APPROVED

The University Of Toledo

RECEIVED
JAN 13 2014
COLLEGE OF GRADUATE STUDIES

New Graduate Course Proposal

* denotes required fields

1. College*: College of Health Sciences

   Department*: Rehabilitation Sciences

2. Contact Person*: Lori Pakulski Phone: 530-2573 (xxx - xxxx) Email: Lori.Pakulski@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: SLP - 6840

4. Proposed title*: Team Models and Ed Lea

   Proposed effective term*: 201430 (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: 3 or

   Variable: to

7. Delivery Mode:

	Primary*	Secondary	Tertiary
a. Activity Type *	Online	--SelectType--	--SelectType--
b. Minimum Credit Hours *	3		
Maximum Credit Hours *	3		
c. Weekly Contact Hours *	3		

8. Terms offered: ☐ **Fall** ☐ **Spring** ☑ **Summer**

Date Added: 1-14-14
Council Approved: 2-18-14
To Provost: 2-19-14

Years offered: ◉ **Every Year** ○ **Alternate 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, PS/NC, PR, I)
- ○ Passing Grade/No Credit (A-C, NC)
- ○ Credit/No Credit
- ○ Grade Only (A-F, 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**)

SLPs who work with children who are hearing impaired (HI) must work in collaboration educational professionals, parents, audiologists, and other medical professionals within a team-based model. This course will focus on the skills, knowledge and ethical practices essential to the provision of effective service coordination and teaming for SLPs who work in educational settings with

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click here for template.

Additional Attachment 1: Browse...

Additional Attachment 2: Browse...

File Type	View File	Delete
Syllabus	View	Delete

Course Approval:

Department Curriculum Authority: Beth Ann Herbert Date 12/4/2013

Department Chairperson: [signature] Date 12/4/13

College Curriculum Authority or Chair:		Date 12-4-13
College Dean:		Date 12.4.13
Graduate Council:		Date 2-18-2014
Dean of Graduate Studies:		Date 2-18-2014
Office of the Provost :		Date

Submit Change

Administrative Use Only

Effective Date:	(YYYY/MM/DD)
CIP Code:	
Subsidy Taxonomy:	
Program Code:	
Instructional Level:	

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University of Toledo
SLP 6840
Team Models and Educational Leadership
Summer 2014

SYLLABUS

Instructor: Lori Pakulski
Faculty Office: 2022 HHS
Faculty/Department web site:
http://www.utoledo.edu/healthsciences/depts/rehab_sci
Office Hours:
Phone: 419-530-2573
E-Mail: Lori.Pakulski@utoledo.edu
Class Meetings Location: online

*Required for new course approval

***Course Description including course pre-requisites or co-requisites**

Speech-Language Pathologists (SLPs) who work with children who are HI must work in collaboration educational professionals, parents, audiologists, and other medical professionals within a team-based model. This course will focus on the skills, knowledge and ethical practices essential to the provision of effective service coordination and teaming for SLPs who work in educational settings with children who are hearing impaired. Students will examine various models of teaming and consultation approaches and address issues related to supporting students' educational achievement in educational settings.

No pre-requisites or co-requisites

***Texts (Required and Recommended, Reserve Materials, etc.)**

Rush, D. D., & Shelden, M. L. (2011). *The early childhood coaching handbook.* Baltimore, MD: Brookes, 978-1-59857-067-0.

***Grading policy or criteria**

Skills Inventory for Consultants –Professional Development Plan 10%
Threaded discussions 20%
Unit Quizzes 10%
Assigned Case Study 20%
Responses to Instructor-provided Case Studies 15%
IFSP/IEP Group Assignment 10%
Working with Teachers in Classroom Group Assignment 15%
**Not cross-listed for undergraduate students*

***Assessment of Learning: Identification of methods used to assess student learning in the course**

- Quizzes and Exams
- Assignments
- Projects/Case Studies
- Group Work
- Threaded discussions

***Tentative Class Schedule/Activities/List of Topics Covered**

Module 1	Facilitating Relationships: Effective Professional and Interpersonal Communication Learn: Narrated Lecture Read: Assigned Articles Do: Threaded Discussion Assessment: Module Quiz
Module 2	Effective Teaming and Research Foundations Learn: Narrated Lecture Read: Chapters 1-3 Watch: Posted video links Do: Threaded Discussion Assessment: Skills Inventory
Module 3	IFSP and IEP Process Learn: Narrated Lecture Read: Chapter 4 and Assigned Articles Watch: Posted video links Do: Threaded Discussion, Group Chat, Case Study Comment Assessment: Module Quiz & IFSP/IEP Group Assignment
Module 4	Collaborative Consultant Model Learn: Narrated Lecture Read: Chapter 5 Do: Threaded Discussion, Case Study Comment Assessment: Module Quiz & Working with Teacher Group Project
Module 5	Key Aspects of High Quality Educational Practice Learn: Narrated Lecture Read: Chapter 6 and Assigned Readings Do: Threaded Discussion Assessment: Module Quiz
Module 6	Fostering Academic and Social Development of Students Learn: Narrated Lecture Read: Assigned Readings Do: Discussion Board, Group Chat Assessment: Case Study (Group)