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 11.7.12; REV 12.10.12

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   Other
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# 585	Prefix EDSS Course# 585
Title Student Teaching High School Units (6)	Title Advanced Student Teaching Units (6)
Equivalent of eight weeks of full-time student teaching	Equivalent of 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. Successful completion of EDSS 575.
Consent of Instructor Required for Enrollment	Consent of Instructor Required for Enrollment
Corequisites: EDSS 581	x Corequisites: EDSS 581
Catalog Description (Do not use any symbols):	**Catalog Description** (Do not use any symbols)**:**
Participatory observation and teaching in selected high school 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.	Participatory observation and advanced student teaching in a secondary setting selected by the program under the supervision of a classroom teacher and university supervisor. Includes eight weeks of full time student teaching. Repeatable up to 12 units.
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
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)

Existing

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture		**1**		
Seminar		**1**		
Lab		**3**		
Activity		**2**		
Field Studies				
Indep Study				
Other blank	**6**	**1**	**30**	**X**
Online				

Proposed

	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 blank	**6**	**1**	**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

5. **Justification and Requirements for the Course.** *[Make a brief statement to justify the need for the course]*

OLD	NEW
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.	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.

OLD	NEW
x Requirement for the Major/Minor	x Requirement for the Major/Minor
⬜ Elective for the Major/Minor	⬜ Elective for the Major/Minor
⬜ Free Elective	⬜ 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. 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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8. Act on feedback to modify and improve their teaching practice

9. Establish professional, collaborative relationships with all school community

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	NEW
• Keep a reflective practitioner journal	• Keep a reflective practitioner journal
• Observe the social and instructional environment of high school classrooms and learn about students	• Observe the social and instructional environment of ==secondary level== classrooms and learn about students
• Collaborative with each of the professionals who contribute to the education program of diverse students	• Collaborative with each of the professionals who contribute to the education program of diverse students
• Monitoring student learning during instruction	• Monitoring student learning during instruction
• Interpret and use of assessments	• Interpret and use of assessments
• Plan instructional units suitable for whole class, small group and individuals	• Plan instructional units suitable for whole class, small group and individuals
• Develop subject-specific pedagogical skills for single subject teaching assignments	• Develop subject-specific pedagogical skills for single subject teaching assignments
• Use a variety of strategies to make content accessible to a variety of learners	• Use a variety of strategies to make content accessible to a variety of learners
• Mange student learning time and ensure student engagement in activities	• Mange student learning time and ensure student engagement in activities
• Practice using methods to teach English learners	• Practice using methods to teach English learners ==and develop the Academic Language of all students==
• Develop awareness and understanding of professional, legal and ethical obligations of teachers	• Develop awareness and understanding of professional, legal and ethical obligations of teachers
• Participate in opportunities for professional growth	• Participate in opportunities for professional growth
	•

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.

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.*

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