

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by November 9, 2007, to make the next catalog production

DATE (CHANGE DATE IF REVISED): 11.15.07

PROGRAM AREA(S): EDUCATION-SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

1. Catalog Description of the Course. *[Follow accepted catalog format.]*
(If Cross-listed please submit prefixes for each discipline being modified)

OLD

Prefix EDSS Course# 531 Title Teaching Mathematics in Middle Schools Units (3)
 3 hours lecture per week
 hours blank per week

- Prerequisites: Admission into the Single Subject Credential Program
 Corequisites: EDSS 570 (1-2 units) or EDSS 575

Description (Do not use any symbols): A study of content, methodology, materials and current research in teaching middle school mathematics. Focuses on the state curricular mathematics frameworks appropriate for middle school classrooms. Emphasizes reflective practice based on California Standards for the Teaching Profession and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

- Gen Ed Categories
 Lab Fee Required
 Hegis Code
- Graded
 CR/NC
 Repeatable for up to _____ units
 Multiple Enrollment in (Student's choice) same semester
- Mission Based Learning Objectives: Interdisciplinary International Multicultural Service Learning
 American Institutions, Title V Section 40404: Government US Constitution US History (Refer to EO 405, for more information at: <http://senate.csuci.edu/comm/curriculum/resources.htm>)
 Service Learning Course

NEW

Prefix EDSS Course# 531 Title Teaching Mathematics in Middle Schools Units (3)
 3 hours lecture per week
 hours blank per week

- Prerequisites: Admission into the Single Subject Credential Program
 Corequisites: EDSS 570, EDSS 580, EDSS 575, or EDSS 585

Description: A study of content, methodology, materials and current research in teaching middle school mathematics. Focuses on the state curricular mathematics frameworks appropriate for middle school classrooms. Emphasizes reflective practice based on California TEACHER PERFORMANCE EXPECTATIONS and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

- Gen Ed Categories
 Lab Fee Required
- Graded
 CR/NC
 Repeatable for up to _____ units
 Multiple Enrollment in same semester choice)
- Mission Based Learning Objectives: Interdisciplinary International Multicultural Service Learning
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 Service Learning Course

2. Mode of instruction (Hours per Unit are set for you)

Existing

Proposed

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)		Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	_____	Lecture	<u>3</u>	<u>1</u>	<u>20</u>	_____
Seminar	_____	<u>1</u>	_____	_____	Seminar	_____	<u>1</u>	_____	_____
Laboratory	_____	<u>3</u>	_____	_____	Laboratory	_____	<u>3</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____	Activity	_____	<u>2</u>	_____	_____
Field Studies	_____	_____	_____	_____	Activity	_____	<u>2</u>	_____	_____
Indep Study	_____	_____	_____	_____	Activity	_____	<u>2</u>	_____	_____
Other blank	_____	_____	_____	_____	Activity	_____	<u>2</u>	_____	_____

3. Course Content in Outline Form if Being Changed. *[Be as brief as possible, but use as much space as necessary]*

OLD

Data Analysis & Statistics

NEW

Data Analysis & Statistics

Communicating mathematically, Balanced Assessment, Rubric scoring & Portfolios
 Dev. Early Number Sense: Problem Types
 Facts & Foundational Skills & Strategies
 Fractions
 Connections between Fractions, Decimals & Percents;
 Developing Concepts of Ratio & Proportion
 Geometry
 Measurement
 Technology Tools for Deepening Understanding
 Literacy in Mathematics; ELD Strategies – Access for All
 Algebraic Reasoning
 Pattern & Function Connections – Linear & Non-linear
 Functions
 Integers
 Exponents & Exponential Functions
 Probability

Communicating mathematically, Balanced Assessment, Rubric scoring & Portfolios
 Dev. Early Number Sense: Problem Types
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 Technology Tools for Deepening Understanding
 Literacy in Mathematics; ELD Strategies – Access for All
 Algebraic Reasoning
 Pattern & Function Connections – Linear & Non-linear
 Functions
 Integers
 Exponents & Exponential Functions
 Probability

4. 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]*

OLD

This is a required course for students seeking a Single Subject Credential in Mathematics.
 Through this course, students will be able to

- Identify important issues of modern middle school mathematics curriculum
- Align lessons and lesson plans to the California State Academic Content Standards
- Apply effective teaching techniques to the instruction of pre-algebra, algebra and pre-calculus
- Recognize and utilize effective problem solving approaches to teaching algebra
- Discuss pedagogy and demonstrate teaching methods for various student levels and a diverse student population in middle schools
- Use modern technology and mathematics software in the classroom
- Develop a variety of means of evaluating student needs and student learning.

NEW

This is a required course for students seeking a Single Subject Credential in Mathematics.
 Through this course, students will be able to

- Identify important issues of modern middle school mathematics curriculum
- Align lessons and lesson plans to the California State Academic Content Standards
- Apply effective teaching techniques to the instruction of pre-algebra, algebra and pre-calculus
- Recognize and utilize effective problem solving approaches to teaching algebra
- Discuss pedagogy and demonstrate teaching methods for various student levels and a diverse student population in middle schools
- Use modern technology and mathematics software in the classroom
- Develop a variety of means of evaluating student needs and student learning.

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

OLD

NEW

6. Indicate Changes and Justification for Each. *[Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- Course title
- Prefix/suffix
- Course number
- Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites
- Catalog description
- Course content

- References
- GE
- Other

Justification: Corequisites changed to reflect program flexibility for full and part-time students as well as fall and spring start students. Program description reflects emphasis on Teacher Performance Expectations set forth by the California Commission on Teacher Credentialing

7. **General Education Categories:** All courses with GE categories notations (including deletions) must be processed at 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)

- UD Interdisciplinary

8. **New Resources Required.** YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

9. **Will this course modification alter any degree, credential, certificate, or minor in your program?** YES NO

If, YES attach a program modification form for all programs affected.

10. **Effective Date (Semester and Year – all modifications submitted prior to November 9th will be effective in the Fall 2008 catalog):** Fall 2008

Jeanne M. Grier
 Proposer of Course Modification

10/15/2007
 Date

Approvals

Program/Course:

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date