

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): OCTOBER 3, 2012; REV 11.14.12

PROGRAM AREA(S): EDUCATION—SINGLE SUBJECT CREDENTIAL PROGRAM

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: Beginning in Spring 2013, newly admitted students will not necessarily be placed into middle school settings for student teaching. Renaming the seminars and associated student teaching courses to a system that reflects their level as “initial” and “advanced” more accurately reflects the expectations of the experiences as well as increases the flexibility in finding the most suitable placements for candidates in a given semester.

2. Course Information.

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

OLD

Prefix EDSS Course# 571

Title Student Teaching Seminar—Middle School Units (2)

2 hours seminar per week

☐ hours blank per week

x Prerequisites: Admission to the Single Subject Credential Program

☐ Consent of Instructor Required for Enrollment

x Corequisites: EDSS 575; Concurrent enrollment in or completed one content methods course

Catalog Description (Do not use any symbols):

Weekly meetings to discuss observations and teaching practice during students first student teaching experience. Teacher education performance assessments will be introduced.

General Education Categories: ☐

Grading Scheme (Select one below):

☐ A – F

x ☐ Credit/No Credit

☐ Optional (Student’s Choice)

Repeatable for up to 4 units

Total Completions 2

Multiple Enrollment in Same Semester Y/N N

Course Level:

☐ Undergraduate

x ☐ Post-Baccalaureate

☐ Graduate

NEW

Prefix EDSS Course# 571

Title Initial Student Teaching Seminar Units (2)

2 hours seminar per week

☐ hours blank per week

x Prerequisites: Admission to the Single Subject Credential Program

☐ Consent of Instructor Required for Enrollment

x Corequisites: EDSS 575; Concurrent enrollment in or completed one content methods course

Catalog Description (Do not use any symbols):

Weekly meetings to discuss observations and teaching practice during students first student teaching experience. Teacher education performance assessments will be introduced.

General Education Categories: ☐

Grading Scheme (Select one below):

☐ A – F

x ☐ Credit/No Credit

☐ Optional (Student’s Choice)

Repeatable for up to 4 units

Total Completions 2

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>1</u>			Lecture		<u>1</u>			
Seminar	<u>2</u>	<u>1</u>	<u>20</u>	X	Seminar	<u>2</u>	<u>1</u>	<u>20</u>	x	
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

This seminar is a required course in the Single Subject Teacher Credential Program. It meets the standards set and has been approved by the California Commission on Teacher Credentialing

x Requirement for the Major/Minor

☐ Elective for the Major/Minor

☐ Free Elective

NEW

This seminar is a required course in the Single Subject Teacher Credential Program. It meets the standards set and has been approved by the California Commission on Teacher Credentialing

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

Students who successfully complete this course will be able to:

1. Reflect on and describe their own professional practice
2. Examine and describe critical issues associated with teaching diverse middle school students with multiple needs and skills found in California classrooms and ways to collaborate with their families
3. Expand and implement their repertoire of techniques and strategies to effectively deliver a quality program of study to diverse middle school students
4. Describe and create the elements for a classroom environment that is conducive to learning
5. Build professional collaborative relationships with peers, students, families, K-12 and University faculty and personnel
6. Describe and connect the Teacher Performance Expectations to relevant program coursework and Teacher Performance Assessments.

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

NEW

Students who successfully complete this course will be able to:

1. Reflect on and describe their own professional practice
2. Examine and describe critical issues associated with teaching diverse middle school students with multiple needs and skills found in California classrooms and ways to collaborate with their families
3. Expand and implement their repertoire of techniques and strategies to effectively deliver a quality program of study to diverse middle school students
4. Describe and create the elements for a classroom environment that is conducive to learning
5. Build professional collaborative relationships with peers, students, families, K-12 and University faculty and personnel
6. Describe and connect the Teacher Performance Expectations to relevant program coursework and Teacher Performance Assessments.

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

OLD

Guided discussion of issues associated with student teaching expectations for the student teaching experience. Topics are determined each term by the issues identified by the student teachers. Typically, topics include:

1. classroom organization and behavior management strategies
2. integrating technology into teaching
3. parent communication
4. support for students with diverse educational needs and skills
5. health and safety in the classroom
6. safe school policies
7. Teacher Performance Expectations
8. Teacher Performance Assessments

NEW

Guided discussion of issues associated with student teaching expectations for the student teaching experience. Topics are determined each term by the issues identified by the student teachers. Typically, topics include:

1. classroom organization and behavior management strategies
2. integrating technology into teaching
3. parent communication
4. support for students with diverse educational needs and skills
5. health and safety in the classroom
6. safe school policies
7. Teacher Performance Expectations
8. Teacher Performance Assessments

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 State of California, California Commission on Teacher Credentialing, (2001). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. Sacramento, CA California, California Commission on Teacher Credentialing.

State of California California Commission on Teacher Credentialing, (2001). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: APPENDIX A Teaching Performance Expectations. Sacramento, CA California, California Commission on Teacher Credentialing.

Reed, A. & Bergemann, V. (2001). A Guide to Observation, Participation, and Reflection in the Classroom. Fourth Edition. New York, N.Y; McGraw-Hill

NEW State of California, California Commission on Teacher Credentialing, (2001). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. Sacramento, CA California, California Commission on Teacher Credentialing.

State of California California Commission on Teacher Credentialing, (2001). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: APPENDIX A Teaching Performance Expectations. Sacramento, CA California, California Commission on Teacher Credentialing.

Reed, A. & Bergemann, V. (2001). A Guide to Observation, Participation, and Reflection in the Classroom. Fourth Edition. New York, N.Y; McGraw-Hill

10. Tenure Track Faculty qualified to teach this course.

Jeanne Grier, Mary Adler, and any tenure track Education faculty

11. Requested Effective Date or First Semester offered: spring 2013 if possible, otherwise, 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.**

Jeanne M. Grier

10/3/ 2012

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