

DISB 403 Customized Employment: Assessment and Job Development -NewCrs-2016-10-17

- 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*

Proposer*	Joseph Domaracki or Annah Hill	Proposer Email*	jwdomara@iup.edu / a.l.hill@iup.edu
Contact Person*	Joseph Domaracki	Contact Email*	jwdomara@iup.edu
Proposing Department /Unit*	: Communication Disorders, Special Education & Disability Services - Disability Services Program	Contact Phone*	72450

(A) Course Prefix*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> DISB
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 403
(C) Course Title*	Customized Employment: Assessment and Job Development
(D) Course Level*	undergraduate-level
(E) Cross Listed*	<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:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Repeatable Course*	<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>
(J) Prerequisite(s)	<p>DISB 302</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>
(L) Additional Information	<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>
(M) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(N) Catalog Description*	<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 holistic approach to providing job coach services in community setting. Content emphasizes understanding the processes involved in bringing a consumer through the Vocational / Transition Assessment process, developing and analyzing potential jobs based on consumer assessment data, the development and implementation of accommodations for consumers with behavioral/psychiatric disorders as well as the impact the American with Disabilities Act has on the provision of Job Coaching services.</p>

(O) Student Learning Outcomes*

These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes

If dual listed, indicate additional learning objectives for the higher level course.

The students will be able to:

1. Compare and contrast the differences and similarities of rational Vocational/ Transition Assessment and the Discovery Assessment method.
2. Explain how Community Based Work Assessments / Job Shadowing can be alternative methods of assessment, job development and job matching.
3. Compare and contrast the various Job Development approaches as they relate to the methods of assessing vocational readiness.
4. ~~Demonstrate the ability to~~ Conduct thorough Job Analysis.
5. ~~Demonstrate the ability to~~ Conduct comprehensive Task Analysis.
6. Describe several ~~Demonstrate sufficient knowledge of~~ work site accommodations that can be implemented for persons with Psychiatric Disorders.
7. Demonstrate a sufficient knowledge base of strategies to address common work behavior problems.
8. Explain how the Americans with Disabilities Act has impacted Customized Employment and the delivery of Job Coach Services.

(P) Brief Course Outline*

For Each Outcome Describe

How the Outcome Will

Be Achieved

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

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.

Course Outline:

A. Traditional Vocational Assessments

B. Discovery Assessment

C. Community Based work Assessments / Job Shadowing

D. Job Development / Job Matching

1. Multiple Applicant Approach
2. Business Consultant Approach
3. Customized Job Search
 - a. Agency Based Services
 - b. Discovery Method

Mid-Term

E. Job Analysis

1. Job Site Survey
2. Job Analysis Survey
3. Environmental Analysis
4. Job Sequencing
 - a. Core routines
 - b. Episodic routines
 - c. Job Related routines
 - d. Cultural Accommodation

F. Task Analysis

1. Role in Assessment, instruction and evaluation
2. Three criticisms of Task Analysis
3. Guidelines for developing Task Analyses

G. Work site Accommodations for persons with Mental Illness

1. Self-management Strategies
 - a. Self-recruited feedback
 - b. Seeking assistance via accommodations
 - c. Self reinforcement
2. Co-worker Assistance

H. Common work Behavior Problems

1. Identifying problem behaviors
2. Reinforcement Strategies
3. Natural Supports

Final Exam

<p>(Q) Why is this Course Being Proposed?*</p>	<p>This course will be offered within the Disability Services Program and the third 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.</p> <p>This course will currently be offered within the Disability Services Program as a controlled elective and serves as the third 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>
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course will currently be offered within the Disability Services Program as a controlled elective and serves as the third 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>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p>
<p>(T) Is a Similar Class Offered in Other Departments?*</p>	<p>NO</p> <p>Please Provide Comment:</p>
<p>(U) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</p>	<p>NO</p> <p>Please Provide Comment:</p>
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Course Designed for Minor Department Elective</p> <p>If Other, please explain:</p>

<p>(W) Implications for Other Departments*</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>(X) Attach Supporting Documents for Implications, if Necessary</p>	<p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin: auto;"/>
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>Some resources maybe needed for teaching the courses. These might include but not be limited to: Vocational Assessment Instruments, Job Coach Curriculum Guides / Job Coach, Discovery Method Materials. These types of resources may be procured using ESF funds.</p>

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p>Brief Course Outline</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>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

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


<p>If Completing this Section, Check the Box to the Right:</p>	<input type="checkbox"/>
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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)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

Teacher Education Section

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

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