiness and saneness that gave balance to my strong headedness and drive and desire to make something of SPA into Communicative Disorders. I think people looked to you for calmness and reasonableness. Together, the three musketeers pulled off one huge coup."

**Gathering up Students**

Well, as the legend goes, in 1961, two Stevens Point ladies, Mary Fick and Betty Zuege, visited President Hansen and informed him that they wanted the college to develop some courses in speech therapy because they felt there was a great need in central Wisconsin for trained speech and hearing specialists. Zuege had taught the hard of hearing class in Stevens Point and was privy to that void in therapists. Fick wanted to learn how to help her son with his speech problems. The President sent them to talk to the chairman of the Department of Speech, Pauline Isaacson, who readily concurred and said she would get things rolling if they could find six interested students. They did so.

Thus, the program commenced in the fall of 1962 with seven students and enrollment doubled in the first year.
Since most of the students belonged during this program building period to the Wisconsin State University-Stevens Point Speech and Hearing Association, their presence is portrayed through the photos of that group. As a social and project-based group, the Association was organized in 1965 to provide an opportunity for new students to learn about different aspects of the program and the profession, doing so from more advanced students, so that they could make wise decisions for their future.

During the commencements of 1966 the following students (pictured in the Iris) were among those who earned undergraduate degrees in speech pathology and audiology: Charlotte Louise Kudla, Jennifer A. Bentz, Joyce A. Disher (Schmidt), Barbara Susan Nolan (Pawelski), Jane A. Gromoll, Sandra L. Peotter, Jeannine Sands (Longlois) and Elaine (Wand Rolzin Anderson) Schneider.

During the 1967 graduations, the following students were included within those who were awarded undergraduate diplomas: Sue Siebert Shrank, Marie Rimshaw Birmingham, Germaine Janis Girard, Susan Schoch, Paula Allen Ososki, Judith Davis, and Dennis Tepp.

Much gratitude is in order for the above group of initial students. They too withered the building storms of a beginning program. They accompanied the teaching team through trials and tribulations with outstanding character and dignity. Because of incompleteness in the university records, it was an impossible task to get all the maiden names spelled right and attach all the proper married names.
Establishing a Graduate Degree Within the Department of Communicative Disorders (1968-70)

Charting the Unfolding Issues and Events
President Albertson of Wisconsin State University-Stevens Point, when on assignment in Vietnam (during the thick of the war with a crew of top notch educators) to analyze and recommend a plan to restructure the Vietnam Educational System, was killed in an air plane crash with his entire team. Chancellor Lee Sherman Dreyfus replaced Albertson not with a plan to provide “average programs for exceptional students,” rather with a goal to develop “exceptional programs for average Students.”

By fall entry into the 1967-68 academic year, The American Speech and Hearing Association was pushing all training programs to make the master’s degree the basic and minimal training program.

Jerry Johnson demonstrating therapy while also checking out the new video taping equipment. ComD Scrapbook. When several of Johnson’s grant applications for federal assistance were approved for a significant sum of money, those funds were used to establish a 30-credit graduate master’s degree program. The coursework was expanded (adding 12 800-level graduate courses during the year) and the clinic facility now housed the latest equipment for various types of diagnostic testing of hearing and for hearing aide evaluations as well as clinical equipment and materials for testing and treating speech and language problems. Included was a closed circuit television system. In turn, with increased allocations from the university, there was supportive money to hire five additional teaching and supervisory faculty and a full time administrative secretary, Carol Magee. Referrals for diagnostic and treatment services in the Speech and Hearing Clinic were coming in from 15 agencies including public school clinicians, doctors, nurses, Head Start personnel and state agencies for the handicapped. Nearly 100 adult and child clients were being helped in the program’s service and training sites per year. The master’s level added a year (one academic year and a summer) to the four-year undergraduate training program. Johnson later commented on a key supportive issue: “We really opened the way for the college to become a university … We showed the way and got things going and then there was no stopping other programs from growing. Chancellor Lee Sherman Dreyfus helped us. He was an empire builder too and aided our growth and recognition. Dreyfus identified certain programs in the university as blue chip and communicative disorders fortunately was one of the blue chip programs.”

It was a good period when the program was granted $15,900 from the Office of Education, Department of Health, Education, and Welfare, followed by $29,000, to increase total funding to $80,000. The money was used for aiding in the training of clinically oriented speech and hearing clinicians, providing a number of university assistantships for $2,500, Office of Education Fellowships for $2,200 plus tuition and fees for master’s degree candidates, and over 20 traineeships for undergraduate students in deaf education. An article entitled, “Come to the Point – A Clinical Program,” was released statewide to invite enrollment in the graduate program.

With chairman Gerald Johnson leading the way, the department first met under the new umbrella title of Communicative Disorders for the July 28, 1969, faculty meeting. Programs across the nation were advancing to a name beyond one with the dual specification of speech pathology and audiology. After the department’s name was changed to communicative disorders, students could emphasize any of the following specialties, but their degree would be under the communicative
disorders umbrella: speech pathology, audiology, language disabilities, speech and hearing science, and education of the deaf.

The most striking event for the year was the introduction of a 21-credit major in deaf education, along with the hiring of two faculty to teach and train students in that major. Over 175 teachers of the deaf were needed in Wisconsin along with a training program that would relieve the severe shortage.

Wentland, who had a year of absence to work on his speech pathology Ph.D. in the program at WSU-Madison, returned and in March 1970 became the new clinical director, replacing Chappell. Aylesworth also returned with his Ph.D. in speech pathology in hand.

**Loading the Training Team**

Jerry Chappell giving a client an articulation test. SCD Scrapbook. Although Chappell returned to start the 1967-68 academic year, he was essentially part time in that he was committed to study the mastery of English inflections in school age children to finish his Ph.D. dissertation for a degree in communicative disorders. Wentland was also given some relief time to complete work on his doctorate.

With the expanding clinic facility and client body, the addition of graduate level courses, and the increasing number of students in training, the program needed additional faculty to move forward. Two new faculty were hired during the 1967-68 year. Audiologist Ralph Leonard, Ph.D., came from Michigan State University to take over the diagnostic, supervisory, and teaching assignments in audiology, thereby replacing Gary Glascoe who left to enter advanced graduate studies.

LaRene Tufts, who had been with the growing speech pathology and audiology program over at the University of Wisconsin-EauClaire, with a master’s degree from the University of Washington, also joined the WSU-Stevens Point team. During second semester, she added with zest her expertise in audiology and her knowledge gained from experience in public school programs.

During the 1968-69 year, Frederick T. Tyszka, Ph.D., joined the program first semester with his background training at Purdue University to help Leonard by assuming many of the clinical and teaching duties in the audiology area.

Starting second semester, William H. Meyer, with a master’s degree in speech pathology from Kent State University, was added to the departmental clinical and academic team to share his expertise in cleft palate and Stuttering. Meyer later commented on his reason to come to Stevens Point:

“When I was offered a faculty appointment in the spring of 1968, Janet, my wife, and I knew that I was being given an opportunity to work with very talented colleagues who were current in their respective areas of expertise, enjoyed their work and each other. I was particularly impressed by their apparent interest in hiring people who came from diverse academic backgrounds (i. e., different graduate institutions) as a way of giving their students exposure to a wide array of perspectives on clinical practices. I accepted the offer because I was pretty sure that these people had a lot to offer me as a brand new professional who intended to pursue a doctoral degree after gaining several years of professional experience.”

Then, also second semester, Thomas W. Jensen was added to the program with an all-but Ph.D. in communicative disorders from Mankato State College for his clinical and academic expertise. He took over some of the course work and supervision relative to voice disorders and neurological problems.

**Identifying the students**

During the last year (1968-69) that the program was named the Department of Speech Pathology and Audiology, the Speech and Hearing Association continued to be an active group.
And, of course, the program watched an impressive group of students get their bachelor of science degree during 1968. The group included Kent Gibbs, Barbara Youngerman, Pat A. Ault, Helen M. Brunow, Carla A. Karuse, Ellen A. Magyera Jung, Carleen E. Mahoney Hasenstab, Susan J. Olk, Kathleen J. Riedel, Sally K. Simek, Carole A. Kozenski, Bette N. Vangen, and Marilyn F. Wentland.

For 1969 the program turned out a bumper crop of top-notch graduates. Fifteen students earned a bachelor of science degree and participated in one of the three graduation ceremonies. Included were Sara Jane Anderson, John E. Caylor, Darrel R. Feakes, Lynne Hanneman Gibbs, Karen K. Hotchtritt, Ann J. Janczak, Louise J. Kovars, and the following who had photos in the Iris: Louise J. Kovars, Kathleen Lansing, Ann C. Leary, Ruth N. Mathieson, Maureen M. O’Connor, Terese J. Ronzani, Susan Chick Treb, Mary Kiedrowski, Alice K. Lentzen, Carolyn M. Timberlake, and Harry J. Peterson, Jr.

It was a real treat to see the following students get the first graduate degrees, most emphasizing either speech pathology or audiology, as they were led across the platform by Carlo Jo DiMartino Butterfield in the summer of 1969: Marie Birmingham, Christine J. Blazek, Carl Kelke, Elaine R. Rolzin, and Judith A. Wandry. And, of course, sending trained clinicians forth to help the communicatively handicapped of Wisconsin and the U. S. was what the training camp was all about.

Building the School of Communicative Disorders: The Era of Associate Dean Gerald F. Johnson, Ph.D. (1971-74). The School of Communicative Disorders in Old Main.

Tracking the Flow of Issues and Events

During a departmental faculty meeting on May 20, 1970, in Old Main, the faculty of the Department of Communicative Disorders responded to a request of Chancellor Lee Sherman Dreyfus to come up with a name for themselves as a school in the new college he was creating, the College of Professional Studies. The School of Communicative Disorders (ComD) was the selected name and became the operative name for the 1970-71 academic year.

The new College of Professional Studies umbrella pulled the professional programs together, including the Schools of Education, Home Economics, Communicative Disorders and Health, Physical Education and Recreation and also included specialized curricula in medical technology, pulp and paper technology, learning disabilities, early childhood and the Gesell Institute of the University Laboratory School. Arthur Fritschel was named dean of the college.

There had to be some expansion of the teaching and treatment space, for all aspects of the speech pathology and audiology program were dynamically expanding. Additional offices and classrooms were acquired across the hall from the basement clinic in Old Main and several classrooms were converted into therapy rooms.

During this 1970-71 academic year, the title of the clinic was changed to the Center for Communicative Disorders and Director Tom Wentland established a multi-level plan for the training of student therapy skills to meet certification requirements, including the types of cases and number of practicum hours. He gained assistance from a coordinator of audiology (Ralph Leonard), a coordinator of education of the deaf (Betty Blyth), a coordinator of student teaching (La Rene Tufts) and a coordinator of speech pathology and language disabilities (Gerald Chappell).

For each semester of therapy scheduling, each client type had to be linked with a supervisor having that select expertise, a graduate student needing experience with that client type and an open therapy room.

David Nelson, Ph.D., fresh out of an impressive Ph.D. program, joined the school’s faculty to help with the extensive series of audiology courses and related supervision and diagnostic evaluations.

In turn, to assure the program was indeed comprehensive by adding further expertise in aphasia and behavioral modification, Dennis Nash, Ph.D., was hired. His training included top schools in Kansas and Colorado.

At this time the program’s affiliation with St. Michael’s Hospital was expanded and interrelationships were established with most of the central Wisconsin units that served the handicapped.

At St. Michael’s Hospital, Dr. George Anderson, eye, ear, nose and throat specialist, was the overall program director with Gerald Chappell coordinating and conducting speech and language therapy and David Nelson conducting the audiology services.
Shortly thereafter, in the hospital complex, a working relationship was arranged with Rayma Ditson, Ph.D., to evaluate and provide therapy for many of her severely developmentally delayed children in the Chileda Institute. Chappell became the person coordinating the communicative disorders component of that relationship.

Gerald Johnson’s success in writing grants continued in 1971 when the School of Communicative Disorders attained two federal grants from the Department of Health, Education and Welfare in its Bureau for the Education of Handicapped Persons, totaling $37,000. About $21,000 was earmarked for preparation of teachers, supervisors and other specialized personnel in the education of handicapped children. The remainder, or about $17,000, was used in the rapidly developing deaf education major that was the only one of its kind in the Wisconsin State University System. The money was for student traineeships on the undergraduate level, fellowships for master’s degree candidates plus retention of faculty members during the summer for educational purposes. The grant increased to $117,000 the total number of federal funds received by the institution for speech and hearing activities. An additional allocation of $97,000 was also given to the school shortly thereafter.

Chappell comments on the state of affairs at that time:

"The subdivision, analogous to a motor boat in rough waters, became like a departmental sailing schooner in more rugged waters and then a cargo ship navigating in the deepest ocean. You could find teaching faculty, practicing students and learning clients in every nook and cranny of our clinic space. We probably had the biggest budget in the university, which was nearly $12,000 for capital items alone and grant monies were pouring in. The professional expertise of our faculty already had a degree of comprehensiveness and students could study in a multiplicity of courses in one of several of five emphasis areas. We were all set, except we were busting out of our space, which basically continued to be the old radio station in the catacombs of Old Main. We still had the dripping pipes on top of us in the basement ceiling, the noise coming down from home economics above us and the fear that the old auditorium on the third floor could cave in any minute and come crashing down upon us."

The Gradually Enlarging Graduate Group
The following students were among the last to lay claim to having fully earned their bachelors degrees in the east basement, classrooms and halls of Old Main: Lena Becker, Sheryle Elaine Bell, Diane C. Cavil, Marilyn R. Engel, Alan J. Johnson, Donald A. Hansen, Nancy D. Hurlbutt, Diane C. Huetter, Sandra D. Jones, Dianne L. Leitner, Barbara A. Lautenbach, Leslie R. Schmeltz, Geraldine Zenner and Keith M. Gruber.

The rest of the final Old Main undergrads whose pictures are in the Iris included Carol J. Hinrichs Adamczak, Kay Alvery, Catherine Emmerick Steffen, Joann Faehling, Julianne Francine Norris Zobal, Holiday Paulin, Susan Ritchie, Mary A. Scheider Barz, Judith A. Sparks Shandor, Kathleen J. Stelmacher Buress, Susan Voeks and Laura Wang.

The same memory is true for the following recipients of the master of science degree: Kristine L. Anderson Meyer, Sandra M. DuCharme, Ron E. Dauplaise, Thomas O. Kongslien, Margaret Paulson Keyes, Jamie C. Lombardo, Mary Muir, Karla Jan Ross, Marcia A. Schroeder, William E. Treb, Patricia Ann Ault, Nancy Frey, Ronald E. Grusy, Vivian Pagel, Judith M. Ronzani, Charles Stone, Helen Sweet, Patricia N. Lytwyn and Maxine Johnson.

