CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL
Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester to make the next catalog (2011-12) production

DATE (CHANGE DATE EACH TIME REVISED): OCTOBER 9, 2010; REV 11.22.10
PROGRAM AREA(S) : EDUCATION - MULTIPLE SUBJECT
Directions: All of sections of this form must be completed for course modifications. Use YELLOWED areas to enter data. All documents are stand alone sources of course information.

---

1. **Indicate Changes and Rationale for the Change.** *[Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

	Course title	X	Course Content
	Prefix/suffix		Course Learning Outcomes
	Course number		References
X	Units		GE
	Staffing formula and enrollment limits		Other
	Prerequisites/Corequisites		Reactivate Course
X	Catalog description		
	Mode of Instruction		

Rationale: Increasing the units for this seminar course will enable the Multiple Subject Program to include content that prepares candidates for the Teacher Performance Assessment tasks they are required to complete. SB 1209 (Chapter 517, Statutes of 2006) mandated that all multiple subject teacher preparation programs implement a teaching performance assessment as of July 1, 2008 which must be completed and passed in order for candidates to earn a teaching credential. This course is a required course in the Multiple Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing. Changing the units in this course to 2.0 units will make it consistent with the counterpart of this course in the Single Subject and Education Specialist Credential Programs.

2. **Course Information.**
 [Follow accepted catalog format.] (***Add additional prefixes i f cross-listed***)

OLD	NEW
Prefix EDMS Course# 566	Prefix EDMS Course# 566
Title _____ Units (1)	Title Initial Student Teaching Seminar Multiple Subject Units (2)
2 hours seminar bi-weekly	2 hours seminar per week
hours blank per week	hours blank per week
XX Prerequisites: Admission to the Multiple Subject Credential Program	XX Prerequisites: Admission to the Multiple Subject Credential Program
Consent of Instructor Required for Enrollment	Consent of Instructor Required for Enrollment
X Corequisites: EDMS 565	X Corequisites: EDMS 565
Catalog Description (Do not use any symbols):	**Catalog Description** (Do not use any symbols)**:**
Discussion and seminar with University Supervisor to discuss practical issues relevant to the student teaching experience	Facilitates the preparation for and discussion of issues relevant to the student teaching experience. Meets the standards set by the California Commission on Teacher Credentialing.
General Education Categories:	General Education Categories:
Grading Scheme (Select one below):	Grading Scheme (Select one below):
A – F	A – F
XX Credit/No Credit	XX Credit/No Credit
Optional (Student's Choice)	Optional (Student's Choice)
Repeatable for up to 0 units	Repeatable for up to 4 units
Total Completions	Total Completions
Multiple Enrollment in Same Semester Y/N	Multiple Enrollment in Same Semester Y/N
Course Level:	Course Level:
Undergraduate	Undergraduate
Post-Baccalaureate	X Post-Baccalaureate

☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)   **Hegis Code(s)**_____

Existing

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture	☐	**1**	☐	☐
Seminar	**1**	**1**	**25**	C/NC
Lab	☐	**3**	☐	☐
Activity	☐	**2**	☐	☐
Field Studies	☐		☐	☐
Indep Study	☐		☐	☐
Other blank	☐		☐	☐

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	☐	**1**	☐	☐	☐
Seminar	**2**	**1**	**24**	C/NC	☐
Lab	☐	**3**	☐	☐	☐
Activity	☐	**2**	☐	☐	☐
Field Studies	☐		☐	☐	☐
Indep Study	☐		☐	☐	☐
Other blank	☐		☐	☐	☐

4. Course Attributes:

☐ **General Education Categories**: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

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)
 UDIGE/INTD Interdisciplinary
 Meets University Writing Requirement
 Meets University Language Requirement

☐ **American Institutions, Title V Section 40404**: ☐ Government ☐ US Constitution ☐ US History
Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm
☐ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD
This course is a required course in the Multiple Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

NEW
This is a required course in the Multiple Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing. It allows the program to comply with SB 1209 (Chapter 517, Statutes of 2006). The bill mandated all multiple subject professional teacher

preparation programs implement a teaching performance assessment as of July 1, 2008 which must be completed and passed in order for candidates to earn a teaching credential.

Requirement for the Major/Minor	Requirement for the Major/Minor
Elective for the Major/Minor	Elective for the Major/Minor
Free Elective	Free Elective

Submit Program Modification if this course changes your program.

