



Name: Hilda A Pettit

Submission Date: 10/14/2014



Organization: Vacca Office of Student Services

Course Catalog Update

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Course Catalog Update Information:

STU0004

Reference Number: CCU007511

Date: 03-SEP-14

Level: 2.00 of 2.00

Currently On The Worklist Of: Joanne Arhar, jarhar

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Yvonne Michali		
Requested Effective Term: 201580		
Campus: Kent		
College: EH-Education, Health and Human Services		
Department: LDES-Lifespan Development and Educational Sciences		
Course Subject: CCS-Career and Community Studies		
Course Number: 00015		
Course Title: Academic Experience I: Disability Awareness		
Title Abbreviation: Acad Exp I		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit:	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This course promotes development of self-awareness through identifying personal strengths and needs, and self-advocacy skills through various methods of communication. Students will learn of their rights, responsibilities, and of the disabilities laws that help them to advocate for necessary supports.		
Prerequisites (edited): Career and Community Studies (CCS) Major.		
Corequisites (edited): none		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours per Course Topic	Topic Description	
3	Introduction: approach, procedures, expectations, and responsibilities.	
10	Self-Awareness: identify strengths, preferences, interests, and needs; knowledge of self.	
15	Self-Advocacy: resources, responsible citizenship, local, state, and federal government, know disability law	

10	Basic communication skills: reference tools, make sense of materials read; make sense of observations and of what is heard; organize information; appropriate forms, conventions, and styles to communicate ideas and information
7	Applications in Community Based Education: mobility skills around campus and surrounding area; knowledge of traffic rules and safety; use various means of transportation
Display/Hide Delimited Course Outline	
Total Contact Hours: 45	
Textbook(s) used in this course: There is no required textbook.	
Writing Expectations: Students will complete various written assignments using appropriate forms, conventions, and styles to communicate ideas and information with attention given to professionalism.	
Instructor(s) expected to teach: It is expected that there will be one CCS instructor who will teach the various topics, and who will facilitate the learning experience.	
Instructor(s) contributing to content: Yvonne Michall	
Proposal Summary	
Explain the purpose for this proposal:	
<p>The purpose of the proposal is to establish a new course. The purpose of the course is for students to learn to understand, accept, and respect their uniqueness as individuals. They must gain an understanding of their abilities, values, aspirations, and interests and how they can be incorporated into a lifestyle that will be meaningful and fruitful. Learning who they are and what they can do with their lives is an important precursor to each of the subsequent competencies needed for societal assimilation and to become contributing members of the community. Learning outcomes: 1. Students will identify physical, emotional, and psychological needs. 2. Students will identify individual learning styles and needs, personal interests and preferences, and to demonstrate knowledge of physical self. 3. Students will increase self-advocacy skills by locating and utilizing sources of assistance and available community resources (e.g. Student Accessibility Services). 4. Students will demonstrate knowledge of civil rights and responsibilities. 5. Students will know the nature of local, state, and federal governments. 6. Students will demonstrate knowledge of the law and the ability to follow the law. 7. Students will demonstrate knowledge of citizen rights and responsibilities. 8. Students will know the laws that were enacted to protect the rights of persons with disabilities (e.g. Americans Disability Act). 9. Students will demonstrate abilities to use reference tools and to organize information. 10. Students will demonstrate the ability to make sense of materials read, and of what was observed and heard. 11. Students will write and/or speak using appropriate forms, conventions, and styles to communicate ideas and information. 12. Students will demonstrate ability to navigate the campus and surrounding areas. 13. Students will demonstrate knowledge of traffic rules and safety. 14. Students will demonstrate knowledge and use of various means of transportation around campus. In class activities: 1. Complete self-evaluations and assessments in order to identify personal strengths, preferences, interests, and needs. 2. Create a working reference document where the student will record findings and observations of self. 3. Critical reflection writings on weekly topics. 4. Writing assignments that demonstrate student understanding of strengths and needs and considerations needed for career identification. 5. Exercises in practicing advocacy skills. 6. Exercises to increase mobility skills and knowledge of campus and community. 7. Registering to vote and participating in mock elections. 8. Practice advocating for rights that are protected under laws such as ADA and Rehab 501. Out Of Class Activities: All courses will have various assignments to be completed outside of the classroom. These assignments include: readings, written work, and hands-on activities pertaining to the weekly topics which are to be practiced before the next class meeting. Out Of Class Activities: This course will have various assignments to be completed outside of the classroom. These assignments include: readings, written work, and hands-on activities pertaining to the weekly topics which are to be practiced before the next class meeting.</p>	
Explain how this proposal affects program requirements and students in your unit:	
This course will be offered to approximately 12 CCS students. This course is a Career and Community Studies (CCS) program requirement with credit hour(s) incorporated into total requisite credits for graduating from this program of study.	
Explain how this proposal affects courses, program requirements and student in other units:	
There will be no negative conflicts with other courses or students in other units. However, there are opportunities for students in other units to participate in the CCS program and courses offerings as an academic, career, or social mentor or tutor, or to complete service learning, experiential learning, field experience, practicum, or internships credits that may satisfy requirements in their program of study.	
Explain how this proposal affects enrollment and staffing:	
There will be approximately 12 students enrolled in this course requiring one faculty to supervise.	
Units consulted (other departments, programs or campuses affected by the proposal):	
Deans and Directors of the Colleges and Schools have been consulted and endorsement has been granted.	

