



## **INTRODUCTION**

This handbook is intended to guide the student's academic plan of study and to clearly delineate the **requirements** of the School of Communication Sciences and Disorders at the University of Wisconsin-Stevens Point (UWSP). It is not intended to replace the UWSP Course Catalog, which details the official requirements of the University for Completion of the master's degree.

Portions of this handbook were designed using information taken from previous UWSP School of Communication Sciences and Disorders Graduate Handbooks, as well as graduate handbooks from Bowling Green State University and University of Wisconsin-Madison.

## **GENERAL INFORMATION**

### **School History and Community**

The University opened in the Fall of 1894 as the Stevens Point Normal School. Throughout the intervening years, the Normal School became the Central State Teachers College, Wisconsin State College, and the Wisconsin State University-Stevens Point. In 1971, it was designated as the University of Wisconsin-Stevens Point. Approximately 9,000 students are enrolled in a wide variety of instructional programs.

The University of Wisconsin-Stevens Point shares in the mission of the University of Wisconsin System. One of the select missions of the University of Wisconsin-Stevens Point is to provide undergraduate and graduate programs in Communication Sciences and Disorders.

Course work in speech-language pathology and audiology was initially taught in 1962, and departmental status was obtained in 1967. In 1970, the School of Communicative Disorders was officially formed and became part of the College of Professional Studies (CPS). In 2015, the name of the School was changed to the School of Communication Sciences and Disorders.

### **The Graduate Program**

The School of Communication Sciences and Disorders in the College of Professional Studies offers the Master of Science Degree in Speech-Language

Pathology, and a Doctorate of Audiology with UW-Madison. The Council on Academic Accreditation (CAA) accredited Master's program meets the academic and clinical requirements of the American Speech-Language-Hearing Association's (ASHA) Certificate of Clinical Competence as well as requirements for Licensure from the State of Wisconsin.

### **Standards Set by the American Speech Language Hearing Association**

The School of Communication Sciences and Disorders (SCSD) at UW-Stevens Point is accredited by the American Speech Language Hearing Association (ASHA) Council on Academic Accreditation (CAA). All academic and clinical coursework meet the standards and requirements for the ASHA Certificate of Clinical Competence in speech language pathology and Wisconsin Department of Regulation licensure. By completing additional specified coursework, students may also demonstrate proficiency in the ten Wisconsin Teacher Standards (PI 34.02) and meet the requirements for school certification through the Wisconsin Department of Public Instruction.

The standards developed by ASHA are based on knowledge and skill achievement (KASA). These standards specify the knowledge and skills that a student must demonstrate before beginning the Clinical Fellowship (CF), and are listed in an ASHA document entitled "Knowledge and Skills Acquisition (KASA) Summary Form and Verification Form for Certification in Speech-Language Pathology." The SCSD's academic and clinical coursework provides students with the opportunity to progress towards the development of these specified skills and knowledge.

Students will track formative assessments of their progress on the learning objectives specified by the ASHA standards. The skills and knowledge are acquired across a continuum, with increasing levels of independence, consistency, and problem-solving expected to occur over time. Students are encouraged to carefully monitor their progress and take responsibility for documenting academic and clinical experiences that provide multiple assessments and evidence of skills. Assessment of each student's progress towards meeting the applicable skills is an on-going effort throughout the student's program, and is the joint responsibility of students, academic instructors, and

clinical instructors. The SCSD Faculty meets each semester to discuss each student's progress on the standards.

If knowledge and skills are not demonstrated at the expected level, an improvement plan will be developed to facilitate progress (*see section entitled "Academic and Clinical Practicum Improvement Plans" and example "Improvement Plan for Academic and Clinical Knowledge and Skills"*). These procedures reflect the responsibility of the SCSD to ensure quality student growth as defined by the ASHA standards. This written documentation helps to establish a plan to help students who have areas of deficiency to improve to successfully complete the program.

### **Instructional Resources**

In addition to the general instructional resources of the University, students in Communication Sciences and Disorders have access to a variety of resources specific to Communication Sciences and Disorders. The Speech, Language, and Hearing Clinic at the University of Wisconsin-Stevens Point is an outpatient clinic providing diagnostic and therapeutic services for speech, language, and hearing disorders. The clinic is housed within the School of Communication Sciences and Disorders and provides students with a variety of practicum experiences.

