

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): 10/2013; REV 11.26.13

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.]

- | | |
|---|---|
| <input checked="" type="checkbox"/> Course title | <input checked="" type="checkbox"/> Course Content |
| <input type="checkbox"/> Prefix/suffix | <input checked="" type="checkbox"/> Course Learning Outcomes |
| <input type="checkbox"/> Course number | <input checked="" type="checkbox"/> References |
| <input type="checkbox"/> Units | <input type="checkbox"/> GE |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input checked="" type="checkbox"/> Other Course was elective, now it is required |
| <input type="checkbox"/> Prerequisites/Corequisites | <input type="checkbox"/> Reactivate Course |
| <input checked="" type="checkbox"/> Catalog description | |
| <input type="checkbox"/> Mode of Instruction | |

Justification: The program no longer requires a teaching credential, it is open for all professional who work with people with disabilities and their families. The only change to this course is the title from "special education" (which refers to K-12 schooling to Disability Studies which includes all professions that work with individuals with disabilities and their families.

2. Course Information.

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

OLD

Prefix SPED 690 Course# 690
 Title Advanced Topics in **Special Education Units** (3)
☐ hours lecture per week
 3 hours seminar per week

☐ Prerequisites: Admission to MA in Education Program
 Consent of Instructor Required for Enrollment
 Corequisites: ☐

Catalog Description (Do not use any symbols):

Provides a critical examination of current issues surrounding the field of **special education**, examples include, instructional methodologies, latest research, legislation and policy, case law, high stakes exams, over- representation of minorities in **special education**, and teacher shortages.

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 690
 Title Advanced Topics in **Disability Studies** Units (3)
☐ hours lecture per week
 3 hours seminar per week

☐ Prerequisites: Admission to MA in Education Program
 Consent of Instructor Required for Enrollment
 Corequisites: ☐

Catalog Description (Do not use any symbols):

Provides a critical examination of current issues surrounding the field of **disability studies**, including, instructional methodologies, latest research, legislation and policy, case law, high stakes exams, over- representation of minorities in **disability services**, and teacher shortages.

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 Provost Office)

Existing

Proposed

	Units	Hours Per Unit	Default Section Size	Graded		Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture					Lecture					
Seminar	3	1	30	xx	Seminar	3	1	30	xx	
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

This course is **an elective** in the Masters of Art in Education, **special education** emphasis program.

☐ Requirement for the Major/Minor

☐ xxx Elective for the Major/Minor

☐ Free Elective

NEW

This course is a **required specialization course** in the Masters of Art in Education, **disability emphasis** program.

☐ 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

Upon completion of the course, students will be able to: 1 .

Analyze current topics in **special education** 2. Evaluate the impact of these topics on teachers, students, schools, and families 3. Conduct an in-depth review of literature in a topic area 4. Demonstrate the ability to conduct research by locating information from a variety of sources and synthesizing it

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

NEW

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

1 . Analyze current topics in **disability studies**
2. Evaluate the impact of these topics on teachers, students, schools, families, **and agencies and advocates working with people with disabilities**
3. Conduct an in-depth review of literature in a topic area
4. Demonstrate the ability to conduct research by locating information from a variety of sources and synthesizing it

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

OLD

The following topics are covered in this seminar. Some items are listed in general terms, as to allow the seminar to examine current events in the policy arena or implementation level.

Major topics: 1. Methodologies in **special education** : 2. Current legislation 3. Case law 4. Issues in local policy 5. **Students with disabilities and high stakes exams** 6. **Over-representation of minorities in special education** 7. **Teacher shortage**

NEW

The following topics are covered in this seminar. Some items are listed in general terms, as to allow the seminar to examine current events in the policy arena or implementation level.

Major topics: 1. Methodologies in **disability studies** : 2. Current legislation 3. Case law 4. Issues in local policy 5. **In-depth research on a topic related to the student's degree and career goals which may include, but not limited to:**

Students with disabilities and high stakes exams; Over-representation of minorities in special education; Teacher shortage; Early childhood funding streams; Medicare policies; Inter-agency collaboration; Working with diverse families and children

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.

8. Cross-listed Courses (Please note each prefix in item No. 1) *Beyond three disciplines consult with the Curriculum Committee.*

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 Arlington Central School District v. Murphy, 2006 U.S. Lexis 5162

Brownell, M. T. Sindelar, P. T., Bishop, A. G., Langley, L. K., Seo, Seonjin. (2005). Special education teacher supply and teacher quality: The problems, the solutions. In Skirtic, T.M., Harris, K.R., Shriner, J.G. (Eds.), Special Education Policy and Practice (pp. 103-128). Denver Colorado: Love Publishing

Fuchs, D. & Fuchs, L. (2005). Responsiveness-to-Intervention: A blueprint for Practitioners, Policymakers, and Parents. Teaching Exceptional Children, 38, pp. 57-61.

Fuchs, D., Mock, D., Morgan, P. L. & Young, C. L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities Research & Practice*, 18(3), 157- 171.

Harry, B. (2006). Why are there so many minorities in special education? Baltimore: Paul Brookes

Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 108th Congress Department of Education Topical Brief on Highly Qualified Teachers

Schaffer v. Weast, 126 S.Ct. 528 (2005)

Whitaker, S. D. (2005). Supporting beginning special education teachers. In Skirtic, T.M., Harris, K.R., Shriner, J.G. (Eds.), *Special Education Policy and Practice* (pp. 156-181). Denver Colorado: Love Publishing

NEW

"The Disability System and Programs to Promote Employment for People with Disabilities." David Wittenburg, David R. Mann, and Allison Thompkins. *IZA Journal of Labor Policy*, April 2013.

"Is Timing Everything? Disability Onset of Youth and Their Outcomes as Young Adults." David R. Mann and Todd C. Honeycutt. *Journal of Disability Policy Studies*, April 2013

"The Effects of Mental Health Parity on Spending and Utilization for Bipolar, Major Depression, and Adjustment Disorders." Alisa B. Busch, Frank Yoon, Colleen L. Barry, Vanessa Azzone, Sharon-Lise T. Normand, Howard H. Goldman, and Haiden A. Huskamp. *American Journal of Psychiatry*, February 2013.

Arlington Central School District v. Murphy, 2006 U.S. Lexis 5162

Brownell, M. T. Sindelar, P. T., Bishop, A. G., Langley, L. K., Seo, Seonjin. (2005). Special education teacher supply and teacher quality: The problems, the solutions. In Skirtic, T.M., Harris, K.R., Shriner, J.G. (Eds.), *Special Education Policy and Practice* (pp. 103-128). Denver Colorado: Love Publishing

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10. Tenure Track Faculty qualified to teach this course.

Tiina Itkonen, Elizabeth Quintero

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

12. 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 ☐ (Lab fee requests should be directed to the Student Fee Committee)

E. Other. ☐

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 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 690

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