CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL

Courses must be submitted by November 3, 2008, to make the next catalog (2009-2010) production

DATE (CHANGE DATE EACH TIME REVISED): SEPTEMBER 2008 10.15.08
PROGRAM AREA(S): EDUCATION (SINGLE SUBJECT AND SPECIAL EDUCATION)

Directions: All of sections of this form must be completed for course modifications. All documents are stand alone sources of course information.

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

OLD
Prefix EDSS Course# 560 Title Access to Learning: Special Needs Learners Units (2)
2 hours lecture per week

NEW
Prefix EDSS/SPED Course# 560 Title Access to Learning: A Focus on Individual Differences Units (2)
2 hours lecture per week

Prerequisites: Admission to the single subject program

Consent of Instructor Required for Enrollment
Corequisites:

Catalog Description (Do not use any symbols):
This course focuses on methods and techniques for identifying and teaching students with special needs culturally diverse and gifted and talented students and the unique issues associated with integrating students with special needs in secondary settings.

Catalog Description (Do not use any symbols):
Focuses on methods and techniques for identifying and teaching students with special needs, including culturally diverse and gifted and talented students. Addresses collaboration between content area and special education teachers, working with diverse families and the unique issues associated with integrating students with special needs in secondary settings.

Graded
Gen Ed Categories
Lab Fee Requested
Course Level:
Undergraduate
Post-bac/Credential
Graduate
Graded
Gen Ed Categories
Lab Fee Requested
Course Level:
Undergraduate
Post-bac/Credential
Graduate

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

<table>
<thead>
<tr>
<th>Existing</th>
<th>Hegis Code(s) (Provided by the Dean)</th>
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<tbody>
<tr>
<td>Units</td>
<td>Hours Per Unit</td>
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<tr>
<td>Lecture</td>
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<td>Seminar</td>
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<td>Field Studies</td>
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<td>Indep Study</td>
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3. Course Attributes:

- **General Education Categories:**
  - All courses with GE category notations (including deletions) must be submitted to the GE website: [http://summit.csuci.edu/geapproval](http://summit.csuci.edu/geapproval). 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
  - Meets University Language Requirement

- American Institutions, Title V Section 40404:
  - Government
  - US Constitution
  - US History
  - Refer to website, Exec Order 405, for more information: [http://senate.csuci.edu/comm/curriculum/resources.htm](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).

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

**OLD**
This course is a required course in the Single Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

**NEW**
This course is a required course in the Single Subject and in Special Education level 1 Credential Programs. It meets the standards set by the California Commission on Teacher Credentialing.

The name is changed from "special needs learners" to "Focus on Individual Differences" to better capture (a) current best practices; (b) that special needs include gifted and talented students as well as students with disabilities who are also English language learners. The new title is more inclusive.

- Requirement for the Major/Minor
- Elective for the Major/Minor

Submit Program Modification if this course changes your program.

5. Learning Objectives. (List in numerical order)

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

1. Identify the methods and techniques for identifying students with special needs and gifted and talented students in middle and secondary schools;
2. Identify methods and strategies for teaching

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

1. Identify the methods and techniques for identifying students with special needs and gifted and talented students in middle and secondary schools;
2. Identify methods and strategies for teaching
students with special needs and gifted and talented students in middle and secondary schools;

3. Demonstrate the use of universal design strategies to meet the needs of students with disabilities;
4. Participate in the design and implementation of individual educational plans that reflect appropriate cultural and linguistic sensitivity.
5. Examine the scheduling, content learning, grading, and other issues specific to students with special needs in secondary school settings.

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

OLD
Characteristics of students with learning and behavior problems in secondary schools
Mainstreaming special education students in secondary schools
Identifying students with special needs and gifted and talents in secondary schools
Strategies and methods for teaching students with special needs and gifted and talents in secondary schools
Developing an individualized education program
Features of effective instruction for students with special needs in secondary schools
Scheduling, grading, and other secondary issues for students with disabilities
Curricula and teaching strategies in oral language, reading, writing, mathematics, content area learning and study skills
Designing and planning instruction for students with disabilities who are culturally and linguistically diverse
Transition planning and life skills education
Coordinating instruction, collaborating, and co-teaching.

NEW
Characteristics of students with learning and behavior challenges in secondary schools
Mainstreaming special education students in secondary schools
Identifying students with special needs and gifted and talented in secondary schools
Developing an individualized education program
Features of effective instruction for students with special needs in secondary schools
Scheduling, grading, and other secondary issues for students with disabilities
Curricula and teaching strategies in oral language, reading, writing, mathematics, content area learning and study skills
Designing and planning instruction for students with disabilities who are culturally and linguistically diverse
Transition planning and life skills education
Coordinating instruction, collaborating, and co-teaching.
Working with diverse families

Does this course content overlap with a course offered in your academic program? ☐ Yes ☒ No
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
If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs’ signatures.

7. 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: EDSS/SPED
   C. Program responsible for staffing: Education

8. References. [Provide 3-5 references]


9. Tenure Track Faculty qualified to teach this course.
   Tiina Itkonen
   Jill Leafstedt
   Kaia Tollefson

10. Requested Effective Date or First Semester offered: Fall 2008

11. New Resource Requested: ☐ Yes ☒ No
    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.

12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

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

   Justification: Currently, EDSS 560 is only taught to Single Subject Credential Students. By cross-listing the current course and adding Level I special education students, the course allows the two populations of credential students to examine and collaborate on issues relating to students with special needs and to prepare them to the demands of the teaching profession where collaboration and co-teaching are expected. All other changes to the course (title, description, objectives, content, etc) are to reflect the purpose of this planned collaboration.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒
    If, YES attach a program update or program modification form for all programs affected.
    Priority deadline for New Minors and Programs: October 6, 2008 of preceding year.
    Priority deadline for Course Proposals and Modifications: November 3, 2008.
    Last day to submit forms to be considered during the current academic year: April 15th.

Tiina Itkonen, Jill Leafstedt, Jeanne Grier 10/7/08

Proposer(s) of Course Modification Date
Type in name. Signatures will be collected after Curriculum approval.
Approval Sheet

Course:
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.

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<tr>
<th>Chair</th>
<th>Signature</th>
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<tbody>
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<td>Center for Intl Affairs Director</td>
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<td>Center for Civic Engagement and Service Learning Director</td>
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<td>Curriculum Chair</td>
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<td>Dean of Faculty</td>
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