

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): 9-20-12

PROGRAM AREA(S): 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.]

x Course title

Prefix/suffix

Course number

Units

Staffing formula and enrollment limits

Prerequisites/Corequisites

Catalog description

Mode of Instruction

Course Content

Course Learning Outcomes

References

GE

Other

Reactivate Course

Justification: Title changed to reflect changes in professional language in field.

2. Course Information.

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

OLD

Prefix ECS Course# 456

Title Working with Parents Units (3)

3 hours lecture per week

hours blank per week

x Prerequisites: senior standing

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols):

Studies the relationships among families, communities, and educational

programs with an emphasis on working with families from various cultures found in Southern California

through exploring parent involvement, forms of communication with parents, parent education, and identifying resources for families. Appropriate for all teacher credential students, and other majors in the social service areas that interact with and serve families.

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

Multiple Enrollment in Same Semester Y/N

Course Level:

x Undergraduate

Post-Baccalaureate

Graduate

NEW

Prefix ECS Course# 456

Title Family and Community Engagement Units (3)

3 hours lecture per week

hours blank per week

x Prerequisites: senior standing

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols):

Studies the relationships among families, communities, and educational

programs with an emphasis on working with families from various cultures found in Southern California

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Credit/No Credit

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Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N

Course Level:

x Undergraduate

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>25</u>	x	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	<u>x</u>	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
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

The course is needed content for the Child Development Permit for California. Student applicants for the Child Development Permit must have a minimum of 6 units in coursework directly addressing work with parents. Educators and other social service professionals working with families will be exposed to information and given opportunities to interact with families. The coursework strives to address the funds of knowledge (Moll, Gonzalez, and Amanti, 2005) of educators, families, and community members in a variety of contexts from a variety of cultures and situations.

x Requirement for the Major/Minor

☐ Elective for the Major/Minor

☐ Free Elective

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☐ 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 models of collaboration among families, schools, and communities

- analyze research about the relationship of parent involvement to student success and educational effectiveness
- identify families' priorities regarding home/school collaboration
- demonstrate culturally and linguistically appropriate ways to communicate with families
- demonstrate a wide variety of ways to support families of children with special needs
- report on a series of interviews conducted with interested stakeholders in parent involvement issues
- design and present a professional action plan about an aspect of working with parents

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

OLD

- 1) investigate models of collaboration among families, schools, and communities
- 2) study research about the relationship of parent involvement to student success and educational effectiveness
- 3) explore families' priorities regarding home/school collaboration
- 4) study culturally and linguistically appropriate ways to communicate with families
- 5) become familiar with a wide variety of ways to support families of children with special needs
- 6) interview an expert on family involvement and report to class
- 7) design and present a professional action plan about an aspect of working with parents

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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: ☐

9. References. *[Provide 3-5 references]*

OLD Bateson, Mary C. (2000). Full circles, overlapping lives: Culture and generation in transition. New York: Random House.

Delpit, L. (1988). Raising other people's children. Harvard Educational Review.

Freire, P. & Macedo, D. (1987). Literacy: Reading the word and the world. Granby, MA: Bergin & Garvey.

Moll, L. C., Gonzalez, N. and Amanti, C. (2005). Funds of knowledge: Theorizing practices in households, communities, and classrooms. New York: Lawrence Erlbaum.

Quintero, Elizabeth P. & Rummel, Mary K. (2003). Becoming a teacher in the new society: Bringing communities and classrooms together. New York: Peter Lang Publishers.

NEW Bateson, Mary C. (2000). Full circles, overlapping lives: Culture and generation in transition. New York: Random House.

Delpit, L. (1988). Raising other people's children. Harvard Educational Review.

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10. Tenure Track Faculty qualified to teach this course.

Dr. Elizabeth Quintero, Dr. Carola Matera

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.**

Elizabeth P. Quintero

9-20-12

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course: [REDACTED]

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