

The *Wyoming Assessment Of Knowledge And Skills (WAKS)* are linked to ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC)\* *2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology (standards revision date: March 1, 2016)*. WAKS Revised and adopted by faculty: July 15, 2017

## **GRADUATE COURSES**

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### **SPPA 5020 - Phonology Intervention**

#### IV – C. Knowledge of Articulation Disorders

1. Identifies etiological factors associated with articulation & phonological disorders

#### IV – D. Knowledge of Prevention, Assessment and Intervention of Articulation 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
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### **SPPA 5100 - Motor Speech Disorders**

#### IV – C. Knowledge of Articulation Disorders

1. Differentiates characteristics of major dysarthria types and apraxia of speech

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

2. Develops appropriate treatment plans for dysarthria and apraxia
  3. Demonstrates knowledge of procedures for assessment of acquired speech disorders
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### **SPPA 5140 - 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
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### **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

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**SPPA 5120 - Stuttering****IV – C. Knowledge of 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

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**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

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**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

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### **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

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### **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

2. Describes etiological factors associated with swallowing disorders
3. Describes oral, pharyngeal, & esophageal swallowing deficits throughout the lifespan

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

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

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### **SPPA 5280 - Preschool Lang Intervention**

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

1. Describes cognitive and social aspects (behavior, social skills, and lack of communication opportunities) of communication 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.

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### **SPPA 5330 – School-age Lang Intervention**

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

1. Describes social 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  
3. Describes language impairment and specific reading disability

IV – D. Knowledge of Prevention, Assessment and Intervention of Receptive and Expressive Disorders  
4. Describe assessment of school-age language disorders,  
5. Develops treatment plans for language disorders and remedial reading instruction that take into account school, linguistic, and cultural considerations.

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### **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

IV-F. Knowledge of Research

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

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 4310	Acoustics of Speech & Hearing
SPPA 4340	Basic Audiology

SPPA 4380     Neurological Basis of Communication  
SPPA 4750     Research Methods in Communication Disorders (or EDRE 5530 Introduction to Research).

**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