



UNIVERSITY OF WYOMING

Division of Communication Disorders

GRADUATE STUDENT HANDBOOK



Note: 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 acknowledge (with a signature) the Graduate Student Handbook/ Clinic Practicum Procedural Manual Agreement Form upon initiating the program.

(Updated 10/16/2024)

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IMPORTANT DIVISION DOCUMENTS

DIVISION, VISION MISSION, & STRATEGIC PLAN

Vision: *Our vision is to be a program of excellence with cutting edge research, exceptional teaching and learning, and state-of-the art clinical programs.*

Mission: *Our mission is to advance the science behind practice, develop practice ready speech-language pathologists to serve the communication needs of individuals from all backgrounds.*

The Division strategic plan, as well as yearly executive summaries can be found here:

<https://www.uwyo.edu/comdis/strategic-plan-2023.html>

DIVISION CODE OF ETHICS

The Division's Code of Ethics can be found on the following website:

<https://www.uwyo.edu/comdis/>

UNIVERSITY OF WYOMING STATEMENT OF NON-DISCRIMINATION

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 to recruiting, hiring, training, compensation, benefits, promotions, demotions, transfers, and all other terms and conditions of employment.

For more information, see:

- [**UW Regulation 4-1 \(Equal Education and Employment Opportunity\)**](#)
- [**UW Regulation 4-2 \(Discrimination and Harassment\)**](#)
- [**UW Regulation 4-3 \(Title IX and Sexual Misconduct\)**](#)
- [**Equal Opportunity Report and Response**](#)
- [**Internal Audit \(Report a Concern\)**](#)
- [**UWPD \(Anonymous Text Tips Program\)**](#)
- Also see UW's General Counsel's Discrimination and Harassment [website](#).

The Division of Communication Disorders applies the University's nondiscrimination policy to persons served in the program's clinic, and also provides equal opportunity regardless of an individual's status as a parent.

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 lifelong skills that will enable you to be an outstanding speech-language pathologist.

DIVISION of COMMUNICATION DISORDER HISTORY

The initiation of coursework in *speech correction*, as it was known at the time, took place at the University of Wyoming in 1940. Dr. Dean Nichols oversaw this endeavor within the Department of Speech in the College of Arts and Sciences. However, the program faced a hiatus due to World War II, when Dr. Nichols was called to active duty in the United States Army. After the war's conclusion, he returned to reinstate the speech correction program. In August 1950, Elaine N. Young became the inaugural recipient of a Master of Arts degree with a specialization in speech correction.

In 1947, Dr. Nichols founded the Summer Speech and Hearing Clinic, an intensive eight-week program catering to those grappling with communication challenges in Wyoming. In January 1952, Barbara Kahn achieved distinction as the first graduate with a Bachelor of Arts degree, with a focus on speech correction. Tragically, Barbara's untimely passing prompted her parents, Ruby and Albert Kahn, to establish the Barbara Kahn Foundation for Speech Correction in 1953. This foundation aimed to advance research and clinical work in speech-language pathology and audiology at the University of Wyoming, extending support for scholarships, events, and equipment within the Division of Communication Disorders.

Dr. Nichols retired from the University of Wyoming in June 1967. The following year marked the establishment of a year-round speech and hearing clinic. By July 1968, the speech correction program achieved autonomy, transitioning from the Department of Speech to emerge as the independent Department of Speech Pathology within the newly formed College of Health Sciences, under the leadership of Dr. R. Ramon Kohler. This department granted both Bachelor of Science and Master of Science degrees in Speech Pathology, later incorporating Audiology coursework in the fall of 1968. Approval for the Master of Science in Audiology came during the 1970-1971 academic year, leading to the department's renaming as the Department of Speech Pathology and Audiology. In 1973, the department relocated to Ross Hall, while some faculty offices were established on Lewis Street during the 1980s. The department also added American Sign Language coursework to the undergraduate degree in 1979. In 2019 the American Sign Languages Studies certificate was created, and includes three language classes, Deaf Studies, and a teaching assistantship.

Accreditation for the master's programs in speech pathology and audiology was secured from the Education and Training Board of the American Speech-Language Hearing Association in 1973. In 1978, the bachelor's program officially became a pre-professional program and later evolved into the Bachelor of Science in Speech, Language, and Hearing Science. The current master's degree, the Master of Science in Speech-Language Pathology, is a professional degree program and clinical program, and remains a present-day offering.