Facilities related to the clinical area include eight individual therapy rooms, four speech and language diagnostic rooms with associated observation rooms, a television observation room, and state-of-the-art augmentative and alternative communication and speech science labs. The Clinical Media Center (CMC) contains a variety of therapy materials, equipment, and diagnostic tests utilized in speech and language assessment.

### **Grievance Policies & Procedures for Students**

The university has several policies and procedures pertaining to student grievances depending upon the nature of the concern. General complaint and grievance policies can be found in Chapter 4, Section 7-13 of the University Handbook, located in Public Folders on the Microsoft Outlook (e-mail) program. Concerns about sexual harassment, discrimination, and consensual relations can be found in Chapter 4, Section 15. Grievance policies for grades can be found in Chapter 7, Section 5.

Students may pursue all grievances with the Chair of the School. All academic concerns may be directed to the Coordinator of Graduate Programs. Clinical education concerns may be directed to the Clinic Director. Every effort will be made at the department level to resolve the complaint or concern.

Questions and concerns related to academic and clinical training issues of the School's accredited program should be directed to the Chair of the School. Students may also contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850.

### **Students with Disabilities**

In accordance with the University of Wisconsin-Stevens Point policy, if a student has a documented disability and requires accommodations to obtain equal access in a class or in clinical practicum, the student should contact the Disability Services office at (715) 346-3365 to verify their eligibility for accommodations.

### **Graduate Assistantship Responsibilities**

Graduate student assistantships are awarded on the basis of excellence of the student's academic record. The Associate Dean (AD)/Chair of the School of Communication Disorders makes all decisions regarding the awarding of assistantships. Depending upon the availability of funds, as well as the number of qualified applicants, the AD/Chair will attempt to provide financial assistance to as many students as possible for at least one semester of study.

During new graduate student orientation, the AD/Chair of the School will provide an explanation of expectations and examples of graduate assistant duties. Each semester, graduate assistants will be given the name(s) of the faculty and staff member(s) who will supervise their assignments. Students are expected to fulfill the hours-per-week commitment for sixteen weeks each semester. It is the students' responsibility to seek-out the faculty member to whom they have been assigned to determine the nature of the assignment. Assistantship hours are to be recorded daily and given to the supervising faculty member by 2:00 pm on Fridays. Each graduate

assistant must get a rating of satisfactory to maintain the award. If a student receives 3 unsatisfactory ratings, they award will discontinue at that time.

### **Graduate Student Rooms and Keys**

Office areas and tables are available to all graduate students. During orientation, keys will be issued to each student for the building (a \$10.00 fee is required). A key for each lab in the Center will be available to students via a sign-out system. Students should carefully guard any keys issued or available. For security reasons, entry doors should not be propped open at any time. Students must return all keys to the Academic Department Assistant in person prior to leaving for their externships.

### **Academic “Dress Code”**

While there is no specific dress code for classes on non-clinic days, it is important to remember that the Speech, Language, Hearing Clinic is still an operating business. With that in mind, remember that what you wear is a reflection on the clinic and the department. Refrain from wearing yoga pants, ripped jeans, flip flops, short shorts, strapless shirts/dresses, and midriff-baring tops when you are spending time in the department and will be walking around in the waiting room and clinical areas. Use your professional judgment and when in doubt, ask.

## **ADMISSION AND PROGRAM REQUIREMENTS FOR THE MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY**

### **ADMISSION REQUIREMENTS**

#### **Academic**

Applicants for the graduate degree in speech-language pathology and audiology must have completed an undergraduate major in Communication Sciences and Disorders including course work in each of the following areas: anatomy and physiology of the speech and hearing mechanism, human communication development, phonetics, audiology, developmental articulation and phonological disorders, language disorders, clinical procedures, aural rehabilitation, and speech and hearing science.

Deficiencies in the above areas must be completed during the master's program. These courses will not be counted toward the graduate degree. Potential applicants who do not have an undergraduate degree in Communication Sciences and Disorders should consult with the School's Coordinator of Graduate Programs.

#### **Practicum**

The applicant should have completed a minimum of 25 guided clinical clock hours of observation. If this requirement has not been met, the applicant will be required to obtain the hours prior to enrollment in graduate practicum or during the first semester of graduate practicum.

#### **Grade Point Average (GPA)**

A minimum of 2.8 (A=4.0) cumulative undergraduate GPA and a minimum of 3.0 in the major are required for consideration of acceptance into the graduate program. If accepted, a student with a cumulative undergraduate GPA of 2.80-2.99 will enter the program on probation for one academic semester. During this probationary enrollment, the student must complete a minimum of nine (9) academic credits with a grade of B or better in **each** course taken. If students fail to meet this requirement, they will be dismissed from the program.

