The University Of Toledo

New Course Proposal

<table>
<thead>
<tr>
<th>Administrative Use Only (rev. 9/2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
</tr>
<tr>
<td>Approved (senate or grad council)</td>
</tr>
<tr>
<td>Effective Date:  / / (mm/dd/yyyy)</td>
</tr>
<tr>
<td>CIP Code:</td>
</tr>
<tr>
<td>Sub:</td>
</tr>
<tr>
<td>Prog:</td>
</tr>
<tr>
<td>Level:</td>
</tr>
</tbody>
</table>

**Level (check one):**  
- [ ] Undergraduate  
- [x] Graduate

**Will this course impact program requirements?**  
- [ ] Yes  
- [x] 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:** JH College of Education  
**Dept:** Educational Foundations and Leadership

**Contact Person:** Lisa Kovach  
**Phone:** 419-530-2048

**Email:** lisa.kovach@utoledo.edu

**Alpha/Numeric Code (Subject area-number):** EDP – 6120

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:** School Violence Theory, Prevention, and Intervention  
**Proposed effective term:** Spring 2014

**Planned enrollment per section:** 20  
**Per term:** 20

**Is the course cross-listed with another academic unit?**  
- [ ] Yes  
- [x] No

**Is the course offered at more than one level?**  
- [x] 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.  
b.  
c.

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

**Name and title:** EDP – 8120: School Violence Theory, Prevention, and Intervention

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: 3</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>
<td>Seminar</td>
<td>Select One</td>
<td>Select One</td>
</tr>
<tr>
<td>Minimum Credit Hours:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Credit Hours:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Contact Hours:</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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: 3

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
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<tbody>
<tr>
<td>☐ Normal Grading (A-F, PS/NC. PR, 1)</td>
<td></td>
<td>☑ Normal Grading (A-F, PS/NC. PR, 1)</td>
</tr>
<tr>
<td>☐ Passing Grade/No Credit (A-C, NC)</td>
<td></td>
<td>☐ Grades Only (A-F)</td>
</tr>
<tr>
<td>☐ Credit/No Credit</td>
<td></td>
<td>☐ Satisfactory/Unsatisfactory (G only)</td>
</tr>
<tr>
<td>☐ Grade Only (A-F, PR, I)</td>
<td></td>
<td>☐ Audit Only</td>
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<td></td>
<td>☐ No Grade</td>
</tr>
<tr>
<td>☐ No Grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

a.  -  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?

<table>
<thead>
<tr>
<th>Course to be removed from inventory</th>
<th>Final Term to be offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.  -</td>
<td>(YYYYT, i.e. use 20064 for Fall'06)</td>
</tr>
<tr>
<td>b.  -</td>
<td></td>
</tr>
<tr>
<td>c.  -</td>
<td></td>
</tr>
<tr>
<td>d.  -</td>
<td></td>
</tr>
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</table>
Catalog Description (30 words Maximum):

The seminar focuses on the assessment, management, and prevention of school violence. The role of nature and nurture will be explored, as will society’s role (e.g., teachers, school administrators) in assessment, prevention, and intervention. The forms of violence to be addressed are child abuse, gang activity, bullying, harassment, and targeted violence.

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 course has been successfully taught twice in the course shell of EDP 6190/8190: Seminar in Educational Psychology and is now required to be formally approved as a course in its own right.

The course fits the JH College of Education and departmental demands in the following program areas:

Doctoral Programs:
- Foundations of Education
- Foundations of Education: Philosophy of Education
- Foundations of Education: Educational Sociology
- Foundations of Education: History of Education
- Foundations of Education: Educational Psychology
- Higher Education
- Elementary Education
- Secondary Education
- Special Education

Education Specialist Degree Program:
- Education Specialist in Curriculum and Instruction

Master Programs:
- Master of Educational Psychology
- Master of Theory and Social Foundations
- Master of Higher Education
- Master of Education in Secondary Education
- Master of Education in Middle Grade
- Master of Education in Arts and Education

Graduate Certificate Program (in approval process):
- Graduate Certificate in Pedagogy of Peace

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).

