

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): SEPTEMBER 12, 2014. REV 1/27/2015

PROGRAM AREA(S): SCHOOL OF EDUCATION: MA IN EDUCATION—C&I SPECIALIZATION

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 an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. 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 type="checkbox"/> Course number	<input type="checkbox"/> References
<input checked="" type="checkbox"/> x Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input type="checkbox"/> Catalog description	
<input checked="" type="checkbox"/> x Mode of Instruction	

Justification: The course content can be taught effectively in a 3 unit class rather than a 4 unit class. Additionally, the change will allow students to take 2 courses in the program for “part-time” fees and tuition. This one four unit course forced students over the part-time limit that resulted in their paying full time fees and tuition if taking two classes, or delayed their program completion by one semester. This course is also appropriate for any delivery format chosen by the instructor and coordinator (Face to face, blended, or on-line).

2. Course Information.

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

OLD	NEW
Prefix EDCI Course# 605	Prefix EDCI Course# 605
Title ASSESSMENT IN THE CLASSROOM	Title ASSESSMENT IN THE CLASSROOM
Units (4)	Units (3)
4 hours lecture per week	3 hours lecture per week
<input type="checkbox"/> hours blank per week	<input type="checkbox"/> hours blank per week
<input type="checkbox"/> Prerequisites: <input type="checkbox"/>	<input type="checkbox"/> Prerequisites: <input type="checkbox"/>
<input type="checkbox"/> Consent of Instructor Required for Enrollment	<input type="checkbox"/> Consent of Instructor Required for Enrollment
<input type="checkbox"/> Corequisites: <input type="checkbox"/>	<input type="checkbox"/> Corequisites: <input type="checkbox"/>
Catalog Description (Do not use any symbols):	Catalog Description (Do not use any symbols):
An in-depth study of assessment strategies of student learning and an examination of current assumptions about classroom instruction, assessment, and learning. The relationship between theory and practice is emphasized.	An in-depth study of assessment strategies of student learning and an examination of current assumptions about classroom instruction, assessment, and learning. The relationship between theory and practice is emphasized.
General Education Categories: <input type="checkbox"/>	General Education Categories: <input type="checkbox"/>
Grading Scheme (Select one below):	Grading Scheme (Select one below):
<input checked="" type="checkbox"/> x A – F	<input checked="" type="checkbox"/> x A – F
<input type="checkbox"/> Credit/No Credit	<input type="checkbox"/> Credit/No Credit
<input type="checkbox"/> Optional (Student's Choice)	<input type="checkbox"/> Optional (Student's Choice)
Repeatable for up to <input type="checkbox"/> units	Repeatable for up to <input type="checkbox"/> units
Total Completions <input type="checkbox"/>	Total Completions <input type="checkbox"/>
Multiple Enrollment in Same Semester Y/N <input type="checkbox"/>	Multiple Enrollment in Same Semester Y/N <input type="checkbox"/>
Course Level:	Course Level:
<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Post-Baccalaureate	<input type="checkbox"/> Post-Baccalaureate

3. Mode of Instruction (Hours per Unit are defaulted)**Hegis Code(s)** _____
(Provided by the Provost Office)**Existing****Proposed**

	Units	Hours Per Unit	Default Section Size	Graded		Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	4	1	20		Lecture	3	1	15		
Seminar		1			Seminar		1			
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 (Graduation Writing Assessment Requirement)****Meets University Language Requirement****American Institutions, Title V Section 40404:** Government US Constitution US HistoryRegarding 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).**Online Course** (Answer YES if the course is ALWAYS delivered online).**5. Justification and Requirements for the Course.** *[Make a brief statement to justify the need for the course]***OLD**

A required course in the MA in Education Curriculum and

NEW

A required course in the MA in Education Curriculum and

Instruction Specialization. This course provides the foundation and tangible reasoning for constructivist teaching and learning as well as background in measurement and testing. This course will be an elective for the other MA in Education specializations and open to other Masters program students.

x Requirement for the Major/Minor
 Elective for the Major/Minor
 Free Elective

Instruction Specialization. This course provides the foundation and tangible reasoning for constructivist teaching and learning as well as background in measurement and testing.

