



UNIVERSITY
OF WYOMING

Division of Communication Disorders

GRADUATE STUDENT
HANDBOOK

* 2021 *

(Updated 8/16/2021)

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Vision: The Division of Communication Disorders will create innovative clinical teaching and research programs that address the health and development needs of patients, clients, and students.

Mission: The Division of Communication Disorders produces practice-ready speech-language pathologists, who are prepared to work in a rural state with clinical populations across the lifespan. The Division engages the community, encourages inter-professional practice, and conducts research that advances clinical practices across the state and region.

Strategic Plan: The Division strategic plan can be found here:

<http://www.uwyo.edu/comdis/strategic-plan-2017-2022.html>

The information provided in this Graduate Handbook and the Clinic Practicum Procedural Manual applies to all graduate students in the Division of Communication Disorders and supersedes all other previously printed information about the program. The information provided in these documents is subject to change by the Division as necessary. Updates that are applicable to currently enrolled graduate students will be made available either through verbal or written communication and/or via the website at <http://www.uwyo.edu/comdis/> Students will sign the Graduate Student Handbook Agreement Form as well as the Essential Functions Form (included at the end of this document) upon initiating the program.

• BACKGROUND •

Welcome to the College of Health Sciences, Division of Communication Disorders at the University of Wyoming. This handbook contains indispensable information to help you make your way through the program.

The program at University of Wyoming is designed to fulfill the academic and practicum requirements for the Certificate of Clinical Competence (SLP-CCC) of the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), a semi-autonomous credentialing body of the American Speech-Language-Hearing Association (ASHA). The Master of Science (M.S.) education program in speech-language pathology at the University of Wyoming is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700 .

Graduates of this program also meet the requirements for a Wyoming License in Speech Pathology and for endorsement as a speech-language therapist.

The faculty and support staff are here to help you prepare for your professional future. Developing competent speech-language pathologists is the cornerstone of our program. We aim to provide a quality education that both challenges and supports learning, culminating in a master's degree in speech-language pathology.

As a graduate student, you were chosen from a large pool of applicants. The faculty believes that you had excellent undergraduate preparation, you have strong potential for academic success, will achieve a promising future in the field, and will be a credit to our program. We expect you to rise to the challenges of coursework, clinic, and possibly research experiences. We encourage you dive into your education and training, developing the life-long skills that will enable you to be an outstanding.

University of Wyoming Equal Education and Employment Opportunity Statement

The University is committed to equal opportunity for all persons in all facets of the University's operations and is an Equal Opportunity/Affirmative Action employer. The University will provide all applicants for admissions, employment and all University employees with equal opportunity without regard to race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, genetic information, gender identity, creed, ancestry, political belief, any other applicable protected category, or participation in any protected activity. The University ensures non-discriminatory practices in all matters relating to its education programs and activities and extends the same non-discriminatory practices to recruiting, hiring, training, compensation, benefits, promotions, demotions, transfers, and all other terms and conditions of employment. The Division of Communication Disorders applies the University's Equal Education and Employment Opportunity Statement and Policy to persons served in the program's clinic, and also provides equal opportunity regardless of an individual's status as a parent.

A BRIEF HISTORY

Coursework in speech correction, as it was known at that time, was initiated at the University of Wyoming in 1940. This coursework was administered through the Department of Speech in the College of Arts and Sciences by Dr. Dean Nichols. This program was interrupted by World War II when Dr. Nichols was called to active duty as an officer in the United States Army. Following his discharge at the end of World War II, Dr. Nichols returned to the University to re-establish the speech correction program. According to available records, the first Master of Arts, with emphasis in speech correction, was awarded to Elaine N. Young in August, 1950. In 1947, Dr. Nichols established the Summer Speech and Hearing Clinic, an eight-week intensive clinic for the communicatively handicapped throughout Wyoming. Summer Clinic was operational through the summer of 1978.

The first Bachelor of Arts, with emphasis in speech correction, was awarded to Barbara Kahn in January, 1952. After Barbara's unexpected passing, her parents, Ruby and Albert Kahn, established the Barbara Kahn Foundation for Speech Correction in 1953 to promote research and clinical work in speech-language pathology and audiology at the University of Wyoming. For over fifty years, this fund has helped fund student scholarships and assistantships, special speakers and student events, and research and teaching equipment in the Division of Communication Disorders.

Dr. Nichols retired from the University of Wyoming June 30, 1967. In the fall of 1967, a year-round speech and hearing clinic was established. Effective July 1, 1968, the speech correction program was separated from the Department of Speech in the College of Arts and Sciences and became an autonomous department – the Department of Speech Pathology - in the newly created College of Health Sciences. Dr. R. Ramon Kohler was hired to head the program. The department then offered both Bachelor of Science and Master of Science degrees in Speech Pathology. Audiology coursework was added to the curriculum in the fall of 1968 and the Master of Science in Audiology was approved during the 1970-1971 academic year. At that time, the department was renamed the Department of Speech Pathology and Audiology. In 1973, the department moved to Ross Hall. In the 1980s, some of the faculty had offices away from Ross Hall, in a small house on Lewis Street.

The master's programs in both speech pathology and audiology were accredited by the Education and Training Board (now Council of Academic Accreditation) of the American Speech-Language-Hearing Association in 1973. In 1978, the bachelor's program was officially designated as a pre-professional program. Since that time, the undergraduate degree has been named Bachelor of Science in Speech, Language, and Hearing Science. The current master's degree is the Master of Science in Speech-Language Pathology. In the early 1980s, the program began offering distance coursework. The distance MS program was suspended in the fall of 2016. Beginning in the Fall of 2020, the second year of the program was transitioned to online delivery, resulting in a hybrid program with the first year on campus and second year off campus program.

In January 1983, Dr. Kohler stepped down as Chair of the Department. Dr. Janis Jelinek was appointed to replace him. Dr. Jelinek served as Chair of the Department for 17 years and retired June 30, 1999 as Professor Emeritus. Dr. Douglas Laws assumed duties as Interim Head of the Department on July 1, 1999. In the spring of 2000, the College of Health Sciences underwent a college-wide reorganization. The department name was changed to Division of Communication

Disorders. Dr. Laws retired July 31, 2000 as Professor Emeritus. Dr. Michael Primus assumed duties as the Interim Director for the Division through December 2000. Dr. Mary Hardin-Jones was appointed Director of the Division in January, 2001.

In September 2005, the Division and the UW Speech and Hearing Clinic moved from Ross Hall to the new College of Health Sciences building. In compliance with ASHA-CFCC certification standards mandating a clinical doctorate in audiology, the Division accepted its last class of master's students in audiology in fall 2004. The University of Wyoming decided not to offer a doctorate in audiology and formally closed the graduate program in audiology in spring 2007. In the summer of 2008, Dr. Hardin-Jones stepped down as Director of the Division to focus on teaching and research. Dr. Teresa Ukrainetz, who began with the Division in 1995, then served as Director through the 2014-15 academic year.

