

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-28a	Apr 4/15/05	Apr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Joseph Domaracki	Email Address jwdomara@iup.edu
Proposing Department/Unit Special Education and Clinical Services Education of Exceptional Persons Program	Phone X72450

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
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2. Additional Course Designations: check if appropriate

<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	

3. Program Proposals

<input type="checkbox"/> New Degree Program	<input checked="" type="checkbox"/> Catalog Description Change	<input checked="" type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input checked="" type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
	<input type="checkbox"/> New Track	

Rehabilitation Program	Disability Services Program
<i>Current program name</i>	<i>Proposed program name, if changing</i>

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	10-5-04
Department Chair(s)	<i>Joseph Domaracki</i>	10-5-04
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	10-25-04
College Dean	<i>[Signature]</i>	10-25-04
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Sechrest</i>	4-15-05

* where applicable

NOV 10 2004

FEB 23 2005

Part II. Description of Curriculum Change

1a. Catalog Description of Revised Program

Completion of this multidisciplinary curriculum in educational, social and natural sciences prepares graduates to work as professionals serving individuals with disabilities in a wide array of public and private sector agencies and service providers including adult MH/MR programs. Students who complete the program will earn a Bachelor of Science degree and will be prepared for employment as instructional assistants in public or private schools, Therapeutic Staff Support personnel, or in a wide variety of capacities in Mental Health/Mental Retardation programs, community based employment/living programs, early intervention programs, residential treatment programs, pre-school/day care programs and other agency service providers for individuals with disabilities. The minimum standard of eligibility for entrance into the revised program is a 2.75 grade point average.

1b. List of Courses and Credits for the Revised Program

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 48

Mathematics: 3 cr.

Social Sciences: PSYC 101, SOC 151

Liberal Studies Electives: 3 cr. No course with EDEX, EDHL, SPLP, ELED, or ECED prefixes

Major: 43

Required Courses:

EDEX 111 Introduction to Exceptional Persons 3cr

EDEX 112 Typical and Atypical Growth and Development 3cr

EDEX 222 Methods of Teaching Reading to Persons with Disabilities 3cr

EDEX 340 Introduction to Behavior Management in Special Education 3cr

EDEX 415 Preschool Education for Children with Disabilities 3cr

EDHL 114 Introduction to Deaf & Hard-of-Hearing Persons 3cr

EDHL 115 Introduction to American Sign Language 1cr

SPLP 254 Classroom Management of Language Disorders 3cr

Two of the following four courses (416, 417, 418 or 419)

EDEX 416 Education of Persons with Emotional or Behavioral Disorders 3cr

EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities 3cr

EDEX 418 Education of Persons with Physical or Multiple Disabilities 3cr

EDEX 419 Educations of Persons with Brain Injuries or Learning Disabilities 3cr

EDEX 460 Family Perspectives on Disability 3cr

EDEX 493 Internship/Field Training 12cr

Other Requirements: 29

Professional Sequence:

COMM 103 Digital Instructional Technology OR 3cr

EDEX 103 Special Education Technology

EDSP 102 Educational Psychology 3cr

Free Electives: (1) 23cr

Students may use these credits toward study of a minor discipline or as free electives.

It is recommended that students pursue minor studies in one of the following minor tracks:

Total Degree Requirements: 120

(1) It is recommended that students pursue minor studies in one of the following minor tracks:

Child Development/Family Relations

Deaf Studies

Educational Psychology

Psychology

Sociology

c. Program Revision:

Current Program:

Bachelor of Science-Rehabilitation

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217

Natural Sciences: Laboratory science sequence required

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: PSYC 321, no courses with RHAB prefixes

Major:

Required Courses:

RHAB 200	Introduction to Rehabilitation	3cr
RHAB 211	Medical Aspects of Rehabilitation	3cr
RHAB 220	Neurological Basis of Disability	3cr
RHAB 312	Psychological Basis of Disability	3cr
RHAB 321	Principles and Methods of Rehab	3cr
RHAB 322	Rehab Case Study and Interpretation	3cr
RHAB 360	Rehabilitation Counseling	3cr
RHAB 410	Vocational Assessment in Rehab Counseling	3cr
RHAB 412	Occupational Aspects of Rehabilitation	3cr
RHAB 422	Current Topics in Rehabilitation	3cr
RHAB 460	Advanced Rehabilitation Counseling	3cr
RHAB 484	Directed Rehabilitation Activities	3cr
RHAB 488	Field Training in Rehabilitation I	6cr
RHAB 493	Field Training in Rehabilitation II	6cr

Other Requirements:

Required Courses:

EDEX 111	Introduction to Exceptional Persons	3cr
Controlled Electives: (1)		3-4cr
BIOL 150, BIOL 151, BIOL 155, EDEX 340, EDEX 416, EDEX 417, EDEX 418, EDEX 419, EDHL 115, EDHL 244, EDHL 331, HPED 221, PSYC, 312, PSYC 378, SOC 251, SOC 355		

Free Electives:

Total Degree Requirements:

(1) Some controlled elective choices have prerequisites that may be used as free electives.