It certainly was a big class, composed of outstandingly adaptive and eager students, all learning patiently, many contributing actively in the politics of the school, still doing so in the catacombs of a building that had a past of more than three quarters of a century. The program had the faculty, the students, the clientele and the curriculum, but still needed a satisfactory facility.
Movement into the Awesome New CPS Training Facility

During this three-year period (1971-72, 1972-73 and 1973-74), which is still within the era leadership of Gerald F. Johnson, Ph.D., the School of Communicative Disorders moved and settled into the lower level of the new College of Professional Studies Building. This section of the early history reviews the stabilization of our program in the new facility. The profession faced a transition from speech therapist/clinician to speech pathologist to speech-language pathologist that would gradually course through the decade. With entry into the 1970s, professional interest in language disorders was expanding greatly and rapidly and being uncertain which way the profession would turn in establishing diagnostic and therapeutic expertise, the School of Communicative Disorders moved ahead with emphases in language disorders, education of the deaf and speech and hearing science, adding those emphases to the emphasis areas in audiology and speech pathology.

In the early 1970s, under the leadership of Chancellor Lee Sherman Dreyfus, Wisconsin State University advanced to shared governance through incorporation of a faculty senate, instigated much curricular and facility growth, merged with other universities into the Wisconsin University System as the University of Wisconsin-Stevens Point and faced faculty layoffs and program cuts. Our country was also still agonizing over the nation’s involvement in the end of the Vietnam War.

It was during the break between the 1971 summer school and fall semester that the school’s faculty and students moved into the new facility and what a wonderful occasion it was. Faculty, students and clients would forever remain in awe of the grand new quarters.

Although associate dean of the School of Communicative Disorders, Gerald F. Johnson, Ph.D., had been the primary planner, all school personnel and many of our students, had also been given a chance to provide input into what would make a good therapy room, diagnostic suite, or whatever. Chancellor Lee Sherman Dreyfus and the rest of the university system had come through with the funding for what today remains Wisconsin's top facility for the training of professionals in communicative disorders.

The following excerpts, which are from the school’s information and recruitment brochures during this period, described aspects of the facility and program:

"The Center for Communicative Disorders was built in 1971. It consists of 10 individual therapy rooms, a large group therapy room and four diagnostic suites in speech-language and three sound treated suites in audiology. All diagnostics are directly observable and therapy as well as diagnostics may be viewed by closed circuit television. A Clinical Media Center houses a wealth of clinical diagnostic tests and therapy materials as well as numerous pieces of clinical instrumentation.

In addition to the Center, the School of Communicative Disorders has a speech-hearing science lab that has three sound-treated rooms. The lab is equipped for measuring a wide variety of physical parameters of speech and hearing including EEG, EMG, reaction time, aerodynamic events and glottal events. It is directed by a speech-hearing scientist who maintains an active research program and assists other faculty members and students with their research projects."

An anatomy and physiology lab contains numerous models for the undergraduate anatomy class and material and supplies for graduate electives in human dissection. There are offices for faculty/staff as well as graduate students who share two large equipped offices.

The School of Communicative Disorders has 13 full-time faculty/staff members, 10 of whom hold a Ph.D. Three are in the area of audiology, nine are in speech-language and one is a speech-hearing scientist.

"With the exception of the speech-hearing scientist, all hold the Certificate of Clinical Competence and supervise in the Center for Communicative Disorders. Three are full-time supervisors. Each member is dedicated to preparing professionals who are capable of functioning independently in a variety of professional settings.

The University of Wisconsin-Stevens Point graduate curricula in communicative disorders offer an emphasis in speech-language pathology or audiology. Instruction in both areas exceeds the minimum requirements for the American Speech-Language-Hearing Association’s (ASHA) Certificate of Clinical Competence. Both areas are also accredited by ASHA’s Education and Training Board."

"The culminating experience in the speech-language curriculum is the externship which begins after completion of the coursework and practicum on campus. This is a 15-week supervised program in a school or one of a variety of non-academic settings including hospitals, medical clinics, nursing homes, etc. The student, in consultation with the Director of Clinical Services and others, selects a site. Service programs in Wisconsin, Washington, Nebraska, Florida, Illinois, Texas and other states participate in the university’s externship program.

After completion of coursework and related practicum, the audiology student begins the audiology externship. This 15-week supervised experience is arranged through the Director of Clinical Services. Students, in consultation with the director and others, have selected extern sites in small and large group medical facilities and ENT clinics and with private practitioners in Minnesota, Washington, Nebraska, California and other states."
The ComD Personnel and Students in the College of Professional Studies
Building: The Era of Associate Dean Gerald F. Johnson, Ph.D. (1970-76)

The School of Communicative Disorders is dedicated to the proposition that all men have an equal opportunity to be able
to communicate as effectively as is possible and to the maximum of their potential. The students carry this philosophy
with them into a variety of professional settings including public schools, hospitals, clinics, industry, private practice and
as government vocational rehabilitation teams and as researchers and administrators."

Associate Dean: Gerald F. Johnson, Ph.D.
The following are the 1970-76 contributions and heavy responsibilities
of the creator of the School of Communicative Disorders, associate dean
Gerald F. Johnson, Ph.D.

In addition to being responsible for the identification of teaching
assignments, curricular offerings and class schedules, requirements of the
major and certification of completion of the required program for majors,
Johnson initiated and led program development, revision, organization
and operation. He also assumed primary authority for the allocation of
summer assignments, extension teaching, travel funds, secretarial help,
student assistants and work study assignments and for the approval of
consultantships. Also in line with what would be the school’s revised
personnel rules of February 14, 1976, he directed the preparation of
federal proposals and ensuing programs, directed and administered budget
determinations and was the school spokesperson in dealing with the dean
of the College of Professional Studies, Arthur Fritschel.

During the meeting of July 26, 1972, Johnson was delighted to report that
the school had received approval of a $100,000 federal grant for speech
and hearing science.

More specifically, during this period (1970-76), Johnson led determinations relative to such policy matters as not
spreading the supervision too thin in reaching out to satellite clinics, faculty cuts being imposed by higher administration,
procedures for the determination of merit, targets for teaching and supervisory loads (a formula involving 180 hours
of teaching credits and 180 hours of supervisory credits), a position paper from the education of the deaf faculty and a
moratorium relative to that emphasis area, re-investing a position in a second person in language disabilities, initiating a
dean’s student advisory committee (with undergraduate student Jill Stein serving much of this period as the representative
to the school’s faculty meetings), giving preference to the academic program or the summer sequence program, new
federal laws for affirmative action (governing sex and minority discrimination), a faculty evaluation scale, the formation
of a RAPTS (retention, appointment, promotion and tenure) committee, a selection process for the assistant dean, and a
policy statement for the purpose of determining retention and/or tenure.

One of the best sources of historical information about the school was a publication of the student Speech and Hearing
Association entitled The Missing Link that came out about once a month for at least the period of September 21,
1972, through the February 11, 1975. Students Bill Sellmeyer, Vern Morgan, Jill Stein, Susie Puntit, Jim Oliger and
Beth Witt were instrumental in getting The Missing Link started. Various faculty contributed letters, students wrote
informative articles and the associate dean nearly always contributed update information about the program in an article
titled “From The Horse’s Mouth.” Johnson wrote articles on topics such as “Why the profession decided to make the
master’s degree the minimal training degree” and “Contributions our alumni and present students made toward getting
communicative disorders listed in the university mission statement.”
As an example, the following are excerpts from an article Gerald Johnson wrote when the communicative disorders program was one of many being considered for phasing out (September 11, 1973, issue, p. 5):

"Welcome back to UWSP. The start of this new academic year is already very eventful. As most of you know, Central Administration of the UW System published a report which called for closing graduate programs at some of the universities in the state - including Stevens Point. You can just imagine the enthusiasm THAT generated amongst the faculty in the School of Communicative Disorders. Numerous documents were generated to attempt to forestall that decision and letters of support of our program were written by some of you and a number of our graduate students. [...]

The following comments are representative of the statements I offered in support of the continuation of our program: our number of graduate students equals 142; the number of graduate degrees awarded 1964-73 equals 78; we have accreditation by North Central Association (March 31, 1971) - ASHA Education and Training Program accreditation (Speech Pathology July 23, 1971, Audiology January 22, 1973) - ASHA Clinical Services Program accreditation for the Center of Communicative Disorders (May 19, 1972); the only other Wisconsin unit certified in both speech pathology and audiology is UW-Madison; our facilities and equipment as programmed in the new building are the finest in the state and among the finest in the nation; nearly $90,000 of our facility enhancement is currently underway and is scheduled for completion in September of 1973; and our history of reception of federal grants now totals $209,411.

I am extremely optimistic about the future continuation of our program and that the powers that be will realize the good “thing” they have here in Stevens Point."

Coordinator of Graduate Studies: Gerald E. Chappell, Ph.D.
During this period Gerald E. Chappell was the coordinator of graduate studies. As spokesman for the hardworking academic committee, he advanced and got approved issues and guidelines and/or policy statements relative to the following documents: Approval of the faculty for teaching graduate courses, a policy statement for graduates on probation, intra-school guidelines for thesis credit, format for graduate student advisory committees, statement of admission to candidacy for a master’s degree, modification of guidelines for students in communicative disorders and revision of the school requirements for the master of science degree.

The academic committee also accomplished: completion of the graduate coursework in education of the deaf, advancement of graduate course changes and proposals through the graduate council and initiation of the revision of the graduate requirements in audiology and in speech-language pathology (which were not really completed until 1975).

Gerald Johnson reflectively comments (e-mail correspondence October 1, 2002) on the passion of the ComD faculty meetings:
"As far as faculty meetings were concerned, we wanted to get it right!!!!! Because so much was riding on our success or failure. Many within the university would have loved to have us blow away. They viewed us as the sacred cow (my paranoia I am sure, but that is what comes from fighting the system all the time). Anyway, we were all great thinkers and philosophers and young Ph.D. people with grand ideas. I think we were also products of hard times from society, unpopular war, etc. I also think in some respect we were tired of the fighting to keep the program viable. In a strange way this attitude seemed to permeate the faculty meetings. We all had families and we were used to making decisions and doing things our own personal way and I think this came to bear on trying to do the right thing."

The coordinator of graduate studies was also responsible for graduate student recruitment, correspondence, course enrollment, grievances and everything else, for example, at the January 27, 1972, faculty meeting, Chappell reported that the school had signed up 17 graduate students, had 33 more folders being completed and 15 more students were making inquires. On June 6, 1972, Chappell announced that the summer graduate program had 45 students enrolled.

Chappell was in his glory because he was now teaching and supervising relative to two undergraduate language therapy courses and two graduate level language courses.

This is a good time to reiterate that the students were always special, remarkably hardworking and often inspiring. Each faculty instructor was highly demanding of their academic effort, relentlessly pushing them to learn the critical content of his or her coursework.

In addition, each supervisor closely monitored and scrutinized heavy student practicum experiences above and beyond their classroom challenges.

**Director of Education of the Deaf: Gary Nix, Ph.D.**

Gary Nix, replacing Miss Betty Blyth, joined the school in the fall of 1971 to assume a role as director of education of the deaf. Nix, working hand-in-hand with Neil Lowell for one year and then two years with Canadian newcomer Perry Leslie, Ph.D., as he replaced Neil, taught all courses (sometimes as many as four) and covered much of the practicum supervision for a rapidly growing body of students. Nix taught foundations of education of the hearing impaired, language for the deaf and hearing impaired and methods of teaching the deaf and hearing impaired, while Leslie was the instructor for total communication, counseling and guidance of the deaf and hearing impaired, language for the deaf and hearing impaired, speech for the deaf and hearing impaired and curricula for the deaf and hearing impaired.

During this period, the remarkable personnel in education of the deaf developed an unmatchable curriculum and attracted a striking number of students. The trio reached out statewide in multiple ways to relate the program in education of the deaf and our students to all aspects of their profession. Neil Lowell had been the backbone in developing and teaching the strong undergraduate base: speech, language and methods of teaching the deaf and hearing impaired. As Lowell parted from the program in the spring of 1972, he was nominated by the students for the Distinguished Teaching Award and was also given the following proclamation by the faculty of the School of Communicative Disorders.

"Whereas, Mr. Neil Lowell, for most of his employment since 1969, has assumed leadership for the development of education of the deaf major and whereas, Mr. Lowell’s personal and professional dedication to the deaf has influenced our own direction and philosophy; and whereas, Mr. Lowell has touched all of our professional and personal lives with his friendship and typical Maine conservatism: now, therefore, be it resolved, that the faculty in the School of Communicative Disorders has valued our relationship with Mr. Lowell; and be it further resolved, that the faculty knows that Mr. Lowell’s future contributions to the deaf will be as profound as they have been at the University of Wisconsin-Stevens Point."

The following are excerpts from memories that Gary Nix, Ph.D., offered (email statement, October 30, 2002) about his years with ComD at Wisconsin State University-Stevens Point:
"One of the most memorable things I remember about the Center for Communicative Disorders was the graduate/faculty lounge where we had rap sessions with faculty members in the collateral areas of communicative disorders such as speech pathology and audiology. It was a real cross fertilization of fields and ideas which I feel benefited all of the Com D students. The clinic cases which we shared provided us with the opportunity to learn from other faculty members as well as teaching our students. I never again found that kind of camaraderie and stimulation of ideas at other universities.

The teeming of faculty and students to work with the clients in the Center for Communicative Disorders brought perspectives that no one discipline could have provided [...]

The education of the deaf program students greatly benefited from the fact that Dr. Nelson was teaching the audiology courses which were an essential part of the curriculum. He was an experienced educator of the deaf as well as an audiologist and could provide very helpful information to the students which would otherwise not have been available to them.

Although the education of the deaf program was only at Point a short time, it is still impacting the field today. The excellent caliber of students led to employers seeking to hire them to teach hearing impaired students in their programs. Some went on and completed their Ph.D.s and are still teaching at the university level. Dr. Elizabeth Wilkes is known for her work in the area of language intervention with the deaf. Dr. Alice Holmes moved into a Ph.D. in Audiology and teaching at the university level. [...]

Another fond memory which I had was the periodic parties in the park which the students would have and invite the faculty to attend. Some beer, brats, a Frisbee and a guitar or two and we had a chance to develop a closer relationship between students and faculty."

Among the reasons for the discontinuance of the program in education of the deaf was, financially, that the UW System had to cut programs and it was convenient for UWSP to eliminate that costly major while it was still young. The reason, however, for ending the program that the personnel of the school accepted, including those in education of the deaf, was that the popularity of the program had mushroomed its attendance beyond the training needs of the state and beyond the deaf clientele needed for due practicum experiences.

**Director of Awards and Grants: Donald Aylesworth, Ph.D.**

Donald Aylesworth, Ph.D., serving all three years of this period as director of awards and grants, led the identification of award recipients (including outstanding junior), guided his committee and advanced issues and policies to the faculty relative to Office of Education Traineeships (graduate and senior), university graduate assistantships, university student assistant funds and other summer and state stipends, while also continuing to refine the criteria for the evaluation of applicants and the assignment of award amounts.

