State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology  College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SLPA Course 6790 Title: Advanced Clinical Practicum: Speech-Language Pathology  Hours: Lecture/Lab/Total 3/0/3

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix SLPA Course 6790 Title: Advanced Clinical Practicum: Speech-Language Pathology  Hours: Lecture/Lab/Total 3/0/3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For XXXX/XXXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLPA clinicians with individuals exhibiting a diverse range of mild communication disorders; assignments of clients will be dependent upon student's prior academic, and clinical experiences, and verified by the clinic director. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 45 clients seen in individual sessions twice weekly.

Prerequisite(s): Admission to Teacher Education; advisor permission; SLPA 4790; SLPA 4791.

Present or Projected Enrollment: 18 (Students per year) Effective Date: Fall 2005

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☑ Pass/Fail ☐ Other

Approval:

Department Chair Date

Dean of College Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
All courses in the SLPA program are being modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association’s (ASHA) application process. For purposes of the ASHA application process, all courses will contain Learning Outcomes that are linked to ASHA’s Knowledge and Skills (KASAs). This course was changed in the following manner:

- Learning Outcomes linked to ASHA’s Knowledge and Skills (KASA)
- Title is being changed from “Advanced Clinical Practicum: Speech-Language Pathology” to “Advanced Clinical Practicum: Speech-Language Pathology I” to reflect the first of a clinical practicum series of four clinics to be taken prior to externship training.
- Prerequisites are being expanded to include Admission to Teacher Education; SLPA 4790; SLPA 4791.

Old Description: (2004-05 Catalog)

This course will provide supervised clinical experience in which the student clinician works under supervision with individuals having various speech and/language impairments. Diagnostic and identification techniques along with intervention strategies, therapy techniques, record keeping and report writing will be stressed. This course will include a seminar component. Can be repeated. Six hours credit is required in the M.Ed. program in Speech-Language Pathology.

New Description: (Proposed)

Prerequisite: Admission to Teacher Education; advisor permission; SLPA 4790; SLPA 4791
This course provides direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of mild communication disorders; assignments of clients will be dependent upon student’s prior academic, and clinical experiences, and verified by the clinic director. This experience is accumulated in a variety of on-and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 4-5 clients with mild speech/language disorders seen in individual sessions twice weekly.
SLPA 6790

ADVANCED CLINICAL PRACTICUM:
SPEECH-LANGUAGE PATHOLOGY I

Semester Hours: 1
Semester/Year: Fall / 2005
Instructors: Dr. Dan Sisterhen
Contact: Department of Special Education and Speech-Language Pathology
114 Education Annex
State University of West Georgia
Carrollton, GA 30118
Office Hours: TBA
Telephone: Office – 678-839-6165
Home - 770-751-8807
Cell: - 770-241-8060
E-Mail: dsisterh@westga.edu
Web Site: www.westga.edu/~dsisterh
WebCT Login: http://www.webct.westga.edu
Fax: 678-839-6162

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education; advisor permission; SLPA 4790; SLPA 4791
This course provides direct clinical experience in which the graduate clinician practices under
the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of mild
communication disorders; assignments of clients will be dependent upon student’s prior
academic, and clinical experiences, and verified by the clinic director. This experience is
accumulated in a variety of on-and off-site clinical settings. The acquisition and management of
information on etiology, characteristics, assessment, prevention, and intervention is emphasized
for approximately 4-5 clients with mild speech/language disorders seen in individual sessions
twice weekly.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which
programs, courses, experiences, and outcomes are created. By incorporating the theme
“Developing Educators for School Improvement”, the College assumes the responsibility for
proposed educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision maker, leader, lifelong learner, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**LEARNING OUTCOMES**

**Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)**

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). The document is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It includes nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Because of the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions also are noted and discussed in more detail below.

This course is unique in that it reflects the clinical incorporation and application of content often received in the didactic coursework program. As such, it is understood that all the learning outcomes are not isolated to the specific SLPA 6790 class, textbook and references, but to the textbooks, lectures and activities of the entire SLPA didactic course program. In a sense, clinical practicum is the ultimate demonstration of knowledge and skills learned in both didactic and clinical settings and therefore should reflect the vast majority of the descriptors, standards, conceptual frameworks, and propositions.

