The City University of New York
The School of Professional Studies
at the Graduate School and University Center

Proposal to Establish a
Bachelor of Arts in Disability Studies

Anticipated Start
Fall 2012

Approved by the
School of Professional Studies Curriculum Committee
October 27, 2011

Approved by the
School of Professional Studies Governing Council
December 1, 2011

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ABSTRACT

The CUNY School of Professional Studies (SPS), part of the Graduate School and University Center of The City University of New York, proposes to establish a new, fully online Bachelor of Arts program in Disability Studies for degree completers. The curriculum and requirements of the program are consistent with the recommended goals of the Society for Disability Studies. The mission of the program is to graduate students who have mastered the core knowledge base and one of several concentration areas in Disability Studies. Consistent with the objectives of a liberal arts education, the program's goal is to prepare students who can communicate effectively, think critically and creatively, and demonstrate an awareness of and an appreciation of diversity. In addition, the program will provide a rigorous liberal arts degree that emphasizes a ‘person-centered’ approach to the study of disability. Requirements and learning outcomes were established to equip current workers and others with knowledge and skills to improve the lives of disabled people and with an educational credential that will advance their careers.
Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011

SED APPLICATION FOR REGISTRATION OF A NEW PROGRAM
Application for Registration of a New Program

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at www.highered.nysed.gov/ocue/. This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

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<tr>
<td>Program type</td>
<td><em>X</em> General academic program _ Program to prepare certified teachers or certified educational leaders _ Program to prepare licensed professionals</td>
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<tr>
<td>Institution name and address</td>
<td>CUNY School of Professional Studies \Graduate School and University Center \365 Fifth Avenue, Suite 3300, New York, NY 10016</td>
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<td>Additional information:</td>
<td>* Specify campus where program will be offered, if other than the main campus: * If any courses will be offered off campus, indicate the location and number of courses and credits:</td>
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<td>Program title, award, credits, and proposed HEGIS code</td>
<td>Program title: B.A. in Disability Studies \Award (e.g., B.A., M.S.): B.A. \Credits:120 \Proposed HEGIS code:</td>
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<td>Program format</td>
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<td>Diploma Programs</td>
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<td>Contact person for this proposal</td>
<td>Name and title: George Otte, Associate Dean of Academic Affairs \Telephone: 212 817-7145 \Fax: 212 817-2990 \E-mail: <a href="mailto:George.Otte@mail.cuny.edu">George.Otte@mail.cuny.edu</a></td>
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<td>CEO (or designee) approval</td>
<td>Name and title: John Mogulescu, Dean of the School of Professional Studies \Signature and date: 12/5/11</td>
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<td>If the program will be registered jointly with another institution, provide the following information:</td>
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<td>Partner institution’s name:</td>
<td>Name and title of partner institution’s CEO: \Signature of partner institution’s CEO:</td>
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1. Program Description and Purpose

   a) Provide a brief description of the program as it will appear in the institution's catalog.
   Answer included in narrative.

   b) List educational and (if appropriate) career objectives.
   Answer included in narrative.

   c) How does the program relate to the institution's mission and/or master plan?
   Answer included in narrative.

   d) Describe the role of faculty in the program's design.
   Answer included in narrative.

   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
   Answer included in narrative.

   f) What are the anticipated Year 1 through Year 5 enrollments?
   Answer included in narrative.

2. Sample Program Schedule

   Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).
   - If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
   - For existing courses that are a part of the major, submit a copy of the catalog description. For undergraduate programs, provide syllabi for all new courses in the major; for graduate programs, provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty

   a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.

   b) What is the institution's definition of “full-time” faculty?
   Answer included in narrative.

4. Financial Resources and Instructional Facilities

   a) Summarize the instructional facilities and equipment committed to ensure the success of the program.
   Answer included in narrative.

   b) Complete the new resources table (Table 5).

5. Library Resources

   a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.
   Answer included in narrative.

   b) Describe the institution’s response to identified needs and its plan for library development.
   Answer included in narrative.

6. Admissions

   a) List all program admission requirements (or note if identical to the institution's admission requirements).
   Answer included in narrative.

   b) Describe the process for evaluating exceptions to those requirements.
c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer included in narrative.

7. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer included in narrative.

8. External Review of Graduate Degree Programs

If the proposal is a graduate degree program below the doctoral level, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.

9. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer included in narrative.

Items 10 through 12 are for general academic and professional licensure program proposals only.

10. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer included in narrative.

11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

If the proposal for an undergraduate degree program falls into any of the following categories, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.

Categories:
- The program’s subject matter represents a new or emerging field.
- The program is in an allied health area, unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

12. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.
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NARRATIVE

Purpose and Goals

The CUNY School of Professional Studies (SPS), part of the Graduate School and University Center of the City University of New York, proposes to establish a new, fully online Bachelor of Arts degree program in Disability Studies for degree completers.

The Online Bachelor of Arts in Disability Studies will be offered through the SPS Online Baccalaureate program. Since 2003, SPS has successfully launched six online degree programs, including CUNY’s first fully online degree programs at both the bachelor’s and master’s degree levels. Currently, these include two established undergraduate programs, a BA in Communication and Culture and a BS in Business, two new programs which began in the fall of 2011, a BA Sociology and a BS Health Information Management, and a BA Psychology and which will begin in the spring of 2012. At the master’s degree level, an online MS is offered in Business Management and Leadership and an MS in Information Systems is scheduled to launch in the fall of 2012. The proposed undergraduate program in Disability Studies will build on this foundation of expertise in delivering effective online coursework and on providing a wide array of support services to online students and instructors. In addition, the proposed program would offer students in the other online BA programs, for example Psychology and Sociology, new elective courses that would enrich their educational experience. In addition, the proposed program would offer students in the other online baccalaureate programs - Psychology, Sociology, Business and Health Information Management - new elective courses that would enrich their educational experience.

The mission of the program is to graduate students who have mastered the core knowledge base and one of several concentration areas in Disability Studies. Consistent with the objectives of a liberal arts education, the program’s goal is to prepare students who can communicate effectively, think critically and creatively, and demonstrate an awareness of and an appreciation of diversity.

Some 49 million Americans have disabilities, and while each of us experiences disability in our family and friends or through our own life experience, disability remains a mysterious phenomenon, simultaneously public and private. Public debates about health care, prevention, entitlements, and funding to search for causes and cures serve as background for private experiences of diagnosis and its implications for our lives as disabled people, caregivers, or family members.

Disability Studies is an emerging field of academic study which has its origins in the Disability Rights Movement. It uses a “person-centered,” multidisciplinary approach to explore, analyze and study the phenomenon of disability, and is informed by scholarship from history, sociology, literature, political science, law, biology, medicine, economics, psychology, education, cultural studies, anthropology, philosophy, theology, gender studies, media studies, and the arts. Generally, the principles and philosophy underlying Disability Studies are (Society for Disability Studies, 2004):

- Using an interdisciplinary, multidisciplinary approach. Disability sits at the intersection of many overlapping disciplines in the humanities, sciences, and social sciences. Programs in Disability Studies should encourage a curriculum that allows students, activists, teachers, artists, practitioners, and researchers to engage the subject matter from various disciplinary perspectives.
- Challenging the view of disability as an individual deficit or defect that can be remedied solely through medical intervention or rehabilitation by “experts” and other service providers. Rather, a program in Disability Studies should explore models and theories that examine social, political, cultural, and economic factors that define disability and help determine personal and collective responses to difference. At the same time, Disability Studies should work to de-stigmatize disease, illness, and impairment, including those that cannot be measured or explained by biological science. Finally, while acknowledging that medical research and intervention can be useful, Disability Studies should interrogate the connections between medical practice and stigmatizing disability.
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- Studying national and international perspectives, policies, literature, culture, and history with an aim of placing current ideas of disability within their broadest possible context. Since attitudes toward disability have not been the same across times and places, much can be gained by learning from these other experiences.
- Encouraging participation by disabled students and faculty, and ensuring physical and intellectual access.
- Prioritizing leadership positions held by disabled people; at the same time, it is important to create an environment where contributions from anyone who shares the above goals are welcome.

Targeted to direct support professionals who work as service providers, the curriculum for the proposed Online BA in Disability Studies was designed with the above principles in mind, while allowing students who are service providers to concentrate on a deeper understanding of the theories and practices relevant to their area of interest. The proposed BA program is informed by our experience with students enrolled in the Graduate Certificate and Masters of Arts in Disability Studies programs, by CUNY’s experience in offering Disability Studies courses over the last two decades, and by extensive research and consultation with CUNY faculty and agencies providing services.

Nationally, Disability Studies associate’s degrees, certificates and minors range from programs offering applied courses that emphasize technique to more interdisciplinary programs that emphasize the humanities. The proposed BA gives students a foundation in Disability Studies, with an area of concentration that allows students to examine a particular specialization in depth and apply their basic knowledge to more challenging and complex topics. Students also have an option of taking a concentration in Interdisciplinary Disability Studies.

Because of its multidisciplinary approach, Disability Studies is well suited as a foundation for a wide variety of professional specializations. This may account for the steady growth of courses, certificates, associate’s degrees, and minors offered at an increasing number of colleges in the United States and in other countries. A bachelor’s degree in Disability Studies would not only equip workers who support individuals with disabilities in community programs with the knowledge, values, and skills that are sought by agencies providing services, but would prepare students for graduate work in disability studies, social work, rehabilitation counseling, physical and occupational therapy, education, sociology, psychology, anthropology, and liberal studies.

Approximately 15% of the students and faculty in the existing Disability Studies programs at the School of Professional Studies have disclosed disabilities. Because this program will be fully online, it will allow increased participation of students and faculty who have disabilities and may have mobility or other accessibility challenges. Although the programmatic guidelines enumerated above reflect the state of the art in Disability Studies, it remains an emerging academic field of study. Although there are over 90 Associate's degrees in Disability Studies and a number of MA programs, the proposed program will be the first structured BA in Disability Studies in the United States as well as the first online BA in this specialization in the U.S. It will have an opportunity to redefine Disability Studies at the same time it embraces basic approaches, philosophy, and goals.

Educational Goals

The educational goals of the BA in Disability Studies are:

- To provide a rigorous liberal arts degree that emphasizes a “person-centered” approach to the study of disabilities.
- To increase knowledge of disability, interest in the field, and commitment to service provision among direct support professionals and others interested in disability and Disability Studies.
- To provide workers serving individuals with intellectual/developmental disabilities (including autism), mental/behavioral health issues, or mobility and perceptual disabilities an opportunity to earn an educational credential that will advance their careers.
- To educate a group of dedicated and motivated workers who can use the knowledge and skills to improve the lives of disabled people.
The faculty who have been involved in developing the proposed BA are experienced instructors, many of whom currently teach in the MA program in Disability Studies. A number of the faculty are also expert practitioners with many years of experience who can provide a combination of theory and practice in delivering course instruction in this program.

Need and Justification

Community and Student Needs

The need for an educated and committed workforce to help people with disabilities lead lives of dignity and purpose has been well documented. According to the United States Department of Health and Human Services (2010), there are approximately three million direct support workers in the U.S. and demand is expected to grow by 34% by 2018. In the field of intellectual and developmental disabilities alone, an additional 1.2 million new full time equivalent direct support workers will be needed by the year 2020, an increase of 37% (U.S Department of Health and Human Services, 2006, p. vi). By 2016, the size of this workforce will exceed occupational categories such as K-12 teachers and registered nurses (U.S. Department of Health and Human Services, 2010).

Direct support workers are employed in a diverse assortment of settings and support people with a wide variety of different disabilities. They work with children and adults with intellectual/developmental disabilities in community residential and vocational settings and in psychosocial rehabilitation settings. They also work in nursing homes with an aging population and provide home health services to people with temporary and chronic health needs.

The proposed Online BA would target workers in the intellectual/developmental disabilities (including autism spectrum disorder) and psychosocial/behavioral health rehabilitation fields, in addition to students interested in disability studies and the humanities. Although there is a complement of workers who are home health aides or work in nursing homes, survey data indicates that almost 70% of these workers have a high school education or less, so they are not the primary targets for this proposed BA at this time.

According to the Centers for Disease Control, recent studies indicate that the number of children diagnosed with autism spectrum disorder (ASD) is 1 in 110 in the United States (CDC, 2009). As a group included in the term “developmental disabilities,” children and adults diagnosed with autism spectrum disorders (autistic disorder, pervasive developmental disorder – not otherwise specified, and Asperger Syndrome) have needs for support that differ from individuals with intellectual or other developmental disabilities. Upon exiting the school system, many will need ongoing specialized support as they enter the vocational, residential, and adult service systems. There are also many thousands of paraprofessionals nationally working in schools with children who have a variety of disabilities. In New York City alone, more than 150,000 children receive special education services through the NYC Department of Education. Although many paraprofessionals working in the educational system pursue bachelor’s degrees in early childhood education, special education or other programs leading to teacher certification, some may find a bachelor’s degree in Disability Studies an asset.

While still considered a minority population, disability will be a major issue when the post-World War II baby boomer generation begins to experience significant aging issues and related disability (Pawlukewicz, in press). By the year 2035, the growth of older adults in society will increase by 39% along with their life expectancy. In 2003, the life expectancy for a male who reached age 60 was 80, while for women it was 84. With advances in medical technology, these numbers could increase (Jeavans, 2004). The upcoming transformation of national disability demographics through the addition of the aging population will have a substantial impact on society, individuals, and families (Field & Jette, 2007) as well as the workforce.

Surveys of employees providing services in community residential and community vocational settings reported that 50% had some college, while 65% do not have a college degree (Hewitt. A, Larson, S, Edelstein, S, Seavey, D, Hoge, M, & Morris, J A, 2008, p. 5). As the field grows and becomes more professionalized, a bachelor’s
degree is needed for advancement. The fact that so many workers have completed some college coursework but have not completed bachelor’s degrees makes them ideal candidates for an online BA in Disability Studies.

Nationally, as of June 30, 2009, 562,067 individuals with intellectual or developmental disabilities received support services from direct support staff in their communities in Medicaid-funded home-based services; an additional 90,348 lived in small community group homes (Prouty, Larson, Salmi and Webster, 2010). The number of people receiving services in the community grew 4.3% from 2007 to 2009, and this trend is expected to continue over the next decades. In New York State alone, 69,859 people were receiving residential supports in 2009 (Prouty et al, 2010).

The trend over the last several decades has been toward supporting individuals in smaller, more individualized settings. These smaller settings require direct support workers to exercise considerable judgment, autonomy, and expertise in assisting those they serve, because supervision may be inconsistent or absent. There has been an increased emphasis in recent years on providing home-based assistance, requiring workers to navigate complicated family dynamics while carrying out complex skill training programs in the community.

According to the National Direct Service Workforce Center Report, “While direct support workers spend more time with individuals who receive long term care and human services than other degree professionals, they receive the least amount of training and have the least education” (Hewitt, A., Larson, S. Edelstein, S., Seavey, D., Hoge, M. & Morris, J.A. 2008, p. 15). Various studies have shown that turnover is in the range of 50% - 70% over a year to 18 months, which impacts the lives of those served and also creates instability in the lives of workers and their families (Hewitt & Larson, 2007). Additionally, because the cost of hiring and training direct support workers is high, “with an estimated 625,000 DSP’s supporting people with IDD in the United States, and an estimated 52% turnover rate, the cost could be as high as $ 784 million to annually replace DSP’s who leave their positions” (Hewitt & Larson, 2007). Wages and benefits are the two factors that have consistently been identified as factors associated with higher rates of turnover. Another major factor in turnover reported by direct support professionals is a lack of career advancement opportunities and professional challenges.

As William Ebenstein, CUNY University Dean of Health and Human Services wrote, “Many University Centers for Excellence in Developmental Disabilities are now offering certificate or (graduate) degree programs in Disability Studies. It is equally important that frontline staff become familiar with the core knowledge and shared values inherent in this approach and that it informs their daily practice. Enhancing access to college, and linking Disability Studies coursework to career ladder opportunities, can transform the culture of our field. The incorporation of Disability Studies within higher education, at both the undergraduate and graduate level, is the key to professionalizing the frontline workforce.” (2006).

The National Alliance on Mental Illness reports that one in four adults experience a mental health disorder in any given year. One in 17 (almost 21 million people) have been diagnosed with a serious mental illness. While some of those diagnosed with serious mental illness will be hospitalized for some time, most will be stabilized and discharged to receive services from community based agencies. There are over 120 agencies in New York City alone, and approximately the same number in the rest of New York State. In the psychosocial/behavioral health rehabilitation settings, 13% of direct support workers have some college education, while 62% do not have a college degree (Hewitt, A., Larson, S. Edelstein, S., Seavey, D., Hoge, M. & Morris, J.A. 2008, p. 5).

Nonprofit agencies, agency trade associations, and governmental entities have developed training programs for direct support workers in the intellectual/disability and behavioral health/mental health arenas. While several of these provide an excellent combination of theory and practice, many focus on teaching staff to comply with federal or local regulations or program-specific procedures. Most direct support workers would not be easily able to transfer what they have learned in agency training programs to an entity which might confer an associate’s or bachelor’s degree, or transfer their knowledge to another area of human services. In the Medicaid environment, staff qualifications for certain positions are prescribed, and workers will need a bachelor’s degree to advance professionally. Again, according to William Ebenstein, “Compared to non-credit trainings, educational attainment based on college credits and degrees is recognized nationally, portable to other employers, transferable to other colleges, and linked to promotions and higher earnings” (2006).
The Online BA in Disability Studies would offer an accredited program that could benefit a significant number of students and have a considerable positive impact on the lives of disabled people.

Connecting the Proposed BA Program to Employment Opportunities

Students will come from two primary target groups:

Direct Support Workers
These workers support individuals with intellectual/developmental disabilities, including autism spectrum disorder, or psychosocial/behavioral health disorders. Nationally, 41% of direct support workers are African-American, Hispanic or Asian; they are overwhelmingly women in their 30’s and 40’s. The National Direct Service Workforce Resource Center Survey indicates that the workforce is aging and that younger workers will be needed to fill jobs as older workers retire in the approaching decades. Further, the same survey reports that while turnover data is incomplete, the average rate reported in several studies ranges from 42%-65%, and that three of the major factors that correlate to this high turnover are low wages, lack of training and lack of career advancement opportunities (NDSWC, 2008, p. 11-13).

Direct support workers receive low pay for the work they perform. A 2003 report which surveyed workers’ educational needs also found that the average hourly wage for those working with intellectual/developmentally disabled people in the community is $8.68 per hour. In New York City the average wage ranges from $9.75 an hour up to $13.00 an hour (a range of approximately $18,000 – $23,000 annually) in voluntary agencies; nationally, workers earned slightly less. Aside from increasing workers’ competence and commitment to the field, with a Bachelor’s degree, workers are promotable to be Medicaid Service Coordinators or to fill other similar positions; in 2007, the average salary of MSC’s in New York State was $27,890 (OMRDD, 2007, p.7). Graduates of the proposed program would also have the flexibility to explore working in other areas of human services which require a bachelor’s degree or to pursue graduate education.

Interest from Prospective Students
In order to ascertain interest in the proposed BA program from workers in the field – our target audience - a short survey was prepared and distributed through nonprofit agencies (both in New York City and upstate), the New York State Alliance of Direct Support Professionals, those who had previously enrolled in coursework related to disability from 1998-2005, attendees at a Disability Studies Lecture on the subject of mental health and those enrolled in a non-credit certificate class for those in or working in the mental health system. The survey was administered through a Survey Monkey link, as well as through paper copies distributed through agency contacts in addition to the Lecture and class mentioned above. 268 people completed surveys, but not every respondent answered every question. While data is still being collected, preliminary data shows that of those who responded to a specific question about interest in the proposed degree program, 76.4% (178 respondents) indicated that they would be interested in enrolling in the proposed program (54.5% strongly agreed and 21.9% agreed). 15.45% indicated that they were neutral and just 8.15% indicated they disagreed or strongly disagreed that they would be interested in the program.

234 people responded to a question about whether having a BA in Disability Studies would enable them to obtain a job or advance at their current job. 184 respondents, or 78.6 % of those who answered the question (55.9% strongly agreed, 22.4% agreed) indicated that the BA would help them get a job or advance at their job. 67.6% of those who indicated that they have bachelor’s degrees agreed or strongly agreed that they wished the proposed BA had been an option for them.

The survey responses reported above is supported by information from a survey conducted in 2008 by the John F. Kennedy, Jr. Institute for Worker Education. A memorandum prepared by Ashleigh Thompson, Deputy Director of the Institute and Deputy to the University Dean of Health and Human Services provided these details about that survey: From 1998 to 2005, the John F. Kennedy, Jr. Institute at CUNY sponsored the Undergraduate Certificate in Disability Studies at LaGuardia Community College, Queens College, Lehman College, the College of Staten Island, Medgar Evers College and New York City College of Technology. Between the 1998-99 and the 2004-05 academic years, 827 individuals participated in the program. In 2008, a
survey was mailed to 260 students who worked for one of six disability agencies: AHRC, Cerebral Palsy Associations of New York State, FEGS, The Shield Institute, UCP of NYC, and YAI/National Institute for People with Disabilities. 22 percent responded to the survey. Of those who responded, 93% indicated that the course content of the program was relevant to their professional position, 93% also responded that the program would help them meet their personal career goals. During the year prior to the survey, 28% had received a promotion, 44% had received a monetary bonus, and 68% had taken on additional responsibilities at work. 84% of respondents indicated they were interested in pursuing further higher education. (Memorandum, Ashleigh Thompson, Deputy Director of the John F. Kennedy Institute for Worker Education, to Mariette Bates, 11/14/2011.)

Job Availability for Graduates of the Proposed BA Program

Elsewhere in this proposal, we cited national studies about the number of jobs currently held by direct support workers nationally and the expected growth in the field. We expect that many of the prospective students will be working in the field and will enroll in order to advance in the agencies in which they work, while some would consider enrolling in order to obtain a job in the field. In order to ascertain whether graduates of the proposed BA in Disability Studies would have an advantage over prospective employees with other, similar degrees, we asked the largest employers in the disability field in New York City (since we believe that initial enrollment is likely to start locally) whether they would privilege graduates with this BA over prospective employees with other degrees. We included an agency from the Mid-Hudson Area to obtain the viewpoint of a non-New York City agency. And because New York City has 300 agencies, and many of them are small, we also asked the Executive Director of a newer, smaller, agency – who is enrolled in the MA program in Disability Studies - her opinion of the proposed BA in terms of preference for employment.

We also asked employers if graduates of the prospective program would have an advantage in terms of advancement. Taken together, the employers whose letters are excerpted below employ approximately 7,720 workers. The full text of the letters can be found in the appendix, but I have included excerpts here from employers as well as from the Executive Director of the National Alliance for Direct Support Professionals:

- “The National Alliance for Direct Support Professionals represents approximately 1.2 million direct support professionals who support people with intellectual and developmental disabilities nationally…I have reviewed the courses to be offered in the proposed BA program and I am enthusiastic in my support. Graduates of this program would have an advantage over other prospective employees with bachelor’s degrees in other fields because of the specific coursework that the BA in Disability Studies provides.” Joseph Macbeth, Executive Director, National Alliance for Direct Support Professionals.

- United Cerebral Palsy of New York City, Inc. is the first and single largest affiliate of a 135 nationwide, affiliate network of service providers…assisting 14,000 children, teens, adults and their families annually through more than 80 individual programs throughout New York City. The current workforce of UCP of NYC is 1600 employees….The ideal workforce for today and in the future will be the BA graduates who have had direct exposure and coursework curriculum focusing on working with families and persons with developmental disabilities throughout their lifespan. The course work offered in the School of Professional Studies BA in Disability Studies offers a curriculum that it far more comprehensive in addressing disability than any other undergraduate program, giving graduates of this program an advantage in the hiring process and in advancing at our agency.” Linda Laul, Associate Executive Director, United Cerebral Palsy of NYC Inc.

- “As Senior Director of YAI’s Department of Residential Services, I am keenly aware of the growing need for a professional and educated work force to serve people with developmental and intellectual disabilities in the future. YAI is the largest not for profit provider in New York State, operating over 450 programs for children and adults at all levels of disability and employing over 5000 staff... The proposed BA in Disability Studies, particularly with online offerings, will provide a distinct advantage since the program is geared toward their work and is extremely accessible. The degree would also assist them in their professional development and skill acquisition...I hope I have the opportunity to recommend this program to my staff.”

Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011
• “Some of the 650 employees in our Developmental Disabilities Division already have participated/are participating in CUNY’s Graduate Certificate and M.A. in Disability Studies, and others have taken B.A.-level courses on Autism Spectrum Disorders and Introduction to Disability Studies through the School of Professional Studies…Most of the employees in our Developmental Disabilities Division hold direct support positions, which require high school degrees or G.E.D.’s…Those who would like to move to frontline supervisory management positions are expected to pursue such an academic degree, and the CUNY B.A. in Disability Studies would be an excellent choice…The course of study for the B.A. in Disability Studies will provide this type of comprehensive education, and we look forward to continuing our collaboration with CUNY’s School of Professional Studies by identifying and supporting those employees who would be eligible to enroll in the program.” Jonas Waizer, Ph. D., COO, FEGS (which also operates large mental health programs).

• “Having served as the executive director of New Horizons Resources, Inc. in the Mid-Hudson Valley of New York for 25 years, I familiarized myself with the courses offered in the proposed BA program, and I am enthusiastic in my support. I would recommend this program to NHR staff members who do not have a bachelor’s degree as it would prepare them for advancement…Broader and more comprehensive skills will be required of direct support personnel….”

• “I am the founder and executive director of Person Centered Care Services, Inc….We encourage direct support professionals to enroll in college programs or continue their education and we provide financial support for many who choose to do so. We have approximately 45 employees and serve over 350 people with autism and/or intellectual disabilities…I would definitely prefer graduates of this program over other prospective employees, not only because they have earned a bachelor’s degree but because of the specific coursework that the BA in Disability Studies provides.” Cris Marchionne, Executive Director, PCCS.

Individuals With Disabilities

Individuals with disabilities are among the poorest in the country, dealing with widespread issues of access to education, transportation and employment. The proposed degree will be offered online, which will allow students with mobility or other disabilities to attend classes. Approximately 20% of the United States population lives with some level of disability; they are almost three times more likely to live in poverty than any other group (WID, 2010). According to the Department of International Development (2000), “Disability frequently results in limited access to education and employment and leads to economic and social exclusion. Poor people with disabilities are caught in a vicious cycle of poverty and disability, each being both a cause and a consequence of the other.”

Erickson, W., Lee, C. and von Schrader, S. report that in 2008, an estimated 25.3% (some 4,617,300 people) of non-institutionalized persons aged 21-64 with a disability were living below the poverty line (as opposed to 14.3% of the general population); only 25.4% of disabled adults were employed full time for an entire year (2010). According to federal Rehabilitation Services Administration data on competitive employment outcomes, vocational rehabilitation clients earn approximately 57% of the average US wage (Lustig and Strauser, 2004). In terms of educational access, in 2008, of non-institutionalized adults with a disability, 34% of disabled adults aged 16 through 64 years had a high school diploma or equivalent, contrasted to 86% of the general population in the United States (Erickson, W., Lee, C. & von Schrader, S. 2010). Only 29.7% of disabled adults had some college or had earned an associate’s degree, while 55% if the nondisabled general population reported having some college (US Census Bureau, 2010).

Of the severely disabled population, less than one third of adults (29%) had studied at the college level and only 8% had a bachelor's degree or higher.

People with physical or sensory disabilities would be particularly interested in the Interdisciplinary Disability Studies concentration. These students would be prepared to continue their education by pursuing a graduate degree in the humanities, women’s studies, disability studies, ethnic studies, sociology, history, anthropology, or English.
Comparable Programs

The proposed program will not duplicate any existing program at CUNY and would be the first in the country, as there is currently no online BA in Disability Studies in the United States. The only similar program we have located is housed at Ryerson University in Canada, offering a “Completer’s Degree” in Disability Studies, using both traditional, intensive, and distance learning approaches. BA degrees in Disability Studies are offered in traditional face to face format at several Canadian and British universities: The University of Calgary, The University of Manitoba, The University of Northern British Columbia, the University of Bedfordshire and the University of Manchester in the United Kingdom. In the United States, students who would be interested in the proposed BA in Disability Studies might also consider programs in social work, psychology, sociology, anthropology, health sciences, women’s studies, minority studies, or the humanities.

There are over 90 community colleges in the US that offer an associate’s degree in Disability Studies and graduates of these programs are a key target group for the proposed BA. Additionally, most community colleges offer degrees in human services, mental health, or other health-related topics.

There are minors in Disability Studies in 14 colleges and universities in the United States. At CUNY, minors in Disability Studies exist at the College of Staten Island and at Lehman College, and students enrolled in the CUNY BA program can design an individualized BA in Disability Studies major by taking courses at several CUNY campuses. For the past sixteen years, The City College’s Center for Worker Education has offered a Certificate in Developmental Disabilities/Disability Studies and undergraduate courses in Disability Studies are offered at the New York City College of Technology.

While there is no BA in Disability Studies in the US, Disability Studies minors exist at Gallaudet, Ohio State, Stony Brook, Pacific University, the University of California at Berkeley, the University of California at Los Angeles, the University of Delaware, the University of Maine, the University of Massachusetts at Lowell, the University of Toledo, the University of Washington, and the University of Wyoming. A third of these Disability Studies programs could be categorized as “applied” while the others sit at the “humanities” end of the spectrum. As Disability Studies grows as an academic discipline, other educational institutions will be creating new minors and certificate programs and other BA programs will inevitably emerge.

Letters of support are appended to this proposal.

Student Interest and Enrollment

Admissions Requirements

Applicants should have a minimum of 30 earned credits from an accredited institution(s) and a GPA of 2.5 or better to qualify for admission. No more than 90 credits will be transferable to the 120-credit degree program. All University policies regarding skills and proficiency testing, grading, transfer credit, and degree completion will apply, as outlined below. A team of transfer-credit evaluation specialists will carefully review each student’s transcript.

Applicants who have not demonstrated proficiency in reading, writing, and mathematics must do so to be admitted, as outlined below.

Readiness for college level work may be demonstrated as follows:

- Reading and Writing:
  - Students are considered proficient in reading and writing if they can document any one of the following:
    - SAT Critical Reading score of 480 or higher
    - ACT English score of 20 or better
    - N.Y. State English Regents score of 75 or higher
Mathematics:
Entering students are considered proficient in mathematics if they can document any one of the following:
- SAT Math score differs from college to college; SPS requires a score of 510, or an ACT math score of 21 or higher
- N.Y. State Regents score of 75 or higher in one of the following: Math A, Math B, Sequential II or Sequential III

Student Support Services

In delivering resources to students in the online B.A. in Disability Studies, SPS will build on its current infrastructure, which supports four graduate degrees (one fully online and three in-class), four undergraduate degrees (fully online), and a portfolio of credit and noncredit certificate programs (both online and in-class). The student, faculty, and administrative services currently offered by SPS can readily be extended to this new bachelor’s program.

SPS currently has advisors who are trained to work with undergraduate and graduate students enrolled in the online programs, and all services, including the registrar, bursar, and financial aid offices —available online or in person — likewise have the capacity to handle the additional students.

1. Academic Advisement: Upon application to the program, each student is assigned an academic advisor who stays with the student through graduation to maintain the consistent personal connection so important in online education programs. In addition, students meet with each other and with faculty throughout the semester online; this ongoing contact ensures that there are sufficient informal opportunities to discuss academic issues.

2. Library: Library support will be robust. The School of Professional Studies partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, The Newman Library provides SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, SPS students also have access to other libraries across the CUNY system.

3. Writing Support and Tutoring: Online writing and tutoring support in a wide array of subject areas is provided to SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

4. Career Services: The School of Professional Studies’ Career Services Office helps both current students and alumni seek full-time employment, think through a career change, or explore internship opportunities. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career assessment needs. The Career Services Office incorporates a mix of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of this unique community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for resumes, cover letters, interview practice, portfolios, etc., and places career resources within reach of any students or alumni seeking career assistance.
Projected Enrollment, Years 1-5

Five-year enrollment projections are presented in Table 8 in the Appendices.

As illustrated in Table 8, we anticipate enrolling a starting cohort of 50 students in Fall 2011 and an additional 30 students in the following spring, for a net of 63 students in the first year, when factoring in retention. The enrollment estimates in Table 8 were based on enrollment and retention rates in existing online degree programs at SPS, specifically the Online B.A. in Communication and Culture enrollment and retention data from Fall 2006 to Spring 2011, and the Online B.S. in Business enrollment and retention data from Spring 2008 to Spring 2011. The estimates are very conservative, incorporating a 2.5% increase in new students from fall to fall and 2% from spring to spring, i.e., a 2.5% increase in new students from Fall 2012 to Fall 2013 and 2% from Spring 2013 to Spring 2014. By the fall of the fifth year, we anticipate that the program will enroll approximately 207 students, assuming a five-year retention rate of 30%. The projected retention, from 65% to 35% over 5 years, is an estimate based on our experience.

Sources of transfer student applicants will include CUNY as well as other community colleges and four-year colleges and universities where students may be unable to continue because of scheduling or financial constraints. Additionally, students who have been out of college for a time and are ready to return may find the online program one that allows them to manage the demands of current job and/or family commitments with coursework.
Curriculum

Degree Requirements: The requirements for the bachelor’s degree will include:

- 120 total credits earned (some of which will be transfer credits)
- 60 credits in the Online Baccalaureate General Education Curriculum, chosen by the student following specified distribution requirements (some of these may be transfer credits). A detailed listing of courses in the General Education Curriculum is listed below.
- 27 credits of electives (some of which may be transfer credits, courses taken from the Disability Studies courses or other majors at SPS).
- 33 credits in Disability Studies

General Education: The general education requirements follow the structure currently in use at the School of Professional Studies, featuring two broad categories of courses — six proficiencies that address matters of comprehension and expression, and six perspectives that provide students with a broad base of knowledge with which to understand their world. See the table below.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Objectives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiencies:</td>
<td>matters of comprehension and expression</td>
<td>30</td>
</tr>
<tr>
<td>English Proficiency</td>
<td>to read, write and speak effectively in English, to analyze, synthesize,</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>and convey ideas and observations</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>to understand and apply mathematical principles and to communicate</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>quantitative information effectively</td>
<td></td>
</tr>
<tr>
<td>Scientific Reasoning</td>
<td>to appreciate the phenomena and processes of scientific knowledge in</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>more than one scientific field</td>
<td></td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>to communicate in a language other than English and understand the values</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>of its culture</td>
<td></td>
</tr>
<tr>
<td>Digital Competency</td>
<td>to understand and use the tools of digital technology (hardware, software,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Internet, etc.)</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td>to use information critically and responsibly from a variety of sources:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>to gather, organize and present it effectively</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Categories</th>
<th>Objectives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives:</td>
<td>basic knowledge in general areas</td>
<td>30</td>
</tr>
<tr>
<td>Global &amp; Civic</td>
<td>social, political and economic issues of the contemporary world</td>
<td>6</td>
</tr>
<tr>
<td>Historical</td>
<td>human cultural tradition over time; individuals and movements in</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>historical context</td>
<td></td>
</tr>
<tr>
<td>Social Scientific</td>
<td>analysis of social interaction and institutions using the analytical</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>methods of the social sciences</td>
<td></td>
</tr>
<tr>
<td>Aesthetic &amp; Creative</td>
<td>works of art, theater, music, literature analyzed and interpreted using</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>evidence and appropriate methodology</td>
<td></td>
</tr>
<tr>
<td>Philosophical &amp; Ethical</td>
<td>role of values and ethics in making personal, social, professional</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>decisions</td>
<td></td>
</tr>
<tr>
<td>Natural Scientific</td>
<td>applying the methods, terminology and reasoning of a branch of natural</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>science</td>
<td></td>
</tr>
</tbody>
</table>
General Education Courses

**English Proficiency**

**ENG 101 - College Writing I (3 Credits)**
*Prerequisite: None*
This course emphasizes expository and analytical writing, longer reading-based essays, attention to reading skills, and research methods in both physical and virtual libraries. Students completing the course should understand the conventions of academic writing and be increasingly fluent in those of computer-mediated communication (e-mail, discussion boards, etc.).

**ENG 102 - College Writing II (3 Credits)**
*Prerequisite: ENG 101, or equivalent*
This course helps students develop the ability to write longer expository essays. While continuing to focus on the writing process, students are introduced to literary genres, and are expected to complete a research project that involves online research, documentation, and the use of source material in an essay that argues an opinion based on well-chosen and compelling evidence.

**ENG 311 - Writing for New Electronic Media (3 Credits)**
*Prerequisite: None*
A writing intensive content creation course designed to teach competence in writing for recently evolved electronic media and to foster an understanding of the theory and practice of writing for those media. The course will cover writing content for Internet news, Internet information, as well as writing content for such applications as wikis, blogs, podcasts, vlogs, and webisodes. Other applications may include techniques for writing instant messages, writing headlines for news alerts, and some writing applications for other hand-held electronic devices. Students will individually create blogs, podcasts, Internet news items, and other content. As groups, they will participate in discussion boards, create wikis, webisodes, and online newscasts.

**Quantitative Reasoning**

**MATH 101 - Fundamentals of Mathematics (3 Credits)**
*Prerequisite: None*
This course will introduce students to various topics in mathematics: set theory, logic, counting and combinatorics (the branch of mathematics that studies finite collections of objects satisfying specified criteria) and historical or alternate base number systems. Students will be expected to apply these constructs to problems in the real world and not simply to consider them abstractly.

**MATH 102 - Mathematics in Contemporary Society (3 Credits)**
*Prerequisite: MATH 101, or equivalent.*
Designed to provide students with an understanding of the mathematical ideas and methods found in the social sciences, the arts, and business, this course covers the fundamentals of statistics, scatter plots, graphics in the media, problem-solving strategies, dimensional analysis, and mathematical modeling. Students can expect to explore real world applications.

**MATH 210 - Business Math (3 Credits)**
*Prerequisite: MATH 101, or equivalent.*
This course introduces students to different quantitative methods needed to solve problems in business. Students will explore functions from the numerical, algebraic and graphical viewpoints, studying different linear models, equations with two unknowns, matrix addition, multiplications, inversion and its different applications. Students will also learn mathematics of finance such as simple interest, compound interest, annuities, amortization, and sinking funds.
MATH 215 - Introduction to Statistics (3 Credits)  
*Prerequisite or Co-requisite: CIS 101*
This course will introduce the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Students will be expected to use Microsoft Excel’s statistical functions to implement analyze data. Broadly speaking, this course will provide an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

**Scientific Reasoning**

AST 101 - Introductory Astronomy (3 Credits)  
*Prerequisite: None*
Students learn about stars, and about the astronomical information that forms our model of the universe. Stars and collections of stars will be shown to have a birth as well as an anticipated death predicted by natural laws. Students will learn to understand and express scientific ideas.

BIO 101 - General Biology (3 Credits)  
*Prerequisite: None*
The course provides an introduction to the chemical basis of life; cellular structure, function and reproduction; photosynthesis and cell respiration; human anatomy and physiology and plant structure and function. Students will have access to virtual labs and computer simulations.

BIO 201 - Anatomy and Physiology 1 (3 Credits)  
*Prerequisite: None*
This course provides students with a foundational understanding of human anatomy and physiology. Starting with an overview of the organization of the human body and the terminology used to describe the location of body parts, the course then discusses basic chemical concepts essential for understanding physiological processes. The characteristics and functions of cells, tissues, and membranes are discussed, as are the anatomical and functional divisions of organ systems including: the skin and integumentary system, musculoskeletal system, nervous system, sensory system, and the endocrine system.

BIO 202 - Anatomy and Physiology 2 (3 Credits)  
*Prerequisites: BIO 201*
This is the second course in human anatomy and physiology. The course covers the composition and functions of blood, followed by an investigation of the cardiovascular system including the anatomy of the heart and the physiology of blood circulation. Additional human organ systems discussed include the respiratory system, digestive system, urinary system, and reproductive system. Human genetics will also be addressed.

BIO 310 - Pathophysiology and Pharmacology (3 Credits)  
*Prerequisites: BIO 202*
This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

**(Foreign) Language Proficiency**

CHIN 101 - Beginning Chinese I (3 Credits)  
*Prerequisite: None*
This course is an elementary introduction to Mandarin Chinese. It is designed for students who have none or little prior experience in the language. The class takes an integrated approach to basic language skills of listening, speaking, reading and writing. It emphasizes pronunciation and the tones, as well as the most basic structure and patterns of Chinese grammar.
CHIN 102 - Beginning Chinese II (3 Credits)  
*Prerequisite: CHIN 101*

Objectives for courses in the Language Proficiency subject area include communicating in a language other than English and understanding the cultural values of that language. At present, the only language that SPS offers in an online format is Spanish. This course will give our students another language studies option and a chance to read, speak, understand, and write the world’s most widely-spoken language.

