

TO SENATE CONSENT AGENDA 1/19/01**Part A: Program Description and Explanations**

Institution: Illinois State University

Responsible Departments: Health, Physical Education and Recreation
Health Sciences
Psychology
Sociology
Special Education

Program Title: Disability Studies Minor

Date of Implementation: Summer 2001

Description of Proposed Program:

The Disability Studies Minor (DSM) provides a unique approach for students interested in health care, education, human services, business, and other professions to improve their working knowledge of individuals with disabilities, their lives, and their needs. The information presented within the Minor is intended to supplement a variety of majors, from psychology to education to therapeutic recreation. Students from any and every major across campus are encouraged to become a Disability Studies Minor.

For this Minor, *disability* is defined by the federal government through the Americans with Disabilities Act (ADA) of 1990. According to the ADA, *disability* is defined as: a) a physical or mental impairment that substantially limits one or more of the major life activities; or b) a record of such an impairment; or c) being regarded as having such an impairment (Nondiscrimination on the Basis of Disability in State and Local Government Services; Final Rule, 28 C.F.R. §1991).

According to the U.S. Census Bureau, one in five Americans has some kind of disability under this definition. This number is expected to increase as the American population ages since the incidence of disability increases with age. This implies not only that more individuals will have disabilities, but also that more individuals will need health, human, and educational services provided by talented, informed professionals.

The Minor concentrates on improving students' knowledge of specific disability issues and information by providing a balance between theory and practical hands-on application. The intent of the minor is to provide students with a broad understanding of disability issues as opposed to specific professional and disciplinary skills and techniques for working with people with disabilities (such as Music Therapy). The latter information is seen as the purview of *majors* within several campus departments. Specific student outcomes addressed by this minor include:

1. Increased awareness and knowledge of types and causes of disabilities.
2. Improved skills in working and communicating with individuals with disabilities.
3. Improved understanding of contextual and cultural issues surrounding disability.
4. Increased knowledge and use of assistive technologies, adaptive equipment, and assistive techniques used to enhance the independence of people with disabilities.
5. Enhanced understanding of the concepts of accessibility, inclusion, and normalization as they apply to independence of people with disabilities.
6. Increased understanding of the impact of SOAial and personal attitudes toward illness and disability.

7. Increased awareness of legislation and litigation related to services for people with disabilities.
8. Increased knowledge of local, state and national services and resources available for people with disabilities.
9. Increased knowledge of careers/ professions related to working with people with disabilities.
10. Increased understanding of the impact of disability within families and recognition of family strengths and resources that promote adaptation.
11. Improved advocacy skills related to the rights of individuals with disabilities.

The 21-hour Minor courses are structured within two components, Foundations and Disability Studies. Figure 1 "Disability Studies Minor" provides an illustration of the structure of the course content of the minor.

The first component, Foundations, consists of courses providing an understanding of human anatomy, physiology, psychology, and development and an introduction to a variety of disabling illnesses and conditions. Students will have the opportunity to choose among a number of existing courses to fulfill the three-hour requirement for human functioning understanding and will be able to choose among four existing courses to fulfill the three-hour introduction to disability studies requirement.

The second component, Disability Studies, is designed to provide students with knowledge of lifestyle issues of people with disabilities, knowledge of legislation affecting people with disabilities, knowledge and skills related to assistive technology, and greater depth of knowledge of one or more disabling illnesses or conditions. To this end, this component consists of a set of three required courses intended to address lifestyle issues, legislation, and assistive technology and a set of courses about specific disabilities from which students will choose two to meet specific learning and career preparation goals. These student outcomes will be achieved through a combination of existing courses and two new cross-listed courses designed to address lifestyle issues of people with disabilities (*HPR/PSY/SED 255 Lifestyle Issues for People with Disabilities*) and legislation affecting people with disabilities (*HPR/SED 256 Disability and Law*).

Students are requested to seek academic advisement prior to and during the course selection process.

