

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*:

Department*:

2. Contact Person*: Phone: (xxx - xxxx) Email:

3. Alpha/Numeric Code (Subject area - number)*: -

4. Proposed title*:
Proposed effective term*: (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit? Yes No

Approval of other academic unit (signature and title)

Is the course offered at more than one level? Yes No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).

6. Credit hours*: Fixed: or Variable:

to

7. Delivery Mode:

	Primary*	Secondary	Tertiary
a. Activity Type *	<input type="text" value="Web Assisted Insti"/>	<input type="text" value="Lecture"/>	<input type="text" value="Seminar"/>
b. Minimum Credit Hours *	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
Maximum Credit Hours *	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
c. Weekly Contact Hours *	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>

8. Terms offered: Fall Spring Summer

Years offered: Every Alternate

Year Years

9. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit? No Yes Maximum Hours

10. Grading System*:
- Normal Grading (A-F, S/U, WP/WF, PR, I)
 - Satisfactory/Unsatisfactory (A-C, less than C)
 - Grade Only (A-F, WP/WF, PR, I)
 - Audit Only
 - No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

- PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken **together**):

12. Catalog Description* (**75 words Maximum**)

This course will provide students with the opportunity to learn about specific issues related to working in a variety of professional settings.

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click [here](#) for the Center's template.

File Type	View File
Syllabus	View

14. Comments/Notes:

This course has existed for many years as a seminar (SLP 6930) in our graduate program. At this time, the faculty would like to formalize the course as a consistent offering. Faculty are beginning to offer other seminars in the program and it makes scheduling and plans of study confusing. The content is necessary for graduating from the program, so this course is required.

15. Rationale:

This course has existed for many years as a seminar (SLP 6930) in our graduate program. At this time, the faculty would like to formalize the course as a consistent offering. Faculty are beginning to offer other seminars in the program and it makes scheduling and plans of study confusing. The content is necessary for graduating from the program, so this course is required.

Course Approval:

Department Curriculum Authority:	Wendy Cochrane	Date	2017/02/21
Department Chairperson:	Christopher Roseman	Date	2017/02/21
College Curriculum Authority or Chair:	Eric Longsdorf	Date	2017/02/27
College Dean:	Barry W. Scheuermann	Date	2017/02/27
Graduate Council:	Constance Schall, GC mtg 4/18/17	Date	2017/04/19
Dean of Graduate Studies:	Amanda C. Bryant-Friedrich	Date	2017/05/01
Office of the Provost :		Date	

print

Administrative Use Only

Effective Date:

  (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:



SLP 6750
Professional Issues in Speech Language Pathology
3 Credit Hours
Spring 2017

Instructor: Stephanie Hughes, Ph.D., CCC-SLP
Office Hours: By appointment afternoons/evenings; Mon. 11:00-2:00 and Wed. 9:30-11:30
Course Website: <https://blackboard.utdl.edu>
Office Location: 2020 HHS
Office Phone: 419-530-3106
Email: stephanie.hughes@utoledo.edu
Meeting Times: Select Tuesdays from 6:00-8:00pm (see course calendar)

COURSE DESCRIPTION AND OVERVIEW

This course is designed to cover professional issues and research in speech-language pathology. The students will complete a scholarly paper during the course on a topic of their choice. Opportunities to prepare for the Master's Comprehensive Exam and the ASHA Exam are provided. This course is a terminal course for completion of the Master's degree.

COURSE OBJECTIVES

The student will demonstrate fundamental knowledge regarding professional issues related to the practice of speech pathology.

- 1.0 In order to demonstrate an understanding of professional issues the student will correctly answer questions on an examination with at least 83% accuracy.

The student will demonstrate in depth knowledge of disorder areas.

