

# DISB 201 Customized Employment: Disability Awareness- NewCrs-2016-10-10

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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<b>Contact Person*</b>	Joseph Domaracki	<b>Contact Email*</b>	jwdomara@iup.edu
<b>Proposing Department /Unit*</b>	Communication Disorders, Special Education & Disability Services - Disability Services Program</strong>	<b>Contact Phone*</b>	X72450

<b>(A) Course Prefix*</b>	<i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i> DISB
<b>(B) Course Number*</b>	<i>If Dual Listed, enter both course numbers</i> 201
<b>(C) Course Title*</b>	Customized Employment: Disability Awareness
<b>(D) Course Level*</b>	undergraduate-level
<b>(E) Cross Listed*</b>	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
<b>(F) Variable Credit*</b>	NO If YES, enter the number of credits:
<b>(G) Variable Title*</b>	NO If YES, enter the title(s):

<b>(H) Number of Credits*</b>	<p>Class Hours:3</p> <p>Lab Hours:NONE</p> <p>Credits:3</p>
<b>(I) Repeatable Course*</b>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<b>(J) Prerequisite(s)</b>	<p>NONE</p>
<b>(K) Co-requisite(s)</b>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>NONE</p>
<b>(L) Additional Information</b>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
<b>(M) Recommended Class Size</b>	<p>YES</p> <p>Number (Enter Zero if No):25</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
<b>(N) Catalog Description*</b>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Provides a historical perspective and stereotypical treatment of persons with disabilities, the impact of community integration and empowered living for persons with disabilities, the capabilities and challenges faced by persons with various disabilities. Also considers how as well as current issues such as health care, housing, Social Security and employment have on the lives of persons with disabilities.</p>

<p><b>(O) Student Learning Outcomes*</b></p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the evolution of the historical perceptions and stereotypical treatment of persons with disabilities and disability as a natural human condition. <del>Demonstrate knowledge of</del></li> <li>2. Explain the importance of the principles of community integration as well as the philosophy and values of empowered living for persons with disabilities. <del>Demonstrate an understanding of</del></li> <li>3. Describe the capabilities and challenges faced by persons with various disabilities. <del>Demonstrate an understanding of</del></li> <li>4. Explain the impact that many current issues, including but not limited to, health care, housing, social security, and employment have on the lives of persons with disabilities.</li> <li>5. Analyze and discuss issues facing persons with disabilities related to community integration and consumer rights.</li> <li>6. Explain the impact of the core deficits associated with Autism Spectrum Disorders may have in securing customized and issues related to supported employment. <del>Demonstrate an understanding of</del></li> <li>7. Demonstrate a sufficient knowledge of the IEP, the IEP process and the interpretation of the content as it relates to instruction on the job site.</li> </ol>
<p><b>(P) Brief Course Outline*</b></p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p><b>Course Outline:</b></p> <ol style="list-style-type: none"> <li>1. Historical perspectives and treatment of persons with disabilities (3 hours)       <ol style="list-style-type: none"> <li>a. Cultural /Religious Influences</li> <li>b. Societal influences</li> <li>c. Government involvement</li> <li>d. Education of persons with disabilities</li> </ol> </li> <li>2. Community Integration and Empowered Living (9 hours)       <ol style="list-style-type: none"> <li>a. Historical impact of disability related legislation           <ol style="list-style-type: none"> <li>1.Cooperative Research Act 1954</li> <li>2. MH/MR Construction Act 1963</li> <li>3. Elementary/Secondary Education Act 196</li> <li>4. Vocational Rehab Act of 1973</li> <li>5. PL 94-142 Education of All Handicapped Children Act 1975 and amendments.</li> <li>6. Every Student Succeeds Act (ESSA, 2015)</li> <li>7. Developmental Disabilities Assistance and Bill of Rights 1978</li> <li>8. No Child Left Behind (Elem &amp; Sec. Ed Act 2001 &amp; 2015)</li> </ol> </li> <li>b. Historical impact of disability related litigation           <ol style="list-style-type: none"> <li>1. Brown v. Bd. of Ed. 1954</li> <li>2. PARC v. Commonwealth of PA 1971</li> <li>3. Wyatt v. Stickney - 1971</li> <li>4. Mills v. Board of Ed. of D.C. – 1972</li> </ol> </li> </ol> </li> </ol> <p>Mid-Term (1 hour)</p>

