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APPROVED

DEC 18 2014

COLLEGE OF GRADUATE STUDIES

The University Of Toledo

New Course Proposal

Administrative Use Only (rev. 9/2011)		
Code:		
Approved (senate or grad council)		
Effective Date: / / (mm/dd/yyyy)		
CIP Code:		
Sub:	**Prog:**	**Level:**

Level (check one): ☐ **Undergraduate** ☒ **Graduate**

Will this course impact program requirements? ☐ **Yes** ☒ **No**

*If Yes, a Program Modification must be completed.

Type of course (check all that apply):

☐ **Academic Skills Enhancement** ☐ **Writing Intensive (WAC)** ☐ **Honors**

☐ **Univ. Core:** ☐ *English* ☐ *Hum* ☐ *Math* ☐ *Nat. Sciences* ☐ *Social Sciences*

Multicultural: ☐ *Diversity of US Culture* ☐ *Non-US Culture*

☐ **Transfer module:** ☐ *Arts&Hum* ☐ *Engl* ☐ *Math* ☐ *Nat Sci & Phys* ☐ *Soc Sci*

College: JHCOE	**Dept:** ECPSE
Contact Person: Laurie Dinnebeil	**Phone:** x4118
Email: laurie.dinnebeil@utoledo.edu	

Alpha/Numeric Code (Subject area-number): CIEC 7610
If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to form.

Proposed title: Seminar I: Orientation to Interprofessional Teaming	**Proposed effective term:** ~~Spring~~ Fall, 2015
Planned enrollment per section: 15	**Per term:** 1

Is the course cross-listed with another academic unit? ☐ **Yes** ☒ **No**
Is the course offered at more than one level? ☒ **Yes** ☐ **No**

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. CIEC - 5610 **b.** - **c.** -

Approval of other academic unit(signature): _____

Name and title: CIEC 5610: Orientation to Interprofessional Teaming

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.

Credit hours:	Fixed: x	or	Variable:	
Delivery Mode:	**Primary**		**Secondary**	**Tertiary**
Activity Type:	Seminar		Computer	Select One
Minimum Credit Hours:	1			
Maximum Credit Hours:	1			
Weekly Contact Hours:	1			

Terms offered: ☒ Fall ☒ Spring ☒ Summer

Years offered: ☒ Every Year ☐ Alternate Years

Are students permitted to register for more than one section during a term? ☐ **Yes** ☒ **No**

May the courses be repeated for credit? ☒ **No** ☐ **Yes** | **Maximum Hours:**

Grading System	Undergraduate	Graduate
	☐ Normal Grading (A-F, PS/NC. PR, 1) ☐ Passing Grade/No Credit (A-C, NC) ☐ Credit/No Credit ☐ Grade Only (A-F, PR, I) ☐ Audit Only ☐ No Grade	☒ Normal Grading (A-F, PS/NC. PR, 1) ☐ Grades Only (A-F) ☐ Satisfactory/Unsatisfactory (G only) ☐ Audit Only ☐ No Grade

Prerequisites (must be taken **before**):

a. SPED - 7270 **b.** - **c.** -

☐ **PIN** (Permission From Instructor) ☐ **PDP** (Permission From Department)

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

a. - **b.** - **c.** -

If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

Course to be removed from inventory	Final Term to be offered (YYYYT. i.e. use 20064 for Fall'06)
a. -	
b. -	
c. -	
d. -	

Catalog Description (30 words Maximum):

Become familiar with requirements for the Certificate in Interprofessional Teaming. Focus on competencies needed to work collaboratively with professionals to meet the needs of individuals with disabilities and their families.

Attach a copy of a complete outline of the major topics covered. (Syllabus preferred)

Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). **Indicate prospective demand.**

This one credit hour seminar is required for completion of the certificate program in interprofessional teaming that is jointly proposed by the Judith Herb College of Education, the College of Health Science and the College of Social Justice and Human Service. This is the first of three required seminars. SPED 7270 is a co-requisite for this seminar. The proposed certificate program is an option for any graduate student who is majoring in early childhood education, occupational therapy, physical therapy, school psychology, social work, special education, or speech/language pathology.