Leadership transitions encompassed Dr. Janis Jelinek's 17-year tenure as Chair of the Department, culminating in her retirement in 1999. Subsequently, Dr. Douglas Laws assumed interim leadership, preceding the department's transformation into the Division of Communication Disorders in 2000 amid a college-wide reorganization. Dr. Mary Hardin-Jones assumed the role of Director in 2001. In 2005, the Division and UW Speech and Hearing Clinic relocated to the College of Health Sciences building. The Division phased out the audiology master's program in response to changes in certification standards to the AuD, leading to its

formal closure in 2007. Dr. Teresa Ukrainetz directed the Division from 2008 to 2015, succeeded by Dr. Mark Guiberson, who assumed leadership in 2015. Throughout these evolutions, the Division has thrived, boasting ASHA Fellows among its faculty and securing federal funding for research. The future holds promise for the University of Wyoming's Division of Communication Disorders, benefiting students, faculty, and alumni alike.

• IMPORTANT RESOURCES •

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

WyoOne

All students need to obtain a [WyoOne ID](#) card upon enrollment in the program. Students need a WyoOne card to access clinic spaces, research spaces and the buildings. Also, students will need their WyoOne ID card for online courses (if you have an instructor you've never met in person while on campus) as well as for the oral comprehensive exam.

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.
<https://www.uwyo.edu/sfa/cost-of-attendance/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 clinic procedural manual.

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

ASHA Code of Ethics

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

Graduate Education webpage and resources

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

On this page you can find:

- 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

Additional student resources, such as key campus contacts, can be found here:

<https://www.uwyo.edu/uwgrad/enrolled-students/key-contacts.html>

Broader student success resources can be found here: <https://www.uwyo.edu/student-success/resources/index.html>

Division of Communication Disorders Social Media

- find us at <http://www.facebook.com/group.php?gid=328516880423&ref=ts>
- Instagram: @uwyocomdis
- Twitter "X": @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 what is provided below (see the Division website/CSDCAS for details).

- Minimum of 3.0 undergraduate grade point average (UW Graduate Program requirement)
- Completion of prerequisite courses (see Core Undergraduate & Leveling Coursework below)

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. Additional information about admittance to the graduate program can be found on the Division's Admission and Application information [webpage](#).

CONDITIONAL ADMISSION

An applicant may be admitted conditionally if he or she does not meet the GPA requirement 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 coursework before it will be applied toward your graduate program of study. The academic coursework must be completed within 6 years of the date of graduation from the master's program.

•LANGUAGE PROFICIENCY POLICY•

The language proficiency requirements, along with specific details about the required English proficiency assessments and scores, are available on the Division's Admission and Application information webpage. Should concerns about a student's language proficiency arise after admission, a discussion will be initiated with the student and pertinent resources will be shared, like those from the UW Writing Center, UW English Language Center, and the UW Office of Diversity, Equity, and Inclusion's Language Assistance Resource page. Importantly, expectations for successful completion in both academic and clinical programs are consistent for all students.

CORE UNDERGRADUATE and LEVELING COURSEWORK

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 (a.k.a. *leveling*) 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), they will be required to complete the course at UW. Students can only be cleared for or eligible for graduation when these courses are complete, along with their regular graduate studies.

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.

• 2024-26 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 (13 SCHs) [UW Main Campus]

SPPA 5220: Voice Disorders (3 SCH)
SPPA 5130: Adult Neurogenic Disorders (3SCH)
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: Augmentative and Alternative Communication (2 SCH)
SPPA 5030: Clinic III (2 SCH)

Fall II (13 SCHs) [Distance]

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

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 Plan A (thesis) option also requires 4 credits of SPPA 5960 Thesis Research, while the Plan B (non-thesis) option requires 1 credit of SPPA 5961 Graduate Projects (Oral Comprehensive Exam). Students must achieve each of the knowledge and skills identified on the Wyoming Assessment of Knowledge and Skills (WAKS).

GRADUATE EXAMINATION COMMITTEE

Plan B: Oral Comprehensive Exam. If you enroll in the non-thesis option (SPPA 5961: Graduate Project) 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.

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. It is expected that this thesis will be of such quality that it can be presented at a state, regional, or national professional conference and/or published in a national professional journal. 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 details and Division/University requirements, processes, and paperwork.

