

Cover Sheet

GSC CURRICULAR PROPOSAL FORM

CURRICULAR PROPOSAL 2012-2013

DEPARTMENT/SCHOOL: School of Education

Approved by the SOE at their regular faculty meeting 4/18/2012

Proposal I: Separate Clinical Practice courses for Education Specialist (Special Education) candidates by classification of credential, mild/moderate and moderate/severe. In addition, clarify the course description for Clinical Practice I to include inclusive settings.

Total course additions: 0

Total course deletions: 0

Total unit additions: 0

Total unit deletions: 0

Staffing increase/decrease: 0

Library resourcing impact: none

Net Financial impact: none



Signature Dean of the School/ Department Chair

DEPARTMENT/SCHOOL
School of Education

Programs: Master of Arts in Teaching (MAT)

PROPOSAL I: Separate Clinical Practice courses for Education Specialist candidates by classification of credential, mild/moderate and moderate/severe. In addition, clarify the course description for Clinical Practice I to include inclusive settings.

Rationale:

Currently, candidates for the education specialist credential mild/moderate and moderate/severe enroll in clinical practice courses that do not specify the classification of credential. The impetus for this proposal is the recommendation of the CTC/NCATE accreditation site team in February 2012 cited as an area of concern that it was difficult to determine if students in the special education Clinical Practice setting were being recommended for a Mild/Moderate or Moderate/Severe preliminary credential. Based upon conversations with the Office of Records, it is recommended that we retain the same course numbers (eg EDU672) and add either an M for Mild/Moderate or an S for Moderate/Severe at the end of the course number. This would not be the section number as that determines the location of the course (A = Arcadia, B = Bakersfield). Separating these candidates into classification-specific courses will more accurately reflect the credentials the candidates are seeking. All students seeking just a Special Education credential would enroll in EDU670 to gain their experience in a general classroom that is inclusive of students with disabilities. After successful completion of the first quad in EDU670 they would enroll in either EDU672 for Mild/Moderate or EDU674 for Moderate/Severe. Students desiring to earn both Mild/Moderate and Moderate/Severe credentials would need to complete the newly approved practicum course in the additional setting.

In addition, additional language is proposed to the current course description for Clinical Practice I to provide a clearer understanding of both the setting for and tasks completed in the “general education” phase of Clinical Practice.

Current Course Descriptions (2011-12) :	Proposed Course Descriptions:
<p>EDU 670 (4) SPECIAL EDUCATION CLINICAL PRACTICE I This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned classroom setting with a Cooperating Teacher and focus on the general education curriculum and California standards. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver the general education</p>	<p>EDU 670 (4) SPECIAL EDUCATION CLINICAL PRACTICE I This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned classroom setting with a Cooperating Teacher and focus on the general education curriculum and California standards. The candidate is placed in an inclusive classroom that serves general education students as well as students with disabilities. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver the general education curriculum and California standards. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the clinical practice experience, the teaching responsibility gradually shifts</p>

<p>curriculum and California standards. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.</p> <p><i>Corequisite: Education 6CPI.</i></p> <p><i>Prerequisite: Approval to student teach and completion of all Teacher Education admission requirements, Education 600, Education 600F, either Education 601 and 601F or Education 653 and Education 653F, Education 602, Education 610, Education 610F, Education 650, Education 652.</i></p>	<p>from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.</p> <p><i>Corequisite: Education 6CPI.</i></p> <p><i>Prerequisite: Approval to student teach and completion of all Teacher Education admission requirements, Education 600, Education 600F, either Education 601 and 601F or Education 653 and Education 653F, Education 602, Education 610, Education 610F, Education 650, Education 652.</i></p>
<p>EDU 672 (4) INTERN SPECIAL EDUCATION CLINICAL PRACTICE I</p> <p>This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.</p> <p><i>Corequisite: Education 6CPI.</i></p>	<p>EDU672 would be split into two courses, the first with an M after the course number to signify Mild/Moderate and the second with an S to signify Moderate/Severe.</p> <p>EDU 672M (4) INTERN MILD/MODERATE CLINICAL PRACTICE I—</p> <p>This Clinical Practice experience provides the Mild/Moderate Education Specialist Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.</p> <p><i>Corequisite: Education 6CPI.</i></p> <p><i>Prerequisite: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements, Education 600, Education 600F, either Education 601 and 601F or Education 653 and Education 653F, Education 602, Education 610, Education 610F, Education 650, Education 652.</i></p> <p>EDU 672S (4) INTERN MODERATE/SEVERE CLINICAL PRACTICE I—</p>