Continuing his role as teacher and supervisor in speech pathology, he taught the courses in anatomy and physiology, treatment of neuromotor disorders, aphasia, cleft palate and would soon take over popular coursework in gross anatomy wherein the students dissected human heads and upper torsos. Regarding the gross anatomy coursework, Jensen and Aylesworth went to Madison and met with those affiliated with the cadaver donor system state mortuary and arranged for a yearly supply. Jensen taught the gross anatomy course until he left. Then Aylesworth took over.

Anyone who sat in on deliberations during faculty meetings was aware of Aylesworth’s ability to cut right into the core of an issue and attack it straight on. Excerpts from the following faculty article in The Missing Link are exemplar of his sage perspective:
"You may have noticed that faculty, just as students, are not carbon copies of the same mold. We may differ in our professional modus operandi, approaching problems somewhat differently. These differences are healthy and advantageous to us all. Ultimately, it should allow students to find that approach which meets the needs of those requiring help. Just as important, however, is the fact it should lead to being "professional selves."

These are factors regarding our professional self, as well as personal, that we should avoid. It is possible to be so totally permeated with an older clinical technique that we are intolerant of new ones. Conversely, one can be so totally wrapped up in a new technique that good aspects of older ones are ignored. Either form of professional prejudice is no better than the social prejudices with which we may be more familiar."

**Directors of the Center for Communicative Disorders-Frederick Tyszka, Ph.D. and Judith Pratt, Ph.D.**

After advancing many issues and some policies to the faculty during the 1971-72 academic year and continuing his strong contributions to the program, Thomas Wentland relinquished his position as Director of the Center for Communicative Disorders to assume the chairmanship of the Department of Communicative Disorders at the University of Mississippi.

Fred Tyszka, Ph.D., taking over as the director of the Center for Communicative Disorders during the 1972-73 academic year, made many contributions toward establishing the new center’s clinical program, for example managing a therapy caseload of 75 in the summer of 1972, shifting our commitment at St Michael’s Hospital to a consultant arrangement and initiating a working relationship with River Pines Convalescent Home, the Portage County Home for the Aged and the Wausau Medical Center. Tyszka also taught an amazing amount of graduate coursework in aural rehabilitation, theories of hearing, clinical audiology, hearing aids and pathologies of the auditory mechanism. It was the efforts of Wentland and Tyszka that first established some of the great satellite diagnostic and treatment connections.

Judith Pratt, Ph.D., joined the program mid-year of the 1973-74 academic year to offer a second teaching and supervisory perspective for the language disabilities emphasis. Her expertise in speech and language pathology equipped her to take over the directorship of the treatment center.

The news release from the University News Service (November 15, 1973) introduced Pratt:

> "Dr. Judith Pratt is the new director of the Center for Communicative Disorders at the University of Wisconsin-Stevens Point. She ranks as one of few women nationwide as head of such an operation on an American campus, according to Dr. Johnson, assistant dean of the school of communicative disorders who made the appointment. The center serves about 200 Central Wisconsin residents of all ages who have a variety of speech and hearing disorders.

The new director has plans for the faculty and upper-level student-operated facility. She will apply recent techniques in clinical situations. In the case of children, that will involve having parents present during therapy to determine whether the youngsters achieve more rapidly in that kind of setting.

A native of Detroit, she came here this fall from the speech and hearing sciences faculty at Western Illinois University in Macomb. Before that she was a doctoral candidate at the University of Illinois in Champaign-Urbana and still earlier on the staff of California State University in San Jose and four years as a speech and language clinician in Mountain View, California. She holds a bachelor’s degree from the University of California in Los Angeles."

**Coordinator of Communication Science Laboratories: Jack Curtis, Ph.D.**

Jack Curtis, also joining the school in the fall of 1971, immediately assumed the role of the coordinator of communication science labs. Curtis came just in time to give the program the electronic expertise needed to set up the speech and hearing science labs along with the TV and intercommunication systems for viewing activity in the therapy and diagnostic rooms. Curtis became the key person for guiding training efforts relative to the speech and hearing science emphasis. During this period, Curtis, Tyszka and Leonard were instrumental in analyzing the noise pollution in the Stevens Point community.
Curtis’ teaching job, which was to teach phonetics and phonemics, principles of speech and hearing science and theories of hearing, was the most difficult of the collective faculty, but his strong unyielding philosophy convinced students of the importance of speech and hearing science in their training.

**The Rest of the School Personnel**

La Rene Tufts, whose expertise covered teaching and supervision in both audiology and speech pathology, served all three years as the coordinator of undergraduate studies. During her tenure in that position, along with the help of a committee, she led the refinement of the undergraduate pre-professional program that specified and executed policies on advising, enrollment and course sequencing for freshmen through senior students.

Besides being the school’s liaison person for the placement and evaluation of student teachers, Tufts’ teaching assignments included: communicative disorders in school children and rehabilitation of auditory disorders.

As director of library resources, Dennis Nash, Ph.D., managed all issues under a $3,000 to $4,000 library budget while being responsible for the purchase of books, selection of periodicals, addition of films and acquisition of graphic arts. Nash had the library representative role until he was elected as the coordinator of graduate studies in 1974. Nash also re-initiated a Laryngectomy Club and became involved in the American Cancer Society. As a speech pathologist, Nash’s supervisory and teaching assignments in the school speech pathology emphasis area included: normal development of human communication behavior, seminar in communicative disorders, advanced studies in voice pathology and advanced methods in articulation pathology.

As far as other faculty, Karen Carlson joined the program in the fall of 1971 and in the spring, Marilyn Perlmutter, doing so as full-time speech and language supervisors. Speech-language supervisors Cathie Law and Mary Sommers, along with education of the deaf supervisors Karen Lucht and Kathy Bennet, all joined the school during one semester or another of the 1972-73 academic year and Linda Stombaugh came aboard for the second semester of the 1973-74 academic year. The supervisors made many contributions to the improvement of the practicum experiences.

Tom Jensen, William Meyer and Gary Glascoe, who were on leave of absence during part of this period working on advanced degrees, all returned to assume full time duties while Ralph Leonard left the campus to initiate a clinical audiology program in Wausau. David Nelson also moved on to browner pastures the third year of this period after making great teaching and supervisory contributions relative to the courses in clinical audiology, pathologies of the auditory mechanism and basic procedures in audiology and audiometry.

William Meyer, Ph.D., picked up the teaching of disorders of articulation, disorders of voice and fluency, the neurological bases of normal and pathological speech and language, advanced studies in stuttering and cleft palate. Jensen taught phonetics and phonemics and disorders of voice and fluency.

The Missing Link (Sept. 11, 1973, p. 2) offered the following remarks about Gary Glascoe:

"Coming to us from a wide background of experience is audiologist Gary Glascoe, between his junior and senior year, he took a four year break to be a Merchant Marine, motorcycle bum, professional drummer and an oral surgeon technician in the Army. After finishing his last year, he went on to get his M.A. from Western Michigan University. Glascoe taught at UW-Stevens Point in 1966-67 and then at Almira College, New York, for two years. After finishing his Ph.D. at the University of Denver, he served as a clinical audiologist for the Denver Otologic Group. Finally, he returned to UWSP this fall and is presently teaching basic procedures in audiology and audiometry and hearing aids I. Replacing David Nelson, Glascoe would also teach aural rehabilitation and hearing aids II."

Carol McGee continued to be the school’s administrative secretary; Karen Ramczyk was hired as the first clinical secretary and Donna Senski started in the fall semester of 1973 as the first secretary in the clinical materials center. Ed Bahr was hired as the first electronics technician in the speech and hearing science lab.

Following the voyage analogy, the small motorboat, having become a sailing schooner and then a cargo ship, now took on the face of a battle ship. And last, but not least, here are the graduates of the 1971-74 period, the first from the School of Communicative Disorders in the new College of Professional Studies Building:

**The Graduates During the 1971-72 Academic Year**

Kristen E. Ault 05/17/72, Nanette J. Brown 12/23/71, Diane R. Beeler 05/20/72, Bruce Burress 05/17/72, John E. Caylor 05/21/72, Dorothy L. Chambers 08/04/72, Lois Disher 05/17/72, Karen Ebert 05/17/72, Rita J. Erickson 05/17/72, Marjorie Eri 08/04/72, Katherine A. Fanta 05/17/72, Kathleen Farvour 05/17/72, Pamela Greedy 05/17/72, Donald A. Hanson 05/17/72, Janice G. Hoiby 05/17/72, Linda L. Konkol 05/17/72, Deanna E. Johnson 05/17/02, Richard C. Krause 08/04/72, Laverne Lang 08/04/72, Barbara A. Lautenbach 12/23/71, Lois H. Lemke 12/21/72, Shawn M. McBride 05/17/72, Jacob Morningside 08/04/72, Helen A. Osier 05/17/72, Gail E. Possley 05/17/72, Kathleen Roubal 05/17/72, Richard C. Sauer 05/17/72, Caryl J. Schmitz 05/17/72, Janet M. Somers 05/17/72, Mary P. Sommers 05/20/72, Catherine M. Steffen 08/04/72, Susan K. Voeks 08/04/72, Laura Wang 05/17/72, Kathleen Winter 05/17/72

**The Graduates During the 1972-73 Academic Year**

Delores I. Ahmann 12/21/73, Donna M. Ballard 05/17/73, Cynthia A Barber 08/03/73, Beverly R. Bartels 12/21/72, John M. Baumgartner 08/03/73 (M), Maxine M. Bronk 05/17/73, Dorothy Burhop 05/17/73, Bruce Burress 08/03/73 (M), Kathleen Burress 05/17/73, Clare Karr 05/17/73, Francis A. Czarnecki 05/17/73, Lois M. Casper 08/03/73, Michael G. Dahlke 05/17/73, Faye L. Davis 05/17/73, James Davis 12/21/72, Janis Duran 12/21/72, Lynn A. Dyer 05/17/73, Cheryl L. Eschenbach 05/17/73, Laurel A. Ethier 05/17/73, Christine L. Freiber 08/03/73, S. J. Gibson 08/03/73, Donna M. Grummer 05/17/73, Jeffrey E. Hembel 05/17/73, Jennifer Hermann 05/17/72, Ann C. Hinz 12/21/72, Jane M. Jauquet 05/03/73, Deanna E. Johnson 08/03/73, Candice L. Jurovic 05/17/73, George Kalin 08/03/73, Sue E. Klesciewski 08/03/73, Joan M. Laplant 08/03/73, Lois H. Lemke 12.21/72, Shelly W. Maginnis 08/03/73, Mary A. Maiers 08/03/73, Susan Maire 05/17/73, Christine A. Martinicky 05/17/73, Shawn M. McBride 08/03/73 (M), Jonelle M Mackinon 05/17/73, Cheryl McKay 05/17/73, Deborah S. Miller 12/21/72, Ronalyn Meyer 05/17/73, Diane M. Nelsestuen 08/03/73 (M), Vivian Pagel 12/21/72, Paul Plucker 05/17/73, Pat Pollard 08/03/73, Mildred M. Popp 05/17/73, Margaret Radtke 08/03/73, Mary L. Reineking 08/03/73 (M), Mary T. Retzler 05/17/73, Kathleen Roubal 08/03/73, Jo Ann. Runge 08/03/73, Richard C. Sauer 08/03/73 (M), Kathryn J. Schneider 05/17/73, Kathleen V. Schroeder 12/21/72, Connie Schellhaas 08/03/73, Elizabeth A. Schussler 05/17/73, Janet S. Sekas 05/17/73, Judith A. Shandor 05/17/73, Judith Terczynski 05/17/73, Michael K. Thelen 08/03/73, Connie M. Wenzel 05/17/73, Phyllis A. Wilke 05/17/73
The Graduates of the 1973-74 Academic Year
Mary A. Abel 08/03/74, Brenda Bauer 08/03/74, Marion R. Beebe 05/12/74, Susan E. Block 05/12/74, Wallace L. Boever 08/03/74, Gerald E. Brien 05/12/74, Maxine Bronk 08/03/74(M), Madge E. Bishop 05/12/74, Geralyn A Chapman 08/03/74, Gail S. Cismoski 12/16/73, Michael G. Dahlke 05/12/74 (M), Mary K. DeBoer 08/03/74, Susan D. Dechant 05/12/74, Jean Denuccio 05/12/74, Lynn A. Dyer 08/03/74, Mark Ethier 12/16/73, Laurel A. Either 08/03/74, Mary S. Flynn 08/03/74, Kathleen Fredericks 05/12/74, Margaret Glackman 08/03/74, Steven R. Groeschel 12/21/73, Richard W. Harris 08/03/74, Mark A Hawkkinson 05/12/74, Jeffrey E. Hembel 08/03/74 (M), Lynn I. Hintz 05/12/74, Cynthia Jarvis 05/12/74, Deanna E. Johnson 08/03/73 (M), Gayle A. Johnson 12/16/73, Clare Karr 08/03/74, Kenneth C. Kobek 12/16/73, Craig C. Koerner 12/16/73, Barbara J. Konopacky 05/12/74, Carol A. Kronforst 05/12/74, James H. Larson 08/03/74, Kristen H. Larson 05/12/74, Kathryn S. Malchow 05/12/74, Mary P. McGurk 05/12/74, Charlene C. Morrisseau 08/03/74, Linda L. Mouras 05/12/74, Dorothy M. Olson 05/12/74 (M), Mary Plautz 05/12/74, Sharon Plotkin 05/12/74, Paul Plucker 05/12/74, Mary E. Rapp 05/12/74, James A. Schultz 05/12/74, Pamela A. Schmidt 05/12/74, Elizabeth A. Schussler 05/12/74 (M), Dianne V. Sekas 05/12/74, Lynn A. Sharkey 12/16/73, Mary E. Sidler 05/12/74, Linda J. Shoeder 05/12/74, Linda Stombaugh 12/16/73, Nancy C. Stone 08/03/74, Gail A. Villaruel 08/03/74, Sandra Wallin 12/16/73, Lora L. White 05/12/74, Kathie Willet 12/16/73, Catherien A. Wolff 05/12/74, Claire Wyhuske 05/12/74, Terri A. Yokers 05/12/74

Reflections on the Development of the Early ComD Program by Pauline Isaacson, Ph.D.
(Excerpts from a letter written for the ComD 25th anniversary celebration)

"Thank you for including me in your 25th Anniversary Celebration. All of us have faced hurdles, obstacles, and resistance professionally and personally. As always you faced the perennial hurdles of funding and space. When we look back to 1962, however, our current obstacles seem very small comparatively. In 1958 we had surmounted such large hurdles and resistance to bring into being a Department of Speech. Our inspirations included full "tracts" in drama and speech disorders and correction. To this end, we sought competent candidates to teach the beginning required speech courses, who also were highly trained in a specialized field. We foresaw the need for faculty who also had unusual drive and determination, in part because the academic dean was committed to relentless resistance to expansion.