In the summer of 2015, Dr. Mark Guiberson, who joined the Division in 2011, became Director. Through all these changes, the Division continues to flourish. We have had ASHA Fellows on our faculty, and several faculty have received competitive federal funding to support research. The future looks bright for students, faculty, and alumni of the University of Wyoming's Division of Communication Disorders.

• IMPORTANT RESOURCES •

*Note: the most recent versions of all documents supersede all previous versions

Clinic Practicum Procedural Manual

On Division website.

<http://www.uwyo.edu/comdis/student-objectives-handbooks-manuals.html>

MS Speech-Language Pathology Cost of Attendance

- The MS SLP program has a differential tuition rate, for up to date details each academic year, please see the Student Financial Aid Cost of Attendance page for the program.

<http://www.uwyo.edu/sfa/cost-of-attendance/ms-sppa/index.html>

The Division Website for Student Objectives, Handbooks, & Manuals

- Current Graduate Handbook under Division Documents
- Faculty and facility descriptions
- Speech and Hearing Clinic information (including Notice of Privacy Practices), and the Clinical Procedures Manual
- Information about the graduate program
- Student Appeals procedure, under Division Documents

Exposure Control Plan - Available in the main office, HS265 and in clinic procedural manual. Please also refer to information provided by the University about safety practices related to COVID-19 (linked below).

Important UW Regulations

UW Regulation 11-1 Student Conduct: <http://www.uwyo.edu/regs-policies/section-11-student-affairs/>

UW Regulation 2-114 Student Academic Dishonesty:

<http://www.uwyo.edu/regs-policies/section-2-academic-affairs/academic-management.html>

UW's Alcohol and Other Drugs policies:

<http://www.uwyo.edu/generalcounsel/files/docs/university-governance/alcohol-and-other-drugs-policy-at-the-university-of-wyoming.html>

UW Student Code of Conduct

<https://www.uwyo.edu/dos/conduct/>

UW COVID Guidelines

UW COVID guidelines: <http://www.uwyo.edu/ALERTS/files/archive/campus-return-old.html>

CHS Academic Ethics Guidelines

CHS Academic Ethics Guidelines: <http://www.uwyo.edu/hs/college-of-health-sciences-academic-guidelines/index.html>

ASHA Code of Ethics

ASHA code of ethics can be found at <https://www.asha.org/Code-of-Ethics/>

Graduate Education webpage

<http://www.uwyo.edu/uwgrad/>

- University admission policies
- Fees
- UW Catalog: Course descriptions and scholastic requirements
- Sources of funding and links to scholarship information, including graduate assistantships
- Graduation process information
- Graduate student regulations and policies

Division of Communication Disorders Social Media

- find us at <http://www.facebook.com/group.php?gid=328516880423&ref=ts>
- Instagram: @uwyocomdis
- Twitter: @uwyocomdis
- LinkedIn Group: University of Wyoming Division of Communication Disorders

• GRADUATE ADMISSION •

MINIMUM ADMISSION REQUIREMENTS FOR FULL ADMISSION

Admission is on a competitive basis. Offers of admission are based on more information than provided below, however, but these are the minimum scores required for full admission:

- Minimum of 3.0 undergraduate grade point average (UW Graduate Program requirement)
- Minimum score of at least 291 on the combined Verbal and Quantitative sections of the Graduate Record Examination (GRE) [MS SLP program requirement]

In addition, students seeking admission into the graduate program in speech-language pathology are required to obtain, pay, and pass a criminal background check. These background checks are routinely required by schools, hospitals, and other agencies that participate in the clinical education of our students. Students should retain their access (log in and password) information to access the report when needed. The results of the background check may determine your admission to our program.

Clinical training sites will be informed that students have completed a background check as part of their admission to the graduate program. Students may be required to update their background checks prior to community placement or externship. Furthermore, students must inform the Dean of the College if they are convicted of a crime while enrolled in the master's program. Please note that a conviction may result in a termination from the program.

Please see the College of Health Sciences website for the policy and procedures document pertaining to background checks. See the University Catalog, our Division webpage, and the graduate academic advisor for further details on this and other matters pertaining to graduate admission and programs of study.

CONDITIONAL ADMISSION

An applicant may be admitted conditionally if he or she does not meet the GPA or GRE requirements for full admission, and the Division determines that there are sufficient areas of strength for success in graduate school in comparison to other applicants. Conditions are placed on admission such as graduate grade point average, performance criteria, or completion of certain courses. Conditional students are not eligible for graduate assistantships.

PRIOR GRADUATE COURSEWORK

A student may submit no more than a total of 12 pre-admission semester hours. These semester credit hours (SCH) may be derived from 3 categories: non-degree, reserved, and transfer graduate credit hours. The total number of SCH accepted from each category is as follows: 12 hours for non-degree graduate credits, 9 hours for transfer credits, and 6 hours for graduate credits reserved during the undergraduate degree. Division faculty must approve of the course work before it will be applied toward your graduate program of study.

At the University of Wyoming, an individual may enroll in graduate-level coursework in speech-language pathology as a Non-degree Graduate Student with permission from the instructor. Non-degree Graduate Students who are later admitted to the master's program may transfer up to 12 SCH of prescribed speech-language pathology course work taken in this manner upon approval of the Division. The academic coursework must be completed within 6 years of the date of graduation from the master's program. Non-degree Graduate Students may not enroll in clinical experiences (SPPA 5030, 5270, 5290).

Students accepted into the master's program may transfer up to 9 SCH from another accredited university upon approval of the Division faculty. The academic coursework must be completed within 6 years of the date of graduation from the master's program.

Upon approval of the Division faculty, an undergraduate student who either majors or levels in speech, language and hearing sciences at the University of Wyoming may reserve 5000 level coursework for up to 6 SCH. The student must follow all procedures as outlined in the University of Wyoming Catalog. These graduate level SCH must be officially reserved for the graduate degree program and cannot be applied towards the undergraduate degree. These courses must appear on the undergraduate transcript as being reserved for graduate credit. The academic coursework must be completed within 6 years of the date of graduation from the master's program.

CORE UNDERGRADUATE COURSEWORK and LEVELING

Foundational Coursework

Graduate students must have completed undergraduate coursework in four foundational areas (Biological Sciences, Physical Sciences, Social Sciences, and Statistics). This coursework must meet the requirements specified by ASHA's *Council for Certification of Clinical Competence in Speech-Language Pathology* (CFCC [<https://www.asha.org/certification/course-content-areas-for-slp-standards/>]). Students who have not completed this coursework will not be cleared for or eligible for graduation until these courses are complete.

Basic Communication Processes Coursework

Students must also have completed coursework in Basic Communication Processes (listed below).