If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

N/A

If the course is intended to meet a University Undergraduate Core requirement, submit a course syllabus and complete the following:

Please explain how this course fulfills the general education guidelines.

COURSE APPROVAL:

	Signature	Date
Department Curriculum Authority:	Edward J. Conroy	11/25/14
Department Chairperson:	[signature]	26 Nov 14
College Curriculum Authority:	M Kehus	12-8-14
College Dean:	[signature]	12/17/14

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date

Faculty Senate Undergrad. Curriculum Comm. :		
Faculty Senate Core Curriculum Comm. :		
Graduate Council :		4-25-15 (GC 4.7.2015)
Office of the Provost:		
Registrar's Office:		

DEAN OF GRADUATE STUDIES

4-28-2015

RECEIVED
FEB 19 2015
COLLEGE OF
GRADUATE STUDIES

University of Toledo

CIEC 5/7610: Orientation to Interprofessional Teaming

Seminar I

1 credit hour

Syllabus

Instructor:

Contact Information:

Office Hours:

Prerequisite: Acceptance into a graduate program of study, completion of at least one semester with a minimum 3.5 GPA, and verification of good standing by the student's academic advisor. Successful completion of SPED 5/7270.

Seminar Description: The purpose of this seminar is to become familiar with the requirements for the Graduate Certificate in Teaming in Early Childhood (GCTEC) and develop a plan of study which will lead to successful completion of those requirements. This seminar focuses on the knowledge, skills, and dispositions that professionals who work with individuals who have special needs need to work effectively with other professionals as well as family members. The value of compassion and empathy for others will be stressed. Students will explore models of collaborative consultation and group problem-solving strategies. Students will also demonstrate knowledge of effective and proactive communication skills, including verbal, nonverbal and written skills. Finally, students will demonstrate an understanding of conflict resolution and working with others whose values and beliefs differ significantly from their own.

Required Text:

Dettmer, P., Thurston, L.P., & Dyck, N. (2013). *Consultation, collaboration and teamwork for students with special needs (7th ed)*. Toronto: Allyn & Bacon.

Seminar Objectives

1. Students will demonstrate their understanding of the values and mission associated with the GCTEC.
2. Students will reflect on the degree to which their professional values and interpersonal skills are consistent with the values and mission of the GCTEC.

3. Students will identify their personal and professional characteristics that can support or hinder their collaborative work with others.
4. Students will identify ways in which they can meet the GCTEC competencies within their professional program of study.
5. Students will identify essential components of an effective group problem-solving process.
6. Students will describe ways in which they effectively resolve professional conflicts with others, including those whose values and beliefs differ significantly from their own.
7. Students will describe the impact of cultural differences on collaborative relationships with others and will discuss ways to minimize the negative impact and maximize the positive impact that cultural differences have on collaborative relationships.
8. Students will describe instances in which they exhibited compassion and empathy to others as well as what happened as a result of their actions.

Seminar Assignments

1. Write a 5-page paper reflecting on the alignment between the student's personal value and belief system and the mission and values of the GCTEC. The paper should demonstrate an understanding of the mission and values of GCTEC as well as the student's ability to engage in reflection and self-awareness.
2. Keep a reflective journal of your experiences with inter-professional teaming. If you are not currently engaged in a professional teaming situation, you can reflect on collaborative or group work that you are currently engaged in with other students as part of course assignments or other activities. You should submit your journal 5 times over the course of the semester—see the course website for specific due dates. Each journal entry should be approximately 700 words. Specific prompts for journal entries will be posted on the course website. One of the journal entries must focus on an instance in which you exhibited compassion and empathy for others and the outcome of that experience for both you and the person with whom you interacted.
3. Complete a plan of study that will allow the student to successfully earn the GCTEC during his or her graduate matriculation at UT.
4. Actively participate in all seminar meetings and online activities.
5. In addition to face-to-face meetings, students will also participate in threaded discussions related to Part 1 (Chapters 1-3 of the text). Each threaded discussion will focus on a single chapter. Students are expected to post an initial response to the discussion prompt as well as respond to AT LEAST two others' initial responses in ways that further and enrich the discussion (i.e., you can't just say "I agree").