Figure 1: Disability Studies Minor

FOUNDATIONS (6 hours)	Hours, Semester	
Understanding Human Functioning (Select one of the following):		3
HPR 181	Human Anatomy and Physiology	3 F,S
HPR 182	Human Anatomy and Physiology	3 F,S
HSC 105	Medical Terminology	3 F,S
PSY 110	Explaining Human Behavior	3 F,S
PSY 111	General Psychology	3 F,S
PSY 112	Developmental Psychology of the Life Span	3 F,S
PSY 113	Developmental Lifespan	3 F,S
PSY 301	Developmental Psychology of Childhood	3 F,S
PSY 302	Developmental Psychology of Adolescence	3 F,S
PSY 303	Adult Development and Aging	3 F
Introduction to Disability Studies (Select one of the following):		3
SED 145	Introduction to Special Education	3 F,S
HPR 270	Recreation for People with Disabilities	3 F,S
HPR 383	Adapted Physical Education	3 F,S
PSY 346	Psychology of Exceptional Children	3 F,S

DISABILITY STUDIES (15 hours)	Hours, Semester	
Required Courses: 9		
HPR/PSY/SED 255 Lifestyle Issues for People with Disabilities		3 F
HPR/SED 256 Disability and Law	3 S	
SED 379	Assistive Technology for Individuals with Disabilities	3 F,S
Disability Cognate (Select two of the following):		6
HSC 390	Drugs in Society	3 F,S
HSC 394	Health Aspects of Aging	3 S
PSY 247	LD/BD/EMH in Children/Adolescents	3 F,S
PSY 347	Behavioral Disorders in Children	3 F,S
PSY 350	Psychopathology	3 F,S
SED 343	Mental Retardation	3 F,S
SED 350	Visual Disabilities	4 S
SED 378	Ind. with Physical Disabilities and/or Special Health Care Needs	3
F,S		
SOA 263	Deviant Behavior	3 F,S
SOA 365	Juvenile Delinquency	3 F

Rationale for Proposal:

- The Disability Studies Minor will provide an alternative interdisciplinary focus that may service students from a variety of disciplines throughout the university;
- The Disability Studies Minor will assist the university in increasing diversity awareness among students;
- The Disability Studies Minor will provide a synergistic approach to education that allows majors to concentrate more fully on professional disciplines while gaining greater understanding of disability issues by bringing together complementary classes in a unified fashion;
- The Disability Studies Minor will improve communication and interdisciplinary efforts among four departments (Health, Physical Education, and Recreation; Health Sciences; Psychology; Special Education) in three colleges (Arts and Sciences, Applied Science and Technology, and Education);
- The Disability Studies Minor will provide an opportunity for greater interaction among students from different majors who share a common interest in disability studies.

Expected Impact of Proposal on Existing Campus Programs:

The Disability Studies Minor will be expected to have a desirable impact on existing programs as the knowledge and skills gained will enhance the programmatic offerings of a variety of major curricula. The committee which developed the student outcomes and course listings included in the proposed minor consisted of the department chairs of HPER, HSC, SED, and PSY, a faculty member from HPER (Wachter), a former faculty member of HPER (Stumbo) and a faculty member from PSY (Bucy). The Minor is expected to slightly increase enrollment in a number of courses in the departments of HPER, HSC, SED, PSY, and SOA since the minor requirements include courses outside students' home departments. However, the structure of this minor maximizes resources that currently exist and organizes them to provide a cohesive plan of study for students.

Students majoring in a variety of programs will find this minor useful in supporting their major coursework. Students preparing for careers working with and for individuals with disabilities will find the Minor provides greater depth and breadth of disability concerns that affect individuals, communities, institutions, and society. Such majors include, but are not limited to, Special Education, Psychology, Therapeutic Recreation, Health Sciences, Nursing, Physical Education, and Music Therapy. Additionally, greater understanding of disability issues will enhance student preparation for continuing education at the graduate level at Illinois State University and elsewhere.

Expected Curricular Changes Including New Courses:

The proposed Minor includes two new cross-listed courses necessary for achieving the student outcomes desired by the minor, *Lifestyle Issues for People with Disabilities* and *Disability and Law*.

Anticipated Staffing Arrangements:

Faculty expertise and resources are expected to be adequate to accommodate slightly higher enrollments in existing courses and to provide two additional cross-listed courses per academic year. Chairpersons of the departments of HPER, SED, PSY, HSC, SOC have agreed to support this minor by devoting staff resources necessary to accommodate larger enrollments in major courses. Chairpersons of HPR, PSY, and SED have agreed to provide staffing for the two new cross-listed courses. The chair of SED is willing to provide advisement for Disability Studies Minor students through the department's existing academic advising staff.

Anticipated Funding Needs and Sources of Funds:

The implementation of this minor will require obtaining additional library resources, most importantly, the acquisition of the journal *Disability and Society*. Implementation of the minor and the ability to accommodate larger enrollments in major courses may also result in adjustment of faculty duties within participating departments.