**Admission Procedures**

Application forms and materials must be received by the deadline specified for fall semester enrollment. Current transcripts, three (3) letters of recommendation (a minimum of two (2) must come from individuals familiar with the applicant's academic or clinical performance), a letter of intent, and scores from the Graduate Record Examination (GRE) must also be filed by the specified deadline.

Applicants will be evaluated for admission to the speech-language pathology program by the faculty and staff in the School of Communication Sciences and Disorders based on GPAs, letters of recommendation, letter of intent, and GRE scores.

## **PROGRAM REQUIREMENTS**

Students will be required to meet ASHA's minimum requirements for clinical certification which are in effect at the time of the graduate program.

### **Academic Credits**

Speech-language pathology graduate students will be required to complete a minimum of 42 graduate credit hours of academic course work. The academic course work will be selected to meet requirements for clinical and/or educational licensing as well as ASHA certification.

### **Clinical Practicum/Externship Credits**

Students who major in speech-language pathology will complete a total of 21 credit hours of supervised clinical practicum. Three semesters and one summer session of graduate practicum and the full-time clinical externship are required.

The required clinical externship ComD 795 (11 semester credits) is an extended clinical assignment outside the Speech, Language, and Hearing Clinic.

### **Clinical Practicum Hours and Grades**

Students receive a grade for each clinical assignment (i.e., on-campus client(s), diagnostic team, off-campus practicum). Students must pass all clinical assignments/placements to pass practicum each semester and must pass each goal on the clinical evaluation form. If a student does not; the final grade can be no higher than a "C". Clinical clock hours will be signed and applied toward the graduate degree and ASHA certification requirements only if the student earns a grade of B or better. A non-passing grade of B- or below for any clinical assignment will likely result in an extension of the student's academic program.

### **Academic and Clinical Practicum Improvement Plans**

Students who are having difficulty with essential abilities and/or meeting competencies in coursework and/or clinical assignments will receive a written improvement plan (see example). An improvement plan specifies the ASHA standards



and competencies that the student has not met, as well as a statement explaining what the student must do to meet the competency level and a statement explaining what the faculty will do to provide opportunities for improved performance. If a student has an improvement plan, he/she must meet regularly each semester the plan is in place with each academic instructor and clinical supervisor to discuss the plan. The student must make satisfactory progress on each standard on the improvement plan to be considered for off-campus clinical practicum placements. Changes to practicum assignments and placements could extend the length of the student's program. All improvement plans must be completed prior to externship placement, as per Handbook section entitled "Approval for the Clinical Externship". The SCSD Faculty determines whether the student has met the standards. If the student does not meet each standard on the improvement plan after a full 15-week semester, he/she will be dismissed from the program.

### **Comprehensive Exams**

Students must receive passing grades on all comprehensive exam questions to graduate.

**What is the comprehensive exam?** It is a summative evaluation of a graduate student's knowledge. Students are required to demonstrate critical thinking skills by applying, integrating and synthesizing information acquired across the ASHA Big Nine Areas, as related to clinical practice. The big-nine areas are articulation, fluency, voice and resonance, language, cognition, hearing, swallowing, social communication, and communication modalities. The comprehensive exam will consist of four questions. Students will have one hour to respond to each question. Each exam question is written by a team of two faculty members. Comprehensive exam questions can be query or case-based, both of which require you to synthesize a broad range of knowledge. Case study questions present a contextualized, real-life problem or clinical situation. Query questions do not relate to a specific real or fictional situation, but may ask you to take a position on a topic and justify your ideas with appropriate theory, principles, and practices, based upon literature and clinical experience.

**How do I go about preparing for the comprehensive exam?**

- It is recommended that preparation for a comprehensive exam be ongoing during your graduate program with increased preparation during the entire semester preceding the exam. Create a time line or break down of your study strategy.
- Form a study group with fellow students. One approach is to plan to meet every other week. At each meeting, focus upon a specific big-nine area. Break up the work load by having members study, lead a discussion, and ask questions about, particular aspects of the area.
- Create practice questions. Based upon your review and studying, create a master list of possible questions. Practice answering random questions under simulated test conditions. See suggestion below about planning a writing strategy. Practice your writing strategy.
- Organize your materials. Re-read class notes, supplement as needed, coordinate handouts and articles that complement areas covered in your class notes, re-write notes and practice saying information aloud to strengthen your memory. Practice writing and saying information in your own words to assess your ability to explain information clearly and professionally.
- Write main points of articles that you read. This forces you to think critically as you read and provides material to study later.
- Ask questions. As you progress through your classes this semester, ask your professors for explanation or clarification of information.
- Use the exam as an opportunity to comprehensively review your studies in the field of speech-language pathology. Organize your course materials and references to serve you in your externship, future professional work, and preparation for the PRAXIS exam.