**LANG 101 Language in the Multicultural Setting (3 Credits)**  
*Prerequisite: None*

This course will introduce the student to the study of language in multicultural urban settings. The course will introduce related topics, such as bilingual/bidialectical families and bilingual education, language and gender, literacy in a changing, technological society, child language acquisition, and different dialects and registers. The readings will draw on works in linguistics, literature and related fields. Students will work on critical reading and produce writing based on the readings in connections with their own experiences and backgrounds.

**LANG 102 - The Skills and Art of Translation (3 Credits)**  
*Prerequisite: None*

This course is an introduction to the techniques of translation, offering practice in translating texts of various types (scientific, technical, legal, medical, commercial, journalistic, and literary). Draft translations will be discussed online with a view towards determining the most accurate translation. Students will also engage in an online discussion of topics covered in the readings. Students must have reading and writing fluency in one or more languages (other than English) to enroll in this course.

**SPAN 101 - Beginning Spanish I (3 Credits)**  
*Prerequisite: None*

This course in conjunction with SPAN 102 is designed to provide students with thorough grounding in Spanish grammar and vocabulary. The course will include intensive practice in speaking and listening through the use of audio-video resources. Students enrolled in this course will need a microphone and speakers (or a headset) and a web camera to interact online with the instructor and to record individual, pair, and group work.

**SPAN 102 - Beginning Spanish II (3 Credits)**  
*Prerequisite: SPAN 101*

This course, a continuation of SPAN 101, is designed to provide students with thorough grounding in Spanish grammar and vocabulary. The course will include intensive practice in speaking and listening through the use of audio-video resources. Students enrolled in this course will need a microphone and speakers (or a headset) and a web camera to interact online with the instructor and to record individual, pair, and group work.

**Digital Competency**

**CIS 101 - Computer Fundamentals and Applications (3 Credits)**  
*Prerequisite: None*

This course is an introduction to computers and their use in information processing. Topics include hardware and software concepts, elements of telecommunications, networks, and the Internet. Emphasis is on using computer programs such as word processing, spreadsheets, and data base management, as well as Internet applications.

**Information Literacy**

**COM 110 - Digital Information in the Contemporary World (3 Credits)**  
*Prerequisite: None*

What does it mean to learn - to inquire, to investigate, to collaborate, to research - online? In this course, students will propose answers to these questions by exploring new communication technologies and probing their impact on contemporary understandings of identity and community. Students will find, examine, and evaluate online resources.
Global & Civic Perspectives

AFRS 101 - Ethnology of Africa (3 Credits)
Prerequisite: None
In this course, students learn about traditional African societies and current African states, with emphasis on the impact of slavery and colonialism, current problems of economic and political development, and Africa's emerging place in 21st-century global interactions.

FRNS 201 - French and Francophone Cultures Today (3 Credits)
Prerequisite: None
This course features the cultures of contemporary France and selected French-speaking countries or regions in Africa, North America, the Caribbean and the Far East. Topics are drawn from geography and economics, everyday life, literature and the arts, politics, and racial and ethnic identity. Emphasis is on the diversity of cultures within the French-speaking world.

GEOG 301 - International Migration and Ethnicity (3 Credits)
Prerequisite: None
This course is a quantitative and qualitative examination of historic and contemporary international migration patterns. Emphasis is on spatial demographic impacts of immigration policy in the United States with special attention to major urban centers. A comparative analysis of ethnic and racial minorities in the United States will also be offered.

LAS 101 - Latin America and Caribbean Cultures (3 Credits)
Prerequisite: None
In this course, students learn about contemporary Latin American and Caribbean cultures by reading and discussing politics, customs, art, music, and cinema. Students will analyze film clips and music, evaluate performances, and conduct online research into selected cultural topics.

POL 201 - Politics and Government of New York City (3 Credits)
Prerequisite: None
This course analyzes the politics and government of New York City, including City-State relations; and the role of the City in the region, the nation and the world. Special attention is given to the municipal government's institutions and procedures, and the city's evolving political culture.

Historical Perspectives

HIST 101 - Origin of Western Civilization (3 Credits)
Prerequisite: None
This survey course examines Western society from the rise of the first civilizations in the Near East to Europe in the late middle ages. Topics include ancient Mesopotamia and Egypt; the Hebrews; Greek and Hellenistic civilization; the rise and fall of the Roman Empire; the advent of Christianity; the Byzantines; the birth of Islam; the Crusades; feudalism and the medieval worldview.

HIST 102 - Origins of the Modern World, 1500 to the Present (3 Credits)
Prerequisite: None
Global relationships in the contemporary world stem from interactions between civilizations that began half a millennium ago. This thematic survey of modern world history introduces students to selected topics which illuminate these patterns and allow us to perceive our own world more clearly.

HIST 201 - The Ascent of Man: An Introduction to the History of Science (3 Credits)
Prerequisite: None
Based on the BBC television series by Jacob Bronowski, this course traces the development of civilization through advances in science and technology. Through weekly writing assignments and exploration of the rich
internet resources on the history of science, students will deepen their knowledge of the history of science and its significance for world history.

HIST 202 - Twentieth Century World History (3 Credits)
Prerequisite: None
This World History course examines social, cultural, political, and economic changes, events, and concepts that defined and shaped the 20th century. Particular emphasis includes height of European imperialism, First World War, rise of totalitarian regimes, Second World War, Cold War, decolonization and the rise of nation-states, genocides and civil wars, revolutions in Asia, Africa and Latin America, Middle East conflict, fall of the Soviet bloc, social and intellectual movements, scientific and technological breakthroughs, and economic globalization. It will also attempt to assess the impact of these and other subjects upon today’s world.

HIST 301 - The Colonies in the Eighteenth Century (3 Credits)
Prerequisite: None
In this course, students examine the history of the British North American colonies from the close of the 17th century to the ratification of the U.S. Constitution. Through online reading assignments and by working with and interpreting primary sources, students will explore the divergent histories of the colonies and examine the transition of colonies into states within a federal union.

HIST 302 - History of the Dominican Republic (3 Credits)
Prerequisite: None
This course surveys Dominican history from the Tainos to Balaguer. Through frequent short writing assignments based on weekly online discussion, students will analyze Haitian-Dominican relations since colonial times, political and economic conditions since the 19th century, and the impact of US influence.

HIST 303 - The History of Black Civil Rights in the United States (3 Credits)
Prerequisite: None
This course examines the history of Black Civil Rights in the United States from colonial America to the present, emphasizing the Civil Rights Movement from the end of the Civil War to the death of Martin Luther King, Jr. Other topics include the status of free African Americans in the colonial period, the federal Constitution and the Supreme Court, women’s rights and feminism, affirmative action, racial profiling, reparations, significant personalities, and the cultural response to the Civil Rights Movement.

Social Scientific Perspectives

ANTH 110 - Urban Anthropology (3 Credits)
Prerequisite: None
This course considers the means for investigating large heterogeneous populations from an anthropological perspective. The problems of urbanization in emerging nations, ethnic and cultural differences within the city, and poverty in the urban setting will receive particular attention.

ECO 201 – Microeconomics (3 Credits)
Prerequisite: CIS 101
This course is an investigation of the microeconomy as seen through the eyes of the individual consumer and firm. It includes an exploration of profits, employment, and resources via supply and demand as well as elasticity, utility, costs, and market structures. Students will apply these concepts to specific issues, including unions, rent control, job discrimination, the minimum wage, and education.

ECO 202 – Macroeconomics (3 Credits)
Prerequisite: None
This course is a study of factors determining national output, income, employment, and prices; the impact of government spending, taxation, and monetary policy; the banking system; economic growth; and international trade.
PHE 200 - Introduction to Public Health (3 Credits)
Prerequisites: None
This course introduces students to the basic tenets of public health. The course provides a history of public health, an introduction to the five core disciplines of public health (Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Health, and Health Policy and Management), and an overview of the field’s primary functions such as assessment, policy development, and assurance. Students are introduced to the impact of information technology on the field.

PSY 101 - General Psychology (3 Credits)
Prerequisite: None
This course examines behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation-perception, sleep and states of consciousness, learning and memory, development, cognition-intelligence, motivation-emotion, personality, abnormal psychology, and social psychology. The focus is on findings and principles related to everyday life.

SOC 101 - Introduction to Sociology (3 Credits)
Prerequisite: None
This course is designed to provide students with an introduction to the theoretical perspectives, concepts, methods, and core research areas in sociology. Students will engage in active learning projects, and complete both formal and informal writing assignments.

Aesthetic & Creative Perspectives

ART 201 - Arts and Civilization: Pre-history through the Middle Ages (3 Credits)
Prerequisite: None
The course surveys the visual arts from the prehistoric epoch through the Middle Ages. Works of art are examined in their historical and cultural contexts. Throughout the course we ask: Can a picture or a sculpture tell a story? If so, how? And what story does it tell?

ART 202 - Arts and Civilization: Renaissance through the 21st Century (3 Credits)
Prerequisite: None
The course surveys the visual arts from the Renaissance through the 21st century. Works of art are examined in their historical and cultural contexts. Studying the biographies of artists in order to understand how personality and life experience might define the creative process, we pay special attention to how artists express themselves through the medium of the self-portrait.

ART 210 - Modern Art in the City (3 Credits)
Prerequisite: None
This course explores the city as it has been seen through the eyes of modern painters, sculptors, photographers, and architects. Topics addressing the ways artists have responded to the city include 1) documenting urban society and culture; 2) cityscape and landscape; 3) the individual in the city; 4) war and the city; 5) living and working spaces in the city; and 6) the family in the city.

ENG 201 - Introduction to Literature (3 Credits)
Prerequisite: None
This course introduces students to the genres of fiction, poetry, and drama. Students will become familiar with the terminology used to discuss and to write about works of literature (plot, setting, conflict, theme, etc.). Emphasis will be placed not just on the formal and thematic concerns of literature but also on its relation to the physical, social, political, and intellectual landscape.

ENG 211 - World Literature: The Evolving Canon (3 Credits)
Prerequisite: None
This course explores the evolving canon of world literature through a program of directed readings, lectures, online discussions and group assignments. Students will read influential works of poetry, drama, and fiction.
locate these texts in a historical and cultural context, and gain a sense of the connections between literary texts across time and across cultures.

ENG 301 - Science Fiction (3 Credits)
Prerequisite: None
This course features works exemplifying many of science fiction's major ideas, including time travel, alien invasion/contact, biological/genetic manipulation, cyberpunk, space opera/future war, post-apocalypse, and utopia/dystopia. Students will explore science fiction's integration into contemporary culture and online resources that connect with the themes and authors.

ENG 302 - Images of Women in Shakespeare (3 Credits)
Prerequisite: None
The richness of Shakespeare's range of work defies comprehensive coverage in a single course, but it responds to all sorts of perspectives (historical, cultural, psychological, and literary) as well as points of interests (character types, recurrent themes, dramatic genres, etc.). Consequently, the particular focus of the course will vary according to the instructor's interest.

ENG 331 - Studies in the Folk Tale and the Classic Fairy Tale (3 Credits)
Prerequisite: None
This course traces the development of folk tale from the oral form to what is known as the literary fairy tale (a tale never intended for children), exploring its historical and cultural origins. The first part of the course focuses on the universality of folk tales by examining the role that they play in the ethnography of diverse cultures. The second part of the course traces the rise of the literary fairy tale from its origins in the oral folk tale to the salons of 17th century Paris, and its gradual transformation by way of contemporary rewritings. Students will read closely the folk tales from several cultures, literary fairy tales, various critical essays, and watch two films to come to a greater understanding of the complex cultural significance of these works.

The course will have several modules. Each two-week long module contains a mini-lecture (and podcast) explaining various aspects of the work in question, a primary and secondary source reading, and perhaps a film.

FLM 307 - Film Literacies: Communicating Culture through Italian Cinema (3 Credits)
Prerequisite: None
The main goal of this course is to analyze and understand Italian culture and its social history through film. In order to be acquainted with Italian traditions, politics, society and aesthetics, we will be viewing some of the most significant movies, several of which are considered key landmarks in the history of motion pictures. The course will also provide a deep understanding of the impact historical events had on Italian society, and consider how these experiences have shaped the creative process of Italian screenwriters and directors. Films will examine events such as Fascism, the aftermath of the war, poverty, alienation, unemployment, post-industrialization, consumerism, modernization, along with immigration, social unrest, the mafia, and political corruption. Directors that will be featured include: Vittorio De Sica, Roberto Rossellini, Giuseppe De Santis, Federico Fellini, Michelangelo Antonioni, Dino Risi, Pier Paolo Pasolini, Roberto Benigni, Nanni Moretti, Fabrizio Bentivoglio, and contemporary female filmmakers such as Lina Wertmuller, and Roberta Torre. The films will be in Italian with English subtitles. Copies of films will be available on reserve at the Graduate Center's library. Other rental places are Fordham University, NYU, Columbia University, CUNY Libraries, Kim's videos, Quickfix (www.quickfix.com), Hollywood Video (www.hollywoodvideo.com), facets (www.facets.com), and Blockbuster (www.blockbuster.com). Students must subscribe to Netflix (www.netflix.com) which holds all the films required for the class.

MUS 101 - Music Appreciation (3 Credits)
Prerequisite: None
This course explores the basic components of music and how these manifest themselves in various musical styles at different times in history. The course will give students a musical vocabulary, auditory skills, and an understanding of musical structures that will facilitate an increased appreciation and enjoyment of a wide range of music.
Philosophical & Ethical Perspectives

PHIL 101 - Introduction to Philosophy (3 Credits)
Prerequisite: None
This course is a study of the basic issues and traditions in philosophy. Thinkers include Socrates, Plato, Descartes, Kant, Rawls. Issues include the soul, truth, god, reality, knowledge, ethics, mind, freedom, religion, and social and political thought. Developing skills of critical analysis and dialectical thinking, students will be able to identify traditional and current issues in philosophy.

PHIL 110 - Critical Thinking (3 Credits)
Prerequisite: None
Critical Thinking focuses on the techniques of rational inference and analytical judgment. These include the study of informal logic (arguing cogently and recognizing common informal fallacies), formal patterns of reasoning (syllogistic and propositional logic), and some distinctive analytical methods used in scientific and professional disciplines. This is an entry-level course providing students with the competencies that are requisite to successful career growth and life-long learning.

PHIL 301 - Computers, Society, and Human Values (3 Credits)
Prerequisite: None
This course explores the impact of computers and information networks on society. Topics include privacy and confidentiality, computer crime, harassment, identity, honesty, mechanization, secrecy, proprietary rights, and technological dependence. The course will help students identify and respond to moral issues and dilemmas related to information systems and communication networks.

Natural Scientific Perspectives

EAS 201 - The Nature of New York (3 Credits)
Prerequisite: None
This science course allows students to explore New York City's rich and diverse natural environment through a unique online learning experience. The course focuses on the city's origins and transformation over time, and provides students with a sound introduction to ecological thinking. The course includes assignments that explore urban ecosystems and habitats.

EAS 250 - Oceanography (3 Credits)
Prerequisite: None
Ocean Studies is an introductory college-level course developed by the American Meteorological Society for implementation at undergraduate institutions nationwide. The course places students in a dynamic and highly motivational educational environment where they investigate the role of the ocean in the Earth System by using real-world current environmental data.

PHYS 301 - Space, Time and Motion-Physical Science (3 Credits)
Prerequisite: None
This course traces changing understandings of motion, time, space, matter, and energy through the ideas of the ancient Greek philosophers, Galileo Galilei, Isaac Newton and Albert Einstein. Topics studied include the concepts of motion, relativity and gravity; and the discoveries and ideas of Einstein and other major thinkers in the field of physical science.
Disability Studies Requirements

The proposed curriculum is designed to be responsive to the guidelines articulated by the Society for Disability Studies. The program is organized into four levels, ranging from Introductory to the Capstone. As a field, Disability Studies encompasses multidisciplinary approaches along a spectrum ranging between the humanities and social sciences. The curriculum has been constructed so that students will receive grounding in the basic theories, philosophies and approaches of Disability Studies, before choosing a Concentration at Level III and coursework in particular fields of application and exploration.

Two Introductory (Level I) courses give students grounding in the basic philosophies and approaches inherent in Disability Studies, introducing students to the field of Disability Studies, models commonly used to frame disability, and major topics and concepts. The concept of disability and disablement are investigated and explored along with biological and medical aspects of disability and socially constructed barriers to full participation.

Level II courses provide a grounding and context for further study in one of four Concentrations. Level II Core courses include study of disability history and the rise of disability rights movements, focusing on the Jacksonian era to the present. Existing laws and policies which regulate services and lay the foundation for the right to full participation in all aspects of society are included in the second Core course. In keeping with Disability Studies’ interest in the perspectives of disabled people, the third Core course gives students an opportunity to read narratives reflecting the lived experience of disabled people and their families. A fourth course introduces students to Research Methods, particularly qualitative research used in the social sciences.

Students take four Level III courses. They will choose three courses from one concentration, two of which are required; they will then have the option of continuing in their chosen concentration or taking one course from any other concentration. Level III concentrations allow students who are working in service provision an opportunity to deepen their knowledge about aspects of disability of particular interest to them. One Level III concentration offers students interested in Disability Studies, but not directly working in service provision, an opportunity to engage in coursework with a focus on the humanities.

In recent years, the advent of new technologies to enable individuals with disabilities to communicate, navigate, and access the same information as their nondisabled peers has been a revolutionary development. In particular, the trend toward incorporating accessibility features into devices such as the Ipad and Iphone, as well as the availability of inexpensive software programs for personal computers has given disabled adults and children many new opportunities. In order to address the issue of technology and disability, the proposed BA offers a course in universal design and assistive technology, which will reflect new technological innovations related to disability as they are developed.

Finally, their Capstone experience will challenge students to integrate their knowledge, explore a topic in depth, and reflect on what they have learned. The Capstone course will challenge students to build on previous courses to integrate what they have learned in the context of intensive study of a particular question or topic. Students may work independently or as a group, and may prepare a research paper, project or choose an e-portfolio as a method of organizing and presenting their Capstone work. Students will have the option of enrolling in one Independent Study course with the approval of their advisor. In addition, occasional Selected Topics courses may be offered to expand course offerings.

The rationale for each of the levels in the curriculum sequence is:

Level I: INTRODUCTORY. These courses are designed to provide a basic understanding of disability and give students an introduction to the philosophies and approaches inherent in Disability Studies. Students are introduced to the field of Disability Studies, its basic terminology and concepts and methods of framing disability, current topics and approaches. In the second introductory course, students will focus on disability embodiment and the biomedical aspects of disability, interrogating the construction of disability and disablement and exploring social and physical barriers to full inclusion and integration.
Level II: CORE. Level II courses build on the two introductory courses to provide students with a deeper understanding of disability law, policy and rights, knowledge of disability history and perspectives of individuals with disabilities, and an introduction to research methods.

Level III: EXPLORATION AND APPLICATION. As a field, Disability Studies is an umbrella for both the social sciences and the humanities. Three of the four concentrations are designed to assist workers who are providing support to individuals in the field, whereas one of the concentrations is available to students who approach disability studies from the perspective of the humanities. To allow students to broaden their knowledge of disability, the curriculum has been designed so that they will choose three courses in one concentration and one in another concentration. In this way, students can explore more humanities related coursework or deepen their understanding of cross-disability issues.

Level IV: INTEGRATION. The requirement of the senior capstone project will require students to bring together what they have learned, and integrate their knowledge while exploring a question or topic in depth.

The course chart below illustrates the various levels and concentrations.
## Proposed Curriculum: Online B.A. in Disability Studies

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<th>Level I</th>
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<td><strong>Core</strong></td>
<td><strong>Concentrations: Exploration and Application</strong></td>
<td><strong>Integration</strong></td>
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<td><em>Disability and Society</em> (3)</td>
<td><em>Law, Policy and Disability</em> (3)</td>
<td><em>Concentrations</em></td>
<td><em>Capstone</em> (3)</td>
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<td>4 courses in total, at least 3 courses in one Concentration, and the option of taking 1 course from any other Concentration.</td>
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<td>Mental/Behavioral Health</td>
<td>Interdisciplinary Disability Studies</td>
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<td><em>Supporting Children and Adults with Intellectual Disabilities</em> (3)</td>
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Disability Studies Courses

The courses listed below will be offered as part of the online B.A. in Disability Studies. Courses which already exist at the School of Professional Studies are clearly indicated.

LEVEL I. INTRODUCTORY COURSES

DSAB 200 - Disability and Society (3 credits)
Prerequisite: None
Students will engage disability in a variety of sociopolitical and cultural contexts, including their own personal values and beliefs as they relate to disability, and evaluate these as they explore disability and society. Students will be introduced to Disability Studies theory and vocabulary, and models which frame disability discourse. Students will be introduced to Disability Studies as it emerged from the Disability Rights Movement, explore disability in art and literature, investigate and critique current systems of care as they relate to self-determination and inclusion, analyze the role of poverty and work, explore disability as it intersects with race and gender, and learn about disability in a global context.

DSAB 201 - Disability and Embodiment (3 credits)
Prerequisite: None
This course focuses on issues related to embodiment and the biological and medical aspects of disability. Students will learn the difference between understanding of disability as a medical problem and as a social construction. Identification, prevalence, clinical manifestations, cognitive, behavioral and social implications and interventions associated with genetic causes of disabilities and the debates surrounding genetic and other ‘cures’ (e.g. cochlear implants, cosmetic surgery, and other interventions) will be examined. Students will explore how bodies become gendered, raced, classed and sexualized in ways that create and reinforce social institutions, relations of power, and stigma. An analysis of the built environment and its effect on mobility, access and autonomy will be presented and discussed. Students will explore the relationship between Disability Studies and bioethics, including prenatal testing and assisted suicide.

LEVEL II. CORE COURSES

DSAB 207 - Law, Policy and Disability (3 credits)
Prerequisite: DSAB 200, DSAB 201
This course examines how the federal government treats discrimination against persons with disabilities in three areas: public life (public accommodations, such as transportation and housing), education, and private life in terms of employment. Divided into four parts, the course first briefly examines the structure and function of the American legal system. Second, the course examines the origins of the disability rights movement and the ways this movement contributed to the drafting of these anti-discrimination disability laws. Third, it reviews the statutes themselves—Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA), as well as how federal courts, particularly the Supreme Court, have interpreted them. The course will also analyze how these laws are enforced. It will pay special attention to how these laws compose a public policy. Finally, the course concludes by briefly reviewing how the ADA has influenced the United Nations, which recently passed its own recommendations for disability rights laws.

DSAB 208 - Disability in History (3 credits)
Prerequisite: DSAB 200, DSAB 201
Disability has a long history, which has been hidden until recently. Specifically, as historian Douglas C. Baynton has written, "Disability is everywhere in history, once you begin to look for it, but conspicuously absent from the histories we write." This course questions the lack of inclusion of disability in the teaching of history up until recent years. In doing so, it constructs a history of persons with disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in the Jacksonian and Civil War eras and ending with the modern Disability Rights, deinstitutionalization, parent advocacy and self-advocacy movements, as well as treatment of disabled veterans. The course reviews the history of persons with disabilities, including some of the
Western, pre-modern notions of disability, such as the sacred or profane, ugly or grotesque, and highlighting the so-called hierarchy of disabilities.

**DSAB 209 - Disability Narratives (3 credits)**
*Prerequisite: DSAB 200, DSAB 201*
This course explores the individual, cultural, social and political meaning of disability, as seen through the eyes of people with disabilities themselves. It does so by studying narratives of various authors with different disabilities, or those that have been intimately involved with disabled individuals. The concept of 'life writing' is explored, followed by a close reading of a number of narratives. Texts will be compared and contrasted as students analyze texts from a number of perspectives.

**PSY 201 - Introduction to Research Methods: Descriptive Approaches (3 Credits) (Existing Course)**
*Prerequisite: PSY 101 or its equivalent*
This course provides an introduction to research approaches that involve observations of behavior and other strategies that result in descriptive accounts, including field studies, content analysis, surveys, and program evaluation. Statistical methods for analyzing descriptive data, including measures of central tendency and variability and graphing will be included, along with questions about validity and research ethics. Students will gain active practice in data collection, analysis and reporting.

**Level III. CONCENTRATIONS: EXPLORATION AND APPLICATION**

*Prerequisites: Introductory Courses*
*Pre/Corequisites: At least two Level II Core courses for required courses, except as noted; none for electives as specified in course descriptions below. Required courses are indicated with an asterisk*

**Concentrations:**
In addition to the Introductory and Core courses, students will select one Concentration:
*Intellectual/Developmental Disabilities, Autism Spectrum Disorder, Mental/Behavioral Health, or Interdisciplinary Disability Studies.* Students will take at least three courses in that Concentration and may take one course in any of the other Concentrations.

**Concentration in Intellectual/Developmental Disabilities**
*Supporting Children and Adults with Intellectual Disabilities*
*Elements of Person Centered Planning*
Transition and Adulthood
Disability and Families
Traumatic Brain Injury
Vocational Mentoring
Aging and Disability
Introduction to Residential Services
Representations of Disability in Film and Literature

**Concentration in Autism Spectrum Disorder**
*Using Assessments for Intervention, Planning and Placement*
*Teaching Strategies and Behavioral Supports*
Autism Spectrum Disorder in Young People
Speech and Communication Issues
Inclusion: Principles in Practice
Vocational Mentoring
Autism Narratives
Asperger Syndrome Across the Life Cycle
Disability and Families
Concentration in Mental/Behavioral Health
*Introduction to Mental, Behavioral and Developmental Disorders
*Introduction to Crisis Intervention and Safety
Elements of Behavioral Health Counseling
Peer Wellness and Recovery
Dual Diagnosis
Vocational Mentoring
Disability and Families
Community Mental Health
Mad People's History

Concentration in Disability Studies
*Disability, Evolution, Eugenics and Genomics
*Representations of Disability in Film and Literature
Diversity and Disability
Universal Design and Assistive Technology
Disability and Families
War, Veterans and Disability
Disability and Mass Media
Disability, Music and the Arts
Disability and Comparative Religion

Concentration Course Summaries

DSAB 211 - Aging and Disability (3 credits)
Prerequisite: None
The focus of this course is an exploration of aging and disability from multiple theoretical and applied perspectives. The socio-cultural construction of aging and individual and social models of aging and disability will be explored, along with the social dimensions that impact on the community integration of people aging with a variety of disabilities, but with an emphasis on intellectual disabilities. Students will learn the dynamics of aging from three major perspectives: person-centered, lifespan, and systems of care.

DSAB 212 - Introduction to Residential Services (3 credits)
Prerequisite: None
This course focuses on the theoretical and practical principles of treatment and services in residential settings for those who need constant and consistent supervision in their living arrangements. The role of activities, routine, structure, group and group dynamics will be studied along with legal and regulatory aspects involved in providing residential services. Students will explore strategies to maintain individualized services to those living in a group setting.

DSAB 213 - Transition and Adulthood (3 Credits)
Prerequisite: None
This course explores the lives of adults with intellectual and developmental disabilities, including transition from school, and issues of segregation in living arrangements and housing, work, stigma and psychosocial issues, autonomy and self-advocacy, poverty, sexuality, parenthood and family life, religious life and older adulthood. Systems of care and access will be examined and analyzed.

DSAB 214 - Traumatic Brain Injury: Causes and Systems of Care (3 credits)
Prerequisite: None
Traumatic Brain Injury (TBI) can be caused by a blow to the head, a fall, or a motor vehicle accident. Approximately 230,000 American each year are hospitalized with TBI, and 3.1 million children and adults are living with an acquired traumatic brain injury. This course will explore existing systems of care, the recovery course and psychosocial aspects of TBI, as well as the effects of personal and environmental factors, including
drug and alcohol use, on recovery. Particular attention will be given to the veterans of recent wars who have sustained TBI, and their reintegration into society.

**DSAB 221 - Asperger Syndrome Across the Life Cycle (3 credits)**  
*Prerequisite: None*  
This course will explore the benefits and challenges faced by individuals diagnosed with Asperger Syndrome, and Asperger’s relation to the other Autism Spectrum Disorders (ASD). The focus of the course will be developing and providing effective supports to children, young people attending college, and adults who may need assistance in locating and maintaining employment. The class will utilize the perspectives of people who have an Asperger diagnosis, through narratives, social media and videos, to illustrate course topics, and provide practical interventions, strategies and supports.

**DSAB 222 - Autism Narratives (3 credits)**  
*Prerequisite: None*  
Recent decades have witnessed an influx of disability narratives, which offer a window into the life experience of disabled children and adults, and have resulted in new perspectives about their abilities and experiences. In this course we will critically examine the ways in which autism has been framed and discussed across a wide range of cultural narratives, including literary fiction, commercial cinema, social media and news media. We will read first-person life narratives, exploring the impact on individuals, families, social and educational contexts.

**DSAB 223 - Autism Spectrum Disorder in Young People (3 credits) (Existing Course)**  
*Prerequisite: None*  
This course focuses on the characteristics of young children with autism spectrum disorders, the effects of having a child with autism on the family, parental roles, and intervening approaches designed to meet the special needs of this population. Students learn to identify early signs of possible autism spectrum disorders, understand the differences between the different types of diagnoses of these disorders, and understand the evaluation processes and terms used to describe children with these disorders. The course is especially geared to serve the professional needs of teachers who work in classrooms.

**DSAB 224 - Inclusion: Principles in Practice (3 credits)**  
*Prerequisite: None*  
A growing number of students with autism spectrum disorders (ASDs) who were previously placed in segregated school settings are being educated in general education classrooms. Effectively educating students with ASD requires an understanding of their unique social, communicative and behavioral challenges. This course will include a study of the history of special education and inclusion, legal issues related to appropriate education, fostering social development and communication, instructional and classroom management strategies, staff training and the collaboration between home and school.

**DSAB 225 - Speech and Communication Issues in Autism Spectrum Disorder (3 Credits)**  
*Prerequisite: PSY 201 or its equivalent*  
Impairments in verbal and nonverbal communication, combined with social deficits, are hallmark traits of autism spectrum disorder. For individuals with ASD across all functioning levels, speech and communication are important to evaluate and address throughout the life span. In this course we will explore the myriad of communication needs within ASD, including nonverbal language, conversation skills and socialization. Strategies for assessment and intervention will be discussed, as well as evidence-based communication recommendations for home, school and recreational settings.

**DSAB 231 - Community Mental Health (3 credits)**  
*Prerequisite: None*  
This course introduces the student to the array of mental health services from inpatient to community based agencies. The history of mental health assistance, along with current service delivery systems is explored. This includes mobile crisis intervention, partial hospitalization, day treatment, outpatient community mental health centers, clubs, self-help fellowships, supportive housing and transitional employment. The importance of interdisciplinary professionals that provide concrete services, psychiatric, medical, vocational, recreational,
individual, group and family counseling and support a comprehensive team approach will be included, as well as human and legal rights, social inclusion and the challenges of vulnerable populations with co-morbidity.

DSAB 232 - Dual Diagnosis (3 credits)
Prerequisite: None
This course introduces the student to the various integrated models of treatment for consumers who simultaneously experience a mental illness condition as well as chemical dependency diagnosis. The student will become familiar with assessments, interventions, relapse prevention, treatment planning and level of care for various types of dual diagnoses including non-addicting pharmacology. Specifically, students will understand the relationship between polysubstance use and psychosis, schizophrenia, cognition, affective, mood and personality disorders including the remission of one or both disorders. The prevalence of dual disorders within the homeless and prison system will be explored. Working with the family and other resources, including self-help fellowships are presented.

DSAB 233 - Elements of Behavioral Health Counseling (3 credits)
Prerequisite: None
This course will give the student an overview of the counseling profession within the behavioral health field. Theories are introduced followed by specific counseling skill interventions that are a staple in the helping process. This includes establishing a therapeutic alliance, active-listening, use of empathy, transference, countertransference and clinical interventions for specific behavioral health diagnoses. Competencies for intake interviewing, bio-psychosocial assessments, fundamentals of treatment planning, and the referral/termination process along with cultural considerations are presented. Counselor ethics and self-care, use of supervision and professional development are explored.

DSAB 234 - Mad People's History (3 credits)
Prerequisite: None
This course is offered from the perspective of those who have been coined as mad, crazy or mentally ill. The importance of narrative expressions are reviewed in order to educate the student how Mad People’s encounters with unconventional thoughts and behaviors are viewed by society as odd, unusual or peculiar. Their personal experiences and challenges with stigma, stereotypes, prejudice, oppression, discrimination, and lack of inclusion are examined from the early history of abuse and institutionalization, to current societal beliefs. The impact of Mad People simultaneously living with individual psychological factors, which are perceived as out of the ordinary, and the general public’s misunderstandings are evaluated. The need to utilize personal stories to impact current and future perceptions, treatment and human dignity are explored.

DSAB 235 - Peer Wellness and Recovery (3 credits)
Prerequisite: None
Nationally, the emphasis on developing skills to support peer counseling, wellness and recovery have become more important in recent years. Individuals with behavioral and mental health issues live, on average, 25 years less than other adults in the same age group. This course will focus on understanding the dynamics of peer wellness and peer recovery programs, including self-advocacy. Information about health conditions, co-occurring conditions, modifiable risk factors, and coaching and communication strategies to support lifestyle changes will be included. Students will learn to develop a peer wellness curriculum and identify strengths and weaknesses in this approach to behavioral health.

DSAB 241 - Disability and Comparative Religion (3 credits)
Prerequisite: None
The ancient connection between faith and disability remains complex as well as conflicted and contradictory. On one hand, many traditions consider persons with disability as possessors of special insights or other seemingly magical powers; other traditions, or indeed sometimes the same traditions, consider disabled persons signs of the deity’s vengeance, anger or disappointment for actual or supposed sins, either with respect to a particular family or an entire community. Differently formed infants have until recently been considered “monsters,” and have been subject to infanticide. This course will examine issues such as these in the three major monotheistic
faiths, as well as in the faiths of the ancient world. The test of this examination will come in the form of ethical reflection and review, particularly in the contexts of bioethics and end-of-life issues.

**DSAB 242 - Disability and Mass Media (3 credits)**
*Prerequisite: None*
This course will explore how the public views disabled individuals, and how they view themselves. Students will learn to analyze how disability is portrayed in journalism, photography, film, comic art, advertising and the Internet. The impact of stigma on mass media imagery and representation will be explored. A major emphasis of this course will be the use of social media and other online platforms and their effect on disabled individuals, their construction of identity, and self-representation.

**DSAB 243 - Disability, Music and The Arts (3 credits)**
*Prerequisite: None*
The study of music and other performing and visual arts, like other aspects of culture, opens up new ways of understanding disability. The course considers persons with disabilities who write and make music, paint, dance, and take photographs and those, disabled or not, who experience these creative acts, as well as those persons with disabilities who are the subjects of these creative enterprises. We will also analyze how persons with disabilities are often excluded from participating in these artistic fields.

**DSAB 244 - Diversity and Disability (3 credits)**
*Prerequisite: None*
This course focuses on disability and identity in comparison with other ‘minority’ identities such as race, class, gender and ethnicity. Students will explore dimensions of disability identity and models, as well as critiques of those definitions and models, including the medical model, bio-psycho-social model, the socio-political model, and postmodern accounts of disability identity. The nature of ableism, exclusion, and intersecting systems and structures of disability oppression will be explored, as well as strategies for increasing liberation and freedom of disabled individuals.

**DSAB 245 - Universal Design and Assistive Technology (3 credits)**
*Prerequisite: None*
This course examines the key issues framing access, opportunity, and physical inclusion for children and adults with disabilities, including veterans. The course will include an exploration of principles of universal design, reasonable accommodations in housing, education and employment, and the process of determining accommodation needs, the role of technology in enhancing access to the built environment and education, and the challenges of providing accommodation for hidden disabilities.

**DSAB 246 - War, Veterans, and Disability (3 credits)**
*Prerequisite: None*
For centuries, war has disabled both soldiers and civilizations who survived its ravages. Recently, however, significant advances in battlefield medicine have moved beyond M*A*S*H to the near-miraculous, and severely wounded soldiers, who in earlier conflicts would have died swiftly in foreign lands, have returned home to uncertain and often unwelcoming futures. This course will address two major issues. First, it will trace the history of disabled veterans and their re-entry into society, briefly considering the ancient world and then taking up the American experience with the Civil War and continuing to the wars in Iraq and Afghanistan; in doing so, we will explore Federal veterans policy, including benefits, rehabilitation, prosthetics and politics. Second, we will consider the philosophical question of whether war itself is a sign of a disabled or unbalanced society. Course materials will include fiction, drama, film, and scholarly secondary works.

**DSAB 251 - Disability and Families (3 Credits)**
*Prerequisite: None*
The experience of disabled people in families will be explored, including the use of autobiographical narratives and personal accounts to address critical issues across the life span. Course topics will include the sociology of the family, the experience of parenting a child with a disability, and the perspectives of siblings of family
members with disabilities. Also included are the family life of disabled adults, including marriage and parenting, and caring for aging parents with disabilities.

**DSAB 252 - Vocational Mentoring (3 Credits)**
*Prerequisite: None*
This course will prepare the practitioner to assess the vocational and work readiness of those with physical, mental and developmental disabilities. An introduction to vocational, educational and employment assessment through a strengths-based perspective is explored. Basic skills of empathy, active listening, setting career/skill goals, monitoring performance, guidance, supportive feedback and mentoring are presented. Techniques to promote positive professional actions as well as aiding the consumer with problem solving competencies are demonstrated. Community resources, including VESID, legislative guidelines for accommodation and universal design, as well as the readiness of job placement and transitional labor settings are explored.

**DSAB 311 - Elements of Person Centered Planning (3 Credits)**
*Pre/Corequisite: Completion of at least two courses at Level II*
One of the foundations of service delivery is gathering and evaluating information to inform service planning. A variety of approaches to planning for people with intellectual or developmental disabilities will be explored, including understanding what typical assessments measure, how they are used and what they tell us about strengths and needs. Students will explore how to elicit information from service recipients, their family and friends, create community maps, and develop meaningful person centered plans.

**DSAB 312 - Supporting Children and Adults with Intellectual Disabilities (3 credits)**
*Pre/Corequisite: Completion of at least two courses at Level II*
Children and adults with intellectual and/or developmental disabilities may require structured instructional strategies to learn decision-making, everyday skills, and activities that can significantly increase independence and self-determination. This course will examine a wide variety of approaches to familiarize students with commonly used techniques to teach daily living skills and decision-making. Strategies to involve disabled individuals at every level of planning and implementation, as well as methods of documenting progress, will be a focus of this course. The importance of developing self-advocacy skills in young adults will be emphasized.

**DSAB 321 - Using Assessments for Intervention, Planning and Placement (3 credits)**
*Prerequisite: Completion of at least two courses at Level II, one of which must be PSY 201 or its equivalent.*
Comprehensive assessment is a critical component in serving individuals with ASD. An effective assessment highlights the strengths and needs of individuals with autism, and informs intervention, planning and placement decisions. Currently, a number of ASD-specific assessment tools exist, allowing clinicians and researchers to reliably make autism diagnoses within the first three years of life. Aside from diagnosis, assessment should evaluate the social, communication, adaptive and behavioral presentation of individuals with ASD. This course will describe appropriate assessment procedures and considerations for individuals with ASD, and highlight both normative and criterion-based assessment tools. The importance of a multi-disciplinary approach towards assessment and person centered planning will also be discussed.

**DSAB 322 - Teaching Strategies and Behavioral Supports (3 credits)**
*Prerequisite: Completion of at least two courses at Level II, one of which must be PSY201 or its equivalent.*
Children and adults who have autism spectrum disorders (ASD) require comprehensive educational and treatment services. There are a myriad of approaches currently recommended to practitioners and parents, but little is known about their efficacy. This course will present current practice and evidence based research on effective assessment, evaluation, intervention and treatment of individuals with ASD with an emphasis on how to assess the effectiveness of the major therapies that have been developed to treat these disorders.

**DSAB 331 - Introduction to Mental, Behavioral and Developmental Disorders (3 credits)**
*Pre/Corequisite: Completion of at least two courses at Level II*
This course will introduce students to the common disorders encountered in the field of mental health, behavioral health and developmental disabilities. This includes psychotic, mood, affective, personality, addiction, behavioral and developmental disorders. Students will become familiar with the most commonly utilized instruments and
how they are used to assess symptom criteria. The origins of these disorders, theoretical perspectives and implications for treatment will be examined. Case studies will enhance the application of case management and interventions in community based settings.

**DSAB 332 - Introduction to Crisis-Intervention and Safety (3 credits)**  
*Pre/Corequisite: Completion of at least two courses at Level II*  
This course will introduce students to the various types and prevalence of crisis situations that require professional intervention. Behaviors that include violence, suicide, homicide, self-injury, and sexual harassment are assessed. Specific considerations for those at high risk for a crisis situation are explored. This includes those who are experiencing bereavement, loss, depression, mental illness, substance abuse, a health crisis or life challenge. The maltreatment of minors, older adults, partners and the disabled are highlighted. Case studies and utilization of crisis-intervention techniques for specific situations are presented. Professional ethical standards for required interventions and their clinical application are reviewed.