Part A: Course Description and Explanations**Course number and title:**

HPR/PSY/SED 255 LIFESTYLE ISSUES FOR PEOPLE WITH DISABILITIES

Semester credit hours and semesters to be offered:

3 F

Prerequisites and other restrictions:

None

Course Description:

Overview of socio-cultural issues impacting the independence and quality of life of individuals with disabilities.

Other changes in catalog copy indicated:

None

Other changes in catalog copy indicated:

None

Description of consequences of above changes in catalog:

No changes in catalog

Explanation of each prerequisite:

No prerequisites

Hidden prerequisites:

None

ILLINOIS STATE UNIVERSITY
Departments of HPR, PSY, SED
Date of Proposal: 4/00
HPR/PSY/SED 255 LIFESTLYLE ISSUES FOR PEOPLE WITH DISABILITIES
Part B: Syllabus

Catalog Description:

HPR/PSY/SED 255 LIFESTLYLE ISSUES FOR PEOPLE WITH DISABILITIES 3 F
Overview of social-cultural issues impacting the independence and quality of life of individuals with disabilities.

Course Overview:

Individuals with disabilities face numerous barriers for conducting an independent and meaningful lifestyle. These barriers are obvious not only in the built environment but also are evident in the reflection of social and cultural attitudes held by non-disabled individuals which ultimately affect services, public policy and legislation for people with disabilities. The intention of this course is to gain an understanding of the experiences of individuals with disabilities and to explore personal and social attitudes toward disability and the impact these attitudes have on the quality of life of individuals with disabilities.

Student Objectives:

Upon successful completion of this course students will have an:

1. Increased understanding of the impact of personal and social attitudes toward illness and disability.
2. Enhanced understanding of the impact of disability within families and recognition of family strengths and resources that promote adaptation
3. Improved understanding of contextual and cultural issues surrounding disability.
4. Enhanced understanding of the concepts of accessibility, inclusion, and normalization as they apply to independence of people with disabilities.
5. Increased knowledge of local, state and national services and resources available for people with disabilities.
6. Increased knowledge of careers/professions related to working with people with disabilities.
7. Improved advocacy skills related to the rights of individuals with disabilities.

Content Outline:

- I. Examining Personal Attitudes Toward Illness and Disability
- II. The Social Construction of Disability
- III. An Historical Perspective of Disability in Society
- IV. Cross-cultural perspectives of Health, Illness and Disability
- V. The Impact of Disability on Individuals
- VI. The Impact of Disability on Families
- VII. The Impact of Disability on Society
- VIII. Public Policy and Disability
- IX. Concepts of Normalization, Accessibility & Inclusion
- X. Federal Legislation and its impact on society
 - A. Family and Medical Leave Act
 - B. Rehabilitation Act
 - C. Individuals with Disabilities Education Act (IDEA)
 - D. Americans with Disabilities Act (ADA)

- XI. Services and Resources for People with Disabilities and their Families
- XII. Careers and Professions Related to Working with People with Disabilities
- XIII. Advocating the Rights of Individuals with Disabilities
- XIV. Enhancing Self-Advocacy for People with Disabilities
- XV. Professional Advocacy
- XVI. Affecting public policy

Required Readings:

- Blackford, K.A. (1999). A child's growing up with a parent who has multiple sclerosis: Theories and experiences. *Disability & Society*, 14(5), 673-685.
- Blatt, B. & Kaplan, F. (1974). *Christmas in Purgatory*. Syracuse, NY: Burton Blatt.
- Butler, A. B. (1983). There's something wrong with Michael: A pediatrician-mother's perspective. *Pediatrics*.
- Caras, S. (1994). Disabled-One more label. *Disability & Society*, 9(1), 89-92.
- Germon, P. (1999). Purely academic? Exploring the relationship between theory and political activism. *Disability & Society*, 14(5), 687-692.
- Hughes, B. (1999). The constitution of impairment: Modernity and the aesthetic of oppression. *Disability & Society*, 14(2), 155-172.
- Hughes, B., & Paterson, K. (1997). The social model of disability and the disappearing body: Towards a sociology of impairment. *Disability & Society*, 12(3), 325-340.
- Irnie, R., & Kumar, M. (1998). Focusing on disability and access in the built environment. *Disability & Society*, 13(3), 357-374.
- Johnson, L., & Moxon, E. (1998). In whose service-Technology, care and disabled people: A case for a disability politics perspective. *Disability & Society*, 13(2), 241-258.
- Kitchin, R. (1998). Out of place, knowing one's place - space, power and the exclusion of disabled people. *Disability & Society*, 13(3), 343-356.
- Mcfarlane, F.R. (1998). Personnel development in the field of disability with a focus on employment outcomes. *Disability & Society*, 13(4), 575-585.
- Miller, N. B. & Sammons, C. C. (1999). Everybody's different: Understanding and changing our reactions to disabilities. Brookes Publishing.
- Mitchell, P. (1997). The impact of self-advocacy on families. *Disability & Society*, 12(1), 43-56.
- Pfeiffer, D. (1996). We won't go back: The ADA on the grass roots level. *Disability & Society*, 11(2), 271-284.
- Pfeiffer, D., & Finn, J. (1997). The Americans with Disabilities Act: An examination of compliance by state, territorial and local governments in the USA. *Disability & Society*, 12(5), 753-773.
- Reindal, S.M. (1999). Independence, dependence, interdependence: Some reflections on the subject and personal autonomy. *Disability & Society*, 14(3), 353-367.
- Shakespeare, T. (1994). Cultural representation of disabled people: Dustbins for disavowal. *Disability & Society*, 9(3), 283-299.
- Stone, S.D. (1995). The myth of bodily perfection. *Disability & Society*, 10(4), 413-424.
- Vernon, A. (1999). The dialectics of multiple identities and the disabled people's movement. *Disability & Society*, 14(3), 385-398.

Optional Readings:

- Gallagher, H.G. (1998). *Black bird fly away: Disabled in an able-bodied world*. Arlington, VA: Vandamere Press.
- Morris, D. B. (1998). *Illness and culture in the postmodern age*. Berkeley, CA: University of California Press.

Required Student Tasks/Assignments:

Self-reflection journal. Students will maintain and submit for review written thoughts about course reading and discuss material. Several reflection questions will be provided throughout the semester. Evaluation will be based on the number

entries and evidence of application of course material to personal thoughts.

Interview with a person with a disability. Students will design and conduct an interview with a person with a disability gain greater exposure to and understanding of lifestyle issues related to disability.

Interview a professional in the disability services field. Students will conduct an interview with an individual providing professional service to people with disabilities to gain a greater understanding of attitudes held by professionals and to identify services provided to individuals with disabilities.

Community analysis of public policy and practices for people with disabilities. In small groups, students will identify evaluate selected communities' public policies and practices that address the needs of people with disabilities.

Three exams.

Exam 1: Social, cultural and historical view of disability and illness

Exam 2: Advocacy, impacting others

Exam 3: Public policy, laws.

Evaluation Devices:

Item	% of Grade	Grading Criteria
Self-Reflection Journal	5%	A = 90-100%
Interview with Person with a Disability	10%	B = 80-89.9%
Interview with Professional	10%	C = 70-79.9%
Community Analysis	15%	D = 60-69.9%
Exams (20% each)	<u>60%</u>	F = below 60%
Total		100%

Part A: Course Description and Explanations**Course number and title:**

HPR/SED 256 DISABILITY AND LAW

Semester credit hours and semesters to be offered:

3 S

Prerequisites and other restrictions:

None

Course Description:

An analysis of legislation and public policy affecting the lives of individuals with disabilities.

Other changes in catalog copy indicated:

None

Description of consequences of above changes in catalog:

No changes in catalog

Explanation of each prerequisite:

No prerequisites

Hidden prerequisites:

None

ILLINOIS STATE UNIVERSITY
Departments of HPR, SED
Date of Proposal: 4/00
HPR/SED 256 DISABILITY AND LAW
Part B: Syllabus

Catalog Description:

HPR/SED 256 DISABILITY AND LAW

3 S

An analysis of legislation and public policy affecting the lives of individuals with disabilities.

Course Overview:

Civil rights, fundamental for the pursuit of an independent and meaningful life, are inequitably distributed among individuals in contemporary United States society. Recognition that individuals with disabilities are entitled to full participation in society has only recently been acknowledged by law. The implementation of this legislation has far-reaching implications both for the lives of individuals with disabilities and for society. This course will explore specific disability and civil rights legislation, the implementation of this legislation, and the impact of such legislation on the quality of life of individuals with disabilities.