1. Phonetics (*Prerequisite*)
2. Language Development (*Prerequisite*)
3. Anatomy & Physiology of Speech and Hearing (*Prerequisite*)
4. Audiology (*Prerequisite*)
5. Neural Bases of Communication (*Required*)
6. Aural Rehabilitation (*Required*)

Four of the leveling courses are *Prerequisites* to beginning the graduate program: students will not be accepted without them. Two courses are *Required* and must be completed by the end of

the graduate program. In addition, 15 hours of approved observation are required before beginning direct clinical contact hours in the graduate program.

These Basic Communication Processes courses are typically completed within a bachelor's degree in communication disorders. However, if a student has not completed one of these courses (or its equivalent as determined by faculty), he/she will be required to complete the course at UW. Students who have not completed this coursework will not be cleared for or eligible for graduation until these courses are complete.

For students who have a bachelor's in another area, both the Foundational Coursework and Basic Communication Processes coursework are required. The Basic Communication Processes is referred to as *Leveling* coursework. Leveling courses completed during the master's degree are not part of the student's Graduate Program of Study. The standard for successful completion of these courses is a grade of C-, consistent with the undergraduate standard. For leveling courses being completed while in the graduate program, up to two can be taken as S/U rather than for a grade (they are not figured into the graduate GPA calculations). Please be advised that if you enroll in a 5000-level course, even if it is for leveling, the minimum grade for Satisfactory is a grade of B-.

• OVERVIEW OF MS PROGRAM •

The master's of science in speech-language pathology program of study is 61 semester credit hours (SCHs) to fulfill the academic and clinical preparation across the lifespan and types of disorders. The program meets all academic and clinical requirements put forth by ASHA's *Council for Certification of Clinical Competence in Speech-Language Pathology (CFCC)*. The program also meets Wyoming Speech Pathology and Audiology Licensure Board requirements.

The MS program takes 2 years of full-time study (6 semesters) to complete. The "first year" of the program is on campus, and the "second year" includes distance coursework, community practicum, as well as two externships completed off-campus. For the "first year" (the first three semesters), students take coursework and complete clinical requirements at the UW Main Campus in Laramie. For the Fall semester of the "second year," students take coursework online and complete a community-based practicum (arranged by our Speech Clinic Director). These community-based practicums can occur in Wyoming or another state as long as a cooperative agreement can be obtained and the site is approved by the University, the program, and the Speech Clinic Director. During the J-term of the "second year," students take Oral Comprehensive Exams. Then in the Spring and Summer semesters of the "second year" students complete two full-time externships (also arranged by the Speech Clinic Director). The second externship typically ends in July-early August of the second Summer semester. The community-based practicum, externships, and other clinical experiences, provide each student with a comprehensive clinical education.

There is a thesis option for students with a strong academic record and strong writing skills. Students who pursue a thesis cannot have any unsatisfactory marks (including Cs or "unsatisfactory") in coursework or in clinic. Thesis students do not enroll in SPPA 5961 Graduate Projects, but instead enroll in 4 SCHs of SPPA 5960 Thesis Research.

• 2021-23 GRADUATE CURRICULUM •

The Master's of science in speech-language pathology program of study is 61 semester credit hours (SCHs).

Fall I (14 SCHs) [UW Main Campus]

SPPA 5020: Phonology (3 SCH)
SPPA 5140: EBP & Evaluation (4 SCH)
SPPA 5280: Early Language Intervention (3 SCH)
SPPA 5030: Clinic I (4 SCH)

Spring I (14 SCHs) [UW Main Campus]

SPPA 5220: Voice (3 SCH)
SPPA 5130: Adult Neurogenic Disorders (4 SCH)
SPPA 5330: School-age Language Intervention (3 SCH)
SPPA 5030: Clinic II (4 SCH)

Summer I (8 SCHs) [UW Main Campus]

SPPA 5120: Stuttering (2 SCH)
SPPA 5110: Craniofacial Disorders (2 SCH)
SPPA 5210: AAC (2 SCH)
SPPA 5030: Clinic III (2 SCH)

Fall II (12 SCHs) [Distance]

SPPA 5100: Motor Speech (2)
SPPA 5230: Dysphagia (3)
SPPA 5380: Professional Practice (3)
SPPA 5030: Clinic IV (4)

J-Term(counts towards spring) [Distance]

SPPA 5961: Graduate Project (Orals) (1 SCH)*

Spring II (7 SCHs) [Distance]

SPPA 5270: Educational Practicum (6 SCH)

Summer II (6 SCHs) [Distance]

SPPA 5290: Medical Practicum (6 SCH)

* Thesis Students substitute SPPA 5960. Thesis students must take a total of 4 credits of SPPA 5960 (see a PhD faculty to discuss thesis requirements, options, and sequence).

** The Division reserves the right to change the sequence or requirements of the MS SLP program of study.

• GRADUATE REQUIREMENTS •

GRADUATE PROGRAM OF STUDY

A Program of Study (Degree Evaluation worksheet) will be prepared for each student and listed by the Office of the Registrar on WyoWeb (Log into WyoWeb and select *Degree Evaluation, Detail Requirements*). The Program of Study constitutes an agreement between the student and the university regarding the minimum coursework requirements for that student's degree. Contact the Graduate Advisor if individual modifications (e.g., courses reserved for graduate credit during the undergraduate program, transferred courses) need to be made to the Degree Evaluation worksheet. The Degree Evaluation reflects the number of credit hours required by the Division, which is more than the minimum required by the university.

The WyoWeb *Degree Evaluation* does not reflect missing undergraduate courses that may need to be completed during the graduate program. Students who received their undergraduate degree in Speech, Language, and Hearing Sciences from the University of Wyoming are assured they meet ASHA's requirements for foundational courses and basic communication science courses. Students who earned undergraduate degrees from other universities may be missing some coursework but will make up these missing courses during their master's program, thus meeting requirements by the time of graduation. If required courses are missing, the graduate advisor will inform the student and include these required courses in the student's individualized program of study. All requirements must be met prior to graduation, including coursework in four foundational areas (as specified by ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology [CFCC]) and the Wyoming Assessment of Knowledge and Skills (WAKS).

Students must maintain enrollment for two of the three academic semesters to be considered enrolled in the program. Students should notify the Registrar's office and the Division Main Office of any changes in name.

Plan A (Thesis) and Plan B (Non-Thesis) have the same requirements in academic courses and clinical experiences. The thesis track has 4 SCH thesis credit and the non-thesis track has a required 1 SCH of oral comprehensive examination. Students must achieve each of the knowledge and skills identified on the Wyoming Assessment of Knowledge and Skills (WAKS).

