Graduate Student Orientation

UNIVERSITY of West Georgia

Program Information

Mrs. Emily Leak
Office: (678)839-6163
Fax: (678)839-6162
eleak@westga.edu
Orientation Checklist

_______ 25 Hours of Observation Log

_______ Undergraduate Clinical Hours (If applicable)

_______ Liability Insurance

_______ Immunization Records

_______ CPR certification

_______ Register with Office of Field Experience

_______ Complete Criminal Background Check

_______ Student Schedule (Fall 2010)

_______ Clinical Self-Assessment Form
### University of West Georgia

**Master of Education: Speech-Language Pathology, (2 Year) GRADUATE COURSE SEQUENCE**  
(Effective Fall 2014)

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST FALL</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SLPA 6708</td>
<td>Advanced Articulation and Phonological Disorders</td>
<td>3</td>
<td>Farran</td>
<td></td>
</tr>
<tr>
<td>SLPA 6760</td>
<td>Auditory Disorders</td>
<td>3</td>
<td>El Kady</td>
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<tr>
<td>SLPA 6790</td>
<td>Advanced Clinical Practicum: SLP I</td>
<td>3</td>
<td>Leak, Mayfield, Brown</td>
<td></td>
</tr>
<tr>
<td>SLPA 6784</td>
<td>Research Seminar in Speech-Language Pathology</td>
<td>3</td>
<td>Varga</td>
<td></td>
</tr>
<tr>
<td>SLPA 6711</td>
<td>Assess &amp; Tx of CDs in a Global Society</td>
<td>2</td>
<td>Brown</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
<td>15</td>
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</table>

| **FIRST SPRING** |             |                                                   |         |               |
| SLPA 7720 | Language and Literacy                            | 3       | Farran        |
| SLPA 6711 | Evaluation and Treatment of Dysphagia             | 3       | Brown         |
| SLPA 6791 | Advanced Clinical Practicum: SLP II              | 3       | Leak, Mayfield |
| SLPA 6702 | Assess and Treatment of Voice Disorders          | 3       | Staff         |
| SLPA 6713 | Neuroanatomy and Physiology                      | 3       | El Kady       |
| **Total Hours:** | 15          |                                                   |         |               |

| **FIRST SUMMER** |             |                                                   |         |               |
| SLPA 6701 | Stuttering: Theory and Research                  | 3       | Perryman      |
| SLPA 6792 | Advanced Clinical Practicum: SLP III             | 3       | Leak, Mayfield |
| SLPA 6707 | Aural Habilitation Rehabilitation                | 3       | El Kady       |
| **Total Hours:** | 9           |                                                   |         |               |

| **SECOND FALL** |             |                                                   |         |               |
| SLPA 6740 | Motor Speech Disorders                           | 3       | Farran        |
| SLPA 6784 | Neuropathologies of Language                     | 3       | Farran        |
| SLPA 6779 | Current Trends in Speech-Language Pathology      | 3       | Mayfield, Leak |
| SLPA 6793 | Advanced Clinical Practicum: SLP IV              | 3       |               |
| **Total Hours:** | 12          |                                                   |         |               |

| **SECOND SPRING** |             |                                                   |         |               |
| SLPA 6796 | School Internship in Speech-Language Pathology   | 6       | Leak, Farran  |
| **Total Hours:** | 6           |                                                   |         |               |

**OR if student teaching SLPA 6796 Internship already accomplished:**

| SLPA 6794 | Medical Internship in Speech-Language Pathology | 6       | Leak         |
| **Total Hours:** | 6           |                                                   |         |               |

**SECOND SUMMER (Required only if student teaching SLPA 6796 Internship was not accomplished prior to admittance into the graduate program):**

| SLPA 6794 | Medical Internship in Speech-Language Pathology | 6       | Leak         |
| **Total Hours:** | 6           |                                                   |         |               |