54-55

48

6-7

14-16

124

Proposed Program:

Bachelor of Science-Disability Services

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Mathematics: 3cr

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: 3cr. No courses with EDEX, EDHL, SPLP, ELED, or ECED prefixes.

Major:

Required Courses:

EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 112	Typical and Atypical Growth and Development	3cr
EDEX 222	Methods of Teaching Reading to Persons with Disabilities	3cr
EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr
EDEX 460	Family Perspectives on Disability	3cr
EDEX 493	Internship/Field Training	12cr
EDHL 114	Introduction to Deaf and Hard-of-hearing Persons	1cr
EDHL 115	Introduction to American Sign Language	1cr
SPLP 254	Classroom Management of Language Disorders	3cr

Two of the following four courses:

EDEX 416	Education of Persons with Emotional or Behavioral Disorders	3cr
EDEX 417	Education of Persons with Mental Retardation or Developmental Disabilities	3cr
EDEX 418	Education of Persons with Physical or Multiple Disabilities	3cr
EDEX 419	Education of Persons with Brain Injuries or Learning Disabilities	3cr

Other Requirements:

Professional Sequence:

COMM 103	Digital Instructional Technology or	
EDEX 103	Special Education Technology	3cr
EDSP 102	Educational Psychology	3cr

Free Electives: (1)

Students may use these credits toward study of a minor discipline or as free electives.

Total Degree Requirements:

120

(1) It is recommended that students pursue minor studies in one of the following minor tracks: Child Development/Family Relations, Deaf Studies, Educational Psychology, Psychology, or Sociology

2b. List of Associated Course Changes

There is one course change that involves RHAB 488/493. It is a course number, title and content change. See attached Course revision proposal

3. Rationale for Change

The Rehabilitation Program in the Department of Special Education and Clinical Services last underwent a curriculum revision in 1989. At that time the term Education was deleted from the program title and a variety of courses were added and /or deleted to more adequately prepare students for graduate study in Rehabilitation Counseling. Students exited the program either to pursue graduate study in Rehabilitation Counseling or to secure employment in some type of human service position for which they might be marginally qualified because of the “related” nature of their degree.

Since 1989, when the last significant curriculum change occurred in the Rehabilitation Program, much has changed. There has been significant new legislation and litigation related to school aged and adult services for individuals with disabilities. We have seen three reauthorizations of PL 94-142 (Individuals with Disabilities Education Act, IDEA) in 1990, 1997 and 2004, two reauthorizations of the Rehabilitation Act Amendments (1992 and 1998), and two Carl D. Perkins Vocational and Applied Technology Education Act Amendments (1990 & 1998). In addition, we have seen the advent of several new pieces of legislation such as the Americans with Disabilities Act, 1990 (PL 101-336), the School to Work Opportunities Act, 1994 (PL 103-239), the Workforce Investment Act, 1998 (PL 105-220) and, of course, the No Child Left Behind Act, 2001 (PL 107-110) 2001. All of these pieces of legislation have had a tremendous impact on the Human Service sector of our society.

This body of legislation has resulted in mandated services for both adult and school age individuals with disabilities that previous to the enactment of these laws did not exist. We have seen unprecedented growth in early intervention services, daycare/preschool programming, school aged therapeutic staff support provision, supported/transitional employment programming, community living programming and day programming for older adults with disabilities. What was once a rather narrow marketplace is now a market place in which there is a demand for more varied and specialized areas of expertise.

The Rehabilitation Program, in its current curricular structure, is hard pressed to adequately prepare individuals for the rapidly changing demands of the human service sector. At best, it is designed to prepare students, in a rather narrow focus, for employment in programs limited to providing employment and/or residential programming for adults with disabilities. For this reason, the Department of Special Education and Clinical Services felt it time to repackage the existing Rehabilitation Program so that program graduates can have flexibility in designing a degree program to meet not only their interests but the demands of the marketplace.

The Disabilities Services Program is intended to provide a non-certification program of studies in disabilities that will lead toward employment in a broad range of human service programs. The revised program is more flexible in three respects. First, it allows students to pursue a program of studies similar to the old Rehabilitation Program by opting to include a dual major or controlled minor in Sociology in their program. In this way students can insure a solid knowledge base in the Human Service System and in working with persons within the system. Second, it allows students to prepare themselves for graduate study in fields such as: Counselor Education, Educational Psychology, Sociology, Child Development or Special Education. Third, it allows students flexibility to pursue a program of studies in education that will meet their needs and interests without certification. Finally, the revision juxtaposes 18 credits of course options (EDEX 340, 416, 417, 418 , 419 & EDHL 115) that had previously been relegated to free elective status in the existing program into program requirement options in the revised program thus providing the flexibility students will need.

There is, and will continue to be, a growing need for this type of a program for several reasons. First, there is a consistent pool of high school and college freshman and/or sophomore students who do not want to be teachers but are looking for a program that will prepare them to work with people with disabilities in some other capacity. This revised program will offer that option.

Second, the revised program will allow students the flexibility to structure a program of studies that will allow specialization/concentration to facilitate employment in a specific sector of the human services or in preparing for graduate studies.

