

<b>ORIGINATOR'S SECTION:</b>	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017
2. Current Course abbreviation and Number: <b>EDMI 544</b> <i>Middle level Social Studies Education</i>	

TYPE OF CHANGE(S). Check ☒ all that apply.

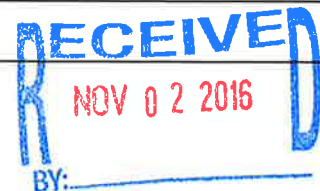
Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Co-requisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section – both current and new – is required ONLY for items checked (X) above.

## CURRENT INFORMATION:

## NEW INFORMATION:

3. Title:			Course abbreviation and Number:		
4. Abbreviated Title for Banner: (no more than 25 characters)			Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)		
5. Number of Units:			Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)		
6. Catalog Description:  Focuses on developing an understanding of theory, methodology, and assessment of social studies in self-contained or departmentalized settings.			Number of Units:		
7. Mode of Instruction* (See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf">http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf</a> for definitions of the Course Classification Numbers)			Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)  Focuses on developing an understanding of theory, methodology, and assessment of social studies in departmentalized settings. This course is aligned with California's SB 2042 Standards.		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		
8. Grading Method:*			Grading Method:*		
<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)			<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)		
<input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)			<input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)		
<input type="checkbox"/> Credit/No Credit Only (C)			<input type="checkbox"/> Credit/No Credit Only (C)		
<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)			<input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)		
9. If the NP or CP grading system was selected, please explain the need for this grade option.					



**CURRENT INFORMATION:**

<b>10. Course Requires Consent for Enrollment?</b>	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Faculty	<input type="checkbox"/> Credential Analyst
<input type="checkbox"/> Department Chair/Program Director	
<b>11. Course Can be Taken for Credit More than Once?</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, how many times (including first offering)	
<b>12. Is Course Cross Listed:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, indicate which course	
<b>13. Prerequisite(s):</b>	
<b>14. Corequisite(s):</b>	
<b>15. Documentation attached:</b>	
<input type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

**NEW INFORMATION:**

<b>Course Requires Consent for Enrollment?</b>	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Faculty	<input type="checkbox"/> Credential Analyst
<input type="checkbox"/> Department Chair/Program Director	
<b>Course Can be Taken for Credit More than Once?</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, how many times (including first offering)	
<b>Is Course Cross-listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, indicate which course and check "yes" in item #17 below.	
<b>Prerequisite(s):</b>	
<b>Corequisite(s):</b>	

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)*

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments?)** ☒ Yes ☐ No

If yes, please specify:

Required to receive a Multiple Subject credential with middle level emphasis.

**17. Does this course change impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline: \_\_\_\_\_

\_\_\_\_\_  
Signature Date ☐ Support ☐ Oppose

Discipline: \_\_\_\_\_

\_\_\_\_\_  
Signature Date ☐ Support ☐ Oppose

**18. Reason(s) for changing this course:**

Required by the California Commission on Teacher Credentialing.

**SIGNATURES: (COLLEGE LEVEL)**

Erika Daniels *Erika Daniels* 08/24/16  
1. Originator (Please Print) Date

*Pat Stahl* 10/12/16  
2. Program Director/Chair Date

*Myra J...* 10/12/16  
3. College Curriculum Committee Date

*Denise G...* 10-20-16  
4. College Dean (or Designee) Date

**(UNIVERSITY LEVEL)**

\_\_\_\_\_  
5. UCC Committee Chair Date

\_\_\_\_\_  
6. Vice President for Academic Affairs (or Designee) Date

\_\_\_\_\_  
7. President (or Designee) Date

August 23, 2016

*To: Curriculum Committee (CEHHS and UCC)*

*From: Erika Daniels ([edaniels@csusm.edu](mailto:edaniels@csusm.edu)) on behalf of the School of Education Middle Level Team*

*Re: Changes in the course descriptions for EDM 522, 543, 544, and 545*

The School of Education Middle Level Education program is the only one in the state of California that specifically prepares students to teach in middle schools (typically grades 6-8). Because the state does not offer a credential specific to the middle grades, most districts hire teachers with either a Multiple Subject credential—focused on elementary school—or a Single Subject credential—focused on high school.

Since the program's inception in 1991, graduates have earned a Multiple Subject credential and added a Single Subject credential or a Subject Matter Authorization. The definitions and nuances of these documents are not pertinent to the issue at hand but can be provided upon request. Also since the beginning, the Commission on Teacher Credentialing has accepted EDM 522, 543, 544, and 545 as the required departmentalized pedagogy courses required to earn a Single Subject credential.