Students will:

1. explain the basic sciences, anatomy, physiology, speech/hearing science, and the nature of communication disorders across a wide spectrum of disorders and diverse populations for
limited clinical practicum including etiology, characteristics, prevention, assessment, and intervention for the client with mild disorders (Hedge & Davis, 2005);
(Lifelong Learner; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Reflective; NBPTS 1, 2, 3; ASHA KASA Standards III-A,B,C,D)

2. select, administer, adapt, and interpret appropriate case history and assessment materials/procedures based on client’s presenting profile including relevant etiology and characteristics of the client with mild disorders (Hedge & Davis, 2005; University of West Georgia, Department of Special Education and Speech-Language Pathology, 2002);
(Decision Maker; Leader; Lifelong Learner; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3; ASHA KASA Standards III-D; IV-G)

3. formulate and document treatment plans for the client with mild disorders based on the results of client’s evaluation and diagnosis (Hedge & Davis, 2005);
(Decision Maker; Leader; Lifelong Learner; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3; ASHA KASA Standard IV-G)

4. select, administer, and adapt appropriate intervention materials, procedures, techniques, and goals for remediating communication disorders of the client with mild disorders (Hedge & Davis, 2005; University of West Georgia, Department of Special Education and Speech-Language Pathology, 2002);
(Decision Maker; Leader; Lifelong Learner; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3; ASHA KASA Standard IV-G)

5. document the effectiveness of treatment using ongoing informal and formal assessment procedures for the client with mild disorders (Hedge & Davis, 2005);
(Decision Maker; Leader; Lifelong Learner; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3; ASHA KASA Standards IV-G)

6. document results of therapy in a professional report and make referrals and suggestions for continued treatment in typed professional reports for the client with mild disorders (Hedge & Davis, 2005; University of West Georgia, Distance Education, 2002); and
(Decision Maker; Leader; Lifelong Learner; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3; ASHA Standards IV-G.l.e-g, IV-G)

7. demonstrate knowledge of multi-cultural issues when selecting and administering therapy programs and communicating with client or family of the client with mild disorders (Hedge & Davis, 2005).
(Lifelong Learner; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; NBPTS 1; ASHA KASA Standard IV-G)
TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


References:

University of West Georgia, Department of Distance Education. (2002). *Distance education student success guide*. Carrollton, GA: Author


Handouts: Clinical, procedural, policy, and ethical standards information will be provided in the form of handouts from various professional references and organizations including ASHA, the PSC, UWG COE, and the Department of Special Education and Speech-Language Pathology, Speech-Language Pathology program.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is the clinical application of virtually all of the coursework and practicum the students have completed to date. The student is expected to translate the knowledge gained in earlier practicum and didactic coursework into generally autonomous diagnosis and management of the total spectrum of speech-language-hearing disorders. This results in the application and exhibition of all conceptual framework descriptors. At the completion of this course, the student will have demonstrated the ability to be the *decision maker*: accepting the responsibility for making the correct decisions in the diagnosis and management of communicative disorders (*Assignments 1, 2, 3, 4, 5, 6, 7*), *leadership*: accepting the role of the subject matter expert in leading the patient and family through the diagnostic and therapeutic experience (*Assignments 1, 2, 3, 4, 5, 6, 7, 9*), *lifelong learner*: monitoring and implementing current best practices (*Assignments 1, 2, 4, 7*), *adaptive*: modifying activities in response to changes in communicative behavior or environment (*Assignments 1, 4, 5, 6, 7*), *collaborative*: working with colleagues in the diagnosis and management of communicative disorders (*Assignments 1, 2, 4, 7*), *culturally sensitive*: adapting instruments, methods and practices to meet the needs if diverse populations (*Assignments 1, 2, 3, 4, 5, 6, 7, 9*), *empathetic*: demonstrating sensitivity to the needs of patients and their families (*Assignments 1, 2, 3, 4, 5, 6, 7*), *knowledgeable*: applying the didactic content and clinical training in the diagnosis and management of communicative disorders (*Assignments 1-9*), *proactive*: quickly implementing new methods and procedures (*Assignments 1, 3, 5, 7*), *reflective*: engaging in ongoing review of instruments, methods and procedures to ensure maximum effectiveness (*Assignments 1, 3, 4, 5, 6*).
Assignments:

1) **Professional Conduct and Demeanor:** Each student will exhibit behavior consistent with ASHA, PSC, UWG, COE and Clinical Handbook guidelines.  
   Learning Outcome 7.

2) **Initial Staffings:** Each student will participate in an initial case staffing regarding each client seen.  
   Learning Outcomes 2, 3, 4, 7.

3) **Assessment:** Each student will conduct an abbreviated evaluation of children and adults on the caseload and prepare professional reports to detail findings. Format to be given under separate cover. Knowledge of and adherence to Due Process is expected.  
   Learning Outcomes 1, 2, 7.

4) **Regular Staffings:** The student will participate in staffings with the Cooperating SLP regarding all clients in the caseload.  
   Learning Outcomes 2, 3, 4, 7.

