



<http://www.csuci.edu/ira/index.htm>

Application
Instructionally Related Activities Funds Request
2013-2014 Academic Year

DEADLINES: Application Submitted to AVP:
Fall and Academic Year 2013-14: 03/01/13
Spring 2014 deadline: 10/01/13

Submittal Process: Applications must first be signed by your program chair and then submitted to the appropriate AVP for approval. AVP's will next forward application to the IRA Coordinator for review. If there are questions or concerns, you may be asked for revisions or additional information. The IRA Coordinator will then forward applications to the IRA Committee for consideration.

Fiscal Management: Project Sponsor's program will be responsible for all costs incurred over and above what is funded through the IRA award and will be responsible for seeing that any revenue that is intended to offset the amount of the IRA award is transferred accordingly.

Duplicate requests- if Sponsor is submitting multiple proposals for recurring events involving speakers, musicians, etc., please combine your requests into one proposal.

Activity Title: Perspectives on Disability

Project Sponsor/Staff (Name/Phone): *Dr. Tiina Itkonen, 437-3294*

Activity/Event Date(s): *2013: 9/12; 9/26; 11/13;*

2014: 1/29; 2/19 [Click here to enter a date.](#)

Date Funding Needed By: *September 7, 2013*

***Please Note that for Fall Requests the earliest that you will be notified of funding availability will be early June 2013 and for Spring Requests early January 2014.*

Previously Funded? XXX YES NO If Yes, what Semester/Year? 2012-2013
 Proposal(s) *469*

***If previously funded, please attach copy of post-event IRA Report**

Report submitted for previously Funded Activity?: xxx YES NO

Academic Program or Center Name: *School of Education, 745*

Estimated total Course Fee revenue:

Amount Requested from IRA: *\$1,600 (\$200 per speaker, 8 speakers total).*
 (Should match "Total Requested from IRA" on Page 5)

Estimated Number of Students Participating: *50-60*

Conditions and Considerations

Please check if any of the following apply to your IRA:

XXXXX **Artist/Performer/Speaker Fees & Honoraria-** On the Activity Budget, please indicate whether the vendor's price was set by you / CI representative, or is a fee that was set by the vendor themselves.

Large Event- For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.

Equipment Purchase- If requesting large equipment purchase -over \$200, or will be a fixture installed on campus- Project Sponsor must show proof of correspondence with OPC Administration. In addition, all other purchases must follow Procurement Guidelines.

Field Trip- Sponsor must comply with all policies found at <http://www.csuci.edu/hr/AcademicFieldTripGuidelinesandForms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval. If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects – from simple surveys to complex biomedical procedures – must be reviewed and approved by the IRB *prior to* starting the research. Data for “Public Dissemination” indicates interviews/surveys that result in a journal/poster session/newsletter, etc.

Exempt from IRB Approval –If your project is exempt from IRB review, include copies of correspondence with IRB Board. It is the Project Sponsor's responsibility to inquire with the IRB **prior** to IRA application submission to determine if the project is exempt from IRB review so that funding is not delayed.

IT Requirements- If your activity has IT requirements, your application requires proof of correspondence and approval from IT Administration.

International Travel- Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application.

Risk Management Consultation-Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.

Space/OPC Requirements, Infrastructure/Remodel-Requires proof of correspondence with OPC Administration.

Late Submission - Requires explanation for emergency funding.

Other -

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Requirements and Signatures

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.

This project is directly linked to all courses under the CSUCI value of diversity. The primary audience is students in the School of Education (with about 450 undergraduate FTES and 250 post baccalaureate FTES). Diversity of ability is a California Commission on Teacher Credentialing standard, which is enhanced through this project. The target programs include special education credential; multiple subject credential; single subject credential; educational leadership credential, and liberal studies and early childhood majors.

This successful project brings individuals with disabilities to our campus to talk to our undergraduate and teacher credential students about what it was like to go through school with a disability. The speakers are successful adults, having conquered the challenges of their disabilities, and either the non-supportive educational environments or uninvolved parents. For instance, the speakers in the past 7 Fall semesters have included a young man with Down Syndrome who owns his own micro-enterprise business and his own home; a young man with autism who is successfully employed at an elementary school as a para-educator; a mother who was told that she should place her child in an institution but who fought the right for her child to be included in the community; a early childhood educator with a MA degree from CSUN who was told in high school that because of her learning disability, she is not college material and should bag groceries.

