

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): 10/1/12

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.]

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

Justification: One of the pre-requisites (SPED 546) is no longer offered as the content was moved to EDSS/SPED 560 through an approved course modification and the approval of the Commission on Teacher Credentialing.

2. Course Information.

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

OLD

Prefix SPED Course# 562

Title FIELD EXPERIENCE Units (2)

hours lecture per week

3 hours field work per week

hours at least a minimum of one school day in local public schools per week

NEW

Prefix SPED Course# 562

Title FIELD EXPERIENCE Units (2)

☐ hours lecture per week

Minimum of one school day per week in a local public school

☒ Prerequisites: Admission to the Education Specialist: Mild/Moderate Disabilities Credential Program ☐

☐ Consent of Instructor Required for Enrollment

x Corequisites: Any of the following: SPED 542, SPED 545, **SPED 546**

Catalog Description (Do not use any symbols):

Participatory observation in school settings under the supervision of a university supervisor and/or classroom teacher for Education Specialist Candidates and Approved Interns. Repeatable up to 6 units.

General Education Categories: ☐

Grading Scheme (Select one below):

☐ A – F

☒ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to 6 units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

☒ Post-Baccalaureate

xx Prerequisites: Admission to the Education Specialist: Mild/Moderate or Moderate/Severe Disabilities Credential Program

☐ Consent of Instructor Required for Enrollment

x Corequisites: One of the following: SPED 542, SPED 543, SPED 545

Catalog Description (Do not use any symbols):

Participatory observation in school settings under the supervision of a university supervisor and/or classroom teacher for Education Specialist Candidates and Approved Interns.

General Education Categories: ☐

Grading Scheme (Select one below):

☐ A – F

☒ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to 6 units

Total **Completions 3**

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)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture		1			Lecture		1			
Seminar		1			Seminar		1			
Lab		3			Lab		3			
Activity	2	2	15	C/NC	Activity	2	2	15	C/NC	
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 for the Education Specialist: Mild/Moderate Disabilities Credential Program. The course meets the standards set forth by the California Commission on Teacher Credentialing.

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

NEW

This course is a required for the Education Specialist: Mild/Moderate Disabilities Credential Program. The course meets the standards set forth by the California Commission on Teacher Credentialing.

☒ 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

1. describe the activities, routines and relationships that characterize diverse K-12 classrooms
2. identify effective teaching practices for K-12 students with individual differences from the various linguistic and cultural groups in California school settings
3. diagnose student needs and assess student progress based on course assigned activities
4. analyze the effectiveness of their own delivery and management of assessment and instruction and the quality of their interactions with students
5. act on feedback from the classroom teacher and university field supervisor to modify and improve their interactions and teaching practice with K-12 students
6. establish professional, collaborative relationships with school professionals, families, and university field supervisor
7. examine school, district and state expectations and standards for the education of diverse learners
8. acquire a repertoire of effective and efficient classroom management techniques and instructional strategies to utilize during their student field experience

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

NEW

1. Describe the activities, routines and relationships that characterize diverse K-12 classrooms
2. Identify effective teaching practices for K-12 students with individual differences from the various linguistic and cultural groups in California school settings
3. Diagnose student needs and assess student progress based on course assigned activities
4. Analyze the effectiveness of their own delivery and management of assessment and instruction and the quality of their interactions with students
5. Act on feedback from the classroom teacher and university field supervisor to modify and improve their interactions and teaching practice with K-12 students
6. Collaborate with school professionals, families, and university field supervisor
7. Examine school, district and state expectations and standards for the education of diverse learners
8. Describe effective and efficient classroom management techniques and instructional strategies to utilize during their student field experience

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

OLD

- Keep a reflective journal as a way to contemplate and evaluate classroom experiences
- Observe the social and instructional environment of K-12 classrooms
- Learn about students' needs and interests, learning styles, skill levels and interactions -Administer and interpret assessments to inform instruction
- Collaborate with the classroom teacher in planning and preparing instructional materials and evaluating the effectiveness of instruction for individual and small groups of students
- Monitor student learning and engagement during instruction --
- Examine the legal and ethical obligations of teachers
- Learn about the service delivery model in K - 12 school settings

NEW

- Keep a reflective journal as a way to contemplate and evaluate classroom experiences
- Observe the social and instructional environment of K-12 classrooms
- Learn about students' needs and interests, learning styles, skill levels and interactions -Administer and interpret assessments to inform instruction
- Collaborate with the classroom teacher in planning and preparing instructional materials and evaluating the effectiveness of instruction for individual and small groups of students
- Monitor student learning and engagement during instruction --
- Examine the legal and ethical obligations of teachers
- Learn about the service delivery model in K - 12 school settings

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. Student teaching SPED 570. This course allows candidates to complete initial student teaching one day a week thus allowing them to go part time in the program. Candidate must still

acquire the total amount of student teaching hours as approved for the program by the Commission on Teacher Credential, before completing their final student teaching.

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 Leafstedt, J., Denney, M. K., Karp, J., Vega-Castaneda, L. (2003). Professional Teacher Preparation Program Accreditation Report for the Education Specialist: Mild/Moderate Disabilities Credential. Submitted to the California Commission on Teacher Credentialing. California State University Channel Islands, Camarillo, CA..
State of California California Commission on Teacher Credentialing, (2001). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. Sacramento, CA: California Commission on Teacher Credentialing.
Wilson, S. M., Floden, R. E., Ferrini-Mundy, J. (2001). Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations. Center for the Study of Teaching and Policy, University of Washington.

NEW

Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51.
Leafstedt, J., Denney, M. K., Karp, J., Vega-Castaneda, L. (2003). Professional Teacher Preparation Program Accreditation Report for the Education Specialist: Mild/Moderate Disabilities Credential. Submitted to the California Commission on Teacher Credentialing. California State University Channel Islands, Camarillo, CA..
State of California California Commission on Teacher Credentialing, (2001). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. Sacramento, CA: California Commission on Teacher Credentialing.
Williams, C., Fan, W., & Goodman, G. (2011). Preliminary analysis of the "Survey of Educators' Knowledge and Value of Research-Based Practices for Students with Autism." *Assessment of Effective Intervention*, 36, 113-130.
Wilson, S. M., Floden, R. E., Ferrini-Mundy, J. (2001). *Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations*. Center for the Study of Teaching and Policy, University of Washington.

10. Tenure Track Faculty qualified to teach this course.

Tiina Itkonen
Jil Leafstedt
Kaia Tollefson

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

10/1/12

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course:

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