California State University San Marcos • **COURSE CHANGE(S)** • FORM C-2

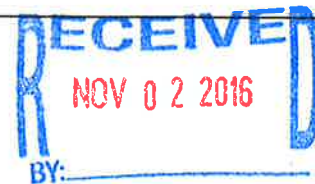| ORIGINATOR'S SECTION:	
1. College: ☐ CHABSS ☐ CoBA ☒ CEHHS ☐ CSM	**Desired Term and Year of Implementation (e.g., Fall 2008):** Fall 2017	
2. Current Course abbreviation and Number: EDMI 543	*Middle Level Mathematics Education*

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

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

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

CURRENT INFORMATION:

NEW INFORMATION:

Course abbreviation and Number:

CURRENT INFORMATION	**NEW INFORMATION**
3. Title:	**Title:** *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
4. Abbreviated Title for Banner: *(no more than 25 characters)*	**Abbreviated Title for PeopleSoft:** *(no more than 25 characters, including spaces)*
5. Number of Units:	**Number of Units:**
6. Catalog Description: Focuses on developing an understanding of theory, methodology, and assessment of mathematics in self-contained or departmentalized settings.	**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 not count toward the 80-word limit.)* Focuses on developing an understanding of theory, methodology, and assessment of mathematics in departmentalized settings.

7. Mode of Instruction* *(See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)*

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:***
☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)* ☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)* ☐ Credit/No Credit Only (C) ☐ Credit/No Credit or Report-in-Progress Only (CP))	☐ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)* ☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)* ☐ Credit/No Credit Only (C) ☐ 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.

*If Originator is uncertain of this entry, please consult with Department Chair/Program Director

RECEIVED NOV 0 2 2016 BY:_____

CURRENT INFORMATION: **NEW INFORMATION:**

CURRENT INFORMATION	NEW INFORMATION
10. Course Requires Consent for Enrollment? ☐ Yes ☐ No ☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Department Chair/Program Director	**Course Requires Consent for Enrollment?** ☐ Yes ☐ No ☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Department Chair/Program Director
11. Course Can be Taken for Credit More than Once? ☐ Yes ☐ No If yes, how many times (including first offering)	**Course Can be Taken for Credit More than Once?** ☐ Yes ☐ No If yes, how many times (including first offering)
12. Is Course Cross Listed: ☐ Yes ☐ No If yes, indicate which course	**Is Course Cross-listed?** ☐ Yes ☐ No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	**Prerequisite(s):**
14. Corequisite(s):	**Corequisite(s):**
15. Documentation attached: ☐ Syllabus ☐ Detailed Course Outline	

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:_____

_____ _____   ☐ Support   ☐ Oppose
Signature   Date

Discipline:_____

_____ _____   ☐ Support   ☐ Oppose
Signature   Date

18. Reason(s) for changing this course:
   Required by the California Commission on Teacher Credentialing.

SIGNATURES: (COLLEGE LEVEL)   **(UNIVERSITY LEVEL)**

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

                                    10/12/16
2. Program Director/Chair   Date

                                    10/19/16
3. College Curriculum Committee   Date

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

_____   _____
5. UCC Committee Chair   Date

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

_____   _____
7. President (or Designee)   Date

| Office of Academic Programs | PeopleSoft:_____ | Catalog:_____ | Revised 3/28/2007 |

August 23, 2016

To: Curriculum Committee (CEHHS and UCC)
From: Erika Daniels (edaniels@csusm.edu) on behalf of the School of Education Middle Level Team
Re: Changes in the course descriptions for EDMI 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 EDMI 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**.
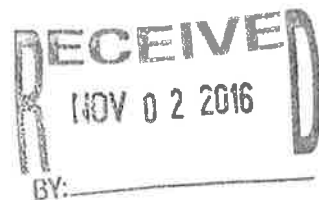
EDUCATION:
MIDDLE LEVEL (EDMI)

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.