**What happens the day of the exam?**

- Each student will be assigned a workstation in the computer lab. The network cord will be disconnected to disallow access to the Internet or any other programs. Pre-created files will be on each computer; one file for each question. Students will enter identifying information that allows for anonymity to the reader. Students will type responses in the Word format.

- Students will be provided a hard copy of one question each hour. Students will be provided a blue book and pencils for writing notes. The blue book will be turned in at the end of your exam.
- One student at a time will be allowed to leave the room for a break.
- Plagiarism or academic dishonesty of any sort will result in the immediate dismissal of the student from the exam room and a failing grade on the comprehensive exam.

**What strategies will help me to write an effective response to questions?**

- Take time to read each question carefully. Underline each part of the question, and be sure that you answer each part of the question. No matter how brilliantly you think you have answered a question, if it does not address what was asked, it does not count.
- Plan out a writing strategy. Take a few minutes of preparation time before you begin answering a question and save a few minutes for proofreading at the end. Jot down any thoughts or ideas that you have in response to the question. Outlining is recommended. A few minutes of prewriting will give you direction and focus and may calm your apprehension. A few minutes of prewriting may also improve the clarity and flow of your answers. Structure the response to help the readers. Structure rigidly and blatantly. State the thesis of your response up front. Help the reader to see what you are trying to accomplish with each part of your response (e.g., defining, contrasting, giving reasons, etc). When you start writing, a quick introduction with a few sentences that directly answer the question posed is an effective way to get started. Avoid a lengthy introduction and get to the meat of the question. Be explicit in using transition words and phrases that let the reader easily follow your train of thought. Get your ideas on paper without getting overly hung-up on wording. Save time to read through and edit your answer for focus, wording, and clarity of meaning.
- Proofread for meaning and mechanics. Look for garbled meaning, misspelled words and punctuation errors. Although the readers will focus on the content and quality of your answer, mechanical mistakes can be a distraction from the message you are trying to convey.

**How are the exams scored?**

- Exams will be coded such that the readers will not know the identity of the student. Only after the scores have been decided will the identity be revealed.
- Grading of each question will be done on a pass/fail basis and determined by the two readers for each question.
- Criteria that the faculty may use to evaluate responses includes: 1) extent to which the response actually addresses the question, 2) accuracy and thoroughness of response, 3) ability to integrate and synthesize information, 4) organization and coherence of written expression, 5) conciseness and clarity of written expression.
- A passing grade must be earned for each question to pass the examination and graduate.

**How do I find out about my results?**

- Three weeks after the exam, each student will receive a letter indicating whether he/she has passed or failed the exam.

**What if I do not pass all four questions?**

- Graduation is contingent upon passing all four questions.
- Students will have an opportunity to write an answer to a different question for each question failed.
- If the rewrite is failed, the student will be required to take an oral examination. Students will respond to broad questions in the same area. A minimum of three faculty members will be involved in asking the questions and grading the students' responses.
- If students fail the oral examination, they will be required to take additional coursework prior to attempting another comprehensive question. Students must pass all comprehensive questions prior to graduation.

**Graduate Records**

Student files will be kept in the department for a period of 7 years after graduation and are available upon request. After 7 years, the student's transcripts,

applications, and the clinical clock hour form will be archived at the University Library and the remainder of the SCSD student file will be destroyed.

## **ADMISSION TO CANDIDACY FOR THE MASTER'S DEGREE**

### **Application**

After a successful completion of a minimum of nine (9) academic semester credits, the student may apply for candidacy. The student **must** submit an application for candidacy no later than the middle of the next enrollment period (8th week of the spring semester). The Coordinator of Graduate Programs will inform students of the candidacy process, distribute, and collect the applications.

### **Grade Criteria for Candidacy**

To be considered for candidacy the student must have a GPA of 3.0.

Students who do not earn a GPA of 3.0 will be placed on probation during the next enrollment period. The student may apply for and be considered for candidacy if a cumulative 3.0 GPA is obtained within the next nine (9) or more credits. The student must meet the GPA requirements for candidacy after one probationary period. Failure to do so will result in dismissal from the program.

