

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by November 9, 2007, to make the next catalog production**

DATE (CHANGE DATE IF REVISED): AUGUST 29,2007 REV 12.14.07 REV 2.25.08

PROGRAM AREA(S): EDUCATION-MULTIPLE SUBJECTS

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

**OLD**

Prefix EDMS Course# 576 Title ADVANCED STUDENT TEACHING MULTIPLE SUBJECTS Units (1)  
 8 2-hour seminars per semester hours lecture per week  
 hours blank per week

Prerequisites: Admission to the Multiple Subject Program

Corequisites: EDMS 575

Description (Do not use any symbols): Discussion and seminar with University Supervisor to discuss practical issues relevant to the student teaching experience.

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.

Gen Ed Categories  
 Lab Fee Required  
 Hegis Code

Graded  
 CR/NC  
 Repeatable for up to \_\_\_\_\_ units  
 A - F  
 Multiple Enrollment in (Student's same semester choice)

Mission Based Learning Objectives:  Interdisciplinary  International  Multicultural  Service Learning  
 American Institutions, Title V Section 40404:  Government  US Constitution  US History (Refer to EO 405, for more information at: <http://senate.csuci.edu/comm/curriculum/resources.htm>)  
 Service Learning Course

**NEW**

Prefix EDMS Course# 576 Title ADVANCED STUDENT TEACHING SEMINAR MULTIPLE SUBJECTS Units (2)  
 2 hours seminar per week  
 blank hours per week

Prerequisites: Admission to the Multiple Subject Teaching Credential Program

Corequisites: EDMS 575

Description: This course facilitates the preparation and discussion of practical issues relevant to the student teaching experience. It meets the standards set by the California Commission on Teacher Credentialing.

Gen Ed Categories  
 Lab Fee Required

Graded  
 CR/NC  
 Repeatable for up to \_\_\_\_\_ units  
 A - F  
 Multiple Enrollment in same semester choice)

**2. Mode of instruction (Hours per Unit are set for you)**

Existing

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture				
Seminar	<u>1</u>	<u>1</u>	<u>25</u>	
Laboratory				
Activity				
Field Studies				
Indep Study				
Other blank				

Proposed

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture				
Seminar	<u>2</u>	<u>1</u>	<u>25</u>	
Laboratory				
Activity				
Activity				
Activity				
Activity				

**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 and the expectations for the student teaching experience.  
 • Topics are determined each term by the issues identified by the student teachers. Typically, topics include:

**NEW**

1. Research and write a teaching context commentary
2. Plan a 5 day teaching event for a specific diverse K-8 setting
3. Utilize a repertoire of teaching techniques and strategies and provide a rationale for the activities included

- 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.

4. Critique video-taped episodes of teaching
5. Create an assessment plan, implement it and analyze the data gathered
6. Describe critical issues associated with teaching students with multiple needs and skills
7. Write critical reflections on teaching events
8. Complete the Teaching Performance Assessment Task

**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**

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 on and describe 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

**NEW**

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. 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.

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 the Teaching Performance Assessment Task

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

**OLD** 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, Melenzyer, 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

**NEW** 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.

**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:** 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 that they are required to complete. SB 1209 (Chapter 517, Statutes of 2006) mandated that 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. 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.

**7.  General Education Categories:** All courses with GE categories notations (including deletions) must be processed at 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)

- 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.

10. Effective Date (Semester and Year – all modifications submitted prior to November 9<sup>th</sup> will be effective in the Fall 2008 catalog): Fall 2008

Merilyn Buchanan  
Proposer of Course Modification

8-31-2007  
Date

## Approvals

Program/Course: EDMS 566

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Program Chair(s)

Date

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General Education Chair(s)

Date

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Curriculum Committee Chair(s)

Date

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Dean of Faculty

Date