GRADUATE EXAMINATION COMMITTEE

Plan A: Thesis

There is a thesis option for students with a strong academic record and strong writing skills. Students who pursue a thesis cannot have any unsatisfactory marks (including Cs or "unsatisfactory") in coursework or in clinic. If you complete a thesis, you will need to identify a faculty member with common research interests to direct your research. If that faculty member agrees, they will serve as Chair of your thesis committee and will assist you in forming your committee. This committee will advise you as you prepare and write the thesis, and they will direct and participate in your oral defense. Speak to a PhD level faculty member for Plan A thesis option information, including for details and Division/University requirements, processes, and paperwork.

Plan B: Oral Comprehensive Exam. If you enroll in the non-thesis option (Plan B), your Oral Comprehensive Exam will be conducted by two PhD level Division faculty. The oral comprehensive exam date,time, and faculty are assigned by the Division

PROGRAM GRADE REQUIREMENTS

The Division accepts students into the graduate SLP program who have strong indicators of potential for success. However, occasionally, students are not suited to the profession of speech-language pathology. It is to the benefit of these students that they recognize this mismatch early and leave the program. The faculty regularly reviews student performance to determine whether students are succeeding and what may be needed to facilitate better performance. In addition, students receive an end of semester performance review email from the Director up until they go out on externships. The following specifies the grade requirements of the graduate SLP program.

Cumulative GPA

A university requirement is that graduate students must maintain a cumulative minimum graduate GPA of 3.0. Students must have a GPA of 3.0 to graduate. A student with a cumulative GPA of less than 3.0 at the end of a semester will be placed on probationary status by the Registrar or the Division Director. A probationary student has one semester to rectify the GPA. If the cumulative GPA remains below 3.0, the Registrar or Division Director will suspend the student. The student may submit a written petition to the Division Director to request reinstatement, otherwise they will automatically be indefinitely suspended from the program. After the Division's petition review process, the student's petition will be accepted or rejected. Conditions will be specified for reinstatement (see *University Graduate Regulations and Policies* on the web). Following reinstatement, the student will have one semester to return to a 3.0 GPA.

Individual Course Grades

The SLP MS program, consistent with CFCC requirements, follows a competency-based model of education. Performance averaged across courses does not show mastery within individual courses. Satisfactory performance requires a letter grade of B or better or a Satisfactory (S) rating (equivalent to a B or better) in each course, and mastery of all knowledge and skill objectives (see next section).

A student can earn no more than two unsatisfactory course grades in the graduate program coursework or clinic. If a student obtains a third U or C (all references to "C" are inclusive of C, D, and F), the student will be dismissed from the program at the end of that semester. A withdrawal at any time from a course or clinic without prior approval from the Division will count toward the limit of three C/Us. If an Incomplete is arranged and approved by the instructor, it must be remedied as specified in the Incomplete Terms that the instructor has provided. Failure to do so will result in a failing grade being recorded.

Remediations (see next section) are intended for isolated areas of difficulty, not for generally inadequate overall performance. Students with two grades of C are required to retake those courses. One grade of C may require a re-take. Re-takes may extend the length of your graduate

program a semester or more. A retake of a course that results in another C will count toward the limit of three C/Us. Students can retake a course or clinic only once.

A student may only receive one U in clinic. If the student receives a second unsatisfactory grade in clinic, he or she will be dismissed from the program at the end of that semester. Clinical clock hours obtained during the semester when the student received a U (or a withdrawal) will not be applied towards ASHA's requirements. If at midterm a student is informed that they have a U, he/she will meet with the Speech Clinic Director and/or Division Director to discuss options.

• KNOWLEDGE AND SKILLS OUTCOME ASSESSMENT •

WYOMING ASSESSMENT OF KNOWLEDGE AND SKILLS (WAKS)

The Wyoming Assessment of Knowledge and Skills (WAKS) document identifies learning objectives that each student must successfully demonstrate before graduating from the program. The WAKS by Course are located in Appendix D. It is possible for a student to pass a course without meeting each of the learning objectives linked to the course. Graduation from the program requires that a student not only maintain grade requirements, but also successfully demonstrates competencies in all WAKS standards and objectives.

Each of these learning objectives is linked on the WAKS to ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) *The 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology*. Although many of the individual objectives are addressed in multiple courses and clinical experiences, each learning objective has been linked to a particular course/practicum experience. Syllabi for each graduate level course identify each learning objective that is addressed by the course. During the course, the students are evaluated on the graduate-level objectives. If an objective is not met on the specified exam or assignment, the student must remediate the deficiency. Remediations are designed by each instructor. At the end of each semester, instructors communicate to the students and to the Graduate Advisor each student's performance on the WAKS graduate learning objectives.

Objectives related to undergraduate knowledge and skills of basic communication processes are indicated in relevant graduate course syllabi. Some undergraduate competencies may be reviewed and specifically reexamined, but all are expected and built upon within the graduate courses.

In the event that a learning objective for a particular course is not signed off by an instructor during the semester, the student is responsible for meeting with that instructor to develop a remediation plan. It is the responsibility of the student to meet with the instructor for clarifying how remediations are completed for a given course. Many instructors are unavailable during the summer, so students should plan accordingly. Remediation may include independent readings followed by examinations, written projects, oral examinations, or demonstrations of a clinical skill. Failure to remediate learning objectives will prevent awarding of the master's of science in speech-language pathology.

Students track their progress in meeting these objectives by communicating with their instructors, accessing an on-line data management program, and participating each semester in academic advising sessions. The Division uses a learning management system called CALIPSO. Students pay a one-time fee for access to CALIPSO for up to 8 years. The Graduate Advisor updates CALIPSO at the end of each semester regarding whether a given student has passed his/her academic WAKS objectives, while the Speech Clinic Director updates CALIPSO regarding all clinical objectives and associated records. The Graduate Advisor and Speech Clinic Director will let students know how to enroll and access CALIPSO.

The Graduate Advisor reviews WAKS progress with each student each semester during advising, but the student is responsible for checking on the currency and accuracy of the records. Students should also maintain a record of their graduate work that demonstrates their acquisition of knowledge and skills. Examples of evidence include syllabi, graded projects, drafts of written reports, and work samples. Instructors keep exams that are not returned to students. ASHA reserves the right to request this evidence when students apply for certification.

MODULAR ASSESSMENT OF COMPETENCIES (MAC)

Each student must pass an audiology modular assessment of competencies (MAC). The MAC exam must be completed within the first semester of the graduate program. The audiology examination evaluates the audiology knowledge obtained at the undergraduate level associated with learning objectives on the WAKS. Exam availability will be through the WYO course associated with SPPA 5030. This exam tests basic knowledge of hearing anatomy and physiology, common auditory disorders, the communication problems associated with hearing impairment, hearing screening, and amplification devices. A score of 80% on each module is required to pass. Students who fail exam modules must repeat those areas until they meet the standard.

