

# Instructionally Related Activities Funds Request Fall 2017

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## IRA Funds Request for Perspectives on Disability

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### Instructionally Related Activities Funds Request Summary

<b>Project Sponsor</b>	Tiina Ilkonen
<b>Activity Title</b>	Perspectives on Disability
<b>Activity/Event Date</b>	9/19; 10/10; 10/17
<b>Date Funding Needed By</b>	9/5
<b>Previously Funded?</b>	Yes
<b>Semester/Year</b>	F 2012
<b>Proposal #</b>	—
<b>Report submitted for previously Funded Activity?</b>	Yes
<b>Report submitted for previously Funded Activity</b>	<a href="#">2013_InstructionallyRelatedActivitiesReportForm.docx</a>
<b>Additional Report #1</b>	—
<b>Additional Report #2</b>	—
<b>Additional Report #3</b>	—
<b>Additional Proposers</b>	none
<b>Academic Program(s) / Center Name(s)</b>	School of Education
<b>Estimated total Course Fee revenue</b>	0
<b>Amount Requested from IRA</b>	1,000
<b>Estimated Number of Students Participating</b>	90-130
<b>Conditions and Considerations</b>	Artist/Performer/Speaker Fees & Honoraria
<b>Brief Activity Description</b>	<p>This successful project brings individuals with disabilities and their relatives/teachers to our campus to talk to our undergraduate and teacher credential students about what it was like to go through school with a disability. This project is directly linked to all courses under the CSUCI School of Education value of diversity. Diversity of ability is also a California Commission on Teacher Credentialing standard which is enhanced through this project.</p> <p>The speakers are successful adults, having conquered the challenges of their disabilities, and some non-supportive educational environments or uninvolved parents. The speakers that I have planned include a man with Down Syndrome who owns his own micro-enterprise business and his own home; 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; an 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; a successful IT professional who uses a wheelchair and is active in para-olympics; a science teacher who includes all students in his advanced placement labs, including a student who is blind; and a math teacher whose classes are inclusive to all students. The teacher speakers who have agreed to come to campus, are CI graduates from the teaching credential programs.</p> <p>The aim of inviting guest speakers, who have disabilities themselves, and their parents and teachers 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.</p>
<b>Learning Outcomes and Relation to IRA to Course Offerings</b>	<p>a. SPED/EDSS 560 "Access to Learning" (2 sections). Required class in special education &amp; secondary school teacher education programs. Covers issues of access, universal design; relevant laws; organizational and motivation strategies; ways for general/special education teachers to collaborate; and ways to involve culturally diverse families.</p> <p>b. SPED/PSYCH 345: "Individuals with Disabilities in Society" (7 sections). This is a required pre-requisite for all teacher education programs &amp; upper division elective that fulfills the writing GE.</p> <p>1. FOR EDSS/SPED 560 speakers will attend the combined class sessions. LEARNING OUTCOMES:                  SPED:                  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.                  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.</p> <p>EDSS:                  2. Identify methods and strategies for teaching students with special needs and gifted and talented students in middle and secondary schools;                  3. Identify opportunities and barriers in including students with disabilities in all aspects of education;                  4. Demonstrate the use of universal design strategies to meet the needs of students with disabilities;                  5. Participate in the design and implementation individual educational plans that reflect appropriate cultural and linguistic sensitivity;                  6. Examine the scheduling, content learning, grading, and other issues specific to students with special needs in secondary school settings.</p> <p>SPED/PSYCH 345                  - Describe the experience of persons with disabilities                  - Describe the general/special education roles and responsibilities in the educational process</p>
<b>Description of Assessment Process</b>	<p>1. Student evaluations of each speaker event                  2. Student reflections of the speakers (assignment) – perceived values, lessons learned relevant to learning outcomes                  3. End-of-semester evaluations (question "What to keep the same?" and "What to change?"                  4. Student ratings of teaching if applicable</p>
<b>Activity Budget</b>	<a href="#">iraregularbudget2.xlsx</a>
<b>CIA Budget</b>	—
<b>CIA Proposal</b>	—
<b>Course Syllabus</b>	—
<b>CIA Certification</b>	—
<b>Other Sources of Funding</b>	This is a series of speaker events as part of courses. Students have paid their tuition and student fees

<b>Target Audience/Student Marketing</b>	Since the speakers are part of classes, students will be required to attend. Also class assignments will be tied into the events (reflections that address course learning outcomes and lessons learned from the speakers in regard to those).  Audience: Special education and secondary (middle/high school) credential students; upper division undergraduates (pre-requisite candidates for all teaching credential programs; psych majors; others who take the upper division elective)  Other campus members will be invited (e.g., HELP club; faculty and students in psych and School of Education; Disability Accommodation Programs staff)
<b>Bring Benefit to Campus</b>	N/A
<b>Sustainability</b>	(I will try to work with the FIT lab to make this into instructional video modules that can be used in other courses)
<b>Program Chair/Director</b>	manuel.correia
<b>Dean</b>	merilyn.buchanan
<b>Acknowledgement</b>	I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate.

**Program Chair/Director Review**

<b>Recommendation</b>	I recommend approval of the IRA Funds Request described on this page
<b>Name</b>	Manuel Correia
<b>Date/Time</b>	3/1/2017 2:58:14 PM
<b>Validation</b>	myCI-signin-OY-9602
<b>Comments</b>	Dr. Ilkonen invites very good speakers to present in her classes.

**Dean Review**

<b>Recommendation</b>	—
<b>Name</b>	—
<b>Date/Time</b>	—
<b>Validation</b>	—
<b>Comments</b>	—

**IRA Committee Decision**

<b>Decision</b>	—
<b>Comments</b>	—

**Current Tasks**

Task	Time Assigned	Assigned To
Edit Request	3/1/2017 2:58:15 PM	<a href="#">Tiina Ilkonen</a>
Review from merilyn.buchanan, Dean	3/1/2017 2:58:14 PM	<a href="#">Merilyn Buchanan</a>

**Completed Tasks**

Task	Time Assigned	Time Completed	Completed By
Review from manuel.correia, Program Chair/Director	2/28/2017 2:27:31 PM	3/1/2017 2:58:14 PM	<a href="#">Manuel Correia</a>
Fill out Request	2/28/2017 1:58:35 PM	2/28/2017 2:27:31 PM	<a href="#">Tiina Ilkonen</a>

**Actions**

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