- 2.0 In order to demonstrate extensive knowledge in a disorder area and the ability to comprehend, analyze, synthesize and evaluate information, the student will:
 - 2.1 Complete a scholarly library research paper and a case presentation which earn 83% on the "written paper criteria" and "oral presentation criteria," respectively.
 - 2.2 Pass a comprehensive examination which includes questions in basic human communication processes, phonological and language disorders, speech disorders (voice, resonance, fluency), neurogenic disorders (aphasia, progressive disorders, motor speech disorders, TBI, cognitive-communicative disorders), dysphagia, audiology/hearing, clinical management, professional issues/psychometrics/research.

TEACHING STRATEGIES

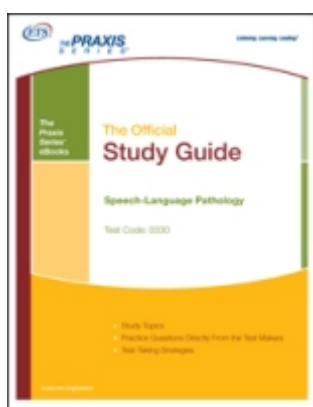
This course will include both asynchronous, online modules and assignments, with some on campus meetings. As several students will be completing their externship outside of the Toledo area, the on campus meetings will also be presented via videoconferencing (Scopia). The modules will provide the students with content related to the different aspects of the course, and the on-campus meetings will support this content, but will also allow for interactions with guest speakers.

WORK WEEK

For the online aspects of the course, the weeks run from Mondays through Sundays: specifically, they begin at 12:01 AM Monday morning and end at 11:59 PM on Sunday night. All assigned work for any week is to be completed by the end of Sunday in that week. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate folder. Begin each week on Monday by checking the schedule and then viewing the content for the week under Learning Modules.

REQUIRED TEXTS AND MATERIALS

- Vinson, B. P. (2009). *Workplace skills and professional issues in speech-language pathology*. San Diego: Plural Publishing. ISBN #978-1-59756-203-4
- Speech-Language Pathology Study Guide (Test Code: 0330) - \$22.95



This is an e-Book that can be downloaded at <http://www.ets.org/praxis/prepare/materials/0330/>.

- Online content found in the Learning Modules tab for each week
- Handbook for Graduate Students in SLP

You will want to review important requirements in your handbook, which you received when you began the program. In particular, be sure to be familiar with and follow guidelines for applying for graduation, applying for state licensure and school speech language pathologist licensure, and ASHA certification and membership. View more information on certification and membership by visiting www.asha.org; you will be able to print off a copy of the membership form. When you have finished all requirements for graduation (all coursework, all clinical hours and learner outcomes, all paperwork for your final extern placement, the ASHA Clock Hours form), you will need to schedule a meeting with the program director to obtain a signature on your ASHA membership application and complete an exit interview. Prior to this final meeting, you will need to have completed all clinical hours and learner outcomes as well as all required paperwork for your final extern placement.

RECOMMENDED TEXTS AND MATERIALS

You should also consider purchasing some of the Praxis practice exams (\$13.95 at <http://www.ets.org/praxis/prepare/materials/0330/>).

TECHNOLOGY REQUIREMENTS

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course:

<http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at

<http://www.utoledo.edu/dl/main/downloads.html>:

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - **Recommended**

Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at http://www.utoledo.edu/it/CS/Lab_hours.html.

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at <http://www.utoledo.edu/it/VLab/Index.html>.

COURSE POLICIES

Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at <http://www.utoledo.edu/dl/students/dishonesty.html>.

GRADING POLICIES

Student work will be assessed as follows. Specific guidelines, grading criteria, and a timeframe for grades and feedback will be provided as each assignment is announced:

Activity	% of Final Grade
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Discussion Boards	15%
Completion of Knowledge Assessments	10%
Comprehensive Examination	20%
Research Study Presentation	35%
Course Content Exam	20%
Total	100%

Students are expected to complete and submit all assignments and tests by the due date listed in the course calendar. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email or by phone if you do not understand an assignment.