Students who have started their programs on a probationary basis and do not earn a B or better in **every** course taken during the first semester of graduate study will be dismissed from the program.

## **ACADEMIC STATUS DURING CANDIDACY**

### **Academic and Clinical Practicum Status**

After admission to candidacy, all students are expected to maintain a minimum of a B average (3.0 GPA) **each** semester to remain in good standing. If a student's GPA is less than 3.0, he/she will be placed on probation during the next enrollment period. Consistent with University policy, students on probation must raise their overall GPA to a B or better with the next 9 graduate credits. See the 2015 online catalog for additional information.

According to University policy "Grades of C will be accepted in no more than 8 of the 30 credits that apply toward a degree."

**Eligibility Requirements and Essential Functions** (Schwarz et al. 2007; Retrieved from <http://www.csd.tcu.edu/files/EssentialFunctions.pdf> August 24, 2010)

### **Council of Academic Programs in Communication Sciences and Disorders (2007)**

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (\*), however, are skills that are more inherent and should be present when a student begins the program.

#### **COMMUNICATION**

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. (Language to be determined by program.)\*
- Possess reading and writing skills sufficient to meet curricular and clinical demands.\*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.\*
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served. \*
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

#### **MOTOR**

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.\*
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.\*
- Access transportation to clinical and academic placements.\*
- Participate in classroom and clinical activities for the defined workday.\*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).



## **Eligibility Requirements and Essential Functions continued**

### **INTELLECTUAL / COGNITIVE**

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.\*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

### **SENSORY/OBSERVATIONAL**

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

### **BEHAVIORAL/ SOCIAL**

A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.\*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.\*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.\*
- Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.\*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

### **Social Media Policy**

Students should not to have contact with clients or caregivers on social media until after graduation. Students may not indicate in any way that they know someone via the clinic or have had them as a client. Identifying clients or caregivers would violate HIPAA and students may be subjected to federal regulations and penalties. Students should decline invitations from clients and caregivers citing clinic policy.

Students are asked to make thoughtful and professional choices related to the images and content posted to social media (Facebook, Twitter, Instagram, Snapchat, etc.). People can screen grab images and content even while you believe it has disappeared.

## **APPROVAL FOR THE CLINICAL EXTERNSHIP**

In order for students to gain approval to begin their externship semester and to complete their Master of Science degree, they must demonstrate competencies in the knowledge and skills required by the American Speech-Language and Hearing Association.

The following requirements must be met:

- a. Required academic coursework must be completed or in progress.
- b. Clinical requirements must be completed or in progress.
- c. Students must have an overall GPA of 3.0.
- d. Students must meet all academic and clinical competencies, with no remaining improvement plans.
- e. No additional concerns from the SCSD faculty regarding successful completion of the externship have been noted.

The form on the next page must be finalized and signed by the Clinic Director, Coordinator of Graduate Programs, and the SCSD AD/Chair prior to finalizing the externship. This signed form will remain in the student file in the SCSD.

## **OUT OF STATE EXTERNSHIPS**

See the ComD 795 Speech/Language Pathology Externship handbook for the revised policy on out-of-state externships.

## **EXTERNSHIP GRADE**

Students must receive a grade of a B or better for their externship semester clinical practicum. If students receive an unsatisfactory performance grade of a B- or lower during their extern semester, they may **request a second externship semester pending approval** by the School of Communication Sciences and Disorders.



**APPLICATION FOR CANDIDACY/GRADUATE PLAN OF STUDY  
SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS  
SPEECH LANGUAGE PATHOLOGY**

*To be completed after 9 semester credits of graduate coursework  
(first semester of graduate study)*

Name: \_\_\_\_\_

1. I have completed \_\_\_\_\_ graduate credits with a grade point average of \_\_\_\_\_, and I have met the necessary grade requirements.
2. Attached is an approval list of course work for my program. All deficiencies, if any, will be removed prior to graduation.
3. I anticipate completing the work for my degree by \_\_\_\_\_.  

