

*Cover Sheet*

**GSC CURRICULAR PROPOSAL FORM**

**CURRICULAR PROPOSAL 2012-2013**

**DEPARTMENT/SCHOOL: School of Education**

Proposal I: Create a course that addresses the specific needs of a student who is completing a Clinical Practice Practicum.

Total course additions:	4
Total course deletions:	0
Total unit additions:	16
Total unit deletions:	0
Staffing increase/decrease:	0
Library resourcing impact:	none
Net Financial impact:	none

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Signature Dean of the School/ Department Chair

**DEPARTMENT/SCHOOL**  
**School of Education**

**Programs: Master of Arts in Teaching (MAT)**

**PROPOSAL I: Create a course that addresses the specific needs of a candidate who is completing a Clinical Practice Practicum.**

**Rationale:**

Recently, the School of Education (SoE) has experienced an influx of candidates who hold a preliminary California teaching credential and are seeking an additional credential (second credential).

These candidates must complete all coursework unique to the additional credential. For example, a multiple subject credential holder seeking a special education credential must complete all courses for the special education credential that were not completed in the multiple subject credential.

With regard to Clinical Practice (Student Teaching) for these candidates, the California Commission for Teacher Credentialing (CCTC) has urged universities to evaluate each candidate for the completion of the Clinical Practice standards completed in the first credential and require the candidate only to complete those standards that are unique to the second credential, as is done for coursework.

The SoE developed a plan and format for this work and received approval directly from the CCTC.

The SoE now seeks to create a course that specifically includes the term *practicum* to ensure that both candidates and school districts understand the unique nature of this form of Clinical Practice.

**Old Course Description:** None

**New Course Description:**

**EDU XXX (4) CLINICAL PRACTICE PRACTICUM—Education Specialist,  
Mild/Moderate**

This Clinical Practice practicum experience provides the Mild/Moderate Education Specialist candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Graded Credit/No Credit.

*Prerequisite: Approval for Clinical Practice Practicum and completion of all Teacher Education admission requirements.*

**EDU XXX (4) CLINICAL PRACTICE PRACTICUM—Education Specialist,  
Moderate/Severe**

This Clinical Practice practicum experience provides the Moderate/Severe Education Specialist candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Graded Credit/No Credit.

*Prerequisite: Approval for Clinical Practice Practicum and completion of all Teacher Education admission requirements.*

**EDU XXX (4) CLINICAL PRACTICE PRACTICUM—Single Subject**

This Clinical Practice practicum experience provides the Single Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Graded Credit/No Credit.

*Prerequisite: Approval for Clinical Practice Practicum and completion of all Teacher Education admission requirements.*

**EDU XXX (4) CLINICAL PRACTICE PRACTICUM—Multiple Subject**

This Clinical Practice practicum experience provides the Multiple Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Graded Credit/No Credit.

*Prerequisite: Approval for Clinical Practice Practicum and completion of all Teacher Education admission requirements.*

### Proposal for New Program

Candidate Learning Outcome (CLO)	CTC Standard Addressed	Assessment	Conceptual Framework
1) Become aware of student academic learning outcomes and the candidates' own personal values and biases, resist racism and acts of intolerance, and honor all laws relating to professional conduct and moral fitness.	5b, 6a, 9a (MS/SS) 12,13,16 (Ed Sp)	Reflective Journal Entries	Empower
2) Systematically use feedback, throughout their student teaching experience, to plan, teach, reflect, and apply pedagogically-sound instructional strategies.	6a, 6c, 7a (MS/SS) 9,10,13,16 (Ed Sp)	Reflective Journal Entries	Empower and Transform
3) Learn legal responsibilities of a teacher including mandated reporting.	5b, 10 (MS/SS) 11,12,14,15 (Ed Sp)	Collection and Reflection	Equip
4) Learn the sociological and physical effects of alcohol and tobacco and other drugs.	5b (MS/SS) 11,12,14,15 (Ed Sp)	Collection and Reflection	Equip
5) Become familiar with the full range of service delivery options including those services delivered within the general education environment.	10,11,12,13,15,16 (Ed Sp)	Collection and Reflection	Equip
6) Reflect, analyze and self-assess on the dispositional qualities necessary to be an effective and intentionally Christ-like educator		Dispositions Self Assessment on Task Stream	Transform and Empower