The grading scale for this course is as follows:

94-100 = A	83-86 = B	73-76 = C	63-66 = D
90-93 = A-	80-82 = B -	70-72 = C-	60-62 = D-
87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F

- 1. Discussion Boards:** Students will post to the discussion board during most weeks of the course as announced. For discussion board assignments, each student should complete an original post by Wednesday at 11:59 PM. Then, students will complete two responses to other students' posts by Sunday at 11:59 PM.
- 2. Knowledge Assessment:** During the first and second week of the course, students will take a series of multiple choice tests which assess areas of relative strength and weakness in their current knowledge of topics that will be covered on the Comprehensive and Praxis Exams. To access these tests, log onto the website for SLP 6930, and click on Exams. You will receive your scores for each test immediately after you complete it. The purpose of this assessment is to provide feedback to you that should help to guide you in terms of areas to prioritize as you prepare for the Comprehensive Exam and the PRAXIS test. While you will need to review all of the areas covered in the curriculum, some areas probably will need more of your attention than others. Credit will be given on a complete/incomplete basis.

Preparation for the Comprehensive Exam and Praxis: You will have to decide what works best for you in terms of preparing for these exams. Some suggestions include: review all class notes and texts for each course, giving additional time and attention to your weaker areas on the Knowledge Assessment; contact the faculty member who taught the course if you need clarification or suggestions for further resources; look at the sample questions provided in available Praxis study guides and attempt to answer them.

- 3. Comprehensive examinations** will be given at UT on Friday, February 13th from 2:00-3:15pm in Stranahan 0301. You need to bring your own laptop. If you do not have a laptop, you may borrow one from College Computing (2nd floor HHS). During the allotted one hour of testing time, students will be required to answer 60 multiple choice questions pertaining to basic human communication processes, phonological and language disorders, speech disorders (voice, resonance, fluency), neurogenic disorders (aphasia, progressive disorders, motor speech disorders, TBI, cognitive-communicative disorders), dysphagia, audiology/hearing, clinical management, and professional issues/psychometrics/research.

You must obtain a score of at least 83% to pass this examination. If the examination is failed, the student will retake the comprehensive examination at a designated time sometime in the 10th-14th week of the semester. Although similar areas will be covered, the specific questions will not be identical. Failure to pass the comprehensive examination on two attempts may delay a student's graduation from the program.

4. **Research Study/Presentation:** Each student will complete a case study project (similar to work in the SLP 6030 course). You must have approval from the instructor before gathering data. Each student will present on their research study via a narrated PowerPoint posted on Blackboard. These presentations will take place the last two weeks of the course, as assigned. Details about the assignment will be presented on Blackboard.
5. **Course Content Exam.** While more details will be forthcoming about the format of this exam, it will contain questions that assess your knowledge of key concepts covered in the required text for this course as well as any information presented in class. You must pass this test with at least 83% accuracy.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Accessibility for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

COMMUNICATION GUIDELINES

Email: Students are expected to check their UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 12-24 hours.

Real-Time Communication:

We will be having meeting times during the semester in our classroom. If you opt to use SCOPIA to attend these meetings, you must let me know that you are doing this and download the software. You will not be able to interact with me using SCOPIA, but you will still be present. **YOU MUST ATTEND ALL COURSE MEETINGS IN PERSON OR VIA SCOPIA UNLESS YOU HAVE AN ACCEPTABLE (AS JUDGED BY THE INSTRUCTOR) EXCUSE. ANY MISSED COURSE WILL RESULT IN A REMEDIAL ASSIGNMENT.**

Netiquette:

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette: <http://www.albion.com/netiquette>

TECHNICAL SUPPORT

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: <http://www.utoledo.edu/dl/helpdesk/index.html>

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

LEARNER SUPPORT

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

Learn more at <https://www.etutoring.org/login.cfm?institutionid=232&returnPage>

eLibrary Services Portal

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Learn more at: <http://www.utoledo.edu/dl/students/elibrary.html>

Office of Accessibility

The Office of Accessibility provides accommodations and support services to students with disabilities. Learn more at: <http://www.utoledo.edu/utlc/accessibility/index.html>

Counseling Center

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

Learn more at: <http://www.utoledo.edu/studentaffairs/counseling/>

Services for Online Students

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit this link to learn more about the wide range of services for online students http://www.utoledo.edu/dl/students/student_serv.html

Please note there is one presentation on Ethics (Gregg Thornton and Amy Thorpe Wiley) that is yet to be scheduled.