Third, Teacher education requirements in the state of Pennsylvania have been dramatically changed requiring elevated grade point averages and standardized test scores. Students working toward teacher certification who are unsuccessful in obtaining the required grade point average or test scores are left without a viable program of studies. Many students will want to continue a plan of studies that can facilitate their goal of working with people in some teaching/helping capacity. The Rehabilitation Program has been that "safety net" program in the past. The revised program with its increased flexibility and multidisciplinary requirements can continue to provide an alternative path for such students and serve as a retention vehicle for the College of Education –Educational Technology.

The Disabilities Services Program is designed to provide an avenue to employment for students interested in working with individuals with disabilities from birth to adulthood in the public and private sectors. Students who complete the program will earn a Bachelor of Science degree and will not earn teacher certification. Students will also have the option of pursuing a dual major or controlled minor in Sociology through selecting a course of study that will utilize the 23 free electives built into the program. Additionally, the revised program will also enable students from the Sociology Department to utilize the free electives within several Sociology curriculum tracks to pursue a dual major in Disability Services.

Part III. Implementation

1. How will the proposed new track affect students already in the existing program?

There will be no effect on students already in the existing programs.

2. Are faculty resources adequate? If you are not requesting or have been authorized to hire additional faculty, demonstrate how these courses will fit into the schedule(s) of current faculty? What will be taught less frequently or in fewer sections to make this possible?

Faculty resources are currently adequate. Courses offered within this program are courses that are routinely scheduled in the EDEX, EDHL, ELED and SPLP programs. There should be no need to change or modify existing course offering patterns for courses in the new program. The frequency or number of sections of courses in programs to be offered will not be immediately impacted by the new program.

3. Are other resources adequate? (Space, equipment, supplies, travel funds)

Currently, other resources are adequate. Should department programs experience increased demand in course offerings because class size exceeds optimum limits and additional sections of selected courses are warranted, the availability of adequately equipped classroom space may become problematic.

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?

It is anticipated that this program will be a popular curricular option for many students based on the reasons discussed above in Part II, #2, Rationale /Justification. Therefore, it would be expected that after a few semesters of existence the revised program could grow large enough to place increased demands on current course offering patterns. It is possible that certain courses in the new program may need to offer additional sections which could impact load in three programs: EDEX six courses, EDHL two courses and SPLP one course. This could result in the need for additional complement to meet the increased demand.

5. Intended implementation date (Semester and year)

The department would like the revised program to go into effect with the fall semester 2005. The revised program will be open to internal transfers who have a minimum GPA of 2.75. The revised program will also be open to incoming freshman for the 2005-2006 academic year.

Part IV. Periodic Assessment

Departments are responsible for an ongoing review of curriculum. Include information about the plan for program evaluation.

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation.

There will be several measures used as formative and summative data to evaluate the revised program's effectiveness. These will include: 1). student course evaluation data, 2). survey data of revised program completers employment status and satisfaction with their undergraduate training, 3). survey data of employer satisfaction with program completers, and 4). exit interview data from student interns prior to graduation.

2. Specify the frequency of the valuations.

Data will be collected and analyzed semi-annually, annually and bi-annually. Student course evaluation data and intern exit interview data will be collected and analyzed semi-annually. It will be used by program faculty in the decision making process during annual program retreats in which curricular issues are discussed and resolved. Collection and analysis of survey data on program completers employment status and satisfaction with their undergraduate program and collection and analysis of survey data on employer satisfaction with program completers will be done bi-annually.

3. Identify the evaluating entity.

The evaluating entity would be the Education of Exceptional Persons Program Curriculum Committee, the Education of Persons who are Deaf and Hard of Hearing Curriculum Committee, the Department of Special Education and Clinical Services faculty.

Subject: Special Education Proposal

From: "Mark Staszkiwicz" <MJSTAT@iup.edu>

Date: Thu, 14 Oct 2004 16:04:51 -0400

To: "Domaracki, Joe" <jwdomara@grove.iup.edu>

CC: "Butzow, John" <JwButzow@iup.edu>, "Jan Parker" <JPARKER@grove.iup.edu>, "Gail Sechrist" <gailsech@iup.edu>, "Muhammad Numan" <mznuman@iup.edu>, "Marcia L. McCarty" <mmccarty@grove.iup.edu>

Dear Joe,

I very pleased with your preliminary proposal and agree that this program is a direct replacement for the rehabilitation program that is being closed. I see this proposal as requesting to rename the rehabilitation program and redesign it using courses from your department. Please mark it for the UWCC as a program change involving redesign and renaming.

Mark



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Undergraduate

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Undergraduate

Program	Dual Certification	Post-Baccalaureate
Dual Major	Minor	CPAD

Undergraduate Program

The undergraduate program for the bachelor of science in education and a basic teacher certification includes the liberal studies program (51 to 62 credit hours) and professional studies (66 to 72 credit hours). Students who choose to study for more than a single teaching certificate are likely to exceed the minimum credit hours (128) required for the baccalaureate degree.

