



**School of Health Sciences & Wellness
University of Wisconsin - Stevens Point**

**Communication Sciences and Disorders
Master of Science in Speech Language
Pathology**

**Student Handbook
Beginning Fall 2024**

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INTRODUCTION

This handbook is intended to guide the student's academic plan of study and to clearly delineate the requirements of the Communication Sciences and Disorders (CSD) Department 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 Communication Sciences and Disorders Graduate Handbooks, as well as graduate handbooks from Bowling Green State University and University of Wisconsin-Madison.

GENERAL INFORMATION

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. The University of Wisconsin-Stevens Point shares in the mission of the University of Wisconsin System,

<https://www.uwsp.edu/about/Pages/missionStatement.aspx>

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 was changed to the School of Communication Sciences and Disorders. On July 1, 2020, three Schools in the College of Professional Studies merged to become the School of Health Sciences and Wellness. Communication Sciences and Disorders is now a department in that School.

Graduate School Mission Statement

The mission of the graduate program in the Communication Sciences and Disorders Department at the University of Wisconsin-Stevens Point is to provide a foundation of professional preparation in speech-language pathology, see <https://www.uwsp.edu/health/Pages/graduate/slp/mission.aspx>. Students will engage in critical

thinking by integrating the evidence base into clinical practice. Students will develop the necessary knowledge and skills to competently assess and treat individuals with speech, language, hearing, and/or swallowing disorders from diverse backgrounds in a variety of community and work settings. The program is designed to promote a healthy and thriving community by serving and advocating for the people of Central Wisconsin.

The Graduate Program

The CSD Department in the College of Professional Studies offers the Master of Science Degree in Speech-Language Pathology, and a Doctorate of Audiology with UW-Madison.

Standards Set by the American Speech Language Hearing Association

The speech-language pathology master's program 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 Safety and Professional Services 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", see <https://www.asha.org/certification/2020-slp-certification-standards/>. The CSD's academic and clinical coursework provide students with the opportunity to progress towards the development of these specified skills and knowledge.

Students will track formative assessments of their progress of 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 evidence of knowledge and

skills. Assessment of each student's progress towards meeting the applicable skills is an ongoing effort throughout the student's program, and is the joint responsibility of students, academic instructors, and clinical instructors. The CSD faculty meet 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 CSD faculty 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, improve to successfully meet program requirements.

Instructional Resources

In addition to the general instructional resources of the University, students in CSD 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 people who have speech, language, and hearing disorders. The clinic is housed within the Communication Sciences and Disorders Department 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, an observation room, and augmentative and alternative communication and speech science labs. The Clinical Media Center (CMC) contains a variety of therapy materials, equipment, and assessments that students may utilize during their practicum experiences.

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 the University Student Handbook, <https://www3.uwsp.edu/dos/Pages/complaints.aspx>. Concerns about sexual harassment, discrimination, and consensual relations can be found at <https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx>. Grievance policies for grades can be found at <https://www3.uwsp.edu/dos/Pages/stu-academic.aspx>.

Students may pursue all grievances with the Chair of the CSD Department. All academic concerns may be directed to one of the Co-Coordinators 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 Department's accredited program should be directed to the Department Chair. 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.

Assistantship Responsibilities

Student assistantships are awarded based on students' academic and clinical performance in the program. The Chair of the CSD Department makes the decisions regarding those awards. Depending upon the availability of funds, as well as the number of qualified applicants, the 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 Chair of CSD will provide an explanation of expectations and examples of assistantship duties. Each semester, assistants will be given the name(s) of the faculty and staff member(s) who will supervise their work. Students are expected to fulfill the hours-per-week commitment for sixteen weeks each semester. It is the student's 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 emailed to the supervising faculty member by 12:00 pm on Fridays. Each assistant must receive a rating of satisfactory to maintain the award. If a student receives 3 unsatisfactory ratings, the assistantship will discontinue at that time.

Graduate Student Rooms and Keys

Office areas and tables are available to all graduate students. Each student will also be given the keypad code for the West clinic door. A key for each lab in the Clinic will be available to students via a sign-out system. Students should carefully guard any keys. 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. Do not wear 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 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 before beginning 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 Coordinator of Graduate Programs.