Additionally, most guest speakers will prefer to do one presentation earlier in the evening rather than two individual presentations at 6:00 and again at 7:15. Thus, when we do meet on campus, let's plan on meeting as one large group (rather than two sections) at 6pm and go up to 8pm if necessary depending on the length of the speakers' presentations. I will let you know exact meeting times as the remaining speakers are scheduled.

Remember, if you cannot attend class in person, you may use *Scopia* to attend class virtually.

Week #1 Intro to the Course

- Make sure you purchase the textbook and the Praxis book
- Read the syllabus
- Download *Scopia* videoconferencing software in case you must miss an on-campus meeting
- Begin Knowledge Exams

Week #2 Preparing for Comps: Developing a Study Plan

- Complete your Knowledge Exams
- Respond to Blackboard discussion post #1

Week #3 Preparing for the Research Study: Generating Ideas

- Respond to Blackboard discussion post #2

Week #4 Questions about Comps/Research Study

- Plan to meet on campus on February 3rd from 6:00-7:30 (both sections)
- Bring questions you have about the research project or comps
- Read Vinson Chapter 2, *Information You Should Know*

Week #5 Comps Week

- Comps will be on campus on Friday, February 13th, time/place TBD
- Read Vinson Chapter 3, *Universal Precautions*

Week #6: Speech Pathology and the Law

- Meet on campus February 24th from 6:00-7:30 for Ohio Dept of Ed presentation
- Read Chapter 4, *Case Law*
- Read Chapter 5, *Legislation*
- Approval for your research study is due at the end of the week
- Respond to Blackboard discussion post #3

Week #7: Ethics, Standards, and Conflict of Interest

- Read Chapter 6, *Ethics*
- Read Chapter 7, *Professional Standards*
- Read Chapter 15, *Professionalism and Conflict of Interest*
- Respond to Blackboard discussion post #4

Week #8: Leadership/Guest Speaker Ann Glaser on University Outreach

- Plan to meet on campus March 3rd from 6:00-7:30 (both sections). Ann plans on bringing pizza and pop for us.
- Read Chapter 12, *Leadership*

Week #9 : Spring Break

- Take this opportunity to work on your research project!

Week #10: Clinical Decision-Making and Counseling

- Read Chapter 8, *Clinical Decision-Making*
- Read Chapter 10, *Counseling Patients and Caregivers*
- Respond to Blackboard discussion post #5

Week #11: Life Goals and Burnout

- Note: Dr. H. is out of town this week for research collaboration.
- Read Chapter 9, *Goal Setting*
- Read Chapter 17, *Stress and Burnout*
- Respond to Blackboard discussion post #6

Week #12 (March 30-April 5): Supervising

- Read Chapter 11, *The Supervisory Process*
- Respond to Blackboard discussion post #7

Week #13: Content Exam

- Meet on campus April 7th from 6:00-7:30 for CFY/Life After Grad School presentation
- Complete the content exam by the end of the week
- Respond to Blackboard discussion post #8

Week #14: Finalizing Research Project Pt 1

- Work on your research study

Week #15: Finalizing Research Project Pt 2

- All students post research presentation to Blackboard by the end of the week

Week #16: Review/Respond to Final Projects

- Review and respond to Group 1 projects on the discussion board (this is discussion board #9)

Week #17: Review/Respond to Final Projects

- Review and respond to Group 2 projects on the discussion board (this is discussion board #10)
- Please complete the Course Evaluation on Blackboard