ORAL COMPREHENSIVE EXAMINATION (PLAN B)

Plan B students must pass an oral comprehensive examination to graduate from the program. The Oral Comprehensive Examination (*Oral Comps*) is taken through enrolling in the 1-credit course: SPPA 5961 – Graduate Project. Scheduling and other details on Oral Comps will be provided to students before the end of the Fall semester of the second year of the program.

PRAXIS EXAMINATION

The Praxis is a written multiple-choice comprehensive examination. It is not part of the master's degree, but is required for the certificate of clinical competency (CCC) by ASHA. The ASHA passing score for the Praxis **5331** is **162**.

Students should plan to take the Praxis towards the end of their last semester of graduate study. This allows them to prepare for Orals and Praxis simultaneously. All students must have their score reported to the Division. When taking the exam, designate **UW SLP & Aud recipient code** of **RA0346** (NOT the general UW recipient code, which goes to the College of Education).

• FUNDING OPPORTUNITIES •

Note. Scholarships are collected through UW's financial aid scholarship management system, Wyoscholarships, <http://www.uwyo.edu/sfa/scholarships/> Applications are generally due early January. Summer/Fall "second year" GA opportunities are announced as they become available.

State Graduate Assistantships. These assistantships are awarded to applicants to the graduate program for their first academic year. A smaller number of awards may be awarded for the first summer of the graduate program. Assistantships require 10 hours of instructional, research, and professional support per week. Involvement in instruction in some format is obligatory. There is a mandatory preparatory teaching symposium. Students must be making adequate progress towards their degrees and fulfilling their support duties to maintain these awards, and selection is on a competitive basis (including academic performance and Division/University citizenship).

Other Graduate Assistantships. Other opportunities for graduate assistant ships may be announced. eligible and qualified students are encouraged to apply. Details and requirements will vary.

Division of Communication Disorders Scholarships. Undergraduate & graduate students are eligible to apply for Division scholarships. These scholarship applications typically have due dates in mid-January. Students apply to the general *Division of Communication Disorders Scholarships* within WyoScholarships to be considered for any of these scholarships which may include *Barbara Kahn Scholarships/ Steve Elliott Scholarships/ and others.*

College of Health Science Scholarships. Scholarships typically offered include the Paul Stock Scholarship and the Gordon S. & Charlott Myers Health Sciences Scholarship. These scholarships are awarded in the same manner Division scholarships are awarded or as part of the graduate application process Eligible students who apply to general *Division of Communication Disorders Scholarships* are considered for these awards.

College of Health Sciences Research and Travel Awards. CHS may provide support for research conducted under the supervision of a CHS faculty. CHS may also provide funds to present research at national conferences.

Research Awards. Undergraduate and graduate students can apply to the Scholarship Committee for an award of up to \$1,000 for projects conducted under the guidance of a Division professor. These funds are from the Barbara Kahn Foundation in Speech Corrections. The awards can be used toward project expenses, but not for travel to conferences. Applications are made through the sponsoring professor. Applications must include: (a) a project description, (b) the timeline, (c) the planned presentation venue/ or request for funding for research project (d) an itemized budget, and (e) a letter of support from the sponsoring professor. The mentor's letter of support should explain: (a) the scope and quality for presentation in a formal venue and (b) the student's investigative ownership of the project. The amount of funding awarded will vary and may depend on a number of factors.

University of Wyoming Graduate Program Research Travel Awards. See the UW graduate program website for details.

Wyoming Speech, Language, and Hearing Association (WYOSHA) Scholarships. WYOSHA awards scholarships to graduate students. Refer to the WYOSHA website for scholarship application information. WYOSHA awards directly to students, not through WyoSchoalrships

• POLICIES FOR STUDENT BEHAVIOR •

There are a number of policies and regulations that apply to student behavior in the Division of Communication Disorders. They are listed here and also links are provided at the bottom of this section.

The UW Student Code of Conduct and the College of Health Sciences' Academic Ethics Guidelines apply to students from the Division of Communication Disorders. Students are representatives of the Division of Communication Disorders both during on- or off-campus activities, appropriate standards of conduct are prescribed in accordance with University regulations and policies. **Any conduct by a speech-language pathology graduate student shall be reviewed in accordance with University regulations and policies as well as the American Speech-Language-Hearing Association Code of Ethics. Students are expected to know and abide by the Code of Ethics at all times throughout their program of study.** In addition student are held accountable for the guidelines and other information provided in the Graduate Handbook as well as the Clinic Practicum Procedural Manual.

The Division of Communication Disorders will not tolerate academic dishonesty(including cheating or plagiarism) or other misconduct. The provisions of UW Regulation 2-114 Student Academic Dishonesty and UW regulation 11-1 Student Conduct will apply and be enforced. If at any time prior to graduation and during the course of participation in education or professional training as a speech-language pathology graduate student, or in fulfilling other responsibilities as a University student, the student demonstrates patterns of behavior which constitute academic dishonesty or misconduct other behaviors that encroach on the student's ability to fulfill his or her responsibilities as a student, it will result in corrective action to include suspension and/or termination from the Division of Communication Disorders. Such behavior is defined to include, but is not limited to, any of the following:

- Failure to notify appropriate persons of absence from scheduled learning experiences
- Dishonesty in interactions with clients, staff or instructors
- Repeated failure to adhere to dress code
- Unsafe clinical practices. This includes failure to implement universal or standard precautions described in the clinic procedural manual and/or any information or policy provided by the University, College, Division or external clinical sites in regards to safety practices related to COVID-19
- Refusal to comply with directives from clinical supervisor regarding client management
- Use of inappropriate language
- Repeated tardiness in fulfilling scheduled responsibilities or failure to meet appointments
- Failure to maintain confidentiality in matters related to educational or clinical responsibilities

Abuse of alcohol which interferes with a student's ability to fulfill academic or professional responsibilities in the Division of Communication Disorders or the abuse or illegal use of other drugs or substances will not be tolerated. Any conduct of this type will be reviewed in accordance with regulations and policies included in UW Regulations 11-1 Student Conduct and UW's Alcohol and Other Drugs policies

ASHA code of ethics can be found at <https://www.asha.org/Code-of-Ethics/>

UW COVID guidelines: http://www.uwyo.edu/ALERTS/_files/archive/campus-return-old.html

UW Student Code of Conduct <https://www.uwyo.edu/dos/conduct/>

CHS Academic Ethics Guidelines: <http://www.uwyo.edu/hs/college-of-health-sciences-academic-guidelines/index.html>

UW Regulation 11-1 Student Conduct: <http://www.uwyo.edu/regs-policies/section-11-student-affairs/>

UW UW's Alcohol and Other Drugs policies:

http://www.uwyo.edu/generalcounsel/_files/docs/university-governance/alcohol-and-other-drugs-policy-at-the-university-of-wyoming.html

UW Regulation 2-114 Student Academic

<http://www.uwyo.edu/regs-policies/section-2-academic-affairs/academic-management.html>

DIVISION OF COMMUNICATION DISORDERS – STUDENT APPEAL

Students may appeal academic standards and evaluations which they consider unfair. The Division's Student Appeal process is on the Division Website under the "student objectives, handbooks, & manuals" tile.