<p><i>Prerequisite: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements, Education 600, Education 600F, either Education 601 and 601F or Education 653 and Education 653F, Education 602, Education 610, Education 610F, Education 650, Education 652.</i></p>	<p>This Clinical Practice experience provides the Moderate/Severe Education Specialist Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.</p> <p><i>Corequisite: Education 6CP1.</i></p> <p><i>Prerequisite: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements, Education 600, Education 600F, either Education 601 and 601F or Education 653 and Education 653F, Education 602, Education 610, Education 610F, Education 650, Education 652.</i></p>
<p>EDU 674 (4) SPECIAL EDUCATION CLINICAL PRACTICE II</p> <p>This course is the second Clinical Practice teaching experience and it focuses on instructional strategies appropriate for learners with disabilities. Student Teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.</p> <p><i>Corequisite: Education 6CP2.</i></p> <p><i>Prerequisite: Successful completion of Clinical</i></p>	<p>EDU674 would be split into two courses, the first with an M after the course number to signify Mild/Moderate and the second with an S to signify Moderate/Severe.</p> <p>EDU 674M (4) MILD/MODERATE CLINICAL PRACTICE II—</p> <p>This Clinical Practice experience provides the Mild/Moderate Education Specialist candidate an opportunity to focus on instructional strategies appropriate for learners with disabilities. Student Teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.</p> <p><i>Corequisite: Education 6CP2.</i></p> <p><i>Prerequisite: Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.</i></p>
<p><i>Prerequisite: Successful completion of Clinical</i></p>	<p>EDU 674S (4) MODERATE/SEVERE CLINICAL PRACTICE II—</p> <p>This Clinical Practice experience provides the Moderate/Severe Education Specialist candidate an opportunity to focus on instructional strategies appropriate for learners with disabilities. Student Teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating</p>

<p><i>Practice I and completion of all Teacher Education admission requirements.</i></p>	<p>Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit. <i>Corequisite: Education 6CP2.</i> <i>Prerequisite: Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.</i></p>
<p>EDU 676 (4) INTERN SPECIAL EDUCATION CLINICAL PRACTICE II This second Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit. <i>Corequisite: Education 6CP2.</i> <i>Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.</i></p>	<p>EDU676 would be split into two courses, the first with an M after the course number to signify Mild/Moderate and the second with an S to signify Moderate/Severe.</p> <p>EDU 676M (4) INTERN MILD/MODERATE CLINICAL PRACTICE II—</p> <p>This second Clinical Practice experience provides the Mild/Moderate Education Specialist Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit. <i>Corequisite: Education 6CP2.</i> <i>Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.</i></p>
	<p>EDU 676S (4) INTERN MODERATE/SEVERE CLINICAL PRACTICE II—</p> <p>This second Clinical Practice experience provides the Moderate/Severe Education Specialist Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching</p>

	<p>in the grade level/content area where they have been hired as “Teacher of Record.” Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates’ preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.</p> <p><i>Corequisite: Education 6CP2.</i></p> <p><i>Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements</i></p>
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Proposal for New Program

**Graduate Studies Committee
Check List**

The School Dean/ Department Chair should submit the proposal to GSC via the College Dean.

GSC / GAL review the proposal after it is forwarded to GSC. Please complete the School Department contact information.

School/ Department recommending proposal _____ School of Education _____

School/ Department Point of Contact _____ Dr. Shirlee Gibbs, Program Director, Special Education _____

Email ShirleeGibbs@pointloma.edu Phone _____ 619-563-2852 _____

Graduate Support Services: Please review and sign off on the attached proposal. If you have concerns about resourcing or application please submit these to the School/ Department.

Support Service	Comments	Approved/ Signature
Office of the Vice President Finance & Administrative Services, Cindy Chappell		

Office of Records, Myrna May		
Student Financial Services,		
Information Technology, Katie Walsh Ken Evilsizor		
Admissions,		
Library, Frank Quinn		
Other		