

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): 10.1.13; REV 11.25.13

PROGRAM AREA(S): MA IN EDUCATION, DISABILITY STUDIES SPECIALIZATION

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]

- | | |
|---|--|
| ☒ Course title | ☒ Course Content |
| ☐ Prefix/suffix | ☒ Course Learning Outcomes |
| ☐ Course number | ☒ References |
| ☐ Units | ☐ GE |
| ☐ Staffing formula and enrollment limits | ☐ Other ☐ |
| ☒ Prerequisites/Corequisites | ☐ Reactivate Course |
| ☒ Catalog description | |
| ☐ Mode of Instruction | |

Justification: This course is no longer tied to an advanced teacher credential program and MA. It is now a core course in the Disability Studies specialization. All changes (name changes, catalog) reflect the change from a teacher education MA course to one open to professionals in all fields of disability. Content is changed from teacher-focus to policy focus. Readings reflect the new policy emphasis of this course.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix SPED Course# 641
 Title ADVANCED PERSPECTIVES IN **SPECIAL ED** Units
 (3)
 3 hours lecture per week
☐ hours blank per week

xxx Prerequisites: **Admission to Level II Education Specialist credential program**

☐ Consent of Instructor Required for Enrollment

xxx Corequisites: **Working as a special education teacher**

Catalog Description (Do not use any symbols):

This course prepares **teachers and administrators** to remain abreast of effective advanced practices in the field of **special education**. Students will demonstrate knowledge and abilities to interpret apply and disseminate current and emerging research, theory, legislation, policy and practice related to **special education**.

General Education Categories: ☐

Grading Scheme (Select one below):

xxx A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

☐ Post-Baccalaureate

xxx Graduate

NEW

Prefix SPED 641
 Title ADVANCED PERSPECTIVES IN **DISABILITY STUDIES** Units (3)
 3 hours lecture per week
☐ hours blank per week

xxx Prerequisites: **Admission to the MA in Education, Disability Studies specialization**

☐ Consent of Instructor Required for Enrollment

Corequisites: ☐

Catalog Description (Do not use any symbols):

Prepares professionals in effective advanced practices in the field of services for people with disabilities and their families. Interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice related to serving individuals with disabilities.

General Education Categories: ☐

Grading Scheme (Select one below):

xxx A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

☐ Post-Baccalaureate

xxx Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____

(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>20</u>	X	
Seminar					Seminar					
Lab					Lab					
Activity					Activity					
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/ge>
Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

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)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

☐ Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

Required for the Level 2 credential as identified by the state

xxx Requirement for the Major/Minor

☐ Elective for the Major/Minor

☐ Free Elective

NEW

A core course required for the disability studies specialization.

xxx Requirement for the Major/Minor

☐ Elective for the Major/Minor

☐ Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

Demonstrate knowledge of advanced theories and practices in

Special Educaiton

Examine and analyze in-depth current special education legislation, litigation and policies

Demonstrate the ability to implement accommodations and modifications on statewide assessments for students with disabilities

Explain how to guide educators in conducting nonbiased referrals and assessment for special education services

Describe how federal and state policies are implemented locally

Disseminate current best practice research to practitioners in local community agencies and schools.

Upon completion of the course, the student will be able to:

NEW

- Demonstrate knowledge of advanced theories and practices in Disability Studies

- Examine and analyze in-depth current disability legislation, litigation and policies

- Demonstrate the ability to implement accommodations and modifications on statewide assessments for students with disabilities

- Explain how to guide professionals in conducting nonbiased referrals and assessment for disability support services

- Describe how federal and state policies are implemented locally

- Disseminate current best practice research to practitioners in local community agencies and schools.

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

1) Course introduction and overview 2) Current and Emerging Theory and Practices: Early Intervention 3) Current and Emerging Theory and Practices: Collaboration 4) Current and Emerging Theory and Practices: Instructional Methodolgies 5) Law and Policy: Individual with Disabilities Education Act revisited 6) Law and Policy:Current litigation within Special Education 7) Law and Policy:Local implementation of state and federal mandates 8) Nonbiased Referral and assessment process 9) Funding structure for special education

NEW

1) Course introduction and overview 2) Theory on how ideas become policy 3) Current and Emerging Theory on issue framing 4) Law and Policy in disability policy and politics 5) Law and Policy: Litigation and case law within disability studies 6) Law and Policy: Local implementation of state and federal mandates 7) Theories of bureaucracies and how those apply to disability studies 8) Nonbiased Referral and assessment process for services for infants/toddlers/K-12 and adult services 9) Funding structure for support services for individuals with disabilities

Does this course content overlap with a course offered in your academic program? Yes ☐ No xxx

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

Does this course content overlap a course offered in another academic area? Yes ☐ No xxx

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

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).

B. List each cross-listed prefix for the course: ☐

C. Program responsible for staffing: ☐

9. References. [Provide 3-5 references]

OLD

McLoughlin, J.A. & Lewis, R.B. (2001). *Assessing students with special needs* (5th ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.

Yell, (1998) *The law and special education*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Ysseldyle, Algozzine & Thurlow (2000) *Critical Issues in Special Education* 3rd Ed. Houghton Mifflin Company New York

NEW (selected)

Freeman, J. (1999). On the Origins of Social Movements. In J. Freeman and V. Johnson (Eds.) *Waves of Protest: Social Movements Since the Sixties*, Chapter 1. (Lanham, MD: Rowman and Littlefield).

Itkonen, T. (2009). *The Role of Special Education Interest Groups in National Policy*. New York: Cambria Press. Pp. 29-39

Itkonen, T. (2009). *The Role of Special Education Interest Groups in National Policy*. New York: Cambria Press. Pp. 102-115

Kingdon, J. (2003). *Agendas, Alternatives, and Public Policies*, 2nd edition. New York: Longman.

Wilson, J. (1989). *Bureaucracy: What Government Organizations Do and Why They Do It*. Basic Books, pp. 32-48.

10. Tenure Track Faculty qualified to teach this course.

Tiina Itkonen

11. Requested Effective Date or First Semester offered: Fall 2014

12. New Resource Requested: Yes ☐ No ☒ xxx

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

☐

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

☐

C. Facility/Space/Transportation Needs:

☐

D. Lab Fee Requested: Yes ☐ No ☒ (Refer to the Dean's Office for additional processing)

E. Other. ☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒ xxx

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

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Tiina Itkonen

10/1/2013

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: SPED 641

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date