**DSAB 341 - Disability, Evolution, Eugenics and Genomics (3 credits)**  
*Pre/Corequisite: Completion of at least two courses at Level II or permission of the instructor.*  
This course traces the history of Eugenics from the 1860’s to the present. Students will be introduced to the mid-19th-century science of improving the human race by the encouragement of marriage and childbearing by those considered to have “desirable” traits and the segregation, sterilization or killing of those regarded as “unfit.” The work of Charles Darwin will be studied, leading to the work of Darwin’s half-cousin Sir Francis Galton, who took Darwin’s theory in a new direction and coined the term Eugenics. Eugenic beliefs and practices, as expanded by others, chiefly in Britain and the United States, came to murderous fruition in Nazi Germany. After World War II, most thinkers regarded Eugenics as a “pseudo-science,” and disability rights advocates saw any hint of Eugenics as fraught with dangers for persons with disabilities. Recently, advances in Genomics and the Human Genome Project appear to hold the promise of “designer babies” and a world free of many diseases and disabilities. As disability scholars, we must therefore explore the question: Could this mean a world free of persons with disabilities?

**DSAB 342 - Representations of Disability in Film and Literature (3 credits)**  
*Prerequisite: Completion of at least two courses at Level II or permission of the instructor*  
Film, since the beginning of the 20th century, and literature, since ancient times, have shown us what is best and worst in our society and helped us to imagine life in new ways. Disability historian Paul K. Longmore has written that films mirror views of persons with disabilities that prevail in society, for good or for ill, depicting persons with disabilities as monsters or criminals, as persons who should and often heroically do adjust to fit their environments, as either hyper-sexual or sexless beings, and, only recently, as individuals, whose experiences and lives have meaning both in connection with and independent of their impairments. The field of literature and disability is vast; students will read plays, as well as selected fiction and poetry by and about persons with disabilities.

**Level IV. INTEGRATION**  
Required Courses are Indicated with an Asterisk

**DSAB 358 - Selected Topics in Disability Studies: (3 Credits)**  
*Prerequisite: Departmental permission*  
This course offers qualified students the opportunity to study special topics in Disability Studies that may vary from semester to semester.

**DSAB 359 - Independent Study in Disability Studies: (3 Credits)**  
*Prerequisite: Departmental permission*  
This course allows students to focus on an independent research or project conducted under faculty guidance. The course requires a written contract and report.

Proposal to Establish a Bachelor of Arts in Disability Studies  
CUNY School of Professional Studies  
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011  
Approved by the School of Professional Studies Governing Council, December 1, 2011
DSAB 449 – Internship in Disability Studies (3 credits)

*Prerequisite: Departmental permission*
This option consists of an off-campus internship experience supervised by a faculty member. The venue must be approved by the faculty member and/or the program and, depending on the nature of the planned internship activity, an on-site supervisor may be required. The internship must be the focus of no less than 150 hours of student work. Weekly discussions of each student’s internship will be conducted online. This course requires students to write a paper based on their internship.

*DSAB 499 - Capstone: Senior Research Project (3 Credits)*

*Prerequisites: Departmental Permission*
All students will complete a Capstone project under the direction of a faculty mentor, with a topic within the concentration in which the student has completed at least three courses. This senior research project will build upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to specific issues related to disability. Projects may be completed in small research groups or individually.

**Academic Policies**

The proposed program will implement procedures intended to ensure that students are fully responsible for all assignments and that the highest standards of academic integrity are maintained. Such policies and procedures are a necessary component of all academic programs, regardless of the form of course delivery.

The program will address the issue of academic integrity, which includes, but is not restricted to plagiarism, through several mechanisms:

- **Clearly worded policy statement:** The program will introduce entering students to the policies regarding academic integrity during their initial orientation and then will have these policy statements included in the syllabus of every course. The policy statement will include a description of the kinds of behaviors that violate academic integrity standards, the procedures that will be followed when violations are thought to have occurred, and consequences for students should violations be confirmed. In general, all students are bound by the academic policies established by the School of Professional Studies and published in the School’s web site, academic handbook, and annual bulletin.

- **Detailed guidelines for students on how to avoid violations of academic integrity policies:** In some cases, students include unattributed sections of text, graphics and other non-original elements in assignments without realizing that this is not allowed. To avoid such incidents, the program will develop and disseminate a detailed guide for students that includes, among other things, online sites where students can submit drafts of assignments before they are given to the instructor and where sections that are copied from other sources are identified.

- **Online course identity verification:** All students in the online instruction offered by SPS must log in through an LDAP (Lightweight Directory Access Protocol) that uses IDs and passwords to invoke an authentication triangled against name, date of birth, and social security number. This secure login is a student’s only means of access to Blackboard, the course management system. Every action within a course site registers on Blackboard’s extensive tracking features, which track each user in terms of time and duration of any action and part of the site involved, even if there is no posting by the student.

- **Characteristics of online courses at SPS:** We know from the tracking features in Blackboard that students in online courses average 9-12 hours a week in the site of each undergraduate course they take. Much of the time in the site is also time on-task, not just reviewing course content, but contributing to discussions, blogs, and wikis. Contrary to the impression that online courses are essentially correspondence courses, interaction among the students and between student and instructor is actually significantly higher (according to a CASE study of CUNY online courses, about three times higher) than in classroom-based courses. Students establish what, in the research literature, is called "social presence" -- a composite impression of their interests, abilities, and "voice" created from their many contributions and transactions. Thus, since every student makes his or her presence known by contributing in writing to the site, all online courses are writing-intensive. Because instructors and students see many samples of individual student’s work weekly, it is considerably harder to cheat in an online course than in a conventional course, and considerably easier to
spot any violations of academic integrity. The smaller class sizes – no more than 22 students per class – enhance this effect.

- **Teaching practices and training**: Instructors will be introduced to the program policies with regard to academic integrity when they begin teaching in the program and will be expected to disseminate reminders to their students each semester. Additionally, instructors will be given guidelines on specific ways to structure assignments and tests so that the possibilities for plagiarism and cheating are minimized. For example, with project-based assignments, faculty will require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. The extended submission stream makes it difficult for anyone to serve as a “stand in.” Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. Instructors will routinely use the Safe Assign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. Faculty will be advised to replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements. When faculty do give exams, the questions will be open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work. Further, test questions will be automatically randomized and time-delimited to prevent cheating.

We are confident that these procedures, taken together, will ensure a program culture in which academic integrity is widely understood and valued and where violations are minimized and relatively easy to detect. We will continue to monitor the professional literature in this area, so that our efforts are consistent with current best practice.

**Articulation**: We currently have an articulation agreement in place with Borough of Manhattan Community College which can be found in the appendices.

**Cost Assessment**

Facilities and Equipment

1. **Space**: The online nature of the program eliminates the need for physical classrooms; however, SPS will provide space for instructors to meet with students and faculty colleagues as needed.

2. **Instructional Technology**: The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports the faculty’s requirements to share documents, have group discussions, assign collaborative projects, and respond to individual student questions and assignments.

   The SPS Help Desk is available to help students and faculty with any technology issues that may arise from 8 am until 9 pm weekdays, and all day on Saturdays. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

   Other support services include admissions and advisement, registration, and grade reporting, which are all available online or in-person. Web-based tools like LivePerson and GoToAssist complement this support structure.

   Other non-instructional resources are available for students, including academic advisement, registration, writing tutoring, and access to library resources. Students are provided with campus email accounts, personal advisors, and program orientation. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. The only direct costs to this program are for specialized equipment and
supplies and costs related to accessibility, assistive technology and universal design for students with disabilities. Expenses other than personnel include the library, equipment, software and services, laboratories, marketing, supplies, and capital expenditures. The majority of library costs are shared over all SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

Budget Tables

Budget information is contained in the Appendices as follows:

- Table 5: New Resources
- Table 6: Projected Revenue
- Table 7: Five-Year Financial Projections Worksheet
- Table 8: Five-Year Revenue Projections Worksheet

Evaluation

Governance and Oversight
The program will follow the governance plan of the School of Professional Studies. Ongoing oversight of the program will be led by the Dean of the School of Professional Studies, the Associate Deans, the Academic Director, and appointed faculty for the program.

1. Program Goals: All degree programs are required to identify programmatic goals and objectives, which include student learning competencies. Consistent with the requirements of regional accreditation agencies, the focus of evaluation will be on objective measures of outcomes. Like other SPS online programs, the Disability Studies program will conduct academic review sessions twice each year. These are sessions in which program leaders, along with academic support staff, review students’ records and make decisions with regard to both individual students’ status and program policy and practice. In addition to measures of academic achievement, data on retention, progress toward degree, and degree completion will be tracked as key indices of program success.

For students, e-portfolios will be used to maintain records of their best work in relation to each of the program’s primary learning goals. These will serve as the basis for course and career planning and advisement. The Senior Project will be used for summative assessment of each student’s overall knowledge and abilities before graduation.

2. Course Goals: Learning outcomes are defined for each course and provide key reference points for course design and assessment. Faculty will provide students with written reports before mid-term, spelling out those areas where students can improve their performance. Courses will use a combination of evaluative devices, both high- and low-stakes, to provide frequent measures of student learning progress within courses.

3. Instructor Performance: Consistent with the practice of other CUNY SPS online programs, the Disability Studies program will track instructor effectiveness closely. Each instructor’s readiness for online teaching will be assessed well before the beginning of each term, and necessary training will be provided, both in the areas of pedagogy and use of technology tools. Each new instructor will be assigned an experienced online instructor as a mentor, with the mentor providing close oversight and guidance. In addition to reports from the mentors, each instructor will have his or her course site and teaching practices formally evaluated each term. Additionally, the extent to which students are successful in mastering course-specific objectives will be an important measure of the accomplishments of each instructor.
APPENDICES
Course Syllabi
Course Number and Name: Disability and Society – DSAB 200
Type of Course: Required
Field of Study: Level I Introductory Course
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
Students will engage disability in a variety of sociopolitical and cultural contexts, including their own personal values and beliefs as they relate to disability, and evaluate these as they explore disability and society. Students will be introduced to Disability Studies theory and vocabulary, and models which frame disability discourse. Students will be introduced to Disability Studies as it emerged from the Disability Rights Movement, explore disability in art and literature, investigate and critique current systems of care as they relate to self-determination and inclusion, analyze the role of poverty and work, explore disability as it intersects with race and gender, and learn about disability in a global context.

Learning Objectives
At the end of this course, students will be able to:
- Describe the roots of disability studies in the Disability Rights Movement and political activism and self-advocacy of people with disabilities
- Discuss the theoretical models of disability and how each model shapes society’s response in terms of systems of care
- Explain disability definitions and demographics
- Discuss the importance of the principles of normalization, self-determination, inclusion and independent living for people with disabilities
- Discuss disability and the humanities, including disability history, disability narratives, and the representation of disability in art, literature and media
- Describe the link between social policy, poverty, other socioeconomic conditions and disability
- Explain the relationship between disability studies and women’s studies and ethnic studies, and the challenges faced by women and minorities with disabilities
- Discuss the global context of disability: disability in zones of conflict and in the developing world

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and an individual paper and field project (may be an ePortfolio or team project) aimed at developing skills in critical thinking and analysis.

Grading:
40% Attendance and participation
Including: 20 discussion board assignments addressing learning objectives described above
10 posts to class wiki
20% Assignments analyzing an aspect of disability and society
20% Field or work-based assignment
20% Final paper, team project, paper or ePortfolio project

Text(s):
Shapiro, Joseph P. *No Pity: People with Disabilities Forging a New Civil Rights Movement*, New York, 1994, Three Rivers Press,

Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011

**Course Outline:**

**Week 1:** Introduction to Disability Studies the Instructor and each other; course overview and logistics
**Week 2:** Introduction to theoretical models of disability, and societal response to each
**Week 3:** Disability definitions and demographics
**Weeks 4 and 5:** Introduction to disability history, societal attitudes, the rise and dismantling of institutional care, who is left in congregate care settings in the 21st century, disabled veterans
**Week 6:** Disability rights movements; similarities, differences, overlaps and fragmentation
**Week 7:** Self-determination, self-advocacy, and independent living
**Week 8:** Systems of care: education, vocational, residential, health and rehabilitation
**Week 9:** Social policy, poverty and disability
**Week 10:** Disability narratives, use of social media and blogs
**Week 11:** Representations of disability in film
**Week 12:** Disability in mass media
**Week 13:** Gender, race and culture and their intersection with disability
**Week 14:** Disability in a global context
**Week 15:** Course summary and wrap-up

**Academic Integrity and Administrative Policies**
This course adheres to the School of Professional Studies’ academic policies. See http://www.sps.cuny.edu/acad_policies/index.html.

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The City University of New York  
The School of Professional Studies  
At the Graduate School and University Center  

Bachelor of Arts in Disability Studies

Course Name and Number: Disability and Embodiment – DSAB 201  
Type of Course: Required  
Field of Study: Level I Introductory Course  
Credits: 3 credits, Undergraduate  
Prerequisite: None

Course Summary:  
This course focuses on issues related to embodiment and the biological and medical aspects of disability. Students will learn the difference between understanding of disability as a medical problem and as a social construction. Identification, prevalence, clinical manifestations, cognitive, behavioral and social implications and interventions associated with genetic causes of disabilities and the debates surrounding genetic and other ‘cures’ (e.g. cochlear implants, cosmetic surgery, and other interventions) will be examined. Students will explore how bodies become gendered, raced, classed and sexualized in ways that create and reinforce social institutions, relations of power and stigma. An analysis of the built environment and its effect on mobility, access and autonomy will be presented and discussed. Students will explore the relationship between Disability Studies and bioethics, including prenatal testing and assisted suicide.

Learning Objectives  
At the end of the course, students will be able to:  
- Explain the difference between an understanding of the disabled body as a social construction and as a medical problem.  
- Discuss the characteristics, etiology, and commonly needed supports for people diagnosed with an intellectual or developmental disability.  
- Describe the characteristics, etiology and commonly needed supports for people diagnosed with a mental or behavioral health disorder.  
- Discuss the characteristics, etiology and commonly needed supports for people diagnosed with physical or sensory motor disorders.  
- Explain the relationship between physical, mental and developmental disabilities and discuss the similarities and differences in perceptions by the public, need for services, and stigma  
- Explain the difference between genetic disorders and acquired disabilities, and the influence of environment and intervention.  
- Explain the relationship of disability studies to bioethics in areas such as prenatal testing, genomics and assisted suicide.  
- Discuss sensory disabilities and current issues, including Deaf culture, debates surrounding cochlear implants, blindness and deaf/blindness as they relate to disability identity.  
- Discuss overlays of race, gender and class and disability.  
- Discuss the value of universal design and physical accessibility of the built environment to people with disabilities and the broader community and the potential of assistive and information technologies to improve the quality of life and access for persons with impairment and disabilities.

Course Grading and Requirements:  
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:  
25% - Mid Term Exam  
25% - Individual Paper (or ePortfolio project)  
50% - Class Participation, including
20 discussion board assignments addressing the learning objectives described above
10 reflective journaling assignments
10 posts to class wiki

Text(s):
Batshaw, Mark, (2000) *When Your Child Has a Disability*
Crimmins, Cathy, (2000) *Where is the Mango Princess: A Journey Back from Brain Injury*
Berube, Michael, (1998) *Life as We Know It: A Father, a Family, and An Exceptional Child*

In addition to these texts, articles and other readings and web sites will be utilized.

Course Outline:
Week 1: Welcome and introduction to the course and students; course overview and logistics
Week 2: The social construction of disability and the lived experience of “being diagnosed.”
Overlays and intersections of race, class, gender.
Week 3: Causes of disability, prevention and challenges of ascertaining prevalence
Poverty, environmental causes, war
Weeks 4 and 5: Developmental and intellectual disabilities; causes and prevalence
Genetic disorders and implications for families and society; nature vs. nurture
Parents, siblings and other interested parties
The search for ‘cures.’
Week 6 and 7: Acquired disabilities and rehabilitation models and issues
The Platonic ideal, societal constructs, medicine and fixing disabled bodies; are disabled people ‘suffering’?
Weeks 8: Mid Term Exam
Week 9 and 10: Mood disorders and mental/behavioral health
Changing paradigms in mental and behavioral health
Living with mental illness; perspectives and challenges
Week 11: Sensory-motor impairments and issues of access and equity
Closed captioning and audio description
Blindness and other sensory impairments
Week 12: Deaf culture and debates surrounding language and communication
Week 13: Societal response to disability: organized services for children and adults
Week 14: Disability and bioethics: prenatal testing, the human genome project and assisted suicide
Week 15: Final papers are due

Academic Integrity and Administrative Policies
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Course number and Name: Law, Policy and Disability – DSAB 207
Type of Course: Required Course
Field of Study: Level II Core Course
Credits: 3 credits, Undergraduate
Prerequisite: DSAB 200, DSAB 200

Course Summary:
The course examines how the federal government treats discrimination against persons with disabilities in three areas: public life (public accommodations, such as transportation and housing), education, and private life in terms of employment. Divided into four parts, the course first briefly examines the structure and function of the American legal system. Second, the course examines the origins of the disability rights movement and the ways this movement contributed to the drafting of these anti-discrimination disability laws. Third, it reviews the statutes themselves—Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), and the American with Disabilities Act (ADA), as well as how federal courts, particularly the Supreme Court, have interpreted them. The course will also analyze how these laws are enforced. It will pay special attention to how these laws compose a public policy. Finally, the course concludes by briefly reviewing how the ADA has influenced the United Nations, which recently passed its own recommendations for disability rights laws.

Learning Objectives:
At the end of this course, students will be able to:
1. Discuss the basics of the American legal system as they apply to disability rights.
2. Explain the history of disability discrimination in the United States and how Federal legislation has attempted to remedy that discrimination.
3. Discuss the conflicting interests underlying Federal disability legislation.
4. Describe the major Supreme Court decisions regarding disability discrimination, and how, until recently, those decisions often did not reflect the stated will of Congress.
5. Discuss how Congress responded to these Supreme Court decisions in 2008.
6. Explain the global context of the legal rights of Persons with Disabilities.
7. Describe how Federal disability law may apply to their own personal and professional lives.

Course Grading and Requirements:
20% Reaction Papers in Response to Readings
20% Participation in Class Discussion
20% Take-Home Midterm Examination
40% Final Paper Analyzing A Specific Court Decision or Legal Issue Related to Disability

Text(s):
Ruth Colker and Adam A. Milani. Everyday Law for Individuals with Disabilities
Rhoda Olkin, What Psychotherapists Should Know About Disability [E-Reserve]
Jacqueline Vaughn Switzer, Disabled Rights: American Disability Policy and the Fight for Equality
Journal Articles and U.S Supreme Court cases provided on E-Reserve or by URL link.

Course Outline:
Week 1: Overview: Defining concepts in disability law. Introduction to the American legal system.
Week 2: What is a Disability? The social and medical models. Who are People with Disabilities?
Week 3: Introduction to Antidiscrimination Law.
Week 4: Basic Concepts of American Disability Law.
Week 5: The Early History of the Disability Rights Movement. Film: “Are You Fit to Marry?”
Week 7: Constitutional Protections for People with Disabilities. **Midterm take-home distributed.**
Week 8: Early Disability Antidiscrimination Legislation, Part I. **Midterm take-home due.**
Week 9: Early Disability Antidiscrimination Legislation, Part II.
Week 10: Introduction to the Americans with Disabilities Act ("ADA").
Week 11: The ADA in Action. **Draft of research paper is due.**
Week 12: Judicial Interpretations of the ADA.
Week 13: Other Areas of Legal Protection: Housing, Voting Rights, and Genetic Privacy. **Revised draft of research paper is due.**
Week 14: Disability Rights Internationally.
Week 15: Summary and General Discussion. **Research papers due.**

**Academic Integrity and Administrative Policies**
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The City University of New York  
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Bachelor of Arts in Disability Studies

Course number and Name: Disability in History – DSAB 208  
Type of Course: Required Course  
Field of Study: Level II Core Course  
Credits: 3 credits, Undergraduate  
Prerequisite: DSAB 200, DSAB 201

Course Summary:  
Disability has a long history, which has been hidden until recently. Specifically, as Historian Douglas C. Baynton has written, “Disability is everywhere in history, once you begin to look for it, but conspicuously absent from the histories we write.” This course questions the lack of inclusion of disability in the teaching of history up until recent years. In doing so, it constructs a history of persons with disabilities in the U.S. by concentrating primarily on the modern era beginning with institutionalization in the Jacksonian and Civil War eras and ending with the modern Disability Rights, deinstitutionalization, parent advocacy and self-advocacy movements, as well as treatment of disabled veterans. The course reviews the history of persons with disabilities, including some of the Western, pre-modern notions of disability, such as the sacred or profane, ugly or grotesque, and highlighting the so-called hierarchy of disabilities.

Learning Objectives:  
At the end of this course, students will be able to:  
- Discuss early attitudes and concepts of disability and contrast them with modern re-conceptualizations of disability.  
- Describe the development of social services for the poor and disabled in the United States from the mid-eighteenth to twentieth centuries.  
- Describe the antecedents and events leading to the eugenics movement in the United States and Europe and its aftermath.  
- Discuss the particular histories of categorical disabilities, including the “elite” - the blind and deaf - as well as others.  
- Describe the early and later efforts at deinstitutionalization during World War II and beyond.  
- Compare the modern Disability Rights Movement with other self-help rights movements of the twentieth century.  
- Compare and contrast the advocacy and disability rights movements for different categorical disabilities.  
- Discuss the ethical and bioethical implications and use of current and future technology for disabled people, including the use of genetic information and reproductive technologies.

Course Grading and Requirements:  
- 20% Reaction Papers in Response to Readings  
- 20% Participation in Class Discussion  
- 20% Take-Home Midterm Examination  
- 40% Final Paper Analyzing A Specific Court Decision or Legal Issue Related to Disability

Text(s):  
- Trent, James W. Jr., Inventing the Feeble Mind, University of California Press: Berkeley, 1994  
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Approved by the School of Professional Studies Curriculum Committee, October 27, 2011  
Approved by the School of Professional Studies Governing Council, December 1, 2011

- Various articles to be made available by html link or on Electronic Reserve.

**Course Outline:**

Week 2: The Development of Institutions.
Week 3: The Varieties of Disability History.
Week 4: Institutionalization in the mid- to late- Nineteenth Century.
Week 5: Modernity and Normalcy, Middle Class Identities and the Construction of Disability.
Week 6: Returning to the Community – The Progressive Solution. **Submit Final Paper topic by e-mail.**
Week 7: Eugenics: A New Science? Film: Are You Fit to Marry?* Midterm take-home distributed.*
Week 8: Deafness: A Threatening Culture? **Midterm take-home due.**
Week 9: History of Blindness: An Insightful Elite?
Week 10: Veterans as the Deserving Disabled.
Week 11: Rehabilitation: Success or Failure? **Submit first draft of research paper**
Week 12: Deinstitutionalization: Success or Failure?
Week 13: The Rights Era. **Submit revised draft of research paper.**
Week 14: Ethics, Technology and Disability: Prenatal Testing, Designer Babies and Selective Abortion.
Week 15: Summary and General Discussion. **Research papers due.**

**Academic Integrity and Administrative Policies**

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Course Name and Number: Disability Narratives – DSAB 209
Type of Course: Required
Field of Study: Level II Core Course
Credits: 3 credits, Undergraduate
Prerequisite: DSAB 200, DSAB 201

Course Summary:
This course explores the individual, cultural, social and political meaning of disability, as seen through the eyes of people with disabilities themselves. It does so by studying narratives of various authors with different disabilities, or those that have been intimately involved with disabled individuals. The concept of ‘life writing’ is explored, followed by a close reading of a number of narratives. Texts will be compared and contrasted as students analyze texts from a number of perspectives.

Learning Objectives
At the end of this course, students will be able to:
- Discuss life writing in disability studies
- Explain a theoretical framework and spectrum of perspectives on narrative literature
- Describe the use of narrative voice, sense of self and point of view
- Connect narrative writing to disability history and identity politics
- Compare and contrast disability narrative texts
- Discuss disability narratives and their relationship to family, culture and gender issues
- Discuss disability narrative as activism
- Discuss the context and role of mental health narratives and “madness”

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper
30% - Scholarly Reviews (3 each)
30% - Class Participation, including
   - 20 discussion board assignments addressing the learning objectives described above
   - 10 posts to class wiki
20 % - Response journal postings

Text(s):
Crimmins, Cathy, *Where is the Mango Princess?* New York 2000, Vintage

In addition to texts, students will be encouraged to explore disability blogs. A list of current blogs and supplemental readings will be posted on Blackboard or on e-Reserve.

**Course Outline:**

Week 1: Introduction to the Course, Instructor and each other; Course Overview, Expectations and Logistics  
The Function of Life Writing

Week 2: Theoretical Frameworks and Reading Narratives

Week 3: The Narrator’s Voice: Who Speaks for Whom/Thematic Mapping

Week 4: History and Identity Politics and the Impact on Narrative

Week 5: Exploration through Comparison

Week 6: Family, Culture, Gender and Context

Week 7: Commonality and Thematic Comparisons

Week 8: Facing Discrimination and Narrative as Activism

Week 9: Elements of Narrative

Week 10: The Business of Publishing Memoir

Week 11: Narrator’s Sense of Self and Point of View

Week 12: Narrative and “Madness”

Week 13: Revisiting our Definition and Theoretical Framework

Week 14: Student Presentations of Life Writing

Week 15: Student Presentations of Life Writing and Course Wrap Up

**Academic Integrity and Administrative Policies**

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Course Number and Name: Aging and Disability – DSAB 211  
Type of Course: Elective  
Field of Study: Level III Exploration and Application Course for Intellectual/Developmental Disabilities Concentration  
Credits: 3 credits, Undergraduate  
Prerequisite: None

Course Summary:  
The focus of this course is an exploration of aging and disability from multiple theoretical and applied perspectives. The socio-cultural construction of aging and individual and social models of aging and disability will be explored along with the social dimensions that impact on the community integration of people aging with a variety of disabilities, but with an emphasis on intellectual disabilities. Students will learn the dynamics of aging from three major perspectives: person-centered, lifespan and systems of care.

Learning Objectives  
At the end of this course, students will be able to:  
- Demonstrate and apply knowledge of historical, socially constructed and theoretical concepts of people who are aging and people with disabilities.  
- Explain and analyze the ways in which aging and disability intersect, both at the individual and societal level.  
- Discuss the multiple developmental perspectives on people aging with a disability and be able to critically assess the key elements and differences of each perspective.  
- Explain the bio-physical, psychological, social and spiritual dimensions of people aging with childhood and adult-onset disabilities.  
- Discuss the application of the Systems Perspective as it pertains to demographic, political, legal and economic trends and their impact on people aging with disabilities.  
- Analyze current and emerging policy issues that influence the socio-political response to people aging with disabilities.

Course Grading and Requirements:  
Discussions, exercises, reflective writing assignments, and a field based project aimed at developing skills in critical thinking and analysis.

Grading:  
20% - ePortfolio project or Final Paper  
20% - Mid-Term Exam  
40% - Class Participation, including  
- 20 discussion board assignments addressing the learning objectives described above  
- 10 posts to class wiki  
20% - Presentation on field project (may be a team presentation)

Text(s):  

In addition to the texts, supplemental articles and web sites will be utilized.
Course Outline:

Week 1: Introduction to the Course, the Instructor and students; overview of the Course and logistics
Historical concepts of disability and aging

Week 2: The Social Construction of Aging and Disability
Changing models of aging and disability
The social construction of Disability, linking aging and disability models
The political economy perspective of aging and disability

Week 3: Theories of Aging
Ageism and stigma
Successful aging and quality of life

Week 4: The Intersection of Aging and Disability
Childhood onset and adult onset disabilities
Attitudes, oppression and discrimination of people aging with disabilities
Normalization and social integration

Week 5: Developmental Perspectives on Aging with a Disability
Life Cycle perspective and approach
Bio-Psycho-Socio-Spiritual perspectives
Life Course perspectives

Week 6: Physiological Changes and Secondary Conditions for People Aging with a Disability
Vision, hearing, physical changes

Week 7: Psychological Aspects of Aging with a Disability
Emotional well-being and coping
Cognitive and adaptive changes
Personality theory and its relevance
Grief and loss
Down syndrome and Alzheimer’s disease

Week 8: Mid Term Exam or Field based project is due

Week 9: Social Dimensions of Aging with a Disability
Aging caregivers
Formal and informal supports
Aging in place

Week 10: Spiritual Dimensions of Aging with Disability
Religious life and people with disabilities
Meaning in life, aging and mortality

Week 11: The Systems Perspective of Aging and Disability: Macro-Systems and Social Policy

Weeks 12 & 13: Demographic Trends and Political and Policy Implications
Aging and the baby boomer generation
Generational politics
Judicial and legal mandates
Medicare, Medicaid and Long Term Care

Weeks 14 & 15: Emerging Issues and Policy Initiatives
Ethnic and Racial diversity and aging
Coalition building and empowerment
Accessibility and Housing and Policy
Employment and workplace accommodation

Academic Integrity and Administrative Policies
This course adheres to the School of Professional Studies’ academic policies. See http://www.sps.cuny.edu/acad_policies/index.html.

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Bachelor of Arts in Disability Studies

Course Number and Name: Introduction to Residential Services – DSAB 212
Type of Course: Elective
Field of Study: Level III Application Course in Concentration in Intellectual/Developmental Disabilities
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
This course focuses on the theoretical and practical principles of treatment and services in residential settings for those who need constant and consistent supervision in their living arrangements. The role of activities, routine, structure, group and group dynamics will be studied along with legal and regulatory aspects involved in providing residential services. Students will explore strategies to maintain individualized services to those living in a group setting.

Learning Objectives
At the end of this course, students will be able to:
- Describe the evolution of residential care.
- Discuss historical and current program models.
- Discuss the effect of funding sources on program philosophy.
- Describe the role of residential staff in enhancing quality of life of residents
- Explain the planning and goal setting process and how to facilitate participation of consumers.
- Discuss the implementation of goals and relate them to instructional strategies and related issues.
- Discuss the role of professional ethics in residential care
- Explain the decision-making process in achieving quality services within fiscal constraints.
- Describe the multi-dimensional role of a staff member.

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a field visit to a residential group home are required. Internet and newspaper articles will serve as a resource. Students will be expected to be aware of current issues in the developmental disability field in order to contribute in classroom discussion.

Grading:
Mid-Term Paper - 15%
Field visit report and presentation - 20%
Blackboard Participation & Discussion - 20%
Final Paper/Exam - 20%
5 short written assignments; analyzing an aspect of community residential care - 25%


Course Outline:
Week 1: Introduction to the course, instructor, course overview and logistics.
Evolution of Residential Care
Discuss Historical context, Willowbrook and other institutions, evolution and development of community residential care, deinstitutionalization
Week 2: Normalization and its Implications for Residential Services
The Principle of Normalization and residential arrangements; implications for program planning
Week 3: Models of Residential Care
State operated, voluntary operated, for-profit providers; the structure of each model and implications for services and values expressed in service delivery. Funding and implications for staff support and program philosophy: low-cost/high cost issues, at home care.

Week 4: Person Centered Planning and Instructional Strategies
Planning models and the planning process, facilitating participation of consumers in goal setting, task analysis, instructional strategies, introduction to behavioral supports, and evaluating progress.

Week 5: Role of Staff: Teaching and Counseling
The home as a teaching facility, teaching, counseling, modeling behavior.

Week 6: Role of Staff: Safeguarding Rights and Preventing Abuse, Professional Ethics
The role of professional ethics, preventing abuse, protection of health and safety, medication administration, nutrition, fire safety, emergency preparedness- procedures (hurricanes, tornadoes, earthquakes, evacuations).

Week 7: Sexuality and Group Living
Social opportunities, informed consent, family communication and family planning and health issues; parenthood and residential supports

Week 8: Families
Importance of working with families, activity around empathy, communicating effectively, challenges, sibling relationships and dynamics

Week 9: Interactions with the Community
Community presence and participation

Week 10: Recreation and leisure time
Creative planning of leisure activities, facilitating access to religious institutions, vacations, and the arts

Week 11: Use of Technology
SMART homes, use of adaptive equipment, advances in technology to increase independence while maintaining oversight

Week 12: Program Management
Managing professional and clinical staff, effective communication, staff team-building, accurate documentation, conflict resolution, giving and receiving constructive feedback

Week 13: Legal and Regulatory Issues
Issues of protective oversight, criminal background checks, dignity of risk, medical issues, Incident Reporting audits, and quality assurance.

Week 14: Fiscal Issues
Fiscal issues and program philosophy, safeguarding residents’ personal accounts, regulations, billing and documentation

Week 15: Presentations and Course wrap up
Discuss field reports using a critical eye.

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Course Name and Number: Transition and Adulthood – DSAB 213
Type of Course: Elective
Field of Study: Level III Exploration and Application course for Concentration in Intellectual/Developmental Disabilities
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
This course explores the lives of adults with intellectual and developmental disabilities, including transition from school and issues of segregation in living arrangements and housing, work, stigma and psychosocial issues, autonomy and self-determination, poverty, sexuality, parenthood and family life, religious life and older adulthood. Systems of care and access will be examined and analyzed.

Learning Objectives
At the end of the course students will be able to:

- Describe the transition process for young adults leaving the school system
- Identify barriers to successful planning and transition for young adults with disabilities
- Identify and discuss the stages of life for adults with disabilities and the challenges presented by each stage
- Discuss poverty and income support, and vocational choices and opportunities for adults with disabilities
- Explain housing options and the features of each option
- Describe the issues which confront adults with disabilities in making choices and in relationships
- Discuss issues related to sexuality, parenthood and family life for adults with disabilities
- Explain and discuss the concept of self-determination

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper
20% - Team Project
40% - Class Participation, including
20 discussion board assignments addressing the learning objectives described above
10 reflective journaling assignments
10 posts to class wiki
20% - Field-based project to be mutually determined by student and instructor

Text(s):  

Course Outline:
Week 1: Introduction to the course, instructor and students; course overview and logistics
Week 2: Transition issues: school and adult systems, the role of families in planning and supporting, income support
Weeks 3 - 4: The world of work and day activities, vocational systems and supports, vocational planning

Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011
Supporting work for severely disabled adults, accommodation issues and the ADA

Weeks 5-6: Housing options and living arrangements for adults
Week 7: Personal wellness, medication issues and health care
Week 8: Recreation, leisure, socialization
Week 9: Midterm exam
Week 10: Self-advocacy and choice making
Week 11: Sexuality, parenthood and family relationships
Week 12: Adults with disabilities and spiritual life: accessible congregations
Week 13: Adults living at home and institutionalized adults
Week 14: Aging and adults with disabilities, health, living arrangements, end of life planning
Week 15: Final paper or project is due; course wrap-up

**Academic Integrity and Administrative Policies**

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Course Number and Name: Traumatic Brain Injury: Causes and Systems of Care – DSAB 214
Type of Course: Elective
Field of Study: Level III Application Course in Concentration in Intellectual/Developmental Disability
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
Traumatic Brain Injury (TBI) can be caused by a blow to the head, a fall, or a motor vehicle accident. Approximately 230,000 Americans each year are hospitalized with TBI and 3.1 million children and adults are living with an acquired traumatic brain injury. This course will explore existing systems of care, the recovery course and psychosocial aspects of TBI, as well as the effects of personal and environmental factors, including drug and alcohol use, on recovery. Particular attention will be given to the veterans of recent wars who have sustained TBI, and their reintegration into society.

Learning Objectives
At the end of this course, students will be able to:
- Explain and discuss demographic information about traumatic brain injury and describe occurrence patterns and at-risk populations
- Describe primary and secondary mechanisms of injury and their effects
- Describe the stages of recovery
- Explain and discuss the principles of cognitive assessment and principles of language recovery
- Describe language and cognitive interventions
- Describe and critique the existing service systems and how they interrelate
- Discuss the ethical implications of serving individuals with TBI
- Discuss family adjustment issues, including parenthood and spousal relationship issues
- Describe reintegration into work, school and social life
- Analyze and explain how systems of care and treatment can be improved

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a project (may be a team project or ePortfolio) aimed at developing skills in critical thinking and analysis about traumatic brain injury.

Grading:
- 20% - Individual Paper
- 20% - Individual or Team Project or ePortfolio
- 40% - Class Participation, including
  - 20 discussion board assignments addressing the learning objectives described above
  - 10 reflective journaling assignments
  - 10 posts to class wiki
- 20 % - 5 assignments analyzing an aspect of traumatic brain injury and society

Text(s):

**Video:** *When Billy Broke His Head and Other Tales of Wonder* (1995)

In addition to the texts above, the class will make use of articles and web sites.

**Course Outline:**

Week 1: Introduction to the Course, Instructor and Students, Expectations and Requirements
Week 2: The scope and context of traumatic brain injury: how, when and where people acquire traumatic brain injury
Week 3: TBI and physiological effects: an overview of brain functioning and assessment
Week 4: Neuropsychiatric effects of TBI, the physical and psychosocial aspects of TBI
Week 5: Cognitive and behavioral changes related to the physical injury
Week 6: TBI in the Context of War: the wounded warrior and homecoming
Week 7: [Mid Term] Issues for Children and Adolescents with traumatic brain injury; Sports Injuries and TBI
Week 8: TBI and the Family System; TBI in Aging Adults
Week 9: Dual diagnosis: TBI and its relationship to substance abuse
Week 10: Systems of Care for children and adults with traumatic brain injury
Week 11: Social Aspects of TBI, relationships, parenthood, family life
Week 12: Legal and Clinical Issues; Professional Ethics
Week 13: Cognitive and Behavioral Rehabilitation
Week 14: Psychotherapy and TBI
Week 15: Wrap up and Course Summary

**Academic Integrity and Administrative Policies**

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Course Number and Name: Asperger Syndrome across the Life Cycle – DSAB 221
Type of Course: Elective
Field of Study: Level III Exploration and Application Course for Autism Spectrum Disorder Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
This course will explore the benefits and challenges faced by individuals diagnosed with Asperger Syndrome, and Asperger’s relation to the other Autism Spectrum Disorders (ASD). The focus of the course will be developing and providing effective supports to children, young people attending college, and adults who may need assistance in locating and maintaining employment. The class will utilize the perspectives of people who have an Asperger diagnosis, through narratives, social media and videos, to illustrate course topics, and provide practical interventions, strategies and supports.

Learning Objectives
At the end of this course, students will be able to:
- Describe characteristics of individuals with Asperger Syndrome and related autism spectrum disorders
- Discuss the issues related to diagnosis and parenting a child with Asperger Syndrome
- Describe strategies for supporting the interests of children, adolescents and adults diagnosed with Asperger’s
- Discuss the educational experience of young children and young adults with Asperger’s
- Describe the steps and issues related to the transition experience of individuals with Asperger’s
- Explain issues and strategies for supporting people with Asperger’s in college and graduate school
- List and contrast residential options for individuals with Asperger’s
- Describe the world of work, including business opportunities for those with Asperger Syndrome
- Discuss issues related to relationships, including friends, siblings, life partners; parenting with Asperger Syndrome
- Discuss Asperger Syndrome and any associated mental health issues

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper
20% - Student Presentation (may be a team project)
40% - Class Participation, including
    20 discussion board assignments addressing the learning objectives described above
    10 reflective journaling assignments
    10 posts to class wiki
20% - 5 assignments analyzing an aspect of Asperger Syndrome

Text(s):
Wehman, P., Smith, M. D., and Schall, C. *Autism and the Transition to Adulthood*, Paul H. Brookes
Beardon and Worton, *Aspies on Mental Health*, 2011, Jessica Kingsley Publishing,
Suggested supplemental reading:
In addition to these texts, additional reading will be posted on Blackboard or on eReserve, and a list of blogs by people with Asperger Syndrome will be distributed at the beginning of the course.

**Course Outline:**

Week 1: Introduction to the Course, Instructor and Students; Course overview and logistics
Week 2: Asperger syndrome in Context; ASD and Asperger Syndrome, characteristics of people with Asperger
Week 3: Diagnosis and early childhood: the experience of parenting a young child with Asperger syndrome
Week 4: Middle school, inclusion, recreation and social needs
Week 5: Supporting the interests of young people and adults with Asperger syndrome
Week 6: Managing challenging behavior
Week 7: Teens with Asperger’s, sexuality, and peer interaction
Week 8: The transition experience of young adults with Asperger Syndrome; planning, and managing the transition from school.
Week 9: Supporting students with Asperger Syndrome in college and graduate school
Week 10: Moving out: independent living and residential options for adults with Asperger’s
Week 11: Employment and the world of work, finding job opportunities, connecting at work
Week 12: Relationships, marriage, parenthood
Week 13: Mental health issues and Asperger Syndrome, Issues of Aging
Week 14: Representations of Asperger Syndrome in literature, film and mass media
Week 15: Student Presentations, Course Summary and Wrap-Up

**Academic Integrity and Administrative Policies**

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The City University of New York
The School of Professional Studies
At the Graduate School and University Center

Bachelor of Arts in Disability Studies

Course Number and Name: Autism Narratives – DSAB 222
Type of Course: Elective
Field of Study: Level III Exploration and Application Course for Autism Spectrum Disorder Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
Recent decades have witnessed an influx of disability narratives, which offer a window into the life experience of disabled children and adults, and have resulted in new perspectives about their abilities and experiences. In this course we will critically examine the ways in which autism has been framed and discussed across a wide range of cultural narratives, including literary fiction, commercial cinema, social media and news media. We will read first-person life narratives, exploring the impact on individuals, families, social and educational contexts.

