

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 11/2/09; REV 12.14.09; REV 1.21.10; 10/1/12; REV 12.12.12

PROGRAM AREA(S): SPECIAL 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.

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.]

<input 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 type="checkbox"/> x References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input checked="" type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

Justification: This course now incorporates the standards for a teaching credential for students with moderate to severe disabilities, as articulated by the California Commission on Teacher Credentialing. The learning outcomes reflect those two additions to course outline, and additional readings. Two pre-requisite courses are added to align the mild/moderate and moderate/severe credentials with other credentials at the School of Education.

2. Course Information.

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

OLD

Prefix **SPED** Course# **541**
 Title **Foundations of Special Education** Units **(3)**
3 hours lecture per week
☐ hours blank per week

Prerequisites: **Admission to the Education Specialist Credential Program, EDUC 512, ENGL 475, SPED 345 and SPED 530**

Consent of Instructor Required for Enrollment

Corequisites: ☐

Catalog Description (Do not use any symbols):

Ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families. Models, theories and practices that form the basis for special education practice. History of special education and contributions of culturally diverse groups. Development of professional perspective that reflects status of special education services in society.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ 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

NEW

Prefix **SPED** Course# **541**
 Title **Foundations of Special Education** Units **(3)**
3 hours lecture per week
☐ hours blank per week

Prerequisites: Admission to the Education Specialist Program and completion of **Pre-requisite Program** course work.

Consent of Instructor Required for Enrollment

Corequisites: ☐

Catalog Description (Do not use any symbols):

Ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families. Models, theories and practices that form the basis for special education practice. History of special education and contributions of culturally diverse groups. Development of professional perspective that reflects status of special education services in society.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ 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

3. Mode of Instruction (Hours per Unit are defaulted)Hegis Code(s) _____
(Provided by the Dean)ExistingProposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	3	1	25	x	Lecture	3	1	25	x	
Seminar		1			Seminar		1			
Lab		3			Lab		3			
Activity		2			Activity		2			
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/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).

☐ **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 a required course in the Education Specialist Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

NEW

This course is a required course in the Education Specialist Credential Programs, mild/moderate and moderate/severe. It meets the standards set by the California Commission on Teacher Credentialing.

☐ Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

☒ 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

Students who successfully complete this course will be able to:

1. Critically analyze ethical standards of special education practice
2. Describe professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.
3. Describe and critically analyze models, theories and practices that form the basis for special education teaching.
4. Analyze the history of special education and contributions of culturally diverse groups.
5. Develop a professional perspective of special education.
6. Identify roles, responsibilities, complexities, and reciprocal influences of family, caregivers, school administrators, general and special education teachers, specialists, paraprofessionals, community agency and related service personnel involved in the special education process

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

NEW

Students who successfully complete this course will be able to:

1. Critically analyze ethical standards of special education practice
2. Describe professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.
3. Describe and critically analyze models, theories and practices that form the basis for special education teaching.
4. Analyze the history of special education and contributions of culturally diverse groups.
5. Describe personal professional disposition in special education.
6. Identify roles, responsibilities, complexities, and reciprocal influences of family, caregivers, school administrators, general and special education teachers, specialists, paraprofessionals, community agency and related service personnel involved in the special education process
7. Define the characteristics of students with mild/moderate disabilities and moderate/severe disabilities as they pertain to eligibility for special education services
8. Describe and Utilize knowledge and skills for transition planning

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

OLD

Ethical standards of the special education profession
Professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.
Key models for the provision of special education services
Major theories of educating children with special needs
Professionally defensible practices in special education

NEW

Ethical standards of the special education profession
Professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.
Key models for the provision of special education services
Major theories of educating children with special needs
Professionally defensible practices in special education

History of special education services to students with mild through severe disabilities
Contribution of culturally diverse individuals and groups to special education practice
Professional philosophy and portfolio development
Roles and responsibilities of family, caregivers, school administrators, general and special education teachers, specialists, paraprofessionals, community agency and related service personnel involved in the special education process
Cultural and linguistic influences in family dynamics and child rearing

History of special education services to students with mild through severe disabilities
Contribution of culturally diverse individuals and groups to special education practice
Professional philosophy and portfolio development
Roles and responsibilities of family, caregivers, school administrators, general and special education teachers, specialists, paraprofessionals, community agency and related service personnel involved in the special education process
Cultural and linguistic influences in family dynamics and child rearing
Case management
Transition planning

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: ☐
- C. Program responsible for staffing: School of Education

9. References. [Provide 3-5 references]

OLD Karen L. Freiberg (Editor) (2002) Annual Editions: Educating Exceptional Children 03/04. Guildford, CT: McGraw-Hill/Dushkin.

CEC Public Policy Unit (1999). IDEA 1997: Let's Make It Work, (3rd Ed.). Arlington: VA: Council for Exceptional Children.

Council For Exceptional Children. (2002). Code of Ethics for Educators of Persons with Exceptionalities. <http://www.cec.sped.org/ps/code.html#1> accessed January 8, 2003.

NEW

Browder, D. M., & Cooper-Duffy, K. (2003). Evidence-based practices for students with severe disabilities and the requirement for accountability in "No Child Left Behind." *Journal of Special Education*, 37, 157-163.

Downing, J., & MacFarland, S. (2010). Education and Individuals with Severe Disabilities: Promising Practices. In Stone, J., & Blouin, M. (Eds.) *International Encyclopedia of Rehabilitation*. Buffalo, NY: Center for International Rehabilitation Research Information and Exchange.

Freiberg, K. L. (2000). Annual Editions: Educating Exceptional Children 03/04. Guildford, CT: McGraw-Hill/Dushkin.

CEC Public Policy Unit (1999). *IDEA 1997: Let's Make it Work* (3rd Ed). Arlington, VA; Council for Exceptional Children.

Council of Exceptinoal Children (2003). *What every special educator must know: Ethics, standards, and guidelines for special educators* (5th ed.). Arlington, VA: Author.

10. Tenure Track Faculty qualified to teach this course.

Jill M. Leafstedt

Tiina Itkonen

11. Requested Effective Date or First Semester offered: Fall 2013

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, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012**.

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

Tiina Itkonen

10/1/2012

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course: SPED 541

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