**Total Graduate Hours:** 63 hours (if SLP Internship was not accomplished prior to enrollment in the program)

Elective: SLPA 6785 Special Topics in Speech-Language Pathology
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>SLPA 3701</td>
<td>Introduction to Communication Disorders</td>
<td>3</td>
<td>Perryman</td>
</tr>
<tr>
<td>SLPA 3702</td>
<td>Speech and Language Acquisition</td>
<td>3</td>
<td>Dwight</td>
</tr>
<tr>
<td>SLPA 3703</td>
<td>Phonetics</td>
<td>3</td>
<td>Farran, Leak</td>
</tr>
<tr>
<td>SLPA 3704</td>
<td>Anatomy/Physiology of Speech and Hearing</td>
<td>3</td>
<td>Elkady</td>
</tr>
<tr>
<td>SLPA 4704</td>
<td>Introduction to Manual Communication</td>
<td>3</td>
<td>Barton</td>
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<tr>
<td></td>
<td><strong>Total Hours:</strong></td>
<td><strong>15</strong></td>
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<tr>
<td>SLPA 3705</td>
<td>Speech and Hearing Science</td>
<td>3</td>
<td>Barton</td>
</tr>
<tr>
<td>SLPA 3760</td>
<td>Articulation/Phonological Disorders</td>
<td>3</td>
<td>Barton</td>
</tr>
<tr>
<td>SLPA 3790</td>
<td>Intro to Clinical Practicum</td>
<td>3</td>
<td>Jackson</td>
</tr>
<tr>
<td>SLPA 4701</td>
<td>Language Disorders in Children</td>
<td>3</td>
<td>Heggs</td>
</tr>
<tr>
<td>SLPA 4703</td>
<td>Intro to Audiological Assessment and Habilitation</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total Hours:</strong></td>
<td><strong>15</strong></td>
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<tr>
<td>SLPA 4784</td>
<td>Professional Practices Seminar in Communication Disorders</td>
<td>3</td>
<td>Mayfield</td>
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<tr>
<td>SLPA 6790</td>
<td>Advanced Clinical Practicum: SLP I</td>
<td>3</td>
<td>Leak, Mayfield</td>
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<tr>
<td>SLPA 4724</td>
<td>Counseling Issues in Communication Disorders</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Hours:</strong></td>
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<tr>
<td>SLPA 6708</td>
<td>Advanced Articulation and Phonological Disorders</td>
<td>3</td>
<td>Farran</td>
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<tr>
<td>SLPA 6760</td>
<td>Auditory Disorders</td>
<td>3</td>
<td>Elkady</td>
</tr>
<tr>
<td>SLPA 6791</td>
<td>Advanced Clinical Practicum: SLP II</td>
<td>3</td>
<td>Leak, Mayfield</td>
</tr>
<tr>
<td>SLPA 6711</td>
<td>Assessment and TX of CDs in a Global Society</td>
<td>2</td>
<td>Brown</td>
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<tr>
<td></td>
<td><strong>Total Hours:</strong></td>
<td><strong>11</strong></td>
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Elective: SLPA 6785 Special Topics in Speech-Language Pathology
University of West Georgia
Master of Education: Speech-Language Pathology, (3 Year) GRADUATE COURSE SEQUENCE  (Effective Fall 2014)