Additional Thesis Information

General Information:

- The student should seek out a faculty member with common research interests to discuss chairing the project. After an agreeable plan is reached, the chair will assist the student in forming a committee.
- The graduate committee consists of the Chair in the area of the student's interest, a second member from the Division of Communication Disorders, and a third member from outside the Division. The chair and outside member must be doctoral faculty with research responsibilities. If the desired chair has not chaired a thesis before, a more experienced doctoral faculty member of the Division is named co-chair and becomes the second committee member from the Division.
- The chair and committee members serve as advisors to the student in the planning, writing, and execution of the thesis. The committee members minimally participate in the thesis prospectus meeting and the thesis defense.
- Thesis writing is a process, involving multiple drafts. Committee members have a minimum of two weeks to read and return prospectus/thesis drafts. Committee members are not obligated to advise in the summer. The student should be aware that it will take several months to write a proposal.
- The thesis chair may use a [Thesis Timeline](#) document to assist in organizing milestones and thesis progression.
- Under the direction of the Chair, the student contacts the faculty members for consent to serve. It is the student's responsibility to submit a completed *Graduate Committee Nominations Form* to the Director of the Division (See form below). The student must also complete the electronic UW Graduate Programs form: GRADUATE COMMITTEE ASSIGNMENT FORM, found here: https://uwyo-erx.my.salesforce-sites.com/UWStudentForms/apex/ERx_Forms__PageMaker?pageId=GraduateCommitteeAssignmentForm
- IRB timing and specifics will vary by project. If an IRB is not already in place for this project, the student, under the guidance of the thesis Chair submits the planned project to

the Human Subjects IRB for approval prior to commencing data collection. See the Office of Research & Development website for submission dates.

- Students can apply for thesis funding through the Kahn Foundation Account by submitting a letter of request directly to the Division Director. A limited amount of funding is available on a competitive basis to assist in execution of the thesis.

Prospectus:

- A *prospectus* includes a written document and subsequent meeting that proposes a research project to the Chair and Committee Members.
- Before the prospectus approval meeting can take place, the student's Program of Study must be in place (see WyoWeb *Degree Evaluation*). The Chair will determine when the prospectus is ready to be presented.
- The final draft of the prospectus is developed under the supervision of the Graduate Committee Chair. The thesis prospectus document must be provided to committee members at least two weeks prior to the prospectus meeting. No further writing should occur on the prospectus until after the meeting.
- The Chair conducts the prospectus meeting at which the student presents the project and the committee evaluates it and provides recommendations.

Thesis Defense and Completion

- Thesis Defense: A thesis defense is a meeting where the student conducts a presentation of their work completed as part of the thesis project. This presentation likely focuses on the highlights of the project that is documented in detail in the full thesis document. Committee members will have reviewed all or portions of the thesis document sent by the student prior to the meeting. Therefore, an important part of the thesis defense meeting includes a discussion between the student, Chair, and Committee Members related to any needed revisions and points of clarification related to the project and/or thesis document.
- For the final thesis defense, the thesis must be submitted to committee members at least two weeks in advance of the scheduled defense meeting. No further writing should occur on the thesis until after the meeting.
- The thesis defense will generally take place during the fifth semester of graduate study. The Chair will determine when the thesis is ready to be defended.
- The Chair conducts the meeting at which the student presents the thesis and the committee evaluates it, determines what revisions are needed, and whether the Chair can approve them or whether each committee member will review and approve them.
- At the end of the thesis defense, committee members sign the signature page, the Division *Thesis Completion Form*, and the [*Report of Final Examination*](#). The student should have these forms prepared for signatures in advance of the meeting. If the sign-off

- is not agreed upon, the student will obtain committee member signatures after revisions are approved.
- The final formatting details are determined by the university. See the Registrar's office webpage, Graduate Student Forms and Guidelines, for details on formatting and submitting the final thesis. http://www.uwyo.edu/registrar/students/graduate_student_forms.html
- A digitized completed thesis must be submitted to the Division Director, the thesis Chair, and other members of the committee.

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 graduate advisor 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 and/or the Division Director. A probationary student has one semester to rectify the GPA so that it is a 3.0 or higher. If the cumulative GPA remains below 3.0, the Registrar, Graduate School Dean, and/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. If granted reinstatement, the student will have one semester to raise their GPA to a 3.0 or higher. [See the UW Graduate Student Regulations and policies for details.](#)

Course & Practicum Grade Requirements

Satisfactory performance requires a minimum grade of "B" or "Satisfactory" in each course and practicum, and mastery of all [Wyoming Assessment of Knowledge and Skills \(WAKS\)](#) objectives (see next section). Across graduate program coursework and clinic, a student can earn no more than two "C" (or below) or "U" (for Unsatisfactory) course grades, including only one "U" in clinic practicum courses (SPPA 5030, SPPA 5270, SPPA 5290). If the student receives a second "U" in clinic, or a third grade of "U" or "C" across all coursework and clinic, they 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 clock hour 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, and may be dismissed from clinical duties for the remainder of the semester. A grade of “U” in clinic will also mean that the student’s program will be extended in order to meet the clinical requirements of the program.