Learning Objectives
At the end of this course, students will be able to:
- Identify and discuss genres of memoirs and narrative, and autism narratives’ relationship to the genre
- Discuss and compare two works of fiction featuring characters with autism spectrum disorder
- Discuss how autism has been portrayed in mass media
- Describe how autism has been portrayed in popular and documentary film
- Describe how social networking sites, YouTube and blogs are changing views of individuals with autism
- Contrast parent’s narratives with perspectives of autistic individuals
- Critique representations of autism across types of media

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a final paper or ePortfolio project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Final Paper or ePortfolio Project
20% - Mid term paper analyzing autism blogs is due
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20 % - 5 assignments analyzing autism narratives, films and videos

Text(s):
Nazeer, Kamran: Send in the Idiots: Stories for the Other Side of Autism, 2006 Bloomsbury/St. Martin’s

Autism Blogs:
http://www.reasonable-people.com
http://wrongplanet.net
http://aspi rhetor.com
http://garrysaspieblog.blogspot.com
http://eccentricsunited.blogspot.com

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Course Outline:

Week 1: Introduction to the Course, Instructor and Students; Course overview and logistics
Week 2: Review of narrative writing, memoirs and life writing, and genres of autism narratives
Weeks 3 – 4: Autism in Fiction – Haddon, Steinbeck, De Rosa
Weeks 5 – 6: Published Narratives: Grandin and Tammett, Nazeer
http://www.youtube.com/watch?v=zt_G7Zw5l8c
Weeks 7 – 9: Autism Blogs
Week 10: Paper analyzing autism blogs is due
Weeks 11 - 12: Autism in Film and You Tube: 
Rain Man; Autism, the Musical; You Tube representations
Donna Williams reads her Autobiography on You Tube
http://www.youtube.com/watch?v=OmnuvcQxc2c
Week 13: Parents’ narratives; parents and siblings, spouses and children in autism narratives
Week 14: The narrative voice, facilitated communication and other controversial issues
Week 15: Final paper is due; course summary and wrap-up

Academic Integrity and Administrative Policies
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Course Number and Name: Inclusion: Principles in Practice – DSAB 224
Type of Course: Elective
Field of Study: Level III Applied Course for Autism Spectrum Disorder Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
A growing number of students with autism spectrum disorders (ASDs) who were previously placed in segregated school settings are being educated in general education classrooms. Effectively educating students with ASDs requires an understanding of their unique social, communicative and behavioral challenges. This course will include a study of the history of special education and inclusion, legal issues related to appropriate education, fostering social development and communication, instructional and classroom management strategies, staff training and the collaboration between home and school.

Learning Objectives:
At the end of this course, students will be able to:
- Describe and discuss the prevalence and characteristics of students with autism spectrum disorders
- Identify the difference between Inclusion, Mainstreaming and Integration
- Understand federal laws protecting the educational services for students with disabilities
- Discuss the continuum of services available to students with disabilities
- Describe the concept of the least restrictive environment
- Discuss how inclusive experiences promote social and communicative skills development
- Describe strategies for facilitating collaboration among educators
- Understand the roles and responsibilities of paraprofessionals and the importance of communicating effectively with paraprofessionals
- List, describe and recommend adaptations and modifications to promote inclusion of students with autism spectrum disorders
- Describe strategies used to create a positive classroom environment
- Describe how to use classroom peers to promote social acceptance
- Describe strategies for increasing self-efficacy

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
- Attendance and class participation 15%
- Reading Reflection Questions 40%
- Classroom Observation 20%
- Group Project 25%

Text (s):

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Journals

Course Outline:
Week 1: Introduction to the course, instructor, course overview and logistics
Week 2: Review of Autism Spectrum Disorders
Week 3: What is Inclusion?
Week 4: Understanding the Unique Characteristics of Autism Spectrum Disorders
Week 5: What is the legal rationale for Inclusion?
Week 6: Determining Least Restrictive Environment Services and Placement
Week 7: Individualized Education Program (IEP)
Week 8: Partnerships Between Home and School
Week 9: Characteristics of Effective Teachers
Week 10: Arranging the Learning Environment
Week 11: Teaching Strategies
Week 12: Facilitating the Social Environment
Week 13: The Important Role of Peers in Inclusive Education
Week 14: Working Cooperatively: The Role of Team Members
Week 15: Evaluation of Inclusive Practices

Academic Integrity and Administrative Policies
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Bachelor of Arts in Disability Studies

Course Number and Name: Speech and Communication Issues in Autism Spectrum - DSAB 225
Type of Course: Required
Field of Study: Level III Exploration and Application Course for Autism Spectrum Disorder Concentration
Credits: 3 credits, Undergraduate
Pre/Corequisite: PSY 201 or its equivalent

Course Description
Impairments in verbal and nonverbal communication, combined with social deficits, are hallmark traits of autism spectrum disorder. For individuals with ASD across all functioning levels, speech and communication are important to evaluate and address throughout the life span. In this course we will explore the myriad of communication needs within ASD, including nonverbal language, conversation skills and socialization. Strategies for assessment and intervention will be discussed, as well as evidence-based communication recommendations for home, school and recreational settings.

Learning Objectives
At the end of this course, students will be able to:
1. Identify and describe milestones of communication and social development
2. Describe the important communication aspects to consider in diagnosing and treating individuals with ASD
3. Explain the variability in language functioning among individuals with ASD
4. Describe methods of collaboration with the interdisciplinary team for communication assessment and intervention
5. Use observation of social communication and play behaviors across natural and structured environments
6. Describe the unique patterns of communication among higher-functioning individuals with ASD
7. Describe the use of functional intervention goals and objectives to support and facilitate communication across ages and ability levels

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a project aimed at developing skills in critical thinking, observation and analysis.

Grading:
25% - Individual reflection papers
25% - Video Project: students will be required to access and use an ASD online video glossary to examine and describe communication patterns among individuals suspected of/diagnosed with ASD
50% - Class Activities & Participation, including 5 discussion board assignments addressing the learning objectives described above

Additional Readings and research articles posted and assigned throughout the semester.
### Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Class Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course overview Introductions</td>
<td>Ch. 1</td>
<td>Intro to communication assessment</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment &amp; Diagnosis</td>
<td>Early detection reading Ch. 2</td>
<td>Discuss online video glossary</td>
<td>Reflective Journaling 1: Avoiding the ‘wait and see’ approach</td>
</tr>
<tr>
<td>3</td>
<td>Developmental patterns</td>
<td>Developmental milestone article</td>
<td>Domains within communication</td>
<td>Discussion Board assignment 1: speech &amp; language development exercise</td>
</tr>
<tr>
<td>4</td>
<td>Screening &amp; surveillance</td>
<td>Ch.3-4</td>
<td>The role of the SLP Multidisciplinary teaming; ASHA website</td>
<td></td>
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<tr>
<td>5</td>
<td>Understanding/Measuring social communication</td>
<td></td>
<td>Diagnostic patterns</td>
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<td>6</td>
<td>Social Behavior</td>
<td>Joint attention &amp; Imitation: A lifelong skill</td>
<td>Reflective Journaling 2: Strengths and Weaknesses across communication-social domain</td>
<td></td>
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<tr>
<td>7</td>
<td>The role of play skills</td>
<td>Ch. 7</td>
<td>Early Language and play patterns</td>
<td>Discussion Board assignment 2: Online communication resource for caregivers</td>
</tr>
<tr>
<td>8</td>
<td>Evidence Based interventions</td>
<td>Ch. 5</td>
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<tr>
<td>9</td>
<td>Intervention for young children: targeting functional communication</td>
<td>Ch. 6</td>
<td>Vineland Adaptive Behavior Scales</td>
<td>Discussion Board Assignment 3: Targeting play skills</td>
</tr>
<tr>
<td>10</td>
<td>Shaping communication; the role of peers</td>
<td>“Buddy Time” article</td>
<td>Peer Modeling</td>
<td>Reflective Journaling 3: Completing communication questionnaire</td>
</tr>
<tr>
<td>11</td>
<td>Behavioral considerations</td>
<td></td>
<td>Functional Behavioral Analysis</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Augmentative and Alternative methods of communication</td>
<td>Ch.11</td>
<td>Discuss Activity Recommendations &amp; Writing Objectives</td>
<td>Discussion Board assignment 4: Simple FBA of communicative function</td>
</tr>
<tr>
<td>13</td>
<td>Communication Aspects to consider: high-functioning individuals</td>
<td>Ch. 13</td>
<td>Case samples</td>
<td>Discussion Board assignment 5: Activity Recommendation (related to case samples)</td>
</tr>
<tr>
<td>14</td>
<td>Multicultural considerations</td>
<td>Reading to be posted</td>
<td>Diversity within home/school settings</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Evidence-based practice</td>
<td>Reading to be posted</td>
<td>Caregiver/teacher feedback</td>
<td>Final reflection/wrap up paper due</td>
</tr>
</tbody>
</table>

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Course Number and Name: Community Mental Health – DSAB 231
Type of Course: Elective
Field of Study: Level III Exploration and Application course for Mental/Behavioral Health Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
This course introduces the student to the array of mental health services from inpatient to community based agencies. The history of mental health assistance, along with current service delivery systems is explored. This includes mobile crisis intervention, partial hospitalization, day treatment, outpatient community mental health centers, clubs, self-help fellowships, supportive housing and transitional employment. The importance of interdisciplinary professionals that provide concrete services, psychiatric, medical, vocational, recreational, individual, group and family counseling and support a comprehensive team approach will be included, as well as human and legal rights, social inclusion and the challenges of vulnerable populations with co-morbidity.

Learning Objectives
At the end of this course, students will be able to:
1. Describe how to differentiate between the needs of those with mental illness who might benefit from inpatient programs from those who might need community based programs.
2. Recognize of the similarities and differences of culture and how it impacts on specific ethnic and racial groups.
3. Discuss societal stigma, and its past and current implications.
4. Explain the multiple facets and issues related to mental illness from dual diagnosis to the homeless crisis.
5. Describe and contrast treatment modalities that include a strength-base perspective

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper; Correct APA Style
20% - Team Project
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20 % - 5 assignments analyzing an aspect of community mental health

Text(s):

Course Outline:

<table>
<thead>
<tr>
<th>SESSION</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; Chapter 1: Patient, Client, Consumer, Survivor: The Mental Health Consumer Movement In The United States</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2: Consumer-Providers’ Theories About Recovery From Serious Psychiatric</td>
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<tr>
<td>Chapter</td>
<td>Title</td>
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<tr>
<td>3</td>
<td>Chapter 4: In The Community: Aftercare For Seriously Mentally Ill Persons From Their Own Perspectives</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 5: The Wraparound Process: Individualized, Community Based Care For Children And Adolescents With Intensive Needs</td>
</tr>
</tbody>
</table>
| 5       | Chapter 6: Evidence Based Treatment For Adults With Co-Occurring Mental And Substance Abuse Disorders  
|         | Chapter 15: The Practice Effectiveness of Case Management Services For Homeless Persons With Alcohol, Drug or Mental Health Problems |
| 6       | Chapter 7: Putting Values Into Practice: Involuntary Treatment Interventions In Mental Health  
|         | Chapter 8: Neuropsychiatric Perspectives For Community Mental Health Theory And Practice |
| 7       | Chapter 9: Public Mental Health Systems: Breaking The Impasse In The Treatment Of Oppressed Groups  
|         | Chapter 10: Stigma, Sexual Orientation, And Mental Illness: A Community Mental Health Perspective |
| 8       | Chapter 11: African Americans And Mental Health |
| 9       | Chapter 12: Mental Health Issues of Chinese Americans: Help-Seeking Behaviors and Culturally Relevant Services |
| 10      | Chapter 13: Psychological Intervention with Hispanic Patients: A Review of Selected Culturally Syntonic Treatment Approaches |
| 11      | Chapter 14: Homeless Shelters: An Easy Component of the De Facto Mental Health System |
| 12      | Chapter 16: We’ll Meet You On The Bench: Developing a Therapeutic Alliance With The Homeless Mentally Ill Patient |
| 13      | Chapter 17: Social Work In A Managed Care Environment |
| 14      | Chapter 18: Networks and Organizational Identity: On the Front Lines of Behavioral Health |
| 15      | Chapter 19: The Uncertain Future of Public Mental Health Systems: A West Virginia Case Study  
|         | Chapter 20: Mental Health Leadership In A Turbulent World |

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Course Name and Number: Dual Diagnosis – DSAB 232
Type of Course: Required
Field of Study: Level III Exploration and Application Course in Concentration in Mental/Behavioral Health
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
This course introduces the student to the various integrated models of treatment for consumers who simultaneously experience a mental illness condition as well as chemical dependency diagnosis. The student will become familiar with assessments, interventions, relapse prevention, treatment planning and level of care for various types of dual diagnoses including non-addicting pharmacology. Specifically, students will understand the relationship between polysubstance use and psychosis, schizophrenia, cognition, affective, mood and personality disorders including the remission of one or both disorders. The prevalence of dual disorders within the homeless and prison system will be explored. Working with the family and other resources, including self-help fellowships are presented.

Learning Objectives
At the end of this course, students will be able to:
1. Define dual diagnosis over systems and compare the use of the term over systems.
2. Explain the criteria for multiple diagnoses and symptom criteria
3. Designing a basic dual diagnosis assessment
4. Describe dual diagnosis factors in various populations and their cultural implications
5. Discuss commonly used psychiatric medications and the effects and side effects of each
6. Identify community resources for support, treatment and information

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper; Correct APA Style
20% - Team Project
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20 % - 5 assignments analyzing an aspect of disability and society

Text(s):

Website(s):
2. http://www.nami.org/template.cfm?template=/contentManagement/contentDisplay.cfm&contentID=23042

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http://www.nami.org/Content/ContentGroups/Press_Room1/20102/May17/NAMI_Challenges_WA_State_Law_in_Federal_Court_Transfer_of_Mentally_Ill_Patients_from_Hospitals_to_Pr.htm

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. Chapter 1: Definition, Recognition and Assessment</td>
</tr>
</tbody>
</table>
| 2       | a. Chapter 2: Explanatory Models for Dual Diagnosis  
          b. Read Online: Diagnostic Statistical Manual of Mental Disorders: http://allpsych.com/disorders/dsm.html |
| 3       | a. Chapter 3: Consumer Perspectives  
          b. Read all the medication information on the online website of the National Alliance For The Mentally Ill: About Medications: http://www.nami.org/template.cfm?template=/contentManagement/contentDisplay.cfm&contentID=23042  
          c. Read about medications/drugs that are addicting: http://www.nida.nih.gov/drugpages/prescripdrugschart.html |
| 4       | a. Chapter 4: Risk Assessment and Dual Diagnosis  
          b. Read Online Article: AxisV: Global Axis Functioning: http://www.psyweb.com/DSM_IV/jsp/Axis_V.jsp |
| 5       | a. Chapter 5: Reducing Drug-Related Harm Among Mentally Ill People |
| 6       | a. Chapter 6: Motivational Interviewing |
| 7       | a. Chapter 7: Psychological Interventions |
| 8       | a. Chapter 8: Alcohol and Mood Disorders |
| 9       | a. Chapter 9: Polysubstance Use and Personality Disorder  
          b. Read Online Article From The National Alliance For The Mentally Ill (NAMI): NAMI Challenges WA State Law in Federal Court: Transfer of Mentally Ill Patients from Hospitals to Prisons: http://www.nami.org/Content/ContentGroups/Press_Room1/20102/May17/NAMI_Challenges_WA_State_Law_in_Federal_Court_Transfer_of_Mentally_Ill_Patients_from_Hospitals_to_Pr.htm  
| 10      | a. Chapter 10: Older People and Dual Diagnosis |
| 11      | a. Chapter 11: Stimulant Use and Psychosis |
| 12      | a. Chapter 12: Women and Dual Diagnosis  
| 13      | a. Chapter 13: Drug-Induced Psychosis |
| 14      | a. Chapter 14: Cannabis Use and Psychosis  
          b. Chapter 15: Methamphetamine and Mental Health |
| 15      | a. Chapter 16: Public Health and Dual Diagnosis  
          b. Chapter 17: Comorbidity or Complexity: A Primary Care Perspective on Dual Diagnosis  
          c. Chapter 18: Dual Diagnosis – North America  
          d. Chapter 22: Practice, Research and Education Development |

**Academic Integrity and Administrative Policies**

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Proposal to Establish a Bachelor of Arts in Disability Studies  
CUNY School of Professional Studies  
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011  
Approved by the School of Professional Studies Governing Council, December 1, 2011
Bachelor of Arts in Disability Studies

**Course Number and Name:** Elements of Behavioral Health Counseling – DSAB 233

**Type of Course:** Required

**Field of Study:** Level III Exploration & Application Course in Concentration in Mental/Behavioral Health

**Credits:** 3 credits, Undergraduate

**Prerequisite:** None

**Course Summary:**
This course will give the student an overview of the counseling profession within the behavioral health field. Theories are introduced followed by specific counseling skill interventions that are a staple in the helping process. This includes establishing a therapeutic alliance, active-listening, use of empathy, transference, countertransference and clinical interventions for specific behavioral health diagnoses. Competencies for intake interviewing, bio-psychosocial assessments, fundamentals of treatment planning, and the referral/termination process along with cultural considerations are presented. Counselor ethics and self-care, use of supervision and professional development are explored.

**Learning Objectives**
At the end of this course, students will be able to:
1. Recognize the specific dynamics that encompass the counseling profession.
2. Complete a basic client needs assessment using clinical techniques
3. Describe various theoretical interventions for different disorders and situations
4. Discuss standards of ethical standards and practice within the counseling field
5. Differentiate between personal and professional practice through self-reflection

**Course Grading and Requirements:**
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

**Grading:**
- 20% - Individual Paper; Correct APA Style
- 20% - Team Project
- 40% - Class Participation, including
  - 20 discussion board assignments addressing the learning objectives described above
  - 10 reflective journaling assignments
  - 10 posts to class wiki
- 20% - 5 assignments analyzing an aspect of disability and society


**Website(s):**
1. [http://webspaced.ship.edu/cgboer/freud.html](http://webspaced.ship.edu/cgboer/freud.html)
2. [www.centrum45.nl/assets/Image/CONT/T/therapist_reactions.pdf](http://www.centrum45.nl/assets/Image/CONT/T/therapist_reactions.pdf)
3. Google: National Organization For Human Services Ethical Standards
Course Outline:

<table>
<thead>
<tr>
<th>SESSION</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1: Conceptualizing Counseling</td>
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<td>2</td>
<td><strong>Read the online article: Sigmund Freud/Personality Theories:</strong>&lt;br&gt;<a href="http://webspace.ship.edu/cgboer/freud.html">http://webspace.ship.edu/cgboer/freud.html</a></td>
</tr>
<tr>
<td>3</td>
<td>Chapter 2: The Language of Counseling</td>
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<td>4</td>
<td>Chapter 3: Stages and Skills of Counseling</td>
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<td>5</td>
<td>Chapter 4: Building a Working Relationship</td>
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<tr>
<td>7</td>
<td>Chapter 5: Assessing Client Problems</td>
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<tr>
<td>8</td>
<td>Chapter 6: Developing Counseling Goals</td>
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<tr>
<td>9</td>
<td><strong>Read the online standards:</strong> Ethical Standards For Human Service Professionals @ National Organization For Human Services Ethical Standards</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 7: Defining Strategies and Selecting Interventions</td>
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<td>11</td>
<td>Chapter 8: Affective Interventions</td>
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<td>12</td>
<td>Chapter 9: Cognitive Interventions</td>
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<td>13</td>
<td>Chapter 10: Behavioral Interventions</td>
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<td>14</td>
<td>Chapter 11: Systemic Interventions</td>
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<td>15</td>
<td>Chapter 12: Termination</td>
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</tbody>
</table>

**Academic Integrity and Administrative Policies:** This course adheres to the School of Professional Studies’ academic policies. See [http://www.sps.cuny.edu/acad_policies/index.html](http://www.sps.cuny.edu/acad_policies/index.html).

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Course Number and Name: Mad People’s History – DSAB 234  
Type of Course: Required  
Field of Study: Level III Exploration & Application Course for Mental/Behavioral Health Concentration  
Credits: 3 credits, Undergraduate  
Prerequisite: None  

Course Summary:  
This course is offered from the perspective of those who have been coined as mad, crazy or mentally ill. The importance of narrative expressions are reviewed in order to educate the student how Mad People’s encounters with unconventional thoughts and behaviors are viewed by society as odd, unusual or peculiar. Their personal experiences and challenges with stigma, stereotypes, prejudice, oppression, discrimination, and lack of inclusion are examined from the early history of abuse and institutionalization, to current societal beliefs. The impact of Mad People simultaneously living with individual psychological factors, which are perceived as out of the ordinary, and the general public’s misunderstandings are evaluated. The need to utilize personal stories to impact current and future perceptions, treatment and human dignity are explored.  

Learning Objectives:  
At the end of this course, students will be able to:  
1. Discuss the history of mental illness including faulty societal attitudes.  
2. Interrogate the concept of ‘madness’ as it has historically been represented.  
3. Contrast and compare narratives of those who have a psychiatric diagnosis.  
4. Recognize the impact of stigma and stereotypes on a person’s management of mental illness.  
5. Explain the difference between mental illness and developmental disabilities and contrast the two diagnoses, explaining the varied need for supports of each.  
6. Explain how odd, even bizarre behavior, is part of the diagnostic criteria.  
7. Discuss race, gender, class and ability as they relate to mental health and psychiatric diagnosis.  
8. Describe one’s own need for self-awareness of those who have mental illness.  
9. Describe how to develop and maintain a sense of advocacy and enlightenment when delivering services to those with mental illness.  

Course Grading and Requirements:  
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.  

Grading:  
20% - Individual Paper  
20% - Team Project  
40% - Class Participation, including  
20 discussion board assignments addressing the learning objectives described above  
10 reflective journaling assignments  
10 posts to class wiki  
20 % - 5 assignments analyzing an aspect of mental illness and society  


Website(s):  
1-Difference Between Mental Retardation & Mental Illness: http://www.publicimagesnetwork.org/diff.htm
### Proposal to Establish a Bachelor of Arts in Disability Studies

CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, October 27, 2011

Approved by the School of Professional Studies Governing Council, December 1, 2011

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**Moniz Develops Lobotomy For Mental Illness:** [www.pbs.org/wgbh/aso/databank/entries/dh35lo.html](http://www.pbs.org/wgbh/aso/databank/entries/dh35lo.html)

**Electroshock Treatment & How It Works:** [www.electroboy.com/electroshocktherapy.htm](http://www.electroboy.com/electroshocktherapy.htm)


**Medications For Mental Illness: Here to Help, ABC Information. Are We There Yet?** [heretohelp.bc.ca/publications/visions/medications/bck2](http://heretohelp.bc.ca/publications/visions/medications/bck2)

**Criteria For Inpatient Admission:** [www.lamedicaid.com/.../Psychiatric_Admin_Extension_Adults.pdf](http://www.lamedicaid.com/.../Psychiatric_Admin_Extension_Adults.pdf)

**Medicaid & The Uninsured: Learning From History: Deinstitutionalization of People with Mental Illness As Precursor to Long-Term Care Reform:** [http://www.kff.org/medicaid/upload/7684.pdf](http://www.kff.org/medicaid/upload/7684.pdf)

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### Course Outline:

<table>
<thead>
<tr>
<th>SESSION</th>
<th>ASSIGNMENT</th>
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| 1       | 1-Introductions to the course, instructor, logistics and course overview.  
(Peterson):  
- The Book of Margery Kempe  
- The Diary of Christoph Haizmann  
- The Life of Rev. Mr. George Trosse  
2-Difference Between Mental Retardation & Mental Illness:  
[http://www.publicimagesnetwork.org/diff.htm](http://www.publicimagesnetwork.org/diff.htm) |
| 2       | 1-(Peterson):  
- The London-Citizen Exceedingly Injured  
- One More Proof of the Iniquitous Abuse of Private Madhouses |
| 3       | 1-(Peterson):  
- Memoir of the Early Life of William Cowper, Esq.  
- The Interior of Bethlehem Hospital |
| 4       | 1-(Peterson):  
- A Narrative of the Treatment Experience by a Gentleman... |
| 5       | 1-(Peterson):  
- Five Months in the New-York State Lunatic Asylum  
- The Prisoners Hidden Life, or Insane Asylums Unveiled |
| 6       | 1-(Peterson):  
- The Trial of Ebenezer Haskell, in Lunacy, and His Aquittal...  
- Memoirs of My Nervous Illness  
2-Moniz Develops Lobotomy For Mental Illness:  
| 7       | 1-(Peterson):  
- A Mind That Found Itself  
- The Maniac |
| 8       | 1-(Peterson):  
- Legally Dead...  
- The Diary of Vaslav Nijinsky  
- The Witness |
| 9       | 1-(Peterson):  
- Brainstorm  
- I Question  
2- Electroshock Treatment & How It Works:  
[www.electroboy.com/electroshocktherapy.htm](http://www.electroboy.com/electroshocktherapy.htm) |
| 10      | 1-(Peterson):  
- The Snake Pit  
- Wisdom, Madness and Folly  
2- Criteria For Inpatient Admission:  
[www.lamedicaid.com/.../Psychiatric_Admin_Extension_Adults.pdf](http://www.lamedicaid.com/.../Psychiatric_Admin_Extension_Adults.pdf) |
| 11      | 1-(Peterson):  
- Voices Calling  
- I Never Promised You A Rose Garden |
2- About Anti-psychotic Medications: mhafc.org/pdf/AboutAntipsychoticMedications2.pdf
4- Medications For Mental Illness: Here to Help, ABC Information. Are We There Yet?
   heretohelp.bc.ca/publications/visions/medications/bck/2

12 1-(Peterson):
a. Beyond All Reason

13 1-(Peterson):
a. The Eden Express

14 1-(Peterson):
a. Insanity, Inside Out

15 1-Medicaid& The Uninsured: Learning From History: Deinstitutionalization of People with
   Mental Illness As Precursor to Long- Term Care Reform:
   http://www.kff.org/medicaid/upload/7684.pdf

**Academic Integrity and Administrative Policies**
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The City University of New York
The School of Professional Studies
At the Graduate School and University Center

Bachelor of Arts in Disability Studies

Course Number and Name: Peer Wellness and Recovery – DSAB 235
Type of Course: Required
Field of Study: Level III Exploration and Application Course for Mental/Behavioral Health Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
Nationally, the emphasis on developing skills to support peer counseling, wellness and recovery have become more important in recent years. Individuals with behavioral and mental health issues live, on average, 25 years less than other adults in the same age group. This course will focus on understanding the dynamics of peer wellness and peer recovery programs, including self-advocacy. Information about health conditions, co-occurring conditions, modifiable risk factors, and coaching and communication strategies to support lifestyle changes will be included. Students will learn to develop a peer wellness curriculum and identify strengths and weaknesses in this approach to behavioral health.

Learning Objectives:
At the end of this course, students will be able to:
1. Discuss the use and value of peer mentoring/coaching for optimal mental health wellness.
3. Design a realistic, and holistic, wellness plan for different types of mental illness and symptoms.
4. Describe resources and complementary therapies that complement mental health wellness.
5. Compare and contrast the use of peer skills and professional skills for intervention and communication.

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper; Correct APA Style
20% - Team Project
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20 % - 5 assignments analyzing an aspect of disability and society

Text(s):


Website(s):
www.samhsa.gov (See session 15 and order a free publication the first week of class for timely delivery of 6-8 weeks)
Course Outline:

<table>
<thead>
<tr>
<th>SESSION</th>
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</table>
| 1       | Introduction to the Instructor, course, logistics and course overview.  
(Dubrin) Chapter 1: Building Trust |
| 2       | (Dubrin) Chapter 2: Showing Empathy; Chapter 3: Active Listening |
| 3       | (Dubrin) Chapter 4: Using Influence Tactics; Chapter 5: Helping Others Set Goals |
| 4       | (Dubrin) Chapter 6: Monitoring Performance; Chapter 7: Giving Feedback |
| 5       | (Dubrin) Chapter 8: Encouraging Positive Actions; Chapter 9: Discouraging Negative Actions |
| 6       | (Dubrin) Chapter 10: Training Team Members; Chapter 11: Helping Others Solve Problems |
| 7       | (Dubrin) Chapter 12: Helping Difficult People; Chapter 13: Developing Protégés |
| 8       | (Copeland) Preface p.1-8; Chapter 1: Developing a Wellness Toolbox |
| 9       | (Copeland) Chapter 2: Daily Maintenance Plan; Chapter 3: Triggers |
| 10      | (Copeland) Chapter 4: Early Warning Signs Chapter 5: When Things Are Breaking Down |
| 11      | (Copeland) Chapter 6: Crisis Planning; Chapter 7: Post Crisis Planning |
| 12      | (Copeland) Chapter 8: How To Use The Wrap Program |
| 13      | (Copeland) Appendix: Sections: A, B, C, D, E, F |
| 14      | (Copeland) Appendix: Sections: G, H, I, J, K |
| 15      | Student chooses a publication from SAMHSA related to mental health from: www.samhsa.gov |

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Course Number and Name: Disability and Comparative Religion – DSAB 241
Type of Course: Elective Course.
Field of Study: Level III Exploration and Application Course in Interdisciplinary Disability Studies Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
The ancient connection between faith and disability remains complex as well as conflicted and contradictory. On one hand, many traditions consider persons with disability as possessors of special insights or other seemingly magical powers; other traditions, or indeed sometimes the same traditions, consider disabled persons signs of the deity’s vengeance, anger or disappointment for actual or supposed sins, either with respect to a particular family or an entire community. Differently formed infants have until recently been considered “monsters,” and have been subject to infanticide. This course will examine issues such as these in the three major monotheistic faiths, as well as in the faiths of the ancient world. The test of this examination will come in the form of ethical reflection and review, particularly in the contexts of bioethics and end-of-life issues.

Learning Objectives:
At the end of this course, students will be able to:
- Discuss early religious attitudes about and concepts of disability.
- Describe the development of ideas about disability in the three Abrahamic faiths.
- Explain scriptural notions and real-life practices regarding disability in major Western as well as Eastern faiths.
- Discuss the understanding of disability in societies and religious traditions unlike their own.
- Be comfortable conversing with persons of diverse religious traditions about disability.
- Understand how a knowledge and appreciation of religious diversity can assist them in their professional practice and development.
- Compare and contrast the views and practices of many religious traditions with respect to disability and understand how the similarities and differences impact the attitudes of clients and family members.

Course Grading and Requirements:
- 20% Reaction Papers in Response to Readings
- 20% Participation in Class Discussion
- 20% Take-Home Midterm Examination
- 40% Final Paper analyzing one or more religion’s philosophy(ies) related to disability

Text (s):
- Various articles to be made available by html link or on Electronic Reserve.

Course Outline:
Week 1: Introduction. The Varieties of Disability and Religious Experience. (with apologies to William James)
What is Religion? What is Disability? Why is the intersection important?
Week 2: Ancient Religions: Mesopotamia, Greece and Rome. Fear of the Unknown.
Week 4: Judaism, Part 2: More Modern Interpretations.
Week 5: Christianity, Part 1: The Role of Jesus and the Miracles Attributed to Him. Submit Final Paper Topic by e-mail.
Week 7: Islam: Disability in the Qur’an and in the Islamic World. Midterm distributed.
Week 9: Hinduism, Part 1: Doctrines of Reincarnation. Is caste a disability?
Week 11: Sikhism
Week 12: Taoism and Shinto
Week 13: Medicine, disability and faith: Jehovah’s Witnesses and Christian Science
Week 14: Native American Perspectives on disability
Week 15: Summary and General Discussion. Research papers due.

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The City University of New York  
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At the Graduate School and University Center  

Bachelor of Arts in Disability Studies  

Course Number and Name: Disability and Mass Media – DSAB 242  
Type of Course: Elective  
Field of Study: Level III Exploration and Application Course – Interdisciplinary Disability Studies Concentration  
Credits: 3 credits, Undergraduate  
Prerequisite: None  

Course Summary:  
This course will explore how the public views disabled individuals, and how they view themselves. Students will learn to analyze how disability is portrayed in journalism, photography, film, comic art, advertising and the internet. The impact of stigma on mass media imagery and representation will be explored. A major emphasis of this course will be the use of social media and other online platforms and their effect on disabled individuals, their construction of identity, and self-representation.  

Learning Objectives  
At the end of this course, students will be able to:  
- Describe the various models of media representation of disability  
- Discuss the impact of stigma in mass media imagery on public perceptions of disability and how individuals with disabilities view themselves  
- Explain the impact of cultural and media representations on the experience of people with disabilities  
- Discuss disability media, where content is created by and for people with disabilities, and contrast its approach with mainstream media’s approach  
- Research the prevalence and meaning of mediated disability representation and provide a content analysis  
- Discuss what is and is not covered in disability rights news  
- Describe how “hidden” disabilities are or are not represented in the media.  

Course Grading and Requirements:  
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.  

Grading:  
20% - Individual Paper or ePortfolio  
20% - Disability Blog critique  
40% - Class Participation, including  
- 20 discussion board assignments addressing the learning objectives described above  
- 10 reflective journaling assignments about media and disability  
- 10 posts to class wiki  
20% - 5 assignments analyzing an aspect of disability and mass media  

Text(s):  

Course Outline:  
Week 1: Introduction to the course, Instructor and students; course overview and logistics  
Week 2: The power of media, stigma and definitions of disability  
Week 3: Content and textual analysis: the news and disability and how to read stories and subtext  
Week 4: Telethons, historical and modern representations of disability  
Week 5: Disability rights, the media and assisted suicide: covering the unthinkable  

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Week 6: Disability media as accessible media  
Week 7: Autism and representation in mass media and autism blogs  
Week 8: Mid term blog critique is due  
Week 9: Entertainment TV, disability and humor  
Week 10: Representations in film and disability activism  
Week 11: Hidden disabilities  
Week 12: Disability and advertising  
Week 13: Photography and documentary  
Week 14: Facebook and other social media and its effect on disability media  
Week 15: Course summary and wrap-up; Final Paper is due

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Bachelor of Arts in Disability Studies

Course number and Name: Disability, Music and the Arts – DSAB 243
Type of Course: Elective Course
Field of Study: Level III Course for Interdisciplinary Disability Studies Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
The study of music and other performing and visual arts, like other aspects of culture, opens up new ways of understanding disability. The course considers persons with disability who write and make music, paint, dance and take photographs and those, disabled or not, who experience these creative acts, as well as those persons with disabilities who are the subjects of these creative enterprises. We will also analyze how persons with disabilities are often excluded from participating in these artistic fields.

Learning Objectives:
Students completing the course will be able to:
- Discuss the development of attitudes concerning composers, musicians and composers with a variety of disabilities.
- Discuss the development of attitudes concerning performers and representational artists with a variety of disabilities.
- Understand how mobility-impaired dancers can be significant creative artists.
- Discuss changing images of ‘madness’ as captured in photography from the 19th century to the present.
- Understand the experience of the visually impaired observer of painting and sculpture.
- Understand the experience of music by hearing impaired persons.
- Discuss the importance of music to persons with various neurological impairments.
- Understand the representations of conditions such as stuttering, autism visual impairment in music and film.
- Understand the implications of the themes of this course for their own lives and professional practices.

Course Grading and Requirements:
- 20% Reaction Papers in Response to Readings
- 20% Participation in Class Discussion
- 20% Detailed Review of a work of art or music in connection with the course
- 40% Final Paper Analyzing A Specific Topic approved by the Instructor

Text(s):
• Film: Dancer in the Dark (2000), Directed by Lars Trier.
• Various additional readings have been or will be posted to Electronic Reserve at the Newman Library at Baruch College.

Course Outline:
Week 1: Introduction. Why study Art and Music in Disability Studies?
Week 2: Representation and its Discontents.
Week 3: Introduction to the Intersection of Representation, Art and Music.
Week 4: Art, Part I: Photography and Madness.
Week 5: Art, Part II: Blind persons, painting and sculpture. Submit Final Paper Topic by e-mail.
Week 7: Music, Part I: Discussion of the film ‘Dancer in the Dark.’ This film can be viewed on-line. Midterm take-home due.
Week 8: Music, Part II: Theory and Practice. (Essays from Lerner and Straus anthology.)
Week 8: Music, Part III: Theory and Practice continued.
Week 10: Music, Part V: Social, Performance and Academic Policy: The work of Alex Lubet. First draft of research paper is due.
Week 11: Disability and Performance, Part I: Petra Kuppers.
Week 12: Disability and Performance, Part II: Wheelchair Dance, Crip Comedy and Beyond. Revised draft of research paper is due.
Week 13: The Disabled Creative Individual in Film.
Week 14: Disability in Advertising and the Media.
Week 15: Presentations of research papers. Research papers due.

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The City University of New York  
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Bachelor of Arts in Disability Studies  

Course Name and Number: Diversity and Disability – DSAB 244  
Type of Course: Elective  
Field of Study: Level III Exploration and Application Course for Interdisciplinary Disability Studies Concentration  
Credits: 3 credits, Undergraduate  
Prerequisite: None  

Course Summary:  
This course focuses on disability and identity in comparison with other “minority” identities, such as race, class, gender, and ethnicity. Students will explore dimensions of disability identity and models, as well as critiques of those definitions and models, including the medical, bio-psycho-social model, the socio-political model, and postmodern accounts of disability identity. The nature of ableism, exclusion, and intersecting systems and structures of disability oppression will be explored, as well as strategies for increasing liberation and freedom of disabled individuals.  

Learning Objectives  
At the end of this course, students will be able to:  
- Analyze and compare multiple models with which to examine disability  
- Explain how diversity has been treated in disability communities and in disability rights movements.  
- Discuss diversity within disability communities, including how minority identities overlap and intersect, and the varying perspectives of subgroups within the disability community.  
- Articulate strategies to address social justice and empowerment for people in disability communities.  

Course Grading and Requirements:  
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.  

Grading:  
25% - Individual Paper  
25% - Team Project  
50% - Class Participation, including  
- 20 discussion board assignments addressing the learning objectives described above  
- 10 posts to class wiki  

Text(s):  

Course Outline:  
Week 1: Introduction to the Course and to each other  
Weeks 2 – 4 Disability as a model of diversity 
- Disability Models and Critiques  
- Disability as Identity and Community  
Weeks 5 – 11 Diversity Within the Disability Community 
- Hierarchy of Disability and Oppression  
- The Intersection of Disability, Race and Class  
- Disability, Globalization and Immigration  
- Disability, Gender and Sexuality  
- Diversity in Disability Experience: Deafness, Blindness, Sensory-Motor  
- Diversity in Disability Experience: Cognitive, Developmental, and Psychiatric
Diversity in Parents and Caregivers

**Weeks 12 – 15** Social justice and Empowerment in the Disability Community
Diversity in the Disability Rights Movement - Political Diversity
Diversity in the Disability Rights Movement - Cultural Diversity
Diversity in Disability Studies

**Academic Integrity and Administrative Policies**
This course adheres to the School of Professional Studies’ academic policies. See [http://www.sps.cuny.edu/acad_policies/index.html](http://www.sps.cuny.edu/acad_policies/index.html).

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Course Number and Name: Universal Design and Assistive Technology – DSAB 245
Type of Course: Elective
Field of Study: Level III Application course for Interdisciplinary Disability Studies Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
This course examines the key issues framing access, opportunity and physical inclusion for children and adults with disabilities, including veterans. The course will include an exploration of principles of universal design, reasonable accommodations in housing, education and employment, and the process of determining accommodation needs, the role of technology in enhancing access to the built environment and education and the challenges of providing accommodation for hidden disabilities.

