

**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

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.

Gen Ed CR/NC Repeatable for
Categories up to
 Lab Fee Required A - F units
 Multiple
Optional Enrollment in
(Student's same semester
choice)

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 Weekly meetings to discuss observations and
teaching practice during the first student teaching experience.
Teacher education performance assessments will be
introduced.

Gen Ed CR/NC Repeatable for
Categories up to
 Lab Fee Required A - F units
 Multiple
Optional Enrollment in same
(Student's semester
choice)

2. Mode of instruction

Existing

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

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	_____	_____	_____	_____

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.]*

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.

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

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
Proposer of Course Modification

October 13, 2006
Date

Approvals

Program/Course:

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date