Dual Certification in Special Education and Elementary Education

Through a partnership between the Special Education and Elementary Education Departments, students can earn certification to teach in special education programs grades K-12 and in Elementary Education programs grades K-6. This Dual Certification is ideal for today's educator who must meet the challenges of delivering services in inclusive settings. Graduates who choose jobs as special educators are prepared to meet the needs of students by serving as coordinators of Instructional Support Teams, providing direct instruction, and collaborating with teachers in adapting instruction. Graduates who choose jobs in elementary education are prepared to teach and work with teams to deliver services to special pupils who are now educated in the general education classroom.

Community Programs for Americans with Disabilities

Another focus in undergraduate special education is to prepare professionals to serve individuals with disabilities in non-public school settings through the Community Programs for Americans with Disabilities program. Students who successfully complete the CPAD program earn a bachelor of science in education and may be eligible for many civil service classifications. These job areas include case managers, program supervisors, sheltered living specialists, sheltered employment supervisors, and mental health/mental retardation specialists. Graduates of the CPAD program are not eligible for teacher certification.

Dual Certification and/or Dual Major in Special Education and other Fields of Study

Our program is flexible and allows students to seek dual certification or a dual major in a variety of other programs. We assist students pursuing a dual major in Special Education and other areas such as Secondary Education, Modern Languages, Physical Education and Music. Your advisor will assist in planning a program to fit your needs.

Minor in Exceptionalities

This program is designed to provide the elementary or secondary education teacher candidate with a basic foundation in the field of special education and an overview of the special needs of exceptional persons. Students may enroll in the five course minor or may opt to enroll in any of the courses as electives.

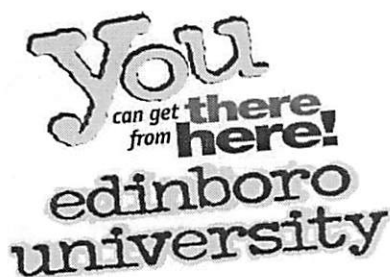
Post-Baccalaureate Program

The post-baccalaureate program in special education allows students who have earned a baccalaureate degree and elementary education teacher certification to or as is an additional certification in Special Education. Students who have a baccalaureate degree in a field other than education, may earn their teacher certification in a special Education program which includes student teaching. Application for post-baccalaureate study is made through the Office of Admissions.

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ABOUT THE UNIVERSITY

Edinboro University of Pennsylvania, a multi-purpose institution of higher learning, has become one of the leading educational institutions in western Pennsylvania.

Located in the resort community of Edinboro, the University is only 18 miles from Erie and within 100 miles of the educational and cultural centers of Buffalo, Cleveland and Pittsburgh.

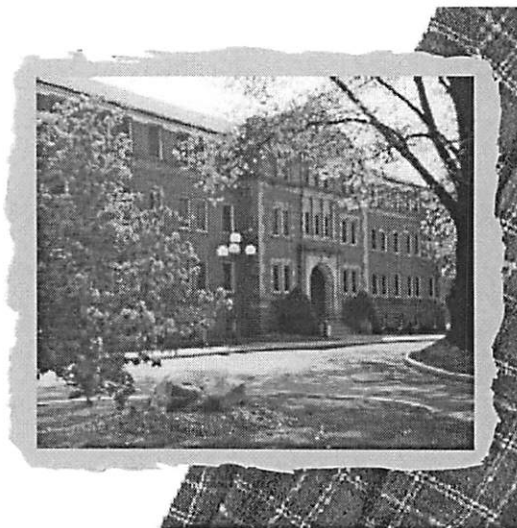
Offering more than 100 associate, bachelor's and master's degree programs, Edinboro University was selected by U.S. News & World Report as "One of the northern region's top 100 universities. . ." two years in a row.

One of the 14 universities in Pennsylvania's State System of Higher Education, Edinboro University is committed to affirmative action for all persons in its educational programs, activities, and employment practices.

6/2001

Associate of Arts
Developmental
Disabilities Specialist

Edinboro University
of Pennsylvania



FINANCIAL AID

More than \$34 million in student financial aid is available to Edinboro students through the following programs:

- ❖ Federal Pell Grants
- ❖ PHEAA State Grants
- ❖ Federal Supplemental Educational Opportunity Grants
- ❖ Federal Perkins Loans
- ❖ Federal Stafford Student Loan Program
- ❖ Federal Work-Study Program
- ❖ Student Employment
- ❖ Graduate Assistantships
- ❖ Other public, private and institutional sources.

In addition, the University has established a general scholarship fund from which more than 500 scholarships are awarded each year.

FOR MORE INFORMATION, CONTACT:

Financial Aid Office
Edinboro University of Pennsylvania
Edinboro, PA 16444
Local: 814-732-5555
Toll Free: 1-888-611-2680

DEPARTMENT OF SPECIAL EDUCATION AND SCHOOL PSYCHOLOGY

The primary mission of the Department of Special Education and School Psychology is to develop in our students – through specialized study and experiences within the larger context of a general education – the knowledge, skills, and attitudes necessary to become effective, productive members of their chosen professions in special education, school psychology, or related fields in particular, and contributing members of society in general. We aim to instill in our students the drive to expand their knowledge and refine their skills throughout their careers and to communicate through their actions the highest standards of professionalism and a true respect for human diversity.