As you know, Jerry Chappell joined us in 1962 and Jerry Johnson in 1963 and the growth process began. We had a brief period of optimism in early 1964 with the arrival of a new dean, a man of good intent but lacking in the fortitude to be helpful. Jerry and Jerry had known when they were employed that our potential was, at best, "rocky road," and they proceeded undaunted through all difficulties, as did Don Aylesworth, who also joined us in the 1960s."

Reflections of Gerald Johnson, Ph.D.
(Excerpts from his written prologue for his era, January 4, 2003)

"Jerry Chappell has accomplished something few of us would have tackled. He had the energy, inclination, intellect and perseverance to do it all. This (history) project must have been a daunting task because, to my knowledge, no one kept a diary of the developmental years of our program. Jerry had to do much digging and searching through the university archives to come up with so much material. He also had to rely upon the recall memories of many of us and I fear that this recall can only be best described as "off the cuff."[ … ]

"At times the development of the program seemed most bleak but, for those of us laboring in the swamp, we kept up our spirits and good humor. After Jerry Chappell left for his Ph.D. studies and I was lucky enough to get Don Aylesworth to join me in the quest for the Holy Grail we would often get a kick out of the stumbling and bumbling around we did to achieve our impossible dream. Don, being the tough Marine he was, always seemed to prod me to charge up the next hill. Don was never far behind. Just remember, none of us were trained to be administrators. We were educators and clinicians first and foremost. What we learned about administration we learned on the fly and we
had much to learn. We had no onsite mentors to guide us through the administrative maze so we employed the trial and error method until we found the right path to success.

We had to teach courses that were usually a first for us, recruit students, develop a brick and mortar clinic, attend departmental meetings, convince the administration of the value of Speech and Language Pathology and Audiology as an academic/clinical major, write grants to federal agencies, accomplish professional research, publish papers and speak at professional meetings.

Down the road we gained departmental and eventually school status, developed a master’s degree, built what could have been a fabulous Education of the Deaf program, designed a new clinic and teaching/research facility and sent many faculty off to the Ph.D. wars. All of the early program development was accomplished by some very dedicated and talented faculty, supervisors and staff who have left a legacy of which I am very proud. In spite of the seeming hardships of the early years the people with whom I associated with during that time kept me grounded and on my toes and whose friendship, admiration and love I treasure to this day. I also wish to thank all the many professionals, students and clients with whom I associated with over the years. They were always a source of inspiration to me and it was always a joy to be able to learn from each of them. I will always consider all these people my Lifetime Achievement Award."
Revamping and Maintaining the Programs of the School of Communicative Disorders: The Era of Robert Balas, Ph.D. (1976-83)

Audiologist Robert Balas, Ph.D., joined the UWSP School of Communicative Disorders as associate dean at the start of the 1976-77 academic year. He had served the past year as chairman of the Speech Pathology and Audiology Department at Ithaca College in Ithaca, N.Y. and was chairman for six previous years of the Audiology and Speech Department of Gallaudet College in Washington, D.C., the world’s only liberal arts college for the deaf.

His other experience included serving the Veteran Administration Hospital in Denver, Colo., as a clinical audiologist for six years and teaching high school speech and English in Waterman, Ill. A native of Massachusetts, he had degrees from Valparaiso University, Northern Illinois University and the University of Denver which granted him his Ph.D.

As associate dean of ComD for seven years (1976-83), Balas led all new program development, revision, re-organization and change in operation. He was in charge of writing grant proposals, budget determinations, curricular offerings and teaching schedules, certifying that students completed the requirements of the major and overseeing the work of the RAPTS (retention, appointment, promotion and tenure) committee.

Balas assumed an additional hat during the 1979 year, that of the president of the Wisconsin Speech and Hearing Association. That year Phillip R. Marshall took over as chancellor of UWSP.

With entry into the Balas era, the Stevens Point campus was one of the least expensive to attend in state as it had been for a long time. The Pointer Alumnus reported (Fall 1978, p. 3) that for a resident of the state attending two semesters at UWSP in 1978-79, the undergraduate tuition was $620 plus $159 for all fees (including segregated fees for the university centers, health services, athletics, intramurals, student activities and text books), $640 for a double room and $720 for a 20/21 meal per week food plan. The total was $2173.60.

By the 1981-82 year UWSP experienced a record fall enrollment of 9,182 students, up 257 from one year earlier and 28 more than in 1971 when the previous record was set. At the same time, spending constraints were imposed by state officials on all public agencies including multimillion dollar cuts in the UW System which operated 13 degree granting institutions, including UWSP and numerous two-year centers.

With William Meyer, Ph.D., running the clinic, the diagnostic and therapy services of the Center for Communicative Disorders continued to be of outstanding quality. By this time working relations had been established to see children from the Stevens Point School System and severely developmentally disabled adult clients from Community Industries, Inc.

Reflections of Robert Balas About His Era
(Written statement, February 26, 2009)

In the following excerpts from his reflections, Balas talks about the heavy role and gratification of being the associate dean:

When I think of being the associate dean what really stands out in my mind were the demands on one’s time. It seemed that everyone needed or wanted something from me: information, data, completed forms, applications, grants, solutions, alternatives, feedback, decisions, changes, input, financial support, etc. The “in box” always
seemed full. I tried to empty it before going home. The grant applications, e. g., Office of Education (OE), Rehabilitation Services Administration (RSA), and Indian Health Service, always absorbed a lot of time and energy. So many others had to help collect the data. Requests from the chancellor, vice chancellor (and their subordinates), the dean, the registrar, not to mention the faculty, the staff, and the students. And then there were ASHA and WSHA: certification, accreditation, and reports, etc. I had some success resulting from help received from others. I do not think I solved all the problems or addressed all the issues well, but some were resolved. Yet there were so many. One of my major goals was to maintain and elevate the perceptions of the School of Communicative Disorders and its programs by others, including the college, the University, WSHA, ASHA, and the public at large. I was very proud of the school.

When I think about faculty, the clinical staff, and the supportive staff, my first thought is that they were all student-program oriented. They were hard working, willing to share information, willing to criticize (sometimes with a sharp edge), and willing to contribute. They were honest, and demanded quality from themselves and others. To me, they were kind, generous, dedicated, and just fine people, but not without idiosyncrasies. The faculty and supervisory staff always seemed to encourage, if not urge, the students to perform at the highest level possible.

I think the majority of our students, both undergraduate and graduate, accepted the challenge presented by the faculty and supervisory staff. They seemed ready and motivated to deal with the hurdles presented to them. Often our students were the first or perhaps the second family member to attend a university. They usually came to us with a desire to help others, and a desire to help children and adults participate as well as possible in the human communication process. Many of our students came to us with fine pragmatic skills. Like the faculty and staff, the students just seemed to be highly motivated, caring, and ensconced in their chosen field. To me they were special. Even the very few who struggled academically had the incentive to succeed. They performed well in practicum and often had good “people skills.” There are many students I will never forget. They will remain in my memory bank. They, to me, were just special people.

**Reflections of Dennis Nash, Ph.D., About the Student Teaching Experience During This Period**

(Written statement May 25, 2009)

"As I think back through the history of the program in communicative disorders, I have to consider what changes we made in the curriculum and clinical program to meet both university and ASHA requirements. Some of the changes were evolutionary and some were revolutionary.

Although we were blessed with highly competent faculty and staff who provided solid theoretical and scientific foundation in the academic coursework, the clinical practicum experiences in which our students were engaged basically defined our program. In the early days of the program almost all of our students completed a student teaching experience in the public schools during their undergraduate preparation. By the early 1970s we determined that the experience should be a full semester rather than just a half semester. This change was well received by students and the school clinicians who directly supervised the students’ work and the faculty who served as program liaison also noted considerably greater professional growth than had been observed in the half semester arrangement.

In 1980 graduate students were able to complete their academic and clinical requirements during a summer session, two semesters and a final summer session. During Summer Session of 1980 four students requested that they be allowed to complete a full-time
clinical assignment in a medical facility, even though they would be concurrently enrolled in a phonology course that I taught. The faculty approved their plan and arrangements were made for them to “extern” in facilities in the Milwaukee area. […]]

Our faculty had been engaged in a revision of our undergraduate and graduate program for a number of years and we eventually were successful in making the changes that were necessary to meet ASHA, Wisconsin Department of Public Instruction and UWSP graduate school requirements. About 1981, we lengthened the program to a full two years, which culminated in a full-time, full-semester clinical externship in a public school or medical setting. The externship became one of the unique components of our graduate program and it remains a major element in their professional preparation. The students experience significant professional growth during their assignment and the professionals who directly supervise them have welcomed the opportunity to work with our students. Many of the students were hired by the institution in which they had completed their externship. We valued this experience so much that we gained approval from the university to have it satisfy the graduate school’s comprehensive requirement for the master’s degree."

**Personnel**

Balas’ teaching and supervisory faculty included the following speech-language pathologists:

- Donald Aylesworth, Ph.D. - chairman of the undergraduate advisory committee with expertise in aphasia and organic and related speech disorders;
- Gerald E. Chappell, Ph.D. - chairman of the curricular review committee with expertise in language development and language disorders;
- Jack Curtis, Ph.D. - chairman of the speech science affairs committee with expertise in speech and hearing science;
- Gerald F. Johnson, Ph.D. - ex-associate dean with expertise in fluency, articulation and voice disorders;
- William Meyer, Ph.D. - chairman of the clinical committee and director of the Center for Communicative Disorders with expertise in fluency and cleft palate;
- Dennis Nash, Ph.D. - chairman of the graduate advisory committee with expertise in aphasia, voice and articulation disorders;
- Judith Pratt, Ph.D. - past director of the Center for Communicative Disorders with expertise in language theories;
- And speech-language supervisor Susan Voeks, chairman of the evaluation committee. Later, Sue Klescewski also joined the faculty as a clinical advisor and Walt Daum to serve as director of clinical services.

The faculty also included audiologists Gary Glascoe, Ph.D., chairman of the AD Hoc materials room committee and the dean’s advisory committee; La Rene Tufts, Ph.D. returned from earning a Ph.D. in normal speech and language development and supervision at Indiana University.

New audiology members were Ann Hoard, M.A. and Rick Navarro, M.A. And for a short period, audiologist Brian Reynolds and speech-language pathologists Barbara K. Rademaker and Ruth A. Fitch were a part of the program.

Carol McGee was the school secretary of long standing. Mary Holtz came aboard in 1978 as clinical secretary. Alexander Curless and Sandy Wendt served as secretaries in the clinical media center and Ken Chase served as the school technician.

**Accomplishments**

The following projects were among those attained during the Balas era:

- Annual faculty-staff holiday party
- Annual student-faculty picnic
- Annual end of the year report for the dean of CPS
- Development of the full semester of training externship
- Establishment of a faculty workload formula
- Establishment of a policy for approving promotion, retention and tenure
- Establishment of procedures for the operation of the clinical media center
- Initiation of awards for the outstanding junior, senior, graduate student in speech-language pathology and graduate student in audiology for ComD
• Initiation of the dean’s awards in ComD for sophomore, junior, senior, graduate speech/language and graduate audiology
• Restructuring of the committee structure
• Revision of the graduate audiology & graduate speech and language programs
• Revision of the Handbook for Students in Practicum
• Revision of the procedure for the reelection of the associate dean
• Revision of the personnel rules
• Revision of the policies and guidelines
• Revision of the undergraduate program
• American Speech-Language & Hearing Academic & Clinical Program Re-certification and Re-accreditation

Requirements of the Master of Science (MS) Degree
(1975-1976 UWSP Catalog, p. 87)

1. The general (undergraduate) requirements for (entry into) the master’s degrees must be met.
2. The following core work is required for the areas of specialization indicated:
   2. Speech and Language Pathology: Communicative Disorders 710, 711, 725, 729, 730, 732, 733, 734, 735, 736, 740, 745, 767.
3. Up to six credits of electives in Communicative Disorders may be substituted for required core coursework listed in A. and B., above, with the approval of the Coordinator of Graduate Studies (ComD). Coursework taken outside the School of Communicative Disorders must be approved by the Coordinator and is taken in addition to the required coursework.
3. Completion of at least 150 clock hours of graduate level practicum: Communicative Disorders 795, three credits in each semester or summer session. These credits are required in addition to the core coursework listed above.

Social Life Over the Years
The class of 1978 The social life in the teaching/learning environment of the School of Communicative Disorders was not “all study and no play. On the contrary, Maxine and Jerry Johnson set the enjoyable social tone from the very beginning. They hosted many parties for faculty, students and wined and dined and housed potential candidates for jobs at ComD. Ample spring, summer and fall gatherings, which continued throughout the entire history of the school, included great "grill outs" and highly competitive student-versus-faculty volley ball games which commenced at the Johnson residence and included most of the parks in Stevens Point. The students’ favorite spots for hosting parties, which they would organize at the drop of a hat and especially after a tough exam, were Joe’s Pub, Partner’s Pub and Ellis’ Restaurant.

During the earlier years some of the faculty and students engaged in half-court "pick up" basketball games in the campus school gym or the YMCA. Jamie Lombardo, John Baumgartner and Bill Treb composed one of the orneriest student teams. More formal dinner gatherings, that included faculty and student talent shows and skits for entertainment, were held at restaurants.

Some of the graduate classes engaged in outlandish pranks upon unsuspecting professors. As an example, noting that Chappell was escaping student questions about unclear concepts by slipping away to a hideaway booth in the far corner of Hardee’s Restaurant, the entire class of 1981 confiscated that booth, encircled it with blue tape, rigged a Hardee’s brown platter as legal proof and presented it to him, thus declaring he had soul rights to the booth forever. They dedicated the booth together with all the honors, rights and privileges for responsivity above and beyond the call of duty during oral exercises with the motley pragmatic wanderers of the graduating class of 1981 and signed it Mot Lee Klutz, Bored of Education.

The faculty of the school depended highly on their support staff- the three secretaries and lab technician. Each year during the holidays, they showed a token of that appreciation by holding a holiday party, usually in the faculty-student lounge and gave them gifts and a verbal tribute.
Continued Revamping and Maintaining the Programs of the School of Communicative Disorders: The Era of William Meyer, Ph.D. (1983-88)

William Meyer, Ph.D., took over the role of the associate dean of the School of Communicative Disorders for the 1982-83 academic year. Enrollment at UWSP had returned to around 9,000 students. A few years later, The COPS Newsletter (of 1986) commented on the ComD program:

"After more than 20 years, the programs in the School of Communicative Disorders continue to be very productive and the graduates enjoy virtually 100% placement.

The school offers both a pre-professional undergraduate major and a comprehensive graduate program. It is one of two in the state (the other is at UW-Madison) that offer graduate programs in both professional areas: speech-Language pathology and audiology. Currently, it has about 100 undergraduate students and 60 full-time graduate students, with 14 staff members. It is one of the largest of the communicative disorders program in the UW System and the facilities rank among the first in Wisconsin to be acknowledged by the American Speech-Language-Hearing Association.