x Requirement for the Major/Minor
 Elective for the Major/Minor
 Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing). Upon completion of the course, the student will be able to:

OLD

1. Identify links between testing, evaluation, measurement, assessment, instruction, and learning for all students.
2. Describe statistical concepts, measurement scales, norms, reliability, validity, standard error, and confidence intervals as related to a variety of assessments.
3. Design appropriate assessments to measure selected outcomes and standards.
4. Develop effective tasks, criteria, and rubrics for selected outcomes and standards.
5. Create a unit or series of lessons that infuse a variety of assessment strategies into the curriculum.
6. Select and use appropriate technology for authentic tasks.
7. Interpret assessment results in order to make informed decisions about an individual student and/or groups of students, planning, teaching, developing curriculum and school improvement.
8. Reflect on current and possible future assessment practices.

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

NEW

1. Identify links between testing, evaluation, measurement, assessment, instruction, and learning for all students.
2. Describe statistical concepts, measurement scales, norms, reliability, validity, standard error, and confidence intervals as related to a variety of assessments.
3. Design appropriate assessments to measure selected outcomes and standards.
4. Develop effective tasks, criteria, and rubrics for selected outcomes and standards.
5. Create a unit or series of lessons that infuse a variety of assessment strategies into the curriculum.
6. Select and use appropriate technology for authentic tasks.
7. Interpret assessment results in order to make informed decisions about an individual student and/or groups of students, planning, teaching, developing curriculum and school improvement.
8. Reflect on current and possible future assessment practices.

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

OLD

- I. History of Assessment
- II. Understanding Measurement and Statistics
- III. Rethinking Assessment
- IV. Aligning Standards, Outcomes, and Tasks
- V. Designing criteria and rubrics; Selecting Authentic Tasks and Project Design
- VI. Technology in Assessment and Instruction
- VII. Portfolios

NEW

- I. History of Assessment
- II. Understanding Measurement and Statistics
- III. Rethinking Assessment
- IV. Aligning Standards, Outcomes, and Tasks
- V. Designing criteria and rubrics; Selecting Authentic Tasks and Project Design
- VI. Technology in Assessment and Instruction
- VII. Portfolios
- VIII. Revisiting Reliability and Validity

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) Beyond three disciplines consult with the Curriculum Committee.

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** American Educational Research Association. (1999). *Standards for Educational and Psychological Testing*. Washington: DC, Author. ISBN: 0935302255.
- Linn, R. L., & Gronlund, N. E. (2000). *Measurement and Assessment in Teaching (8th ed.)*. Upper Saddle River, NJ: Merrill (Prentice Hall).
- McAfee, O., & Leong, D. J. (2002). *Assessing and guiding young children's development and learning (3rd ed.)*. Boston: Allyn & Bacon.
- Herman, J.L., Aschbacher, P.R., & Winters, L. (1992). *A practical guide to alternative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Popham, James W. *Classroom Assessment: What Teachers Need to Know*. (3rd Edition) Boston, MA.: Allyn and Bacon, 2002

NEW same

- American Educational Research Association. (1999). *Standards for Educational and Psychological Testing*. Washington: DC, Author. ISBN: 0935302255.
- Linn, R. L., & Gronlund, N. E. (2000). *Measurement and Assessment in Teaching (8th ed.)*. Upper Saddle River, NJ: Merrill (Prentice Hall).
- McAfee, O., & Leong, D. J. (2002). *Assessing and guiding young children's development and learning (3rd ed.)*. Boston: Allyn & Bacon.
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- Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Popham, James W. *Classroom Assessment: What Teachers Need to Know*. (3rd Edition) Boston, MA.: Allyn and Bacon, 2002

10. Tenure Track Faculty qualified to teach this course.

all SOE Faculty

11. Requested Effective Date or First Semester offered: Next offered: Spring 16 but in catalog ASAP please!

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 ☒ (Lab fee requests should be directed to the Student Fee Committee)

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, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

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

Jeanne M. Grier, PhD

9/12/2014

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course: EDCI 605

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 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
AVP		
Signature		Date