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APPROVED

FEB 17 2012

The University Of Toledo
COLLEGE OF
GRADUATE STUDIES
Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
Code:	CM
Date Received:	/ / (mm/dd/yyyy)
Date Effective:	/ / (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

College: Judith Herb College of Education, Health Science and Human Service	Dept: School Psychology, Legal Specialties and Counselor Education
Contact Person: Martin Ritchie	Phone: 4775
Email: martin.ritchie@utoledo.edu	

PRESENT	PROPOSED
Course Alpha/Numeric: COUN 7520	Course Alpha/Numeric: COUN 7520
Course Title: Education and Leadership in Mental Health Professions	Course Title: Education and Leadership in Mental Health Professions
Credit Hours: 3	Credit Hours: 4
Cross Listings:	Cross Listings:
Prerequisites:	Prerequisites:
Catalog Description:	Catalog Description:
UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture	UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture
TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics

Reason for Change: See below
Has course content changed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, give a brief topical outline of the revised course: Adding course content on training for crises, disasters, and other trauma causing events and professional advocacy as required with new

accreditation standards
NOTE: Please attach a copy of the syllabus or course outline.
Has the course changed from a non-core curriculum course to a core curriculum course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
List any course or courses to be dropped:

APPROVAL:

	Signature	Date
Department Curriculum Authority:		01/12/2012
Department Chairperson:		1-12-12
College Curriculum Authority:		02/15/12 2-13-12
College Dean:		2-16-12

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
UUCG or Graduate Council Curriculum Chair:		3-20-2012
Faculty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

The University of Toledo
Judith Herb College of Education, Health Science and Human Service
Department of School Psychology, Legal Specialties and Counselor Education

COUN: 7520 Educational Leadership in Mental Health Professions Spring 2013

Semester Credit Hours 4

Instructor Contact Information

Name: Martin Ritchie

Phone: 419-530-4775

Office: HH3100B

Email: Martin.Ritchie@utoledo.edu

Office Hours: M,W 9:00-11:00 a.m.

Fax: 419- 530-7879

T, Th 1:00-3:30 And by appointment

Website: <http://www.utoledo.edu/hshs/cesp/>

Instructor Credentials

Licensed Professional Counselor with Supervisory Endorsement (OH #C951)

Course Description

To prepare students for success in their doctoral program and induct them into the counselor education profession. To prepare students for roles and responsibilities as counselor educators and leaders in their field. To gain an understanding of professional heritage, curricular issues, professional and ethical issues, advocacy, current status, and future trends in counselor education.

Content Areas

This course is designed to meet some of the 2009 standards of the Council for Accreditation of Counseling and Related Educational Programs. Specifically, this course addresses Doctoral Standards:

Section IV. Doctoral Learning Outcomes

TEACHING

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.
2. Knows instructional theory and methods relevant to counselor education.
3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices

1. Develops and demonstrates a personal philosophy of teaching and learning.
2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

RESEARCH AND SCHOLARSHIP

F. Skills and Practices

4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

LEADERSHIP AND ADVOCACY

I. Knowledge

1. Understands theories and skills of leadership.
2. Understands advocacy models.
3. Identifies current multicultural issues as they relate to social change theories.
4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

J. Skills and Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
2. Demonstrates the ability to advocate for the profession and its clientele.

