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):** SPED 5620
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 II: Working Effectively with Team Members | **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.** SPED - 7620 **b.** - **c.** -

**Approval of other academic unit**(signature): _____

**Name and title:** Seminar II: Working Effectively with Team Members

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

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

**a.** SPED - 5610 **b.** SPED - 5270 **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):

Factors that support and threaten interprofessional collaboration. Become aware of policies affecting teaming. Engage in advocacy for teaming that will benefit individuals with disabilities.

**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 second of three required seminars. It focuses on factors and policies that promote and threaten interprofessional teaming. Students are encouraged to develop the ability to advocate for interprofessional teaming practices that benefits individuals with disabilities and their families. This seminar is open to any individual from the disciplines of 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. Carco | 11/25/14 |
| Department Chairperson: | | 25 Nov 14 |
| College Curriculum Authority: | | 12-8-14 |
| College Dean: | | 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

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COLLEGE OF
GRADUATE STUDIES

**University of Toledo**

# SPED 5/7620 Leadership and Advocacy in Interprofessional Teaming

## Seminar II

1 credit hour

Syllabus

Instructor:

Contact Information:

Office Hours:

Prerequisite: Successful completion (grade B or higher) of SPED 5/7610: Working Effectively with Team Members.

Seminar Description: This is the second seminar required for the completion of the Graduate Certificate in Teaming in Early Childhood (GCTEC). This seminar focuses on developing the skills to promote best practice in teaming. Students will explore the factors that support and threaten interprofessional collaboration. They will become aware of policies affecting teaming. Finally, students will engage in advocacy for teaming that will benefit individuals with disabilities.

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 identify measures of team practice.
2. Students will recognize policies effecting team practice.
3. Students will advocate for team practices that benefit individuals with disability.

Seminar Assignments:

1. As a collaborative team, identify existing resources and/or develop measures for assessing team practice at the level of a facility or a system. Conduct an assessment of team practices within a facility or system and develop recommendations for improvement.

2. In a 3-5 page paper, conduct a review of policy at the local, state, or national level which affects team practice. Critically analyze the how the policy affects outcomes for children with disability. Suggest policy revisions which would improve outcomes and describe how you envision their implementation.
3. Collaboratively produce a plan to advocate for team practices within a facility or system. Develop associated materials.
4. Advanced graduate students (those who are registered for SPED 7620) will be assigned to develop Discussion Board questions and grade Discussion Board postings (under the supervision of the instructor)

| **Assignments** | **Point Values** |
|---|---|
| Assessment of teaming practices and recommendation | 30 points |
| Policy analysis | 10 points |
| Advocacy plan | 30 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:

- Review progress towards completing plan of study to earn the GCTEC
- Review seminar requirements
- Discuss ideas for teaming assessment and advocacy assignments

Meeting 2:

- Measurements of teaming practice
- Advocacy needs
- Report on progress in policy analysis

Meeting 3:

- Present results of assessment of teaming
- Present advocacy plan

In addition to face-to-face meetings, students will also participate in threaded discussions related to Parts 3 and 4 (Chapters 6-12). 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").

**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.