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): OCTOBER 3, 2012; REV 11.14.12; REV 11.30.12; REV 1.2.13
PROGRAM AREA(S) : EDUCATION—SINGLE SUBJECT CREDENTIAL PROGRAM
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.]*

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

Justification: Beginning in Spring 2013, newly admitted students will not necessarily be placed into middle school settings for student teaching. Renaming the seminars and associated student teaching courses to a system that reflects their level as "initial" and "advanced" more accurately reflects the expectations of the experiences as well as increases the flexibility in finding the most suitable placements for candidates in a given semester. Other changes are corrections to earlier errors in the form.

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

OLD	NEW
Prefix EDSS Course# 575	Prefix EDSS Course# 575
Title Student Teaching Middle School Units (6)	Title Initial Student Teaching Units (6)
8 hours activity per week	Includes eight weeks of full-time student teaching.
☐ hours blank per week	☐ hours blank per week
x Prerequisites: Must be officially admitted to the Single Subject Credential Program.	x Prerequisites: Must be officially admitted to the Single Subject Credential Program.
☐ Consent of Instructor Required for Enrollment	☐ Consent of Instructor Required for Enrollment
☐ Corequisites: EDMS 571	x Corequisites: EDSS 571
Catalog Description (Do not use any symbols): Participatory observation and teaching in selected middle level secondary schools under the supervision of a classroom teacher and University supervisor, with a student teaching seminar. Equivalent of eight weeks of full-time student teaching.	**Catalog Description** (Do not use any symbols)**:** Participatory observation and initial student teaching in a select secondary setting under the supervision of a classroom teacher and university supervisor. Includes eight weeks of full time student teaching.
General Education Categories: ☐	General Education Categories: ☐
Grading Scheme (Select one below):	Grading Scheme (Select one below):
☐ A – F	☐ A – F
Credit/No Credit	x Credit/No Credit
☐ Optional (Student's Choice)	☐ Optional (Student's Choice)
Repeatable for up to ☐ units	Repeatable for up to 12 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
Post-Baccalaureate	x Post-Baccalaureate
☐ Graduate	☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)   **Hegis Code(s)**_____

(Provided by the Dean)

<u>Existing</u>   <u>Proposed</u>

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture		**1**		
Seminar		**1**		
Lab		**3**		
Activity		**2**		
Field Studies				
Indep Study				
Other SUPERVISION	**6**	**8**	**Variable**	
Online				

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture		**1**			
Seminar		**1**			
Lab		**3**			
Activity		**2**			
Field Studies					
Indep Study					
Other SUPERVISION	**6**	**8**	**20**	x	
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 course is a required course in the Single Subject Teacher Credential Program It meets the standards set by the California Commission on Teacher Credentialing.

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

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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:

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OLD

1. Teach middle school-aged children from the various linguistic and cultural groups in California school settings in developmentally appropriate ways

2. Acquire a repertoire of effective and efficient classroom management techniques and instructional strategies to utilize during their professional teaching career

3. Assess student learning and diagnose student needs based on their responses to assessment activities

4. Design standards-based units of study and lessons for a variety of student groupings and meet the differing needs of individuals within the class

5. Implement lessons making appropriate use of class time and instructional resources

6. Manage instruction, routines and student interactions efficiently and effectively

7. Critically analyze the content and delivery of a lesson and appraise its strengths and weaknesses

8. Act on feedback to modify and improve their teaching practice

9. Establish professional, collaborative relationships with all school community

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members

10. Examine relevant district, state and federal laws pertaining to the education of diverse learners, and the impact of those laws in educational contexts

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

OLD

- Keep a reflective practitioner journal
- Observe the social and instructional environment of middle school classrooms and learn about students
- Implement, interpret and use assessments to inform instruction
- Plan instructional units and lessons suitable for whole class, small group and individuals
- Develop subject-specific pedagogical skills for multiple subject teaching assignments
- Monitoring all students' learning during instruction
- Use a variety of strategies to make content accessible to a variety of learners
- Manage student learning time efficiently and ensure effective student engagement in activities
- Practice using methods to teach English language learners throughout the curriculum
- Develop awareness and understanding of professional, legal and ethical obligations of teachers
- Participate in opportunities for professional growth

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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 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.

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.

McTighe, Jay & Wiggins, Grant. (2000) *Understanding by Design Handbook.*

NEW 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.

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10. **Tenure Track Faculty qualified to teach this course.**
    All School of Education Faculty

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** x   **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.

Jeanne M. Grier   10/3/12
_____   _____
Proposer(s) of Course Modification   Date
Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course:

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