A (recent) development is the dispensing of hearing aids by audiologists. This development allows the audiologists to better serve the needs of the hearing handicapped. The center began dispensing hearing aids last fall."

As was the role of the ComD associate dean, Meyer managed, with the support of a solid committee structure, all academic, clinical and budgetary issues coming down from the dean of CPS, while voicing up to the dean all school personnel decisions needing the dean’s attention.

Dean Arthur Fritschel, who headed the College of Professional Studies since its onset in 1970, retired in May of 1986. The Pointer Alumnus (Winter, 1986) cited his accomplishments:

"Under Fritschel’s leadership, the university has modified its curriculum to keep pace with changes in society. This has included the addition of wellness programs, training of professionals to work in private speech and hearing clinics as well as school settings and the development of interior design and food service management majors in home economics and the recruitment of more men in these areas. Education offerings have been greatly expanded in the fields of early childhood, learning disabilities and mental retardation."

Meyer also worked with a second administrator, Dean Joan DeGuire North, who replaced Dean Fritschel in 1986.

During his tenure as associate dean Meyer had the privilege of awarding the first ComD Outstanding Alumnus Award to Maxine Johnson, 1982-83; followed by John Baumgartner, 1983-84; Liz Enos (posthumously) 1984-85; Gary Jacobson 1986-87; and Jamie Lombardo, 1985-86.

**Personnel**

Academically and clinically, the school teaching personnel had plenty to do. Most taught at least two three-credit courses (often both at the graduate level), conducted one training diagnostic a week, seeing clients whose problems were in their area of expertise and supervised the therapy for a dozen client-therapist assignments, also in their area of expertise.

Then, on top of those commitments, most faculty routinely served, as part of their core responsibility, on two school committees that met once weekly. The supervisors taught some undergraduate courses, doubled on diagnostics and
therapy and also served on committees. The personnel included: Donald Aylesworth, Ph.D., chairman of the academic program advisory committee; Gerald E. Chappell, Ph.D., chairman of the personnel committee; Walt Daum, director of clinical services and chairman of the clinical advisory committee; Dennis Nash, Ph.D., chairman of the COPS faculty advisory committee (and he soon became the director of clinical services); Robert Balas, Ph.D., Judith Pratt, Ph.D., La Rene Tufts, Ph.D., Gary Glascoe, Ph.D., Gerald F. Johnson, Ph.D.; Susan Voeks, M.S., Sue Klesciewski, M.S., Linda Stombaugh, M. S., Mary Day, M. S. (new), Gregory Lof, M.S. (new), Chris Zinda (new as ComD secretary) and Mary Holtz (clinic secretary).

Accomplishments
The following projects were among the accomplishments under the leadership of William Meyer, Ph.D., as associate dean of the School of Communicative Disorders:

- Advancement of the use of computer technology
- Annual faculty-staff holiday party
- Annual student-faculty picnic
- Annual end of year report to dean of CPS
- Creation of a school newsletter
- Description and duties of the coordinator of communication science
- Determination of a merit plan for the faculty
- Initiation of an outstanding ComD alumnus award
- Revision of the duties of the director of clinical services
- Revision of the guidelines for the evaluation committee
- Revision of the procedures for determining faculty merit recipients
- American Speech-Language & Hearing Association Academic and Clinical Re-certification and Re-accreditation
- Update of the policies and procedures manual
- Continued service on university, community and professional committees

Reflections of William Meyer, Ph.D., on the School and Student Funding (Written statement November 22, 2008):

"Many people say time has an interesting way of influencing an individual’s memory. I’m no exception. Therefore since I’m writing this more than 20 years after having served as the school’s associate dean, time has undoubtedly influenced my memories of the experience. What I think I remember is that we were all very proud of the status of the school’s reputation on the UWSP campus, within the UW System and with practicing speech and language clinicians. And this wasn’t a newly found status. It already existed when I joined the faculty in 1968.

Therefore I considered it among my major responsibilities to maintain and enhance that status. It seemed to me that this would best be done by continuing to recruit knowledgeable and energetic student-oriented faculty, as well as by recruiting energetic undergraduate and graduate students who showed promise as competent speech, language and hearing clinicians.

With regard to graduate student recruitment in particular, our school had the good fortune of being able to offer funding. For many years, that funding came from federal agencies, but by the early 1980s that funding for graduate students was history. I remember writing a federal grant to once again secure graduate student funding. While the proposal got good reviews, it didn’t rank high enough to make the cutoff for funding."
But not all was lost! At about that same time, UW System was making more funding available for graduate assistantships and we had the good fortune of securing more support from that source. That, plus our success in retaining and recruiting quality faculty members, allowed us to continue the school’s quality standards that had been established decades before my terms as associate dean."
Upgrading the Programs of the School of Communicative Disorders to Comply With Higher Professional Standards: The Era of La Rene Tufts, Ph.D. (1987-93)

La Rene Tufts, Ph.D., became the associate dean and head of the School of Communicative Disorders December 15, 1987, to start the second semester of the 1987-88 academic year. After the commendable deanships of Johnson, Balas and Meyer, she had large shoes to fill. Aside from her extensive duties in overseeing clinical, academic and budgetary planning and decision making for the school, her era was marked by personnel retirements of a number of the old guard, the arrival of new replacement personnel, the initiation of many student scholarship and endowment awards and having to meet more stringent ASHA standards. She also stepped into the leadership role just in time for the 25th anniversary of the school. Sports wise, it was a good period for Tufts who was an avid fan of the university hockey and basketball teams. Arnie Schrader, UWSP’s greatest cross country runner, won the NCAA Division III Championship and the men’s hockey team was becoming the dominant national team as they were winning three back-to-back NCAA Division III hockey titles.

As the seasons came and the seasons went, Tufts kept the ComD cruiser a float on a straight and narrow course and successful voyage. She proved to be a tough administrator. She was a relentless spokesperson for and pursuer of the needs of the school in dealing with the administration above her, namely Dean Joan North and Keith Sanders who became the chancellor of the University of Wisconsin-Stevens Point in January 1989. Tufts accomplished the needs within the school on a “need to know” basis. She held issues in her office until it was time to move on them, then she would knock on doors and work one-on-one only with the people involved in an issue. She diligently sat in on all committee meetings as was her duty and she always did her homework. She was a strong proponent of her perspective on issues she believed in and clearly spoke her mind.

During Tufts’ era, the Outstanding ComD Alumnus Award was earned by Vivian Weber Pagel (1987-88), Christine Freiberg (1990-91), Patricia Mayo (1991-92) and Helene-Frye-Osier (1992-93).

Tufts also had to contend with the fact that since much of the school’s equipment had had heavy use for 17 years, there had to be sizeable replacement purchases during the 1989-90 year. At the end of Tuft’s era, Judy Pratt, Ph.D., became the new chair of the UWSP Faculty Senate. Tufts served on the Faculty Senate and other university committees during many years of her tenure at UW-Stevens Point.

In her 1987-88 end of the year report to the dean of the College of Professional Studies, Tufts reiterates her perspective on the ASHA accreditation process:

"There was additional paper work at the beginning of the academic year to prepare for the ASHA site visit. The site visit was followed by more paper work and a period of waiting to find out whether or not the site visitors were satisfied with their findings. At the end of May the renewal of the ASHA certification for the next five years was a matter of record. Annual reports will have to be filed with ASHA and progress shown on the few areas they targeted as weaknesses. Some of those areas have already been addressed."
The biggest challenge for Tufts and her school personnel was making changes that would meet new ASHA professional standards. In her 1991-92 end of the year report to the dean of CPS she wrote:

"During the past year the School of Communicative Disorders has been in a state of transition. For several years we had been working on the curriculum revision which would bring us into compliance with the new ASHSA certification standards. The 1991-92 year had students under the old program and students under the new program, both at the undergraduate level and the graduate level.

As a matter of background, the American Speech/Language and Hearing Association came out two years ago with the changes that all training programs in Communicative Disorders would have to make in order to have their graduates certifiable by ASHA and to keep their own program certification. There were changes in the clinical as well as the academic requirements, not only in the types of experiences and training the students will need, but in the number of credit hours and clinical practicum hours they must have completed. By January 1, 1993, all professionals entering either of the fields (speech/language pathology and audiology) for which we train students will have to have completed their training in an ASHA certified program which is training under the new standards."

The major academic changes included 75 semester credits of academic work (up 15 credits from the old requirement) and 36 semester credits in the professional area (was 30), 30 being professional coursework in the area for which certification is sought.

In clinical training, 300 clinical clock hours under the old was increased to 375. The new standards required practicum in three different clinical settings rather than two settings. Diagnostic and treatment experience was increased to eight areas that included both children and adults.

**Personnel**
Continuing speech-language pathologists: Donald L. Aylesworth, Ph.D.; Gerald E. Chappell, Ph.D.; Jack Curtis, Ph.D.; Gerald F. Johnson, Ph.D.; Dennis Nash, Ph.D.; Judith Pratt, Ph.D.; Jackie Ruff, M.S. (soon left to get married); Mary Day, M.S.; and Claire Wyhuske, M.S. (soon left for doctoral study).

Continuing audiologists: Robert Balas, Ph.D. and Gary Glascoe, Ph.D.

Continuing support staff: Chris Zinda as school secretary and Mary Holtz as clinical secretary.

**New Personnel**
Eleanor Brush joined the school to teach the speech correction methods course and supervise student teachers, taking over supervision of the school practicum from Johnson. She also served on ASHA committees on certification and was active on Department of Public Instruction committees.

Vivian Weber-Pagel joined the team as the public school liaison person between the Stevens Point School System and the ComD Center for Communicative Disorders. She also had the distinction of being the Outstanding ComD Alumnus Award winner for the 1987-88 year.

David Henry, Ph.D., with ASHA certification in audiology, became a member in 1992 to teach the ENG and brain stem audiology courses, supervise audiology students and take over the speech science courses of Jack Curtis.

Audiologist Connie Gallagher and speech-language pathologists Donna Christensen, Dorothy Olson, David Schafer and Cynthia Forster all joined the school to serve as full-time supervisors, as did Debbie Debel and Marie Birmingham in 1993.

Wayne Duecker replaced John Verhyen as electronic technician and Annette Rice replaced Bette Wilhorn as secretary for the clinical media center.
The 25th Anniversary of the School of Communicative Disorders was held on October 31, 1987. It was a gala occasion with letters of congratulation for accomplishment received from the governor and other dignitaries. An impressive number of student alumni returned for a social hour, dinner and dance. Present and previous faculty gave reflection speeches about the history of the school. A disc jockey from radio station WSPT played popular music made from the past 25 years. Throughout the evening a slide show of candid shots and program highlights was presented. Nine faculty who were still around spoke to entertain at the 25th Anniversary.

Praise for the Program of the School of Communicative Disorders

The 1987 letter accolades of State Superintendent, Herbert J. Grover, Department of Public Instruction, for the 25th Anniversary Celebration, sum up the school’s contribution to society by that time:

"Please extend my sincere congratulations to the administration, faculty, staff and students of your School of Communicative Disorders on its 25th anniversary. What a wonderful achievement!

The school has had a tremendous impact on the quality of speech and language pathology and audiology services available to Wisconsin students during the last 25 years. Your 850 graduates not only have helped to shape the course of communicative disorders instruction in schools throughout this state, but have improved and continue to improve, the lives of thousands of men, women and children all over this nation and the world.

This school can be proud of its consistently sterling record of maintaining high educational standards and of graduating students who are warmly welcomed and highly regarded in nearly every school district in Wisconsin.

Please accept my appreciation for an outstanding 25 years of service to the people of Wisconsin, as well as my best wishes as you reach for excellence during the next quarter century."

Senator Robert W. Kasten, Jr.’s letter of October 31, 1987, that he offered for the 1987 25th ComD Anniversary:

"Congratulations to the faculty, students and alumni of the School of Communicative Disorders on the occasion of your 25th Anniversary.

The faculty is to be commended for the development of the school and the excellence in the quality of education they provide to their students. From the beginning, their vision for the future and for the program they dedicated themselves to has been a success. Quality education has been afforded for those who would one day contribute to the field of communicative disorders themselves.

Through the work of those involved in the school, many lives have been touched and given hope where previously none existed. You have spread your love throughout the world and you can be assured that your work will long be remembered by your patients and their families. Again, I wish to congratulate you and extend my best wishes for many more years of success."
Retirements
Jerry Johnson and Jack Curtis led the way as the first to retire from ComD in 1992. They started the changing of the guard. They were the first of an unacknowledged “Golden Crew” whose members were distinguished for having joined the school personnel and remained with the program until their retirement. Each devoted all, or at least their final, career years to ComD Their alum letters appear in the ComD Newsletter ’92, p. 4-5.

Jerry Chappell retired in 1993 during the transition in leadership between associate deans La Rene Tufts and Dennis Nash and earned the third membership in the Golden Crew.

Excerpts from The ComD Newsletter of ’93 spelled out some of his career and retirement party details.

"This has been a very busy and rewarding year for Dr. Chappell. He was the single chair of a very successful Wisconsin Speech and Hearing Association convention in Stevens Point in early May of 1993. He was also honored by WSHA with the state award of the Frank Kleffner Lifetime Achievement Award for Professional Contributions. He will be the State of Wisconsin’s nominee for the National Kleffner Award. We are all very proud of Dr. Chappell.

On May 14, the whole faculty and staff gathered for a retirement party. Mary Day did an impression of Chappell that made us believe she had been cloned from his toenail. She did it with a straight face as she spouted “Chappellese.” A great time was had by all, especially Jerry."

A paragraph from Chappell’s "Letter to the Alums" (ComD Newsletter ‘93, p. 6) was the heart of his heartfelt message to past students:

"I feel very proud of the hundreds of our graduates who continue to perform meritoriously as professionals in the heart of all the clinical and educational programs throughout the state. It bedazzles my mind to think of the thousands of individuals with communication problems they have served and will continue to serve. That is remarkably impressive/awesome/commendable/strikingly admirable/breathtakingly rewarding for me. The right and skill to communicate - to voice one’s ideas - as citizens of the state and nation is so precious. Our alums continue to cut their niche toward establishing those skills for the communicatively handicapped - toward giving them the opportunity to exercise that right. What a wonderful vocation!"

