

**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  
 hours blank 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.

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

Graded  
 CR/NC  
 A - F  
 Repeatable for up to units Total Completions  
 Multiple Enrollment in same semester  
 Optional (Student's choice)

**NEW**

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

Prerequisites: Admission to the single subject or special education level 1 program

Consent of Instructor Required for Enrollment

Corequisites:

**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.

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

Graded  
 CR/NC  
 A - F  
 Repeatable for up to units Total Completions  
 Multiple Enrollment in same semester  
 Optional (Student's choice)

**2. 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>2</u>	<u>1</u>	<u>25</u>	<input checked="" type="checkbox"/>	Lecture	<u>2</u>	<u>1</u>	<u>25</u>	<input checked="" type="checkbox"/>	_____
Seminar	_____	<u>1</u>	_____	<input type="checkbox"/>	Seminar	_____	<u>1</u>	_____	<input type="checkbox"/>	_____
Lab	_____	<u>3</u>	_____	<input type="checkbox"/>	Lab	_____	<u>3</u>	_____	<input type="checkbox"/>	_____
Activity	_____	<u>2</u>	_____	<input type="checkbox"/>	Activity	_____	<u>2</u>	_____	<input type="checkbox"/>	_____
Field Studies	_____	_____	_____	<input type="checkbox"/>	Field Studies	_____	_____	_____	<input type="checkbox"/>	_____
Indep Study	_____	_____	_____	<input type="checkbox"/>	Indep Study	_____	_____	_____	<input type="checkbox"/>	_____
Other blank	_____	_____	_____	<input type="checkbox"/>	Other blank	_____	_____	_____	<input type="checkbox"/>	_____

### 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>. 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>  
 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

- 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)

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

#### **OLD**

- 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

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

#### **NEW**

- 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.

students with special needs and gifted and talented students in middle and secondary schools;

3. Use 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. Identify and use collaboration techniques between content and special education teachers and other stakeholders.

7. Identify and use strategies in working with diverse families.

**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

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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]

**OLD Orkwis, R. (1999). Curriculum Access and Universal Design for Learning. Arlington, VA: The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC). <http://ericec.org/digests/e586.html>. Accessed January 8, 2003.**

**Jorgensen, C. M. (1998). Restructuring High Schools for All Students: Taking Inclusion to the Next Level. Baltimore, MD: Paul H. Brookes.**

NEW Orkwis, R. (1999). Curriculum Access and Universal Design for Learning. Arlington, VA: The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC). <http://ericec.org/digests/e586.html>. Accessed January 8, 2003.

Jorgensen, C. M. (1998). Restructuring High Schools for All Students: Taking Inclusion to the Next Level. Baltimore, MD: Paul H. Brookes.

Janney, R. & Snell, M. E. (2000). Modifying schoolwork. Baltimore, MA: Paul Brookes.

Harry, B. & Klingler, J. (2006). Why Are So Many Minority Students in Special Education? New York: Teachers College Press.

Yell, M. (2006). Law and Special Education. Saddle River, NJ: Pearson

Henley, M. (2006) Classroom Management. Saddle River, NJ: Pearson

Snell, M. & Janney, R. (2000). Learning teamwork skills. In Collaborative Teaming. Baltimore, MA: Brookes

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

Mode of Instruction

Course Content

Course Learning Objectives

References

GE

Other cross listing

Reactivate Course

**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 15<sup>th</sup>**.

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.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date