Learning Objectives
At the end of the course, students will be able to:
- Describe the principle of universal design and accommodation
- Explain the ADA as it relates to accommodation in housing and education
- Evaluate learners’ needs and discuss appropriate assistive technologies
- Describe the function of a wide variety of assistive technologies
- Discuss the barriers to providing accommodation to individuals with hidden disabilities
- Explain the role of professionals in determining and providing accommodation

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper
20% - Team Project
40% - Class Participation, including
20 discussion board assignments addressing the learning objectives described above
10 reflective journaling assignments
10 posts to class wiki
20% - field project on accessibility in public accommodation, education or the workplace

Text(s):
Price, M. Mad at School: Rhetorics of Mental Disability and Academic Life, (2011) Ann Arbor, University of Michigan Press

Course Outline:
Week 1: Introduction to the course, instructor and students; course overview and logistics
Week 2: The ADA as a framework for Universal Design and accommodation
Week 3: Universal design in housing, urban planning, and public spaces
Week 4: Universal design in the workplace
Week 5: Agency, culture and the historical experience of students with disabilities
Week 6: Demographic trends, students with disabilities in education and higher education
Week 7: Transition issues for students with disabilities; K-12 to postsecondary education
Week 8: Disability and reasonable accommodation in higher education
Week 9: Psychosocial educational evaluations and what they tell us
Week 10: Determining accommodation – assessing, collaborating, and coordinating
Week 11: An overview of assistive technology: a moving target?
Week 12: Strategies for instructor and staff development and accommodation
Week 13: Emerging populations of college students with disabilities
Week 14: Transition from education to employment
Week 15: Summary of course and wrap-up

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Course Number and Name: War, Veterans and Disability – DSAB 246
Type of Course: Elective Course.
Field of Study: Level III Application Course for Interdisciplinary Disability Studies Concentration
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
For centuries, war has disabled both soldiers and civilizations who survived its ravages. Recently, however, significant advances in battlefield medicine have moved beyond M*A*S*H to the near miraculous, and severely wounded soldiers, who in earlier conflicts would have died swiftly in foreign lands, have returned home to uncertain and often unwelcoming futures. This course will address two major issues. First, it will trace the history of disabled veterans and their re-entry into society, briefly considering the ancient world and then taking up the American experience with the Civil War and continuing on to modern conflicts (Iraq, Afghanistan and others); in doing so, we will explore Federal veterans policy, including benefits, rehabilitation, prosthetics and politics. Second, we will consider the philosophical question of whether war itself is a sign of a disabled or unbalanced society. Course materials will include fiction, drama, film, and scholarly secondary works.

Learning Objectives:
At the end of this course, students will be able to:
- Discuss the major conflicts in United States history as they relate to disabled veterans.
- Discuss the development of social attitudes about war and disability.
- Describe the development of ideas about disabled veterans in different traditions and societies.
- Describe scriptural notions regarding disabled veterans in major Western as well as Eastern faiths.
- Understand the nature of Federal disability programs and benefits as they relate to their work.
- Compare and contrast U.S. policy toward disabled veterans with like policies in other major nations.
- Be comfortable conversing with disabled veterans about their experiences, when appropriate.
- Describe the system of care that exists in the United States for disabled veterans.
- Compare and contrast the views and practices of in the United States toward disabled veterans after various conflicts.

Course Grading and Requirements:
- 20% Reaction Papers in Response to Readings
- 20% Participation in Class Discussion
- 20% Take-Home Midterm Examination
- 40% Final Paper Analyzing A Specific Topic Relating to the Course, approved by the instructor

Text (s):
- Anne Shewring, Article: “We Didn’t Do that, Did We?”
- Tim O’Brien: The Things they Carried. (Novel About Vietnam)
- Selections from Andrew Carroll: Operation Homecoming (Narratives: Iraq and Afghanistan)
- Selections from Willard W. Walter: The Veteran Comes Back
- Selections from David Gerber, Editor. Disabled Veterans in History
- Selections from the Old Testament
- Selections from the Iliad
- Selections from Clausewitz. On War
- Selections from Sun Tzu. The Art of War
Course Outline:
Week 1: Introduction. What is war? Why does the experiences of disabled veterans matter so much?
Week 2: War in Ancient and Biblical Times. Myth, scripture and the image of glorious battle.
Week 3: War in the Middle Ages and the Renaissance. It was more than “Braveheart.”
Week 4: The United States: The War of Independence and the War of 1812.
Week 5: The War of Mexican Independence and the U.S. Civil War.
Week 6: The Spanish-American War: “A Short, Glorious War”
Week 9: The Spanish Civil War. The Sun also Rises, but for whom?
Week 10: World War II: The Good War?
Week 12: The Korean War. How accurate was M*A*S*H?
Week 13: Vietnam. Injuries to Soldiers and to the Nation. Revised draft of research paper is due.
Week 14: Iraq and Afghanistan. War Without End? Disability without End? What about the Veterans?
Week 15: Summary and General Discussion. Research papers due.

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Course Name and Number: Disability and Families – DSAB 251
Type of Course: Elective
Field of Study: Level III Exploration and Application, All Concentrations
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
The experience of disabled people in families will be explored, including the use of autobiographical narratives and personal accounts to address critical issues across the life span. Course topics will include the sociology of the family, the experience of parenting a child with a disability, and the perspectives of siblings of family members with disabilities. Also included are the family life of disabled adults, including marriage and parenting, and caring for aging parents with disabilities.

Learning Objectives
At the end of this course, students will be able to:
1. Explain how the family system is impacted by disability
2. Carry out a basic assessment of families with a disability
3. Describe the needs of caregivers
4. Discuss the spectrum of how families may adjust to a disability in the family including loss and grief.

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a project (which may be an ePortfolio or team project) aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper
20% - Project or ePortfolio project
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20% - 5 assignments analyzing an aspect of disability and families


Website(s):
1. http://www.alz.org/boomers/?gclid=CIgpmLmCpaoCFcldM4AodwFfKWQ
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<th>ASSIGNMENT</th>
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<td>a. Perspectives on Illness &amp; Disability (Power &amp; Dell Orto text)</td>
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<tr>
<td>2</td>
<td>a. Children With Disabilities &amp; The Family (Power &amp; Dell Orto text)</td>
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<tr>
<td>3</td>
<td>a. Impact of Illness &amp; Disability on Adults (Power &amp; Dell Orto text)</td>
</tr>
<tr>
<td>4</td>
<td>a. Family Response to Illness &amp; Disability (Power &amp; Dell Orto text)</td>
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</table>
| 5       | (Adjustment)  
|         | a. Psychosocial Adjustment to a Disability: A Multi-Ethnic Approach to Family Assessment: (Dutta & Kundu)  
|         | www.subr.edu/rehabilitation/RRIU/select%20publications/Psychological%20Adjustment.pdf |
| 6       | a. An Intervention Approach (Power & Dell Orto text) |
| 7       | a. Group Counseling: A Resource For Families Living With Disabilities (Power & Dell Orto text) |
| 8       | a. Interacting With Health Professionals: Family Needs & Perspectives (Power & Dell Orto text) |
| 9       | a. Alcohol: An Illness, Disability & Family Perspective (Power & Dell Orto text)  
| 10      | (Mental Illness)  
|         | American Academy of Child & Adolescent Behavior: Read all four from:  
|         | a. Facts for Children of Parents With Mental Illness  
|         | b.#24 When to Seek Help for Your Child  
|         | c.#25 Where to Seek Help for Your Child  
|         | d.#52 Comprehensive Psychiatric Evaluation  
| 11      | (Siblings)  
| 12      | (Baby Boomers)  
|         | Who Will Care for the Onslaught of Aging Baby Boomers:  
|         | c. Arcadia's Blog: (Read all of April 2011 articles):  
|         | http://www.arcadiahealthcareblog.com/2011/04/ |
| 13      | a. Challenges & Issues in Caregiving & Respite Care (Power & Dell Orto text) |
| 14      | a. Loss, Grief & Grieving: Family Issues (Power & Dell Orto text) |
| 15      | a. Reflections & Considerations (Power & Dell Orto text) |

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The City University of New York  
The School of Professional Studies  
At the Graduate School and University Center  

Bachelor of Arts in Disability Studies

Course Number and Name: Vocational Mentoring – DSAB 252
Type of Course: Required
Field of Study: Level III Exploration and Application Course for Intellectual/Developmental Disabilities, Autism Spectrum Disorder and Mental/Behavioral Health Concentrations
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
This course will prepare the practitioner to assess the vocational and work readiness of those with physical, mental and developmental disabilities. An introduction to vocational, educational and employment assessment through a strengths-based perspective is explored. Basic skills of empathy, active listening, setting career/skill goals, monitoring performance, guidance, supportive feedback and mentoring are presented. Techniques to promote positive professional actions as well as aiding the consumer with problem solving competencies are demonstrated. Community resources, including VESID, legislative guidelines for accommodation and universal design, as well as the readiness of job placement and transitional labor settings are explored.

Learning Objectives
At the end of this course, students will be able to:
1. Explain the successes and challenges of vocation/rehabilitation with those who have mental illness or developmental disabilities, including autism spectrum disorder
2. Assess consumers’ readiness for vocational or employment options.
3. Describe the options that exist for individuals with mental health or developmental/intellectual disabilities
5. Describe the use of assessment, training and employment resources, specifically VESID.
6. Discuss the Americans with Disabilities Act, specifically employment rights and reasonable accommodation.

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper; Correct APA Style
20% - Team Project
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20 % - 5 assignments analyzing an aspect of disability and society

Text(s):

Websites:
1. The ADA: Your Employment Rights As An Individual With A Disability: www.eeoc.gov/facts18.html
3. Vocational & Educational Services For Individuals With Disabilities (VESID):www.vesid.nysed.gov

Proposal to Establish a Bachelor of Arts in Disability Studies  
CUNY School of Professional Studies  
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011  
Approved by the School of Professional Studies Governing Council, December 1, 2011  
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Course Outline:

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<td>Chapter 1: Employment and People With Mental Illness</td>
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<td>2</td>
<td>Chapter 2: Evidence-based Supportive Employment</td>
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<td>3</td>
<td>Chapter 3: The Successes and Challenges of Integrating Mental Health and Employment Services</td>
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<td>4</td>
<td>Chapter 4: Supported Employment for Adults with Intellectual/Developmental Disabilities: Systems and Choices</td>
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<td>Chapter 5: Motivational Interviewing</td>
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<td>6</td>
<td>Chapter 6: When Motivation For Vocational Assistance Is Unclear</td>
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<td>7</td>
<td>Chapter 7: Therapeutic Alliance in Vocational Rehabilitation</td>
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<td>8</td>
<td>Chapter 8: The Importance of Vocation in Recovery of Young People With Mental Illness</td>
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<td>9</td>
<td>Chapter 9: State systems to Support Employment for Individuals with Disabilities: Comparing and Contrasting State and Local Systems, Eligibility and Expectations</td>
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<td>10</td>
<td>Chapter 10: Work Related Social Skills and Job Retention, Managing Expectations, Practical Solutions to Human Problems</td>
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<tr>
<td>11</td>
<td>Chapter 11: When Symptoms and Treatment Hinder Vocational Recovery</td>
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<tr>
<td>12</td>
<td>Chapter 12: Supported Education</td>
</tr>
<tr>
<td>14</td>
<td>Read the two electronic booklets: Social Security Disability: SSI and SSDI Electronic Booklets <a href="http://www.socialsecurity.gov">www.socialsecurity.gov</a></td>
</tr>
<tr>
<td>15</td>
<td>Read entire website of: Vocational &amp; Educational Services For Individuals With Disabilities (VESID) <a href="http://www.vesid.nysed.gov">www.vesid.nysed.gov</a></td>
</tr>
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Bachelor of Arts in Disability Studies

Course Number and Name: Elements of Person Centered Planning – DSAB 311
Type of Course: Required
Field of Study: Level III Exploration and Application Course for Intellectual/Developmental Disabilities
Concentration
Credits: 3 credits, Undergraduate
Pre/Corequisite: Completion of at least two courses at Level II

Course Summary:
One of the foundations of service delivery is gathering and evaluating information to inform service planning. A variety of approaches to planning for people with intellectual or developmental disabilities will be explored, including understanding what typical assessments measure, how they are used and what they tell us about strengths and needs. Students will explore how to elicit information from service recipients, their family and friends, create community maps, and develop meaningful person centered plans.

Learning Objectives
At the end of this course, students will be able to:
• Describe the evolution of person centered planning and its antecedents
• Discuss how planning for individuals with intellectual or developmental disabilities relates to public policy
• Define quality of life discuss the strategies used to measure quality of life
• Explain how person centered planning relates to positive behavioral supports
• Define self-determination and describe how it relates to person centered planning
• Discuss the organizational context in which person centered plans are created and how to identify and overcome institutional barriers
• Describe the process of creating person centered plans
• Identify challenges to involving consumers in planning
• Identify ethical challenges planners may confront
• Describe how person centered planning relates to program evaluation

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper
20% - Field based project: creating a Person Centered Plan
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20 % - 5 assignments analyzing a challenging aspect of PCP

Text(s):

Course Outline:
Week 1: Introduction to the Course, Instructor and Students
Week 2: Introduction to Planning for Individuals with Intellectual /Developmental Disabilities
Week 3: Quality of life and Person Centered Planning
Week 4: The relationship between funding and planning for children and adults ;relationship to clinicians and clinical assessments
Week 5: Practical aspects of person centered planning: Process (Part 1)
Week 6: Practical aspects of person centered planning: Process (Part II)
Week 7: Challenges: choice-making and self-determination
Week 8: Challenges: positive behavioral supports and PCP
Week 9: Challenges: planning for individuals with severe cognitive disabilities
Week 10: Challenges: creativity and institutional and systemic barriers to effective planning
Week 11: Challenges: families and other interested parties
Week 12: Challenges: ethical issues and PCP
Week 13: How PCP relates to program evaluation and quality assurance
Week 14: Writing PCP’s: official entities, program auditors and other interested parties
Week 15: Maintaining momentum: revisiting and renewing the PCP

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Bachelor of Arts in Disability Studies

Course Number and Name: Supporting Children and Adults with Intellectual Disabilities – DSAB 312
Type of Course: Required
Field of Study: Level III Application Course in Concentration in Intellectual/Developmental Disabilities
Credits: 3 credits, Undergraduate
Pre/Co-requisite: Completion of at least two courses at Level II

Course Summary:
Children and adults with intellectual and/or developmental disabilities may require structured instructional strategies to learn decision making, everyday skills and activities that can significantly increase independence and self-determination. This course will examine a wide variety of approaches to familiarize students with commonly used techniques to teach daily living skills and decision-making. Strategies to involve disabled individuals at every level of planning and implementation, as well as methods of documenting progress, will be a focus of this course. The importance of developing self-advocacy skills in young adults will be emphasized.

Learning Objectives
At the end of this course, students will be able to:

- Explain the categorical and functional definitions of “developmental disability” and “intellectual disability”
- List and explain commonly used terminology in service provision
- Explain the service system in his or her state and how services are accessed
- Discuss the role of assessment in determining the need for supports
- Describe the role of parents and consumers in service planning
- Explain the principles of Normalization and Social Role Valorization and their implications for service delivery
- Explain the role of professional ethics in working with individuals with developmental/intellectual disabilities
- Explain the importance of teaching choice-making and self-determination in service planning and implementation
- Discuss commonly utilized instructional strategies in working with children and adults with developmental disabilities
- Describe the principles of behavioral intervention and common challenges and barriers in carrying out behavioral interventions

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a field project aimed at developing applied skills in critical thinking and analysis.

Grading:
20% - Individual Paper
20% Field or work based project
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20 % - 5 assignments analyzing an aspect direct support work and teaching skills

Text(s):

**Course Outline:**

Week 1: Introduction to the course, instructor and students; course overview and logistics
Week 2: Categorical and functional definitions of “developmental disability” and “intellectual disability”
Week 3: Rhetoric and reality: commonly used terms in service provision; language and meaning
Week 4: The life span of services: how service systems evolved, what they do and don’t do, how services are accessed
Week 5: The role of assessment in determining the need for supports in schools, transition and adult life
Week 6: The principles of least restrictive alternative, normalization, and social role valorization
Week 7: Developing instructional strategies for children, young people and adults
Week 8: The role of consumers, parents, siblings and professionals in service planning
Week 9: IEP’s, inclusion and working in schools
Week 10: Teaching skills in the consumer’s home: day habilitation
Week 11: Working in residential settings: apartments and group homes
Week 12: The vocational system, job coaching, and site-based day services
Week 13: Making choices and teaching self-determination in the service environment
Week 14: Principles of behavioral intervention and carrying out behavioral plans
Week 15: Professional ethics in service provision and the role of the direct support professionals

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Bachelor of Arts in Disability Studies

Course Number and Name: Using Assessments for Intervention, Planning and Placement - DSAB 321  
Type of Course: Required  
Field of Study: Level III Exploration and Application Course for Autism Spectrum Disorder Concentration  
Credits: 3 credits, Undergraduate  
Prerequisite: Completion of at least two courses at Level II, one of which must be PSY 201 or its equivalent.  

Course Summary:  
Comprehensive assessment is a critical component in serving individuals with ASD. An effective assessment highlights the strengths and needs of individuals with autism, and informs intervention, planning and placement decisions. Currently, a number of ASD-specific assessment tools exist, allowing clinicians and researchers to reliably make autism diagnoses within the first three years of life. Aside from diagnosis, assessment should evaluate the social, communication, adaptive and behavioral presentation of individuals with ASD. This course will describe appropriate assessment procedures and considerations for individuals with ASD, and highlight both normative and criterion-based assessment tools. The importance of a multi-disciplinary approach towards assessment and person centered planning will also be discussed.

Learning Objectives  
At the end of this course students will be able to:  
- Describe the three key diagnostic categories that are unique to recognizing autism spectrum disorder across ages and ability levels;  
- Understand and gain perspective on the current etiological theories of ASD;  
- Describe methods of collaboration with the interdisciplinary team for assessment and intervention  
- Describe the use of formal and informal methods for assessment and planning purposes;  
- Use observation of social communication and play behaviors across natural environments as part of the assessment process and to inform planning;  
- Identify and describe milestones of motor, sensory and adaptive skill development;  
- Demonstrate an understanding of cultural and linguistic differences that may affect assessment and individualized program planning.  
- Describe the use of assessment data for prioritizing and developing functional intervention goals and objectives.  
- Describe ethical issues embedded in assessment instruments  

Course Grading and Requirements:  
Discussions, exercises, reflective writing assignments, and a project aimed at developing skills in critical thinking, observation and analysis.

Grading:  
25% - Individual Paper  
25% - Video Project: students will be required to observe a child or adult suspected of/with an ASD diagnosis via online videos provided by the instructor.  
Overview: This project will be completed over the course of the semester. The project will include the use of the Social Communication Questionnaire, written domain sections, and will culminate in a case-study observation paper. For all elements of the assignments, detailed instructions will be provided via class sessions.  
50% - Class Activities & Participation, including  
- 5 discussion board assignments addressing the learning objectives described above  
- 3 reflective journaling assignments

Text(s):  
Assessment of Autism Spectrum Disorders. Sam Goldstein, Jack Naglieri and Sally Ozonoff, eds.
Additional Readings and articles posted and assigned throughout the semester.

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<th>Class Activity</th>
<th>Assignment Due</th>
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<td>Course overview</td>
<td>Ch. 1-2</td>
<td>Intro to assessment</td>
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<td>2</td>
<td>Etiology &amp; Epidemiology of ASD</td>
<td>Early detection reading</td>
<td>Discuss Initial Observation</td>
<td>Reflective Journaling 1: Personal perspective and experience with ASD</td>
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<td>3</td>
<td>Developmental patterns</td>
<td>Developmental milestone article</td>
<td>5 developmental domains</td>
<td>Discussion Board assignment 1: Etiology &amp; Evidence exercise</td>
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<td>4</td>
<td>Diagnostic Criteria</td>
<td>Ch. 3</td>
<td>Current ASD assessment scales</td>
<td>Discussion Board assignment 2: Online developmental source</td>
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<td>5</td>
<td>Assessment / best practices</td>
<td>Ch. 4</td>
<td>Sub-typing within ASD Multidisciplinary Teaming</td>
<td>Reflective Journaling 2: Strengths and Weaknesses across 1 personal domain</td>
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<td>6</td>
<td>Assessment of Social Behavior</td>
<td>Ch. 6</td>
<td>SCQ assessment protocol</td>
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<td>7</td>
<td>Assessment of Communication</td>
<td>Ch. 7</td>
<td>Early Language and play patterns</td>
<td>Discussion Board Assignment 3: Examples across 3 diagnostic criteria; child vs. adult</td>
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<td>8</td>
<td>Assessment of cognitive functioning</td>
<td>Ch. 8</td>
<td>Autism Speaks Video Glossary</td>
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<td>9</td>
<td>Assessment of adaptive behavior</td>
<td>Ch. 9</td>
<td>Vineland Adaptive Behavior Scales</td>
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<td>10</td>
<td>Temperament, Self-Regulation, Behavior</td>
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<td>Sensory Profile: Child &amp; Adult</td>
<td>Reflective Journaling 3: Adult sensory profile</td>
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<td>11</td>
<td>Behavioral considerations</td>
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<td>Functional Behavioral Analysis</td>
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<td>12</td>
<td>Linking assessment to intervention</td>
<td>Ch. 11</td>
<td>Discuss Activity Recommendations &amp; Writing Objectives</td>
<td>b. Copy of assessment observations Discussion Board assignment 4: Simple FBA</td>
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<tr>
<td>13</td>
<td>Alternative methods of assessment</td>
<td>Ch. 13</td>
<td>Case samples</td>
<td>Discussion Board assignment 5: Activity Recommendation (related to case samples)</td>
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<td>14</td>
<td>Multicultural considerations Ethical Issues Regarding Assessment</td>
<td>Bagnato text chapter</td>
<td>Diversity within Evaluation settings Ethical Considerations</td>
<td>Reflective Journaling /reading reaction assignment</td>
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<tr>
<td>15</td>
<td>Evidence-based practice</td>
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<td>Caregiver Feedback</td>
<td>Case study paper due</td>
</tr>
</tbody>
</table>

**Academic Integrity and Administrative Policies**
This course adheres to the School of Professional Studies’ academic policies. See [http://www.sps.cuny.edu/acad_policies/index.html](http://www.sps.cuny.edu/acad_policies/index.html).

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Proposal to Establish a Bachelor of Arts in Disability Studies  
CUNY School of Professional Studies  
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011  
Approved by the School of Professional Studies Governing Council, December 1, 2011
The City University of New York
The School of Professional Studies
at the Graduate School and University Center

Bachelor of Arts in Disability Studies

Course Number and Name: Teaching Strategies and Behavioral Supports – DSAB 322
Type of Course: Elective
Field of Study: Level III Exploration and Application Course for Autism Spectrum Disorder Concentration
Credits: 3 credits, Undergraduate
Prerequisite: Completion of at least two courses at Level II, one of which must be PSY 201 or its equivalent.

Course Summary:
Children who have autism spectrum disorders (ASD) require comprehensive educational and treatment services. There are a myriad of approaches currently recommended to practitioners and parents, but little is known about their efficacy. This course will present current practice and evidence based research on effective assessment, evaluation, intervention and treatment of individuals with ASD with an emphasis on how to assess the effectiveness of the major therapies that have been developed to treat these disorders.

Learning Objectives:
At the end of this course, students will be able to:
- Describe and discuss the prevalence and characteristics of students with autism spectrum disorders
- Explain the evaluation, identification and assessment process that may lead to a diagnosis of ASD
- Discuss the role of families in assessment and intervention
- Distinguish between research-based and non-research-based information
- Evaluate research studies using a standard uniform framework
- Discuss the current state of autism teaching and support strategies
- Learn to use social, communication and behavioral support strategies
- Research an educational, behavioral or alternative treatment approach used for children with ASD.
- Propose five key aspects of a quality program for children with ASD.
- Explain and analyze ethical considerations when utilizing behavioral supports

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing behavioral strategies and analysis.

Grading:
- Attendance and class participation 15%
- Reading Reflection Questions 40%
- Classroom Design 20%
- FBA Project 25%

Text(s):


Journals:

Course Outline:
Week 1: Course overview and logistics
Week 2: Review of Autism Spectrum Disorders
Week 3: Screening and Assessment, instruments, considerations, cultural issues
Week 4: Evaluation and Diagnosis – making the diagnosis, parental and family concerns
Week 5: Individualized Programming – making a person centered plan; who should be involved, considerations and issues
Week 6: Thinking Critically about Autism Treatments and Research – how to read research and interpret results; historical context of treatment for challenging behaviors.
Week 7: Overview of Treatments for Autism
Week 8: Defining Behavioral Intervention: what it is and is not
Week 9: Evaluating ABA as a Treatment for Autism and Ethical Considerations of ABA
Week 10: Essential Components of Educational Programs for Children with ASD
Week 11: Collaborating to Develop Effective Programs
Week 12: Encouraging Communication and Verbal Behavior
Week 13: Enhancing Socialization and Social Competence
Week 14: Promoting Academic Skill Acquisition
Week 15: Organizing Instructional Opportunities in Non-Academic Environments, involving parents and others in supporting learning, socialization and a positive future

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Bachelor of Arts in Disability Studies

Course Number and Name: Introduction to Mental, Behavioral and Developmental Disorders – DSAB 331
Type of Course: Required
Field of Study: Level III Exploration and Application
Credits: 3 credits, Undergraduate
Prerequisite: Completion of at least two courses at Level II

Course Summary: This course will introduce students to the common disorders encountered in the field of mental health, behavioral health and developmental disabilities. This includes psychotic, mood, affective, personality, addiction, behavioral and developmental disorders. Students will become familiar with the most commonly utilized instruments and how they are used to assess symptom criteria. The origins of these disorders, theoretical perspectives and implications for treatment will be examined. Case studies will enhance the application of case management and interventions in community based settings.

Learning Objectives
At the end of this course, students will be able to:
1. List and discuss diagnostic criteria for specific disorders.
2. Recognize and describe how diagnostic symptoms impact cognition and behaviors.
3. Discuss value of assessment skills for intervention and treatment.
4. Describe and discuss basic clinical skills and the role of the treatment provider.

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper; Correct APA Style
20% - Team Project
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20% - 5 assignments analyzing an aspect of disability and society

Text(s):

Course Outline:

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TEXT READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1: Introductions to the course, instructor and course overview and logistics. Intake and Interviewing</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2: Crisis Issues</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 3: Essentials of Diagnosis</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4: Fundamentals of Treatment Planning</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5: Disorders of Childhood I: Pervasive Developmental Disorders</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 6: Disorders of Childhood II: Attention-Deficit/Hyperactivity Disorder and Other Disruptive Behavioral Disorders</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 7: Cognitive Disorders</td>
</tr>
</tbody>
</table>
8 Chapter 8: Substance-Related Disorders
9 Chapter 9: Schizophrenia and Other Psychotic Disorders
10 Chapter 10: Mood Disorders
11 Chapter 11: Anxiety Disorders
12 Chapter 12: Somatoform and Related Disorders
13 Chapter 13: Eating, Sleep, Sexual and Gender Identity Disorders
14 Chapter 14: Personality Disorders
15 Appendix A: Psychopharmacology p.879-895

Academic Integrity and Administrative Policies
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Course Number and Name: Introduction to Crisis Intervention and Safety – DSAB 332
Type of Course: Required
Field of Study: Level III Exploration and Application for Mental/Behavioral Health Concentration
Credits: 3 credits, Undergraduate
Prerequisite: Completion of at least two courses at Level II

Course Summary:
This course will introduce students to the prevalence and various types of crisis situations that require professional intervention. Behaviors that include violence, suicide, homicide, self-injury, and sexual harassment are assessed. Specific considerations for those at high risk for a crisis situation are explored. This includes those who are experiencing bereavement, loss, depression, mental illness, substance abuse, a health crisis or life challenge. The maltreatment of minors, older adults, partners and the disabled are highlighted. Case studies and utilization of crisis-intervention techniques for specific situations are presented. Professional ethical standards for required interventions and their clinical application are reviewed.

Learning Objectives
At the end of this course, students will be able to:
1. Define and describe crisis situations.
2. Discuss the role of professional’s prevention and intervention, including ethical considerations
3. Review of crisis cases in multiple situations and populations.
4. Describe community resources that can help in crisis intervention

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual Paper; Correct APA Style
20% - Team Project
40% - Class Participation, including
   20 discussion board assignments addressing the learning objectives described above
   10 reflective journaling assignments
   10 posts to class wiki
20 % - 5 assignments analyzing an aspect of disability and society

Text(s):

Website(s):
5. Psychsense: www.psychsense.com/articles/beating-burnout.html
Course Outline:

<table>
<thead>
<tr>
<th>SESSION</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1: Understanding Crisis</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2: Crisis Intervention Skills</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 3: Child Abuse and Neglect</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 4: Intimate Partner Violence and Domestic Violence</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 5: Alcohol and Drug Crisis</td>
</tr>
<tr>
<td>8</td>
<td>Read all of Best Practice Principles in: <a href="http://www.tgorski_articles/developing_a_relapse_prevention_plan.htm">http://www.tgorski_articles/developing_a_relapse_prevention_plan.htm</a></td>
</tr>
</tbody>
</table>
| 9       | Chapter 6: Threats of Suicide, Homicide and Other Violence Acts  
Psych Sense: Read the following web article: Dealing With A Potentially Violent Person. [www.psychsense.com/articles/beating-burnout.html](http://www.psychsense.com/articles/beating-burnout.html) |
| 10      | Chapter 7: Rape and Sexual Assault |
| 11      | Chapter 8: Loss and Bereavement  
Psych Sense: Read the following web article: Eight of The Worst Things to Say To Someone Who Is Crying. [www.psychsense.com/articles/beating-burnout.html](http://www.psychsense.com/articles/beating-burnout.html) |
| 12      | Chapter 9: Crisis Intervention In The Schools: When Teamwork Counts |
| 14      | Chapter 10: Community Responses To Crisis |
| 15      | Psych Sense: Read the following web articles: Managing Emotions During An Emergency; 6 Proven Tips To Help You Be Stress Resistant; Beating Burnout In Helping Professionals. [www.psychsense.com/articles/beating-burnout.html](http://www.psychsense.com/articles/beating-burnout.html) |

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Course number and Name: Disability, Evolution, Eugenics and Genomics – DSAB 341
Type of Course: Required Course.
Field of Study: Level III Course in Interdisciplinary Disability Studies Concentration
Credits: 3 credits, Undergraduate
Prerequisite: Completion of at least two courses at Level II or permission of the instructor.

Course Summary:
This course traces the history of Eugenics from the 1860s to the present. Students will be introduced to the mid-19th-century science of improving the human race by the encouragement of marriage and childbearing by those considered to have “desirable” traits and the segregation, sterilization or killing of those regarded as “unfit.” The work of Charles Darwin will be studied, leading to the work of Darwin’s half-cousin Sir Francis Galton, who took Darwin’s theory in a new direction and coined the term Eugenics. Eugenic beliefs and practices, as expanded by others, chiefly in Britain and the United States, came to murderous fruition in Nazi Germany. After World War II, most thinkers regarded Eugenics as a “pseudo-science,” and disability rights advocates saw any hint of Eugenics as fraught with dangers for persons with disabilities. Recently, advances in Genomics and the Human Genome Project appear to hold the promise of “designer babies” and a world free of many diseases and disabilities. As disability scholars, we must therefore explore the question: Could this mean a world free of persons with disabilities?

Learning Objectives:
Students completing the course will be able to:
• Discuss early religious and cultural attitudes about inherited human difference.
• Describe the fundamentals of human heredity as explained by Darwin and others.
• Understand the economic, social, racial and economic anxieties that, in part, gave rise to Eugenics.
• Describe the origins of Eugenics in Britain, the United States and Scandinavia.
• Understand the attraction of Eugenics and sterilization laws in the U.S. in the early 20th century.
• Describe the migration and mutation of Eugenics as it moved from the U.S. and U.K. to Germany in the 1930s.
• Describe the post-World War II debate about Genomics and the Human Genome Project.
• Form their own opinion as to whether the Human Genome Project and selective abortion do or do not represent a new form of Eugenics.
• Understand the ethical and bioethical implications of the themes of this course for their own lives and professional practices.

Course Grading and Requirements:
• 20% Reaction Papers in Response to Readings
• 20% Participation in Class Discussion
• 20% Take-Home Midterm Examination
• 40% Final Paper Analyzing Eugenics and Society

Text(s):
• Selections from The Bible, Aristotle and Plato
• Selections from Charles Darwin, On the Origin of Species by Natural Selection
• Selections from the work of Alfred Russell Wallace
• Selections from work by and about Thomas Henry Huxley
• Selections from Herbert Spencer, Social Statics
• Selections from Francis Galton, Hereditary Genius
Proposal to Establish a Bachelor of Arts in Disability Studies
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Course Outline:

Week 2: Charles Darwin: Personal History, His Physical and Personal Journeys, His Writings.
Week 3: Darwin’s Colleagues and Rivals: Wallace, Huxley and Galton.
Week 4: Social and other Fears around 1900: Sumner, Nordau, Chesterton.
Week 5: Fraud on the Supreme Court: Buck v. Bell; the Black Stork and Lombardo. Submit Final Paper Topic by e-mail.
Week 6: The High Water Mark of U.S. Eugenics: Grant, Popeneoe & Johnson, Spiro
Week 7: Descent into the Abyss: Eugenics Moves to Nazi Germany, Midterm take-home distributed.
Week 10: Peter Singer and His Critics.
Week 11: Feminist Criticism of Selective Abortion: Hubbard, Saxton, Asch, Fine. Draft of research paper is due.
Week 12: The Eugenic Empire Strikes Back: Richard Lynn’s “Dysgenics”
Week 13: The Human Genome Project and Bioethical Implications: Francis Collins and others. Revised draft of research paper is due.
Week 15: Summary and General Discussion. Research papers due.

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William Graham Sumner: What the Social Classes Owe to One Another
Selections from Martin Nordau, Degeneration
Selections from Madison Grant, The Passing of the Great Race
Selections from Paul Popeneoe and R.H. Johnson, Applied Eugenics
Selections from G.K. Chesterton, Eugenics and Other Evils
Selections from Daniel J. Kevles, In the Name of Eugenics
Selections from Daniel J. Kevles and Leroy Hood, The Code of Codes
Selections from Philip R. Reilly, The Surgical Solution
Selections from Steven Selden, Inheriting Shame
Selections from Peter Singer, Practical Ethics
Harriet McBride Johnson, Article on Her Debate with Singer at Princeton
United States Supreme Court: Buck vs. Bell (1927)
Selections from Paul A. Lombardo, Three Generations: No Imbeciles
Selections from Martin Pernick, The Black Stork
Film: “Are You Fit to Marry?” (Previously known as “The Black Stork”)
Selections from Richard Lynn, Dysgenics
Selections from Stefan Kuhl, The Nazi Connection: Eugenics, American Racism, and German National Socialism
Ruth Hubbard, “Abortion and Disability: Who Should and Who Should Not Inhabit the World”
Marsha Saxton, “Disability Rights and Selective Abortion”
Articles opposing selective abortion by Adrienne Asch and Michelle Fine
Selections from Jonathan Peter Spiro, Defending the Mater Race: Conservation, Eugenics, and the Legacy of Madison Grant
Selections from Hans S. Reinders, The Future of the Disabled in Liberal Society
Articles on Genomics and the Human Genome Project by Francis Collins and by James Watson
Course number and Name: Representations of Disability in Film and Literature – DSAB 342
Type of Course: Required Course in Concentration in Interdisciplinary Disability Studies; Elective course in other Concentrations.
Field of Study: Level III Exploration and Application Course in all Concentrations
Credits: 3 credits, Undergraduate
Pre/Corequisite: Completion of at least two courses at Level II or permission of the instructor

Course Summary:
Film, since the beginning of the 20th century, and literature, since ancient times, have shown us what is best and worst in our society and way of life and helped us to image life in new ways. Disability historian Paul K. Longmore has written that films mirror views of persons with disabilities that prevail in society, for good or for ill, depicting persons with disabilities as monsters or criminals, as persons who should and often heroically do adjust to fit their environments, as either hyper-sexual or sexless beings, and, only recently, as individuals, whose experiences and lives have meaning both in connection with and independent of their impairments. The field of literature and disability is vast; students will read plays, as well as selected fiction and poetry by and about persons with disabilities.

Learning Objectives:
At the end of this course, students will be able to:
- Discuss early religious and cultural attitudes about inherited human difference as expressed in myth and legend.
- Discuss images of the “mad” in the Middle Ages.
- Discuss changing images of “madness from the Renaissance through the French Revolution.
- Describe the representations of physical and cognitive disability in the works of William Shakespeare and the changing interpretations of those representations over time.
- Understand the changing representation of physical disability, both of men and women in literature from ancient times through the present day.
- Discuss the changing representations of physical, sensory and cognitive disabilities in film from the early 20th century to the present day.
- Understand the representations of disability in journalism, media and advertising.
- Understand the implications of the themes of this course for their own lives and professional practices.

Course Grading and Requirements:
- 20% Reaction Papers in Response to Readings
- 20% Participation in Class Discussion
- 20% Detailed Film Review
- 40% Final Paper Analyzing A Specific Test or Texts approved by the Instructor

Text (s):
Proposal to Establish a Bachelor of Arts in Disability Studies
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- Various additional readings have been or will be posted to Electronic Reserve at the Newman Library at Baruch College.

Course Outline:
Week 1: Introduction. An example of disability in Greek mythology.
Week 2: Representation and its Discontents.
Week 3: Introduction to the Intersection of Representation, Literature, and Feminism.
Week 4: The Cripple in Literature, Part I, Secondary Sources.
Week 5: The Cripple in Literature, Part II, Shakespeare's Richard III. Submit Final Paper Topic by e-mail.
Week 6: The Cripple in Literature, Part III, Ahab.
Week 8: Crippled Women in Literature, Part II. The Glass Menagerie. Midterm take-home due.
Week 9: Disability and Film, Part I, Physical Disabilities.
Week 10: Disability and Film, Part II, Cognitive and other Disabilities.
Week 11: Disability and Film, Part III, Analysis of “Coming Home.” Draft of research paper is due.
Week 12: Cognitive Disability in Classical Literature: Shakespeare’s King Lear.
Week 13: History of Madness, Part I. Foucault, Madness and Civilization. Revised draft of research paper is due.
Week 14: History of Madness, Part II. Foucault, Madness and Civilization, continued.
Week 15: Disability in Advertising and the Media. Research papers due.

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Bachelor of Arts in Disability Studies

Course Number and Name: Selected Topics in Disability Studies – DSAB 358
Type of Course: Elective
Credits: 3 credits, Undergraduate
Prerequisite: Departmental Permission

Course Summary:
This course offers qualified students the opportunity to study special topics in Disability Studies that may vary from semester to semester.

Course Requirements and Grading:
These will vary according to the topics to be included and will be determined in consultation with the instructor.

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Bachelor of Arts in Disability Studies

Course Number and Name: Independent Study in Disability Studies – DSAB 359
Type of Course: Elective
Field of Study: Level VI Integration
Credits: 3 credits, Undergraduate
Prerequisite: Departmental permission

Course Summary:
This course allows students to focus on an independent research or project conducted under faculty guidance. The course requires a written contract and report.

Course Requirements and Grading:
These will vary according to the topic of the independent study and will be determined in consultation with the instructor.

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The City University of New York
The School of Professional Studies
At the Graduate School and University Center

Bachelor of Arts in Disability Studies

Course Number and Name: Internship in Disability Studies – DSAB 449
Type of Course: Elective
Field of Study: Level VI Integration
Credits: 3 credits, Undergraduate
Prerequisite: Departmental Permission

Course Summary:
This option consists of an off-campus internship experience supervised by a faculty member. The venue must be approved by the faculty member and/or the program and, depending on the nature of the planned internship activity, an on-site supervisor may be required. The internship must be the focus of no less than 150 hours of student work. Weekly discussions of each student's internship will be conducted online. This course requires students to write a paper or develop an ePortfolio based on their internship.

Course Requirements and Grading:
These will vary according to the activities planned for the internship experience and will be determined in consultation with the instructor.

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The City University of New York  
The School of Professional Studies  
At the Graduate School and University Center

Bachelor of Arts in Disability Studies

Course Number and Name: Capstone: Senior Research Project – DSAB 499  
Type of Course: Required  
Field of Study: Level IV Integration  
Credits: 3 credits, Undergraduate  
Prerequisite: Departmental Permission

Course Summary:  
All students will complete a Capstone project under the direction of a faculty mentor, with a topic within the concentration in which the student has completed at least three courses. This capstone project will build upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to specific issues pertaining to disability. Projects may be completed in small research groups or individually.

Learning Objectives  
At the end of this course, students will be able to:
- Integrate concepts, past findings, appropriate research and data analysis approaches in the investigation of a specific question or hypothesis.
- Carry out a research project utilizing appropriate means relevant to the field of disability studies and the concentration in which the student is enrolled.
- Analyze and report on the outcomes of the research project through the preparation of a formal written or web-based report and presentation.

Course Grading and Requirements:  
Requirements: These will vary according to the topic of study and will be determined in consultation with the Senior Project mentor(s) and are subject to review by the Academic Director. Students will also have the option of working in small research seminar groups with a common research focus.
Grading: Each mentor will create a rubric to be shared with students at the beginning of the term that indicates the specific dimensions of the project that will be considered in grading and the weighting of each characteristic. In general, the thoroughness and creativity of the work in relation to each of the following dimensions will be assessed in grading: review of previous work, articulation of a focal question, data collection, data analysis and representation, contribution to the field of disability, interpretation of findings, and the quality of reports, presentations or projects. When students have worked as part of a seminar group, the quantity and quality of their contribution to the team effort will also be assessed in grading.