Accomplishments
The following were among the achievements of the School of Communicative Disorders under La Rene Tufts’ leadership:

- Advancement of computerization
- Application and grant for an augmentative communication laboratory
- Major review and revision of the graduate program in speech-language pathology
- Major review and revision of the graduate program in audiology
- ASHA Academic and Clinical Re-certification & Re-accreditation
- Celebration of the 25th Anniversary
- Initiation of the Donald Aylesworth-Pauline Isaacson Non-Traditional Award.
- Initiation of the Johnson Family Speech-Language Pathology School Award
- Initiation of the Helen Scheidt and John Jonas Endowment Funds
- Initiation of paid student Internships
- Major revision of academic and clinical program to meet more stringent upgrading of ASHA standards
- Revision of the academic and clinical program to comply with DPI guidelines and rules
- Annual end of the year report to the dean of CPS
- Annual holiday party for the faculty and staff
- Annual student-faculty picnic in a Stevens Point park.
Dean Joan North’s Reflections
Excerpts from the written statement of Joan North, dean of the College of Professional Studies (July 23, 2009), speak about this period:

"When I came to UWSP in 1985, I did not know what "communicative disorders" was, but with intense tutoring and frequent lobbying from leaders on the “garden level” in the CPS Building, I finally passed my test. Once in the early 1990s when I mentioned to La Rene Tufts that I was a finalist for a vice chancellor position elsewhere, she turned on a dime and told me in her very direct way that I could not take another position because it had taken her too many years to tell me the way things are in communicative disorders. And I stayed.

(This history segment covers the first eight years of Joan North’s deanship. She further comments) "so we grew up and older together. I remember in 1988 Jack Curtis took on the impossible task of trying to get the University to start referring to our college not as “COPS, but as CPS.” He wrote to the student newspaper and created quite a campaign, which saw slow but eventual success.

Also, Gary Glascoe was a master of horizontal organization, that is, he had a mess on his desk and shelves. After attending several workshops, he became the college guru on storing paper in files. He did several workshops for the entire college. To this day, I follow his principles - most of the time."
Keeping the ComD Programs Afloat in Demanding Professional Waters: The Era of Dennis Nash, Ph.D. (1994-2002)

The following article in the Pointer Alumnus (Fall, 1993, p. 12) nicely introduced the new associate dean and head of the School of Communicative Disorders Dennis Nash, Ph.D., while also telling of his college preparation and commitment to the American Cancer Society.

Dennis Nash assumed leadership of the School of Communicative Disorders at UWSP this summer.

Elected by faculty colleagues, he succeeds LaRene Tufts, who did not seek reappointment after six years in office. She has returned to full-time teaching.

Besides teaching, Nash also has spent the past decade as director of clinical services for his school. A speech and language pathologist, he is a holder of a B.A. degree from Adams State College in his hometown of Alamosa, Colo., an M. S. degree from Colorado State University and a Ph.D. from the University of Kansas. Nash was an English teacher at the Alamosa High School, his alma mater, and in the Platte Canyon Schools in Bailey, Colo., before changing academic disciplines. He came to UWSP in 1970.

Besides his university involvement, Nash has been active in the American Cancer Society and in 1989 headed its Wisconsin Chapter. He is on the board of Hospice of Portage County and has served on the Portage County Child Passenger Safety Council.

His School of Communicative Disorders has about 125 undergraduates and 55 other students pursuing master’s degrees. In its curriculum, more programs are expected to be developed with the use of technology in an Augmentative Communication Laboratory. In public service, he said, the school will make an effort to increase its outreach on behalf of adults, including stroke victims and people with hearing impairments.

Nash took over the heavy load of administering all the facets of being the dean of a large cruiser. He worked with Dean Joan North in fighting other school associate deans for the school’s share of monies during tough financial years and he led a rapidly changing team of faculty, supervisors and staff. Heavily used equipment had to be replaced and aspects of the training facility renovated. Members of the original personnel were retiring right and left, had to be replaced and some of the replacements didn’t stick around very long.

During the early 1990s, employment opportunities in the communicative disorders field were very promising and undergraduate and graduate applications were up. This forced the school to offer extra sections of several undergraduate courses and to raise in-major GPA entry into upper level courses from 2.75 to 3.0.

During the 1994-95 academic year, ComD received a UW System Modernization Grant for $59,368 for Gary Cumley to equip and develop an alternative and augmentative communication systems lab. An additional $30,465 Lab Modernization Grant would follow in 1995-96 and some of it purchased video cameras and video taping capabilities for the augmentative communications lab and other diagnostic suites.

During 1994-95, The American Speech-Language-Hearing Association (ASHA) notified the school that the programs in audiology and in speech-language pathology were re-accredited for an eight-year period. At this same time, ASHA notified ComD that annual reports were henceforth required from all accredited programs.
Howard Thoyre, UWSP’s vice chancellor for academic affairs and provost, took over the chancellor’s reigns in 1995 when Chancellor Keith Sanders was appointed to a position with the UW System. Institutional reviews of the ComD undergraduate program and the graduate programs by UWSP committees were forwarded to and approved by acting Chancellor Thoyre, the faculty senate and the graduate council.

Thomas F. George took over as the new chancellor in 1996.

Associate Dean Dennis Nash comments in his 1995-96 annual report to the dean of CPS:

“The Undergraduate Program Review Committee noted the following strengths regarding the program: a well-integrated curriculum that attracts well-qualified students and effectively prepares them for graduate work, excellent physical facility, highly qualified and dedicated faculty and staff and strong administrative support. The committee noted the school’s efforts to use new technology to improve classroom instruction and to establish collaborative effort with programs on other campuses that offer communicative disorders coursework. Among the weaknesses the committee recognized were the heavy workloads of the faculty and the marked fluctuation of enrollments over a 15-year period of time.”

The graduate programs review committee, analyzing and reflecting recent ASHA re-accreditation documents and their own analysis, concluded that the graduate programs in ComD were stronger than they were at the time of the last review in 1988. They noted efforts to increase scholarly activities by the faculty and staff, to increase course content pertaining to aging populations and to incorporate information regarding multicultural communication in the curriculum.

A number of surveys of client satisfaction with service in the Center for Communicative Disorders obtained highly satisfactory responses.

One-time Associate Dean of ComD William Meyer, Ph.D., was appointed provost and vice chancellor in the fall of 1996, stepping up from his two-year position of associate vice chancellor for personnel and budget. Chancellor George said he selected Bill “because of his great experience in administrative leadership, his ability to make excellent decisions, the strong support and trust he has from the university and the community and his excellent leadership through two fiscally difficult years in the university’s history.”

In 1996 the new augmentative and alternative communication (ASC) laboratory, which had been funded by UW System laboratory modernization grants, was remodeled and became operative to cope with the impairment and disability communication patterns of people with severe disorders such as cerebral palsy, traumatic brain injury, amyotrophic lateral sclerosis, or stroke.

In the 1998-99 academic year, Gary Glascoe, Ph.D., completed the website for the School of Communicative Disorders. One of its primary goals was to provide information regarding the school undergraduate and graduate programs, staff, facilities and equipment to prospective students.


During 1998-99, ComD completed a major revision of the undergraduate and graduate curricula. The revised curricula were approved at all necessary levels of faculty governance and were implemented during the 1999-2000 academic year.
In his annual report to Dean North, Nash comments about program accreditation:

"The audiology and speech-language pathology graduate programs in the School of Communicative Disorders (ComD) have been accredited by the Council of Academic Accreditation (CAA) from the American Speech-Language-Hearing Association (ASHA) since the early 1970s. In 2000-01 the graduate programs reached the end of an eight-year accreditation cycle. An application for program re-accreditation was submitted in July 2000. The CAA reviewed our application and a site visit team spent two days carefully examining records and interviewing individuals involved in all aspects of the program.

The site visitors were highly complimentary of our programs in any area including a well-equipped and organized alternative and augmentative (ACC) lab, a strong and committed faculty and staff who demonstrate ‘strong and innovative teaching,’ an outstanding facility that creates an excellent learning environment, strong administrative support, strong community support, a positive relationship between students and faculty/staff and many others. They indicated that the programs meet or exceed almost all accreditation standards."

ComD students continued to pass the Certificate of Clinical Competence Test (CCC) at nearly 100 percent, well above the national average of 80 percent. They also continued to have 100 percent success rate in employment in both audiology and speech-language pathology.

The UWSP ComD student Speech and Hearing Association (NSSHL) continued to be a dynamic group locally and statewide in that they had established at least a 20-year repeating record as the largest volunteering body at the WSHA Conventions and they dominated in offering research projects for presentations and poster sessions.
At the annual student awards banquet on April 16, 2001, over $11,000 in scholarships and awards was presented to 18 undergraduate and graduate students to recognize their academic achievements, leadership and contributions to the profession. During the Nash era the following scholarships were initiated: The St. Michael’s Hospital Award, The Al and Jan Noel Scholarship, Miss Florence Donermeyer Award, the Beltone Audiology Scholarship, and the Tufts Graduate Scholarship.

In 2001, Joan North, dean of the College of Professional Studies, received the Lifetime Achievement Award from the 1,100-member Professional and Organizational Development Network. The fifth recipient of that award, she gave the general session keynote address at the organization’s annual conference in 2000.

Sub-Administrative Directors

Director of Clinical Services
Eleanor Brush, a graduate of the University of Massachusetts and Mount Holyoke College, joined the ComD program in 1989 as a clinic supervisor and supervisor of student teachers in full semester externships in many of the school systems in the state.

In 1993, when Nash stepped up to become associate dean of the school, Brush assumed his place as the director of clinical services for the Center of Communicative Disorders.

An article in the Pointer Alumnus (Spring, 1994) reported that, as director of clinical services, Brush became responsible for all clinic operations, which weekly served 75 clients of all ages with a variety of disorders. She also continued to coordinate the practicum and externship experiences of students in hospitals, schools and clinics throughout Wisconsin and beyond.

Under Brush’s directorship, the school continued to establish and strengthen collaborative clinical programs in the community. Speech-language pathology graduate students, along with staff members of the school continued to provide services at St. Michael’s Hospital, at the adult day-care program at Lincoln Center, at Community Industries, at various schools in the area and other sites. Audiology and speech-language pathology student and clinical supervisors also regularly participated in hearing-screening programs in a variety of sites including public schools, head start centers, migrant service centers, senior citizen centers, nursing homes and wellness fairs.

Brush established a regular meeting time for all students involved in clinical practicum to deal with topics and hear guest speakers pertinent to their clinical activities. In turn she organized a graduate externship seminar for students involved in their externship experience. She also increased the number of facilities in which students gain clinical experiences, particularly diagnostic services for children and adults.

In addition, Brush served on the Clinical Certification Board of the American Speech-Language-Hearing Association and was on a state task force on the Linguistically, Culturally Different Student. The Wisconsin Speech-Hearing Association granted her a Lifetime Achievement Award. At UWSP she was advanced to rank of clinical professor and was on the faculty senate; curriculum committee; and assistance, accessibility, accommodations committee (which assists students with disabilities on campus).

In the fall of 2001, Cindy Forster took over the huge role of the director of clinical services and coordinator of externship experiences in the multitude of practicum sites, replacing Eleanor Brush. Cindy, coming to UWSP in 1989 from a position as coordinator of the speech and language program for the Alexandria, Minnesota School District, was already a 12-year veteran as a speech-language supervisor in the School of Communicative Disorders.

In ComD, Cindy’s expertise was in phonology and supervision. She has served on the Faculty Senate and other university committees as well as on the ComD personnel, scholarship and academic programs committees.
Coordinator of Academic Programs

During his last seven years with ComD, Robert Balas, Ph.D., continued to serve as the coordinator of academic programs.

While Leslie Plonsker, M.A. CCC-SLP, was completing her Ph.D. at Bowling Green University, specializing in speech science and phonology, she served as coordinator of the ComD speech and hearing science lab, integrating new electronic instrumentation and teaching a course on laboratory instrumentation for voice and motor speech disorders. In 1997-98 she successfully defended her dissertation in late August 1997 and was awarded her Ph.D. For a while, she served as editor of the WSHA newsletter, The Communication Connection and participated in many convention presentations.

Plonsker replaced Balas as coordinator of academic programs.

Personnel Continuing into the Dennis Nash, Ph.D., Era

Bob Balas, coordinator of undergraduate and graduate academic programs until retirement. Chair of the academic advisory committee; Eleanor Brush, director of clinical services until retirement. Chair of the clinical affairs committee; Gary Glascoe, to soon assume chair of the personnel committee until retirement; Donna Christensen. Chair of the evaluation committee; Dorothy Olson. Chair of the special events committee.

In addition, continuing personnel included Judy Pratt and La Rene Tufts (both until retirement), Cynthia Forster, Mary Day, Connie Gallagher, David Henry, Gregory Lof, Debora Dabel and Marie Birmingham.

Birmingham, hired to take over Chappell’s supervisory role, received her B.S. and M.S. from UWSP in 1967 and 1968 and previously worked in the public schools and extended care/rehabilitation facilities.

Debora Debel, who was hired to replace David Schafer, also received her B.S. and M.A. from UWSP in 1980 and 1981. Gregory Lof was previously on staff as a clinical supervisor from 1983-87 when he left to pursue his dissertation.

Chris Zinda, school secretary, Mary Holtz, clinical secretary, Wayne Deucker, electronic technician and Linda Kieliszewski, secretary for the clinical media center.

The new speech-language person, Gary Cumley, a doctoral candidate at the University of Nebraska-Lincoln, was hired for his expertise in augmentative and alternate communication, dyspraxia and autism.

In 1995-96, Leslie Plonsker, Ph.D., speech scientist and Paula Horner, Ph.D., Speech-language pathologist, joined the personnel of the School of Communicative Disorders.

Paula Horner, Ph.D., CCC-SLP was hired to replace Judy Pratt. Her primary area of professional expertise focused on speech and language services for children aged 0-3.

It appears that Nancy Stone, M.S. joined the communicative disorders team as a speech-language supervisor in 1997 and during 1999-2000 there was the arrival of Kristin Beach, Ph.D., audiology; Rodney Gabel, Ph.D., speech-language pathology; and clinical supervisors Becky Franz, M.S. and Jane Schumacker, M.S. In 2000-01, Tami Gumz, M.S., CCC-A/SPL was hired as an audiology supervisor. During some of the semesters, in the later years of the Nash era, Jim Lombardo taught some graduate level audiology courses. Becky Franz taught undergraduate courses in audiological diagnostics and aural rehabilitation and provided clinical supervision for audiology students. Beth Krolikowski taught the sign language course.

Relative to the support staff, Nancy Haberman replaced Mary Holtz who retired from her clinical secretary position. Mary McQuigg was hired as secretary for the media center and David Malay replaced electronic technician Wayne Duecker.

Relative to the ComD committee structure, a scholarship and awards committee was created with Mary Day the first chairman. David Henry became the chair of the personnel committee and Cindy Forster the chair of the special events committee.
Retirements

After a successful career in Communicative Disorders, specializing in language theories, Judy Pratt re-married and retired in 1995. In that the UWSP position was her final career job, Judy became the fourth member of the Golden Crew.

Don Aylesworth was also ready to hang up his shingles in 1995 after 31 years of service. He was, for many years, the coordinator of both undergraduate and graduate students and the chair of the ComD academic advisory committee that set policy and program for the students’ course of study at both levels.

