

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

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): 7/2/2012

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.

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 checked="" type="checkbox"/>	Course Learning Outcomes
<input type="checkbox"/>	Course number	<input type="checkbox"/>	References
<input checked="" type="checkbox"/>	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 checked="" type="checkbox"/>	X Catalog description		
<input type="checkbox"/>	Mode of Instruction		

Justification: This course was previously a 4 unit course to include literacy methods within the content methods course. With new California Core standards that specify literacy requirements for content areas, we have submitted a 2 unit stand-alone course for the literacy content (see EDSS 540). The literacy course will remove the need for the extra content in this methods course. However, we have kept key literacy objective(s) within this course so that the content area methods teachers can reinforce good literacy practices.

2. Course Information.

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

OLD

Prefix EDSS Course# 544
Title Teaching Social Studies in High School Units (4)
4 hours lecture per week
☐ hours blank per week

x Prerequisites: Admission to the Single Subject Credential Program
☐ Consent of Instructor Required for Enrollment
x Corequisites: EDSS 570, EDSS 580, EDSS 575, or EDSS 585

Catalog Description (Do not use any symbols):

Prepares single subject credential candidates to teach social studies content in high school classrooms. Primary emphases include the state standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

General Education Categories: ☐

Grading Scheme (Select one below):

x A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N

Course Level:

☐ Undergraduate

x Post-Baccalaureate

NEW

Prefix EDSS Course# 544
Title Teaching Social Studies in High School Units (3)
3 hours lecture per week
☐ hours blank per week

x Prerequisites: Admission to the Single Subject Credential Program
☐ Consent of Instructor Required for Enrollment
x Corequisites: EDSS 570, EDSS 580, EDSS 575, or EDSS 585

Catalog Description (Do not use any symbols):

Prepares single subject credential candidates to teach social studies content in high school classrooms. Primary emphases include state and national standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

General Education Categories: ☐

Grading Scheme (Select one below):

x A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

x Post-Baccalaureate

Graduate

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	4	1	20	Y	Lecture	3	1	20	Y	
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****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 for students seeking a History/Social

8.29.11 km2

NEW

This is a required course for students seeking a History/Social

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

Submit Program Modification if this course changes your program.

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

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).

OLD

Students who successfully complete this course will be able to:

- Articulate the unique contributions of and methods in the social sciences.
- Identify and begin practicing specific techniques and dispositions that optimize learning for all students, specifically those who are often marginalized, minoritized, and disserved by teachers and schools due to their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation.
- Organize the scope and sequence of annual, semester, quarterly, and unit plans of instruction specifically catered to social studies learning.
- Design lesson plans that target high school learners using a variety of pedagogical strategies (e.g. simulations/role playing, dramatics, concept attainment, student research activities, case studies, cooperative learning, graphic organizers and activities using primary sources, cultural artifacts including works of art and literature).
- Engineer "teachable moments" in tenth, eleventh, and twelfth grade classrooms that are developmentally appropriate and academically enriching.
- Use research-proven techniques to promote the academic achievement of students with special needs, including those identified as SPED, EL, and/or GATE.
- Triangulate the rationale for their instructional choices by referencing specific state standards, district and/or school frameworks, and the needs/interests of their students.
- Locate and evaluate an array of social studies teaching resources available in print, digital, and multimedia formats.
- Identify, critique, and innovate a series of assessment techniques that enhance teachers' capacity to measure achievement and chart progress in their classroom.
- Implement cooperative learning activities in their instructional planning in a manner that promotes the social and intellectual development of students and makes learning fun.
- Scrutinize their teaching practices for their efficacy in producing quantifiable student achievement.

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- ~~Articulate the unique contributions of and methods in the social sciences.~~
- Identify and begin practicing specific techniques and dispositions that optimize learning for all students, specifically those who are often marginalized, minoritized, and disserved by teachers and schools due to their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation.
- Organize the scope and sequence of annual, semester, quarterly, and unit plans of instruction specifically catered to social studies learning AND ALIGNED TO APPROPRIATE STATE STANDARDS.
- Design lesson plans that target high school learners using a variety of pedagogical strategies (e.g. simulations/role playing, dramatics, concept attainment, student research activities, case studies, cooperative learning, graphic organizers and activities using primary sources, cultural artifacts including works of art and literature).
- Engineer "teachable moments" in **ninth**, tenth, eleventh, and twelfth grade classrooms that are developmentally appropriate and academically enriching.
- Use research-proven techniques to promote the academic achievement of students with special needs, including those identified as SPED, EL, and/or GATE.
- Triangulate the rationale for their instructional choices by referencing specific state standards, district and/or school frameworks, and the LITERACY needs AND interests of their students.
- Locate and evaluate an array of social studies teaching resources available in print, digital, and multimedia formats.
- Identify, critique, and innovate a series of assessment techniques that enhance teachers' capacity to measure achievement and chart progress in their classroom.
- ~~Implement cooperative learning activities in their instructional planning in a manner that promotes the social and intellectual development of students and makes learning fun.~~
- ~~Scrutinize their teaching practices for their efficacy in producing quantifiable student achievement.~~

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

OLD

- I. The official high school curriculum: National & state standards, district frameworks, adopted textbooks
- II. High school course sequence and electives: Disaggregating the social studies sub-disciplines taught in California
- III. Backwards design: Social studies units as organized thematic inquiries

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- IV. Social studies teaching methods I
- V. Social studies teaching methods II
- VI. Using drama and theatrics to invigorate learning
- VII. Teaching social issues, current events, and human rights
- VIII. Service learning projects
- IX. Advanced placement courses and exams
- X. Literacy & SDAIE: Developing readers and writers in social studies classrooms
- XI. Interdisciplinary teaching: Blending the sciences, mathematics, the arts, and literature into the high school social studies classroom
- XII. Extracurriculars: Sponsoring clubs, making the most of field trips, and using visiting speakers
- XIII. Teaching with purpose: Democratic classrooms in autocratic times

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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

- California History-Social Science Content Standards for Grades Ten, Eleven, and Twelve
- California History-Social Science Content Standards for Psychology, U.S. Government, and Economics
- Curriculum Standards for Social Studies as developed by the National Council for the Social Studies
- Banks, J. A., Banks, C. A. M., & Clegg, A. A. (1999). *Teaching strategies for the social studies: Decision-making and citizen action* (5th ed.). New York: Longman.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

NEW

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10. Tenure Track Faculty qualified to teach this course.

Mary Adler

11. Requested Effective Date or First Semester offered: Spring 2013

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, 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**.

Mary Adler & Jeanne Grier

7/2/2012

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course: EDSS 541

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