Practicum

The applicant should have completed a minimum of 25 guided clinical clock hours of observation prior to starting the program. 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. Additionally, students must complete a background check prior to beginning any clinical placement.

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. Applications must be submitted via the Communication Sciences and Disorders Centralized Application Service (CSDCAS) and the UW System online portal. Applicants will be evaluated for admission to the speech-language pathology program by the faculty and staff in the Communication Sciences and Disorders Department.

PROGRAM REQUIREMENTS

Students will be required to meet ASHA's minimum requirements for clinical certification that are in effect at the time of the graduate program (i.e., 2020 Standards).

Academic Credits

Speech-language pathology graduate students will be required to complete a minimum of 34 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 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 CSD 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 only be signed 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.

Commuting

Some of you may be commuting to attend graduate school. Even so, you are expected to be available for clinic Monday-Friday 8:00-5:00 and for all classes as scheduled on the Timetable. You should not use your commuting time as an excuse for not collaborating with co-clinicians in person on clinical reports, nor should you schedule therapy, supervisory meetings, peer meetings for class projects around your commute. As a pre-professional you are expected to be fully available for classes, clinic, and collaboration.

Attendance

You are attending an in-person on-campus graduate program. You are expected to be available to attend all clinic sessions and meetings in-person for class and clinic. Graduate school must be your priority. Students should contact their professor and/or clinical supervisor if they are ill and plan to obtain missed content from peers. Unexcused absences are not acceptable in graduate school.

Academic and Clinical Practicum Improvement Plans

Students who are having difficulty with core functions and/or meeting competencies in coursework and/or clinical assignments will receive a written improvement plan (see example). An improvement plan specifies the ASHA standard 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, they must meet with each academic instructor and clinical supervisor regularly throughout each semester the plan is in place to discuss it. 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 may extend the length of the student's program. All competencies and core functions listed on the improvement plan must be met prior to externship placement, as per Handbook section entitled "Approval for the Clinical Externship". The CSD Faculty determine whether the student has met the improvement plan. If the student does not meet the improvement plan after a full 16-week semester, they 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 timeline or break down of your study strategy.
- Form a study group with other students. One approach is to plan to meet every other week. At each meeting, focus upon a specific big-nine area. Break up the workload 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 down 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 each 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 for use 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 (pending pandemic modifications). 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 a Word document.

- 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 determined will the identity of the student be revealed.

- Grading of each question will be done on a pass/fail basis and determined by the two writers/readers of each question.
- Criteria that the faculty may use to evaluate responses includes: 1) extent to which the response answers the question, 2) accuracy and thoroughness of the 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 or email indicating whether they 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 content area. A minimum of three faculty members will be involved in asking the questions and grading the student's response.
- If students fail the oral examination, they will complete an additional independent project as determined by the examiners. This may include books, journal articles, webinars, and/or continuing education learning modules at the student's expense. Students will orally defend their project on a topic and within a timeline determined by the examining committee. If the student does not pass the project and oral defense, then graduation will be delayed.

ADMISSION TO CANDIDACY FOR THE MASTER'S DEGREE

Application

After successful completion of a minimum of nine (9) academic semester credits, the student may apply for candidacy. The student **must** apply 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 (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, they 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 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."

CORE FUNCTIONS

Core Functions

Council of Academic Programs in Communication Sciences and Disorders (2023)

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

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and stakeholders of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

MOTOR

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process

- Respond in a manner that ensures the safety of clients and others

INTELLECTUAL / COGNITIVE

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

SENSORY

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

INTERPERSONAL

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

CULTURAL RESPONSIVENESS

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

SOCIAL MEDIA POLICY

Students should not 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 when they are online. 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 personal 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. You are in a professional graduate program. Future employers may review your social media sites.

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 student's file will be destroyed.

APPROVAL FOR THE CLINICAL EXTERNSHIP

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

The following requirements must be met:

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

CSD 795 is the externship semester where students spend 15-20 weeks at either a medical or school placement. The Director of Clinical Services will work with students on this placement. **Be aware that varying course fees may be applied for certain externship locations based on setting (clinical or school) and distance from campus.** This is not part of your 11 credits; however, course fees have been covered by financial aid.