The Department of Special Education and School Psychology offers two undergraduate degree and/or certification programs:

Associate of Arts – Developmental Disabilities Specialist (two-year degree)

Bachelor of Science – Special Education (with teacher certification)* (four-year degree)

We also offer, in collaboration with the Department of Elementary Education, a dual certification program:

Bachelor of Science – Elementary Education and Special Education*

* Separate brochures are available for these programs.

ASSOCIATE OF ARTS
DEVELOPMENTAL DISABILITIES SPECIALIST

The Associate of Arts (A.A.) degree in the area of Developmental Disabilities Specialist is a two-year, individualized program that



ADMISSIONS

Students are admitted to the University in September or January and are considered for admission on the basis of their general scholarship, satisfactory character, nature of secondary program, and SAT or ACT scores.

To apply to the University, freshmen and transfers are required to submit official transcripts from their secondary institution. In addition, transfers must file official transcripts from any previous post-secondary institutions of attendance. All applicants must submit a current application with a fee of \$25.00.

FOR MORE INFORMATION, CONTACT:

Department of Special Education
and School Psychology
Edinboro University of Pennsylvania
Edinboro, PA 16444
814-732-2200
jgardner@edinboro.edu

or

Admissions Office
Edinboro University of Pennsylvania
Edinboro, PA 16444
Local/TTY: 814-732-2761
Toll Free: 1-888-8GO-BORO
Fax: 814-732-2420
www.edinboro.edu

prepares students to work with people with disabilities in various public and private sectors. A person receiving this degree would be qualified to work as a trained instructional assistant in public or private schools, residential treatment programs, day care centers, early intervention programs, and other programs that provide services to people with disabilities.

Students in the Developmental Disabilities program select from a wide variety of courses when designing their program of study. Prescribed professional courses provide extensive, relevant information and multiple hands-on field experiences. For their formal internship, students work directly with professionals in a setting for children or adults with disabilities.

The courses and credits earned through this program also apply toward a bachelor's degree (B.S.) and teacher certification in special education, should a student later choose to pursue the more advanced degree.

PROGRAM REQUIREMENTS

	Credits
I. General Education	33
ENGL101 College Writing Skills (3)	
One approved course from each of <i>seven</i> core categories (21)	
One approved course from each of <i>three</i> distribution categories (9)	
II. Special Education	27
A. Nature and Needs (9)	
SPED215 Psychology of Exceptional Children	
SPED230 Behavior Disorders of Childhood	
SPED500 Low-Incidence Disabilities	
B. Education and Intervention (12)	
SPED309 Principles of Behavior Management	
SPED480 Introduction to Learning Disabilities	
SPED595 Field Experiences (6)	
C. Special Education Electives (6, choose two courses)	
SPED267 American Sign Language and Deaf Culture	
SPED315 Assessment in Special Education	
SPED325 Curriculum in Special Education	
SPED525 Collaborative Consultation	
SPED560 Young Children with Disabilities	
(other courses also offered)	
III. Free Electives (choose two courses from catalog)	6
Total	66

FACULTY

The faculty members of the Department of Special Education and School Psychology hold expertise in diverse fields of study, including disabilities, gifted education, early intervention, assessment, curriculum and instruction, classroom management, educational psychology, and school psychology.

STUDENT ORGANIZATIONS AND ACTIVITIES

The Department of Special Education and School Psychology oversees two active, professionally oriented organizations for students pursuing careers in special education: the student chapter of CEC and the special education honor society, Sigma Pi Epsilon Delta. Both offer extensive professional and service opportunities.



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Interdisciplinary Disability Studies

The Undergraduate Program:

The interdisciplinary curriculum in Disability Studies provides students a means to explore professional practice, leadership, research and policy related to persons with disabilities. The curriculum is designed to provide students with the professional skills and knowledge to improve the quality of life of people with disabilities.

The undergraduate Disability Studies core curriculum includes the following:

- DIS 400 Introduction to Interdisciplinary Disability Studies
- DIS 450 Interdisciplinary Seminar in Disability Studies
- DIS 470 Practicum in Interdisciplinary Disability
- DIS 480 Independent Project in Disability Studies
- DIS 490 Selected Topics in Interdisciplinary Disability Studies
- Two electives chosen from a wide range of courses which have been reviewed and approved by the Interdisciplinary Curriculum Committee, and
- Completion of a Capstone Project focused on a current issue or trend in the field of Disability Studies.

[Link to Undergraduate Course descriptions](#)

The Graduate Program:

The Graduate Interdisciplinary Concentrations in Disability Studies are designed to prepare students to assume leadership roles in the field of disability. Disability Studies addresses current trends and emerging policy and practice affecting the lives of people with disabilities. The curriculum encompasses all disabilities with a particular emphasis on developmental and related disabilities across the life span.