6. Advanced graduate students (those who are registered for CIEC 7610) will be assigned to develop Discussion Board questions and grade Discussion Board postings (under the supervision of the instructor)

Assignments	**Point Values**
Assessment of values and beliefs	50 points
Reflective journal	10 points
Completion of plan of study	10 points
Discussion board participation	30 points
Total	100 points
Leadership on Discussion Boards (for Advanced Graduate Students only)	25 points

Grading Policies

To determine your grade, divide the number of earned points by the number of possible points. There are 100 possible points in this class; 125 for Education Specialist or Doctoral students

A	100-95	A-	90-94	B+	88-89
B	84-87	B-	80-83	C+	78-79
C	74-77	C-	70-73	D+	69-66
D-	65-60	F	below 65		

Seminar Schedule

This is a hybrid seminar. Students will complete it by attending 3 3-hour sessions. The remaining 6 hours of work will be done using Blackboard. Session 1 will take place on XX. During that session, the group will schedule two additional times (3 hours each) to meet during the semester.

Meeting 1:

- Introduce GCTEC faculty
- Review mission and values of the GCTEC
- Review GCTEC and seminar requirements
- Identify characteristics of reflective practice
- Identify characteristics of valued team members
- Roles and responsibilities on interprofessional teams

Meeting 2:

- Discuss the importance of understanding one's values and belief systems
- Understanding the principles of collaboration
- Identifying characteristics of effective collaborators
- Discuss ways to meet GCTEC competencies
- Describe personal and professional experiences that involved conflict with another team member
- Identify strategies for resolving interpersonal conflict through using a problem-solving approach

Meeting 3:

- Discuss the impact of culture and ethnicity on one's professional values and belief systems
- Discuss the degree to which cultural differences can support or hinder collaborative relationships.
- Discuss ways in which professionals can address cultural differences in an effective manner
- Strategies for coordinating effective meetings with others
- The importance of compassion and empathy
- Report on ways in which students are planning to meet GCTEC competencies

In addition to face-to-face meetings, students will also participate in threaded discussions related to Parts 1 and 2 of the text (Chapters 1-5). Each threaded discussion will focus on a specific chapter. Students are expected to post an initial response to the discussion prompt as well as respond to AT LEAST two others' initial responses in ways that further and enrich the discussion (i.e., you can't just say "I agree").

COURSE POLICIES

Academic Dishonesty

Academic dishonesty can incur severe penalties. All submitted written work must be a product of your own thoughts and ideas. When other sources are used, they should be fully acknowledged. If you are uncertain how to cite or credit another person's idea or work, please check with me. UT's Academic Honesty Policy is presented in detail at: http://www.utoledo.edu/offices/provost/file/curriculum/academic_honesty_policy.ppt

Late Assignments

I expect you to complete and submit all assignments and tests by the due date listed in the Course Schedule. However, I will accept late assignments without penalty. If you need extra time to complete an assignment, please just let me know if you need a few more days. In special cases, you may have an additional week to complete an assignment—please make special arrangements with me if you know you need extended time. I'd rather have you complete an assignment to the best of your ability then rush through something to get it in on time. I understand that graduate students are busy individuals with many duties and responsibilities outside of class. Ask questions as soon as possible by email or by phone if you do not understand an assignment.

Accommodating the Special Needs of Students: Students with special learning needs may request special arrangements for note-taking as well as special print or other considerations that may help learn more effectively or demonstrate their learning. If students are unable to participate in chats, instructor should be notified so that other forums can be used.

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 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.