The aim of inviting guest speakers, who have disabilities themselves, is to emphasize the value of diversity. Individuals with disabilities are people first. We often talk about people with disabilities in the third person and as objects, versus placing them at the center of their dreams and aspirations. When CSUCI students have had opportunities to hear educational experiences and challenges directly from individuals with disabilities, they have been powerful and insightful, as reported by students both on formal student evaluations and on event evaluation forms.

2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.
 - a. Please list all classes that directly relate to the proposed activity.

EDSS/SPED 560, SPED/PSYCH 345, SPED 541, SPED 542, SPED 641

- b. For each class listed in #2a, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent.

The funds will be used to pay honorarium to guest speakers on 9/12, 9/26, 11/13, 1/29 and 2/19. Guest speakers present about their experience in having a disability, or a child with disabilities, and how they were or were not supported in K-12 schools. Presenters share how their disability affected their education and ways they overcame it (support from others, learning coping skills etc.) Guest speakers take about an hour followed by question and answer. All courses are for future teachers (high school or special education).

3. **Learning Outcomes.** List all expected learning outcomes, as connected specifically with each course listed in #2.

NOTE: *All learning outcomes are listed, and the ones most closely pertaining to the activity are in bold.*

Upon successful completion of the course, students will be able to:

EDSS/SPED 560

Education Specialist students who successfully complete this course will be able to:

1. ***Describe the characteristics, variations and systems for families with disabilities across the life span.***
2. ***Illustrate roles, responsibilities, complexities, and reciprocal influences of families and professionals in the special education process.***
3. *Explain and apply techniques and skills used in individual and group process facilitation, problem solving, decision-making, collaboration, communication and team-building in order to effectively work in partnership with families and professionals in the special education process.*
4. ***Describe professional best practices that are sensitive and empowering to diverse students and their families when developing and implementing individualized special education services for learners with special needs.***

Single subject students who successfully complete this course will be able to:

1. ***Identify the methods and techniques for identifying students with special needs, including gifted and talented students, in middle and secondary schools;***
2. ***Demonstrate the use of universal design strategies to meet the needs of students with disabilities;***
3. *Participate in the design and implementation individual educational plans that reflect appropriate cultural and linguistic sensitivity;*
4. *Examine the scheduling, content learning, grading, and other issues specific to students with special needs in secondary school settings.*

SPED/SPYCH 345

Students who successfully complete this course will be able to:

1. ***Describe variations in children from developmental, educational, and psychological perspectives.***
2. ***Differentiate characteristics of children in the major categories of disabilities and gifted and talented***
3. *State the federal laws pertaining to the education of exceptional populations*
4. ***Describe the general education, special education and support personnel roles and responsibilities in the educational process (from identification, referral, assessment, IEP planning and meeting, instruction and evaluation)***

5. *Assess a students learning and language abilities for referral to special education and gifted and talented programs*
6. *Find information about disabilities and evaluate the quality of sources*

SPED 541

Students who successfully complete this course will be able to:

1. *Critically analyze ethical standards of special education practice*
2. *Describe professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.*
3. *Describe and critically analyze models, theories and practices that form the basis for special education teaching.*
4. *Analyze the history of special education and contributions of culturally diverse groups.*
5. *Describe personal professional disposition in special education.*
6. *Identify roles, responsibilities, complexities, and reciprocal influences of family, caregivers, school administrators, general and special education teachers, specialists, paraprofessionals, community agency and related service personnel involved in the special education process*
7. *Define the characteristics of students with mild/moderate disabilities and moderate/severe disabilities as they pertain to eligibility for special education services*
8. *Describe and Utilize knowledge and skills for transition planning*

SPED 542

Students who successfully complete this course will be able to:

1. *Assess student behavior using functional assessment procedures.*
 2. *Demonstrate the ability to participate in manifestation of determination meetings*
 3. *Identify environmental changes that support positive student behaviors.*
 4. *Identify communication styles, including augmentative communication, of students and their impact on learning and behavior.*
 5. *Define laws, regulations, and strategies for promoting positive and self-regulatory behavior in students with a variety of disabilities.*
 6. *Demonstrate the ability to develop positive behavior support plans.*
 7. *Design and implement pro-social skills interventions.*
 8. *Identify the components of a school-wide behavior plans, and discuss benefits and challenges*
4. **Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note that a report will be due at the end of the semester.**

End-of-activity evaluations; formal student evaluations

5. **Activity Budget.** Please enclose a complete detailed budget of the entire activity. **Bold** specific items that you are requesting IRA to fund (Page 6).
6. **International Trips.** If your event is an international trip submitted through the Center for International Affairs, you must include a copy of the program budget as submitted to CIA (to ensure congruency between the two budgets), as well as a copy of the course syllabus.

7. **Sources of Activity Support.** Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity.

Parking permits or bus passes by School of Education

8. **Audience/ Marketing/Promotions.** Who is your intended target audience? How will your event be advertised to students?

Audience consists of pre-credential students and credential students in special education, single subject, and multiple subject. Presentations occur during class time so advertising is not needed. However, event sponsor will share speaker dates with fellow faculty if faculty want to send their students to listen (e.g., extra credit, make up for absence, personal interest). In EDSS/SPED 560 and PSYCH/SPED 345 two sections will be combined for efficiency of speaker's time.

9. **Sustainability.** If appropriate, indicate how the content or delivery of the project promotes sustainability at CI.

xxxx

10. **Images.** For previously funded IRA activities, include copies of images from past IRA activity or activities, demonstrating student participation and levels of students served.

Photographs have not been taken in previous years.

When CSUCI students have had opportunities to hear educational experiences and challenges directly from individuals with disabilities, they have been powerful and insightful, as reported by students both on formal student evaluations and on event evaluation forms. Although this event has occurred for 4 years, CSUCI student feedback and evaluations consistently plead for this event to continue. The credential programs are two semesters long, so no student will ever hear the presentations twice. As one evaluation comment stated about what was most interesting about the presentation: "...To understand that everybody with or without any type of disabilities can be somebody in life. What matters is to have the desire to do something and that we are our only obstacle—nothing else and nobody else."

11. **Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations herein.

Signatures and Dates

Tiina Hconen

2/28/13

Date

IRA Activity Budget



| Account | Operating Expenses | Amount |
|---|---|--------|
| A. Artist/ Performer/Speaker | | |
| 601801 | Special Consultants (existing CI employee) | |
| 613801 | Professional Svcs/ Speaker Fees (Price set by vendor) | |
| 613802 | Honoraria (Price set by CI) <i>\$200 @ 8 speakers total</i> | 1,600 |
| 613001 | Other consultants/ staff | |
| | Other | |
| | Artist/Performer/Speaker/Consultant TOTALS | 1600 |
| B.. Supplies & Services- Other | | |
| 660831 | Copier Chargeback | |
| 660002 | Printing (Not Promotional) | |
| 660833 | Promotional Items | |
| 660017 | Publications | |
| 660890 | Registration- Conferences & Meetings | |
| 660009 | Workshops with a Training Component | |
| | Equipment Rental or Purchase | |
| 660090 | Event Signage (wayfinding on day of event) | |
| 660835 | Event or Parking-related Staffing | |
| 660003 | Supplies & Services- Other | |
| 660003 | Supplies & Services- Other | |
| | E. Other (please specify) | |
| | Supplies & Services- Other TOTALS | 0 |
| TOTAL EXPENSES | | 0 |
| 2. Revenue | | |
| | A. Course Fees | |
| | B. Ticket Sales | |
| | C. Additional Sources of Funding | |
| TOTAL REVENUE | | 0 |
| E. TOTAL REQUESTED FROM IRA | | 1,600 |

Other Expenses

| | | |
|--------|-------------------------------------|--|
| 660832 | OPC Chargebacks & Facility Use Fees | |
| | Other | |
| | Parking (please describe) | |
| 660017 | Advertising & Promotions | |