5) **Lesson Plans:** The student will prepare weekly lesson plans on each client in the caseload according to guidelines established by the Cooperating SLP and University Supervisor.  
   Learning Outcomes 3, 5.

6) **Intervention:** The student will demonstrate knowledge and skill related to appropriate intervention strategies.  
   Learning Outcomes 1 – 7.

7) **Case Load Management:** Each student will perform all professional tasks associated with serving the assigned caseload of speech-language clients. At a minimum, each student should participate in supervised diagnostics for evaluation and assessment interpretations; caseload selection and scheduling; collaboration with classroom teachers and other school personnel; intervention techniques; data collection; summary and due process conferences; and parent contact for 4-5 mildly disordered clients.  
   Learning Outcomes 1 - 11.

8) **WebCT Component:** WebCT distance learning may be utilized as a teaching media to convey and discuss clinical information and management. The student will be expected to become proficient in the use of WebCT and will utilize the WebCT application during discussions and presentations.  
   Learning Outcomes 2, 7.

9) **Seminar Component:** Based on the current needs of the students and clinical scheduling priorities, a seminar component may be included in the semester activities. This component will utilize the expertise of subject matter experts from within and without the UWG community. It will focus on a wide spectrum of clinical practice topics that enhance the clinical practicum experience. Examples of potential topics include but are not limited to:
record keeping policies, new diagnostic instruments/procedures, specific therapeutic procedures, new clinical technologies, new research findings, and the like.

**Learning Outcomes 1 – 7.**

**Evaluation Procedures:**

A review of the student's performances for the above assignments will include:

1. Cooperating SLP's response to an evaluation survey.
2. A conference between the Cooperating SLP and the University Supervisor.
3. Observations and/or reviews of videotaped assessment and therapy sessions by the University Supervisor.

**Grading Policy:**

Students will be evaluated by the University Supervisor in cooperation with the Supervising SLP. Grades of "S" (Satisfactory) or "U" (Unsatisfactory) will be provided, based on evaluation of all assignments.

**CLASS POLICIES**

Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Two or more unexcused absences may result in a one letter-grade reduction.

As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), Section 504 of the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act we will make every accommodation possible to support students with disabilities, which may negatively impact academic performance. Students with disabilities should discuss the need for adaptation or accommodation at the beginning of the semester.

**CLASS OUTLINE**

Distributed under separate cover.

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If
plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with
the academic misconduct policy as stated in Student Handbook, Undergraduate Catalog, and
Graduate Catalog.
SLPA 6790

ADVANCED CLINICAL INTERNSHIP:
SPEECH-LANGUAGE PATHOLOGY

Semester Hours: 3
Semester/Year: Spring, 2004
Instructors: Dr. Dan Sisterhen
Contact: Department of Special Education and Speech-Language Pathology
114 Education Annex
State University of West Georgia
Carrollton, GA 30118

Office Hours: TBA
Telephone: Office - 770-836-4425
Home - 770-751-8807
E-Mail: dsisterh@westga.edu
Web Site: www.westga.edu/~dsisterh
WebCT Login: http://www.webct.westga.edu
Fax: 770-836-4644

COURSE DESCRIPTION

Prerequisite: SLPA 4790
This course will provide supervised clinical experience in which the student clinician works under supervision with individuals having various speech impairments. Diagnostic and identification techniques along with intervention strategies, therapy techniques, record keeping and report writing will be stressed. This course will include a seminar component. Can be repeated. Six hours credit is required in the M.Ed. program in Speech-Language Pathology.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes the responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflexive) are integral components of the conceptual
framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**COURSE OBJECTIVES**

Students will:

1. formulate treatment plans based on the client's communication disorder (Taylor, 1992);

   *(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3)*

2. select and use appropriate materials and procedures for remediating communication disorders (Taylor, 1992);

   *(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3)*

3. evaluate the effectiveness of treatment using informal and formal assessment procedures (Taylor, 1992);

   *(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3)*

4. explain outcome of treatment to the client or parent (Taylor, 1992);

   *(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3)*

5. summarize results of therapy and make suggestions for continued treatment in typed reports (Taylor, 1992); and

   *(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2, 3)*

6. reflect knowledge of multi-cultural issues when selecting and administering therapy programs (Taylor, 1992).
TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

State University of West Georgia, Department of Special Education and Speech-Language Pathology (2002). Clinical practicum handbook. Carrollton, GA.

State University of West Georgia, Department of Distance Education (2002). Distance education student success guide. Carrollton, GA.