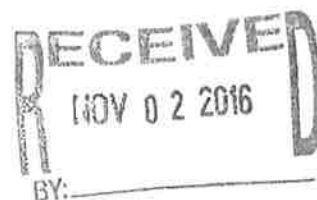
In November 2016, the Commission on Teacher Credentialing changed its policy and asked the Middle Level program to make a minor change to each course description. We were asked to remove the word "self-contained" in order to emphasize that the content focused on teaching the content in departmentalized settings. This change does not affect the course content, schedule, materials, or instructional processes.

Therefore, we request that both the CEHHS Curriculum Committee and UCC approve the minor change to the course descriptions for the above referenced courses. Specifically, to approve the removal of the word "self-contained" so that the description for each class reads, in part:

This course focuses on developing an understanding of theory, methodology, and assessment of (specific content area) **in departmentalized settings**.

Instead of:

This course focuses on developing an understanding of theory, methodology, and assessment of (specific content area) **in self-contained and departmentalized settings**.



## EDUCATION: MIDDLE LEVEL (EDMI)

### College of Education, Health and Human Services

Enrollment restriction for all EDMi courses is admission to Middle Level Program.

#### EDMI 511 (3)

##### Middle Level Teaching and Learning I

Focuses on developing a preliminary understanding of learning theory and instructional practice in self-contained or departmentalized settings.

#### EDMI 512 (3)

##### Middle Level Teaching and Learning II

Focuses on developing an advanced understanding of learning theory and instructional practice in self-contained or departmentalized settings.  
*Prerequisite: EDMi 511*

#### EDMI 521 (3)

##### Middle Level Literacy I

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language Learning in self-contained or departmentalized settings.

#### EDMI 522 (3)

##### Middle Level Literacy II

Focuses on developing an understanding of theory, methodology, and assessment of English Language Arts and second language learning in self-contained or departmentalized settings. *Prerequisite: EDMi 521*

#### EDMI 543 (3)

##### Middle Level Mathematics Education

Focuses on developing an understanding of theory, methodology, and assessment of mathematics in self-contained or departmentalized settings.

#### EDMI 544 (3)

##### Middle Level Social Studies Education

Focuses on developing an understanding of theory, methodology, and assessment of social studies in self-contained or departmentalized settings. *This course is aligned with California's SB 2042 standards.*

#### EDMI 545 (3)

##### Middle Level Science Education

Focuses on developing an understanding of theory, methodology, and assessment of science in self-contained or departmentalized settings. *This course is aligned with California's SB 2042 standards.*

#### EDMI 555 (3)

##### Middle Level Multilingual Education

Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in self-contained or departmentalized settings. *May not be taken for credit by students who have received credit for EDML 552*

#### EDMI 571 (7)

##### Clinical Practice in Middle Schools I

Observation and teaching in selected middle schools in grades 6-8 under the supervision of a classroom teacher, on-site liaison, and university supervisor, with clinical practice seminars. *May not be taken for credit by students who have received credit for EDMi 561*

#### EDMI 572 (7)

##### Clinical Practice in Middle Schools II

Observation and teaching in selected middle schools in grades 6-8 under the supervision of a classroom teacher, on-site liaison, and university supervisor, with clinical practice seminars. *May not be taken for credit by students who have received credit for EDMi 562. Graded Credit/No Credit*

#### EDMI 573 (7)

##### Clinical Practice II in Middle Level Bilingual/ELD Settings

A clinical practice experience designed to prepare teacher candidates to obtain Bilingual Authorization certification. Bilingual teacher candidates will demonstrate the skills, knowledge, and attitudes to effectively teach in a bilingual/ELD classroom setting. *Graded Credit/No Credit. Enrollment is restricted to students who have obtained consent of instructor. Enrollment Requirement: Admission to the Middle Level Teacher Education Program.*

#### EDMI 661 (3)

##### The Young Adolescent Learning

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of young adolescents from multidisciplinary, multicultural, and applied perspectives. Students will explore how to create learning environments and social contexts that support cognitive and developmental processes. Through a critical inquiry process, students will learn theoretical perspectives and empirical research on young adolescent development as they create an understanding of the factors that influence the social contexts in which practitioners and young adolescents exist.

#### EDMI 662 (3)

##### Middle Level Curriculum, Instruction, and Assessment

Explores various issues and techniques in curriculum design, instruction, and assessment in light of middle-level philosophy and young adolescent development. Students will expand their practical repertoire of teaching and assessment strategies for meeting young adolescents' intellectual, social, and emotional needs. Students will engage in field experiences and consider organizational structures that shape middle-level students' learning and development.