SLOs Addressed	TEACHING C. 1. Understands the major roles, responsibilities, and activities of counselor educators.
Assignments	<p>Interview a counselor educator from another CACREP-accredited Counselor Educator Program. Write up your interview addressing each of the following:</p> <ul style="list-style-type: none"> • Name of Counselor Educator (CE), Institution, Program • Educational background CE. How many years as CE? • Counseling background of CE • What do they consider their major roles, responsibilities, and activities as a CE, specifically in the areas of teaching and advising, research and publication, and service to university, profession and community? • What do they find most challenging and most rewarding in each of the above areas? • What advice do they give a new CE? <p>Group project: Using the individual CE interviews make a composite list of roles, responsibilities, and activities in the areas of teaching and advising, research and publication, and service to university, profession and community.</p>
Method of Assessment	The instructor grades written assignments and presentations.
Assessment Rubric	Met or Not Met
SLOs Addressed	TEACHING C. 2. Knows instructional theory and methods relevant to counselor education.
Assignments	Write a 3-5 page paper detailing your pedagogical philosophy for instructing counseling students (master's and doctoral). Discuss instructional methods particularly relevant for this population. Cite literature for support.
Method of Assessment	The instructor grades written assignments.
Assessment Rubric	<p>Inadequate Inappropriate philosophy or methods and/or inadequate support from literature.</p> <p>Adequate Describes pedagogical philosophy and some methods with some citations.</p> <p>Excellent Describes coherent, age-relevant philosophy, specific instructional methods for counseling students with appropriate support from the literature.</p>
SLOs Addressed	TEACHING C. 3 Understands ethical, legal, and multicultural issues associated with counselor preparation training.
Assignments	Group project. Prepare a PowerPoint© presentation that identifies ethical, legal, and multicultural issues associated with counselor preparation training.

	Suggest ways to deal with each issue identified. Identify multicultural issues as they relate to social change theories. Cite ethical codes and other sources as appropriate.
Method of Assessment	The instructor grades presentation.
Assessment Rubric	<p>Inadequate Fails to identify key ethical, legal, and multicultural issues and/or fails to suggest ways to deal with each issue. Fails to tie multicultural issues to social change theory. Support from ethical codes and literature inadequate.</p> <p>Adequate Identifies some ethical, legal, and multicultural issues and suggests ways to deal with each issue. Some support from ethical codes and literature</p> <p>Excellent Identifies multiple ethical, legal, and multicultural issues and suggests ways to deal with each issue. Relates multicultural issues to social change theory. Support from ethical codes and literature.</p>
SLOs Addressed	TEACHING D. 1 Develops and demonstrates a personal philosophy of teaching and learning.
Assignments	Design and teach a module on one of the course topics listed in the schedule of topics. The presentation should last no more than one hour and 15 minutes. Lecture, group activities, discussion, and other teaching strategies may be utilized. Submit a lesson plan that includes a paragraph describing how this lesson will demonstrate your philosophy of teaching and learning. Provide a list of references and/or resources on your topic to the class. Evaluate student learning outcomes from your lesson. Evaluation will be based on the (a) organization and delivery of presentation, (b) materials presented before and during the presentation, (c) ability to involve class in discussion/activities (d) consistency of lesson and teaching philosophy (e) appropriate evaluation methods
Method of Assessment	The instructor grades written assignments.
Assessment Rubric	<p>Inadequate Meets less than 3 of criteria</p> <p>Adequate Meets 3 of the five criteria</p> <p>Excellent Meets all 5 criteria (a-e)</p>
SLOs Addressed	TEACHING D. 2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
Assignments	<p>Design a syllabus for a graduate course in counselor education. The syllabus must include purpose, learning objectives, requirements and grading scale, methods and criteria to demonstrate student learning outcomes, class policies, textbooks and/or readings, and schedule of topics.</p> <p>Design and teach a module on one of the course topics listed in the schedule of topics. The presentation should last no more than one hour and 15 minutes.</p>

