The University Of Toledo
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 Le

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

Variable: ____________________________ to ____________________________

7. Delivery Mode:

a. Activity Type *

Online

Secondary

Tertiary

---SelectType---

---SelectType---

b. Minimum Credit Hours *

3

3

3

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

Curriculum Tracking

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

                   ○ 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 (Permission 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...

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<tr>
<th>File Type</th>
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<td>Syllabus</td>
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Course Approval:

Department Curriculum Authority:  [Signature]  Date 12/1/2013

Department Chairperson:  [Signature]  Date 12/1/2013

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.)

*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
| 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) |