SECOND SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLPA 6707</td>
<td>Aural Habilitation/Rehabilitation</td>
<td>3</td>
<td>ElKady</td>
</tr>
<tr>
<td>SLPA 7720</td>
<td>Language and Literacy</td>
<td>3</td>
<td>Farran</td>
</tr>
<tr>
<td>SLPA 6741</td>
<td>Evaluation and Treatment of Dysphagia</td>
<td>3</td>
<td>Brown</td>
</tr>
<tr>
<td>SLPA 6792</td>
<td>Advanced Clinical Practicum: SLP III</td>
<td>3</td>
<td>Mayfield, Leek</td>
</tr>
<tr>
<td>SLPA 6702</td>
<td>Assess and Treatment of Voice Disorders</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
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<td><strong>15</strong></td>
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SECOND SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>SLPA 6701</td>
<td>Stuttering: Theory and Research</td>
<td>3</td>
<td>Jackson</td>
</tr>
<tr>
<td>SLPA 6793</td>
<td>Advanced Clinical Practicum: SLP IV</td>
<td>3</td>
<td>Mayfield, Leek</td>
</tr>
<tr>
<td>SLPA 6707</td>
<td>Aural Habilitation/Rehabilitation</td>
<td>3</td>
<td>ElKady</td>
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<tr>
<td><strong>Total Hours:</strong></td>
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THIRD FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLPA 6740</td>
<td>Motor Speech Disorders</td>
<td>3</td>
<td></td>
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<tr>
<td>SLPA 6704</td>
<td>Neuropathologies of Language</td>
<td>3</td>
<td>Farran</td>
</tr>
<tr>
<td>SLPA 6779</td>
<td>Current Trends in Speech-Language Pathology</td>
<td>3</td>
<td>Perryman</td>
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<tr>
<td><strong>Total Hours:</strong></td>
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<td><strong>9</strong></td>
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THIRD SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>SLPA 6796</td>
<td>School Internship</td>
<td>6</td>
<td>Jackson</td>
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<tr>
<td><strong>Total Hours:</strong></td>
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**OR if School Internship SLPA 6796 already accomplished:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLPA 6794</td>
<td>Medical Internship in Speech-Language Pathology</td>
<td>6</td>
<td>Coles-White</td>
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<tr>
<td><strong>Total Hours:</strong></td>
<td></td>
<td><strong>6</strong></td>
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SECOND SUMMER (Required only if student teaching SLPA 6796 Internship was not accomplished prior to admittance into the graduate program)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>SLPA 6794</td>
<td>Medical Internship in Speech-Language Pathology</td>
<td>6</td>
<td>Harris</td>
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<tr>
<td><strong>Total Hours:</strong></td>
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<td><strong>6</strong></td>
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Total Graduate Hours: 95 hours (if SLP Internship was not accomplished prior to enrollment in the program)

Elective: SLPA 6785 Special Topics in Speech-Language Pathology
### PLAN OF STUDY

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Gr</th>
<th>Sub</th>
<th>Prerequisites</th>
<th>Hrs</th>
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<tbody>
<tr>
<td>SLPA 6701 Stuttering: Theory &amp; Research</td>
<td>3</td>
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<td>SLPA 3701</td>
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<tr>
<td>SLPA 6702 Voice &amp; Resonance Disorders</td>
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<td>SLPA 3702</td>
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<tr>
<td>SLPA 6704 Neurogenic Communication Disorders</td>
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<td>SLPA 3703 Phonetics</td>
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<tr>
<td>SLPA 6707 Aural Habilitation/Rehabilitation</td>
<td>3</td>
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<td>SLPA 3704 Anatomy &amp; Phys. of Speech &amp; Hearing</td>
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<tr>
<td>SLPA 6708 Advanced Articulation and Phonological Disorders</td>
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<td>SLPA 3705 Speech and Hearing Science</td>
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<tr>
<td>SLPA 6711 Assess &amp; TX of CDs in a Global Society</td>
<td>2</td>
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<td>SLPA 3760 Articulation &amp; Phonological Disorders</td>
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<tr>
<td>SLPA 6713 Neuroanatomy and Physiology</td>
<td>3</td>
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<td>SLPA 4701</td>
<td>3</td>
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<tr>
<td>SLPA 6740 Motor Speech Disorders</td>
<td>3</td>
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<td>SLPA 4703</td>
<td>3</td>
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<td>SLPA 6741 Evaluation &amp; Treatment of Dysphagia</td>
<td>3</td>
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<td>SLPA 6760 Auditory Disorders</td>
<td>3</td>
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<tr>
<td>SLPA 6779 Current Trends and Issues in Speech-Language Pathology</td>
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<td>SLPA 6784 Research Seminar in Speech-Language Pathology</td>
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<tr>
<td>SLPA 6790 Clinical Practicum and Methods in SLP I**</td>
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<td>SLPA 6791 Clinical Practicum and Methods in SLP II**</td>
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<td>SLPA 6792 Clinical Practicum and Methods in SLP III**</td>
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<tr>
<td>SLPA 6793 Medical Clinical Practicum &amp; Methods**</td>
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<td>SLPA 6794 Medical Externship in Speech-Language Pathology**</td>
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<td>Courses for Educator Certification Only</td>
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<td>SLPA 6796 School Internship in Speech-Language Pathology**</td>
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<tr>
<td>SLPA 7720 Language and Literacy</td>
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<td><strong>CONCENTRATION</strong></td>
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<td><strong>PSC Certification</strong></td>
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<tr>
<td><strong>SPED 3713 Introduction to Special Education with Mild Disabilities OR SPED 6706</strong></td>
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<tr>
<td><strong>ELECTIVE (May be repeated for credit)</strong></td>
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<tr>
<td>SLPA 8765 Special Topics in Speech-Lang Pathology</td>
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</tr>
</tbody>
</table>