(month)
(year)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Street Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Approved: \_\_\_\_\_  
Coordinator of Graduate Programs

\_\_\_\_\_  
Date

Approved: \_\_\_\_\_  
Associate Dean/Chair

\_\_\_\_\_  
Date

SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS GRADUATE PROGRAM SPEECH-LANGUAGE  
PATHOLOGY

Univ.	Course Number	Course	Grade	School Year	# Of Credits / Semester				
					Fall	Spr	Sum	Fall	Spr
UWSP	CSD 700	Professional Issues/Portfolio							
UWSP	CSD 710	Research Methods & Critical Thinking in CSD							
UWSP	CSD 714	Acoustic & Physiological Assessments of Speech							
UWSP	CSD 715	Gross Anatomy of the Head and Neck							
UWSP	CSD 723	Fluency Disorders							
UWSP	CSD 724	Neuromotor Disorders							
UWSP	CSD 735	Language Disorders: School-Age Children and Adolescents							
UWSP	CSD 738	Early Intervention							
UWSP	CSD 740	Aphasia and Age-related Changes							
UWSP	CSD 741	Cognitive Communication Disorders							
UWSP	CSD 742	Autism Spectrum Disorders							
UWSP	CSD 745	Advanced Study in Phonological Disorders							
UWSP	CSD 746	Dysphagia							
UWSP	CSD 763	Aural Rehabilitation							
UWSP	CSD 765	Augmentative & Alternative Communication							
UWSP	CSD 773	Counseling in Speech-Language Pathology							
UWSP	CSD 776	School Methods							
UWSP	CSD 784	Disorders of Phonation							
UWSP	CSD 786	Cleft Palate and Craniofacial Disorders							
UWSP	CSD 790	Seminar in Communication Sciences and Disorders							

UWSP	CSD 791	Graduate Practicum I							
UWSP	CSD 792	Graduate Practicum II							
UWSP	CSD 793	Graduate Practicum III							
UWSP	CSD 794	Graduate Practicum IV							
UWSP	CSD 795	Externship							
UWSP	CSD 796	Independent Study							
UWSP	CSD 797	Workshop							
UWSP	CSD799	Thesis							
		OTHER							
<b>TOTAL</b>									
<b>CREDITS:</b>									

**Include approved graduate work taken at other universities, grades for the fall semester, and courses you plan to take in the remaining spring, summer, fall, and spring semesters.**

**ASHA Requirements Needed**

Univ.	Course Number	Course	Grade	School Year	# Of Credits / Semester				
					Fall	Spr	Sum	Fall	Spr
<b>TOTAL CREDITS:</b>									

**Department of Public Instruction (DPI) Requirements Needed**

Univ.	Course Number	Course	Grade	School Year	# Of Credits / Semester				
					Fall	Spr	Sum	Fall	Spr
<b>TOTAL CREDITS:</b>									



**Improvement Plan for Academic and Clinical Knowledge and Skills**  
**School of Communication Sciences and Disorders (SCSD)**  
**University of Wisconsin-Stevens Point** (Revised 5/14/14)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Written By: \_\_\_\_\_

Plan to be implemented: \_\_\_\_\_ semester

Type of Plan (Academic or Clinic): \_\_\_\_\_

Faculty and Staff Involved with the Plan: \_\_\_\_\_

**Enter the ASHA standard number and letter that addresses the area of concern for the student.**

<b>Standards</b>	<b>Explanation of need</b>	<b>Describe what the student has agreed to do to improve the knowledge and skill(s) related to the ASHA standards.</b>	<b>Describe what the faculty/staff will do to support the student's knowledge and skill development.</b>
ASHA Standard _____	Check the items that apply or write a short description. _____ Student performance requires maximum supervision _____ Student has not achieved a beginning competency (BC) level _____ Other		

	Check the items that apply or write a short description. <input type="checkbox"/> Student performance requires maximum supervision <input type="checkbox"/> Student has not achieved a beginning competency (BC) level <input type="checkbox"/> Other		
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By signing this improvement plan, you agree to the following.

1. **The student will develop strategies to meet his/her objective(s).**
2. **The student will monitor his/her performance and progress in achieving the objective(s) on this plan.**
3. **The student, faculty, and staff will review the improvement plan and discuss performance and progress at the beginning, at mid-term, and at the end of the semester when a plan is active.**
4. **The student understands the potential delay in program and dismissal from the program if the knowledge and skills are not met (see below).**

**The student must make satisfactory progress on each standard included in the improvement plan to be considered for off-campus clinical practicum placement. Changes to practicum assignments and placements could extend the length of the student’s graduate program. All improvement plans must be completed prior to externship placement, as per the Graduate Handbook section entitled “Approval for the Clinical Externship”. SCSD Faculty will determine whether the student has met the standards. If the student does not meet each standard on the improvement plan after a full 15-week semester, he/she will be dismissed from the program.**

