1. **Catalog Description of the Course.** [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

   **EDSS 530. GENERAL SECONDARY SCHOOL METHODS (3)**
   Three hours lecture/discussion per week.
   Prerequisite: Admission to the Single Subject Credential Program.
   Corequisite: EDSS 570 (1-2 units): or EDSS 575
   Students learn and apply teaching strategies, assessment practices, lesson planning, and universal instructional design as appropriate for secondary classrooms. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms. Places special emphasis on middle school teaching and the middle school concept. Students will be placed in middle schools for the field placement/student teaching.

2. **Mode of Instruction.**

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Seminar</td>
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<tr>
<td>Laboratory</td>
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<tr>
<td>Activity</td>
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</tbody>
</table>

3. **Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

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

   Students who successfully complete this course will be able to:
   1. describe their understanding of the middle school student and the role of the middle school in society today.
   2. write effective daily lesson plans and create a long-range planning unit, all to include state and local standards.
   3. demonstrate and implement their understanding of students as diverse learners possessing a range of learning strategies.
   4. demonstrate their knowledge and use of various teacher-centered and student-centered methodologies and instructional techniques.
   5. create a variety of evaluation tools and assessment strategies.
   6. analyze, synthesize, and apply what they have learned about middle schools, middle school students, planning, learning, methodologies, and assessments through oral and written activities.
   7. incorporate appropriate technology into their teaching and instructional planning.

4. **Is this a General Education Course**
   - **YES**
   - **NO**

   If Yes, indicate GE category:
   - A (English Language, Communication, Critical Thinking)
   - B (Mathematics & Sciences)
5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

- Examining Your Beliefs
- Middle School Students Today
- Middle Schools Curriculum and Organization
- California State Academic Content Standards
- Effective Teacher Traits
- Knowing the Learner and Learning Strategies
- Planning Strategies
- Student-Centered Instructional Strategies
- Teacher-Centered Instructional Strategies
- Assessment & Evaluation Strategies
- Teaching for Diversity
- Professional Development Throughout your Teaching Career

6. References. [Provide 3 - 5 references on which this course is based and/or support it.]


7. List Faculty Qualified to Teach This Course.

Education Faculty

8. Frequency.
   a. Projected semesters to be offered: Fall ___X___ Spring ___X___ Summer ___X___

9. New Resources Required.

Library Resources
Teaching materials

10. Consultation.

   Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

   ___________________________     ___________________________
   Jeanne Grier                  Jan 9, 2003
   Proposer of Course           Date