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Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: _X_ Semester, __Quarter, __Trimester, __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tr>
<td></td>
<td>COM 110 – Digital Information</td>
<td>3</td>
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<td>PSY 101 – Introduction to Psychology</td>
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<td></td>
<td>DSAB 200 - Disability and Society</td>
<td>3</td>
<td>Y</td>
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<tr>
<td></td>
<td>DSAB 201 - Disability and Embodiment</td>
<td>3</td>
<td>Y</td>
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<tr>
<td>Term: Spring 1</td>
<td>Course Number &amp; Title</td>
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<td>DSAB 207 Law, Policy and Disability</td>
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<td>PSY201 Introduction to Research Methods</td>
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<td>PSY 101 or equivalent</td>
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<td></td>
<td>SOC 101 – Introduction to Sociology</td>
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<tr>
<td>Term: Fall 2</td>
<td>Course Number &amp; Title</td>
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<td>LAS</td>
<td>Maj</td>
<td>New</td>
<td>Prerequisite(s)</td>
</tr>
<tr>
<td></td>
<td>DSAB 209 - Disability Narratives</td>
<td>3</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>DSAB201, DSAB201</td>
</tr>
<tr>
<td></td>
<td>DSAB 312 - Supporting Children and Adults</td>
<td>3</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>At least 2 level II</td>
</tr>
<tr>
<td></td>
<td>DSAB 311 - Elements of Person Centered Planning</td>
<td>3</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>At least 2 level II</td>
</tr>
<tr>
<td></td>
<td>EAS 201 – Nature of New York</td>
<td>3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>None</td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Totals: Credits:48, Liberal Arts & Sciences: 12, Major: 33, Elective & Other: 45

Cr: credits, LAS: liberal arts & sciences, Maj: major requirement, New: new course, Prerequisite(s): list prerequisite(s) for the noted courses
### Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariette J. Bates, Program Director Academic Director, Disability Studies Program, Distinguished Lecturer, School of Professional Studies</td>
<td>Disability and Society</td>
<td></td>
<td>BS Community and Human Services, Empire State College, SUNY</td>
<td>34 years as disability service provider, 18 years teaching disability related courses. Numerous presentations, Keynote addresses and Commencement addresses, professional awards and Teacher of the Year award.</td>
</tr>
<tr>
<td>Justine Pawlukewicz, Professor Department Chair Department of Human Services City Tech</td>
<td>Transition and Adulthood</td>
<td></td>
<td>MSW, NYU</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supporting Children and Adults with Intellectual Disabilities</td>
<td></td>
<td>Ph.D., Philanthropy and Disability, Union Institute and University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elements of Person Centered Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Mental, Behavioral and Developmental Disorders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Crisis Intervention and Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elements of Behavioral Health Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David J. Connor Associate Professor Hunter College</td>
<td>Inclusion: Principles in Practice</td>
<td></td>
<td>BA, Sociology, Syracuse University MSW, NYU Ph. D., Social Work/NYU, CSAC</td>
<td>Chair, City Tech Department of Human Services 2002 – Present Private Practice, Clinical Social Worker Numerous publications, presentations and Certifications</td>
</tr>
<tr>
<td>David Goode Professor College of Staten Island</td>
<td>Disability in History</td>
<td></td>
<td>BA, Sociology, Queens College MA, Sociology, Queens College Ph. D. Sociology, University of California</td>
<td>Numerous presentations, extensive articles and books, grants and awards.</td>
</tr>
<tr>
<td></td>
<td>Mad People’s History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disability and Society</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Table 3: Part-Time Faculty**

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristen DuMoulin</td>
<td>Teaching Strategies and Behavioral Supports</td>
<td>BA, Psychology, Swarthmore MA, Psychology Studies in Education, UCLA Ph.Ed. Psychology Studies in Education, UCLA</td>
<td>Certification, School Administrator/Supervisor Permanent Certification, special Education Director of Clinical Services, Quality Services for the Autism Community Numerous publications, presentation on autism spectrum disorder</td>
</tr>
<tr>
<td>Adjunct Professor, CUNY School of Professional Studies and The City College</td>
<td>Autism Spectrum Disorder in Young People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moira Lewis</td>
<td>Using Assessments for Intervention, Planning and Placement</td>
<td>BA, Speech Language Pathology, Miami U. MS, Speech-Language Pathology, Miami U.</td>
<td>ASHA Certificate of Clinical Competence, Speech-language pathology, NYS license, speech-language pathology, Numerous presentations, and Lectures on Autism Spectrum Disorder Numerous awards</td>
</tr>
<tr>
<td>Adjunct Instructor, Hunter College School of Education</td>
<td>Speech and Communication Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin Wyman, Adjunct Assistant Professor, CUNY School of Professional Studies</td>
<td>Disability Law and Policy</td>
<td>BA, History, Yale LLM, NYU MA Modern History &amp; Literature, Drew M. Phil, Modern History &amp; Lit., Drew JD, George Washington Ph.D. Modern History &amp; Literature, Drew</td>
<td>Neal Riemer Prize, Dissertation, Numerous articles and presentations Board membership, Society for Disability Studies Manuscript in contract, Routledge</td>
</tr>
<tr>
<td>Neil S. Harbus</td>
<td>Disability Narratives</td>
<td>BA, Psychology, George Washington U. Masters of Psychiatric Social Work, Adelphi University, LCSW</td>
<td>Numerous presentations and lectures, publications and curriculum development for SAMSHA publications. ASAM Certification 30 years’ experience in mental health agencies</td>
</tr>
<tr>
<td></td>
<td>Autism Narratives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merrill Black</td>
<td>Disability Narratives</td>
<td>BA, English, Marlboro MA, English/Creative Writing, UNH</td>
<td>NY Foundation for the Arts Fellow Numerous publications and field-based writing projects.</td>
</tr>
<tr>
<td></td>
<td>Autism Narratives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Mental Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mad People’s History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer Wellness and Recovery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel B. Rosen</td>
<td>Disability and Society</td>
<td>Post-Doctoral Work, Harvard University, Ph. D, Fordham University (Administration and Public Policy) M.S. Fordham, Urban/Special Education</td>
<td>Agency CEO for over 25 years, CEO of State Developmental Center in New Jersey, 20 years' experience as Surveyor for the Rehabilitation Accreditation Commission. Current Adjunct Professor in CUNY’s Disability Studies Program</td>
</tr>
<tr>
<td></td>
<td>Disability In History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disability and Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeanne L. Kramer</td>
<td>Disability and Embodiment</td>
<td>M.A., Disability Studies, CUNY M.A., Education, Queens College Professional Diploma in School Psychology; Certified School Psychologist</td>
<td>Certified School Psychologist, 14 years' experience in providing psychological services in a school environment.</td>
</tr>
<tr>
<td></td>
<td>Disability and Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kevin Tucker</td>
<td>Universal Design and Assistive Technology</td>
<td>M.A. Sociology, New York University</td>
<td>Operations Manager, CUNY LEADS Project, Director, Office for Disability Services at the City College; current Adjunct Professor in CUNY’s Disability Studies Program</td>
</tr>
<tr>
<td></td>
<td>Disability and Comparative Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frederic Feibusch</td>
<td>Aging and Disability</td>
<td>M.A., Social Work, Hunter College</td>
<td>Director of Residential Services for NYC agency overseeing 28 residential programs; numerous professional presentations on Aging and Disability</td>
</tr>
<tr>
<td></td>
<td>Introduction to Residential Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Akemi Nishida</td>
<td>Diversity and Disability</td>
<td>Ph.D. Student, CUNY Social-Personality Psychology Program</td>
<td>Teaches in M.A. in Disability Studies Program, Numerous presentations and funded research.</td>
</tr>
<tr>
<td></td>
<td>Embodiment and Disability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011

Table 5: New Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty [3]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Faculty [3]</td>
<td>$44,000</td>
<td>$83,600</td>
<td>$127,600</td>
<td>$149,600</td>
<td>$171,600</td>
</tr>
<tr>
<td>Full Time Staff [3]</td>
<td>$60,884</td>
<td>$62,711</td>
<td>$64,592</td>
<td>$66,530</td>
<td>$68,526</td>
</tr>
<tr>
<td>Part Time Staff [3]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>$23,500</td>
<td>$33,605</td>
<td>$38,713</td>
<td>$28,825</td>
<td>$28,939</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other [5]</td>
<td>$45,000</td>
<td>$53,000</td>
<td>$21,000</td>
<td>$16,000</td>
<td>$67,000</td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td><strong>$173,384</strong></td>
<td><strong>$232,916</strong></td>
<td><strong>$251,905</strong></td>
<td><strong>$260,954</strong></td>
<td><strong>$336,065</strong></td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.
[5] Specify what is included in "other" category, (e.g., student financial aid).
[6] Itemized expenditures are located in Table 7.
Table 6: Projected Revenue

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue[3]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>03. Total</td>
<td>$197,694</td>
<td>$353,252</td>
<td>$488,543</td>
<td>$623,396</td>
<td>$749,503</td>
</tr>
<tr>
<td>State Appropriation[6]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources[5]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>06. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue[7]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources[5]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>09. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total[8]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$197,694</td>
<td>$353,252</td>
<td>$488,543</td>
<td>$623,396</td>
<td>$749,503</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated.
[4] Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.
[5] New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in "other" category.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

Proposal to Establish a Bachelor of Arts in Disability Studies
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<table>
<thead>
<tr>
<th>Table 7: Five-Year Financial Projections for Program Worksheet</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include additional expenses incurred by other programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when satisfying needs of new program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Replacement Costs (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (33.0%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total (Links to Full-Time Faculty on Table 5 - New Resources)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>$40,000</td>
<td>$76,000</td>
<td>$116,000</td>
<td>$136,000</td>
<td>$156,000</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (10%)</td>
<td>$4,000</td>
<td>$7,600</td>
<td>$11,600</td>
<td>$13,600</td>
<td>$15,600</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Faculty on Table 5 - New Resources)</strong></td>
<td>$44,000</td>
<td>$83,600</td>
<td>$127,600</td>
<td>$149,600</td>
<td>$171,600</td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Director (@ 50% of time)</td>
<td>$45,778</td>
<td>$47,151</td>
<td>$48,565</td>
<td>$50,022</td>
<td>$51,523</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
<td>$15,107</td>
<td>$15,560</td>
<td>$16,027</td>
<td>$16,507</td>
<td>$17,003</td>
</tr>
<tr>
<td><strong>Total (Links to Full-Time Staff on Table 5 - New Resources)</strong></td>
<td>$60,884</td>
<td>$62,711</td>
<td>$64,592</td>
<td>$66,530</td>
<td>$68,526</td>
</tr>
</tbody>
</table>
## Proposal to Establish a Bachelor of Arts in Disability Studies

CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, October 27, 2011

Approved by the School of Professional Studies Governing Council, December 1, 2011

<table>
<thead>
<tr>
<th><strong>PART TIME STAFF</strong></th>
<th><strong>BASE SALARY</strong></th>
<th><strong>GROSS S public</strong></th>
<th><strong>STATE ELID</strong></th>
<th><strong>CITY</strong></th>
<th><strong>TOTAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part Time Staff Base Salary (list separately)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Assistants</strong></td>
<td></td>
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<th><strong>LABORATORY EQUIPMENT</strong></th>
<th><strong>OTHER (LIST SEPARATELY)</strong></th>
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<td>Classroom Equipment</td>
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Table 8: Five-Year Revenue Projections for Programs Worksheet

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<td>$353,252</td>
<td>$488,543</td>
<td>$523,396</td>
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<td>TOTAL REVENUE</td>
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<td>$353,252</td>
<td>$488,543</td>
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<td>$749,563</td>
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</table>

Assumptions (list assumptions):
1. Tuition reflects the rates approved for Fall 2011 with 2% annual increases.
2. Enrollment increases by 2% each fall from the previous fall and by 2% each spring from the previous spring.
3. Based on available retention data for the Online Baccalaureate, the retention is as follows: 1 term=85%, 2 terms=50%, 3 terms=45%, 4 terms=40%, 5 terms=36%, 6 terms=35%, 7 terms=35%, 8 terms=36%
SED Application for Distance Education Format
Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: CUNY School of Professional Studies at the Graduate School and University Center

CEO or Designee: George Otte, Associate Dean of Academic Affairs

Signature: Date: 12/5/11

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: George Otte, Associate Dean of Academic Affairs

Telephone: (212) 817-7145 Fax: (212) 817-2990

E-mail: george.otte@mail.cuny.edu

Program Title: Disability Studies Program Code: TBD

Degree or Certificate Awarded: B.A. HEGIS Code: TBD

Anticipated enrollment in distance program:

Initial: 60 Maximum by year 3: 160

Term length (in weeks) for the distance program: 15

(Is this the same as term length for classroom program?) Yes ☑ No □

How much "instructional time" is required per week per credit for a distance course in this program?

Answer: Instructional time is the same as traditional in-person courses – 45 hours per course.

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format?

Answer: 100%
Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

Answer: This is not the first online degree program at the School of Professional Studies.

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

I. LEARNING DESIGN

How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Answer: To ensure that the standards and requirements of the proposed distance learning program are fully consistent with on campus programs in the City University and elsewhere, (a) fulltime faculty from departments of Special Education, Sociology, and Human Services at several CUNY colleges were involved in the program design, (b) the initial plan for the distance learning program was reviewed by heads of existing on campus programs, and (c) recommendations of national organizations in Disability Studies, particularly the Society for Disability Studies and expert practitioners were involved in the program design.

Online programs at the CUNY School of Professional Studies are designed, developed and implemented according to the New York State Education Department’s Principles and Standards of Good Practice for Distance Education. The Bachelor of Arts in Disability Studies will also follow best practices in online education identified by the Middle States Commission on Higher Education and the Western Cooperative for Educational Telecommunications. These organizations expect colleges and universities to demonstrate their institutional commitment to a new program. In the case of the Bachelor of Arts degree in Disability Studies, CUNY has proven its commitment through its insistence on academic rigor, its investment of resources in learner support, and its mandate for ongoing program evaluation and continuous improvement. As is the case for these current degrees, the Dean will oversee and implement continuous improvement through regularly scheduled assessment of student satisfaction, learning effectiveness, student outcomes, and faculty satisfaction. In addition to internal control processes, the School of Professional Studies will participate in Middle States reviews through its affiliation with the CUNY Graduate School and University Center.

Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

Answer: Yes, the courses will be offered in a configuration that allows timely completion of requirements. The course offering schedule will provide all students with the opportunity to enroll full-time each semester, including summer, and to meet enrollment requirements for financial-aid eligibility. Course pre- and co-requisites also have been set to allow for uninterrupted progress through the required coursework.

How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?
Answer: The new Bachelor of Arts degree in Disability Studies will use the complete suite of online education tools offered by the University. In addition to software options standard throughout the University, the online programs use other technology options that facilitate interaction and collaboration between students and their instructors and peers. Also, instructors are trained to use resources to create online mini-lectures that can be accessed by students repeatedly and on a 24/7 basis. Decisions about “which technologies to use for which activities” were derived from previous experience in the online programs offered at the School of Professional Studies and a long history of online education at the City University of New York.

As part of the program’s overall quality control initiative, consortial faculty and other instructional staff meet each semester to evaluate individual student progress as well as macro-level program trends. Critical to these discussions are effective pedagogies and appropriate technologies. Faculty can draw on their own experiences with these technologies and from student input from end-of-term surveys. At these meetings, the group will set and refine plans for using new technology tools. Additionally, program leaders and faculty will interact regularly with software and hardware vendors and, through conference attendance and other means, keep informed about new options.

How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Answer: Regular interaction and collaboration between students and with their faculty is essential for the success of distance learning programs. To create and support these exchanges, the program will use the communication features of the University’s Blackboard course management system, including many innovative plug-ins that allow students to collaborate efficiently. Students will participate in offline discussions, coauthor team projects, keep running journals of their field experiences, create their own blogs for communicating research results, and post working visualizations. For those times that students wish to work together in small groups, they will have access to Blackboard Collaborate, an online tool that will allow students located anywhere to see each other’s computer screens, coauthor a document or spreadsheet simultaneously, and communicate both in text and, if they choose, with audio and visual connections.

How do faculty teaching online courses verify that students are doing their own work?

Answer: All students are bound by the academic policies established by the School of Professional Studies, and published in the School’s web site, academic handbook, and annual bulletin. However, that does not diminish the need to develop assessment mechanisms that ensure each student leaves with the knowledge and skills expected of program graduates. Instructors routinely use the Safe Assign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. To make certain that each student is doing his or her own work, faculty routinely replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements.

With project-based assessment, faculty often require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. Further, the extended submission stream makes it difficult for anyone to serve as a “stand in,” as could happen with isolated remote exams. Public course discussion forums provide another device that
establishes each student’s narrative voice which is hard for someone else to reproduce. When faculty do give exams, the questions are generally open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work.

II. OUTCOMES AND ASSESSMENT

Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

Answer: Each course syllabus has a clear set of competencies—identifying required subject matter mastery, contextual considerations, and practice-based skills—that students must demonstrate to successfully complete the course. In addition, program outcomes will be clearly outlined in Web site content, bulletins, and other program materials. Faculty will also review these requirements at the beginning of each course. The broad learning outcomes specified for the Bachelor of Arts in Disability Studies program were developed in collaboration with full time faculty and current adjunct faculty who are expert practitioners and well as staff of service agencies responsible for staff education.

Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: The majority of courses will emphasize complex project-based and case analysis assignments so that students will have to demonstrate a more complete understanding of the concepts and information in courses and mastery of course content. The majority of courses require presentations, either individually or in teams, that require students to present their own solutions to problems and cases. Rubrics will be developed for these assignments and shared with students as guides for their work and for the interpretation of feedback. This mode of assessment is a critical supplement to the fact-based measurements afforded by exams and quizzes.

III. PROGRAM EVALUATION

What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

Answer: The School of Professional Studies uses a two-part process for monitoring academic quality and tracking programmatic outcomes of its distance learning programs. The program’s academic director—someone holding faculty rank within the University—will supervise ongoing operations on a semester-by-semester basis and be responsible for addressing student concerns in all aspects of their enrollment. In addition, there will be a group of consortial faculty members who will guide the program’s content, quality of education, and student learning. The consortial faculty, along others who teach in the program, will meet twice each semester to evaluate individual student progress as well as macro-level program trends. At these meetings, the larger group will set and refine the agenda for the year to come.

Secondly, the dean and associate deans will (and do) take a proactive role in monitoring and understanding student success and satisfaction for all programs. The School’s senior leadership, academic directors, and senior staff at SPS regularly review student progress and retention metrics.
How will the evaluation results will be used for **continuous program improvement**?

**Answer:** Each year, the School of Professional Studies conducts a strategic planning process, tied to the University-wide Performance Management Process (PMP), where administrative and academic directors come together to discuss the successes and challenges of the previous year and to set a course for the next. By combining the perspectives of those who teach and others who provide critical administrative support, the School is better able to create holistic solutions for the problems that students face. By bringing together representatives from across all programs, the School is sure to develop inclusive responses that better serve everyone.

During the planning process, evidence provides the backbone for future action; pass rates, retention and graduation statistics, student survey results, and a breadth of operational performance metrics will guide the planning process and future resource investments. Individual student stories add depth and quality to these metrics and are especially valuable in identifying opportunities for improvement.

How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth** of the college degree or certificate awarded?

**Answer:** The evaluation process includes an “academic review” each term, attended by the academic director and consortial faculty, as well as any teaching faculty who wish, to meet and discuss each student’s performance. This review of both quantitative and qualitative data provides in-depth information about students’ competency acquisition, beyond simple alpha-numeric grades. It also gives faculty the information they need to guide students in upcoming courses.

Additionally, the Senior Projects that will be required of each student will provide the basis for ongoing summative assessment of the program’s success in preparing students who have mastered each of the identified program outcomes to a satisfactory level.
Articulation Agreement
Articulation Agreement with Borough of Manhattan Community College

College of Agreement Initiation: City University of New York, School of Professional Studies

SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College (BMCC)
Department: Social Sciences and Human Services
Degree: Human Services (A.S.)

Receiving College: City University of New York, School of Professional Studies (SPS)
Department: Disability Studies
Degree: Disability Studies (B.A.)

ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Graduates of the BMCC A.S. in Human Services will qualify for admission into the SPS Bachelor of Arts degree in Disability Studies if they have maintained a minimum overall GPA of 2.5 and are in good standing at BMCC. Applicants will follow the standard admissions process, which includes completing a transfer application and the School's supplemental application form. This form contains questions intended to identify their readiness for online learning. In addition, applicants must compose a personal essay.

BMCC graduates will be awarded 60-62 transfer credits toward the bachelor's degree based on the current (fall 2011) Human Services curriculum. Should that curriculum change, it will be necessary to reevaluate the transfer agreement. Courses in math and English require a grade of C or better for transfer in accordance with current University policy. Upon matriculation into the B.A. program in Disability Studies, students will be required to fulfill elective and major requirements specified on the following pages.

Total transfer credits granted toward the baccalaureate degree: 60-62.
Total additional credits required at the senior college to complete baccalaureate degree: 58-60.
COURSE OUTLINE AND TRANSFER REQUIREMENTS:

General Education (Liberal Arts, Core, Distribution) and other Required Courses

The general education requirements follow the structure currently in use at the School of Professional Studies, featuring two broad categories of courses – six proficiency courses that address matters of comprehension and expression, and six perspective courses that provide students with a broad base of knowledge to understand their world. The sixty-credit general education requirement meets the standard for a Bachelor of Arts degree. See the table below for further detail of the general education rubric.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Objectives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiencies:</td>
<td>matters of comprehension and expression</td>
<td>30</td>
</tr>
<tr>
<td>English Proficiency</td>
<td>to read, write, and speak effectively in English; to analyze, synthesize, and convey ideas and observations</td>
<td>6</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>to understand and apply mathematical principles and to communicate quantitative information effectively</td>
<td>6</td>
</tr>
<tr>
<td>Scientific Reasoning</td>
<td>to appreciate the phenomena and processes of scientific knowledge in more than one scientific field</td>
<td>6</td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>to communicate in a language other than English and understand non-English cultural values</td>
<td>6</td>
</tr>
<tr>
<td>Digital Competency</td>
<td>to understand and use the tools of digital technology (hardware, software, Internet, etc.)</td>
<td>3</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>to use information critically and responsibly from a variety of sources: to gather, organize and present it effectively</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Categories</th>
<th>Objectives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives:</td>
<td>basic knowledge in general areas</td>
<td>30</td>
</tr>
<tr>
<td>Global &amp; Civic</td>
<td>social, political and economic issues of the contemporary world</td>
<td>6</td>
</tr>
<tr>
<td>Historical</td>
<td>human cultural tradition over time; individuals and movements in historical context</td>
<td>6</td>
</tr>
<tr>
<td>Social and Scientific</td>
<td>analysis of social interaction and institutions using the analytical methods of social sciences</td>
<td>6</td>
</tr>
<tr>
<td>Aesthetic &amp; Creative</td>
<td>works of art, theater, music, and literature analyzed and interpreted using evidence and appropriate methodology</td>
<td>6</td>
</tr>
<tr>
<td>Philosophical &amp; Ethical</td>
<td>role of values and ethics in making personal, social and professional decisions</td>
<td>3</td>
</tr>
<tr>
<td>Natural Scientific</td>
<td>applying the methods, terminology and reasoning of a branch of natural science</td>
<td>3</td>
</tr>
</tbody>
</table>

Students holding an A. S. degree from BMCC who transfer into the BA in Disability Studies program will have met the General Education requirements of the School of Professional Studies.

The following courses will transfer toward the Major:

| Transferred toward Major | HUM 201, HUM 212, HUM 301, HUM 401 | 12 |

SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

Prerequisites and Major Courses

Learning objectives and corresponding curriculum for the major are largely influenced by the Society for Disability Studies Guidelines for Academic Programs and needs articulated by professionals in the field. To meet these objectives, students must take a total of eleven courses (33 credits) in the program. Six of these come from two introductory courses: Disability and Society and Disability and Embodiment. Twelve credits come from four core courses, which include: Law, Policy and Disability, Disability

1 Students are advised to select HUM 212 as this satisfies a major course requirement at SPS. If HUM 211 is taken instead, it will transfer as a concentration elective, and students will need to complete the course equivalent of HUM 212 at SPS.

Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011
in History, Disability Narratives, and Introduction to Research Methods. Students then take four courses (twelve credits) in one of four Concentrations. Two of these four are required courses and two courses are electives; one of these four may be taken in another Concentration. The remaining course is the required Senior Capstone course. From time to time Selected Topics courses may be offered to replace an elective course, and students also have an option for a three-credit Independent Study.

The table below lists the courses required for completing the B.A. in Disability Studies. In addition, the table indicates which courses may be transferred from BMCC and those that must be completed at the School of Professional Studies as part of the major.

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
<th>Transferred</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Required Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability and Society</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Disability and Embodiment</td>
<td>3</td>
<td>HUM 212</td>
<td>X</td>
</tr>
<tr>
<td>Law, Policy and Disability</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Disability and History</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Disability Narratives</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PSY 201 - Introduction to Research Methods</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Major Required Total Credits</strong></td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Children and Adults with Developmental Disabilities</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Elements of Person Centered Planning</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Vocational Mentoring</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Transition and Adulthood</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability and Families</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury: Causes and Systems of Care</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging and Disability</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Introduction to Residential Services</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Assessments for Intervention, Planning and Placement</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teaching Strategies and Behavioral Supports</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>DSAB 302 – Autism Spectrum Disorder in Young People</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech and Communication Issues</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion: Principles in Practice</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism Narratives</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asperger Syndrome Across the Life Cycle</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Mental, Behavioral and Developmental Disorders</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Introduction to Crisis Intervention and Safety</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Elements of Behavioral Health Counseling</td>
<td>3</td>
<td>HUM 201</td>
<td></td>
</tr>
<tr>
<td>Peer Wellness and Recovery</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Diagnosis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Mental Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mad People’s History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability, Evolution, Eugenics and Genomics</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Representations of Disability in Film and Literature</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>War, Veterans and Disability</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity and Disability</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Design and Assistive Technology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability and Mass Media</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability, Music and the Arts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability and Comparative Religion</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected Topics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>3</td>
<td>HUM 301</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
<td>HUM 401</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Required Total Credits</strong></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Required Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Senior Project</td>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Elective Credits</strong></td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE**

**Common Courses Required in the Major**

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability and Society</td>
<td>3</td>
</tr>
<tr>
<td>Law, Policy and Disability</td>
<td>3</td>
</tr>
<tr>
<td>Disability and History</td>
<td>3</td>
</tr>
<tr>
<td>Disability Narratives</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201 – Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

In addition to the Common Required Courses in the Major, BMCC students must complete 6 credits in an approved area of concentration:

**Intellectual/Developmental Disabilities**

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Children and Adults with Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Elements of Person Centered Planning</td>
<td>3</td>
</tr>
<tr>
<td>Vocational Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>Transition and Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>Disability and Families</td>
<td>3</td>
</tr>
<tr>
<td>Traumatic Brain Injury: Causes and Systems of Care</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Residential Services</td>
<td>3</td>
</tr>
<tr>
<td>Representations of Disability in Film and Literature</td>
<td>3</td>
</tr>
<tr>
<td>Aging and Disability</td>
<td>3</td>
</tr>
<tr>
<td>Selected Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Autism Spectrum Disorder**

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Assessments for Intervention, Planning and Placement</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Strategies and Behavioral Supports</td>
<td>3</td>
</tr>
<tr>
<td>Autism Spectrum Disorder in Young People</td>
<td>3</td>
</tr>
<tr>
<td>Speech and Communication Issues</td>
<td>3</td>
</tr>
<tr>
<td>Inclusion: Principles in Practice</td>
<td>3</td>
</tr>
<tr>
<td>Vocational Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>Autism Narratives</td>
<td>3</td>
</tr>
<tr>
<td>Asperger Syndrome Across the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>Disability and Families</td>
<td>3</td>
</tr>
<tr>
<td>Selected Topics</td>
<td>3</td>
</tr>
</tbody>
</table>
### Mental/Behavioral Health

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Mental, Behavioral and Developmental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Crisis Intervention and Safety</td>
<td>3</td>
</tr>
<tr>
<td>Elements of Behavioral Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Peer Wellness and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>Dual Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>Vocational Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>Disability and Families</td>
<td>3</td>
</tr>
<tr>
<td>Community Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>Mad People's History</td>
<td>3</td>
</tr>
<tr>
<td>Selected Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Interdisciplinary Disability Studies

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability, Evolution, Eugenics and Genomics</td>
<td>3</td>
</tr>
<tr>
<td>Representations of Disability in Film and Literature</td>
<td>3</td>
</tr>
<tr>
<td>War, Veterans and Disability</td>
<td>3</td>
</tr>
<tr>
<td>Diversity and Disability</td>
<td>3</td>
</tr>
<tr>
<td>Disability and Families</td>
<td>3</td>
</tr>
<tr>
<td>Universal Design and Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>Disability and Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>Disability, Music, and the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Disability and Comparative Religion</td>
<td>3</td>
</tr>
<tr>
<td>Selected Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must complete a required Senior Capstone Course

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal

Electives:

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Disabilities Studies courses selected from area concentrations above and/or courses from other majors at SPS</td>
<td>34-36</td>
</tr>
</tbody>
</table>

Subtotal

34-36
Summary of Upper Division Requirements to Be Completed at SPS:

<table>
<thead>
<tr>
<th>Common Courses Required in the Major</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Concentration</td>
<td>6</td>
</tr>
<tr>
<td>Senior Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>34-36</td>
</tr>
<tr>
<td>Total Credits Transferred from BMCC</td>
<td>60-62</td>
</tr>
<tr>
<td>Total Credits Required for BA in Disability Studies</td>
<td>120</td>
</tr>
</tbody>
</table>

ARTICULATION AGREEMENT FOLLOW UP PROCEDURES

Procedures for reviewing, updating, modifying or terminating agreement:

The Academic Director and Department Chair from both programs will meet annually to review the articulation agreement. They will be expected to review student retention, progress to graduation including transitions between prerequisite and follow-on courses, degree completion, and GPA. Modification or termination of this agreement requires the approval of both Chief Academic Officers of both institutions.

Should the agreement be modified or terminated, the School of Professional Studies shall honor the terms granted to students who have already transferred into the BA in Disability Studies for a period of four years or graduation, whichever comes first.

Procedures for evaluating agreement, i.e. tracking the number of students who transfer under the articulation agreement and their success:

The School of Professional Studies Registrar and the Disability Studies Academic Director shall produce reports of the metrics identified above as well as those suggested in the University’s Annual Performance Management Program, which will be circulated to the following groups:

- **At SPS:** Dean, Associate Dean for Academic Affairs, Disability Studies Consortial Faculty, Associate Dean for Administration and Finance, Director of Student Services, Director of Career Services, Director of Admissions and Advisement, and Director of Online Programs at the School of Professional Studies.
- **At BMCC:** Chief Academic Officer, Chair of Social Science Department, Coordinator of the Human Services Department, Director of Student Services, Director of Career Services, and Director of Admission and Advisement.

Sending and receiving college procedures for publicizing the agreement – e.g. college catalogs, transfer advisors, websites:

Both Borough of Manhattan Community College and the School of Professional Studies will publicize this opportunity for students in print and web-based materials and in marketing information. Additionally both institutions will provide information to their own recruitment staff members as well as staff at the University Office of Admission Services.
Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011

Effective Date: Fall 2012

Signatures:

Dr. Sadie Bragg 11/30/11
Senior Vice President for Academic Affairs
Borough of Manhattan Community College

Dean Joha Moguiecsu 11/21/11
Senior University Dean for Academic Affairs
School of Professional Studies

Dr. Emily Anderson 11/4/11
Chairperson
Social Science and Human Services
Borough of Manhattan Community College

Dr. George Otte 11/21/11
Associate Dean for Academic Affairs
School of Professional Studies

Dr. Lisa Rose 11/28/11
Associate Professor and Coordinator of Human Services
Borough of Manhattan Community College
Letters of Support
October 13, 2011

John Mogulescu,
Senior University Dean
School of Professional Studies
365 Fifth Avenue, 3rd Floor
New York, NY. 10016

Dear Mr. Mogulescu,

The New York State Association of Community and Residential Agencies is delighted to support your proposal for an online Bachelor's degree in Disabilities Studies at CUNY. If your proposal is approved, we look forward to collaborating with you and your colleagues in promoting this emerging field of study. We would assist you in any way possible to expand this opportunity to our non-profit member agencies.

As you know, NYSACRA represents nearly 200 not-for-profit agencies that provide community services to people with intellectual and other developmental disabilities throughout New York State. On behalf of its members, which employ nearly seventy-thousand workers in virtually every corner of the state, NYSACRA provides grassroots advocacy, information on federal, state and local initiatives, technical assistance, policy analysis, education and networking experiences. For more than seven years, NYSACRA has identified the recognition and advancement of our workforce as its highest priority – this workforce includes developing our future leaders and furthering their education.

Higher Education is an essential element in federal and state efforts to professionalize our direct support workforce. The new paradigm requires a greater knowledge of life-span development, psychosocial aspects of disability, applied behavior methodologies, new technologies, and other areas of the emerging interdisciplinary field of disability studies.

The New York State Association of Community and Residential Agencies looks forward to working with you in developing emerging leaders in Disability Studies. Please do not hesitate to contact me if you have any questions.

Sincerely,

Ann M. Hardiman
Executive Director

E-mail: nysacra@nysacra.org • www.nysacra.org • Phone (518) 449-7551 • Fax (518) 449-1509
October 5, 2011

John Mogulescu, Dean  
The City University of New York  
School of Professional Studies  
365 Fifth Avenue, Third Floor,  
New York, NY 10016

Dear Dean Mogulescu:

The NYS Developmental Disabilities Planning Council (DDPC) is pleased to provide a letter of support for the proposed online Bachelors Degree in Disability Studies within the School of Professional Studies at the City University of New York.

The NYS DDPC has a long standing commitment to improving the quantity and quality of the developmental disabilities workforce; it has been a cornerstone of our work for four decades. In reviewing the proposed curriculum and programmatic framework, there are several points that we can make in support of this degree program:

- There is an increasing need for capable and competent workers in the developmental disabilities field at all levels from direct services to the highest levels of administration and specifically, workers who are knowledgeable about disability and have the skills to understand and assure appropriate services and support to a diverse and difficult to serve population.

- With movement in the field tending toward integration of individuals with disabilities within the community rather than specialized settings (where more supervision and expertise are available), there is an increasing need for workers who can work effectively and independently with less supervision, a greater understanding of disability and its multi-dimensional factors is required to work in this type of environment.

- This same in-depth understanding would be a substantial adjunct to the training done and required by disability serving agencies and organizations; it would also provide a credential that would be more portable than current agency-specific training endeavors.

- The disability field has been facing a “workforce crisis” for quite some time; efforts to rectify this situation have realized the importance of building in career ladders and other opportunities for advancement and increased professionalism into this line of work. The proposed Bachelors Degree in Disability Studies allows students to pursue topics in more depth and receive a credential that will enable them to progress in their workplace as well as enabling them to pursue further study, including graduate study.
Our own training efforts have recognized the critical importance of employing online and blended learning strategies for reaching a variety of populations and allowing them to develop their knowledge and skills as both a preferred learning strategy and an accommodation. We have found such options to be very appealing to traditional, non-traditional and returning learners as well as for learners who have significant and competing challenges in their everyday lives whether personal or professional. This latter point is significant as a larger percentage of workers in the disability field choose it due to some kind of personal or family commitment.

The City University of New York School of Professional Studies has a history and proven record of developing responsive worker development programs for the human services and the disability field and tailoring them to meet industry needs and preferred student learning styles and preferences. The proposed curriculum and degree program is evidence of yet another well-conceptualized response to a demonstrated need in the disability field.

On behalf of the NYS DDPC, I am forwarding this letter of support for the proposed Bachelor’s Degree in Disabilities Studies as developed by the City University of New York School of Professional Studies.

Sincerely,

[Signature]

Sheila M. Carey
Executive Director
October 11, 2011

John Mogulescu
Senior University Dean
School of Professional Studies
365 Fifth Avenue, 3rd Floor
New York, NY 10016

Dear Dean Mogulescu:

I am pleased to provide this letter of support on behalf of NAMI-NYC Metro for the proposed online Bachelor of Arts in Disability Studies to be offered at the School of Professional Studies.

NAMI-NYC Metro is the largest affiliate of the National Alliance on Mental Illness, and provides education, support and advocacy for those living with mental illness and their loved ones. We see the need for an educated workforce to assist those we serve, and we applaud the efforts evidenced in this degree program to equip students with the knowledge they need to improve services for the mental health community. The combination of introductory material on history, law and policy is complemented by more applied coursework to develop skills that are critical to workers. The emphasis on narrative allows workers to hear the voices of those they serve from a person-centered perspective, which reduces stigma and increases understanding and competence.

In addition, the career ladder offered by a bachelor’s degree will help retain experienced workers and provide a meaningful credential for those whose work is non-clinical in nature. Those who wish to pursue graduate education to attain further credentials will be able to do so. Since workers have demanding schedules, and some work at times when they would be unable to attend classes on campus, the online learning offered will allow students to complete their degrees when they have the time to study.

I am especially excited that those in recovery from mental illness who want to return to college may find a way of re-entering the educational system through engaging familiar material. The emphasis on peer recovery and wellness is an important addition to this degree program and is at the cutting-edge nationally. NAMI has been in the forefront of developing this approach, and we are happy to see it be integrated into more traditional coursework in mental health.

I look forward to hearing more about the BA in Disability Studies in the future and congratulate the School of Professional Studies for developing this important degree program.

Sincerely,

Wendy Brennan
Executive Director
Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011

November 8, 2011

Mr. John Mogulescu
Senior University Dean of Academic Affairs
Dean of the CUNY School of Professional Studies
365 Fifth Avenue, 3rd Floor
New York, NY 10016

Dear Mr. Mogulescu:

F.E.G.S Health and Human Services is pleased to support your proposal to create a B.A. Degree in Disability Studies at the City University of New York. Our agency has had a long history of involvement with CUNY, and many of our staff have benefitted from a CUNY education. This, in turn, has assisted them in their work with the people we serve.

F.E.G.S was established in 1934, by the Federation of Jewish Philanthropies of New York. It has evolved into one of the largest and most diversified private, not-for-profit, health-related and human services organizations in the United States. The agency assists over 70,000 individuals a year throughout New York City and Long Island.

Some of the 550 employees in our Developmental Disabilities Division already have participated in participating in CUNY's Graduate Certificate and M.A. in Disability Studies, and others have taken B.A.-level courses on Autism Spectrum Disorders and Introduction to Disability Studies through the School of Professional Studies. These employees provide day services, residential services, and service coordination to approximately 3,000 persons whose primary diagnosis is a developmental disability. Many of those served have secondary medical and/or psychiatric disabilities, as well.

Most of the employees in our Developmental Disabilities Division hold direct support positions, which require high school degrees or G.E.D.s. Although the agency provides on-going training for these employees, it also recognizes that they would benefit from continuing their education and obtaining a B.A. degree. Those who would like to move into frontline supervisory/management positions are expected to pursue such an academic degree, and the CUNY B.A. in Disability Studies would be an excellent choice. In the rapidly changing human services field, a more educated work force will be able to better fulfill the new responsibilities that come with it.

The course of study for the B.A. in Disability Studies will provide this type of comprehensive education, and we look forward to continuing our collaboration with CUNY's School of Professional Studies by identifying and supporting those
employees who would be eligible to enroll in the program. We feel that the opportunity to participate in a multidisciplinary, bachelor’s-level program in disability studies will expand these individuals’ knowledge base and increase their ability to perform their jobs. This, in turn, will benefit the individuals we serve.

Since the B.A. in Disability Studies will be an online program, it will provide flexibility to direct support employees, many of whom hold another job in addition to their work responsibilities at F.E.G.S. This aspect will be highlighted when we distribute information about the program via e-mail, at staff conferences, etc.

F.E.G.S also is a member of the Interagency Council of Developmental Disabilities Agencies, Inc. (IAC). One of our directors is co-chair of the IAC Training Directors Committee, and, in the past, representatives from CUNY have been invited to its meetings to share information about the M.A. in Disability Studies. It is expected that once the B.A. in Disability Studies is available, these representatives will attend a future meeting to present information about the program and how employees can enroll. There are at least twenty-five agencies represented on this committee.

Once again, we wholeheartedly offer our support for CUNY’s B.A. in Disability Studies.

Sincerely,

[signature]

Jonas Waizer, Ph.D.
Chief Operating Officer
November 14, 2011

John Mogulescu
Dean,
School of Professional Studies
365 Fifth Avenue
New York, NY 10016

Dear Dean Mogulescu:

I am writing in support of the proposed BA in Disability Studies to be offered online through the School of Professional Studies.

