

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM: SINGLE 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.]*

EDSS 571. STUDENT TEACHING SEMINAR—MIDDLE SCHOOL (1)

Bi-weekly two hours of discussion

Prerequisite: Admission to the Single Subject Credential Program.

Corequisite: EDSS 575

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.

- 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 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

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

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

- 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.
 - 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.

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, 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

7. List Faculty Qualified to Teach This Course.

Merilyn Buchanan, Jeanne Grier

8. Frequency.

a. Projected semesters to be offered: Fall X Spring X 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 & Jeanne Grier

02/19/03

Proposer of Course

Date