	Lecture, group activities, discussion, and other teaching strategies may be utilized. Submit a lesson plan that includes a paragraph describing how this lesson will demonstrate your philosophy of teaching and learning. Provide a list of references and/or resources on your topic to the class. Evaluate student learning outcomes from your lesson. Evaluation will be based on the (a) organization and delivery of presentation, (b) materials presented before and during the presentation, (c) ability to involve class in discussion/activities (d) consistency of lesson and teaching philosophy (e) appropriate evaluation methods.
Method of Assessment	The instructor grades written assignments.
Assessment Rubric	<p>Inadequate Syllabus is missing many elements or has inappropriate expectations.</p> <p>Adequate Syllabus has most elements and has mostly appropriate expectations</p> <p>Excellent Syllabus has all 9 elements and has appropriate expectations</p> <p>Teaching Module</p> <p>Inadequate Meets less than 3 of criteria</p> <p>Adequate Meets 3 of the five criteria</p> <p>Excellent Meets all 5 criteria (a-e)</p>
SLOs Addressed	TEACHING D. 3 Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.
Assignments	Write a 3-5 page paper that addresses how to assess the needs of counselors in training. Pick one of the 8 CACREP Core Curricular Standards (Section II G. 1-8) and describe how you could assess their needs and what techniques you would use to help them develop competency in this area.
Method of Assessment	The instructor grades written assignments.
Assessment Rubric	<p>Inadequate Inappropriate assessment of needs and techniques. Fails to address all of Standards.</p> <p>Adequate Mostly appropriate assessment of needs and techniques. Addresses most of Standards.</p> <p>Excellent Appropriate assessment of needs and techniques. Addresses all of Standards.</p>
SLOs Addressed	RESEARCH AND SCHOLARSHIP F. 4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
Assignments	Write and submit a proposal for a one-hour presentation or workshop to be

	conducted at a meeting of a state, regional, or national professional organization. This assignment can be done cooperatively with other class members (all students will earn same grade). The "Call for Proposals" should be attached.
Method of Assessment	Instructor receives copy of proposal.
Assessment Rubric	Met or Not Met
SLOs Addressed	LEADERSHIP AND ADVOCACY I. 1. Understands theories and skills of leadership.
Assignments	Write a 3-5 page paper describing your leadership style referencing theories and skills of leadership. Describe how you can use your leadership skills to advocate for the profession and for counseling clientele. Describe how you can use your leadership to respond to community, national, and international crises and disasters.
Method of Assessment	The instructor grades written assignments.
Assessment Rubric	Inadequate Fails to adequately describe leadership style and fails to address all aspects of advocacy. Insufficient referencing. Adequate Describes leadership style and advocacy of some of the areas with appropriate references. Excellent Clear description of leadership style and advocacy for profession and clientele and response to crises and disasters. Appropriately referenced.
SLOs Addressed	LEADERSHIP AND ADVOCACY I. 2. Understands advocacy models.
Assignments	Write a 3-5 page paper describing your leadership style referencing theories and skills of leadership. Describe how you can use your leadership skills to advocate for the profession and for counseling clientele. Describe how you can use your leadership to respond to community, national, and international crises and disasters.
Method of Assessment	The instructor grades written assignments.
Assessment Rubric	Inadequate Fails to adequately describe leadership style and fails to address all aspects of advocacy. Insufficient referencing. Adequate Describes leadership style and advocacy of some of the areas with appropriate references. Excellent Clear description of leadership style and advocacy for profession and clientele and response to crises and disasters. Appropriately referenced.
SLOs	LEADERSHIP AND ADVOCACY I. 3. Identifies current multicultural

Addressed	issues as they relate to social change theories.
Assignments	Group project. Prepare a PowerPoint© presentation that identifies ethical, legal, and multicultural issues associated with counselor preparation training. Suggest ways to deal with each issue identified. Identify multicultural issues as they relate to social change theories. Cite ethical codes and other sources as appropriate.
Method of Assessment	The instructor grades written assignments.
Assessment Rubric	<p>Inadequate Fails to identify key ethical, legal, and multicultural issues and/or fails to suggest ways to deal with each issue. Fails to tie multicultural issues to social change theory. Support from ethical codes and literature inadequate.</p> <p>Adequate Identifies some ethical, legal, and multicultural issues and suggests ways to deal with each issue. Some support from ethical codes and literature</p> <p>Excellent Identifies multiple ethical, legal, and multicultural issues and suggests ways to deal with each issue. Relates multicultural issues to social change theory. Support from ethical codes and literature.</p>
SLOs Addressed	LEADERSHIP AND ADVOCACY I. 4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters
Assignments	Write a 3-5 page paper describing your leadership style referencing theories and skills of leadership. Describe how you can use your leadership skills to advocate for the profession and for counseling clientele. Describe how you can use your leadership to respond to community, national, and international crises and disasters.
Method of Assessment	The instructor grades written assignments.
Assessment Rubric	<p>Inadequate Fails to adequately describe leadership style and fails to address all aspects of advocacy. Insufficient referencing.</p> <p>Adequate Describes leadership style and advocacy of some of the areas with appropriate references.</p> <p>Excellent Clear description of leadership style and advocacy for profession and clientele and response to crises and disasters. Appropriately referenced.</p>
SLOs Addressed	LEADERSHIP AND ADVOCACY I. 5 Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
Assignments	Make a presentation or write a political leader advocating for the counseling profession and/or counseling clientele.
Method of Assessment	The instructor grades written assignments or presentation.
Assessment	Met or Not Met