CCI offers graduate students several avenues through which to pursue their individual interests in Disability Studies. Graduate students may

obtain a concentration in Disability Studies in conjunction with several masters degree programs across campus, or in conjunction with individually designed Ph.D. or Ed.D. programs. Students pursuing a concentration in Disability Studies may match their interests with the Center's faculty and professional staff. Through coursework, independent studies, research, or practica at the center, students examine a range of issues confronting people with disabilities throughout their lives. The faculty involved in curriculum development and teaching courses in Disability Studies represent diverse departments and academic disciplines at the University of Maine.

Financial aid: Graduate Assistantships are available on a competitive basis through the Center for Community Inclusion.

The graduate Disability Studies core curriculum includes the following:

- DIS 600 Interdisciplinary Seminar in Disability Studies
- DIS 650 Research in Disability Studies
- DIS 670 Graduate Practicum in Disability Studies
- DIS 680 Independent Study in Disability Studies
- DIS 690 Selected Topics in Interdisciplinary Disability Studies

[Link to Graduate Course descriptions](#)

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508 Bobby



Interdisciplinary Disability Studies Course Descriptions

Faculty:

- Lu Zeph
- Liz DePoy
- Heather MacDuffie

The Undergraduate Program:

- DIS 400 Introduction to Interdisciplinary Disability Studies

Explores the experiences of individuals with disabilities across the lifespan and the philosophies, values and practices that shape current services and supports. Specific issues to be addressed include: services for infants and preschool children, inclusive schools, the role of various disciplines, recent developments in employment and community living services and advances in medical interventions. (Satisfies the General Education Human Values and Social Contexts Social Contexts and Institutions and Ethics Requirements.) Prerequisite: 6 credits of coursework in human development and permission. Cr 3.

- DIS 450 Interdisciplinary Seminar in Disability Studies

Examines the current trends in services and supports for people with disabilities. Students are required to take an active role in researching course content and making class presentations. (Satisfies the General Education Human Values and Social Contexts Social Contexts and Institutions and Ethics Requirements.) Prerequisite: DIS 400 or permission of instructor. Cr 3.

- DIS 470 Practicum in Interdisciplinary Disability

Field experience in university, school and community agencies provides students with opportunities to observe and participate in services and supports for people with disabilities. For students enrolled in the Interdisciplinary Concentration in Disability Studies. Prerequisite: DIS 400. Cr 1-6.

- **DIS 480 Independent Project in Disability Studies**

Individual work on a topic or problem selected by the student. Primarily for students in the Interdisciplinary Concentration in Disability Studies. Prerequisite: DIS 400. Cr 1-6.

- **DIS 490 Selected Topics in Interdisciplinary Disability Studies**

Faculty and students identify and work on selected topics and/or problems related to the area of disability. Focuses on related literature, research, services/supports and materials. Cr 1-6.

The Graduate Program:

- **DIS 600 Interdisciplinary Seminar in Disability Studies**

Examines contemporary issues affecting the lives of people with disabilities. Provides a "capstone" experience in which students will utilize relevant professional literature and class discussions to examine topics such as school and community inclusions, quality of life, person centered planning and medical/ethical concerns. Required for students enrolled in the Graduate Interdisciplinary Concentration in Disability Studies. Prerequisite: DIS 400. Cr 3.

- **DIS 650 Research in Disability Studies**

Introduces the student to the spectrum of investigative strategies which can be used to answer questions related to persons with disabilities. An interdisciplinary conceptual framework will be used throughout the course to examine current research in disability studies and to master research skills. Prerequisite: permission. Cr 3.

- **DIS 670 Graduate Practicum in Disability Studies**

Field experience in university, school and community agencies provides students with opportunities to observe and participate

in services and supports for people with disabilities. For students enrolled in the Interdisciplinary Concentration in Disability Studies. Prerequisite: DIS 400 or permission. Cr 1-6.

- DIS 680 Independent Study in Disability Studies

Individual work on a topic or problem selected by the student and approved by a Center for Community Inclusion faculty member. Prerequisite: permission. Cr 1-6.

- DIS 690 Selected Topics in Interdisciplinary Disability Studies

Advanced study of topics and/or problems related to disability studies. Focuses on related literature, research and services/supports. Prerequisite: permission. Cr 1-6.

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Webmanager: Alan Parks ~ Updated: 25-Sep-2003

Flinders University

Department of Disability Studies



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- > Master of Disability Studies
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Associated Programs

Up The Hill Program
Community Re-entry Program

Bachelor of Applied Science (Disability Studies)

The Bachelor of Applied Science (Disability Studies) requires three years of full-time study or the equivalent part-time and the honours program an additional year (or the equivalent part-time).

Enrolment in the honours program may be offered to a student who meets certain academic criteria and subject to the school/ department being able to provide appropriate resources and staff to supervise the program of study. After completing an undergraduate degree in Disability Studies, graduates are equipped to

- promote the physical and emotional wellbeing of people with disabilities;
- teach functional skills such as communication and language, self-care and domestic skills, social and recreational skills, and employment skills;
- provide case management services to people with disabilities;
- work with families and care-givers to enhance the quality of life for people with disabilities;
- liaise and work with community services and other professionals;
- facilitate self advocacy and/or negotiate on behalf of people with disabilities;
- work independently or as part of a team.