<i>Student Signature</i>	<i>Date</i>	<i>Associate Dean and Chair</i>	<i>Date</i>
<i>Coordinator of Graduate Programs</i>	<i>Date</i>	<i>Director of Clinical Services</i>	<i>Date</i>
<b>Skill objective(s) met</b> _____		<b>Skill objectives(s) not met</b> _____	
<i>Student Signature</i>	<i>Date</i>	<i>Associate Dean and Chair</i>	<i>Date</i>
<i>Coordinator of Graduate Programs</i>	<i>Date</i>	<i>Director of Clinical Services</i>	<i>Date</i>

## **Speech Language Pathology Graduate Program Sequence**

- I**     CSD 723 (2) Fluency Disorders  
          CSD 742 (3) Autism Spectrum Disorders  
          CSD 765 (3) AAC  
          CSD 784 (3) Disorders of Phonation  
          CSD 791 (1) Graduate Practicum I  
          Credits 12

### **Winterim I**

CSD 746 (3) Dysphagia

- II**     CSD 735 (3) Language Disorders in School Age Children and Adolescents  
          CSD 740 (3) Aphasia and Age-related Changes  
          CSD 745 (3) Advanced Study in Phonological Disorders  
          CSD 710 (1) Evidence-Based Practice and Critical Thinking  
          CSD 714 (1) Speech Science  
          CSD 792 (3) Graduate Practicum II  
          Credits 14

### **Summer Session**

CSD 738 (2) Early Intervention  
 CSD 786 (2) Cleft Palate and Craniofacial Disorders  
CSD 793 (3) Graduate Practicum III  
 Credits 7

\*CSD 715 (2) Gross Anatomy of the Head and Neck

- III**    CSD 724 (2) Neuromotor Speech Disorders  
          CSD 741 (2) Cognitive Communication Disorders  
          CSD 776 (2) Schools Methods  
          CSD 773 (1) Counseling in Speech-Language Pathology  
          CSD 794 (3) Graduate Practicum IV  
          Credits 9

### **Winterim II**

Comp Exams

- IV**     CSD 795 (11) Externship in Speech-Language Pathology  
          CSD 700 (1) Professional Issues and Portfolio Development for Speech-Language  
          Pathology Externs (for school externs only)

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 Credits 11 or 12

Revised 9/15/15

**University of Wisconsin-Stevens Point**  
**School of Communication Sciences and Disorders**  
**SLP Graduate Program Courses**

- 700 Professional Issues and Portfolio Development for Speech-Language Pathology Externs (1 credit; pass/fail) Discuss pertinent issues related to the school externship experience; completion of the professional portfolio. Prereq: Con reg COMD 795 or 798
- 710 Research Methods and Critical Thinking in Communication Sciences and Disorders (1 credit) Become a knowledgeable consumer of research in the area of Communication Sciences and Disorders. Learn to evaluate research literature and integrate theory into a framework of critical thinking based on the principles of Evidence-Based Practice.
- 714 Acoustic and Physiological Assessments of Speech (1 credit) This course will provide graduate students in Speech-Language Pathology with exposure to acoustic and physiologic instruments used in assessment and treatment of individuals with speech disorders. Students will learn the purpose of the instruments and they will be given opportunities to use them.
- 715 Gross Anatomy of the Head and Neck (2 credits) Gross human anatomy for human communication; dissections of the head and neck to view the structural relationships of the mechanisms. Prereq: cons instr.
- 721 Fluency Disorders (3 credits) Research related to etiology, onset, development, and maintenance of stuttering and other speech fluency disorders. Assessment and treatment of preschoolers, school-age children, adolescents, and adults. Prereq: cons instr.
- 724 Neuromotor Disorders (3 credits) Critical issues in the assessment and management of motor speech disorders in children, adolescents and adults. Multi-disciplinary aspects of treatment associated with dysarthria, apraxia and other developmental and acquired neuromotor disorders. Prereq: cons instr.
- 735 Language Disorders in School-Age Children and Adolescents (3 credits) Impact of having a language based disorder, and its effect on literacy development and academic success. Includes information processing, memory, word finding, nonliteral language, and problem solving abilities using various assessments and curriculum based intervention techniques that facilitate academic and social development.
- 738 Early Intervention (2 credits) Identification, assessment, program planning and intervention procedures for families of infants and toddlers with/at risk for disabilities. Biological and environmental risk factors, management, and the role of interdisciplinary teams in prevention and early intervention. Prereq: cons instr
- 740 Aphasia and Age-Related Changes (3 credits) This course examines the acquired language impairment aphasia, its impact on a person's daily life, as well as methods and techniques for assessment and intervention. Communication and aging issues are also discussed. Prereq: cons instr

