

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**NEW COURSE PROPOSAL**

PROGRAM: MULTIPLE SUBJECT TEACHING CREDENTIAL PROGRAM

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**EDMS 576 ADVANCED STUDENT TEACHING SEMINAR MULTIPLE SUBJECT (1)**

Bi-weekly two hour discussion.

Prerequisite: Admission to the Multiple Subject Credential Program.

Corequisite: EDMS 575

Discussion and seminar with University Supervisor to discuss practical issues relevant to the student teaching experience.

- 2. Mode of Instruction.**

|            | Units    | Hours per Unit | Benchmark Enrollment |
|------------|----------|----------------|----------------------|
| Lecture    |          |                |                      |
| Seminar    | <u>1</u> | <u>2</u>       | <u>25</u>            |
| Laboratory |          |                |                      |
| Activity   |          |                |                      |

- 3. 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]*

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.

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 K-8 students with multiple needs and skills found in 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 K-8 students
4. Identify the steps in securing a K-8 teaching position

- 4. Is this a General Education Course**                      YES                      **NO**  
**If Yes, indicate GE category:**

|   |  |
|---|--|
| <b>A (English Language, Communication, Critical Thinking)</b> |  |
| <b>B (Mathematics &amp; Sciences)</b>                         |  |
| <b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>    |  |
| <b>D (Social Perspectives)</b>                                |  |
| <b>E (Human Psychological and Physiological Perspectives)</b> |  |

- 5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- 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.
- Methods of supporting students with diverse educational needs and skills.
- Peer feedback of student teacher performance through examining video taped episodes.
- Securing a teaching position
- Preparing a resume and teaching portfolio
- Job interview workshop and role playing.

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

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.

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.

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

**7. List Faculty Qualified to Teach This Course.**

Merilyn Buchanan, Jeanne Grier, Lillian Castaneda, Robert Bleicher

**8. Frequency.**

a. Projected semesters to be offered:      **X**                      **X**  
 Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

**9. New Resources Required.**

None

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.**

**Merilyn Buchanan**

**01/09/03**

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Proposer of Course

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Date