DATE (CHANGE DATE EACH TIME REVISED): SEPTEMBER 15, 2013, REV. 12/9/13

PROGRAM AREA(S) : EDUCATION

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.

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1. **Indicate Changes and Justification for Each.** *[Mark an X by all change areas that apply and follow-up your justification. Be as brief as possible but, use as much space as necessary.]*

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

Justification: The purpose of this modification is to adjust the program to prepare candidates pursuing an administrative career in both P-12 *and* higher education settings (as opposed to just P-12). Additionally, the course modification will create greater emphasis on the role of an educational leader in ensuring that the needs and rights of students with disabilities are met.

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

OLD	NEW
Prefix EDPL Course# 625	Prefix EDPL Course# 625
Title Building Collaborative, Inclusive Learning Communities	Title Building Collaborative, Inclusive Learning Communities Units (3)
3 hours lecture per week	3 hours lecture per week
hours blank per week	hours blank per week
Prerequisites: ~~Admission to the Principals Leadership Program~~	X Prerequisites: Admission to the Master of Arts in Education, Educational Leadership Specialization
Consent of Instructor Required for Enrollment	Consent of Instructor Required for Enrollment
Corequisites:	Corequisites:
Catalog Description (Do not use any symbols):	**Catalog Description** (Do not use any symbols):
Understanding and applying the skills needed to build an inclusive learning community. Topics include roles and relationships among students, staff, adults and families, professional development, shared decision making, teacher leadership, supporting special populations within the school, designing and implementing strategic plans focused on improved student achievement for all learners.	Understanding and applying the skills needed to build an inclusive learning community. Topics include roles and relationships among students, staff, adults and families, professional development, shared decision making, leadership, supporting special populations within the educational institution (with an emphasis on students with disabilities), designing and implementing strategic plans focused on improved student achievement for all learners.
General Education Categories:	General Education Categories:
Grading Scheme (Select one below):	Grading Scheme (Select one below):
X A – F	X A – F
Credit/No Credit	Credit/No Credit
Optional (Student's Choice)	Optional (Student's Choice)
Repeatable for up to units	Repeatable for up to units
Total Completions	Total Completions
Multiple Enrollment in Same Semester Y/N	Multiple Enrollment in Same Semester Y/N
Course Level:	Course Level:
Undergraduate	Undergraduate
Post-Baccalaureate	Post-Baccalaureate

X Graduate   X 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
Lecture	**3**	**1**	**20**	X
Seminar				
Lab				
Activity				
Field Studies				
Indep Study				
Other blank				
Online				

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	**3**	**1**	**20**	**X**	
Seminar					
Lab					
Activity					
Field Studies					
Indep Study					
Other blank					
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 is a required course in the Principals Leadership Program and meets the California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

NEW
The course is required for those students pursuing a the Master of Arts in Education, Educational Leadership Specialization. This course meets California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

OLD column:
Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

NEW column:
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. 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
- Describe and analyze the political, social, economic, legal and cultural influences on schools and develop strategies for responding to these influences.
- Examine and reflect on personal attitudes and actions toward persons of different races, socio-economic groups, cultures, religious and ethnic backgrounds as well as attitudes toward persons of differing sexual orientation and individual with disabilities.
- Examine how one's personal attitudes and actions may support or diminish the goal of academic success for all students.
- Describe the historical and philosophical forces that give rise to institutional racism and sexism, limit access to academic and social success, and fail to create a safe and equitable school setting.
- Develop a plan to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning, and supports the professional growth of teachers and support staff.
- Develop a plan to guide and support the long-term professional development of all staff consistent with the on-going effort to improve the learning of all students relative to state adopted content standards for all students.
- Supervise the application of appropriate pedagogical practices that provide access to the core curriculum and high achievement for all students.
- Describe and respond to the context of the school and impact of school employee bargaining units, school board governance, and other governmental entities.
- Identify and build community partnerships that will benefit the students, teachers, families and school community.
- Facilitate parent involvement and parent educational activities that support student success.
- Develop and communicate decisions that are based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.
- Develop a resource allocation plan that guarantees access

