The University Of Toledo

New Course Proposal

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

College: JHCOE

Contact Person: Laurie Dinnebeil

Email: laurie.dinnebeil@utoledo.edu

Dept: ECPSE

Phone: x4118

Alpha/Numeric Code (Subject area-number): CIEC 7630
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 III: Evidence-Based Practice and Innovation in Teaming

Proposed effective term: 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 - 5630
b. -
c. -

Approval of other academic unit (signature):

Name and title: Seminar III: Evidence-Based Practice and Innovation in 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.
<table>
<thead>
<tr>
<th>Credit hours:</th>
<th>Fixed: x</th>
<th>or</th>
<th>Variable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Mode:</td>
<td>Primary</td>
<td>Secondary</td>
<td>Tertiary</td>
</tr>
<tr>
<td>Activity Type:</td>
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<td>Computer</td>
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<tr>
<td>Minimum Credit Hours:</td>
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<td>Maximum Credit Hours:</td>
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<tr>
<td>Weekly Contact Hours:</td>
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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

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<td>Normal Grading (A-F, PS/NC, PR, 1)</td>
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<td>Credit/No Credit</td>
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Prerequisites (must be taken before):

a. CIEC - 7620  

b. -  

c. -

[ ] PIN (Permission From Instructor)  [ ] PDP (Permission From Department)

Co-requisites (must be taken together):

a. CIEC - 7640  

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  

a. -  

b. -  

c. -  

d. -
Catalog Description (30 words Maximum):

Issues related to principles of ethical practice, professional identity and advocacy. Ways in which technology can promote effective teaming practices with other professionals as well as with family members.

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 third of three required seminars. It focuses on principles of evidence-based practices in interprofessional teaming as well as using technology innovations to support interprofessional teaming. It is taken in conjunction with CIEC 5/7640: Practicum in Interprofessional Teaming. 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 who meets the prerequisites.

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:

<table>
<thead>
<tr>
<th>Department Curriculum Authority:</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Edward J. Cosmo</td>
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<table>
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<th>Department Chairperson:</th>
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<td></td>
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<th>College Dean:</th>
<th>Signature</th>
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<td></td>
<td>12/8/14</td>
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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.
<table>
<thead>
<tr>
<th>Faculty Senate Undergrad. Curriculum Comm.</th>
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<tbody>
<tr>
<td>Faculty Senate Core Curriculum Comm.</td>
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<tr>
<td>Graduate Council</td>
<td>ROOF 4-25-15 GC 4-7-2015</td>
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<tr>
<td>Office of the Provost</td>
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<td>Registrar's Office</td>
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Dean of Graduate Studies 4-28-2015
University of Toledo

CIEC 5/7630: Evidence-Based Practice and Innovation in Teaming

Seminar III

1 credit hour

Syllabus

Instructor:

Contact Information:

Office Hours:

Prerequisite: Successful completion (grade of B or higher) of CIEC 5/7620: Leadership and Advocacy in Interprofessional Teaming.

Co-requisite: CIEC 6940: Practicum in Interprofessional Teaming

Seminar Description: This is the final seminar needed to complete the certificate for Interprofessional Teaming. This seminar is completed at the same time that the student completes the practicum required for the Graduate Certificate in Teaming in Early Childhood (GCTEC). The purpose of this seminar is to provide an opportunity for students to reflect on their practicum experiences as well as examine issues related to principles of ethical practice, professional identity and advocacy to promote the well-being of young children with special needs and their families. Students will also explore ways in which technology can promote effective teaming practices with other professionals as well as with family members.

Required Text:


Seminar Objectives:

1. Students will identify, analyze, and apply evidence from across disciplines relating to professional practice with children with special needs.
2. Students will demonstrate a commitment to their own continuous learning through the development, implementation and evaluation of a personal learning plan associated with a topic of interest to them that is relevant to inter-professional teaming.
3. Students will explore the use of a technology that is new to them that can be useful to support their involvement in inter-professional teaming.
4. Students will demonstrate the ability to work collaboratively with others in ways that mirror effective interprofessional skills.
5. Students will demonstrate the ability to provide effective feedback to other group members.
6. Students will analyze the degree to which their behavior and actions that occur within the context of the practicum are consistent with their discipline’s ethical code of conduct.

Seminar Assignments:

1. As a collaborative team, complete a case study that focuses on a young child with special needs with whom you are working as part of your practicum.
2. As a collaborative team, set “ground rules” for your work together. Your ground rules should reflect knowledge of competencies related to effective collaboration as well as the problem-solving process you will use to complete your case study. Due dates for your team’s ground rules will be posted on the course website.
3. Once you have completed your case study, provide written feedback to each of your team members on their abilities to work together collaboratively. Your feedback can reflect each team members’ adherence to the team’s ground rules and the problem-solving process you employed. Your feedback should be specific, descriptive and instructive.
4. Finalize documentation of your obtainment of all certificate competencies in a professional portfolio for presentation.
5. Conduct a cross-disciplinary review and critical analysis of the literature that relates to the practicum case study. Draw application to practice from the findings.
6. Develop, implement and evaluate a personal learning plan that focuses on a topic affiliated with inter-professional teaming. Your personal learning plan should include information about what you are interested in learning about, why you are interested in learning about that topic, how you plan to learn about it and outcome measures you will use to judge the degree to which your plan was successful. A protocol for developing your personal learning plan is available on the course website.
7. Learn about a new technology that can help you to be a more effective team member and share what you’ve learned in a demonstration of the technology to others enrolled in the seminar. Provide written information to share with other students so that they can benefit from what you’ve learned.
8. Students who are registered for this seminar at the 7630 level must also demonstrate their understanding of an advanced topic related to interprofessional, by developing a
scholarly project or product that is approved by the course instructor. For example, students may elect to develop, implement, and evaluate a workshop or inservice session related to teaming, they may design a new technology or a new way to use an existing technology to facilitate teaming or they may develop, hold, and evaluate a community event.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Case Study</td>
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<tr>
<td>Portfolio</td>
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<tr>
<td>Literature review</td>
<td>25 points</td>
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<tr>
<td>Personal learning plan &amp; evaluation</td>
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<tr>
<td>Presentation on new technology</td>
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<td>Total</td>
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<tr>
<td>Advanced practice assignment</td>
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**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.

<table>
<thead>
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<th>Grade</th>
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<td>90-94</td>
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<td>88-89</td>
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<td>B</td>
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<td>C</td>
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<tr>
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<tr>
<td>D+</td>
<td>69-66</td>
</tr>
<tr>
<td>D-</td>
<td>65-60</td>
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<tr>
<td>F</td>
<td>below 65</td>
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**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 seminar requirements
- Reflect on the success of the practicum to date and discuss portfolio format
- Discuss technology
- Characteristics of effective feedback
- Ethics in practice
Meeting 2:

- Reflect on the success of the practicum to date
- Report on progress towards developing, implementing and evaluating personal learning plans
- Identify possible new technologies that students could explore within the context of their practicum

Meeting 3:

- Present student portfolios to GCTEC faculty
- Evaluate the success of the practicum
- Report on students’ explorations with new technology

In addition to face-to-face meetings, students will also participate in three threaded discussions related to Part 5 (Chapters 13-15 of the text). 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.