**TOTAL Prerequisites** 24

**TOTAL Concentration (Certification)** 3

**TOTAL Prerequisite requirements** 27

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1. Yes  Yes Principles of biological sciences met through core curriculum:  
   Course #  
   Date

2. Yes  Yes Principles of physical sciences met through core curriculum:  
   Course #  
   Date

3. Yes  Yes Principles of mathematics met through core curriculum:  
   Course #  
   Date

4. Yes  Yes Principles of soc/behav sciences met through core curriculum:  
   Course #  
   Date

5. Yes  Yes Principles of statistics met through core curriculum:  
   Course #  
   Date

6. Yes  Yes Principles of chemistry sciences met through core curriculum:  
   Course #  
   Date
A grade of C or better is required in courses in these sections.

Minimum 3.0 GPA is required for enrollment in SPED 3714 or SPED 6706.

Admission to Teacher Education is required before enrolling in these courses.

Substitutions must be approved by advisor.

62 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology;

88 Hour Program (9 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students without an undergraduate degree in speech-language pathology

Students who choose to earn PSC certification to work in the K-12 school system will be required to complete an additional 3 credit hours. This may extend the number of semesters beyond what is listed above.

This special topics course may be required for remediation and/or an opportunity to gain additional experiences.

All ASHA math and science requirements must be satisfied prior to submitting an application for the comprehensive examination.

**Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Students are expected to complete the requirements of the school internship and medical externship experiences as outlined by the off-campus supervising speech-language pathologist, in cooperation with the program requirements. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

1. Students admitted to the M.Ed. program who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to enrolling in graduate speech-language pathology courses.

2. It is the student's responsibility to complete the requirements of the Program of Study, submit an Application for Graduation, sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation, and submit these materials to his/her advisor.

3. Applications for field placement for SLPA 6790, SLPA 6791 and SLPA 6792 practices are required approximately 2 semesters before practicum enrollment. Check with the Office for Field Experience with application deadlines for SLPA 6790, 6791, and 6792. Students who enroll in SLPA 6793 medical practicum, 6796 school internship, and 6794 medical externship must also apply approximately 2 semesters in advance for placement. Check with the Office for Field Experience with application deadlines for SLPA 6796. Check with the Clinic Director for application deadlines for SLPA 6793 and 6794.

4. All students must complete CEPD 4101, SPED 3713, SPED 3714, and MEDT 6401 prior to initial certification. Students may take MEDT 3401 in place of MEDT 6401.