Rubric	
SLOs Addressed	LEADERSHIP AND ADVOCACY J. 1 Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
Assignments	Write and submit a proposal for a one-hour presentation or workshop to be conducted at a meeting of a state, regional, or national professional organization. This assignment can be done cooperatively with other class members (all students will earn same grade). The "Call for Proposals" should be attached. Serve as an officer, board member, committee chair, or committee member of a professional counseling organization or counseling program as part of the Doctoral Residency Requirement.
Method of Assessment	Instructor receives copy of proposal. The student's Doctoral Program Committee oversees compliance of volunteering for committee.
Assessment Rubric	Met or Not Met
SLOs Addressed	LEADERSHIP AND ADVOCACY J. 2 Demonstrates the ability to advocate for the profession and its clientele.
Assignments	Make a presentation or write a political leader advocating for the counseling profession and/or counseling clientele.
Method of Assessment	The instructor verifies completion.
Assessment Rubric	Met or Not Met

Methods of Instructions

This class is taught on campus and consists of lectures, discussion, presentations, and role-plays. The class is Web Assisted and all materials are posted on the class website. All assignments are submitted on the class website.

Requirements:

1. Regular class attendance and participation in assigned activities. Excused absences should be reported to the instructor ahead of time in person or by phone or email in accordance with The University of Toledo Missed Class Policy. You are responsible for all materials covered in classes missed. Missing a class or being late for class may result in a penalty of 5% per class. No points, expected of everyone.
2. Interview a counselor educator from another CACREP-accredited Counselor Educator Program. Write up your interview addressing each of the following:
 - Name of Counselor Educator (CE), Institution, Program
 - Educational background CE. How many years as CE?

- Counseling background of CE
 - What do they consider their major roles, responsibilities, and activities as a CE, specifically in the areas of teaching and advising, research and publication, and service to university, profession and community?
 - What do they find most challenging and most rewarding in each of the above areas?
 - What advice do they give a new CE? 10 points
3. Group project: Using the individual CE interviews make a composite list of roles, responsibilities, and activities in the areas of teaching and advising, research and publication, advocacy and service to university, profession and community. 5 points
 4. Design and teach a module on one of the course topics listed in the schedule of topics. The presentation should last no more than one hour and 15 minutes. Lecture, group activities, discussion, and other teaching strategies may be utilized. Submit a lesson plan that includes a paragraph describing how this lesson will demonstrate your philosophy of teaching and learning. Provide a list of references and/or resources on your topic to the class. Evaluate student learning outcomes from your lesson. Evaluation will be based on the (a) organization and delivery of presentation, (b) materials presented before and during the presentation, (c) ability to involve class in discussion/activities (d) consistency of lesson and teaching philosophy (e) appropriate evaluation methods. 20 points
 5. Design a syllabus for a graduate course in counselor education. The syllabus must include purpose, learning objectives, requirements and grading scale, methods and criteria to demonstrate student learning outcomes, class policies, textbooks and/or readings, and schedule of topics. 10 points
 6. Write a 3-5 page paper detailing your pedagogical philosophy for instructing counseling students (master's and doctoral). Discuss how to assess the needs of counselors in training and how to develop techniques to help them develop into competent counselors. Cite literature for support. 10 points
 7. Group project. Prepare a PowerPoint© presentation that identifies ethical, legal, and multicultural issues associated with counselor preparation training. Suggest ways to deal with each issue identified. Identify multicultural issues as they relate to social change theories. Cite ethical codes and other sources as appropriate. 10 points
 8. Write a 3-5 page paper that addresses how to assess the needs of counselors in training. Pick one of the 8 CACREP Core Curricular Standards (Section II G. 1-8) and describe how you could assess their needs and what techniques you would use to help them develop competency in this area. 10 points
 9. Write and submit a proposal for a one-hour presentation or workshop to be conducted at a meeting of a state, regional, or national professional organization. This assignment can be done cooperatively with other class members (all students will earn same grade). The "Call for Proposals" should be attached. 10 points
 10. Write a 3-5 page paper describing your leadership style referencing theories and skills of leadership. Describe how you can use your leadership skills to advocate for the profession and for counseling clientele. Describe how you can use your leadership to respond to community, national, and international crises and disasters. 10 points
 11. Make a presentation or write a political leader advocating for the counseling profession and/or counseling clientele. 5 points
 12. Serve as an officer, board member, committee chair, or committee member of a professional counseling organization or counseling program (this can be done as part of your Doctoral Residency but you should apply for membership this semester). No points, expected.
 13. Submit a curriculum vita and letter of application for an advertised position. The vita should include educational experiences, work experiences, evidence of professional development

