

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of that fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*)

8/29/2012; REV 12.12.12

PROGRAM AREA(S)

EDUCATION

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** SPED 590

Title: STUDENT TEACHING IN SPECIAL EDUCATION MODERATE/SEVERE **Units:** 6

X Admission to Clinical Practice and permission of Education Specialist Credential Program Coordinator

x Corequisites Student teaching seminar SPED 591

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Supervised teaching in university-approved culturally diverse public school special education setting for students with moderate/severe disabilities. Culminating experience that integrates the competencies for the Preliminary Education Specialist Credential in Moderate/Severe Disabilities.

Grading Scheme:

A-F Grades

X Credit/No Credit

Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

Undergraduate

x Post-Baccalaureate/Credential Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture					
Seminar					
Laboratory					
Activity	6	2	15	C/NC	
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

Twelve hours activity per week

hours blank per week

Is this course always delivered online? Yes____ No__x__

2. 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).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)
A. Justification: This course is needed in order to complete the Education Specialist Moderate/Severe teaching credential.

B. Degree Requirement: x Requirement for the Major/Minor
 Elective for the Major/Minor
 Free Elective

Note: Submit Program Modification if this course changes your program.

4. **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 student teaching course, the student will be able to:
1. Diagnose student needs and assess student progress based on course assigned activities
 2. Analyze the effectiveness of their own delivery and management of assessment and instruction and the quality of their interactions with students
 3. Act on feedback from the classroom teacher and university field supervisor to modify and improve their interactions and teaching practice with K-12 students
 4. Collaborate with school professionals, families, and university field supervisor
 5. Examine school, district and state expectations and standards for the education of learners with moderate/severe disabilities
 6. Acquire a repertoire of effective and efficient classroom management techniques and instructional strategies to utilize during student teaching field experience

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- 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
- Complete a culminating portfolio as required by CSUCI School of Education and the CCTC
- Infuse assistive technology into teaching

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.

6. 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).

List each cross-listed prefix for the course:

B. Program responsible for staffing: School of Education

7. References. [Provide 3 - 5 references]

Browder, D. D. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. New York: Guilford.

Friend, M., & Cook, L. (2000). *Interactions: Collaborative Skills for School Professionals*. Longman: New York.

Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51.

Kaiser, A. & McWhorter, C. (1990). *Preparing personnel to work with persons with severe disabilities*. Baltimore, MA: Paul Brookes.

8. Tenure Track Faculty Qualified to Teach This Course.

Tiina Itkonen

9. Requested Effective Date:

First semester offered: Spring 2014

10. New Resources 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 (please refer to Dean's Office for additional processing) Yes ☐ No ☐

E. Other

11. Will this new course 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**, of preceding year.

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

Tiina Itkonen

10/1/12

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

Date

Approval Sheet

Program/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 International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
AVP		
	Signature	Date