References:


Procedural, policy and ethical standards information will be provided in the form of handouts from various organizations including ASHA, the Georgia Professional Standards Commission and the State University of West Georgia, College of Education.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of this course is the clinical application of virtually all of the coursework and practicum the students have completed to date. The student is expected to translate the knowledge gained in earlier practicum and didactic coursework into generally autonomous diagnosis and management of the total spectrum of speech-language-hearing disorders. This results in the application and exhibition of all conceptual framework descriptors. At the completion of this course, the student will have demonstrated the ability to be the decision maker: accepting the responsibility for making the correct decisions in the diagnosis and management of communicative disorders (Assignments 1, 2, 3, 4, 5, 6, 7), leader: accepting the role of the subject matter expert in leading the patient and family through the diagnostic and therapeutic experience (Assignments 1, 2, 3, 4, 5, 6, 7), lifelong learner: monitoring and implementing current best practices (Assignments 1, 2, 4, 7), adaptive: modifying activities in response to changes in communicative behavior or environment (Assignments 1, 4, 5, 6, 7), collaborative: working with colleagues in the diagnosis and management of communicative disorders (Assignments 1, 2, 4, 7), culturally sensitive: adapting instruments, methods and practices to meet the needs of diverse populations (Assignments 1, 2, 3, 4, 5, 6, 7), empathetic: demonstrating sensitivity to the needs of patients and their families (Assignments 1, 2, 3, 4, 5, 6, 7), knowledgeable: applying the didactic content and clinical training in the diagnosis and management of communicative disorders (Assignments 2, 3, 4, 5, 6, 7), proactive: quickly
implementing new methods and procedures (Assignments 1, 3, 5, 7), reflective: engaging in ongoing review of instruments, methods and procedures to ensure maximum effectiveness (Assignments 1, 3, 4, 5, 6).

Assignments:

1) **Professional Conduct and Demeanor:** Each student will exhibit behavior consistent with ASHA, Georgia Professional Standards Commission, the Clinical Handbook, and UWG guidelines.  
   Course Objectives 1, 2, 4.

2) **Initial Staffings:** Each student will participate in an initial case staffing regarding each client seen.  
   Course Objectives 1, 2, 3, 5, 6.

3) **Diagnostic Report:** Each student will conduct evaluations of students in the caseload. The scope of the evaluation will include file review, assessment plan, actual assessment, diagnostic report, and recommendations for educational placement and program. Knowledge of and adherence to Due Process is expected.  
   Course Objectives 1, 2, 3, 5, 6.

4) **Regular Staffings:** The student will participate in staffings with the Cooperating SLP regarding all clients in the caseload. Staffings will be documented according to an agreed upon format.  
   Course Objectives 1, 2, 3, 5, 6.

5) **Lesson Plans:** The student will prepare weekly lesson plans on each client in the caseload according to guidelines established by the Cooperating SLP and University Supervisor.  
   Course Objectives 1 - 6.

6) **Therapy:** The student will demonstrate knowledge and skill related to appropriate intervention strategies. Experience with a variety of service delivery models is desired.  
   Course Objectives 1, 2, 3, 4, 6.

7) **Case Load Intervention:** Each student will perform all professional tasks associated with serving the assigned caseload of speech-language clients. At a minimum, each student should participate in supervised diagnostics for evaluation and assessment interpretations; caseload selection and scheduling; collaboration with classroom teachers and other school personnel; intervention techniques; data collection; summary and due process conferences; and parent contact.  
   Course Objectives 1 - 3.

8) **WebCT Component:** A significant portion of the seminar coursework in the Fall and Spring semesters will be delivered via WebCT. The student will be expected to become proficient in the use of WebCT and will utilize the WebCT application during discussions and presentations.
Course Objectives 1 - 6.

9) **Presentation:** In the Fall and Spring semesters, each student will prepare a presentation related to the evaluation and / or management of a specific speech, language or hearing disorder. This presentation will be delivered via WebCT.  
   Course Objectives 1, 2, 3, 5, 6.

CLASS POLICIES

Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Two or more unexcused absences may result in a one letter-grade reduction.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act we will make every accommodation possible to support students with disabilities, which may negatively impact academic performance. Students with disabilities should discuss the need for adaptation or accommodation at the beginning of the semester.

GRADING POLICY

Students will be evaluated by the University Supervisor in cooperation with the Supervising SLP. Grades of "S" (Satisfactory) or "U" (Unsatisfactory) will be given based on evaluation of all assignments.

A review of the student's performance will include:
1. Cooperating SLP's response to an evaluation survey.
2. A conference between the Cooperating SLP and the University Supervisor.
3. Observations and/or reviews of videotaped assessment and therapy sessions by the University Supervisor.

CLASS OUTLINE

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ACADEMIC HONESTY

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