

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 591

Title: STUDENT TEACHING SEMINAR IN SPECIAL EDUCATION MODERATE/SEVERE **Units:** 2

x Prerequisites: Admission to Clinical Practice and permission of Education Specialist Credential program coordinator

x Corequisites: Final student teaching SPED 590

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols) Structured seminar to be taken concurrently with the student teaching experience SPED 590. Seminar prepares candidates to become reflective practitioners, and to complete a final portfolio to demonstrate acquisition of all competencies as articulated by the state.

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	2	1	15	C/NC	
Laboratory					
Activity					
Field Studies					
Indep Study					
Other Blank					

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

Two hours seminar 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, in accordance with the Commission of Teacher Credentialing requirements.
- B. Degree Requirement: ☒ Requirement for the Major/Minor **Note: Submit Program Modification if this course changes your program.**
☐ Elective for the Major/Minor
☐ Free Elective
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 course, taught concurrently with student teaching SPED 590, the student will be able to:
1. Complete a Transition Plan in preparation for the Clear Education Specialist Credential induction program, following the Clinical Practice model.
 2. Self evaluate own teaching by using journaling to reflect on practice.
 3. Utilize a professional learning community approach to problem solve with peers
 4. Successfully compile a culminating portfolio to demonstrate the acquisition of all competencies as required by the CCTC
5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*
- A. Reflective practice: learn to self-analyze and evaluate own teaching through journaling and video taping
 - B. Working collaboratively with related service providers, families, and general education teachers
 - C. Transition planning within grades, and from school to adult life
 - D. Outside services available for students with moderate to severe disabilities and their families
 - E. Peer problem solving within a professional learning community

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.

Rainforth, B. & McDonald, C. (1992) *Collaborative teams for students 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, PhD

9/3/12

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

Date

Approval Sheet

Program/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 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