A withdrawal at any time from a course or clinic without prior approval from the Division will count toward the limit of two “C” or “U” course grades. 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; as determined by the instructor. Re-takes may extend the length of the graduate program a semester or more. A retake of a course that results in another “C” will count toward the limit of two “C” (or below) or “U” grades. Students can retake a course only once.

• KNOWLEDGE AND SKILLS OUTCOME ASSESSMENT •

WYOMING ASSESSMENT OF KNOWLEDGE AND SKILLS (WAKS)

The Wyoming Assessment of Knowledge and Skills (WAKS) document identifies learning objectives (student learning objectives) that each student must successfully demonstrate before graduating from the program. The WAKS by Course are located as an Appendix. 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, as well as the most recent updates including the March 2022 updates to implementation *language*. 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. All learning objectives covered in a course are stated in the syllabi.

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 to clarify 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 the 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 by mid December of the second year.

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 the graduate program, typically students take the Praxis in the Spring semester of the second year. 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). GAs must maintain strong performance records; if a GA receives a single unsatisfactory grade in clinic or coursework their GA position may be taken away as determined by the faculty.

Other Graduate Assistantships. Other opportunities for graduate assistantships may be announced. Eligible and qualified students are encouraged to apply. Details and requirements will vary, and selection may be based on academic and clinic performance, as well as on other factors including skill sets, student's professionalism and conduct.

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 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.

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 WyoScholarships

• POLICIES FOR STUDENT PROFESSIONALISM AND CONDUCT •

There are a number of policies and regulations that apply to student behavior in the Division of Communication Disorders. They are described, listed, and/or linked in this section.

The [Division Statement on Professionalism and Student Conduct](#) provides expectations for student behaviors.

The [UW Student Code of Conduct](#) applies to students from the Division of Communication Disorders. Community Standards are outlines in the Student Code of Conduct, and are expectations for student comportment.

Students are representatives of the Division of Communication Disorders. As such, both during on-campus and off-campus activities, appropriate standards of professionalism and conduct as described in the documents presented here are expected. **Any conduct by a speech-language pathology graduate student shall be reviewed in accordance with Division, College, and/or 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, students 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 a student demonstrates patterns of behavior which constitute dishonesty or misconduct, or other behaviors that encroach on the student's ability to fulfill his or her responsibilities as a student/practitioner, it will result in corrective action to include suspension and/or termination from the program. This is enforced 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. 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 regard to safety practices that are required of the setting or placement (on campus or off).

- Refusal to comply with directives from clinical supervisor regarding client management
- Use of inappropriate language, or negative or hostile behavior
- 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 and/or other substances 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 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 has a [Student Appeals Policies and Procedures](#) document, this can be found on the Division website under the “student objectives, handbooks, & manuals” tile. This document specifies for students the procedures for handling a dispute, as well as for reinstatement into the program if dismissed.

COUNCIL ON ACADEMIC ACCREDITATION – STUDENT APPEAL

The [Student Appeals Policies and Procedures](#) document also provides detailed information about how students can file complaints regarding the lack of compliance with accreditation standards with the Council on Academic Accreditation (CAA) at ASHA. Details and requirements are available directly from the CAA which can be found at the following link: <https://caa.asha.org/programs/complaints/>

• UNIVERSITY RESOURCES FOR STUDENTS •

The University has multiple resources that students may find useful during their time in the program. Students must obtain a WyoOne ID card. The [UW Graduate Student Success Hub](#) is a clearinghouse for these resources. The Hub includes resources for: Emotional & Mental Health, Health & Wellness, Food & Nutrition, Academic Supports, Graduate Student Success and Resources, Houses and Finances, Post-Grad and Career Services. Included in the Hubs Academic & Tutoring resources are the [UW Disability Support Services](#) and the [Writing Center](#). The Emotional & Mental Health resources include several useful supports for counseling, including the University Counseling Center, and the UWYO Cares and Dean of Students Office, that also has several wellbeing and safety supports for students who may be in crisis or are experiencing wellbeing and safety concerns.

• 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
- ★ NSSLHA News and Notes, and Social Media

WYOMING SPEECH-LANGUAGE-HEARING ASSOCIATION (WYOSHA)

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

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 may sponsor student and Clinical Fellow membership fees. This is dependent upon donors and funds available. 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 social media posts and periodic email blasts and you will have access to the WyoSHA membership online directory.
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.

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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: Wyoming Assessment of Knowledge And Skills (WAKS) and CFCC Standards 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/>) as well as the March 2022 Updates to Implementation language (same link as above).

WAKS Revised and adopted by faculty: 8/22/2022

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, critical thinking and decision-making skills, cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures.

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