COUNCIL ON ACADEMIC ACCREDITATION – STUDENT APPEAL

Students may file complaints regarding the lack of compliance with accreditation standards with the Council on Academic Accreditation (CAA) at ASHA. The specific nature of the complaint and the relevance of the complaint to the accreditation standards must be specified, and supporting data provided. All complaints must be signed and forwarded in writing to:
Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700 .

For details and updates see: <https://caa.asha.org/programs/complaints/>

• DIVISION RESOURCES FOR STUDENTS •

STUDENT WORK SPACE*

HS429 is the primary SLP graduate student work area. You will be issued a personal, lockable locker in this room. Keep your personal belongings stored and the room tidy.

HS170 is a staging area prior to clinic activity. This area is considered a confidential space in which to discuss clinical matters. Quiet study can occur here on a space available basis.

HS429 as well as rooms in the Speech and Hearing Clinic are accessed via the UW WyoCard.

Students are issued a locker key and may be issued others, such as a research lab key. Please keep these keys secure. If keys are lost students will be charged a replacement fee. Students keep the keys until December of their second year.

• CLINICAL EDUCATION •

Refer to the **Clinic Practicum Procedural Manual** for more detailed information on clinical education and related requirements. All students are responsible for information presented in the Graduate Handbook as well as the Clinic Practicum Procedural Manual.

SPPA 5030 ~ CLINICAL PRACTICUM

Students will be introduced to clinical skills through carefully designed and closely supervised experiences in the UW Speech and Hearing Clinic, at sites supervised by UW clinical instructors and at *Community Placements*, approved community-based sites. Collectively, these experiences are gained under the course SPPA 5030, Clinical Practicum. The Speech Clinic Director makes assignments in the Speech & Hearing Clinic. In addition, students complete Alternative Clinical Experiences or simulations, and will be required to purchase membership to corresponding website/programs that will be used in SPPA 5030 and possibly other courses. Students must enroll and the specified number of semester credit hours for clinical assignments (SPPA 5030 Clinical Practicum, SPPA 5270 Educational Practicum & SPPA 5290 Medical Practicum). Details on number of credit hours required for clinical courses as well as the sequence of clinical courses is specified in the Graduate Curriculum.

Graduate students complete four semesters of SPPA 5030 for a total of 14 credits (see the Graduate Curriculum section). The Speech Clinic Director assigns clients with consideration of client needs, supervisor availability, student educational needs, and clinic scheduling constraints. Assignments are also based on the student's need for diverse clinical experiences across the lifespan and 'Big 9' areas (i.e., Articulation, Fluency, Voice, Language, Hearing, Swallowing, Cognition, Pragmatics, Communication Modalities). The Speech Clinic Director assigns *Community Placements*. *Community Placements* are required clinical assignments, and the majority of these assignments are off campus-and most are outside of Laramie.

SPPA 5270 EDUCATIONAL PRACTICUM & SPPA 5290 MEDICAL PRACTICUM (Externships)

The externship practicums are viewed as an *extension* of academic and clinical experiences. Clinical instruction continues in these experiences. A student's academic and clinical performance may be shared with external supervisors to enable them to best support the student's learning.

Graduate students complete two full-time externships following completion of coursework and SPPA 5030 requirements. Graduate students complete SPPA 5270 Educational Practicum for 6 semester credit hours & SPPA 5290 Medical Practicum for 6 semester credit hour (see the Graduate Curriculum section). Externships typically are 12 weeks in length, however each externship is individualized by the Speech Clinic Director and preceptor, and Alternative Clinical Experiences (simulations) may also be required to supplement experiences. Students register for one externship in the Spring and one in the Summer semester, but the beginning and ending dates do not align with semesters. One externship is to occur in an educational setting (a school or early childhood program), and one is to occur in a medical or clinical setting. Most students will complete the educational internship first. The order of externships is arranged and determined by the student and Speech Clinic Director.

• PROFESSIONAL INFORMATION •

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)

The Wyoming Chapter of the National Student Speech-Language Hearing Association (NSSLHA) is an active student group on campus. NSSLHA is the national pre-professional organization for undergraduate and graduate students interested in learning about the professions of speech-language pathology and audiology, providing valuable community service, and engaging in fellowship with like-minded students. NSSLHA local and national levels have separate dues.

Benefits of NSSLHA Membership

- NSSLHA to ASHA Conversion Program provides a reduction in the initial membership and certification fees for students who transfer their NSSLHA membership to ASHA
- Four American Speech-Language-Hearing (ASHA) publications
- Annual NSSLHA Journal and the biennial NSSLHA Clinical Series if distributed in a year during which you are a member
- Substantial discounts for ASHA Convention registration, and on other ASHA-sponsored workshops
- Discounts on ASHA professional products and publications such as the guide to Graduate Education and the governmental Affairs Review
- Low cost student liability and medical insurance

- ASHA's Employment Referral Service (ERS), excellent to use when looking for a CFY position
- Opportunity to establish credit by applying for a NSSLHA MasterCard
- Semi-annual newsletter NSSLHA News and Notes

WYOMING SPEECH-LANGUAGE-HEARING ASSOCIATION (WYOSHA)

<http://www.wyomingspeechlanguagehearingassociation.org/>

WYOSHA is the officially recognized association for Wyoming audiologists and speech-language pathologists by the American Speech-Language Hearing Association (ASHA). The purpose of WYOSHA

WYOSHA is to implement and advance training programs and practices in the field of speech-language pathology and audiology to enhance services throughout Wyoming and promote the maintenance of current knowledge and skills.

WYOSHA welcomes undergraduate and graduate speech-language pathology and audiology students to our organization as the future of our profession. Students have the opportunity to participate in WYOSHA in a number of ways.

1. Attend the WYOSHA convention. WYOSHA offers free registration for students who volunteer during the convention. You may sign up for various jobs which include: selling raffle tickets, working the registration table, assistant to the WYOSHA president-elect/convention chair. Working at the convention allows you to network with professionals across our state, meet nationally known speakers, and attend sessions for learning opportunities.
2. WYOSHA professional members will sponsor student and Clinical Fellow membership fees. If you are interested in being sponsored as a student or CF member, click on the "Membership" button on the WYOSHA website home page to print an application form.
3. A University of Wyoming NSSLHA member is eligible to participate as an active, non-voting WYOSHA board member. This is an excellent introduction to leadership activities at the local and state level. Contact the NSSLHA chapter representative at UW or the WYOSHA President about this opportunity.
4. As a WYOSHA member, you will receive the quarterly newsletter, conference and convention information, and a directory of WYOSHA members.
5. WYOSHA is proud to offer scholarships for University of Wyoming graduate students. Click on the student link on the website for the scholarship application.