3. Overview of capabilities and challenges for person with various disabilities (12 hours)
- a. Cognitive Impairment/ Intellectual Disability
    - 1. Learning and cognitive characteristics
    - 2. Adaptive behavior skills
  - b. Learning Disabilities
    - 1. Learning and cognitive characteristics
    - 2. Adaptive behavior skills
  - c. Traumatic Brain Injury
    - 1. Learning and cognitive characteristics
    - 2. Adaptive behavior skills
    - 3. Physical / environmental accommodations
    - 4. Medical/ health concerns
  - d. Physical/Multiple Disabilities
    - 1. Learning and cognitive characteristics
    - 2. Adaptive behavior skills
    - 3. Physical / environmental accommodations
    - 4. Medical/ health concerns
  - e. Emotional /Behavioral Disorders
    - 1. Learning and cognitive characteristics
    - 2. Adaptive behavior skills
    - 3. Behavior concerns
      - i. behavior plan implementation
      - ii. natural supports
  - f. Sensory Impairments
    - 1. Learning and cognitive characteristics
    - 2. Adaptive behavior skills
    - 3. Special accommodations
  - g. Autism Spectrum Disorder
    - 1. Learning and cognitive characteristics
    - 2. Adaptive behavior skills
    - 3. Special accommodations
      - i. augmentative/alternative communication devices
      - ii. behavior plan implementation
4. Current issues facing persons with disabilities (6 hours)
- a. Policy Issues / budget appropriations
  - b. Civil rights
  - c. Education and employment
  - d. Health care and Medicaid
  - e. Housing
  - f. Long term supports and services

	5. Consumer Rights and Community Integration	(3 hours)
	6. Reading and Understanding the IEP	(6 hours)
	Final Exam	(2 hours)

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	<p><del>This course will be offered within the Disability Services Program and the first course in a sequence of four (4) courses that will result in acquisition of the competencies necessary to be an effective Job Coach. These four courses could also comprise a core around which a minor in Competitive Employment /Job Coaching. Such a minor would have appeal to Disability Services, Sociology and/or Psychology majors.</del></p> <p>This course will currently be offered within the Disability Services Program as a controlled elective and serves as the first course in a sequence of four (4) courses that will result in acquisition of the competencies necessary to be an effective Job Coach.</p> <p>It is intended these four courses, in combination with EDEX 458 will comprise a concentration, or track, in Competitive Employment/Job Coaching. This concentration will become a part of a larger revision of the Disability Services Program following the approval of this sequence of employment courses and the approval of BCaBA concentration which is a separate curricular action within the department.</p> <p>Once approved the employment courses and the BCaBA concentration will be used along with a fifteen credit concentration in Deaf Studies and a fifteen credit concentration in Child Development to redesign the Disability Services Program to have a curriculum that can be tailored using the menu of concentrations in four specific fields of study thus allowing program graduates to have a very focused area of expertise upon graduation.</p>
(R) University Senate Summary of Rationale	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p><del>This course will be offered within the Disability Services Program and the first course in a sequence of four (4) courses that will result in acquisition of the competencies necessary to be an effective Job Coach. These four courses could also comprise a core around which a minor in Competitive Employment /Job Coaching. Such a minor would have appeal to Disability Services, Sociology and/or psychology majors.</del></p> <p>This course will currently be offered within the Disability Services Program as a controlled elective and serves as the first course in a sequence of four (4) courses that will result in acquisition of the competencies necessary to be an effective Job Coach.</p> <p>It is intended that these four courses, in combination with EDEX 458 will comprise a concentration, or track, in Competitive Employment/Job Coaching. This concentration will become a part of a larger revision of the Disability Services Program following the approval of this sequence of employment courses and the approval of BCaBA concentration which is a separate curricular action within the department.</p> <p>Once approved the employment courses and the BCaBA concentration will be used along with a fifteen credit concentration in Deaf Studies and a fifteen credit concentration in Child Development to redesign the Disability Services Program to have a curriculum that can be tailored using the menu of concentrations in four specific fields of study thus allowing program graduates to have a very focused area of expertise upon graduation.</p>

<p><b>(S) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p>				
<p><b>(T) Is a Similar Class Offered in Other Departments?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p><b>(U) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Department Elective Open to Any Student</p> <p>If Other, please explain:</p>				
<p><b>(W) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>NONE</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<table border="1"> <thead> <tr> <th data-bbox="293 1367 435 1423">File</th> <th data-bbox="435 1367 537 1423">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="293 1423 537 1501"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
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<p><b>(Y) Are the Resources Adequate?*</b></p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>NO</p> <p>Please Provide Comment:</p>				

## Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<b>If Completing this Section, Check the Box to the Right:</b>	
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	
<b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b>	
<b>How will the instructor-student and student-student interaction take place? (if applicable)</b>	
<b>How will student achievement be evaluated?</b>	
<b>How will academic honesty for tests and assignments be addressed?</b>	

## Liberal Studies Section

*- Complete this section only for a new Liberal Studies course or Liberal Studies course revision*


<b>If Completing this Section, Check the Box to the Right:</b>	
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i>  <i>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p><b>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</b></p> <p><b>Please answer the following questions.</b></p>	
<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	
<p><b>Liberal Studies courses require the</b></p> <p><b>reading and use by students of at</b></p> <p><b>least one non-textbook work of</b></p> <p><b>fiction or non-fiction or a collection</b></p> <p><b>of related articles. Please describe</b></p> <p><b>how your course will meet this</b></p> <p><b>criterion.</b></p>	

## Teacher Education Section

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*



<p><b>If Completing this Section, Check the Box to the Right:</b></p>	
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin: auto;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>