As the fifth Golden Crew member, Don wrote on April 30, 2003:

Dear Alums:

Thirty years seems like such a long time at the start. When those years have passed, however, it seems like such a short time. This fits with one of Aylesworth’s laws that some may remember, “The way the front end of a horse looks depends on the end you are standing on when you look.” Yes indeed, it is all a matter of perspective.

I look back upon my career at UWSP and realize I had a number of wonderfully unusual experiences. They include being a part of both the humble beginnings of the program and the ultimate school status the program attained. Other unusual experiences included being advisor to all our students and teaching the dissection course, gross anatomy. These experiences just would not have been possible elsewhere.

No attempt has been made by me to determine the number of students I had the opportunity to interact with throughout the years. Whatever the number, I hope each was treated with the respect they deserved. My ego hopes that in my classes some learning occurred because of me, as well as in spite of me and the hard work of learning was also accompanied by an element of fun at times.

I would like to thank all my students for enriching my life. To those who continue to share their life journey, I extend a very special thank you.

In closing, all should know that I finally reached a status long sought. Officially I am now a genuine geezer. Best wishes, Don Aylesworth, Ph.D., Retired 5-26-95.

After 20 years of service to the School of Communicative Disorders as clinical secretary, Mary Holtz retired in 1997. That being her final career commitment, she became the sixth member of the Golden Crew. While working with clients and students, as well as supervising therapists, diagnosticians and faculty, Holtz went from typewriter days to modern computer technology. She offered a cheerful greeting to everyone.

After stepping down from associate dean into a teaching role for five years, Emeritus Professor La Rene Tufts was diagnosed with cancer. She taught for another year, retired after 19 years of service and passed away on November 13, 1997. It was said of her by her co-workers during that final year that her teaching always came first, even during periods of chemotherapy and radiation treatment. She never missed a day of work and diligently assumed her classes and supervisory assignments without complaint. Tufts is the seventh member of the Golden Crew.

The tribute to La Rene Tufts by associate dean Dennis Nash at her December 4, 2000, memorial service included:

"La Rene provided 30 years of dedicated service to UWSP and the School of Communicative Disorders. She taught a variety of levels from the sophomore normal development course through the graduate level research course wherein she required every student to complete a research project and submit it, usually to the Wisconsin Speech and Hearing Association, but sometimes to the American Speech and Hearing Association’s national convention. She taught in audiology and speech-language
pathology, having completed the extensive preparation to teach in both. She played a variety of roles in the school over the years - instructor, professor, clinical supervisor, advisor and associate dean. She made many contributions to faculty governance, serving many times on faculty senate, chairing the University Personnel Committee and participating on many, many other committees. She truly was a shaker and a mover on campus - sometimes more of a shaker than a mover. She certainly was a force for progress without a doubt."

In 1999, after 27 years of service, associate professor of communicative disorders, Gary Glascoe, Ph.D., retired as the eighth member of the Golden Crew. He said, “I will miss teaching. It’s been a kick in the pants.” His plan was to continue his part time audiology practice in Waupaca wherein he had established a hearing testing clinic in the Riverview Medical Center.

Gerald Johnson’s comments on the occasion of Glascoe’s retirement included:

"Gary, you were a significant part of our development. We grew together with a strong bond and you helped mold and shape our program in a positive way. Audiology wouldn’t be the program it is today without your guidance and hard work. Congratulations. You will enjoy “retirement.” These will be your golden years to guide, shape and mold a new life. Your honesty and objectivity will hold you in good stead."

Robert Balas, Ph.D., retired after 34 years of service as a teacher and clinician. The Pointer Alumnus (Fall 2000, p. 12) commented on his career:

"One of the highlights of Bob Balas’ career came when he was honored by his own students at the School of Communicative Disorders awards ceremony with a lifetime achievement award."
'With all my years in the field as both a clinician and teacher, the position as advisor (coordinator of students) has been my most rewarding experience in academia,' said Balas, professor of communicative disorders. 'Interacting with students has been great.'

In addition to teaching both undergraduate and graduate courses in audiology and sign language, he has served as an associate dean and head of the school as well as the school’s academic coordinator.

'Working on many university committees gave me a chance to interact with other faculty and staff on campus as well,’ he said. ‘There is a myriad of hard working people here and collaborating with them has made my experience very worthwhile.'

Balas is also proud of his recent work facilitating the review and revision of the curriculum of the school’s undergraduate and graduate programs. Completing that was a major milestone and his legacy to the school, he said."

Eleanor Brush retired after 12 years, having spent much of her service as director of clinical services. This was her final career job with the School of Communicative Disorders. She is member number nine of the ComD Golden Crew.

Dennis Nash retired after 32 years of UWSP service in 2002 right after turning over his associate dean uniform to Gary Cumley. He became Golden Crew member number 10.

Excerpts from the UW-Stevens Point News Release of 28 May, 2002 comment on some of the accomplishments of Nash over his career:

"A Colorado native, Nash said he is pleased to have become a longtime resident of Stevens Point. 'The quality of life in Stevens Point can't be beat,' he said. 'When I recruit new faculty members, I let them know that this is a great place to live.'

His first assignment was working with stroke rehabilitation at St. Michael’s Hospital. What started as an occasional task become a part-time position served by academic staff from the School of Communicative Disorders.

Each time a UWSP staff member goes to St. Michael’s to work with patients, UWSP graduate students participate in providing clinical services.

'When graduate students leave UWSP, they have had academic and hands-on-experience that put them far ahead of peers from other schools,’ Nash said. ‘Our students gain tremendous experience at St. Michael’s. We have an outstanding relationship with the hospital."

Nash chaired the American Cancer Society’s Wisconsin Board of Directors in 1990-91 and led the state’s Patient Services and Rehabilitation Committee.

Nash received the Wisconsin Speech, Language and Hearing Association Lifetime Achievement Award (WSHA) and the WSHA Salutes Award. The Salute was given for his volunteer involvement with the local and state units of the American Cancer Society and for his effort to reduce the incidence of cancer.

Nash has served as the Head of the School of Communicative Disorders at UWSP for nine years. He previously served as director of clinical services for 10 years and as the coordinator of graduate studies for two years.

'I will miss the people of UWSP - my colleagues, students and patients.' Nash said. 'I’m taking away a lot of fond memories.'"

"Communicative disorders is very tied to equipment - expensive equipment- so I am glad that we were able to direct a lot of funding from the campus Modernization Fund to the communicative disorders program. In 1994 and 1995 additional monies ($59,368 and $30,465) created the augmentative communication lab and equipment for audiology. Beginning in 1998, the second allocation to CPS of $74,126 went to the speech and hearing science lab in CPS 018. In 2000, another $59,368 went to communicative disorders and in 2005-06 $26,710 created a second hearing aid dispensing lab. The whole supervision system was upgraded from video to wireless with $85,441 of renovation. ComD received a total of $335,4378 or about $20,000 a year for 17 years. We still look to our alums and friends to help attain equipment.

The communicative disorders scholarship banquets have become longer and more meaningful to students.

I worked with three of the associate deans over this period and thought each brought a special touch and all represented the school well. I look forward to the next installment of this history and to the school’s 50th reunion in 2012."

**Concluding Reflections of Jerry Chappell**
(From a written statement, May 11, 2011)

They were four progressive decades that now seem so long, long ago. I feel elated about the early evolution of our program. I am pleased and proud of that accomplishment. I believe we created and continue to advance a program that is among those having the highest professional certification and accreditation standards in the nation, certainly in the state.

The first decade, the 1960s, being the biggest challenge, was also the most rewarding. Working with little space, minimal equipment and insufficient funds in the old basement radio station and with few beginning students and faculty, we worked closely together, improvised and survived under Gerald Johnson’s leadership. We had a training target at the start that never changed- to produce the best clinicians possible, first at the undergraduate level and then at the master’s degree level. We refused to be surmounted by programs also evolving at Marquette University, UW-Milwaukee, UW-Eau Claire, UW-Oshkosh, UW-Whitewater and UW-River Falls. Course-by-course we established strong basic broad field majors. Going along with the American Speech and Hearing Association’s mandate, we added the necessary faculty and created competitive master’s degrees.

During the second decade, the 1970s, the world was ours. Our new ground level facility in the CPS Building was well planned by Johnson and others, for excellence in teaching, diagnostics and therapy. Our personnel, which soon topped a dozen in number, included a comprehensive range of professional expertise as well as the first full-time diagnostic and therapy supervisors. Not waiting for our evolving profession to decide exactly what the professional clinician would be, we developed a wide curriculum with coursework far greater than any student could enroll in that provided opportunity for a specialty emphasis in one or more of five areas (speech pathology, audiology, language pathology, speech science and education of the deaf).

During the 1980s and 1990s, ASHA and Department of Public Instruction standards on clinician training soon dictated the revamping and changing of our program to fall into certifiable compliance. At the end of each era is a never-ending list of revisions of policies and guidelines that constantly faced us.

In my letter to the alums (ComD Newsletter,12, June,1993), I spoke as succinctly as I could of the merit of the associate deans:
"As the years pass, please recall that it has been our program originators and advancers who have christened our ship and kept it sailing straight through many turbulent waters. I speak primarily of our chain of associate deans. Gerald Johnson’s wisdom and dedication charted a remarkable beginning voyage. Robert Balas and William Meyer commendably navigated us through many a storm. La Rene Tufts kept the ship sailing on a straight and narrow course. Now Dennis Nash will inspirationally lead the school through the winds of tomorrow. Good luck, Dennis and full speed ahead. (Well, Dennis did follow with exemplary leadership.)"

Of my fellow school personnel, I have much praise. They weekly taught at least two courses, supervised about a dozen clinicians with clients and ran a diagnostic crew. They served on at least two committees (school, university, WSHA and/or community), meaning that between teaching, supervising and staffing, they met for committee action with homework completed. I especially applaud those who chaired committees for they did 90 percent of the committee work. I also applaud those who attended and presented at WSHA and ASHA conventions for that was a sharing and effort beyond the call of duty.

Of the school support team (secretaries and lab technician), I so valued their contribution to running the school, that often I was inspired to write a token yearly proclamation of appreciation.

Of the students, I continue to be inspired by their attractiveness, enthusiasm to learn, desire to excel in academics and motivation to do outstanding therapy. For 30 years it was my great pleasure in having them close by me learning in my teaching space. I always looked for former students at conventions for I wanted at least one more contact.

Add to the early 40 years of history the decade of the 2000s – the decade of outstanding technological advances – and I’m sure that the current ComD, as we approach of the 50th anniversary (May 4, 2012), is a remarkably different and awesome program.

Jerry Chappell

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Chris Chappell has been a dedicated proof reader for all of the history links.
Eva Donohoo has served meritoriously as the copy editor for the history.

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As I sit in front of the computer trying to write the history of the School of Communicative Disorders (ComD) at UWSP since 2002-03 to the present, I find it interesting trying to recall the past history and accomplishments of ComD since I became associate dean/chair in the 2002-03 school year. I found a newspaper article that was in the Stevens Point Journal announcing my appointment as the new associate dean/chair. However, you are probably wondering why the name is crossed out under my picture. Well the reason is because the newspaper put the wrong name! What can I say, I hope this wasn’t a black mark on my appointment as associate dean/chair.

– Gary Cumley

Mission Statements
The following is the mission statement that was developed by the School of Communicative Disorders (ComD) faculty. ASHA now requires that programs develop a mission statement. The school’s mission statement is a reflection of the commitment the faculty for both undergraduate and graduate students in communicative disorders at UWSP.

Mission for the Undergraduate Program in Communicative Disorders
The mission of the undergraduate program in the School of Communicative Disorders at the University of Wisconsin-Stevens Point is to provide students a liberal education that prepares them to be global citizens. Students develop beginning knowledge and clinical skills in the area of communicative disorders. Upon completion of this pre-professional program, students are eligible to apply to a graduate program leading to a Master’s of Science Degree in Speech-Language Pathology and/or a Clinical Doctorate in Audiology.

Mission for the Graduate Program in Speech-Language Pathology
The mission of the graduate program in the School of Communicative Disorders at the University of Wisconsin-Stevens Point is to provide a foundation of professional preparation in speech-language pathology. The program fosters analytical thinking through research opportunities and facilitates application to clinical practice. Learning opportunities are provided to students to develop the knowledge and skills necessary to competently assess and treat individuals with speech, language, hearing, and/or swallowing disorders from diverse backgrounds in a variety of work settings.

Mission of the University of Wisconsin Au.D. Consortium
(University of Wisconsin-Madison and University of Wisconsin-Stevens Point)
The mission of the Au.D. program is to prepare future audiologists with a strong clinical and theoretical background to practice in a variety of settings and to be life-long learners. The professional program consists of a four-year program of coursework and clinical clerkship culminating in the Au.D. degree.
The academic objectives of the program are to prepare students to enter the profession of audiology fully able to function as independent audiologists in private practice, medical clinics, and school settings.

• To provide a strong theoretical, technical, and scientific base for the clinical practice of audiology.
• To prepare students to meet certification and licensure requirements for the practice of clinical audiology.
• To prepare students to be life-long learners.

Our Vision
In 10 years, the School of Communicative Disorders will be recognized by potential students, employers and consumers as the premier training program of speech-language pathologists and audiologists in the state of Wisconsin and as a major service provider in the area of speech and language, and audiology.

ASHA Program Changes
2003-04: ASHA changed their Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology that went into effect in 2005, and the Standards and Implementation for the Certificate of Clinical Competence in Audiology went into effect in 2007. Because of this, the staff developed an ASHA Competency Standards Tracking Document. This document is a way of tracking graduate students’ knowledge and skills across the ASHA new nine standards. Our department reviewed the curriculum and determined how to best document a student’s level of competency across the different knowledge and skills outlined by ASHA. In addition, the documentation must clearly document each student’s level of learning based on multiple assessments of their knowledge and skills. Changes in the graduate curriculum were based on the new ASHA standards.