- 741 Cognitive-Communication Disorders (2 credits) This course examines the cognitive-communication disorders resulting from right hemisphere damage, traumatic brain injuries, and degenerative conditions such as dementia. Prereq: cons instr
- 742 Autism Spectrum Disorders (3 credits) Assessment and intervention approaches based on current theoretical perspectives of Autism Spectrum Disorders. Focus on different methods of enhancing communication and socialization abilities of this population.
- 745 Advanced Study in Phonological Disorders (2 credits) Review of contemporary issues related to articulation and phonology. Assessment and treatment strategies for clinically and culturally diverse child and adult populations. Prereq: ComD 345 or equivalent and cons instr.
- 746 Dysphagia (3 credits) Normal bases of swallowing function as a foundation for exploring contemporary issues in the clinical and instrumental assessment of swallowing disorders in infants, children and adults. Management procedures for swallowing disorders across the lifespan will be reviewed with emphasis on multi-disciplinary aspects of treatment.
- 765 Augmentative and Alternative Communication (3 credits) A life span approach in the assessment, intervention, and management of individuals who are non-speaking because of developmental, motor, or acquired disabilities; determining and developing different communication opportunities supported by a multi-modal communication approach incorporating the use of both low and high technological approaches. Lab experiences will include various voice output systems and different assistive technology computer software. Prereq: cons instr.
- 773 Counseling in Speech-Language Pathology (1 credit) Theories on and philosophical orientations to the practice of counseling in daily interactions with people with communication disorders. Practical applications for clients with a variety of communication needs and their families in different settings will be targeted, as well as an understanding of the scope of practice within the profession of speech-language pathology. Prereq: cons instr
- 776 School Methods (2 credits) Course content will include the application of assessment and intervention skills to public early childhood, elementary, and secondary school contexts. Educational organization, legal mandates, certification/licensure, curriculum-relevant goals, collaborative roles, and current professional issues will be targeted. Prereq: cons instr
- 784 Disorders of Phonation (3 credits) Explore current trends in classification, differential diagnosis, assessment, treatment, and prevention of vocal dysfunction and resonance disorders across the life span. Atypical phonation disorders, causes of laryngeal cancer; medical management of malignant tumors of the larynx, and rehabilitation of laryngectomees will also be covered. Prereq: cons instr
- 785 Supplemental Externship in Speech-Language Pathology (6 credits) This supplemental externship is full time during summer session for students who

- wish to extern in a medical setting after completing a school externship. Prereq: completion of COMD 795 or equivalent, and permission of SCSD faculty.
- 786 Cleft Plate and Craniofacial Disorders (2 credit) Embryological development and anatomy/physiology of the facial and oral structures. Etiology of clefts and craniofacial anomalies. Multidisciplinary assessment and treatment of speech and language skills, including articulation, receptive/expressive language, resonance, voice, and feeding issues. Prereq: Cons instr. (Y1, II)
- 790 Seminar in Communication Sciences and Disorders (1–3 credits) Content varies. Seminar format to study topics associated with speech-language pathology and audiology.
- 791 Graduate Practicum I (1 credit) Evaluation and management of persons with Communication Sciences and Disorders in the Speech, Language, and Hearing Clinic and selected off campus facilities. Prereq: cons instr.
- 792 Graduate Practicum II (3 credits) Evaluation and management of persons with Communication Sciences and Disorders in the Speech, Language, and Hearing Clinic and selected off campus facilities. Prereq: cons instr.
- 793 Graduate Practicum III (3 credits) Evaluation and management of persons with Communication Sciences and Disorders in the Speech, Language, and Hearing Clinic and selected off campus facilities. Prereq: cons instr.
- 794 Graduate Practicum IV (3 credits) Evaluation and management of persons with Communication Sciences and Disorders in the Speech, Language, and Hearing Clinic and selected off campus facilities. Prereq: cons instr
- 795 Externship in Speech-Language Pathology (11 credits) This final practicum is full time for one semester. It takes place in either a school setting if the student has completed DPI requirements or in a medical setting. Prereq: Completion of academic and practicum requirements.
- 796 Independent Study (1-3 credits) Prereq: cons instr.
- 797 Workshop (1-6 credits) Individual and/or group projects that expand the graduate program course content. May be repeated for credit with different content.
- 799 Thesis (2-6 credits)

9/24/15