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
10/14/2014	Yvonne Ellen Michali	No comments available.

History:

Date	User	Status
10/14/2014	Mary M. Dellmann-Jenkins	Approved
10/14/2014	Yvonne Ellen Michali	Submitted



Name: Hilda A Pettit Submission Date: 10/14/2014
 Organization: Vacca Office of Student Services

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Course Catalog Update Information:

STU0004

Reference Number: CCU007520

Date: 04-SEP-14

Level: 2.00 of 2.00

Currently On The Worklist Of: Joanne Arhar, jarhar

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Yvonne Michall		
Requested Effective Term: 201580		
Campus: Kent		
College: EH-Education, Health and Human Services		
Department: LDES-Lifespan Development and Educational Sciences		
Course Subject: CCS-Career and Community Studies		
Course Number: 00115		
Course Title: Academic Experience II: Self-Determination		
Title Abbreviation: Academic Experience II		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit: 1	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This course will provide students with opportunities to recognize and develop skills that can help them to increase success in all areas of their lives. Persons who are more self-determined often experience academic, employment, community living and personal satisfaction.		
Prerequisites (edited): Must be enrolled in the Career and Community Studies Program.		
Corequisites (edited): None.		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours per Course Topic	Topic Description	
5	Self-determination: what is it, why is it important, 9 skills to self-determination.	
35	In-depth study of 9 skills of self-determination: problem-solving, choice-making, decision-making, goal setting, self-monitoring, goal attainment, self-advocacy, self-awareness, self-efficacy.	
5	Misconceptions of self-determination:	

Identifying what it is NOT.
Display/Hide Delimited Course Outline
Total Contact Hours: 45
Textbook(s) used in this course: There is no required textbook.
Writing Expectations: Students will complete various written assignments using forms, conventions, and styles to communicate ideas and information with attention given to professionalism.
Instructor(s) expected to teach: It is expected that there will be one CCS instructor who will teach the various topics, and who will facilitate the learning experience.
Instructor(s) contributing to content: Cynthia Kenyon
Proposal Summary
Explain the purpose for this proposal:
The purpose of this proposal is to establish a new course. The purpose of this course is to promote and maximize self-determination of students with disabilities, which is recognized as a best practice in education. Persons who are self-determined act autonomously, self-regulate their behavior, and are psychologically empowered and self-realizing. The expanding base of evidence suggests that higher self-determination and increased capacity in the component elements of self-determined behavior result in better educational and adult outcomes. The course will teach the nine components of self-determination which are: problem-solving, choice-making, decision-making, goal setting, self-monitoring, goal attainment, self-advocacy, self-awareness, and self-efficacy. Learning Outcomes: 1. The student will understand the importance of becoming a self-determined person. 2. The student will recognize the misconceptions surrounding self-determination. 3. The student will recognize when someone is behaving in a self-determined way. 4. The student will become more self-aware of personal self-determined behaviors. 5. The student will identify the nine skills of self-determination. 6. The student will increase literacy in self-determination. 7. The student will comprehend how the nine skills of self-determination interact with each other in order to accomplish goals. 8. The student will understand the importance of dignity of risk and of how failing at first attempts can be a good thing. In Class Activities: 1. Completing self-reflection writings that will aide in identifying current student levels of self-determined behaviors. 2. Watching videos that depict self-determined behaviors in others. 3. Discussing in both small and large groups of behaviors observed in the videos. 4. Creating videos that demonstrate student understanding and expression of each of the self-determined behaviors. 5. Completing worksheets and case studies of persons either using or missing an opportunity to use self-determined skills. 6. Learning vocabulary words and taking quizzes. 7. Practicing skills through weekly assignments. Out Of Class Activities: This course will have various assignments to be completed outside of the classroom. These assignments include: readings, written work, and hands-on activities pertaining to the weekly topics which are to be practiced before the next class meeting.
Explain how this proposal affects program requirements and students in your unit:
This course will be offered to approximately 12 students in their first year. This course is a Career and Community Studies (CCS) program requirement with credit hour(s) incorporated into total requisite credits for graduating from this program of study.
Explain how this proposal affects courses, program requirements and student in other units:
There will be no negative conflicts with other courses or students in other units. However, there are opportunities for students in other units to participate in the CCS program and courses offerings as either a volunteer academic mentor or tutor, or to complete service learning, experiential learning, field experience or internships credits that may satisfy requirements in their program of study.
Explain how this proposal affects enrollment and staffing:
There will be approximately 12 students enrolled in this course requiring one faculty.
Units consulted (other departments, programs or campuses affected by the proposal):
Deans and Directors of colleges and schools have been consulted and endorsement has been granted.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve Return To Initiator Return To Prior Approver Deny

Comments:

Date	User	Comment
10/14/2014	Yvonne Ellen Michali	No comments available.

History:

Date	User	Status
10/14/2014	Mary M. Dellmann-Jenkins	Approved
10/14/2014	Yvonne Ellen Michali	Submitted