There are no courses that offer a wholistic approach to predicting, preventing, and intervening in school violence.
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3/24/13</td>
</tr>
<tr>
<td>Department Chairperson:</td>
<td>William M. Shay</td>
<td>7/13-MAP-20</td>
</tr>
<tr>
<td>College Curriculum Authority:</td>
<td></td>
<td>1/1/13</td>
</tr>
<tr>
<td>College Dean:</td>
<td></td>
<td>4/1/13</td>
</tr>
</tbody>
</table>

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>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4-16-2013</td>
</tr>
<tr>
<td>Faculty Senate Core Curriculum Comm. :</td>
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<td></td>
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<tr>
<td>Graduate Council :</td>
<td></td>
<td>4-16-2013</td>
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<tr>
<td>Office of the Provost:</td>
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<tr>
<td>Registrar's Office:</td>
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</table>
Catalog Description of a Graduate Seminar:
The seminar focuses on the assessment, management, and prevention of school violence. The role of nature and nurture will be explored, as will society's role (e.g., teachers, school administrators) in assessment, prevention and intervention. The forms of violence to be addressed are child abuse, gang activity, bullying, harassment, and targeted violence.

Course Requirements

Required Materials:


Anti-Bullying and Cell Phone Policy

Anti-Bullying Policy
Every University of Toledo student deserves to enjoy our school equally, and feel safe, secure and accepted. It is my goal to promote an inclusive, accepting environment in this course. Consequently, any form of bullying will not be tolerated. Bullying is defined as intentionally persistent, hostile behavior that is aimed at harming another individual. Bullying can take many forms including verbal (e.g., name-calling, insults), physical (e.g., pushing, shoving), and relational (e.g., eye rolling when a classmate enters the room, mimicking a classmate, ostracizing or attempting to get others to consistently ignore a classmate). Bullying can also be cyber in nature; specifically, repetitively rude text messages or comments on Facebook statuses or photos.

Please be it known that any form of bullying will not be tolerated. If you experience bullying, or are a witness to a bullying incident in this classroom or anywhere on campus, please feel free to approach me and I will take appropriate action. If you are uncomfortable reporting it to me, please visit The University of Toledo’s Anti-Bullying Task Force link at www.utoledo.edu/tlc/bully and complete The Anonymous Reporting Tool.

Cell Phone Policy
The University of Toledo notifies its students of all emergencies via the UT Alert System. In the event of an on campus emergency, students are notified via text message. As a result, it is my policy to allow cell phones in my
class. Please put your phone on vibrate upon entering the classroom and make every attempt to leave your phone untouched unless there is an emergency. If you must take a call, I ask that you exit the room to do so.

If you haven't signed up for UT Alert, click on the UT Alert icon on the MyUT Webpage.

Assignments

Classroom Participation
Each student is required to read all assigned materials. A percentage of your course grade will reflect participation in class discussions. Consequently, please complete the reading assignments prior to attending each class.

Chapter Summaries
You will complete a summary of the assigned chapters prior to coming to class. Each assignment will be turned in at the end of the class period. Each assignment will include key concepts, relevant questions, and a case/personal example that relates to the reading. Each summary should be 3 - 5 pages in length.

Student-Led Discussions
Each student will sign up for at least one topic for which s/he will serve as the discussion leader. On your assigned date(s), you are to briefly summarize the assigned chapter(s) and to elaborate on the subject matter. The discussion leader is also permitted to assign an additional article (written within the last 10 years) as long as s/he provides the article to classmates the week prior to his/her discussion date.

Discussion leaders are required to provide others with a chapter summary, elaborate on the chapter, and develop a group activity. A key component to the discussion is to ensure that all students are afforded the opportunity to participate.

Best Practice in Prevention and Intervention Presentation: Doctoral students are required to select a particular type of violence (e.g., bullying, gang violence, school shooting, suicide, child abuse) and write a paper that defines the issue and describes best practice in prevention and intervention. The paper should be written in APA format and is to be approximately 10 double-spaced pages. You will NOT be penalized if the document exceeds 10 pages.

Doctoral students will also present to the class a summary of his/her paper in effort to share with others best practice in the chosen area.

GRADING

Masters Level
Course grades will reflect the level of your contribution to class discussions as well as the quality of your student-led discussion.

A. Reading assigned reading materials

B. Class discussion and chapter summaries (20 summaries/discussions x 4 points) 80

C. Discussion Leader (1 x paper 10 points; 1 x presentation 10 points) 20

Total Points 100
Doctoral Level
Course grades will reflect the level of your contribution to class discussions, the quality of your student-led discussion as well as the quality of your final paper.