Student Objectives:

Upon successful completion of this course students will have an:

1. Improved understanding of contextual and cultural issues surrounding disability.
2. Enhanced understanding of the concepts of accessibility, inclusion, and normalization as they apply to independence of people with disabilities.
3. Increased awareness of legislation and litigation related to services for people with disabilities.
4. Improved understanding of the process of public policy development and implementation.
5. Enhanced understanding of the impact legislation has on the lives of people with disabilities.
6. Enhanced understanding of the impact legislation has on society.
7. Improved advocacy skills related to the rights of individuals with disabilities.

Content Outline:

- I. An Historical Perspective of Disability in Society
- II. The Impact of Disability on Society
- III. Public Policy Development and Implementation
- IV. Public Policy and Disability
 - A. Normalization
 - B. Accessibility
 - C. Inclusion
- V. Federal Laws Addressing Civil Rights
- VI. Federal Laws Addressing Disability Rights
 - A. U.S. Constitution; Civil Rights Act of 1964
 - B. Architectural Barriers Act
 - C. Rehabilitation Act
 - D. Individuals with Disabilities Education Act (IDEA)
 - E. Americans with Disabilities Act (ADA)
 - F. Family Medical Leave Act
- VII. Implementation of Federal Laws Addressing Civil and Disability Rights
 - A. In Schools

- B. In the Workplace
 - C. In the Community
- VIII. Litigation of Laws Addressing Civil and Disability Rights
- IX. Advocating the Rights of Individuals with Disabilities
- A. Enhancing Self-Advocacy for People with Disabilities
 - B. Professional Advocacy
 - C. Affecting public policy

Required Text:

Turnbull, H.R., & Turnbull, A.P. (1998). Free appropriate public education: The law and children with disabilities (5th Ed.). Denver, CO: Love Publishing.

Required Readings:

- Americans With Disabilities Act. <http://www.nesra.org/html/linkslibrary/disabili.htm>
- Germon, P. (1999). Purely academic? Exploring the relationship between theory and political activism. Disability & Society, 14(5), 687-692.
- Family and Medical Leave Act of 1993. <http://nationalpartnership.org/workandfamily/fmleave/actmain.htm>
- Imrie, R., & Kumar, M. (1998). Focusing on disability and access in the built environment. Disability & Society, 13(3), 357-374.
- Individuals with Disabilities Education Act (IDEA). <http://www.enter.net/~kidstogether/idea-lnk.html>
- Legal Information Institute (2000). Civil rights and discrimination. http://wwwsecure.law.cornell.edu/topics/civil_rights.html
- Legal Information Institute (2000). The Constitution of the United States of America. <http://wwwsecure.law.cornell.edu/constitution/constitution.overview.html>
- Pfeiffer, D. (1994). The Americans with Disabilities Act: Costly mandates or civil rights. Disability & Society, 9(4), 533-542.
- Pfeiffer, D. (1996). We won't go back: The ADA on the grass roots level. Disability & Society, 11(2), 271-284.
- Pfeiffer, D., & Finn, J. (1997). The Americans with Disabilities Act: An examination of compliance by state, territorial and local governments in the USA. Disability & Society, 12(5), 753-773.
- Simons, K. (1995). Citizen advocacy.
- United States Department of Labor (2000). Section 504, Rehabilitation Act of 1973. <http://www.dol.gov/dol/oasam/publicregs/statutes/sec504.htm>

Optional Readings:

There are no optional readings for this course.

Required Student Tasks/Assignments:

1. Case study. Students will select a law intended to address the rights of individuals with disabilities and conduct interviews with people effected by the implementation of the law, including:
 - A. *Interview with a person with a disability*.
 - B. *Interview with a service provider*.
 - C. *Interview with a legislator or other public policy maker or enforcer*.
2. Disability law litigation review. Students will conduct and submit a report of an analysis of litigation of a selected law. The emphasis of the analysis will be on the criteria used to determine cases and how this relates to the original civil rights intent of the law.
3. Policy review. Students will identify a human service organization interested in enhancing compliance with disability law. Students will then conduct a review and suggest revision of written policies concerning hiring and providing services for people with disabilities.
4. Two exams: midterm and final.

Evaluation Devices:

<u>Item</u>	<u>% of Grade</u>	<u>Grading Criteria</u>
Case Study	25	A = 90-100%
Litigation Review	15	B = 80-89.9%
Policy Review	20	C = 70-79.9%
Exams (20% each)	40	D = 60-69.9%
Total	100%	F = below 60%