The National Alliance for Direct Support Professionals represents approximately 1.2 million direct support professionals who support people with intellectual and developmental disabilities nationally. One of our priorities is to provide better access for all direct support professionals to high quality educational experiences (e.g. in-service training, continuing and higher education) and lifelong learning which enhances competency.

As the recent series of articles about deaths of individuals in care in *The New York Times* has shown, one of the most important issues facing direct support professionals today is access to education and training provided to those who support individuals with disabilities. That is why we have been working for the last several years to expand the credentialing of direct support workers though nationally accredited training curricula offered by on-line training programs and other efforts with community colleges, provider networks and the US Department of Labor.

I have reviewed the courses to be offered in the proposed BA program and I am enthusiastic in my support. Graduates of this program would have an advantage over other prospective employees with bachelor’s degrees in other fields because of the specific coursework that the BA in Disability Studies degree provides. The courses are a logical next step for workers who want to pursue higher education, as they build on and complement the training provided through our accredited training programs.

I hope that this degree will go forward and I look forward to working with the Disability Studies Program in the future to provide educational experiences to further enhance the competence and commitment of the direct support workforce.

Sincerely,

*Joseph M. Macbeth*
Joseph M. Macbeth
Executive Director

Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011
November 15, 2011

John Moguleseu, Dean
School of Professional Studies
365 5th Avenue
New York, NY 10016

Dear Dean Moguleseu:

I am writing to enthusiastically support the proposed Bachelor’s in Art Degree in Disability Studies on behalf of UCP of NYC.

United Cerebral Palsy of New York City, Inc. (UCP of NYC) is a nonprofit 501 (c)(3) organization founded in March of 1946 by parents of children with cerebral palsy and related disabilities in order to advocate for and fund medical, rehabilitative, educational, vocational and recreational services for their sons and daughters. At the time, there were almost no community-based services for this population, and institutionalization was one of the few options available to families. Today, UCP of NYC is the first and single largest affiliate of a 135 nationwide, affiliate network of service providers who provide comprehensive supportive services for individuals with physical and intellectual disabilities assisting 14,000 children, teens, adults and their families annually through more than 80 individual programs throughout New York City. The current workforce at UCP of NYC is 1600 employees. Services offered include comprehensive health care, education, adult day, recreation, respite, employment, housing and technology resources. Over 90% of the people we serve have both mobility issues and intellectual disabilities and approximately 75% utilize wheelchairs. Recently UCP of NYC underwent an accreditation survey by the Commission on Accreditation of Rehabilitation Facilities International (CARF) and was awarded the Commission’s highest honors for exemplary conformance in leadership, advocacy and coordination of care. All adult programs and services were reviewed and received the maximum accreditation.

The ideal workforce for today and in the future will be the BA graduates who have had direct exposure and coursework curriculum focusing on working with families and persons with developmental disabilities throughout their lifespan. The course work offered in the School of
Professional Studies BA in Disability Studies offers a curriculum that is far more comprehensive in addressing disability than any other undergraduate program, giving graduates of this program an advantage in the hiring process and in advancing at our agency. The workforce of today and in the very near future needs to be able to “hit the ground running” and understand the importance of person centered planning, individualized supports and the new model of having consumers with direct control of their resources. As we move toward a care management system of support, this curriculum will give the BA level employee the practical application and philosophical commitment needed to be an effective advocate and support broker.

I commend and enthusiastically support the ongoing development and implementation of this program. When implemented, UCP of NYC will support and encourage our current workforce in pursuit of a Baccalaureate degree to pursue this program.

Sincerely,

Linda Laul,
Associate Executive Director
United Cerebral Palsy of NYC Inc.
November 14, 2011

John Mogulescu, Dean
School of Professional Studies
365 Fifth Avenue
New York, NY 10016

Dear Dean Mogulescu:

I am writing in support of the proposed BA in Disabilities Studies to be offered online through the School of Professional Studies.

As Senior Director of YAI’s Department of Residential Services, I am keenly aware of the growing need for a professional and educated work force to serve people with developmental and intellectual disabilities into the future. YAI is the largest not for profit provider in New York State, operating over 450 programs for children and adults at all levels of disability and employing over 5000 staff. The need for a trained and educated work force is well documented. As the technology and funding to serve our consumers evolves, our staff will need increased sensitivity to the individualized needs of people with disabilities as well as a higher skill level that will necessitate undergraduate education at a minimum.

I have had the opportunity to develop and teach a course in the Masters program in Disabilities Studies and have also reviewed the courses that are to be offered in the proposed BA program. The BA program in Disability, particularly with online offerings, will provide a distinct advantage to our employees since the program is geared towards their work and extremely accessible. The degree would also assist them in their professional development and skill acquisition.

I hope that this proposed degree will be approved by the administration of CUNY and I hope to have the opportunity to recommend this program to my staff.

Sincerely,

Fred Felbusch
Senior Director of Residential Services
November 11, 2011

John Mogulescu
Dean,
School of Professional Studies
365 Fifth Avenue
New York, NY 10016

Dear Dean Mogulescu:

I am writing in support of the proposed BA in Disability Studies to be offered online through the School of Professional Studies.

I am the founder and executive director of Person Centered Care Services, Inc., a not for profit organization providing services for children and adults with autism and intellectual disabilities. The services provided include Respite, Residential, Day Habilitation, Service Coordination, Community Habilitation, Family Education and Training and Plan of Care Support Services. We encourage direct support professionals to enroll in college programs or continue their education and we provide financial support for many who choose to do so. We have approximately 45 employees and serve over 350 people with autism and/or intellectual disabilities.

I started my agency to provide person-centered services to individuals with disabilities. I have reviewed the courses to be offered in the proposed BA program and I am enthusiastic in my support. I would definitely prefer graduates of this program over other prospective employees, not only because they have earned a bachelor’s degree, but because of the specific coursework that the BA in Disability Studies degree provides. In addition, I would recommend this program to staff members who do not have a bachelor’s degree.

I hope that this degree will go forward and I look forward to recommending it to my staff in the future.

Sincerely,

[Signature]

Chris Marchione
Executive Director
November 11, 2011

John Mogulescu, Dean
School of Professional Studies
365 Fifth Avenue
New York, NY 10016

Dear Dean Mogulescu:

I am writing in support of the proposed BA in Disability Studies to be offered online through the School of Professional Studies.

Having served as the executive director of New Horizons Resources, Inc. (NHR) in the Mid-Hudson Valley of New York for 25 years, I familiarized myself with the courses offered in the proposed B.A. program, and I am enthusiastic in my support. NHR employs 425 staff serving people with developmental disabilities. I would recommend this program to NHR staff members who do not have a bachelor's degree as it would prepare them for advancement in the future. In addition, our field is changing, moving away from congregate care services and toward in situ individualized supports. Broader and more comprehensive skills will be required of direct support personnel, not unlike the Social Education (aka, social pedagogy) evidenced in western and northern Europe.

I hope that this degree will go forward and I look forward to recommending it to my staff in the future.

Sincerely,

Regis Obijiski
Executive Director
robijiski@nhnry.org

Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011
November 17, 2011

John Mogulescu
Dean,
School of Professional Studies
365 Fifth Avenue
New York, NY 10016

Dear Dean Mogulescu:

I am writing in support of the proposed BA in Disability Studies to be offered online through the School of Professional Studies. Community Options employs over 2,500 people. We estimate that over 65% of our employees do not have a Bachelor’s Degree.

Community Options, Inc. is a national non-profit that develops housing and employment for individuals with disabilities, with 37 locations across 10 states. Throughout the country, Community Options operates 247 group homes.

As the Founder of Community Options in 1989, I know that one of the pressing issues in the field is the education and competence of direct support staff. I have reviewed the courses to be offered in the proposed BA program and support this paradigm. Graduates of this program would have an advantage over other prospective employees with bachelor’s degrees in other fields because of the specific coursework that the BA in Disability Studies degree provides. In addition, I would recommend this program to our staff members who do not have a bachelor’s degree. This will prepare them for advancement in the future.

It is my understanding that as the Dean of the School of Professional Studies, you possess the power to decide on the outcome of this program. I hope that this degree will go forward and I look forward to recommending it to my staff in the future.

Sincerely,

Robert Stack
President & CEO
Community Options, Inc.

www.comop.org
Faculty Curriculum Vitae

This section contains the first two pages of the Curriculum Vitae for the following faculty:

- Mariette J. Bates
- David J. Connor
- David Goode
- Frederic Feibusch
- Merrill Black
- Kristen DuMoulin
- Neil S. Harbus
- Jeanne L. Kramer
- Moira Lewis
- Akemi Nishida
- Justine Pawlukewicz
- Daniel B. Rosen
- Kevin Tucker
- Franklin Wyman
Mariette J. Bates  
330 West 55th St. # 6C  
New York, NY 10019  
212-581-0784 (evening)  
212-889-5760 (daytime)  
646-732-4600 (cell)  
mariettebates@gmail.com

Education

**Doctor of Philosophy, Philanthropy**  
Specialization in Developmental Disabilities  
*Union Institute*, 1995.

**Graduate Study, Ethics and Bioethics**  

**Certificate, Not-for-Profit Management**  
*Columbia University Graduate School of Business*, 1984.

**Bachelor of Science, Community and Human Services**  
*Empire State College*, 1989.

Teaching Experience


- **Created 3-Course Certificate Program in NonProfit Development** for the City University of New York’s School of Professional Studies, under a Kellogg Foundation-funded project, 2006.

- **Adjunct Assistant Professor, City College’s Center for Worker Education**, 1994 - 2008  
  **Created and taught:**  
  - Perspectives in Disability Studies  
  - Introduction to Developmental Disabilities  
  - Issues for Adults with Developmental Disabilities  
  - Transition for Individuals with Developmental Disabilities  
  - Modern Management of Non Profit Organizations  
  - Introduction to Grantsmanship and Proposal Writing  
  - American Philanthropy: Voluntary Action for the Public Good  
  - Behavior In Organizations

- **Faculty Associate, Columbia University Institute for Not-For-Profit Management, 1985 – 1992. INM is a program of the Graduate School of Business at Columbia University.**  
  Team-taught negotiating, collective bargaining and conflict resolution to non-profit executives.
Professional Experience

**Academic Director**  
Disability Studies Programs  
School of Professional Studies,  
City University of New York  
2008 – present

**Responsible for overall academic direction of Master of Arts and Advanced Graduate Certificate in Disability Studies.**  
Responsible for overall direction of disability studies program at the City University of New York, including curriculum development, recruitment, hiring and development of faculty, program development, program evaluation, organizing the and Disability Studies Lecture Series, and promoting universal design in education throughout the program.

**Vice President**  
Maidstone Foundation  
1984 – 2008

**Provide consultation and training to nonprofit organizations, from start-up to budgets of $90,000,000.**  
Advocacy and Systems Change Strategic Planning, Board Development, Organizational Development, Program Planning, Program Evaluation, Grantwriting and Fundraising. Worked with over 500 non-profits since co-founding Maidstone Foundation, the majority in the field of disabilities.

**Director, Resource Center for Developmental Disabilities.**  
Specialized service for un- and underserved individuals with rare or low-incidence disabilities. Systems change advocacy and assistance for consumers and parents, new self-help groups, or new non-profits. Provide family support, in-home support and service coordination for Russian speaking families with children with disabilities. Ongoing consultation with Special Masters and court monitors about systems change individuals who are mentally ill or developmentally disabled.

**International Projects.** Maidstone assists international organizations advocating integration and inclusion of people with disabilities into society. Current projects include a physical rehabilitation program for children in Tena, Ecuador, and assistance to the Quality of Life Foundation in Moscow, Russia. Created and Co-Directed State-Department funded project to organize self-advocates in Ecuador 2000-2002; numerous other international projects, including an evaluation project at the University of the West Indies with CUNY’s JFK Jr. Institute for Worker Education under a US AID grant and advising Chinese Medical Association in developing community based rehabilitation; presentations at Inclusion, Int’l conferences.

**Program Director**  
One to One Foundation  
1980 – 1984

**Reviewed grant applications, provided on-site consultation to grantees, recommended projects to Board for funding.**  
Provided pre-funding and post-funding technical assistance to grantees and prospective grantees in organizational development and program planning, grantwriting.
TEACHING EXPERIENCE
2010 – Present
CUNY School of Professional Studies, Disability Studies Program
Teach Disability and Narrative
Pre-semester Writing Workshops for Incoming Students

2003-Present
Lehman College, Bronx, New York
Developed and delivered six-week course for home care agency coordinators
Developed and taught three 12-week College Bridge Courses providing orientation to college work and remediation in writing, reading and critical thinking for Youth Development Workers, Direct Care Staff (working with people with disabilities), and Nursing Students
Developed Writing for Work curriculum, conducted primarily online, for administrative workers at Montefiore Hospital
Developed Fundamentals of Writing Skills, 10-week course for administrative workers at Veteran’s Hospital

Arthur Ashe Institute, Brooklyn, NY
Developed and delivered six-week Exploring Science through Literature curricula for high school students
World Association of Non-Governmental Organizations, Tarrytown, NY
Developed and delivered presentation on Using Technology to Further Mission in NGOs

1999-Present
Support Center for Nonprofit Management, New York, NY
Developed and delivered workshops in Writing for Work, Outcome Measurement, Evaluation and Fundraising for nonprofit professionals as well as customized workshops on program evaluation, professional and organizational development

Cooperative Home Care Associates, Worker-Owned Home Health Care Agency, Bronx, NY
Tutored in Adult Basic Education and Writing,

1984-1995
University of New Hampshire (UNHM, DCE, CLL), Durham, NH
Taught Business Writing to nontraditional students
Developed and taught curricula on Introduction to Desktop Publishing, PageMaker and MicroSoft Word and Excel to university faculty and staff
Developed and taught Business Writing course for Nike Corporation employees
Mentored and assessed continuing education students’ writing for self-designed courses in technical writing.

**Institute for Community-Based Computers (ICBC), New Durham, NH**
Developed and delivered customized workshops for a variety of nonprofit organizations
Delivered on-site training in PC-based desktop publishing

**CURRICULUM DESIGN AND CONSULTING**

**2000-Present**

**Homes for All, Albany, NY**
Designed and co-authored curriculum for workshop series for realtors on Serving People with Disabilities in conjunction with The New York State Association of Realtors

**Trickle Up Program, New York, NY**
Designed curriculum in business planning to support staff in community-based organizations prepare low-income micro-entrepreneurs.

**Women’s Enterprise Project, White Plains, NY**
Designed curriculum for workshop series to prepare immigrant women to grow their businesses within the context of US practice

**EDUCATION**

MA, English, Creative Non-Fiction Writing, University of New Hampshire, Durham, NH, 1998
BA, American Studies, Marlboro College, Marlboro, VT 1975
Certificate in Printing and Graphic Design, UNH Mediation Project Training, Documentation Specialist Diploma, University of New Hampshire, Durham, NH 1984-1986
"Non-Traditional Career Training for Women" CETA, Exeter, NH 1981

**AWARDS**

2003
New York Foundation for the Arts Fellow in Nonfiction Literature

1999
Second Place Winner in Annual Poetry Slam, Exoterica, Bronx-based Literary Organization

**PUBLICATIONS**

Extending the American Dream: Home Ownership for People with Disabilities, National Home of Your Own Alliance, with Jay Klein, 1995
Feature Writer, Seacoast Business Digest, Portsmouth, NH, 1985-1987
Interviewed, researched and wrote monthly profiles of area business people.
David John Connor, Ed.D.

290 9th Avenue, Apt 13D
New York, NY 10001
Telephone: (212) 989-9428
E-mail: Davidjuan1@aol.com

EDUCATION

Curriculum & Teaching
Concentration: Learning Dis/Abilities

1992-1995 Master of Arts City College
City University of New York
Literature & Creative Writing

Master of Science of Education Hunter College
City University of New York
Special Education
Learning Disabilities

Bachelor of Arts University of East Anglia
with Honors Norwich, England
Major: English & American Literature
Minor: Film Studies

OTHER EDUCATIONAL EXPERIENCES

Include: Certificate in Art & Design, Sunderland University, England; Study of Spanish during three summers in Mexico (1989), Costa Rica (1991), and Ecuador (1993); Teaching Reading to Limited English Proficient Students, Reading Materials for Young Adults, Methods of Teaching English, Beginning and Intermediate Spanish (Hunter College, NY); History of South American Literature (Baruch College, NY); African American Literature (Graduate Center, CUNY); Urban Schools Attuned - the work of Dr. Melvin Levine (Bank Street College, NY).

PROFESSIONAL EXPERIENCE

Associate Professor, Special Education/Learning Disabilities, 2005-present
Hunter College, Department of Special Education
Tenured Faculty, 2009
Teach full course load
Visit students in schools throughout the boroughs
Represent department in Faculty Delegate Assembly
Representative Department in Taskforce on Inclusion, city and statewide network
Develop Curriculum
Observe course instructors
Advise students
Coordinate LD Program (2006-7)
Coordinate Learning Lab (2006-8)
Liaison to Hunter College Campus School

Adjunct, CUNY School of Professional Studies Disability Studies Program, 2008 – present
Teach Disability Studies in Education course

**Teacher Coach/Literacy, 2003-2005**
Region 9, New York City Department of Education
Co-planned, delivered and/or facilitated district level professional development for literacy coaches
Provided school based, job-embedded professional development for classroom teachers at several high schools
Provided department and faculty professional development with a particular emphasis on reading and writing at several high schools
Customized professional relationships that focused on: the development of lessons, units, and courses of study; creation of classroom materials; differentiating instruction; selection of texts; alternative approaches to student assessment
Consultant with Local Superintendents and Regional Instructional Specialists; designer of professional development for principals

**Professional Development Specialist, 1994-2003**
Special Education Training & Resource Center, Office of the Superintendent of Manhattan High Schools.
Consultant to any of the 40 schools operating under the supervision of the Superintendent’s Office
Coordination and delivery of professional development for Special Education mandates, topics, and district projects aligned to the Comprehensive Education Plan (CEP)
Presentations and workshops on an as needed basis for principals, general and special education assistant principals, general education and special education teachers, clinical support staff, paraprofessionals and parents
Coordination/presentation of monthly meetings for assistant principals of special education
Coordinator of resources from State Education Department publications to general and special education staff, and Committee on Special Education
Writer of curricula, pamphlets, and booklets
Coordinator of conferences for between 30-300 people
Chairperson, District Advisory Committee, 1994-1999. Coordinated expenditure of grant for professional development activities to support students with disabilities in schools.
Kristen DuMoulin, Ph.D.
310 East 23rd Street, Apt. 9A
New York, NY 10010
(516) 658-0301
kdumoulinph.d@gmail.com

Education
Ph.D. Psychological Studies in Education.
Master of Arts. Psychological Studies in Education.
Thesis: General Education Teachers Relationship with Included Student’s with Autism.
Bachelor of Arts in Psychology. Special major in Education.

Certification
New York State Permanent Certification, School Administrator and Supervisor
New York State Permanent Certification, Special Education
SCIP-R
First-Aid
CPR

Experience
Adjunct Assistant Professor – The City College of New York: The Center for Worker Education & The School for Professional Studies, Autism Spectrum Disorders in Young Children (4-credit undergraduate course). This course helps participants understand the characteristics of young children with autism spectrum disorders, the effects of having a child with autism on the family, social, communicative and cognitive deficits typically associated with ASD and intervention approaches designed to meet the special needs of this population. Developmental Disabilities Certificate Program. Spring 2007-present.

Director of Clinical Services - Quality Services for the Autism Community (QSAC), Astoria, NY.
Oversee the administrative and clinical aspects of the EI/SEIT/SETSS Early Childhood Programs as well as the CPSE Evaluation Site. Oversee the clinical aspects of the After-School and Residential Habilitation Departments. Design developmental and functional curricula for school-age students with autism. Conduct staff meetings. Train and supervise staff. Develop and implement programs using the principles of Applied Behavior Analysis (ABA). Revise and develop lecture series on principles of applied behavior analysis for staff training. Present staff development trainings at local area agencies and schools. Run a Social Skills Group for high-functioning students with autism. Member of the Sexuality Committee, Incident Review Committee and Sibling Support Group. Summer 2003-present.

Director of Special Education Itinerant Teachers and Early Intervention Services - Quality Services for the Autism Community (QSAC), Astoria, NY.
Supervised an early intervention and preschool special education program for 35 children with autism. Supervised and trained 20 special education teachers who provided 1:1 educational services utilizing Applied Behavior Analysis techniques in home settings. Oversaw and designed curricula for each student. Assessed students’ developmental levels and designed individualized program plans and developed appropriate IFSP and IEP goals and objectives. Wrote quarterly progress reports. Conducted behavioral assessments and implemented appropriate behavior plans, as needed. Conducted monthly supervisory meetings with special education teachers to review students’ progress and address all necessary issues and concerns. Updated and revised children’s programs in response to empirical data. Conducted quarterly staff development days. Participated in monthly agency-wide director’s meetings. Maintained district relations by attending EI and CPSE meetings and reviews. Provided parent support and training. Acted as a liaison between parents, school districts and related service providers. Summer 2002- Summer 2003.

Behavior Therapy Clinic of Wayne Tashjian, Los Angeles, CA.
Provided in-home, one-on-one behavioral analysis/discrete trial training and supervision of four young boys diagnosed with Autism Spectrum disorders. Conducted behavioral assessments. Designed, implemented and
monitored individual behavioral programs focusing on strengthening social, language, and play skills. Evaluated interventions. Participated in interdisciplinary monthly team meetings with families and clinic supervisor. Fall 1999-Summer 2002.

Staff Research Associate (SRA-I), University of California, Los Angeles, Neuropsychiatric Institute (NPI), CA.
Coded videotapes for joint attention and symbolic play skills in young children with autism under the supervision of Dr. Connie Kasari. Project was funded by the National Institutes of Health and focused on an experimental intervention for improving joint attention and play skills in young children with autism. Winter 1999-Summer 2002.

Predoctoral Fellowship, Tarjan Center for Developmental Disabilities at UCLA in conjunction with the California Department of Developmental Services at Lanterman Developmental Center, Pomona, CA.
Attended monthly lecture series on topics related to developmental or other disabilities. Provided assessment and treatment services to individuals with a range of developmental disabilities across the lifespan within an interdisciplinary setting. Provided in-home behavioral intervention consultations with the Behavior Intervention and Training team. Participated in evaluations of clients behavior plans as part of the Behavior Management Committee. Participated in Transition team placement visits and follow-up visits. Provided consultation to residential and day treatment programs. Provided training to care providers at Regional Centers and psychiatric facilities that care for developmentally disabled clients. Facilitated treatment groups on socialization and friendship development skills. Attended outpatient clinics in Infant and Preschool Services and the Autism Evaluation Clinic under the supervision of Dr. B.J. Freeman. Administered comprehensive clinical interviews with parents and administered the Vineland Adaptive Behavior Scales. Provided evaluation results and recommendations. Fall 2000-Fall 2001.

Behavior Trainer, Association for the Help of Retarded Children (AHRC) – Central Park Early Learning Center, New York, NY.
Responsibilities included supervising classroom staff and eight children with autism. Assessed students’ developmental levels, needs and capabilities. Conducted behavioral assessments and implemented necessary behavior plans. Maintained ongoing behavioral records on students and managed problems as needed. Designed individualized program plans and developed appropriate IEP goals and objectives in accordance with applied behavior analysis techniques and model. Collected and analyzed empirical data daily. Wrote progress reports and summaries. Held weekly meetings with classroom staff to review students’ progress and address all necessary issues. Participated in interdisciplinary weekly team meetings with clinic supervisors and communicated with families daily. Summer 2000.

Applied Behavior Specialist, Center For Developmental Disabilities - Adult Day Program, Hicksville, NY.
Maintained a caseload of three individuals diagnosed with profound MR/autism. Assessed needs, deficits, and sensory preferences via record review, teacher interview, parent and residential staff interview and observations. Administered psychological assessments to measure adaptive behavior, social functioning, psychopathology, motivation and reinforcement preferences. Devised behavioral and habilitative goals/curriculum. Additionally, identified individuals who demonstrated a strong sensory preference and administered sensory assessments and suggested appropriate educational activities. Communicated individual and program related needs to the Interdisciplinary Treatment Team members and helped devise strategies to address the identified needs. Summer 1999.

Graduate Student Researcher (GSR-I), National Center for Research on Evaluation, Standards, and Student Testing (CRESST) - Special Needs Accommodations Team, UCLA, CA.
Examined the availability and effectiveness of current accommodations that teachers implement with at-risk and learning disabled students. Conducted literature searches. Investigated present accommodation techniques. Aided in developing and designing interview and survey protocols. Conducted in-depth semi-structured interviews with teachers and students at risk, with learning disabilities, and normally developing children. Analyzed and reported data. Helped design a teacher guidebook that provides important information and practical tools to implement accommodations for students with disabilities in the classroom. Fall 1998-Spring 1999.
**NAME**  DAVID GOODE  
**COLLEGE**  College of Staten Island, City University of New York  
**TITLE**  Professor of Sociology  
**DEPARTMENT**  Sociology, Anthropology and Social Work  

### HIGHER EDUCATION

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATES ATTENDED</th>
<th>DEGREE RECEIVED</th>
</tr>
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<tbody>
<tr>
<td>Queens College, CUNY</td>
<td>1969-1974</td>
<td>M.A. Sociology 2/74</td>
</tr>
<tr>
<td>Queens College, CUNY</td>
<td>1964-1969</td>
<td>B.A. Sociology 6/69</td>
</tr>
</tbody>
</table>


### WORK EXPERIENCE

#### TEACHING

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATES</th>
<th>RANK(FT/PT) DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUNY Grad Center</td>
<td>9/05-present</td>
<td>Professor, Ph.D. Program in Urban Education</td>
</tr>
<tr>
<td>School of Professional Studies</td>
<td>9/04-present</td>
<td>Adjunct Faculty, M.A. in Disability Studies</td>
</tr>
<tr>
<td>CUNY Grad. Center</td>
<td>2/95-present</td>
<td>Prof. Ph.D. Program in Sociology</td>
</tr>
<tr>
<td>College of S.I.</td>
<td>9/89-present</td>
<td>Prof.(FT) PSASW</td>
</tr>
<tr>
<td>NY Medical College</td>
<td>1985-1989</td>
<td>Asst.Prof. (FT) Community &amp; Preventive Medicine</td>
</tr>
<tr>
<td>Valhalla, NY</td>
<td></td>
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<tr>
<td>Wilkes College, PA</td>
<td>1980-1983</td>
<td>Asst.Prof. (FT) Soc/Ant</td>
</tr>
<tr>
<td>Wilkes- Hahnemann Medical Program</td>
<td>1981-1983</td>
<td>Instructor (PT) Soc/Ant</td>
</tr>
<tr>
<td>Scranton-Temple Residency Program</td>
<td>1980-1981</td>
<td>Instructor (PT) Soc/Ant</td>
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<tr>
<td>California State U.</td>
<td>1980</td>
<td>Lecturer (PT) Sociology</td>
</tr>
</tbody>
</table>
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U.C.L.A. 1978-1979
Teaching Fellow(PT) Sociology

California State Un. 1978-1979
Lecturer (PT) Sociology

Los Angeles Mission College 1977-1978
Lecturer (FT) Sociology

California State U. 1977-1978
Lecturer (PT) Sociology

U.C.L.A. 1977-1978
Teaching Assoc.(PT) Sociology

CUNY, Queens College Summers, 1973-75
Lecturer, Sociology

OTHER:

INSTITUTION           DATES           TITLE
New York Medical College 1985-1989 (FT) Director of Research
Valhalla, N.Y., Mental Retardation Institute and Evaluation

Pace University, N.Y. 1987-1988 (PT) Research Consultant
Rose F. Kennedy Ctr.- 1984-1985 (FT) Research Consultant
Albert Einstein College of Medicine

Los Angeles Drug Abuse Program 1978-1980 (PT) Guest Instructor

U.C.L.A. Medical Center 1977-1978 (PT) Staff Research


ACADEMIC AND PROFESSIONAL HONORS:

Deputy Chair, SASW Department, College of Staten Island, 2005-2008
Acting Chair, SASW Department, College of Staten Island, Fall, 2007

Visiting Guest Professor, Department of Orthopedagogy, University of Ghent, Ghent, Belgium, 1996-1997.

Certificate of Homage awarded by EURAMIS (Programme European pour l’Accueil et la Meillure Insertion Sociale des jeunes handicapes, Echanges
FREDRIC FEIBUSCH
366 Pacific Street
Brooklyn, N.Y. 11217
(H) 718 797-4665
(W) 212 273-6139
ffeibusch@yai.org

Professional Experience

YAI: NATIONAL INSTITUTE FOR PEOPLE WITH DISABILITIES, New York, N.Y.
Director of Residential Services, 1988 to present
Responsible for the administrative and clinical operation of twenty eight residential programs, forty five supportive apartments and a free-standing respite program for developmentally and learning disabled adults in the N.Y.C. area. Chair Cross Functional Team on Aging, including organizing day-long conferences on aging and developmental disabilities. Plan and implement program expansion, enhancement and new development. Participate in agency-wide policy and planning. Coordinate management training for Residential Supervisory staff. Provide field supervision for graduate social work students. Chair Incident Review Committee.

Residential Coordinator, 1983 to 1988
Provide middle-level management to four residential programs serving a wide range of developmentally disabled adults. Supervise multi-disciplinary team.

Residential Supervisor, 1980 to 1983
On-site management of a thirty-five bed apartment program for high-functioning, dual-diagnosed adults.

CUNY’S SCHOOL OF PROFESSIONAL STUDIES, Disability Studies Program
Adjunct Faculty, 2010 – present
Teach MA course in Aging and Disability: Multiple Perspectives and Emerging Issues

ADELPHI UNIVERSITY SCHOOL OF SOCIAL WORK, Manhattan Center
Adjunct Faculty, 1999 to present
Teach Masters courses in Human Behavior Theory, Oppression and Diversity, Organization Theory

COLLEGE OF NEW ROCHELLE, School of New Resources, D.C. 37 Campus, N.Y.C.
Adjunct Faculty, 1984 to 1999
Conduct seminars for adult baccalaureate students in theories and techniques of counseling and psychotherapy, human development, abnormal psychology, organization dynamics and social welfare.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE, New York, N.Y.
Adjunct Instructor, 1985
Taught class in child development.

JEWISH CHILD CARE ASSOCIATION, Edenwald Center, Pleasantville, N.Y.
Team Treatment Coordinator, 1977 to 1980
Provided individual and group clinical services as well as treatment coordination to emotionally disturbed and mentally retarded children in residential treatment and their families.

MAIMONIDES INSTITUTE, Far Rockaway, N.Y.
Caseworker, 1976 to 1977
Clinical and case planning responsibilities for children with severe emotional disturbance, mental retardation, neurological impairment and autism.

Professional Affiliations

BRONX MENTAL RETARDATION & DEVELOPMENTAL DISABILITIES COUNCIL
President, 1995 to 2003
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Provide leadership to a voluntary organization of advocates, consumers and professionals from over forty-five community-based agencies. Promote service planning, legislative advocacy, community education and outreach. Serve in an advisory capacity to state and local governmental agencies.

INTER-AGENCY COUNCIL OF MENTAL RETARDATION AGENCIES, N.Y., N.Y.
Board of Directors, Member, 1995 to present

FEDERATION OF BOROUGH COUNCIL CHAIRPERSONS
N.Y.C. DEPT. OF MENTAL HEALTH, MENTAL RETARDATION AND ALCOHOLISM
Member of Advisory Council to Commissioner and Staff of Bureau of MRDD
1995 to 2003

AMERICAN ASSOCIATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES Member
since 1983

Certification

LICENSED MASTER SOCIAL WORKER, State of New York, License #017870-1

Education

HUNTER COLLEGE SCHOOL OF SOCIAL WORK, N.Y., N.Y.
Master of Social Work, May, 1976

NEW YORK UNIVERSITY, N.Y., N.Y.
Bachelor of Arts, June, 1971

Selected Conferences and Presentations

A.A.M.R. NATIONAL CONFERENCE, June, 1997
Clinical and Administrative Considerations in Planning for the Residential
Needs of the Geriatric Consumer with a Developmental Disability

THE ARC OF NEW JERSEY, 20th Annual Conference of Medical Care for Persons with
Developmental Disabilities, Promoting Health Aging, May 2009
Keynote Address: Keeping the Promise,

Y.A.I. INTERNATIONAL CONFERENCE ON DEVELOPMENTAL DISABILITIES
Not for Residence Managers Only: Maintaining Mental Health and Keeping a Sense
Of Humor, May 2009
The Role of YAI's Cross Functional Team on Aging, May, 2006
Making Your Incident Review Committee a Vital Part of Quality
Assurance, May, 2004
The Advocacy Role of N.Y.C.’s MRDD Councils, April, 1997
Providing Supported Living Services to the DD Consumer, April, 1995
Implementing Communication Systems to Address Behavioral Issues of
Severely and Profoundly Impaired DD Adults, April, 1994

BRONX DEVELOPMENTAL DISABILITIES COUNCIL RESIDENTIAL MANAGERS
RETREAT
Keynote Address, October, 2008
NEIL S. HARBUS
2175 Ellery Avenue
Fort Lee, New Jersey 07024
(212) 289-0000 ext 1836, (cell) 917-816-6543
nharbus@pathwaystohousing.org

EDUCATION:
Adelphi University, Garden City, NY
MSW Program – Psychiatric Social Work
George Washington University, Washington, D.C. BA Psychology with Honors

Licenses and Certifications:
New York State Social Work License (LCSW), PA Social Work License (LSW), NJ License (LCSW)
CPRP-11/07
National Addictions Certification, ASAM Certified

TEACHING EXPERIENCE:
CUNY School of Professional Studies Disability Studies Program
“The Recovery Model and Chronic Mental Illness” F 2011

EMPLOYMENT
Pathways to Housing, NY, NY 1/2010 - Present
Project Director
Oversight of 5yr SAMHSA grant on Wellness and Recovery: Training consumers as practitioners of the Wellness Self Management (WSM) curriculum. Assisting with implementation of WSM by consumers in groups and in 1 to 1 practice and monitoring of targeted outcomes.

Sr. Program Manager
Provide Administrative and Clinical oversight to the Supervisors of the PACT Program, Partial Care Program, Supported Employment, Residential Program, ICMS Program, and Aberdeen Outpatient Program. Provide training and implementation on all Evidence Based Practices in the above programs. Spearhead an Agency transformation toward a client centered, strengths based, recovery model.

Director of Clinical Practice
Provide Clinical Consultation to 7 ACT and 1 Housing Support Team
Provide Training and assist with implementation of Evidence Based Practices
Provide input into Agency QM and PI practices, track clinical outcomes
Conduct research in line with the Agency’s mission

Program Director-PACT
Clinical and Administrative oversight of 2 Assertive Community Treatment Teams in Monmouth County involving 20 staff and approximately 120 clients
Introduced Rehabilitation/Recovery model to staff
Designed PI projects and outcome studies of treatment effectiveness
Clinical Director and Practice Manager for several Private Clinics in Bronx, NY treating children, adolescents and adults.
Staff Supervision, QM oversight, Staff Training, Billing Oversight,

**CPC/Meridian Behavioral Health**  
*Director of Behavioral Health (Medical Center of Ocean County) Brick, NJ*

1999-2001

Clinical and Administrative Oversight of Outpatient Behavioral Health Services  
Program Development, Budget Oversight, Marketing, Writing of Grants  
Development of a Quality Management Program, Customer Satisfaction Program  
Served on County and State Program Committees, Served on Hospital administrative and policy making committees  
Organized Training Conferences

**Magellan Behavioral Health, Newtown, PA**  
*Clinical Director*

1993-1999

Clinical and Administrative Director of 60 staff within a managed care corporate office (Adult, Child, Geriatric), including ICM, and other specialty services.  
Oversight of a 24hr/7 day a wk, after hours on-site crisis program.  
Responsible for the oversight of Medicaid “Health Choices” population, Full Risk account.  
Provide outcome studies and daily statistical measures of effectiveness.  
Development of field evaluation component and on-site UR program.

**South Beach Psychiatric Center, Brooklyn, NY**  
*Team Leader/ Unit Coordinator*

1978-1994

JEANNE L. KRAMER
2788 Alder Road  Bellmore, New York  11710
516 / 809 6561    917 407 5054
e-mail:believin3@aol.com

OBJECTIVE:
A veteran School Psychologist experienced across all grade and ability levels. Particular experience and education in Disability Scholarship. Presently seeking a teaching position within the field of Disability Studies.

TEACHING EXPERIENCE:
CUNY’S SCHOOL OF PROFESSIONAL STUDIES, MA in Disability Studies, Teach Disability and the Family Life Cycle 2011 – present

CUNY’s SCHOOL OF PROFESSIONAL STUDIES, Off Campus College
Teach “Introduction to Disability Studies” 2008 - present

WORK EXPERIENCE:
New York City Department of Education, Queens Occupational Training Center, Elmhurst, New York
School Psychologist, Case Manager, March 2004 – present
Responsible for 450 students in District 75 high school.
Complete all triennial evaluations and reevaluations, including Transition plans.
Work closely with administrators, building personnel, parents, and outside agencies to ensure that all students are properly classified and appropriately placed to meet their very intense levels of need.

Old Mill Road Elementary School, North Merrick, New York
School Psychologist, CSE Sub-Committee Chairperson, September 2001 – August 2003
Responsible for 500 students in a K-6 elementary school.
Chairperson of the building level Learning Team.
Responsible for mandated individual and group counseling.
Worked closely with Autism Consultants in designing and implementing specialized programs.

Farmingdale Public Schools, Farmingdale, New York
Responsible for a full range of psychological services on all academic levels, including triennials and initial evaluations at all levels;
Wrote Functional Behavioral Assessments [FBA] and Behavioral Intervention Plans [BIP] at the high school level.

Board of Cooperative Educational Services, School Psychologist
Eagle Avenue Middle School, West Hempstead, New York, January 1998 – December 2000
Responsible for mandated counseling, triennials, and crisis intervention for Special Education Middle School students.
Conducted screenings of new students. Refined the school-wide behavior management program, writing FBAs and BIPs .
Worked closely with administrators, classroom teachers, school districts, outside agencies, and families..

EDUCATION:
The CUNY School of Professional Studies
Multidisciplinary Advanced Certificate in Disability Studies, June 2007

QUEENS College, Flushing, New York
Masters in Education, June 1997
Sixth Year Professional Diploma in School Psychology, June 1997

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Activities: Queens College School Psychology Club, Vice President 1995/6
Bachelor of Arts in English, Minor in Psychology, May 1993
Activities: Honors in Psychology / Golden Key National Honor Society

CERTIFICATIONS:
Certified School Psychologist, New York, Permanent, September 1999
Certificate of Completion: New York State Education Department:
- Identification and Reporting of Child Abuse and Maltreatment, May 1997
- Drug Abuse Seminar, May 1997

MEMBERSHIPS: National Association of School Psychologists [NASP], Fall 1993 – present.

OTHER AFFILIATIONS:
Certified member and trainer for the National Organization of Victim Assistance [NOVA]
- member since April 2002
- certified trainer since July 2003

References Furnished Upon Request
Moira Lewis M.S., CCC-SLP
moira.lewis@gmail.com
203.727.3527

EDUCATION

Master of Science in Speech-Language Pathology, Miami University, 2005
Bachelor of Science in Speech-Language Pathology, Miami University, 2003

PROFESSIONAL EXPERIENCE

Speech-Language Pathologist, YAI Autism Center, New York, NY
February 2009-Present
- Providing communication and ADOS assessments within a multidisciplinary team
- Providing speech, language and social skills therapy to children and adults with autism
  and related developmental disorders
- Assisting with outreach efforts to recruit new patients and families to our autism program
- Lecturing within ongoing family support series for caregivers of children with ASD
- Lecturing within agency-wide health education workshops for staff to provide training and
  education in areas of assessment and treatment for patients with ASD.