activities, research, publications, presentations, attendance at workshops and conferences, service to the community and the profession. No points, expected.

Required Texts

Northouse, P. G. (2010). *Leadership: Theory and practice*, 5th ed. Thousand Oaks, CA: Sage. ISBN 978-1-4129-7488-2

West, J, Osborn, C., & Bubenzer, D. (2003). *Leaders and legacies: Contributions to the profession of counseling*. New York: Brunner-Routledge. ISBN 1-58391-089-1

CLASS POLICIES

Grading Procedures/Methods of Evaluation:

Students submit assignments to the class website each week. They are graded and the grades are posted on the website. There are grading rubrics for each assignment. The assignments are detailed under requirements below.

Grading Scale

A	96-100	C	70-72
A-	91-95	C-	67-69
B+	86-90	D+	63-66
B	81-85	D	60-62
B-	77-80	D-	57-59
C+	73-76	F	56 or less

Policy Statement on Academic Dishonesty: Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;

- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g., the use of calculator, computer, text materials, etc.). Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:

- The student may be assigned an F for the work in question.
- The student may be assigned an F for the course. In this case the instructor should inform the Dean and the student of this action. The Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
- The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the respective colleges. The procedures for making a final appeal to the Student Grievance Committee may be found in the Student Handbook.

Electronic Devices: Students have the instructor's permission to record lectures as long as this can be done unobtrusively. Ringing and beeping pagers and cell phones are disruptive to the classroom learning environment. As a courtesy to others, I expect students will turn off audible signals for these devices while attending class.

Laptop Computers, PDAs, Smart Phones, Etc.: Students may use laptop computers to take

notes in class, when appropriate. The instructor considers it disrespectful, however, when students use laptops, PDAs, and/or cell phones to check email, surf websites, or send/receive text messages during class time. Any student who experiences the need to surf the web, text, or email during class time should leave class until such time as the student is able to fully participate in and contribute to the learning process. Students in violation of this policy will be asked to leave class to tend to their business. "Ability to return" will be determined by conference between the student and the instructor.

Confidentiality: Given the nature of counselor education, there will be the need to use examples or demonstrations during the course of instruction. Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. In addition, test security will be honored since there will be demonstrations of actual instruments.

Drop/Withdrawal: Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Special Needs: Students who require individualized arrangements for taking tests, taking notes, completing assignments, or any other aspect of the class should discuss these needs with the instructor. Every effort will be made to make reasonable accommodations to facilitate student learning and performance in the course.

Email: The University of Toledo issues each student an official UT email address. This email address usually takes the form of `firstname.lastname@rockets.utoledo.edu`. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Weather: In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research. It is also the University's policy that the hospital never closes.

Student Evaluations: At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program

improvement. You are strongly encouraged to complete a course evaluation.

Course Changes: The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

ADA Compliance: The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 (“the Rehabilitation Act”) and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03