CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL

DATE: NOVEMBER 29, 2006
PROGRAM AREA EDUCATION-SINGLE SUBJECT CREDENTIAL PROGRAM

1. Catalog Description of the Course. [Follow accepted catalog format.]
(If Cross-listed please submit a form for each prefix being modified)

OLD
Prefix EDSS  Course# 571  Title Student Teaching Seminar--Middle School Units (1)
1 hours 1 per week
Prerequisites Admission to the Single Subject Credential Program
Corequisites EDSS 575

NEW
Prefix EDSS  Course# 571  Title Student Teaching Seminar--Middle School Units (2)
2 hours seminar per week
Prerequisites Admission to the Single Subject Credential Program
Corequisites EDSS 575; Concurrent enrollment in or completed one content methods course

Description
Bi-Weekly meetings to discuss observations and teaching practice during student teaching. Discussion and seminar with University supervisor to discuss practical issues relevant to the student teaching experience.

OLD
Graded
Categories
Lab Fee Required

NEW
Graded
Categories
Lab Fee Required

2. Mode of instruction

Existing

Proposed

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Units</th>
<th>Hour Per Unit</th>
<th>Benchmark Enrollment</th>
<th>CS# Units (filled out by Dean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>1</td>
<td>2</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>CS# Units (filled out by Dean)</td>
</tr>
<tr>
<td>Activity</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>CS# Units (filled out by Dean)</td>
</tr>
</tbody>
</table>

3. Course Content in Outline Form if Being Changed. [Be as brief as possible, but use as much space as necessary]

OLD
Guided discussion of issues associated with student teaching expectations for the student teaching experience. Topics are determined each term by the issues identified by the student teachers. Typically, topics include:
1. classroom organization and behavior management strategies
2. assessment issues and methods
3. parent communication
4. support for students with diverse educational needs and skills
5. peer feedback on video taped episodes of student teacher performance
6. materials for the preparation of a teaching portfolio

NEW
Guided discussion of issues associated with student teaching expectations for the student teaching experience. Topics are determined each term by the issues identified by the student teachers. Typically, topics include:
1. classroom organization and behavior management strategies
2. integrating technology into teaching
3. parent communication
4. support for students with diverse educational needs and skills
5. health and safety in the classroom
6. safe school policies
7. Teacher Performance Expectations
8. Teacher Performance Assessments

4. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

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. Students who successfully complete this course will be able to:

1. Reflect and describe on their own professional practice
2. Examine and describe critical issues associated with teaching diverse middle school students with multiple needs and skills found in California classrooms and ways to collaborate with their families
3. Expand and implement their repertoire of techniques and strategies to effectively deliver a quality program of study to diverse middle school students

This seminar is a required course in the Single Subject Teacher Credential Program. It meets the standards set and has been approved by the California Commission on Teacher Credentialing. Students who successfully complete this course will be able to:

1. Reflect on and describe their own professional practice
2. Examine and describe critical issues associated with teaching diverse middle school students with multiple needs and skills found in California classrooms and ways to collaborate with their families
3. Expand and implement their repertoire of techniques and strategies to effectively deliver a quality program of study to diverse middle school students
4. Describe and create the elements for a classroom environment that is conducive to learning
5. Build professional collaborative relationships with peers, students, families, K-12 and University faculty and personnel
6. Describe and connect the Teacher Performance Expectations to relevant program coursework and Teacher Performance Assessments.

5. References. [Provide 3-5 references on which this course is based and/or support it.]

NEW

6. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

- Course title
- Prefix/suffix
- Course number
- Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites
- Catalog description
- Course content
- References
- GE
- Other
Justification

Units: The units of the course have been increased for two reasons. First, Teacher Performance Assessment (TPA) will become mandated for all Teacher Credentialing Programs in July 2008. The Single Subject Program must add this content and this assessment process to the program and it needs to have a home. With the additional time needed for instruction of this content and completion of the assessment tasks, the student teaching seminars are the likely place for this to occur as they are taken in the last two semesters of every student's program of study. Second, the course is currently offered for two hours every other week (the equivalent of one hour every week) even though the mode of instruction has mistakenly listed two hours for every one unit. Two hours per week are necessary to accommodate the additional content and assessment tasks.

Prerequisite/Corequisites: This section has been updated to reflect current practices in the administration of the program. Students should not be allowed to student teach (a culminating experience) without the content methods coursework either in progress or completed.

Catalog description: This section has been updated to reflect the changes in hours per week and the added content requirements.

Course content: This section has been updated to reflect the changes in course content and to further delineate it from the other student teaching seminar taken in another semester.

References: Teaching Portfolios will no longer be an exit requirement for the Single Subject Program, therefore the reference to teaching portfolios was deleted.

7. If this modification results in a GE-related change indicate GE category affected and Attach a GE Criteria Form:

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)

UD Interdisciplinary

8. New Resources Required. YES ☒ NO ☐

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

9. Will this course modification alter any degree, credential, certificate, or minor in your program? YES ☒ NO ☐

If, YES attach a program modification form for all programs affected.

Jeanne M. Grier  October 13, 2006  
Proposer of Course Modification  Date
Approvals
Program/Course:

________________________________________________________________________
Program Chair(s) Date

________________________________________________________________________
General Education Chair(s) Date

________________________________________________________________________
Curriculum Committee Chair(s) Date

________________________________________________________________________
Dean of Faculty Date