The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: College of Health Sciences

Department*: Rehabilitation Sciences

2. Contact Person*: Alexia E. Metz

Phone: 630-6692 (xxx - xxxx) Email: alexia.metz@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: OCCT 7620

4. Proposed title*: Leadership and Advocacy

Proposed effective term*: 2015 Fall (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit? 

   Approval of other academic unit (signature and title) 

   Is the course offered at more than one level? 

   If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*: Fixed: ___ or Variable: ___ to ___

7. Delivery Mode:

   a. Activity Type *

   b. Minimum Credit Hours *

   Maximum Credit Hours *

   c. Weekly Contact Hours *

8. Terms offered: ✔ Fall ☐ Spring ✔ Summer

9. Are students permitted to register for more than one section during a term?  
   ○ No  ○ Yes

   May the courses be repeated for credit?  
   ○ No  ○ Yes

   Maximum Hours: [space]

10. Grading System*:  
   ○ Normal Grading (A-F, S/U, WP/WF, PR, I)
   ○ Satisfactory/Unsatisfactory (A-C, less than C)
   ○ Grade Only (A-F, WP/WF, PR, I)
   ○ Audit Only
   ○ No Grade

11. Prerequisites (must be taken before): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

12. Catalog Description* (75 words Maximum)
   [Text: This second seminar in the Graduate Certificate in Teaching in Early Childhood focuses on skills and policies that promote best practices in teaching to support young children with disabilities.]


<table>
<thead>
<tr>
<th>File Type</th>
<th>View File</th>
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<tbody>
<tr>
<td>Syllabus</td>
<td><a href="https://curriculumtracking.utoledo.edu/GradNewCourse.aspx?Mode=View&amp;ID=OCCT7620">View</a></td>
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14. Comments/Notes:
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. Through parallel courses, 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.

15. Rationale:

The goal of the graduate certificate in teaming is to prepare and guide professionals to engage in collaborative best practices in service to individuals with special needs and their families. Graduate students enrolled in professional programs in seven disciplines will be able to earn this certificate to augment their preparation to engage in collaborative best practices in services to young children with special needs and their families.

Earning the certificate will entail documenting 36 competencies in the areas of collaboration, advocacy, diversity and cultural competence, evidence-based practice, professional and ethical standards, technology, human development, assessment and evaluation, and service provision.

Students will demonstrate competencies through individualized programs of study in their own disciplines, a course in teaming, a seminar series, and a practicum.

Course Approval:

Department Curriculum Authority: Beth Ann Hatkevich
Date 2015/03/13

Department Chairperson: Michelle Masterson
Date 2015/03/16

College Curriculum Authority or Chair: Eric Longsdorf
Date 2015/03/17

College Dean: Barry W. Scheuermann
Date 2015/03/24

Graduate Council:
Date 2015/05/12

Dean of Graduate Studies:
Date 2015/05/12

Office of the Provost:

print
University of Toledo

OCCT 7620: Working Effectively with Team Members

Seminar II

1 credit hour

Syllabus

Instructor:

Contact Information:

Office Hours:

Prerequisite: Successful completion (grade B or higher) of OCCT 7610: Orientation to Interprofessional Teaming.

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:


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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Assessment of teaming practices and recommendation</td>
<td>30 points</td>
</tr>
<tr>
<td>Policy analysis</td>
<td>10 points</td>
</tr>
<tr>
<td>Advocacy plan</td>
<td>30 points</td>
</tr>
<tr>
<td>Discussion Board participation</td>
<td>30 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</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

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
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.
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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.