CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL
Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester
to make the next catalog (2011-12) production

DATE (CHANGE DATE EACH TIME REVISED): OCTOBER 9, 2010; REV 12.15.10
PROGRAM AREA(S): EDUCATION – MULTIPLE SUBJECT
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 Rationale for the Change.** *[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
X	Units		GE
	Staffing formula and enrollment limits		Other
	Prerequisites/Corequisites		Reactivate Course
	Catalog description		
X	Mode of Instruction		

Rationale: The student teaching / field placement units for the Multiple Subject Credential Program were incorrectly aligned with the amount of time students spend in the field. The modification of units will bring student teaching placement in Multiple Subject in line with the number of units for student teaching placement courses in the Single Subject and Education Specialist Credential Programs.

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

OLD	NEW
Prefix EDMS Course# 575	Prefix EDMS Course# 575
Title Advanced Student Teaching Multiple Subject Units (7)	Title Advanced Student Teaching Multiple Subject Units (6)
8 hours activity per week	8 hours acitivity per week
2 hours seminar per week	
Prerequisites:	X Prerequisites: Admission to Multiple Subject Credential Program
Consent of Instructor Required for Enrollment	Consent of Instructor Required for Enrollment
Corequisites:	X Corequisites: EDMS 576
Catalog Description (Do not use any symbols):	**Catalog Description** (Do not use any symbols):
	Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a teaching seminar.
General Education Categories:	General Education Categories:
Grading Scheme (Select one below):	Grading Scheme (Select one below):
A – F	A – F
Credit/No Credit	X Credit/No Credit
Optional (Student's Choice)	Optional (Student's Choice)
Repeatable for up to units	Repeatable for up to units
Total Completions	Total Completions
Multiple Enrollment in Same Semester Y/N	Multiple Enrollment in Same Semester Y/N
Course Level:	Course Level:
Undergraduate	Undergraduate
Post-Baccalaureate	x Post-Baccalaureate
Graduate	Graduate

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3. Mode of Instruction (Hours per Unit are defaulted)   **Hegis Code(s)**_____

Existing

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture		**1**		
Seminar		**1**		
Lab		**3**		
Activity		**2**		
Field Studies	**7**		**25**	C/NC
Indep Study				
Other blank				

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture		**1**			
Seminar		**1**			
Lab		**3**			
Activity		**2**			
Field Studies	**6**		**24**	C/NC	
Indep Study					
Other blank					

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).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

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

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

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. You may wish to visit resource information at the following website: http://senate.csuci.edu/comm/curriculum/resources.htm)

OLD	NEW
Students who successfully complete this course will be able to:	Students who successfully complete this course will be able to:

OLD

Students who successfully complete this course will be able to:

1. Teach K-8 children from the various linguistic and cultural groups in California school settings in developmentally appropriate ways

2. Acquire a repertoire of effective and efficient classroom management techniques and instructional strategies to utilize during their professional teaching career

3. Assess student learning and diagnose student needs based on their responses to assessment activities

4. Collaboratively plan instruction in consultation with each of the professional providers who support the educational needs and program for all students

5. Design standards-based units of study and lessons for a variety of student groupings and meet the differing needs of individuals within the class

6. Implement lessons making appropriate use of class time and instructional resources

7. Manage instruction, routines and student interactions efficiently and effectively

8. Critically analyze the content and delivery of a lesson and appraise its strengths and weaknesses

9. Act on feedback to modify and improve their teaching practice

10. Establish professional, collaborative relationships with all school community members

11. Examine district, state and federal laws pertaining to the education of diverse learners, and the impact of those laws in educational contexts

NEW

Students who successfully complete this course will be able to:

1. Teach K-8 children from the various linguistic and cultural groups in California school settings in developmentally appropriate ways

2. Acquire a repertoire of effective and efficient classroom management techniques and instructional strategies to utilize during their professional teaching career

3. Assess student learning and diagnose student needs based on their responses to assessment activities

4. Collaboratively plan instruction in consultation with each of the professional providers who support the educational needs and program for all students

5. Design standards-based units of study and lessons for a variety of student groupings and meet the differing needs of individuals within the class

6. Implement lessons making appropriate use of class time and instructional resources

7. Manage instruction, routines and student interactions efficiently and effectively

8. Critically analyze the content and delivery of a lesson and appraise its strengths and weaknesses

9. Act on feedback to modify and improve their teaching practice

10. Establish professional, collaborative relationships with all school community members

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

OLD	NEW

OLD

☐ Keep a reflective practitioner journal

• Observe the social and instructional environment of K-8 classrooms and learn about students

NEW

• Write reflective analyses of own teaching practice

• Observe the social and instructional environment of K-8 classrooms

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- Implement, interpret and use assessments to inform instruction

- Plan instructional units and lessons suitable for whole class, small group and individuals

- Develop subject-specific pedagogical skills for multiple subject teaching assignments

- Monitoring all students' learning during instruction

- Use a variety of strategies to make content accessible to a variety of learners

- Manage student learning time efficiently and ensure effective student engagement in activities

- Practice using methods to teach English language learners throughout the curriculum

- Examine professional, legal and ethical obligations of teachers

- Participate in opportunities for professional growth

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- Implement, interpret and use assessments to inform instruction

- Plan instructional units and lessons suitable for whole class, small group and individuals

- Develop subject-specific pedagogical skills for multiple subject teaching assignments

- Monitor all students' learning during instruction

- Select and use appropriate strategies to make content accessible to a variety of learners

- Manage student learning time efficiently and ensure effective student engagement in activities

- Use specially designed instructional methods to teach English learners throughout the curriculum

- Examine the professional, legal and ethical obligations of teachers

- Participate in opportunities for professional growth

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Does this course content overlap with a course offered in your academic program? Yes `   ` **No X**
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 X**
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

McTighe, Jay & Wiggins, Grant. (2000) *Understanding by Design Handbook.*
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.

NEW
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.
California Commission on Teacher Credentialing, (2001*). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.* Sacramento, CA California California Commission on Teacher Credentialing.
McTighe, J. & Wiggins, G. (2000). *Understanding by Design Handbook.*

10. **Tenure Track Faculty qualified to teach this course.**

==Robert Bleicher, Merilyn Buchanan, Manuel Correia, Kaia Tollefson, Lillian Vega-Castaneda==

11. Requested Effective Date or First Semester offered: ==Fall 2011==

12. New Resource Requested: Yes ⬛   **No** X
   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** X
   If, YES attach a program update or program modification form for all programs affected.
   Priority deadline for New Minors and Programs: October 4, 2010 of preceding year.
   Priority deadline for Course Proposals and Modifications: October 15, 2010.
   Last day to submit forms to be considered during the current academic year: April 15th.

Manuel Correia & Merilyn Buchanan   ==10/10/10==
_____   _____
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.

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

Dean of Faculty		
	Signature	Date