Clinical Doctorate in Audiology (Au.D.)
(University of Wisconsin-Madison and University of Wisconsin-Stevens Point)
• ASHA, as of 2007, required that the entry-level degree for an audiologist would be a clinical doctorate degree in audiology (Au.D.).
• Because of this, ComD stopped accepting students into our master’s program in audiology in 2002-03 and began discussing how this would affect our program and other programs in the state. The result was that Wisconsin would not have an audiology program in the state.
• Discussion began between UW-Milwaukee, UW-Madison and UW-Stevens Point regarding developing a collaborative Au.D. program. It was decided that UW-Madison and UW-Stevens Point were the best option for developing this program because both had an established master’s program in audiology in the past.
• Discussion followed with UW-Madison and it was determined that both faculties complemented each other and neither campus could start their own Au.D. program because of staffing and budgetary reasons. It was determined that it would be logical that the two programs could and should develop an Au.D. program.
• The UW System was contacted to determine the procedures and possibility of developing a collaborative Au.D. between our two programs: UW-Madison, a primary research institution, and UW-Stevens Point, primarily a comprehensive university. If given the go-ahead, this would be the first such program in the state where UW-Madison and a comprehensive university UWSP were teaming together in providing a clinical doctorate program.
• One issue UW System raised was that a comprehensive university within the system was not permitted to grant a doctorate degree and foremost how would the program be developed and implemented?
• UW System reviewed the need for an Au.D. program in Wisconsin and it seemed logical and feasible that if the two campuses joined in a collaborative Au.D., it would meet the educational needs of our Wisconsin students, would be a good use of already existing resources, such as faculty and facilities, and would be financially feasible.
• UW System gave both institutions permission to develop and plan for a collaborative Au.D. program.
• ASHA was contacted regarding the requirements and procedures for developing a collaborative Au.D. program.
• Over the next two years, faculty from both campuses along with a UW System representative met at the CESA 5 office in Portage, Wis., to start developing and planning for the Wisconsin Au.D. program. It was very apparent from the beginning that all staff developing this program were committed to make this Wisconsin Au.D. program the best program possible. It was determined that when a student would apply for the program they would be able to mark a preference campus, either UW-Madison or UW-Stevens Point.
• The curriculum for this four-year Clinical Doctorate in Audiology was developed. There were three levels of approval needed before the joint Au.D. program could start: approval by both institutions, the Wisconsin Board of Regents, and the American Speech-Language-Hearing Association. Both institutions gave their approval and on March 11, 2005, the Board of Regents approved the establishment of the Wisconsin Au.D. program.
• UW-Stevens Point next needed to get approval of the Higher Learning Commission, which is the national accrediting board for UW-Stevens Point. On May 11, 2006, UW-Stevens Point accreditation was extended to include the Doctor of Audiology (Au.D.) in conjunction with the University of Wisconsin-Madison. This is the first doctorate degree that would was allowed to be given at UW-Stevens Point.
• The Wisconsin Au.D. Consortium Program was granted Candidacy status from the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American-Speech-Language-Hearing Association (ASHA) and the Candidacy application was finalized in 2008.
• In 2007 the collaborative Wisconsin Au.D. program graduated its first class. UWSP has graduated a total of 16 students and there are presently 13 students enrolled here at UWSP.
• A site visitation from the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American-Speech-Language-Hearing Association (ASHA) took place on September 28-30, 2009. The team spent time at both campuses reviewing every aspect of the program. On March 25, 2010, both campuses, UW-Madison and UW-Stevens Point, were informed that the Wisconsin Au.D. consortium met and exceeded the requirements and received re-accreditation status for a period of five years.
• As part of the ongoing process of reviewing the Wisconsin Au.D. program, UW System required a self-study be conducted on both campuses. The focus of the self-study was to review the program and determines if the program was meeting the goals of the Wisconsin Au.D. program. A joint review committee was formed from both campuses along with a representative from UW System to review the program. After an extensive review, the joint review committee’s report stated that they “enthusiastically recommend that the Doctor of Audiology program continue without any conditions. The quality of the program was excellent, the graduates are very well equipped to enter the profession, and the demand for graduates in audiology is high and is expected to remain high in the immediate future.”

**ASHA Re-accreditation**

The School of Communicative Disorders has been an accredited program of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association for many years. Programs that are accredited must meet the high standards of the American-Speech-Language-Hearing Association across multiple areas that ensure that student preparation is of the highest standards.

The programs in audiology and in speech-language pathology were re-accredited for an eight-year period. At this same time, ASHA notified ComD that annual reports were henceforth required from all accredited programs.

On April 9-10, 2009, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association conducted a re-accreditation site visit.

The School of Communicative Disorders was re-accredited from June 1, 2009–May 31, 2017.

![American Speech-Language-Hearing Association Accreditation](image_url)
Faculty
ComD continues to have a dedicated and outstanding faculty and staff who provide students with outstanding education experiences and opportunities. The following is a list of both the current staff as of 2003 and the new hires after 2003.

2002-03 Faculty and Academic Staff
- David Henry, Ph.D., Wichita State University
- Leslie Plonsker, Ph.D., Bowling Green State University
- Maggie Watson, Ph.D., Bowling Green State University
- Donna Christensen, M.A., Western Michigan University
- Mary Day, M.S., University of Wisconsin-Madison
- Cynthia Forster, M.S., Moorhead State University
- Charlie Osborne, M.A., University of Central Florida

Classified Support Staff
- Chris Zinda, Academic Department Associate
- Dave Malay, senior electronic technician researcher

New Hires from 2002-03-Present
- Julia King, Ph.D., Ph.D., University of Nebraska-Lincoln hired in 2002 to replace Dennis Nash, Ph.D. and currently the coordinator of graduate programs
- Cynthia Kuka, M.S., UW-Milwaukee hired in 2002 replaced Rodney Gabel, Ph.D.
- Marie Stadler, Ph.D., University of Minnesota hired in 2003 to replace Paula Horner, Ph.D.
- Becky Henning, Ph.D., University of Iowa hired in 2004 to replace Kirsten Beach, Ph.D.
- Pamela Terrell, Ph.D., Louisiana State hired in 2007 to replace Marie Studler, Ph.D.
- Jane Elliott, M.S., UW-Stevens Point hired in 2008 as part-time audiology supervisor
- Dawn Merth-Johnson, M.A., University of Kansas hired in 2009 in a new position
- Sarah Reeves, M.S., UW-Stevens Point hired in 2010 as part-time SLP supervisor to replace Dawn Merth-Johnson
- Sondra Reynolds, M.S., UW-Stevens Point hired in 2011 to replace Dawn Merth-Johnson; currently director of clinical services for SLP
- Deborah Grall, Au.D., Salus University hired in 2012 to replace Tami Gumz, Au.D. and currently the director of clinical services in audiology (new position)

Classified Support Staff
- Pat Konkol hired in 2002 to replace Mary Holtz who retired
- Joan Ratchman hired in 2007 to replace Pat Konkol who retired
- Kay Juhnke hired in 2008 to replace Joan Ratchman who retired

Partnerships
For over 30 years the School of Communicative Disorders (COMD) has provided both inpatient and outpatient speech-language and swallowing services at St. Michael’s Hospital. As of 2010, because of the increased demands for speech-language and swallowing service at St. Michael’s, hospital staff and students from ComD are currently providing these services five days a week. In the past, staff and students only provided these services twice a week.

As of 2011 a new partnership was established with the Ear Nose and Throat Department at Rice Ministry Medical Group. Donna Christensen and Mary Day are involved in assisting Dr. Jennings and Dr. Thielman who are ENTs in conducting videostroboscopic exams and providing voice consultations and therapy. Graduate students are included in these procedures, which provides them an outstanding learning experience.

For more than 25 years, the Center for Communicative Disorders provided speech-language and hearing assessment services to preschoolers from the Stevens Point Area School District through a contractual agreement. Three years ago, the Wisconsin Department of Public Instruction informed the Stevens Point Area School District that the contract that they held with the center was not in compliance with DPI regulations. Because of that, the center and Stevens Point Area School District ended their long-standing partnership. However, there has been some discussion that there might be a possibility that this partnership could be reinstated in the future.
Other partnerships included:

- Provide hearing screening for the United Migrant Opportunity Services, Inc. (UMOS). This is a program that the clinic is involved with every summer. There is not only hearing screening service but also follow-up if needed.
- Provide hearing screenings for the elderly through the Aging and Disability Resources at Lincoln Center. Students conduct these services at the center.

**Department Grants**

**Lab Modernization Grant 2006**
Lab Modernization CPS 051 Grant 2006 for $68,111.00
- The plan for this remodeling project was to develop two lab spaces out of the current lab space. This would require the removal and recycling of the sound booth, which was not operational and took up a great deal of the current lab space.
- A wall was built down the middle of the existing room allowing a second lab to be developed. Remodeling consisted of the following items: dismantle and recycle the sound booth, repair floor where the sound booth was, cut in new doorway, construct wall to divide space in half, carpet entire space, install acoustic 2’x2’ ceilings, install 2’x4’ parabolic fluorescent light fixtures (12), electric wiring, separate HVAC for each room, construct cabinets with plastic laminate top, and install sink. Along with the remodeling of the space both labs were equipped with the same instrumentation.
- Having two Hearing Aid Labs for fitting hearing aids allows our audiologist to conduct two hearing aid fitting appointments at the same time.

Before and after photos

**Lab Modernization Grant 2008**
- Lab Modernization CPS ComD Lab Grant 2008 for $85,441.00 (this grant was used to update our video system and remodel our clinic.
- The old clinical video system was installed in the Center for Communicative Disorders in the 1970s. That made it approximately 37-years-old. The system was still functional but over the years the quality of the video and audio signals significantly degraded because of the age of this system. The American-Speech-Language-Hearing Association (ASHA), which is our accrediting body requires that students have direct supervision during their clinical practicum experiences.
- With the old system supervisors were unable to change the angle of the camera to enhance the image.
- It was difficult for supervisors to watch multiple students during therapy.
• The new system now allows supervisors to change the angle of the camera, zoom in and out, and make high-quality digital recordings of the session.
• Session recording can be viewed at a later time by both the supervisor and/or students.
• Supervisors now can watch multiple students from their office computer.
• Parents are now also able to observe using the video system in a separate observation area.

The overall clinic was redecorated to give it more of a modern professional look: furniture was reupholstered or purchased, new carpeting, and re-painted furniture and new carpet, new furniture throughout clinic rooms.

Student-Centered Excellence
• Our master’s program in speech-language pathology has steadily grown to currently admitting 30 students each year. In addition, our number of applicants continues to increase and 2012 there were 163 applicants for speech-language pathology and 56 applicants for the collaborative Wisconsin Au.D. program.
• Graduates from our audiology and speech-language pathology graduate programs continue to score above the national average on the PRAXIS exam averaging between 95-100%.
• Our graduates continue to have a 100% employment rate for both audiology and speech-language pathology.
• 2004-05: Maggie Watson became the advisor of UWSP’s student chapter of the National Speech Language and Hearing Association (NSSHLA). This is a dynamic and active group of students primarily made-up of undergraduate students who are involved locally with the community.
• 2005-06: The UWSP National Student Speech-Language-Hearing Association (NSSLHA) Chapter wrote and was awarded a matching Community Service Grant for $1,000 for the Wood County birth-to-three program to assist in the purchase of assistive technology equipment for this program.
• 2006-07: The NSSLHA Chapter wrote and was awarded a matching Community Service Grant for $1,000 for the Wood County birth-to-three program to assist in the purchase of assistive technology equipment for this program.
• 2006-07: The UWSP NSSLHA Chapter developed a scholarship for undergraduate ComD majors. This is the first such scholarship that the student organization has established.
• 2008: Jayna David, a graduating senior in ComD, made the commencement address at the spring ceremony.
• 2008: The UWSP NSSLHA Chapter wrote and were awarded a matching Service Grant of $500 from the National NSSLHA Organization. “Operation Smile” is an international program that provides children from Honduras with cleft lip and/or palate with surgical and speech-language pathology services. The money NSSLHA received was used to purchase materials to assist an SLP who is working with children with cleft lip and/or palate.
• The UWSP Student Academy of Audiologist (SAA) was newly formed on our campus in fall 2009. This organization is a joint chapter with students on the UW-Madison campus. The following are the activities students were involved with throughout the community and region. In 2011, students from the Au.D. program attended the national convention of American Academy of Audiology (AAA) in Chicago and the Wisconsin Student Academy of Audiology (SAA) and won second place in a national student contest.
• 2011: The School of Communicative Disorders held the first Open House for students accepted into the SLP and Au.D. programs. Students assisted in this open house and answered any questions from the perspective of bringing a student in the program.

Technology-Enhanced Learning
• Classrooms in our department have the most current technology available for instruction.
• Within our department, students have access to over 16 computers for report writing, accessing the Internet, and accessing library resources.
• Students have access to state-of-the-art laboratory technology in the areas of augmentative and alternative communication, voice and speech science, audiological testing including pure tone, vestibular, balance testing, along with hearing aid fitting and analysis.

International Learning Opportunities
• 2005-06: David Henry developed a study abroad course titled: The International Business of Hearing Aids. He traveled to visit the different hearing aid manufacturers in Denmark, Switzerland, and Germany. This course was designed to target Au.D. students from around the country.
• 2008-09: Pam Terrell traveled to the Integrated Center for the Treatment of Cleft Lip and Palate in Curitiba Brazil. The purpose of her trip was to explore the possibility of the School of Communicative Disorders and the Center in Curitiba Brazil developing an international study trip for ComD graduate students for May 2010.
• 2010: Pam Terrell took 15 students to Brazil for this international learning opportunity. All of the students had completed ComD 786 (Maxillofacial Disorders) so they were knowledgeable regarding cleft lip and palate, but this experience in Brazil provided them practical experiences regarding the different surgical procedures, as well as a different cultural perspective associated with cleft lip and palate. This was the first time that ComD has provided students with an international learning experience.
• Pam Terrell and Gary Cumley have been in contact with the Wisconsin Nicaragua Project and have begun talks in developing another international learning opportunity for graduate and undergraduate students to observe and assist SLPs in Nicaragua in providing speech and language services to individuals.

Scholarships

Established Student Scholarships
• Helen Scheidt Endowment Fund (Outstanding Junior Student)
• John Joanis Endowment Fund (Outstanding Senior Student)
• Communication Disorders Alumni Fund and Communication Disorders Excellence Fund
  o Outstanding Speech/Language Pathology Graduate Student
  o Outstanding Audiology Graduate Student
  o Dean’s Awards- Junior, Senior, Graduate in Audiology, Graduate in Speech Language
• Liz Enos Memorial Award
• Nash Family Communicative Disorders Scholarship
• Johnson Family Speech-Language Pathology School Award
• Tufts Graduate Student Scholarships
• Al and Jan Noel Scholarship
• St. Michael’s Hospital Scholarship
• Donald Aylesworth-Pauline Isaacson Nontraditional Award in Communicative Disorders
• Florence Donermeyer Award
Newly-Developed Student Scholarships

• Cook Chappell Scholarship ($26,000 initial donation)
• Danielle Gorectke Memorial Scholarship ($20,000 initial donation)
• Terri Witt Memorial Scholarship ($20,500 initial donation)
• Avada Audiology and Hearing Care Scholarship ($1,000 annual scholarship)
• Gary Glascoe Memorial Scholarship
• NSSLHA Professional Development Award

Outstanding Communicative Disorders Alumnus

• Jackie Zuelke-Karch (2003-04)
• Nina Cass (2004-05)
• Denise Van Den Heuvel (2005-06)
• Catherine Steffen (2006-07)
• Julieanna Burmesch (2007-08)
• Laurie Schmidt-Charlesworth and Sondra Reynolds (2008-09)
• Holly (Kloiber) Dumproff (2009-10)
• Catherine Conely (2010-11)