6. **Student Learning Outcomes.** (List in numerical order. You may wish to visit resource information at the following website: http://senate.csuci.edu/comm/curriculum/resources.htm)

OLD

Students who successfully complete this course will be able to:
1. Reflect on and describe their own professional practice
2. Examineand describe critical issues associated with teachingdiverse K-8 students with multiple needs and skills found inclassrooms and ways to collaborate with their families
3. Expand and implement their repertoire of techniques andstrategies to effectively deliver a quality program of study todiverse K-8 students

NEW

Students who successfully complete this course will be able to:
1. Plan a 3-5 day teaching event that is suited to a specific diverse K-8 teaching context
2. Develop and deliver an instructional plan that uses a repertoire of techniques and strategies to effectively deliver a quality program of study to diverse K-8 students and provide a rationale for choices made
3. Create, provide commentary on, and implement an assessment plan for the teaching event and analyze the data gathered
4. Examine and describe critical issues associated with teaching students with multiple needs and skills found in diverse, inclusive K-8 classrooms
5. Reflect on and critique a video taped episode of their own teaching performance
6. Complete elements of the Teaching Performance Assessment

7. **Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

OLD

Guided discussion of issues associated with student teaching and the expectations for the student teaching experience.
- Topics are determined each term by the issues identified by the student teachers. Typically, topics include:
- Classroom organization and behavior management strategies.
- Assessment issues and methods.
- Parent communication.
- Support for students with diverse educational needs and skills.
- Peer feedback on video taped episodes of student teacher performance.
- Materials for the preparation of a teaching portfolio.

NEW

- Research and write a teaching context commentary
- Plan a 3 day teaching event for a specific diverse K-8 setting
- Incorporate a repertoire of instructional techniques and strategies to effectively teach the planned lessons
- Present a rationale for the activities included
- Critique video-taped episodes of teaching
- Create an assessment plan, implement it and analyze the data gathered
- Describe critical issues associated with teaching students with multiple needs and skills
- Complete a Teaching Performance Assessment Mini-PACT in preparation for EDMS 576.

Does this course content overlap with a course offered in your academic program? Yes ___ **No X**
If YES, what course(s) and provide a justification of the overlap. ___

Does this course content overlap a course offered in another academic area? Yes ___ **No X**
If YES, what course(s) and provide a justification of the overlap. ___

Overlapping courses require Chairs' signatures.

8. **Cross-listed Courses (Please note each prefix in item No. 1)**
   A. **List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).**
   B. **List each cross-listed prefix for the course:** ___
   C. **Program responsible for staffing:** ___

9. **References.** *[Provide 3-5 references]*

    OLD

    Campbell, Cignetti, Melenyzer, Nettles, & Wyman. (2001). *How to develop a professional portfolio: A manual for teachers.* Boston: Allyn & Bacon.

    Reed, A. & Bergemann, V. (2001). *A Guide to Observation, Participation, and Reflection in the Classroom. Fourth Edition.* New York, N.Y; McGraw-Hill

    State of California California Commission on Teacher Credentialing, (2001*). Standards of Quality and EffectivenesSWs for Professional Teacher Preparation Programs: APPENDIX A Teaching Performance Expectations.* Sacramento, CA California, California Commission on Teacher Credentialing.

    State of California, California Commission on Teacher Credentialing, (2001*). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.* Sacramento, CA California, California Commission on Teacher Credentialing.

    NEW

    PACT Consortium. (2010). Elementary Mathematics Teaching Event Handbook for PACT (Performance Assessment for California Teachers). Retrieved from www.pacttpa.org

    State of California California Commission on Teacher Credentialing, (2001*). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: APPENDIX A Teaching Performance Expectations.* Sacramento, CA California, California Commission on Teacher Credentialing.

    State of California, California Commission on Teacher Credentialing, (2001*). Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.* Sacramento, CA California, California Commission on Teacher Credentialing.

10. **Tenure Track Faculty qualified to teach this course.**
     Robert Bleicher, Merilyn Buchanan, Manuel Correia, Kaia Tollefson, Lillian Vega-Castaneda

11. **Requested Effective Date or First Semester offered: Fall 2011**

12. **New Resource Requested: Yes   No X**
     If YES, list the resources needed.

     A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

     B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

     C. Facility/Space/Transportation Needs:

     D. Lab Fee Requested: Yes   No   (Refer to the Dean's Office for additional processing)
     E. Other.

13. **Will this course modification alter any degree, credential, certificate, or minor in your program? Yes   No X**
     If, YES attach a program update or program modification form for all programs affected.
     Priority deadline for New Minors and Programs: October 4, 2010 of preceding year.
     Priority deadline for Course Proposals and Modifications: October 15, 2010.
     Last day to submit forms to be considered during the current academic year: April 15th.

Merilyn Buchanan and Manuel Correia	10/10/10
Proposer(s) of Course Modification	Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: EDMS 566

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for Intl Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement and Service Learning Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

Dean of Faculty		
	Signature	Date