

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
NEW COURSE PROPOSAL

DATE 12.4.06
PROGRAM AREA SPECIAL EDUCATION

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix SPED Course# 655 Title HISTORICAL AND CONTEMPORARY PORTRAITS OF DISABILITIES AND SPECIAL EDUCATION Units (3)

3 hours lecture per week

hours lecture per week

☐ Prerequisites

☐ Corequisites

Description An examination of the history of disabilities with an emphasis on the social reform movements and prominent philosophies that have shaped contemporary policies for individuals with disabilities in the United States. Focus on the life histories of individuals with disabilities and their families; family support and disability advocacy movements. Examination of the trends in public education and civil rights that have impacted individuals with disabilities in historical and contemporary contexts.

☐ Gen Ed

Categories

☐ Lab Fee Required

Graded

☐ CR/NC

☒ A - F

☐ Optional (Student's choice)

☐ Repeatable for up to units

Total Completions Allowed

☐ Multiple Enrollment in same semester

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	3	1	25	☒	
Seminar				☐	
Laboratory				☐	
Activity				☐	

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

An elective in the Masters of Arts in Education Program

Learning Objectives:

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

1. Identify the social movements and philosophies that have impacted individuals with disabilities
2. Describe the historical and contemporary contexts of special education
3. Articulate the influences of family support and advocacy movements on individuals with disabilities and their families
4. Examine the social reforms, trends in compulsory public education and civil rights, the impact of quality of life, and equity of access to American society

4. Is this a General Education Course YES ☐

NO ☒

If Yes, indicate GE category and attach GE Criteria Form:

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication ☐

A-2 English Writing ☐

A-3 Critical Thinking ☐

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences ☐

B-2 Life Sciences – Biology ☐

B-3 Mathematics – Mathematics and Applications ☐

B-4 Computers and Information Technology ☐

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art	☐
C-2 Literature Courses	☐
C-3a Language	☐
C-3b Multicultural	☐
D (Social Perspectives)	☐
E (Human Psychological and Physiological Perspectives)	☐
UD Interdisciplinary	☐

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- History of disabilities in the United States
- Social movements and philosophies regarding disability
- Life histories and chronicles of individuals with disabilities
- Family support and disability advocacy movements
- Historical and contemporary influences on the development of special education
- Social reforms and trends in public education and civil rights for individuals with disabilities
- Issues related to disabilities, quality of life, and equity of access to American society

Does this course overlap a course offered in your academic program? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Education

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Itkonen, T. (in press). Politics of passion: Collective action from pain and loss. American Journal of Education.

Longmore, P. K., & Umansky, L. (2001). The new disability history: American perspectives. New York: New York University Press.

Richards, P. L., & Singer, G. H. S. (1998). To draw out the effort of his mind: Educating a child with mental retardation in early-nineteenth-century America. Journal of Special Education, 31(4), pp. 443-466.

Shapiro, J. P. (1994). No pity. New York: Times Books.

Wald, L.D. (1915). The house on Henry street. New York: Holt.

Winzer, M. A. (1993). The history of special education: From isolation to integration. Washington: Gallaudet University Press.

8. List Faculty Qualified to Teach This Course.

Maria K. Denney & Tiina Itkonen, Jill Leafstedt, Joan Karp

9. Frequency.

a. Projected semesters to be offered: Fall ☒ Spring ☒ Summer ☐

10. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒

If, YES attach a program modification form for all programs affected.

Maria K. Denney

Proposer of Course

9/25/2006

Date

Approval Sheet

Program/Course: SPED 655

Program Chair(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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