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

NEW
- Examine the interconnections between schools/educational institutions and political, societal, economic, legal and cultural influences. (Standard 6)
- Examine and reflect on personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions, and ethnic backgrounds, as well as attitudes toward sexual orientation and individuals with disabilities and how these attitudes may support or diminish the goal to ensure that all students receive equitable access to education. (Standard 6)
- Address historical and philosophical forces that give rise to institutional racism and sexism, serve to limit access to academic and social success, and fail to create a safe and equitable educational setting. (Standard 4)
- Supervise the application of appropriate pedagogical practices that provide access to the core curriculum and high achievement for all students. (Standard 4)
- Examine mandates that ensure that schools/educational institutions operate consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements. (Standard 15)
- Identify community partnerships that will benefit the students, teachers, families, and school/educational institution community. (Standard 6)
- Facilitate parent involvement and parent education activities that support student success when appropriate. (Standard 13)
- Learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity and access. (Standard 6)
- Know the role of the leader in monitoring and implementing federal, state and local laws and policies/practices that ensure appropriate

to the curriculum for all students and opportunities for all students to participate in extra and co-curricular activities.
- Facilitate the development of school improvement plan based on a shared vision for the achievement of all students, data from multiple measures of student learning, and relevant quantitative and qualitative indicators.

accommodations for students with varied learning styles, disabilities, socio-economic challenges, and language backgrounds. (Standard 5)
- Demonstrate and develop in others: skills in shared decision making, problem solving, change management, and evaluation. (Standard 14)

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

OLD
- Introduction: review of course requirements
- School Culture
- Historical and philosophical influences on schools
- Building a learning community
- Establishing a collaborative culture
- Governance in a collaborative culture
- Inclusion (Culture, race, language, disabilities, gender, socio-economic status)
- Parent Involvement
- Community Partnerships
- School improvement planning
- Use of data in decision-making and school improvement
- Resource allocation
- Final examination and class closure

NEW
- Class Introductions/Review of Course/Expectations
- Understanding Poverty and the Effects on Behavior/Performance
- Special Education –Ventura Co.
- History/Philosophy of IDEA
- Understanding Poverty and the Effects on Behavior/Performance
- Role of the Administrator
- Eligibility
- Programs and Services
- IEP Process/Procedures
- Hot Topics
- Common Compliance Issues
- Complaints and Disputes
- Due Process
- Embracing the Mindset of Change
- School/Institution Wide & Classroom Success Factors
- Section 504 (Revisions made to the 1973 Rehabilitation Act to incorporate information about the Americans with Disabilities Act of 2008)
- Discipline
- Positive Behavior Support
- At-Risk Students
- Resources
- Inclusive Strategies
- Technology
- New Trends
- Understanding Context and Living Conditions
- Closing Activity

Does this course content overlap with a course offered in your academic program? Yes   **No** X
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** X
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: School of Education**

9. **References.** *[Provide 3-5 references]*
   OLD
   Deal, Terrence E. & Peterson, Kent D. (2003) Shaping School Culture. San Francisco, CA: Jossey-Bass.

Rubin, Hank. (2002) Collaborative Leadership: Developing Effective Partnerships in Communities and School. Thousand Oaks, CA. Corwin Press

California Department of Education. (2002) Elementary Makes the Grade. Sacramento, CA: CDE Press.

California Department of Education. (2001) Taking Center Stage. Sacramento, CA: CDE Press.

California Department of Education. (2002) Aiming High. Sacramento, CA: CDE Press.

NEW

Jensen, E., & Association for Supervision and Curriculum Development. (2010).*Teaching with poverty in mind*. Alexandria, VA.

Ventura County SELPA, A Parent Guide to Special Education   (2012)

Ventura County SELPA, Special Education Eligibility Guidelines (2011)

10. **Tenure Track Faculty qualified to teach this course.**
    Tiina Itkonen
    Kaia Tollefson

11. **Requested Effective Date or First Semester offered: Spring 2015**

12. **New Resource Requested: Yes** ☐   **No   X**
     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 X   (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 X   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.

Manuel Correia   12/9/13

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

Approval Sheet

Course: <mark>EDPL 625</mark>

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