What jobs does this lead to?

Our graduates obtain work in a range of community services and agencies. In South Australia these include

- AngliCare,
- Autism Association of SA,
- Child and Youth Health,
- Community Support Inc.,
- Community Access Services of SA Inc,
- Department of Education Training and Employment
- Fleurieu Work Scheme
- Intellectual Disability Services Council,
- Minda Incorporated,
- Offenders Aid and Rehabilitation Services,
- Para Quad Association,
- Royal District Nursing Service,
- Salisbury Council,
- Southern Child Care Support Program,
- Spastic Centres of SA,
- Strathmont Centre
- Personalised Disability Services Pty Ltd

Overseas graduates are sought after by a range of agencies in their countries of origin.

The positions in which graduates are employed include welfare workers, special education teachers, Disability Professionals, educators, social and community workers, personnel specialists, counsellors, and administrators.

What does the study consist of?

/0

The undergraduate degree has a multi-disciplinary focus, with contributions from special education, psychology, sociology, health and welfare. It is tightly structured in the first two years, initially looking at general perspectives and issues in disability studies such as relationships, health, and human growth and development.

In the second year there is a focus on specific areas such as communication and language, physical and multiple disabilities, counselling and case management. In third year you will study core topics but also select from a range of electives, including Introduction to Autism and Related Disorders, Community Inclusion for Adolescents and Adults with Disabilities, Technological Applications and Disabilities, and others.

Field experience (Practicum) topics are included in a variety of community, residential, recreational and employment settings in each year of study. Theory and practice are closely interwoven to enable graduates to be efficient practitioners.

The program of study is described in the **official University Calendar listing for Bachelor of Applied Science (Disability Studies)**

Further information

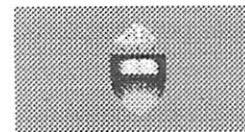
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Courses and programs

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Undergraduate: Course rule and topic information

Bachelor of Applied Science (Disability Studies)

(BAppSc(DisSt))

Program of study
Honours degree

INTRODUCTION

The Bachelor of Applied Science (Disability Studies) requires three years of full-time study or the equivalent part-time and the honours program an additional year (or the equivalent part-time).

Enrolment in the honours program may be offered to a student who meets certain academic criteria and subject to the school/ department being able to provide appropriate resources and staff to supervise the program of study.

COURSE AIMS

The course is designed to give students the skills and knowledge needed to work as Disability Professionals. It has a multidisciplinary focus, with contributions from special education, psychology, sociology, health and welfare.

Graduates are equipped to:

- promote the physical and emotional well-being of people with disabilities;
- teach functional skills such as communication and language, self-care and domestic skills, social and recreational skills, and employment skills;
- provide case management services to people with disabilities;
- work with families and care-givers to enhance the quality of life for people with disabilities;
- liaise and work with community services and other professionals;
- facilitate self advocacy and/or negotiate on behalf of people with disabilities;
- work independently or as part of a team.

COURSE RULE

ADMISSION REQUIREMENTS

The minimum requirements for consideration for entry to all undergraduate courses are specified in detail in the University Entry Requirements.

PROGRAM OF STUDY [amended: Oct/2002]

A student's program of study must be approved by the Program Approver.

To qualify for the Bachelor of Applied Science (Disability Studies), a student must complete 108 units with a grade of P

or NGP or better in each topic, according to the following program of study.

First Year

Semester 1

<u>EDSP1201</u>	Perspectives in Disability Studies	4.5
<u>EDSP1202</u>	Human Growth and Development	4.5
<u>EDSP1203</u>	Human Relationship Skills	4.5
<u>EDSP1205</u>	Learning, Development and Support 1	4.5

Semester 2

<u>EDSP1204</u>	Practicum 1 - Disability Studies	4.5
<u>EDSP1206</u>	Health Issues and Disability	4.5
<u>EDSP1207</u>	Learning, Development and Support 2	4.5
<u>EDSP1208</u>	Family Professional Partnership	4.5

Second Year

Semester 1

<u>EDSP2101</u>	Communication and Language	6
<u>EDSP2110</u>	Learning, Development and Support 3	3
<u>EDSP2202</u>	Practicum 2 — Disability Studies	3
<u>EDSP3103</u>	Physical and Multiple Disabilities	6

Semester 2

<u>EDSP2105</u>	Augmentative Communication Systems	3
<u>EDSP2203</u>	Counselling and Case Management	6
<u>EDSP2204</u>	Practicum 3 — Disability Studies	3
	*Elective	6

Third Year

Semester 1

<u>EDSP3102</u>	Management of Groups and Organisations	6
<u>EDSP3204</u>	Practicum 4 - Disability Studies (Full year)	9
	*Elective	6

Semester 2

<u>EDSP3109</u>	Learning, Development and Support 4	3
<u>EDSP3206</u>	Sociology and Human Service Provision	6
	*Elective	6

*ELECTIVES

Elective topics may be selected from any offered by the University at the appropriate level, provided entry and course requirements are met. The following topics directly related to disability studies can be included. It is expected that at least one elective will be selected from outside those offered by the Department of Disability Studies.

