

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by November 5, 2007, to make the next catalog production

DATE (CHANGE DATE IF REVISED): 10/24/07

PROGRAM AREA(S): EDUCATION

Directions: All of sections of this form must be completed for course modifications.

1. Catalog Description of the Course.

[Follow accepted catalog format.] (If Cross-listed please submit prefixes for each discipline being modified)

OLD

Prefix EDUC Course# 330 Title Introduction to Secondary Schooling Units (3)
2 hours lecture per week
2 hours activity per week

☐ Prerequisites:

☒ Corequisites: English majors must be concurrently enrolled in at least 1 of the following: ENGL 474, 475, 477, 478; other majors are recommended to be concurrently enrolled in a core course in their major.

Description (Do not use any symbols):

Two hours lecture/discussion and two hours of field observations per week.

Through this course students are introduced to secondary school concepts and issues related to teaching in their content area. Students are placed in local diverse middle or high schools classrooms in their content major, where they interact with students and teachers. The class meets to discuss subject matter coverage, standards, and teaching at various grade levels. Additional topics include middle school and high school organization and structures, and the roles of school personnel. Consent of instructor, field experience in secondary schools, and fingerprint clearance are required.

☒ Gen Ed Categories D AND INTERDISCIPLINARY
☐ Lab Fee Required

Graded ☐ CR/NC ☐ Repeatable for up to _____ units
☐ A - F ☐ Multiple Enrollment in (Student's choice) same semester

☐ 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 EDUC Course# 330 Title Introduction to Secondary Schooling Units (3)
2 hours lecture per week
2hours activity per week

☐ Prerequisites:

☒ Corequisites: ENGLISH MAJORS MUST BE CONCURRENTLY ENROLLED IN AT LEAST ONE UPPER DIVISION ENGLISH CLASS; other majors are recommended to be concurrently enrolled in a core course in their major.

Description:

Two hours lecture/discussion and two hours of field observations per week.

Through this course students are introduced to secondary school concepts and issues related to teaching in their content area. Students are placed in local diverse middle or high schools classrooms in their content major, where they interact with students and teachers. The class meets to discuss subject matter coverage, standards, and teaching at various grade levels. Additional topics include middle school and high school organization and structures, and the roles of school personnel. Consent of instructor, field experience in secondary schools, and fingerprint clearance are required.

☒ Gen Ed Categories D AND INTERDISCIPLINARY
☐ Lab Fee Required

Graded ☐ CR/NC ☐ Repeatable for up to _____ units
☒ A - F ☐ Multiple Enrollment in same (Student's choice) semester

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

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS# Units (filled out by Dean)
Lecture	<u>2</u>	<u>1</u>	<u>25</u>	<input type="checkbox"/>	Lecture	<u>2</u>	<u>1</u>	<u>25</u>	<input type="checkbox"/>	_____
Seminar	_____	<u>1</u>	_____	<input type="checkbox"/>	Seminar	_____	<u>1</u>	_____	<input type="checkbox"/>	_____
Lab	_____	<u>3</u>	_____	<input type="checkbox"/>	Lab	_____	<u>3</u>	_____	<input type="checkbox"/>	_____
Activity	<u>1</u>	<u>2</u>	<u>25</u>	<input type="checkbox"/>	Activity	<u>1</u>	<u>2</u>	<u>25</u>	<input type="checkbox"/>	_____

Field Studies	_____	_____	<input checked="" type="checkbox"/>	Field Studies	_____	_____	<input type="checkbox"/>
Indep Study	_____	_____	<input type="checkbox"/>	Indep Study	_____	_____	<input type="checkbox"/>
Other blank	_____	_____	<input type="checkbox"/>	Other blank	_____	_____	<input type="checkbox"/>

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

OLD

1. Course Introduction
2. Working with diverse learners
3. Collecting, reflecting on, and analyzing observational data
4. The role and development of secondary schools
5. Administrators, staff, teachers, and their role in schools
6. Disciplinary differences, practices, and expectations for learning
7. Content as taught in schools: An introduction to the Academic Content Standards
8. University content and K-12 Curriculum: Curriculum Connections
9. University content and K-12 Curriculum: Textbook and resource connections
10. Learning Requirements: Teacher Performance Expectations
11. Learning Requirements: High stakes exams in your content area

NEW

[UNCHANGED]

1. Course Introduction
2. Working with diverse learners
3. Collecting, reflecting on, and analyzing observational data
4. The role and development of secondary schools
5. Administrators, staff, teachers, and their role in schools
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7. Content as taught in schools: An introduction to the Academic Content Standards
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9. University content and K-12 Curriculum: Textbook and resource connections
10. Learning Requirements: Teacher Performance Expectations
11. Learning Requirements: High stakes exams in your content area

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

Students who successfully complete this course will be able to:

- Compare and contrast the role and development of secondary schools
- Identify the roles and responsibilities of various school personnel and resources
- Identify and discuss the nature of a diverse student population in secondary schools
- Analyze university subject matter content and how it is related to secondary school subject matter content
- Discuss different practices and expectations among subject matter disciplines
- Collect and analyze observational data on secondary teaching and learning
- Relate Academic Content Standards to observed secondary school lessons and to university coursework
- Provide educational support for individual or small groups of diverse secondary students
- Display the characteristics of a professional educator
- Discuss requirements that affect teaching and learning at the secondary level (including Teacher Performance Expectations and high stakes assessments for students)
- Describe the process of becoming a secondary school teacher in California and at CSUCI

NEW

[UNCHANGED]

Students who successfully complete this course will be able to:

- Compare and contrast the role and development of secondary schools
- Identify the roles and responsibilities of various school personnel and resources
- Identify and discuss the nature of a diverse student population in secondary schools
- Analyze university subject matter content and how it is related to secondary school subject matter content
- Discuss different practices and expectations among subject matter disciplines
- Collect and analyze observational data on secondary teaching and learning
- Relate Academic Content Standards to observed secondary school lessons and to university coursework
- Provide educational support for individual or small groups of diverse secondary students
- Display the characteristics of a professional educator
- Discuss requirements that affect teaching and learning at the secondary level (including Teacher Performance Expectations and high stakes assessments for students)
- Describe the process of becoming a secondary school teacher in California and at CSUCI

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

OLD California Academic Content Standards

Meredith Maran (2001). Class Dismissed: A Year in the Life of an American High School, a Glimpse into the Heart of a Nation

Trudy Knowles, Dave F. Brown (2000). What Every Middle School Teacher Should Know. Heinemann

Brendan Halpin (2003). Losing My Faculties: A Teacher's Story. Random House

Texts from concurrently-enrolled courses at CSUCI

One content-area textbook

NEW [unchanged]

California Academic Content Standards

Meredith Maran (2001). Class Dismissed: A Year in the Life of an American High School, a Glimpse into the Heart of a Nation

Trudy Knowles, Dave F. Brown (2000). What Every Middle School Teacher Should Know. Heinemann

Brendan Halpin (2003). Losing My Faculties: A Teacher's Story. Random House

Texts from concurrently-enrolled courses at CSUCI

One content-area textbook

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: The previous corequisite course choices proved to be unworkable for students because of their timing in the sequence of courses. We have therefore broadened the co-requisite to any upper division English course.

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 5th will be effective in the Fall 2008 catalog): Fall 2008 catalog

Mary Adler

10/24/07

Proposer of Course Modification

Date

Approval Sheet

Program/Course: EDUC 330

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		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Learning and Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date