

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2011, and finalized by the end of the fall semester to make the next catalog (2012-13) production

DATE (CHANGE DATE EACH TIME REVISED): 9-20-11; REV 11.17.11; REV 12.13.11

PROGRAM AREA(S): EDUCATION: SPED/ECS

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 all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary

Course title
x Prefix/suffix

Course Content
Course Learning Outcomes
References
GE
X Other Course number
Reactivate Course

Staffing formula and enrollment limits
Prerequisites/Corequisites
Catalog description
Mode of Instruction

Justification: When the course was originally written and implemented both the SPED program and the ECS program required the course. As of the past few years, SPED has used a different course for their majors and ECS majors are the only ones who take the course.

2. Course Information.

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

OLD

NEW

Prefix SPED Course# 546
Title Consultation & Collaboration with Families & Professionals Units (3)
3 hours lecture per week
hours blank per week

Prefix ECS Course# 463
Title Consultation & Collaboration with Families & Professionals Units (3)
3 hours lecture per week
hours blank per week

x Prerequisites: Admission to the Education Specialist: Mild/Moderate Disabilities Credential Program
Consent of Instructor Required for Enrollment
X Corequisites: SPED 562 or SPED 570
Catalog Description (Do not use any symbols):

x Prerequisites: Senior Standing
Consent of Instructor Required for Enrollment
Corequisites:
Catalog Description (Do not use any symbols):

Strategies for effectively collaborating, communicating and working in partnership with individuals with disabilities and their families, other caregivers, school administrators, general and special education teachers, specialists and paraprofessionals and community agency and related service personnel. Planning for transition across the life span for learners with special needs.

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General Education Categories:
Grading Scheme (Select one below):
x A - F
Credit/No Credit
Optional (Student's Choice)
Repeatable for up to units
Total Completions

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Grading Scheme (Select one below):
x A - F
Credit/No Credit
Optional (Student's Choice)
Repeatable for up to units
Total Completions

Multiple Enrollment in Same Semester Y/N N
 Course Level:
 x Undergraduate
 Post-Baccalaureate
 Graduate

Multiple Enrollment in Same Semester Y/N N
 Course Level:
 Undergraduate
 x Post-Baccalaureate
 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	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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/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).

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

OLD

Course is required for ECS major.

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

NEW

Course is required for ECS major.

- x 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. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

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

OLD

1. Describe the characteristics, variations and systems for families with disabilities across the life span.
2. Illustrate roles, responsibilities, complexities, and reciprocal influences of families and professionals in the special education process.
3. Explain and apply techniques and skills used in individual and group process facilitation, problem solving, decision-making, collaboration, communication and team-building in order to effectively work in partnership with families and professionals in the special education process.
4. Describe professional best practices that are sensitive and empowering to diverse students and their families when developing and implementing individualized special education services for learners with special needs.
- 5.

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2. Illustrate roles, responsibilities, complexities, and reciprocal influences of families and professionals in the special education process.
3. Explain and apply techniques and skills used in individual and group process facilitation, problem solving, decision-making, collaboration, communication and team-building in order to effectively work in partnership with families and professionals in the special education process.
4. Describe professional best practices that are sensitive and empowering to diverse students and their families when developing and implementing individualized special education services for learners with special needs.
- 5.

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

OLD

1. Characteristics, variations and systems for families with disabilities across the life span.
2. Roles, responsibilities, complexities, and reciprocal influences of families and professionals in the special education process.
3. Techniques and skills used in individual and group process facilitation, problem

NEW

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2. Roles, responsibilities, complexities, and reciprocal influences of families and professionals in the special education process.
3. Techniques and skills used in individual and group process facilitation, problem

- solving, decision-making, collaboration, communication and team-building with families and professionals in the special education process.
4. Best practices for diverse students and their families when developing and implementing individualized special education services for learners with special needs.

- solving, decision-making, collaboration, communication and team-building with families and professionals in the special education process.
4. Best practices for diverse students and their families when developing and implementing individualized special education services for learners with special needs.

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)

- 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: ECS/SPED
- C. Program responsible for staffing: ECS

9. References. [Provide 3-5 references]

OLD

Council for Exceptional Children. (2005). CEC code of ethics and standards for professional practice for special educators. *What every special educator must know: Ethics, standards, and guidelines for special educators* (pp.1-5). Upper Saddle River, NJ: Pearson Prentice Hall.

Doyle, M. B., & Gurney, D. (2000). Guiding paraeducators. In M. S. E. Fishbaugh (Ed.), *The collaboration guide for early career educators* (pp. 57-78). Baltimore: Paul H. Brookes Publishing Co.

Ferguson, P. M. (2002). A place in the family: An historical interpretation of research on parental reactions to having a child with a disability. *Journal of Special Education, 36*(3), 124-130.

Hanson, M. J., & Lynch, E. W. (2004). Theoretical perspectives for understanding families. In M. J. Hanson, & E. W. Lynch (Eds.), *Understanding families: Approaches to diversity, disability, and risk* (pp. 39-62). Baltimore: Paul H. Brookes Publishing Co.

NEW

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10. Tenure Track Faculty qualified to teach this course.

Dr. Tiina Itkonen

Dr. Jill Leafstedt

11. Requested Effective Date or First Semester offered: Fall 2012

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 (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

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

Priority deadline for New Minors and Programs: **October 1, 2011** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2011**.

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

Elizabeth Quintero

9-23-2011

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course: SPED 546

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		
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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

AVP		
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Signature

Date