Research Associate, Yale Child Study Center, Autism Program, New Haven, CT
2005-2009

Study of Speech Treatment for Young Children with Autism Spectrum Disorder
- Mastered two intervention techniques designed to elicit words in nonverbal children
- Provided intensive ABA and naturalistic treatment to research subjects ages 3-7
- Developed and implemented a parent training course for caregivers
- Provided individualized parent-child sessions using live video feedback, focusing on
  improving parent interaction styles
- Coordinated project scheduling, recruitment, consultation, purchasing, and treatment
  fidelity efforts
- Provided workshops to early intervention agencies, schools, and families to inform about
  services and research studies at Yale’s autism center

Studies of Prosody in Young Children with Autism Spectrum Disorders
- Completed comprehensive standard and experimental speech and language procedures
  with 4-7 year olds with: ASD, language delay, and typical development
- Performed and scored over 150 administrations of the Autism Diagnostic Observation
  Schedule (ADOS)
- Collaborated with multi-disciplinary team to establish clinical diagnoses and provide
  feedback to families
- Analyzed conversational and narrative data from school-age children with autism using
  standard transcript analysis
- Trained and supervised research assistants on protocol procedures, data entry, study
  enrollment, transcription, research coding, and parent interviewing

Studies to Advance Autism Research and Treatment (STAART Project)
- Performed comprehensive initial and follow-up speech and language evaluations for
  toddlers suspected of ASD between the ages of 12 months and 4 years
- Collaborated with multi-disciplinary team members to formulate appropriate diagnoses,
  recommendations, and intervention goals
- Wrote individualized evaluation reports with corresponding goals according to subjective
  and objective measures
- Quantified social communicative behaviors and developmental trajectories of toddlers with
  ASD and typical development via research coding of communication assessments

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Yale Social Skills Development Program
- Co-leader of after-school program for school-age and adolescent children with ASD
- Designed individualized treatment plans based upon functional behavior analysis
- Trained and utilized typical peer tutors in order to reinforce peer-based teaching strategies

SUPERVISED TRAINING

Clinical Fellowship Year, Yale Child Study Center, Autism Program, New Haven, CT
January 2005- October 2005
Supervisor: Rhea Paul, PhD., CCC-SLP
- Performed comprehensive speech and language evaluations for toddlers suspected of autism spectrum disorder (ASD) through a battery of tests including an early communication measure, play samples, and parent interview
- Evaluated adolescents with ASD and their typically-developing siblings within a longitudinal family characterization study
- Conducted workshops at local schools and Birth to Three agencies to recruit language-delayed and typical students for ASD contrast and control groups

TEACHING

Adjunct Instructor, Hunter College, School of Education
Spring 2010- present
- Currently teaching graduate course within the Dept. of Special Education, “Assessment of Development & Learning in Infants and Young Children with Special Needs”

PUBLICATIONS


PROFESSIONAL PRESENTATIONS


Akemi Nishida  
(267)-528-7478  
E-mail: anishida@gc.cuny.edu

Education
City University of New York, Graduate Center, New York, NY  
Ph. D Student in Social-Personality Psychology \hspace{1cm} August 2007-Present

West Chester University of Pennsylvania, West Chester, PA  
B.A. in Psychology \hspace{1cm} September 2004- August 2006  
Concentration on Women’s Studies

Delaware County Community College, Media, PA  
Major in Behavioral Science \hspace{1cm} June 2002- August 2004

Teaching Experience
Adjunct Professor  
School of Professional Studies, CUNY \hspace{1cm} January 2010 --- Present  
Disability Studies, MA.  
Course: Disability and Diversity  
Embodiment and Disability  
Qualitative Research Method  
Brooklyn College, CUNY \hspace{1cm} September 2010 --- May 2011  
Psychology, BA/BS  
Course: Introduction to Child Psychology

Guest Lecturer  
New York University  
Gender and Sexuality Studies, B.A.  
Course: Introduction to Gender and Sexuality. ‘Disability Justice and Community Building’

Hunter College, CUNY  
Psychology, B.A.  
Course: Psychology of Women. ‘Reproductive rights and Disability rights’  
Psychology of Human Sexuality. ‘Disability and Sexuality’

City College, CUNY  
Psychology, B.A.  
Course: Infancy and Childhood Developmental Psychology class. ‘Children/Youth with Disabilities’

West Chester University of Pennsylvania  
Psychology, B.A.  
Course: Multicultural Psychology. ‘Politicization of Disability Rights Activists’

New York City PS131  
8th Grade Social History Class  
Lecture: World War 2, Japan, USA, and Peace
Research Experience

Getting politicized and becoming an activist: Life narratives of disabled disability rights activists across generations
Principle Investigator
Investigating processes of getting politicized and becoming an activist through life stories and social representations of disability in different generations.
Funded by YAI National Institute for People with Disabilities ($1,000)
Doctoral Student Research Grant, CUNY ($1500)
Dr. Michelle Fine and Dr. Suzanne Ouellette, Advisors

Transition Issues for Youth with Pediatric Multiple Sclerosis.
Research Assistant
Participatory Research on transition issues for youth with pediatric MS
Funded by National Multiple Sclerosis Society ($44,000)
Dr. Pamela Block, Principle Investigator

Youth Polling for Justice
Research Associate
Participatory Action Research on youth’s experience on education, health, and injustice in NYC.
Dr. Michelle Fine and Dr. Nick Freudenberg, Principle Investigator

Coming of Age with Disabilities: When womanhood means something more
Principle Investigator
Research on young disabled women’s meaning makings on womanhood and their experiences on the transition
Funded by West Chester University, College of Arts and Sciences ($300)
Dr. Lauri L. Hyers, Advisor

Scholarship
Justine Pawlukewicz Ph.D., CASAC
103 West 8th Street  Bayonne, New Jersey  07002
201-823-2107/201-344-5663 or JPawlukewicz@citytech.cuny.edu
▲  Education

New York University
Ph. D. Social Work, 2001
Post Masters Certificate in Social Work, 1993
Masters of Social Work, 1984

City University Of New York Graduate Center
Post-Bachelors Certificate in Disability Studies, 2005

Syracuse University
Bachelors Degree: Sociology, 1980

Hunter College School of Social Work
Field Supervisor Certification, 1987

New York State Education: Office of Alcohol & Substance Abuse Services
CASAC: Credentialed Alcohol & Substance Abuse Counselor, 1987

▲  Employment
The City University of New York, Brooklyn, NY: 2002-Current (See Description of Duties*)
New York City College of Technology (NYCCT)-Human Services Department
• Chairperson- 2006 - Current
• Associate Professor (tenured)
• Adjunct Professor

The City University of New York, New York, NY: 2008-Current
CUNY Graduate Center: School of Professional Studies
• Adjunct Professor: Disability and The Family Lifecycle

New York University, New York, NY: 2001
Ehrenkranz School of Social Work
• Adjunct Professor: Human Behavior-MSW Program

Private Practice: Clinical Social Worker, Bayonne, New Jersey: 1988-Current
Counseling and supervision; specializing in mental illness, addictions, & disabilities.


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Supervisor
Community Educator
Social Worker
Lecturer/Evaluator, Drinking & Driving Program (Part time)

East Orange General Hospital 1987-1988, East Orange, New Jersey
Lecturer/Evaluator, Drinking & Driving Program (Part time)

Academy House 1981-1986, Jersey City, New Jersey
Coordinator
Social Worker

Supervisor of outpatient mental health center including state deinstitutionalization process. Group, individual, recreational, residential and vocational counseling. Crisis intervention, concrete services, case management.

▲ Scholarly Work & Publications:


Co-Host: The Mind In Motion: Staten Island Cable TV. March 2006-current.
Co-Host, ‘The Mind In Motion,’ Health & mental health issues across the lifespan.

Freedom From Fear Website/Newsletter: Contributing Mental Health Professional

▲ Memberships/Awards/Certifications

NYCCT, Professional Development Award: Studied culture/language in Costa Rica, 2007
National Association of Social Workers, Member since 1984
National Organization for Human Service Education, Member since 2002
Mid-Atlantic Region for Human Services, Member since 2002; Secretary 2006-current
Credentialled Alcohol & Substance Abuse Counselor, New York State (CASAC) since 1987
Licensed Clinical Social Worker, New York & New Jersey, since 1984
CUNY Human Subjects Institutional Review Certification, 2006, 2009
Nat’l Org. For Human Service Education, Professional Development Research Award, 2004
Substance Abuse Professional Award, Staten Island Council on Substance Abuse, 1998
RESUMÉ

DANIEL B. ROSEN, Ph.D.

1425 Thieriot Avenue, Apt. 4A
Bronx, New York 10460-3813
phone: 1-646-269-2800
e-mail: RosenDanielB@aol.com

Teaching Experience:
- CUNY School of Professional Studies, New York, Adjunct Faculty (Disability Studies), 2011 – present
- Pace University, New York, Adjunct Faculty (Psychology), 2011 – present
- Metropolitan College of New York, New York, NY, Adjunct Faculty (Human Services), 2003 - present
- College of Physicians & Surgeons, Columbia University, New York, NY, Adjunct Assistant Professor (Rehabilitation Medicine), 2000-2008
- Weill Medical College, Cornell University, New York, NY Adjunct Assistant Professor (Public Health) 1999 - 2007
- Touro College, New York, NY, Adjunct Faculty (Human Services), 2004-2007
- Pace University, New York, NY, Adjunct Associate Professor (Psychology), 2003-2007
- University of Connecticut, School of Medicine Wethersfield, CT, Adjunct Faculty (Community Medicine & Health Care), 2002-2007
- University of Connecticut, Stamford, CT, Adjunct Faculty (Human Development & Family Studies), 1998-2007
- University of Connecticut, West Hartford, CT, Adjunct Faculty (Graduate School of Public Administration), 1997

Education:
Post doctoral study: Harvard University, Graduate School of Business Administration

Columbia University, Graduate School of Business

Ph.D., Fordham University, Graduate School of Education, Administration and Public Policy

M.S., Fordham University, Graduate School of Education, Urban/Special Education
Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011

21 credits, Columbia University, School of Social Work, Group Work
B.S., Cornell University, Human Development & Family Studies

Work Experience (Those designated with an * are/were part-time):

- D. Rosen Associates, New York, NY, President, 2010-present

- Woodbridge Developmental Center, Woodbridge, NJ, Chief Executive Officer, 2007-2010
- Center for Community and Urban Health, Hunter College, CUNY, New York, NY, Director of Training and Professional Development, 2005-2007 *


- R.L. Natt Associates, LLC, Shelton, CT, Vice-President, 2001-2002

- ICD-International Center for the Disabled, New York, NY, Chief Executive Officer, 1998-2001

- CARF – The Rehabilitation Accreditation Commission, Tucson, AZ, Surveyor, 1988-2008*

- ARI of Connecticut, Stamford, CT, President & Chief Executive Officer, 1986-1998

- Bost Human Development Services, Fort Smith, AR, Executive Director, 1980-1986

KEVIN TUCKER
65-08 Cooper Avenue
Glendale, NY 11385
(718) 821-6362

EDUCATION:
1994 M.A. (Sociology), New York University.
1989 B.A. (Sociology), Queens College, CUNY.
1987 A.A. (Liberal Arts), Borough of Manhattan Community College, CUNY.

TEACHING EXPERIENCE:
2009 – present
Disability Studies in Higher Education, CUNY’s School of Professional Studies

1996
Deviance and Social Pathology, with a Disability Module, Department of Sociology, and the Labor Education Advancement Program, Queens College, CUNY.
Quantitative Methods, Department of Sociology, Queens College, CUNY.
Introduction to Sociology, Department of Sociology, New York University.

1995
Religion and Society, Department of Sociology, New York University.
Introduction to Sociology, Department of Sociology, New York University.

1994
Introduction to Sociology, with a Disability Module, Department of Sociology, and the Labor Education Advancement Program, Queens College, CUNY.
Religion and Society, Department of Sociology, New York University.
Sociology of Death, Grief, and Bereavement, Department of Sociology, Queens College, CUNY.
Introduction to Sociology, Department of Sociology, New York University.

1993
Introduction to Sociology, Department of Sociology, New York University.

1992
Introduction to Sociology, Department of Sociology, New York University.

WORK EXPERIENCE:

2007 - Present: The City University of New York, New York, NY.
Data and Operations Manager, LEADS Project, CUNY Office of Student Affairs
Member of the Leadership Team that coordinates NYS Vocational Rehabilitation sponsorship for CUNY students with disabilities enrolled across twenty-four campuses.
Establish and oversee enrollment targets for twenty campus counselors, as well as, all statistical reports and data requests related to the project.
Manage implementation of Efforts-to-Outcomes case management software as a pilot for future use throughout Student Affairs.
Liaison with both the Vice-Chair of the NYS Regents and the NYS Education Department’s Assistant Commissioner regarding current project status and projected outcomes.
Create and administer a three-year, 7.8 million dollar budget, including oversight of all expenditures, fiscal reports, and audits.

Assistant Director of Education
Coordinated enrollment, educational support services and fiscal case management to members in various post-secondary educational programs for the nation’s largest Labor-Management Training Fund.
Negotiated the development of additional Nursing and Allied Health programs with Public, Private, and Proprietary institutions.
Supervised multiple teams comprised of twenty-three Nurse-Educators, Program Specialists, Program Assistants and Administrative Assistants.
Directly managed multiple hard and soft funding streams in excess of twelve million dollars.

Deputy to the Vice President for Student Affairs
Supervised fourteen professional staff within the following units: Career Center; International Student and Scholar Services; and Student Disability Services.
Served as campus Judicial Officer responsible for student discipline.
Managed Divisional Financial Aid and Scholarship funds, including Campus Emergency Loan Program and Divisional Trust and Gifts accounts, totaling six million dollars.
Served as ombudsperson for students’ problems and complaints.
Oversaw Divisional assessment initiatives.
Served on the Board of Directors of the Student Services Corporation.

Director, Office of Student Disability Services
Responsible for coordinating reasonable accommodations and academic adjustments for students with disabilities.
Instituted several new student support services initiatives.
Organized disability awareness workshops.
Managed multiple funding streams.
The number of students registered with the office increased by sixty-nine percent over three years.
Academic Adjustment Memo cited in Disability Compliance in Higher Education Yearbook as a model for protecting the institution protecting student rights.
FRANKLIN K. WYMAN
One Pine Terrace East, Short Hills, New Jersey 07078
(973) 379-2876 (H); (973) 738-0133 (C); (973) 379-6112 (F); e-mail: Chips314@aol.com

EDUCATION:

TITLE: “FROM LOCKE TOWARD LIBERATION: AN INTELLECTUAL HISTORY OF
BLINDNESS AND ENLIGHTENMENT THOUGHT FROM THE 1690s TO THE PRESENT”

THE DISSERTATION RECEIVED THE NEAL RIEMER PRIZE FOR EXCELLENCE IN
RESEARCH AND WRITING IN THE FIELDS OF POLITICAL PHILOSOPHY AND ETHICS.


DISTINCTION IN COMPREHENSIVE EXAMINATIONS IN (1) AMERICAN SOCIAL AND
CULTURAL ANXIETY FROM THE GILDED AGE TO THE PRESENT; (2) BRITISH
NINETEENTH CENTURY INTELLECTUAL HISTORY; (3) DISABILITY HISTORY AND
DISABILITY STUDIES.

THESIS: “CONTESTING THE MEDICAL MODEL OF DISABILITY: DISABILITY ACTIVISM
IN CONTEXT.”

LL.M., TAXATION, 1982, NEW YORK UNIVERSITY

J.D., 1981 GEORGE WASHINGTON UNIVERSITY

B.A., HISTORY, 1978, YALE UNIVERSITY

TEACHING EXPERIENCE:
Disability and the Humanities, City University of New York School of Professional Studies, spring
2011.
Disability Law and Policy, City University of New York School of Professional Studies, Summer
2010, fall 2010.
Introduction to American Civilization, Montclair State University, Fall, 2009.
Disability History; City University of New York School of Professional Studies, Fall, 2009.
History of Business in America; Drew University, Madison, N.J., Summer, 2009.
History of the Modern World (1776-Present); Fairleigh Dickinson University, Madison, N.J.,
Spring, 2003.
Foundations of the Modern World (1300-1776); Fairleigh Dickinson University, Madison, N.J., Fall,
Senior Seminar: Historiography and Disability History; Kean University, Union, New Jersey,
American Jewish History 1654-Present; Kean University, Union, New Jersey, Fall, 2007
Western Civilization, Part 1; Kean University, Union, New Jersey, Spring, 2006; Fall, 2008.
History of New Jersey; Kean University, Union, New Jersey, Fall, 1999.
U.S. History Since 1877; Kean University, Union, New Jersey, Spring, 2000 and Fall, 2002.
U.S. History I; European History; Zionism; American Jewish History; Solomon Schechter Day School of Essex and Union, N.J., Fall, 2000-Spring, 2002.
Civil Society in America; Kean University, Union, New Jersey, Spring, 2003-Spring, 2006, Spring, 2009.

PEER-REVIEWED PUBLICATIONS:

In contract, From Locke Toward Liberation: An Intellectual History of Blindness and Enlightenment Thought From 1690’s to the Present. Routledge; expected publication 2011.


“‘Then What is the Fear Here?’ The Howell Bill as a Possible High-Water Mark for ‘Dry’ Sentiment in the Early 1930s” – in peer review for possible publication in New Jersey History.


CONFERENCE PRESENTATIONS:


### Competitive Analysis Worksheet

<table>
<thead>
<tr>
<th>Institution and division (if applicable)</th>
<th>Program Title</th>
<th>Tuition</th>
<th>Target Audience(s)</th>
<th>In person, online, or both?</th>
<th>Credit or non-credit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empire State College (SUNY)</td>
<td>B.S. in Community and Human Services</td>
<td>$220/credit (NYS residents and online)</td>
<td>Students who have completed some college coursework and have work experience</td>
<td>Both</td>
<td>Credit</td>
</tr>
<tr>
<td>Ryerson University - Canada</td>
<td>B.A. in Disability Studies</td>
<td>$563.85 per course</td>
<td>Traditional and non-traditional students</td>
<td>Both</td>
<td>Credit</td>
</tr>
<tr>
<td>University of Massachusetts U Mass Online</td>
<td>B.A. in Health and Human Services</td>
<td>$385/credit</td>
<td>Traditional and non-traditional students</td>
<td>Online</td>
<td>Credit</td>
</tr>
<tr>
<td>University of Colorado – Denver</td>
<td>B.A. in Sociology</td>
<td>$326/credit hour</td>
<td>Traditional students, degree completers, adult learners</td>
<td>Online</td>
<td>Credit</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>B.S.W.</td>
<td>$327/credit</td>
<td>Traditional and nontraditional students</td>
<td>Blended</td>
<td>Credit</td>
</tr>
<tr>
<td>University of Texas at Arlington</td>
<td>B.S. W.</td>
<td>$248/credit</td>
<td>Degree completers</td>
<td>Blended</td>
<td>Credit</td>
</tr>
<tr>
<td>University of West Florida</td>
<td>B.S. Health Sciences</td>
<td>$193/credit (instate), $622 out of state</td>
<td>Degree completers</td>
<td>Online</td>
<td>Credit</td>
</tr>
<tr>
<td>Ashford University</td>
<td>B.A. in Health and Human Services</td>
<td>$390/credit</td>
<td>Working adults and degree completers</td>
<td>Online</td>
<td>Credit</td>
</tr>
</tbody>
</table>
Evidence of Current Jobs
College Students

If you’re still in college and want great work experience, professional training and a flexible work schedule, consider a direct service professional position at the YAI Network!

Through full-time and part-time jobs, internships and summer/holiday positions, you can begin your career path while you’re still in school. We are also affiliated with a number of graduate programs that offer tuition at reduced rates for full-time employees. The YAI Network also sponsors tuition reimbursement for full-time staff.

Staff development is critical to our mission, so we value the ideas, creativity and energy that students bring. Many of us are going to school too, so we understand your needs and concerns. We never stop looking for innovative ways to help you meet your educational goals!

Recent Grads

If you are a college graduate who wants to make a positive impact on people in your community while earning a paycheck and gaining experience, the YAI Network might just be the place for you.

We provide a supportive work environment where your individuality is respected and your growth and ideas are encouraged. We adhere to the highest professional standards, provide the finest training and constantly seek ways to further your development. Learn about the YAI Network and how we’ve been providing hope and opportunities for people with disabilities and their families for more than 50 years.

To view our current openings, search jobs now.

Learn more about our entry-level positions.

Relocating to the New York City Area?

Community Training Specialists Job Code: 2568977 Location: Bronx, NY

Recognized as the #1 Best Company to Work for In New York, the YAI Network is an award-winning, nationally acclaimed network of not-for-profit health and human services agencies dedicated to building brighter futures for people with intellectual and developmental disabilities of all ages and their families. We serve individuals, families, and communities in the NYC metropolitan area, Nassau, Suffolk, Westchester, Rockland, Orange, and Sullivan Counties within New York State. The most recent additions to our network include services to New Jersey and...
Puerto Rico. Our full range of services include early intervention, pre-school, family supports, day treatment and day habilitation programs, employment training and placement, clinical and residential services, as well as recreation and camping services.

RECENT AWARDS:
Proud recipients of the following awards:
- New York State Society for Human Resource Management (NYS SHRM) #1 Best Company to Work For in New York Award
- American Psychological Association’s National Psychologically Healthy Workplace Award

Responsibilities: YAI/National Institute for People with Disabilities has an immediate opening for a Community Training Specialist to work in our Day Habilitation Program in the Bronx. Join our dynamic team working with adults with developmental disabilities in community based settings, providing pre-employment training at local volunteer sites and providing instruction in travel and community safety. Additionally, the role of Community Training Specialists is to teach adults with developmental disabilities personal awareness, provide community access, and serve as a liaison within the community.

To enhance service to consumers, this position will require flexibility in terms of working autonomously in the community with consumer groups, transporting consumers to and/or from their homes and volunteer sites each day, and using the natural environment as an instructional setting.

Requirements:
* BA / BS / BSW required
* Experience with MR/DD/MH population a plus
* Team skills
* Strong writing and communication skills
* Training provided
* Driver’s License not required
* Must be available F/T Monday-Friday

**Employment Training Specialist (Job Coach) Job Code: 2556288 Location: Bronx, NY**

Recognized as the #1 Best Company to Work for In New York, the YAI Network is an award-winning, nationally acclaimed network of not-for-profit health and human services agencies dedicated to building brighter futures for people with intellectual and developmental disabilities of all ages and their families. We serve individuals, families, and communities in the NYC metropolitan area, Nassau, Suffolk, Westchester, Rockland, Orange, and Sullivan Counties within New York State. The most recent additions to our network include services to New Jersey and Puerto Rico. Our full range of services include early intervention, pre-school, family supports, day treatment and day habilitation programs, employment training and placement, clinical and residential services, as well as recreation and camping services.

**RECENT AWARDS:**
Proud recipients of the following awards:
- New York State Society for Human Resource Management (NYS SHRM) #1 Best Company to Work For in New York Award
- American Psychological Association’s National Psychologically Healthy Workplace Award

YAI/National Institute for People with Disabilities is currently seeking an Employment Training Specialists (Job Coaches) to work within the Employment Initiatives Department in the Bronx.

Responsibilities:
* Work with adults with developmental disabilities and/or mental illness in corporate and other settings
* Provide direct supervision at the job site and vocational skills training
* Act as a liaison with other agencies

Requirements:
* BA/BS required
* Experience with people with ID/DD/MH a plus
* Strong written, verbal and computer skills
* Ability to work independently

Hours:
* Full-time, Monday-Friday, 8am-4pm; some evenings and weekends required

Please apply online below. For more information about the YAI Network, please visit www.yai.org/careers

EOE

Asst Supervisors (Residential) Job Code: 1891632 Location: Bergen County, NJ

Recognized as the #1 Best Company to Work for In New York, the YAI Network is an award-winning, nationally acclaimed network of not-for-profit health and human services agencies dedicated to building brighter futures for people with developmental disabilities of all ages and their families. We serve individuals, families, and communities in the NYC metropolitan area, Nassau, Suffolk, Westchester, Rockland, Orange, and Sullivan Counties within New York State. The most recent additions to our network include services to New Jersey and Puerto Rico. Our full range of services include early intervention, pre-school, family supports, day treatment and day habilitation programs, employment training and placement, clinical and residential services, as well as recreation and camping services.

RECENT AWARDS:
Proud recipients of the following awards:
- New York State Society for Human Resource Management (NYS SHRM)
  #1 Best Company to Work For in New York Award
- American Psychological Association’s National Psychologically Healthy Workplace Award

YAI Network has immediate openings for Assistant Supervisors to work in our Residential Programs in Bergen County, NJ. Join our dynamic team supervising part time/overnight staff, including individual supervision and scheduling. You will be involved in hands-on work with consumers. In addition, you will be responsible for overseeing their programming and monitoring their needs. Involved in advocacy with parents and outside agencies, overseeing physical/structural needs of program.

* BA/BS preferred
* 2-3 years experience with Developmental Disabilities
* Driver’s license required
* Must be able to operate program van

For more information about the YAI Network please visit www.yai.org

EOE
Job Description

Responsible for ongoing supervision of staff. Promote independence of participants through effective use of staff management. Creative planning and development of vocational opportunities based on each participant's strengths, needs and desires.

Position Requirements

BA in human services field. Prior supervisory experience preferred. Experience with developmentally disabled adults required.
Job Details

Employment Skills Coordinator

Job ID #: 4602  Location: New York, NY

Functional Area: Direct Support - Entry Level  Department: Adult Day Services

Position Type: Full-time  Education Required: Bachelors Degree

Experience Required: 1 - 2 years  Relocation Provided: No

Position Description

Employment Skills Coordinator (ESC) is a member of rehabilitation day program team responsible for coordinating orientation and training of program participants. ESC provides training, evaluations, counseling to participants at the job sites and in the community. Develops and implements vocational training curriculum/ job club responsible for developing daily living and recreational skills develops community opportunities in group settings. Responsible for following up on job leads and developing employment opportunities for small enclaves (3-4 program participants). ESC must have excellent customer service skills to develop and maintain productive relationships with participants, families, employers, participant co-workers, volunteer community sites, schools, transition coordinators. ESC models appropriate social and work behaviors and skill acquisition for participants. Special populations and/or projects will require ESC to have creativity and prior related experience. EOE

Position Requirements

Ability to communicate effectively both orally and in written form.

Ability to address groups for both training and community education purposes.

Ability to organize work.

Ability to establish and maintain an effective working relationship with participants' families, employers, funding sources, Medicaid Services Coordinators, etc.

Ability to counsel participants both individually and in groups and develop treatment goals based on participant's needs.

B.A./B.S. required with preference in the field of education, human services or counseling.

One year of working with the developmentally disabled population preferred.

Flexible hours are required. May be asked to work weekends and hours between 6 a.m. – 12 a.m.
Assistant Director of IRA Services

Posted on: September 29, 2011

Posted by: Mercy Home

Position Summary: This position provides overall management and direction for specific residential programs including management of staff, developing/controlling the budget, developing/implementing policies and procedures, participate in meetings, coordinating/integrating programs with others in the organization. Representing the Agency by promoting and modeling our mission and core values in all interactions.

General Purpose: The Assistant Director of Individualized Residential Alternatives Services works under the supervision of the Director for the IRA's to ensure implementation of the programs and services for Mercy Home’s consumers and families that are in accord with the mission and philosophy of Mercy Home, applicable State and Federal regulations and the agency policies and procedures.

Qualifications: BA/BS required in human service field; Minimum of four years experience with developmentally disabled population with three years supervisory/program management experience; excellent communication and organizational skills, Computer literacy. Valid/Unrestricted NYS Driver's License

Must be flexible to travel throughout Brooklyn, Queens & Nassau County

Responsibilities: Assist in providing leadership, support, guidance and training of Managers and Asst. Managers. Oversee the smooth operation of the IRA facilities, assisting in the setup and certification of new IRS's. Ensure residences maintain OPWDD regulatory compliance and corporate compliance. Perform monthly reviews of Residential Habilitation billing documentation. Assist managers in audit preparation. Participate in interviewing, hiring and training managerial and support staff. Attend ISP meetings and review plans with the managerial team as directed. Assume the role of interim manager in an IRA when there is a vacancy. Report any problems that may arise within the residence to the Director of the IRA Services. Participate in meetings, serve on committees, both internal and external to the agency, as required. Adhere to Corporate Compliance Guidelines of Mercy Home. Be on call to the IRA's 24/7 and serve as weekend AOD on assigned weekends, holidays. Be available to work weekends and for agency events or community/fundraising events as requested. Perform special projects and assume responsibility for other task related to this jobs area of expertise, as requested.
Case Manager

Posted on: September 26, 2011

Posted by: Unique People Services

Job location: Bronx, NY

Full time: 40 Hours per week

Position reports to: Clinical Director

Responsibilities

Develop case plan file.

Visit residents at least once a week.

Implement and monitor the individual service needs of residents in order to provide case management services and link residents with other agencies, health providers and support systems.

Facilitate individual and group counseling to residents such as substance abuse, money management, relationships with family and loved ones, current information on HIV/AIDS, treatments and drug trial programs.

Provide monthly case load update to Clinical Director. Documents all direct service activities including residents served, case closures and direct service advocacy interventions.

If necessary provide assistance in activities of daily living such as cooking, menu planning and shopping.

Computer knowledge.

Qualifications

Bachelor Degree in Human Services; one year experience in the health services field. Prior experiences preferred in the case management, counseling with groups or individuals, crisis intervention and resident advocacy. Knowledge of HIV/AIDS and substance abuse.

Additional requirements

Good verbal and written communication skills a must. Bilingual (English/Spanish) Preferred

Reasonable accommodations will be considered to enable individuals with disabilities to perform the essential functions.

Salary: $30k
Case Manager, Geffner House

Posted on: September 22, 2011

Posted by: Project Renewal

CASE MANAGER

Geffner House, a 307-unit supportive SRO, offers a unique permanent housing experience to low income men and women. The tenant population is diverse and includes people with serious and persistent mental illness; individuals who are recovering from drug/alcohol addiction and people who are living with AIDS. We offer tenants a comprehensive array of on-site services.

The Case Manager is a key member of the facility’s multi-disciplinary team. The successful candidate must be able to work with all levels of staff, as well as with clients who have multiple problems.

RESPONSIBILITIES include but are not limited to:

• Intake, psychosocial and substance abuse assessments; treatment planning; money management; advocacy; information and referral; medication compliance monitoring and outreach.

• Individual and group supportive counseling.

• Organize and educate tenants through groups and other activities.

• Written documentation.

REQUIREMENTS:

• Minimum Bachelor’s Degree in Human Services Field and 1-year experience working with special-needs populations, or a Master’s Degree in Social Work, Psychology, or a related Human Services Field.
Clubhouse Worker

Posted on: September 20, 2011

Posted by: Bay Cove Human Services, Inc

Bay Cove Human Services is a private, not-for-profit corporation that provides a wide variety of services to individuals and their families who face the life-long challenges of developmental disabilities, aging, mental illness and drug and alcohol addiction. We have a wide variety of programs available to our clients including residential services, employment support, and day habilitation programs. Bay Cove’s 1,400 highly trained employees serve more than 12,000 individuals and their families each year at more than 100 different program sites throughout Greater Boston and southeastern Massachusetts.

To find out more about Bay Cove and gain access to all of our current openings, please visit our website at www.baycove.org.

Clubhouse Worker

Requisition #4261(FT) Clubhouse Worker or #4262 (PT) (Center Club, Boston) Schedule: Monday-Friday, 8:30-4:30 with one evening until 7:00. Salary: 27,331.20 or PT hourly $13.14

Responsibilities: Work side by side with members in work units. Provide job coaching services for members involved in all types of employment: Transitional, Supported, and Independent. Facilitate social activities, discussion groups, and outings. Function as a key staff member. Complete paperwork as assigned. Work with members on rehabilitation goal planning. Qualifications:

Bachelor’s degree, preferably in Human Services, and at least one year’s experience working with adults with psychiatric disabilities. Ability to relate to individuals who possess a wide range of abilities and skills. Ability to relate to a diverse membership in a manner that respects individuals’ human dignity. Excellent interpersonal and communication skills. Strong team player. Ability to juggle multiple priorities. Good judgment. Computer skills. An acceptable CORI. Driving License Required? Yes
Care Coordinator for Yakima County WA
Posted on: September 15, 2011
Posted by: Youth Suicide Prevention Program

Job Duties for Care Coordinator- Yakima County

Convene weekly functional care team meetings in 3 participating high schools: Mabton, White Swan and Sunnyside;

Help identify students who are at-risk of suicide and in need of mental health treatment;

Ensure that functional care team members have been trained in the GAIN-Short Screen and ASIST workshops; also ensure that they have completed Kognito’s on-line training - “At-Risk”

Track recommendations from functional care team for mental health treatment and confer with the grant manager regarding final decision;

If approved for mental health treatment, assist care team in making referral; work with family and identified student to overcome barriers in order to enhance the likelihood of following through with the treatment;

Under the mentorship of the local YSPP Field Staff, learn to deliver parent and/or teacher education, then offer and facilitate as requested by the participating schools;

Provide consultation to school administration on their crisis response plan to ensure that it includes content on suicide prevention, intervention and postvention;

Help Seattle-based YSPP staff to organize the logistics related to the GAIN-SS, HELP and ASIST workshops;

Work with school administration to encourage staff and faculty to complete Kognito’s on-line training - “At-Risk”;

Develop and maintain a tracking system that records on a monthly, quarterly and annual basis:

Qualifications & Skills/Knowledge Required

Minimum of a bachelor’s degree in social work, public health, nursing, education or relevant field;

Experience working in substance abuse or mental health community organization;

Possess a familiarity with how schools function - particularly the resource constraints under which they work;

Understands the culture of low-income, ethnic communities – bilingual in Spanish a plus;

Has access to a reliable, insured vehicle and possesses a current driver’s license;

Experience working on a multi-disciplinary team in a school or community organization is a plus

Excellent communicator – in spoken and written word; MUST be able to “tell the story” of this project

Reliable; self-motivated: excited by project goals

Able to follow through; detail-oriented

Respects and appropriately utilizes supervisor and team mates
Qualifed Mental Retardation Professional (QMRP)

Posted on: September 15, 2011
Posted by: Elmy's Special Services

Job Qualifications:

Requires Bachelor's Degree in Social Work or Human Services and one (1) year experience in supervisory/managerial role working with MR/DD in any setting.

Case management experience developing ISP, conducting assessments, and creating and monitoring training programs.

Knowledge of compliance procedures for state and federal regulations is also required.

Essential Duties and Responsibilities

1. Monitor and ensure annual Level of Care (LOC) Recertification for continuation of waiver services.

2. Review and verify and submit service documentation records to billing personnel in accordance to required time frames

3. Communicates with diagnostic, professional and developmental training/education staff on behalf of Habilitation Specialist in order to assure concerted action between units.

4. Examines and evaluates primary and collateral information (tracking sheets, goals, progress notes etc.) from Habilitation Specialists, professionals and others to monitor case records in order to check presence, completeness and adherence to standards of entry.

5. Conducts regularly scheduled staff meetings, using discretion as to subject matter, in order to coordinate service delivery to individuals .

6. Trains new Habilitation staff or conducts in-services for current Habilitation staff using necessary materials in accordance with Individual needs, agency policies and procedures.

7. Participates in/conducts/attends meetings of an informational or problem solving nature, e/g/, IPP, parent meeting, diagnostic, intake/discharge, contributing appropriate input, in order to establish and maintain effective communication, to assure professional program planning and monitoring and to perform necessary organizational business.

8. Writes/develops sequence of steps or procedures by which individual may achieve specified result or goal, adapting and modifying plan as changes in situations and/or individual require, in order to implement effective interventions/supports and to monitor progress.

9. Writes/reviews/evaluates individual's program plan, referring to recommendations of both individuals and individual's previous performance and outcomes, makes adjustment and changes using discretion as to need in order to formulate individual program plan.

10. Monitors/writes incident reports using staff and individual information, case records and knowledge or the situation, recommending and approving plans for resolution in order to compile required records and information for service planning.

11. Reinforces proper behavior, language and social pattern etc., in order to improve or increase consistency of the independent functioning of the individual.
12. Exchanges with, receives from or provides to diagnostic staff, colleagues or supervisor information about individual or individual program in verbal or written format as required in order to maintain records, plan or implement services.

13. To provide consistent supervision and training to assigned direct care workers, to implement program services, individual supports and coordination of health services according to prescribed individual program plans and organizational requirements.

14. Formulates individual objectives and evaluates individual’s performance on assigned objectives examining outcome against stated criteria, using rating scales, tracking sheets, monthly progress notes, etc. in order to ensure personal growth and improvement in specific skills.

15. Inspects/monitors individuals for appropriateness noting clothing, hygiene, behavior etc., in reference to standards and taking corrective action if required in order to maintain the dignity, health, welfare and safety of individuals.

16. Determines and/or interprets work procedures (e.g., scheduling priority tasks) in order to promote efficiency, assure individual’s programmatic and personal needs are met and coordinate flow of work.

17. Conduct periodic observation in programs and or individuals’ home to ensure Habilitation Plans are implemented as written.

18. Conduct periodic phone calls with families to maintain open lines of communication and ascertain services satisfaction and needs.

19. Formulate/writes reports, forms, progress notes etc., and using goal records, tracking sheets, and established guidelines in order to maintain compliance with agency and state requirements.

20. Evaluates/discusses in individual conference, worker’s understanding of habilitation plans, goal implementation (e.g., effective supervision, documentation), judging content and consequences of work behavior in order to inform worker of results of competence.

21. Maintain an accurate schedule of upcoming ISP and Habilitation Plan meetings; ensure annual and semi-annual meetings are timely and follow regulatory guidelines.

22. Obtain all supplies and equipment needed to implement programs.
Evaluation Research Specialist

Posted on: August 24, 2011

Posted by: Mental Health Association of Southeastern Pennsylvania

The Family Empowerment Satisfaction Team (FEST) is involved in systems advocacy to increase family and youth input into the delivery of children’s behavioral health services. This is a research position involving evaluation of county behavioral health services for youth. This is accomplished through surveying parents or caregivers and youth to gain their perspective on the behavioral health services they are receiving.

The evaluation research specialist assists in the planning, development and implementation of all phases of research. This includes, but is not limited to, developing survey tools, reaching out to families and youth to participate in surveys, collecting data through questionnaires and interviews, performing data entry and analysis, and preparing written reports.

**Qualifications and Requirements:**

This position requires basic knowledge of procedures for conducting research. A minimum of a bachelor’s degree is preferred, however two to four years of relevant experience will be considered. Applicant must have excellent written and oral communication skills, excellent analytical skills must be able to work both independently and as part of team and be able to work collaboratively with multiple entities. Knowledge of the children’s mental health field is preferred. Good computer skills are essential, and candidate must be proficient in Word, Excel and internet research. This position requires occasional driving. Must have a valid driver’s license in good standing.
Proposal to Establish a Bachelor of Arts in Disability Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, October 27, 2011
Approved by the School of Professional Studies Governing Council, December 1, 2011

Georgia State University
Location:  Atlanta, GA
Category:  Admin - Other Administrative Positions
Admin - Disability Services
Posted:  09/29/2011
Application Due:  Open Until Filled
Type:  Full Time
Salary: $34,470 to $47,500 USD Per Year

Duties: The Youth Leadership Community Service Specialist is responsible for organizing, developing and delivering educational activities for individuals with disabilities and their families to fulfill the mission of the Center for Leadership in Disability (CLD) in Georgia. This position will be responsible for developing new relationships with youth and adults with disabilities and advocacy groups, as well as for identifying funding streams for new activities and training programs in support of self-advocacy organizations.

Minimum Qualifications: Bachelor's degree required in Psychology, Education, Social Work, Public Health, Disability Studies, or related field and three to five years experience; or a combination of education and experience

ESSENTIAL JOB FUNCTIONS:

Work with organizations throughout the state of Georgia to develop training and information to find particular services or supports.

Evaluate and develop plans to respond to the information needs of members of the community.

Organize educational activities for individuals with disabilities, family members, and across Georgia.

Utilize new technologies and distance learning methods to expand the reach of community education efforts across the state.

Work with the dissemination coordinator to manage webpage content related to community education and dissemination efforts, creating new content as needed and linking to other sites as appropriate.
Serve as liaison between CLD and disability and youth organizations that share the goals of dissemination of information, increasing awareness of disabilities and available resources.

Explore and create linkages to other resource and information centers serving people with disabilities in order to share and maximize use of resources.

Identify potential funding sources and write grant proposals to sustain and expand CLD activities including training and educational activities.

Application Information

Contact: https://jobs.gsu.edu
Housing Specialist

Institution: The College of New Jersey
Location: Ewing, NJ
Category: Admin - Residence Life and Housing
Admin - Disability Services
Posted: 09/16/2011
Application Due: 09/30/2011
Type: Full Time

The CCS Plus Project, a Federally funded grant program, seeks a full time Housing Specialist to enhance the supports available to students with Intellectual Disabilities attending the Career and Community Studies Program at the College of New Jersey.

The Housing Specialist will assist in the development and implementation of a housing resource program to assist students (and their families) to find and secure College supported and/or off-site housing and the necessary supports for independent living. The Housing Specialist will have the primary responsibility for delivering independent living skills instruction in natural settings (home and community).

This position is for one year, with the possibility of renewal based upon satisfactory performance, need and continued Federal funding. The ideal candidate will have a BA in Education, Psychology, human services or other related field. At least one year of experience in Campus Residential Life, Supported Living or other Residential Program is required. Excellent written and verbal communication skills are highly desirable.

For consideration, submit via email a cover letter and resume addressing the qualifications of the position to David Rims, rimsd@tcnj.edu. Resumes will be considered through September 30, 2011. Resumes received after that date will only be considered if a suitable applicant has not been identified.

Application Information

Online App. Form: http://www.tcnj.edu/
Email Address: rimsd@tcnj.edu
References and Sources