5. All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

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Student's Signature  
Date

Advisor's Signature  
Date
<table>
<thead>
<tr>
<th>Clinical Practicum</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>6790 (On-campus)</td>
<td>During the first semester of speech pathology clinic, the student clinician will enroll in SLPA 6790 and will be assigned 1-7 clients, the diagnostic team and/or a specialty group in the university clinic. Clinicians accrue 10-25 hours during this initial practicum experience.</td>
</tr>
<tr>
<td>6791 (On-campus)</td>
<td>During the second semester, the speech pathology students will enroll in SLPA 6791 and be assigned 2-4 clients in the University speech and hearing clinic with at least 1 evaluation or reevaluation completion during the semester. Assignment will also be made to a diagnostic team and a specialty team. Clinicians accrue 25-50 hours during this practicum experience.</td>
</tr>
<tr>
<td>6792 (On-campus)</td>
<td>During the third semester, the student clinician will enroll in SLPA 6792 and be assigned 3-4 clients in the clinic and participate as a member of an evaluation team and 2 specialty teams (fluency camp, baseball camp, prevention team). Clinicians will accrue 25-50 hours during this 8 week summer experience.</td>
</tr>
<tr>
<td>6793 (Mini-Medical Practicum)</td>
<td>During the fourth semester, the student clinician will enroll in SLPA 6793 and be assigned in an off campus medical site for 8-10 hours per week. Clinicians will accrue 50-75 hours during this experience. The student must submit the SLPA 6793 request form by May of the second semester of the program. Final placement will be made during summer semester prior to fall placement.</td>
</tr>
<tr>
<td>6794 (Internship)</td>
<td>Offsite internships (SLPA 6796) are completed during the student’s final spring semester of the program. The student must follow internship application procedures outlined by the College of Education’s Field Experiences office. Assignments are made by the Field Experiences office. The student will be assigned for a full-time placement during this experience. The student will accrue 175-200 hours during the internship experience.</td>
</tr>
<tr>
<td>6795 (Internship)</td>
<td>Offsite medical externships (SLPA 6794) typically begin during the second spring or summer of the speech pathology program. The application process for the externship placements begin during the first spring, or second semester of the program. The student confers with the Clinic Director about placement sites and submits a request for externship by February. A final decision for externship placement will be made during the semester immediately prior to the placement. The student will be assigned for a full-time placement during this experience. The student will accrue 175-200 hours during the internship experience.</td>
</tr>
</tbody>
</table>
Date: ____________________

I __________________________ (student ID # __________) have chosen not to satisfy the educator certification requirement as determined by the Georgia Professional Standards Commission (PSC) for initial K-12 certification while enrolled as a student at the University of West Georgia. I understand that not satisfying this requirement, which includes enrollment in and successful completion of the UWG PSC-approved courses found on my program of study form, will prevent me from receiving a recommendation for PSC K-12 certification from the UWG College of Education. Additionally, I understand that I may obtain PSC certification post-graduation. However, I am responsible for completing the process for certification on my own.

________________________________________
Signature

UWG ID # __________________________

Program Director: __________________________ (Printed Name)

________________________________________ (Signature)

cc: College of Education Certification Officer
Clinical Progression - Review Graph

1. The student's clinical skills and our knowledge of the clinical expectations and demands of the practicum site.

2. Coursework completed: Some placements specify that certain courses must have been completed or should be in process before a student will be considered for placement. For this reason we plan the curriculum in such a sequence that necessary coursework can be completed as early in your graduate program as possible.

3. Previous clinical placements: We attempt to offer each student a well rounded practicum experience. Occasionally, there are a number of students who are interested in a particular practicum setting, i.e. hospital, early education center, etc. Priority will be given to those students who have not yet had an affiliation in that type of setting and meet the facility's prerequisite requirements.

4. Travel capabilities as students: Students are expected to arrange their own transportation to and from off-campus assignments.

5. Students should understand that we recommend you to a facility saying we feel you have the academic and clinical background to perform effectively in that setting. It is up to the supervisor at the off-campus setting to make the final decision regarding accepting a student.

