Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 10/10/2012; REV 11.7.12; REV 1.2.13

PROGRAM AREA(S) : 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.

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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.]*

	Course title	X	Course Content
	Prefix/suffix	X	Course Learning Outcomes
	Course number	X	References
	Units		GE
X	Staffing formula and enrollment limits	x	Other Added repeatability
	Prerequisites/Corequisites		Reactivate Course
X	Catalog description		
X	Mode of Instruction		

Justification: The content and learning outcomes have been modified to reflect that this is the first in a sequence of two courses.

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

OLD	NEW
Prefix EDMS Course# 566	Prefix EDMS Course# 566
Title Initial Student Teaching Seminar Multiple Subject Units (2)	Title Initial Student Teaching Seminar Multiple Subject Units (2)
2 hours seminar per week	2 hours seminar per week
XX Prerequisites: Admission to the Multiple Subject Credential Program	XX Prerequisites: Admission to the Multiple Subject Credential Program
Consent of Instructor Required for Enrollment	Consent of Instructor Required for Enrollment
X Corequisites: EDMS 565	X Corequisites: EDMS 565
Catalog Description (Do not use any symbols): Facilitates the preparation for and discussion of issues relevant to the student teaching experience. Meets the standards set by the California Commission on Teacher Credentialing.	Catalog Description (Do not use any symbols): Facilitates the preparation for and discussion of issues relevant to the student teaching experience. Prepares candidates for the Teaching Performance Assessment. Repeatable up to 4 units.
General Education Categories:	General Education Categories:
Grading Scheme (Select one below):	Grading Scheme (Select one below):
A – F	A – F
XX Credit/No Credit	X Credit/No Credit
Optional (Student's Choice)	Optional (Student's Choice)
Repeatable for up to 4 units	Repeatable for up to 4 units
Total Completions	Total Completions 2
Multiple Enrollment in Same Semester Y/N	Multiple Enrollment in Same Semester Y/N N
Course Level:	Course Level:
Undergraduate	Undergraduate
X Post-Baccalaureate	X Post-Baccalaureate
Graduate	Graduate

3. Mode of Instruction (Hours per Unit are defaulted)   Hegis Code(s)_____
(Provided by the Dean)

Existing

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture		**1**		
Seminar	**2**	**1**	**24**	C/NC
Lab		**3**		
Activity		**2**		
Field Studies				
Indep Study				
Other blank				
Online				

Proposed

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

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
This is a required course in the Multiple Subject Teacher

NEW
This is a required course in the Multiple Subject Teacher

8.29.11 km2

Credential Program. It meets the standards set by the California Commission on Teacher Credentialing. ~~It allows the program to comply with SB 1209 (Chapter 517, Statutes of 2006). The bill mandated all multiple subject professional teacher preparation programs implement a teaching performance assessment as of July 1, 2008 which must be completed and passed in order for candidates to earn a teaching credential.~~

Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

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

☐ 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:

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

OLD

Students who successfully complete this course will be able to:
1. ~~Plan a 3-5 day teaching event that is suited to a specific diverse K-8 teaching context~~
2. ~~Develop and deliver an instructional plan that uses a repertoire of techniques and strategies to effectively deliver a quality program of study to diverse K-8 students and provide a rationale for choices made~~
3. ~~Create, provide commentary on, and implement an assessment plan for the teaching event and analyze the data gathered~~
4. ~~Examine and describe critical issues associated with teaching students with multiple needs and skills found in diverse, inclusive K-8 classrooms~~
5. ~~Reflect on and critique a video-taped episode of their own teaching performance~~
6. ~~Complete elements of the Teaching Performance Assessment~~

NEW

Students who successfully complete this course will be able to:
1. Critically examine issues related to classroom practice and their own teaching performance
2. Identify and discuss elements of the Teaching Performance tasks
3. Identify critical elements of a teaching context
4. Analyze and critique sample instructional and assessment plans that use techniques and strategies to deliver lessons to diverse K-8 students
5. Critique video-taped episodes of teaching

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

OLD
• ~~Research and write a teaching context commentary~~
• ~~Plan a 3 day teaching event for a specific diverse K-8 setting~~
• ~~Incorporate a repertoire of instructional techniques and strategies to effectively teach the planned lessons~~
• ~~Present a rationale for the activities included~~
• ~~Critique video-taped episodes of teaching~~
• ~~Create an assessment plan, implement it and analyze the data gathered~~
• ~~Describe critical issues associated with teaching students with multiple needs and skills~~
• ~~Complete a Teaching Performance Assessment Mini-PACT in preparation for EDMS 576.~~

NEW
• Teaching Performance Expectations
• Performance Assessment for California Teachers (PACT)
• Instructional techniques and strategies to effectively teach lessons
• Critical issues associated with teaching students with multiple needs and skills

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

PACT Consortium. (2010). Elementary Mathematics Teaching Event Handbook for PACT (Performance Assessment for California Teachers). Retrieved from www.pacttpa.org

~~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.~~

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.

NEW

PACT Consortium. (2012). Elementary Mathematics Teaching Event Handbook for PACT (Performance Assessment for California Teachers). Retrieved from www.pacttpa.org

State of 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.

10. **Tenure Track Faculty qualified to teach this course.**
    Merilyn Buchanan, Manuel Correia

11. **Requested Effective Date or First Semester offered: Fall 2013**

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 1, 2012 of preceding year.
    Priority deadline for Course Proposals and Modifications: October 15, 2012.
    Last day to submit forms to be considered during the current academic year: April 15th.

Merilyn Buchanan   10/10/2012
_____   _____
Proposer(s) of Course Modification   Date
Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: EDMS 566

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