<u>EDSP2103</u>	Play, Recreation and Leisure for People with Disabilities	6
<u>EDSP2108</u>	Open Option	3
<u>EDSP2109</u>	Open Option	6
<u>EDSP3106</u>	Community Inclusion for Adolescents and Adults with Disabilities	6
<u>EDSP3113</u>	Introduction to Autism and Related Disorders	6
<u>EDSP3202</u>	Technological Applications and Disability	6

Not all topics necessarily are available in a given year.

HONOURS DEGREE

A student who has completed all the requirements of the Bachelor of Applied Science (Disability Studies), or another qualification which the Faculty Board agrees is equivalent, may be accepted as a candidate for the honours degree providing a sufficiently high standard has been achieved in fulfilling the requirements for the bachelors degree.

To qualify for the honours degree, a student must complete satisfactorily 36 units of study, comprising:

- 18 units of topics approved by the Board; and
 - an 18 unit thesis.
-

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PROGRAMS



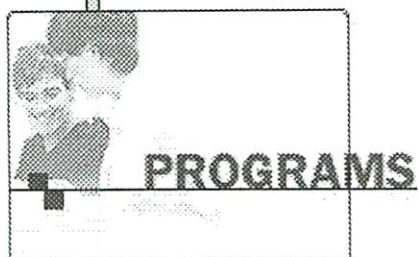
TRAINING



NEWS



PUBLICATION



I don't think this is a degree program, but it has some info and contacts if you needed more info.

DISABILITY STUDIES**Introduction to Disability Studies****Disability Studies @ Temple University**

- [DS Home](#)
- [DS History](#)
- [DS Faculty](#)
- [Temple DS Events](#)

Undergraduate Offerings

- [HP C050 – Contemporary Experiences of Disability](#)
- [Sociology 234 – Disability: Oppression and Resistance](#)

Graduate Certificate in Disability Studies

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Related Programs at the Institute on Disabilities

- [Collaborative Studies in Assistive Technology](#)
- [Educating Health Care Professionals](#)
- [University-Based Training](#)

Disability Studies Links

- [Regional Resources](#)
- [North American Programs](#)
- [Society for Disability](#)

Vision of Disability Studies

Disability Studies at Temple University offers a course of studies exploring the historical, cultural and socio-political challenges and accomplishments of the disability community and culture. The collective voices of persons with disabilities and their allies form the content and method of instruction for a curriculum that unravels the meaning and determinants of the disability experience. Disability Studies, like analogous diversity studies (e.g., Women's Studies and African American Studies), places disability within a social and political context challenging the notion that the statuses and roles of individuals with disability result from physical or psychological aspects of disability. By approaching disability from the perspective of human diversity and universality, the program promotes a more accurate understanding and appreciation of people with disabilities and the evolution of their civil rights movement; it also invites its audience to reflect on how the study of disability relates to professional, social and personal aspects of their lives.

Mission of Disability Studies

Disability Studies at Temple University builds capacity through a graduate curriculum that combines the scholarly and the experiential. This high quality and accessible program targets a variety of disciplines, extending beyond the traditional health and human services professions. It is designed and taught in partnership with the disability community and offers graduate and undergraduate courses, certificates, minor area concentrations, along with research and internship options.

Inquiry in Disability Studies

Disability Studies is an emerging field driven by research efforts from a number of academic disciplines. At Temple University, faculty and students approach Disability Studies from fields including psychology, sociology, geography, anthropology, film & media studies, occupational therapy, history, business ... the list is endless. All aspects of disability

Studies (SDS)

- [Google Web Directory](#)
- [Additional Links](#)

Disability Culture in the Delaware Valley

- [Disability Culture - What is the Purpose?](#)
- [Links to Events in Pennsylvania & the Delaware Valley](#)

For more information, please contact:**Mike Dorn**

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are potentially included in the spectrum of inquiry at Temple providing the scholarship is informed by a critical analysis of the social, political, biological, and cultural determinants of disability. That contextual foundation for Disability Studies is provided by a core of required courses that provide exposure to disability from a variety of perspectives: past and current definitions, fundamental concepts, theories, practices, policies, histories, institutions, communities, and events that shape our understanding of biological and cognitive differences.

Within this framework, specific foci of graduate study may include but are not limited to: sociological, cultural, and historical approaches to disability; legal, political, and economic issues; the intersections of impairment, therapeutic intervention, medical system approaches, and service programs; vocational and educational concerns; family issues and psychosocial aspects of the disability experience.

We are in the process of developing formal relations with degree-granting departments at Temple University that will make combining coursework easier. Contact us for the latest information.

For a further examination of the rationale and need for Disability Studies, see Diane N. Bryen and Sieglinde A. Shapiro, "[Disability Studies: What it is and why it is needed](#)" an article from the Temple University Faculty Herald 25(4), February 12, 1996.
[\[http://disabilities.temple.edu/programs/ds/facultyherald.html\]](http://disabilities.temple.edu/programs/ds/facultyherald.html)

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