6. Finally, we expect students will follow the calendar at your practicum site. In some cases, this may mean attending your practicum during UWG Spring Break Week if the site’s spring break is different than that of the University. Students should discuss and resolve any possible scheduling conflicts with the off-campus supervisor at the beginning of the semester.
CIRCLE classes for FALL 2009

<table>
<thead>
<tr>
<th>4720 Intro to Assess</th>
<th>4721 Intro Neurological Dis.</th>
<th>4722 Counsel in Comm Dis</th>
<th>4723 Advanced Clinical Prac.</th>
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<tbody>
<tr>
<td>6705 Assess of Disorders</td>
<td>6707 Aural Rehab</td>
<td>6708 Adv. Artic.</td>
<td>6709 Dysphagia</td>
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Any additional classes:

Include course numbers, work hours, meetings, etc.

Do not block out or write in spaces that represent open times!

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University of West Georgia Speech and Hearing Clinic

SEMESTER SUMMARY OF CLINICAL OBSERVATIONS

Enter the number of hours in each category.

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<tr>
<th></th>
<th>CHILD</th>
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I certify that the information provided above is correct.

Candidate’s Signature  __________________________ Date __________________________

Instructor’s Signature  __________________________ Date __________________________

*Submit to instructor for data entry at end of semester*
SPEECH-LANGUAGE PATHOLOGY STUDENTS' RESPONSIBILITIES

Please read and sign the following. Make a copy for yourself and give the original to the clinic director so that it can be placed in your file. This is required of all students. This is due by the third week of 6790.

As graduate student majoring in speech-language pathology, I understand that I am responsible for:

1. completing coursework in the recommended sequence.
2. obtaining academic advising each semester and following my advisor’s recommendations.
3. seeking additional advising when program-related issues arise.
4. maintaining my own personal file in the department office.
5. submitting a field experience application form by the deadlines posted in the department and in the Field Placement Office.
6. complying with the policies and procedures located in the department handbook and in course syllabi.
7. staying up-to-date with departmental information provided through e-mail and posted in the department.
8. accepting the clinical placements and schedules assigned to me. (i.e., if I am employed, I will adjust my work schedule around my academic/clinical commitments)
9. registering with the Disability Office if I have any problems which prevent me from learning or taking tests in the standard manner.
10. being familiar with and complying with the ASHA code of ethics and the Georgia Standards of Conduct for Educators.
11. assuming additional responsibilities given to me by my advisor, faculty members, and/or clinical supervisors.
12. following the department guidelines regarding receiving therapy to address any speech-language disorders or differences that I may have which may potentially interfere with my ability to provide speech-language services.
13. following the department procedures regarding use of clinic materials.
14. demonstrating professionalism during all classroom, clinical, and departmental interactions.

By signing below, I am indicating that I understand and will follow the guidelines. Failure on my part to comply with these responsibilities may affect my grade in my clinical courses and/or may result in disciplinary actions being taken by the department.

Student’s Signature __________________________ Date __________________________

____________________________
Student’s Name (Printed)
PROFESSIONALISM

Audiology and Speech-Language Pathology are professional disciplines. Professions require certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, with the individuals served by the profession, and with the relations with other professionals. Included among professional tasks are education and training. The following conveys expectations about the behaviors of those who seek to join the profession.

1. You show up.
2. You show up on time.
3. You show up prepared.
4. You show up in a frame of mind appropriate to the professional tasks.
5. You show up properly attired.
6. You accept that the idea that "on time," "properly," "appropriate," and "properly" are defined by your situations, by the nature of the task, or by another person.
7. You accept that your first duty is to the ultimate welfare of the persons served by your profession, and that "ultimate welfare" is a complex mix of desires, wants, needs, abilities, and capacities.
8. You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term. They are not about you. When you are called upon to behave as a professional, you are not the patient, the customer, the star, or the victim.
9. You place the importance of professional duties, tasks, and problem solving above your own convenience.
10. You strive to work effectively with others of the benefit of the person served. This means you pursue professional duties, tasks, and problem solving in ways that make it easier (not harder)
11. You properly credit others for their work.
12. You sign your work.
13. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.
14. You do not accept professional duties or tasks for which you are personally or professionally unprepared.
15. You do what you say you will do. By the time you said you would do it. To the extent you said you would do it. And to the degree of quality you said you would do it.
16. You take active responsibility for expanding the limits of your knowledge, understanding, and skill.
17. You rigorously seek and tell the truth that may be less than flattering to you.
18. You accept direction (including correction) from those who are more knowledgeable or more experienced. You provide direction (including correction) to those who are less knowledgeable or less experienced.
19. You value the resources required to perform professional duties, tasks, and problem solving, including your time and that of others.
20. You accord respect to the values, interests, and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served.
21. You accept the fact that others may establish objectives for you. While you might not always agree with the goals, or may not fully understand them, you will pursue them as long as they are not objectively harmful to the persons served.
22. When you attempt a task for the second time, you seek to do it better than you did it the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgments of best practices.
23. You accept the imperfections of the world in ways that do not compromise the interests of those you serve, or your own pursuit of excellence.
24. You base your opinions, actions, and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above.
25. You expect all of the above from other professionals.