STATE / LICENSURE

For state licensure, contact the state licensure board for your desired state to identify the appropriate steps to obtain licensure. You should complete your application/ paperwork and send it to the state board *before* beginning employment in the state.

The contact information for Wyoming licensure is:

Wyoming Board of Speech Pathology and Audiology
2001 Capitol Ave, Room 103
Cheyenne WY 82002
homepage: <http://plboards.state.wy.us/speech/index.asp>

State licensure forms vary quite a bit from state to state, but they may require the Division Director or the Dean of the College of Health Sciences signature. It may take 2-3 weeks to process, so plan accordingly.

ASHA CERTIFICATION AND MEMBERSHIP

The national professional association is the American Speech-Language-Hearing Association (ASHA). For the most current information and forms for certification and membership, see www.asha.org, e-mail at actioncenter@asha.org, or call 800-498-2071 (Action Center), or mail:

American Speech-Language-Hearing Association
2200 Research Blvd.
Rockville, MD 20850

The website provides direct links to NSSLHA for membership applications, liability insurance information and conversion (graduate student to certified member) information. The website offers valuable links to scholarship and research grant opportunities through the ASHA Foundation as well as job advertisements and information about national level happenings.

Verification by Program Director Form (completed electronically)

Certification Requirements, including details on the Clinical Fellowship, and eligibility details on the application can be found at the ASHA website <https://www.asha.org/Certification/AboutCertificationGenInfo/> Praxis score notification must have been received by the Division prior to processing the Verification by Program Director form (this form can be found at the link above).

STUDENT STATUS LETTERS

At any time during your program, such as for financial or employment reasons, you can request from the Division Director a **Current Status Letter** indicating at what point you are in your program of studies and your anticipated date of graduation. **Full-time Engagement Letters** from the Division Director for the practicum semester if credit hours fall below full-time are issued in the month prior through the Division office. This may be needed for medical insurance and loan deferral reasons.

If you have completed all academic and clinical requirements, and are awaiting official notification of graduation, you can receive an official Registrar-generated **Degree Verification** for potential employers or state licensure bodies. Request the verification directly the Registrar. Provision of this verification may take several weeks following the Registrar's receipt of your request and notice of completion of all degree requirements.

DIVISION RECORDS RETENTION

You should keep copies of important documents related to your graduate training (e.g. course syllabi, clinical hours documents) in a safe location. You may need these for verification purposes for certification, licensure, or other professional documentation. The Division keeps student academic records, including documentation of clinical hours, for a period of 5 years from the date of graduation. Verification of your degree can be obtained at any time from the University of Wyoming's registrar's office.

Appendix A – *Essential Functions** for Students

University of Wyoming Division of Communication Disorders *Essential Functions** for Students

Physical Abilities

- Participate in classroom or clinical activities for two-to four-hour blocks of time, with minimal breaks.
- Move independently to, from, and in academic and clinical facilities.
- Maintain one's own personal hygiene.
- Manipulate therapeutic and diagnostic materials, including setting out test items, turning pages, etc.
- Respond quickly enough to provide a safe environment for clients in emergency situations, including fire, choking, or other health emergencies.
- Read the dials on instruments and visually monitor a client's response.
- Make accurate judgments about speech production and acoustic signals.

Affective Abilities

- Work effectively with people, in person, and on telephone or in web-based mediums.
- Make appropriate decisions, including the ability to assess relevant information and problem-solve without immediate supervision.
- Understand and positively respond to critical feedback from clinical educators.
- Maintain appropriate workplace behavior, including punctuality, regular attendance, and accomplishing multiple tasks despite difficulty or opposition.

Cognitive Abilities

- Read and comprehend professional literature and reports and write university-level papers and clinical reports in English.
- Speak English intelligibly, including the ability to give verbal information (e.g., test items) to clients.
- Independently analyze, synthesize, and interpret ideas and concepts in academic, diagnostic and clinical settings.
- Maintain attention and concentration for sufficient time to complete academic and clinical activities, typically two-to-four hours, with minimal breaks.

Pre-Professional Behavior

- Align priorities to prevent work from interfering with classes or clinic.
- Manage relocating for clinical placements in order to complete requirements of the program.

I have read the list of Essential Functions and have no concerns about my ability to carry out these functions.

Signature: _____ Date: _____

Print Name:

If you have a disability, it is your responsibility to register with the University Disability Support Services at (307) 766-6189 or <http://www.uwyo.edu/udss/about-udss/> prior to requesting accommodations related to any clinical program requirements. The UDSS with input from the Division Director and/or Speech Clinic Director will establish if and what specific supports are recommended and permissible for you to fulfill the essential functions related to the clinical program.

*Adapted from the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) Essential functions document (2007). *This form will be retained in the student's confidential file maintained in the Division.*

Appendix B – CFCC Standards and Academic WAKS by Course

The Wyoming Assessment Of Knowledge And Skills (WAKS) are linked to ASHA’s Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC)* 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (<https://www.asha.org/certification/2020-slp-certification-standards/>)

WAKS Revised and adopted by faculty: 12/01/2020 Effective for the 2021 cohort. Previous versions apply for earlier cohorts.

GRADUATE COURSES

SPPA 5020 - Phonology Intervention

- IV – C. Knowledge of speech sound production and related disorders and differences
1. Identifies factors associated with speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification and related disorders and differences IV – D. Knowledge of Prevention, Assessment and Intervention of Articulation/Speech Sound Disorders/or related Disorders
 2. Completes transcription and analyzes the speech sound system of infants and children
 3. Designs appropriate treatment plans for common articulation and phonological disorders
-

SPPA 5100 - Motor Speech Disorders

- IV – C. Knowledge of speech sound production and related disorders and differences
1. Differentiates characteristics of major dysarthria types and apraxia of speech
- IV – D. Knowledge of Prevention, Assessment and Intervention of Articulation/Speech Sound Disorders/or related Disorders Develops appropriate treatment plans for dysarthria and apraxia
2. Demonstrates knowledge of procedures for assessment of acquired speech disorders
-

SPPA 5140 - Evidence Based Practice and Evaluation

- IV – D. Knowledge of Assessment of Speech (Articulation) and Language (Receptive/Expressive) Disorders
1. Demonstrates knowledge of standardized test construction as well as psychometric qualities of assessment activities
 2. Administers and interprets standardized/formal assessments for pediatric and adult disordered populations
 3. Administers and interprets informal assessments (e.g., criterion-referenced assessment measures, as well as interview, observation, and case history review) for pediatric and adult disordered populations
 4. Clinically analyzes a language sample
 5. Describes, compares and contrasts norm-referenced language assessments with informal assessment measures

Knowledge of Research (IV-F) through the following WAKS objectives:

1. Critically evaluates research literature methodology.
2. Explains experimental and descriptive research methods.

SPPA 5110 - Craniofacial Disorders

IV – C. Knowledge of Voice and Resonance Disorders

1. Identifies the perceptual and physiological characteristics associated with resonance disorders

IV – D. Knowledge of Prevention, Assessment and Intervention of Voice and Resonance Disorders

2. Performs qualitative assessment of resonance
3. Critiques approaches to treatment of resonance disorders

SPPA 5120 - Stuttering

IV – C. Knowledge of Fluency and Fluency Disorders

1. Describes major theories of stuttering
2. Contrasts stuttering and normal disfluencies in young children
3. Differentiate major characteristics associated with stuttering and cluttering

IV – D. Knowledge of Prevention, Assessment and Intervention of Fluency Disorders

4. Demonstrates knowledge of common fluency assessment procedures
5. Demonstrates knowledge of treatment approaches for children and adults who stutter

SPPA 5130 – Adult Neurogenic Disorders

IV – C. Knowledge of Receptive and Expressive Language Disorders

1. Describes symptoms and differentiates among aphasia, dementia, right hemisphere, TBI, and normal aging

IV – C. Knowledge of Cognitive-Communication Impairments

2. Describes the relation of acquired deficits in cognition and executive function to communication skills

IV – D. Knowledge of Prevention, Assessment and Intervention of Receptive & Expressive Disorders, as well as Cognitive-Communication Disorders

3. Demonstrates knowledge of assessment procedures for aphasia, right hemisphere disorder, acquired brain injury, and dementia
4. Develops appropriate treatment plans for aphasia, right hemisphere disorder, acquired brain injury, and dementia

SPPA 5210 - AAC

IV – C. Knowledge of Augmentative and Alternative Communication (AAC) Modalities

1. Discuss AAC depending on the need of the client. Identify, describe, and critically evaluate client skills (including linguistic, operational, social, and strategic competencies) required to build communicative competence and use both unaided and aided AAC systems

IV – D. Knowledge of Prevention, Assessment and Intervention with Alternative/Augmentative Communication Modalities

2. Discusses best communication modality options and appropriate communication supports for children & adults

SPPA 5220 - Voice Disorders

IV – C. Knowledge of Voice and Resonance Disorders

1. Identifies common voice disorders
2. Identifies etiological factors associated with voice disorders

IV – D. Knowledge of Prevention, Assessment and Intervention of Voice and Resonance Disorders

3. Performs qualitative assessment of voice
4. Demonstrates knowledge of quantitative assessment of phonation
5. Describes intervention for common voice disorders

SPPA 5230 - Dysphagia

IV – B. Knowledge of Normal Swallowing Processes

1. Describes anatomy and physiology of normal swallow, and normal swallowing development

IV – C. Knowledge of Swallowing Disorders and differences

2. Describes etiological factors associated with swallowing/feeding disorders, including structure and function of orofacial myology, oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span

IV – D. Knowledge of Prevention, Assessment and Intervention of Swallowing Disorders

3. Describes current approaches to the assessment of swallowing, including identifying swallowing problems through videofluorographic evaluation
4. Describes a variety of interventions for swallowing disorders

SPPA 5280 - Early Lang Intervention

IV – B. Knowledge of Normal Basic Human Communication (Biological, Neurological, Acoustic, Developmental, Linguistic, Psychological, Cultural)

1. Describes pragmatics, language use and social aspects of communication, (prelinguistic and paralinguistic communication, challenging behavior, ineffective social skills and lack of communication opportunities) and cognitive aspects (early cognitive development and play) of **children in early childhood**

IV – C. Knowledge of Receptive and Expressive Language Disorders

2. Differentiates common profiles of developmental language disorders

IV – D. Knowledge of Prevention, Assessment and Intervention of Receptive and Expressive Disorders

3. Describes assessment of early language disorders
4. Develops treatment plans for early language disorders that take into account family, linguistic, and cultural considerations.

SPPA 5330 – School-age Lang Intervention

IV – B. Knowledge of Normal Basic Human Communication (Biological, Neurological, Acoustic, Developmental, Linguistic, Psychological, Cultural)

1. Describe pragmatics (language use and social aspects of communication) and cognitive aspects (attention, memory, sequencing, problems solving, executive function) of **communication in school-age children**

IV – C. Knowledge of Receptive and Expressive Language Disorders

2. Describes language impairment and specific reading disability

IV – D. Knowledge of Prevention, Assessment and Intervention of Receptive and Expressive Disorders

3. Describe assessment of school-age language disorders,
4. Develops treatment plans for language disorders and remedial reading instruction that take into account school, linguistic, and cultural considerations.

SPPA 5380 - Professional Practice

IV – E. Knowledge of Ethics and Ethical Conduct

1. Describes the purpose of the ASHA Code of Ethics and the 4 Principles of Ethics and other relevant policies, and guidelines

IV – G. Knowledge of Professional Issues

2. Demonstrates knowledge on a wide range of professional issues, including counseling, interprofessional practice, and critical thinking and decision-making skills

IV – H. Knowledge of Certification Issues

3. Describes relevant documentation required for professional credentials (state, national, and specialty recognition) and related supervision requirements

UNDERGRADUATE COURSES

Some standards are met through required undergraduate courses and the associated knowledge reviewed in graduate coursework.

Standards Met:

IV – B. Knowledge of Normal Basic Human Communication (Biological, Neurological, Acoustic, Developmental, Linguistic, Psychological, Cultural)

1. Describes the anatomy and physiology of articulation and respiration
2. Demonstrates knowledge of phonological development
3. Explains the properties of sound and methods of measurement, and describes the acoustic properties of vowels and consonants
4. Describes the development of receptive and expressive language (semantics, morpho-syntax, pragmatics, paralinguistic communication)
5. Identifies effects of cultural, linguistic & socioeconomic variations on language acquisition
6. Describes major components of the central and peripheral nervous system and speech and language pathways and processes

Required Undergraduate Courses:

SPPA 2210	Phonetics and Phonological Development
SPPA 3265	Anat & Phys of Speech, Swallow, & Hearing
SPPA 4160	Language Development
SPPA 4150	Aural Rehabilitation
SPPA 4340	Basic Audiology
SPPA 4380	Neurological Basis of Communication

HEARING MODULAR ASSESSMENT OF COMPETENCIES (MAC)

IV – B. Knowledge of Normal Basic Human Communication (Biological, Neurological, Acoustic, Developmental, Linguistic, Psychological, Cultural)

1. Describes the anatomy and physiology of hearing mechanism.

IV – C. Knowledge of Hearing Disorders

2. Differentiates among common auditory disorders and their associated communication problems

IV – D. Knowledge of prevention, assessment, and intervention of hearing disorders

3. Demonstrates knowledge of hearing screening procedures