The form on the next page must be finalized and signed by the Clinic Director, a Coordinator of Graduate Programs, and the CSD Chair prior to finalizing the externship placement. This signed form will remain in the student's file in the CSD Department.

OUT OF STATE EXTERNSHIPS

See the CSD 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 Communication Sciences and Disorders Faculty.

**University of Wisconsin – Stevens Point Communication Sciences and Disorders
Externship Approval**

Name _____

Approval by Coordinator of Graduate Academic Programs of CSD

_____ Required academic coursework has been completed or is currently in progress, and

_____ Medical/Clinical Externship

_____ Educational Externship

_____ Student has overall GPA of 3.0, and

_____ Student has met all academic course competencies and no improvement plans are outstanding, and

_____ No additional concerns from the CSD faculty regarding successful completion of the externship have been noted.

Approval by Director of Clinical Services of CSD:

_____ Clinical requirements have been completed or are currently in progress, and

_____ Student has met all clinical competencies and no improvement plans are outstanding, and

_____ No additional concerns from the CSD faculty regarding successful completion of the externship have been noted.

Final Approval for Externship Placement by Department Chair of CSD:

_____ Full approval for externship placement

_____ Recommend placement within UWSP service area (60-90-mile radius)

_____ Recommend placement in geographical area of student's choice

_____ Approval pending due to improvement plan in place, however progress has been noted

_____ If placement is approved, recommend placement within UWSP service area (60-90 mile radius)

_____ If placement is approved, recommend placement in geographical area of student's choice

_____ Approval denied: improvement plan is in place or concerns have been noted, and progress has been limited

Signature of CSD Chair

Date

APPLICATION FOR CANDIDACY/GRADUATE PLAN OF STUDY: 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. I added my grades from fall and Winterim semesters and selected which semester I will compete other courses (see example).
3. I anticipate completing all requirements for my degree by _____.
(month) (year)

Student Signature

Date

Street Address: _____

City, State, Zip: _____

Approved: _____

Coordinator of Graduate Programs

Date

Approved: _____

Department Chair

Date

COMMUNICATION SCIENCES AND DISORDERS GRADUATE PROGRAM SPEECH-LANGUAGE PATHOLOGY

Univ.	Course Number	Course	Grade	School Year	# Of Credits / Semester					
					Fall	Win	Spr	Sum	Fall	Spr
UWSP	CSD 700	Professional Issues/Portfolio								
UWSP	CSD 710	Research Methods & Critical Thinking in CSD								
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 765	Augmentative & Alternative Comm								
UWSP	CSD 773	Counseling in SLP								
UWSP	CSD 775	Medical Settings								
UWSP	CSD 776	School Methods								
UWSP	CSD 784	Disorders of Phonation								
UWSP	CSD 786	Cleft Palate and Craniofacial 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								
TOTAL CREDITS:										

EXAMPLE OF COMPLETED FORM

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

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

Name: Stephanie Pointer

I have completed 13 graduate credits with a grade point average of 3.87, and I have met the necessary grade requirements.

Attached is an approval list of course work for my program. All deficiencies, if any, will be removed prior to graduation. I added my grades from fall and Winterim semesters and selected which semester I will complete other courses (see example).

I anticipate completing all requirements for my degree by May 2026.
(month) (year)