From *Audiology Today*, Michael Seilo, Ph.D.
Email Etiquette

Tips and Tricks for Being Professional and Courteous

It is important that whether for academic or personal use that you follow the basics of email etiquette. This document covers for you the top tips for email etiquette that everyone needs to be aware of and follow. By doing so, you will be a joy to communicate with while being perceived as a caring and intelligent human being.

Good Email Etiquette

1. Do ensure that you have a relevant “Subject” line.
2. Do try to think about the message content before you send it out.
3. Do be polite. Terseness can be misinterpreted.
4. Do include a brief signature on your email messages to help the recipient understand who it is from, especially if you are dealing with someone you do not know very well.
5. Do read your email out loud to ensure the tone is that which you desire. Try to avoid relying on formatting for emphasis; rather choose the words that reflect your meaning instead. A few additions of the words “please” and “thank you” go a long way.
6. Do type in complete sentences. To type random phrases or cryptic thoughts does not lend to clear communication.
7. Do try not to make assumptions when it comes to email. Always ask for clarification before you react.
8. If you cannot respond to an email promptly, at the very least email back confirming your receipt and when the sender can expect your response.

Bad Email Etiquette

1. Don’t reply to an email message when angry, as you may regret it later. Once the message has been sent, you will not be able to recover it.
2. Don’t type in CAPITALS as this is considered to be SHOUTING. This is one of the rudest things you can do.
3. Don’t over-use punctuation such as exclamation marks (“!”) as these are meant to be for emphasis. In particular avoid more than one exclamation mark (“!!”), especially if your emails are quite formal. Also, over-use of the full-stop (e.g. “...”) can make a message difficult to read.
4. Don’t make personal remarks about third parties. Email messages can come back to haunt you.
GRADUATE STUDENT
FIELD PLACEMENT ROAD MAP

STUDENT COMPLETES APPLICATION for FIELD PLACEMENT
Students are required to submit a Field Placement application through Tk20 for each semester you are registering for a field placement course. Please check with your Program Advisor and the Office of Field Experiences website for important application information and due dates.

The Graduate Program Advisor(s) will review the Tk20 Field Experience applications first and either “accept” or “deny” them based on the program criteria.

STUDENT COMPLETES REQUIRED CBC/COMPLIANCE FORM
Students are required to complete a Criminal Background Check (CBC) and a Compliance form upon applying for your first field experience. Forms are available through the field experience application in Tk20 OR in the Dean’s Office. The form must be signed in front of a notary. There are two notaries present in the COE Dean’s Office.

ADMISSION to FIELD PLACEMENT
Students whose Field Experience applications have been “accepted” in Tk20 and those who have completed their CBC & Compliance forms are then permitted to register for their classes in Banner. The Office of Field Experiences will enter the FE codes into Banner in order for the student to register.

QUESTIONS?
www.westga.edu/ofe
**Required texts/Resources for SLP Graduate Program**


**Recommended Texts/Resources for SLP Graduate Programs:**

### University of West Georgia
Speech-Language Pathology
Graduate Clinical Progression

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