A. Reading assigned reading materials

B. Class discussion and chapter summaries (20 summaries/discussions x 2 points) 40

C. Discussion Leader (1 x paper 20 points; 1 x presentation 10 points) 30
   "The instructor will lead any discussion not selected by a student. By extension, there may be more discussion dates than students. If that is the case, students will not lead 2 discussions. This will allow point values to remain as specified above.

D. Final paper (1 x paper 30 points) 30
   The final paper will be graded based on the quality of the document with regard to:
   1) Accurate description of selected topic;
   2) Thorough review of current practices in prevention and intervention;
   3) Logical argument as to why the particular practice chosen by the student was identified as "best practice;"
   It is expected that Doctoral students use primary sources of research from educational and/or psychology journals. Further, the paper will need to be written using current APA Guidelines.

Total Points 100

Letter Grades
A student can earn as many as 100 points. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 77</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>68 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 67</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>50 or below</td>
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</tbody>
</table>

Tentative Course Outline

Jan 12* Course Overview and Introductions
*Murray Thomas, Chapter 1: Varieties of School Violence
*Lebrun, Chapter 1: Looking at the Problem of School Violence
   Chapter 2: Statistics of School Violence Past and Present
   Discussion Leader: Dr. Lisa Kovach

Jan 19* Weapons, the Ineffectiveness of Zero Tolerance, and ALICE Training
*Murray Thomas, Chapter 2: Deadly Weapons
Discussion Leader #1: ____________________________
Guest Presentation: Sergeant Douglas J. Perry, UTPD
Jan 26*  Threats of Violence: How Do We Know What Is Real?  
Murray Thomas, Chapter 3: Threats of Violence  
Lebrun, Chapter 3: Profile of a School Shooter  
Lebrun, Chapter 6: Suicide: I Kill, Then I Die  
Discussion Leader: ____________________________

Feb 2nd  The Downside to Authoritarian and Permissive Parenting  
Murray Thomas, Chapter 5: Child Abuse and Neglect  
Murray Thomas, Chapter 6: Sexual Abuse  
Discussion Leader #1: Dr. Lisa Kovach  
Discussion Leader #2: ____________________________

Feb 9th  Examination One

Feb 16th  When Criminal Activity Runs in the Family  
Lebrun, Chapter 5: Family Violence: The Seeds are Planted Early  
Discussion Leader: ____________________________

Feb 23rd  What is Bullying?  
Lebrun, Chapter 4: Bullying and Cyberspace  
Pescara-Kovach, Chapter 3: Rejection and Internalizing Disorders  
Chapter 4: When Physical and Verbal Bullying Ends In Tragedy...  
Chapter 5: When Relational Bullying Ends in Tragedy...  
Chapter 6: Brandon’s Story: In the Words of His Mother...  
Discussion Leader: Dr. Lisa Kovach

March 1st  Best Practice in Bullying Prevention  
Murray Thomas, Chapter 7: Bullying and Hazing  
Guest Presentation: Dr. Neil Rochotte, Washington Local School District

March 8th  No Class - Spring Break

March 15th  Recap and Examination Two

March 22nd  Handling Disruptive Students  
Lebrun, Chapter 10: Crisis and Corrective Teaching for Troubled Youth  
Murray Thomas: Chapter 10: Disruptive Behavior  
Discussion Leader: ____________________________

March 29th  Physical Altercations and Gang Violence  
Lebrun, Chapter 13: Gangs: The Families of Crime  
Discussion Leader: ____________________________

April 5th  Lebrun, Chapter 7: School Crisis Prevention and Intervention  
Chapter 8: Postvention: Supporting the School Community...

April 12th  Doctoral Presentation #1

April 19th  Doctoral Presentation #2
April 26th  Doctoral Presentation #3

May 3rd  Final Examination

Academic Accommodations
The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Accessibility (Rocket Hall 1820; 419-530-4981; officeofaccessibility@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations.

I also encourage students with disabilities receiving accommodations through the Office of Accessibility to discuss these with me, after class or during my office hours, so that I may be better informed on how to assist you during the semester.

University Policy on Academic Dishonesty
Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and the 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:

1) Plagiarism or representing the words, ideas or information of another person as one’s own and not offering proper documentation;

2) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;

3) Submitting the same written work to fulfill the requirements for more than one course.

Should academic dishonesty occur:
1. You may be assigned an F for the work in question.

2. You may be assigned an F for the course. In this case I will inform the Dean and the student of this action. The Dean will make sure the student receives the F grade and is not permitted to withdraw from the course.

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