Student Signature

Date

Street Address: _____

City, State, Zip: _____

Approved: _____

Coordinator of Graduate Programs

Date

Approved: _____

Department Chair

Date

COMMUNICATION SCIENCES AND DISORDERS GRADUATE PROGRAM SPEECH-LANGUAGE PATHOLOGY

Univ.	Course Number	Course	Grade	School Year	# Of Credits / Semester						
					Fall	Win	Spr	Sum	Fall	Spr	
UWSP	CSD 700	Professional Issues/Portfolio	A	2026							1
UWSP	CSD 710	Research Methods & Critical Thinking in CSD		2024	2						
UWSP	CSD 723	Fluency Disorders		2025		2					
UWSP	CSD 724	Neuromotor Disorders	A-	2025					2		
UWSP	CSD 735	Language Disorders: School-Age Children and Adolescents		2025			3				
UWSP	CSD 738	Early Intervention		2024	2						
UWSP	CSD 740	Aphasia and Age-related Changes	A	2025			3				
UWSP	CSD 741	Cognitive Communication Disorders		2025						2	
UWSP	CSD 742	Autism Spectrum Disorders		2025	2						
UWSP	CSD 745	Advanced Study in Phonological Disorders		2024	2						
UWSP	CSD 746	Dysphagia	A-	2025			3				
UWSP	CSD 765	Augmentative & Alternative Comm		2024	3						
UWSP	CSD 773	Counseling in SLP		2025						1	
UWSP	CSD 775	Medical Settings		2025				1			
UWSP	CSD 776	School Methods	B+	2025				2			
UWSP	CSD 784	Disorders of Phonation		2024	3						
UWSP	CSD 786	Cleft Palate and Craniofacial Disorders	A	2025						2	
UWSP	CSD 791	Graduate Practicum I		2024	1						
UWSP	CSD 792	Graduate Practicum II		2025			3				
UWSP	CSD 793	Graduate Practicum III	A-	2025				3			
UWSP	CSD 794	Graduate Practicum IV		2025						3	
UWSP	CSD 795	Externship		2026							11
TOTAL CREDITS:					15	2	12	6	10	12	

Improvement Plan for Academic and Clinical Knowledge and Skills
Department of Communication Sciences and Disorders
University of Wisconsin-Stevens Point (Revised February 2024)

Name: _____ Date: _____

Written By: _____

Plan to be implemented: _____ semester

Type of Plan (Academic or Clinic): _____

Faculty and Staff Involved with the Plan: _____

Concerns from (Semester issues began)thus far

- List all concerns indicated by staff/faculty

(Targeted semester(s)) YEAR Goals

1. List all goals for students and correlating ASHA standards

(Targeted semester(s)) YEAR Action Steps/Requirements

1. Write out specific actions steps for student that correlate to goals listed above

By signing this improvement plan, you agree to the following.

1. **The student will monitor his/her performance and progress in achieving the objective(s) on this plan.**
2. **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.**
3. **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". CSD 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.

Student Signature *Date*

Chair Signature *Date*

Coordinator of Graduate Program/Director of Clinical Services *Date*

Skill objective(s) met _____ **Skill objectives(s) not met** _____

Student Signature *Date*

Chair Signature *Date*

Coordinator of Graduate Program/Director of Clinical Services *Date*

**Speech Language Pathology Graduate Program Sequence
Starting Fall 2024**

I Fall 2024

CSD 710 (2) Research Methods and Critical Thinking in CSD
CSD 738 (2) Early Intervention
CSD 745 (2) Advanced Study in Phonological Disorders
CSD 765 (3) AAC
CSD 784 (3) Disorders of Phonation
CSD 791 (1) Graduate Practicum I
Credits 13

Winterim 2025

CSD 723 (2) Fluency

II Spring 2025

CSD 735 (3) Language Disorders in School Age Children and Adolescents
CSD 740 (3) Aphasia and Age-related Changes
CSD 742 (2) Autism Spectrum Disorders
CSD 746 (3) Dysphagia
CSD 792 (3) Graduate Practicum II
Credits 14

Summer Session 2025

CSD 775 (1) Medical Settings
CSD 776 (2) School Methods
CSD 793 (3) Graduate Practicum III
Credits 6

III Fall 2025

CSD 724 (2) Neuromotor Speech Disorders
CSD 741 (2) Cognitive Communication Disorders
CSD 773 (1) Counseling in Speech-Language Pathology
CSD 786 (2) Cleft Palate and Craniofacial Disorders
CSD 794 (3) Graduate Practicum IV
Credits 10

Winterim 2026

Comprehensive Exams

IV Spring 2026

CSD 795 (11) Externship in Speech-Language Pathology

CSD 700 (1) Portfolio [only for students externing in a school setting]

Revised 4/11/2023

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

700 Professional Issues and Portfolio Development for Speech-Language Pathology Externs (1 credit) Discuss pertinent issues related to the school externship experience, completion of the professional portfolio.

710 Research Methods and Critical Thinking in Communication Sciences and Disorders (2 credits) 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.

721 Fluency Disorders (2 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 (2 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 (2 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: CSD 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

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.

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.