

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2011, and finalized by the end of the fall semester to make the next catalog (2012-13) production

DATE (CHANGE DATE EACH TIME REVISED): OCTOBER 5, 2011

PROGRAM AREA(S): SCHOOL OF EDUCATION-MA IN EDUCATION

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 Justification for Each. *[Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- | | |
|---|---|
| <input type="checkbox"/> Course title | <input type="checkbox"/> Course Content |
| <input type="checkbox"/> Prefix/suffix | <input type="checkbox"/> Course Learning Outcomes |
| <input checked="" type="checkbox"/> Course number | <input type="checkbox"/> References |
| <input type="checkbox"/> Units | <input type="checkbox"/> GE |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input type="checkbox"/> Other <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Prerequisites/Corequisites | <input type="checkbox"/> Reactivate Course |
| <input type="checkbox"/> Catalog description | |
| <input checked="" type="checkbox"/> Mode of Instruction | |

Justification: New numbering is required for previously created yet never offered EDCI course.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix EDCI Course# 602

Title Issues in Secondary Education Units (3)

☐ hours lecture per week

☐ hours blank per week

☐ Prerequisites: ☐
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Recent trends and issues in secondary schools including organization, purposes and functions, curriculum, and programs. Emphasizes school organization, the nature of the student population, standards, school curricula and programs, and issues of teacher and school change.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions 1

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

☐ Post-Baccalaureate

☒ Graduate

NEW

Prefix EDCI Course# 645

Title Issues in Secondary Education Units (3)

☐ hours lecture per week

☐ hours blank per week

☒ Prerequisites: Acceptance into the MA in Education
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Recent trends and issues in secondary schools including organization, purposes and functions, curriculum, and programs. Emphasizes school organization, the nature of the student population, standards, school curricula and programs, and issues of teacher and school change.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions 1

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

☐ Post-Baccalaureate

☒ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

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

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture		1			Lecture		1			
Seminar	3	1	25	x	Seminar	3	1	20	x	
Lab		3			Lab		3			
Activity		2			Activity		2			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

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 is an elective course for students seeking a Master of Arts in Education.

Requirement for the Major/Minor

x Elective for the Major/Minor

NEW

This is an elective course for students seeking a Master of Arts in Education.

Requirement for the Major/Minor

x Elective for the Major/Minor

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>)

Upon completion of the course, the student will be able to:

OLD

Course Learning Objectives:

Upon completion of the course, the students will be able to:

1. describe various models of secondary school organization with emphasis on alternative structures
2. investigate various forms of curricular organization commonly found in middle and high schools
3. critically analyze innovative approaches to curriculum and school programs
4. explore the nature of change in secondary schools
5. investigate current trends, issues and problems in secondary schools including tracking, national and state standards and assessments, authentic assessments, brain research, differentiated instruction, and at-risk youth
6. describe the major reform innovations and school improvement programs currently in operation.

Upon completion of the course, the student will be able to:

NEW

Course Learning Objectives:

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

OLD

Major Topics

1. Purposes/Goals of Middle/Secondary Schools
2. Organization of Schools
 - a. Curricular (Departmental, Core, Elective, etc)
 - b. The Work of Teaching
 - c. Staffing (Teaming, Teacher Leadership)
 - d. Scheduling (hourly, modular, block)
 - e. Forms of Delivery of Academic Programs (House, School within a School, AP Tracking, Looping)
3. Socio-Cultural Perspectives on Schooling
4. Students Today (At-risk, cultural diversity, special needs)
5. Reform: Structural
 - a. The Teaching Profession
 - b. Charter Schools, Choice
 - c. Professional Development Schools
6. Reform: Instructional
 - a. Curricular/Instructional Change (e.g., constructivism, brain research, differentiated instruction)
 - b. Staff Development
 - c. Teacher Education
 - d. Standards/ Assessment
 - e. Technology

NEW

Major Topics

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 - c. Teacher Education
 - d. Standards/ Assessment
 - e. Technology

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.

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 Berliner, D.C. & Biddle, B.J. (1995). The manufactured crisis: Myths, fraud, and the attack on America's public schools. Addison-Wesley: Reading, MA.

Burbules, N.C. and Hansen, D.T. (1997). Teaching and its predicaments. Westview Press: Boulder, CO.

Richardson, V. & Placier, P. (2001). Teacher change. In the Handbook of Research on Teaching, 4th Edition (V. Richardson Ed.). American Education Research Association: Washington, D.C.

Riele, K. (2006). Youth "at risk": Further marginalizing the marginalized? Journal of Education Policy, 21, 2, pp129-145.

Sadker, M. & Sadker, D. (1994). Failing at fairness: How schools cheat girls. Simon and Schuster: New York.

Wiggins, G. & McTighe, J. (2006). Understanding by design. Pearson Education: Upper Saddle River: NJ.

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10. Tenure Track Faculty qualified to teach this course.

Mary Adler, Bob Bleicher, Merilyn Buchanan, Jeanne Grier, Tiina Itkonen, Jill Leafstedt, Kaia Tollefson

11. Requested Effective Date or First Semester offered: Fall 2012

12. New Resource 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: 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 ☐

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

Priority deadline for New Minors and Programs: **October 1, 2011** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2011**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Jeanne M. Grier

October 5,
2011

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: [REDACTED]

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 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
AVP		
Signature		Date