

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**NEW COURSE PROPOSAL**

DATE 11.29.06  
PROGRAM AREA SPECIAL EDUCATION

**1. Catalog Description of the Course.** *[Follow accepted catalog format.]*

Prefix SPED Course# 585 Title INTERN FIELD SUPPORT AND SEMINAR Units (3)

1 hours seminar per week

4 hours activity per week

☒ Prerequisites Students must be enrolled in the Education Specialist Level 1 credential program and be employed as a special education intern in a local school.

☐ Corequisites

Description Special education interns will participate in the Intern Field Support Seminar each semester they are enrolled in the credential program. Students will receive support at their school site and attend a seminar. Seminar will focus on guided discussion of experience during teaching, reflective feedback on teaching experiences and problem solving

☐ Gen Ed  
Categories

Graded  
☒ CR/NC

☒ Repeatable for up to 12 units

☐ Lab Fee Required

☐ A - F  
☐ Optional (Student's choice)

Total Completions Allowed 4  
☐ Multiple Enrollment in same semester

**2. Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture				<input type="checkbox"/>	
Seminar	1	1		<input checked="" type="checkbox"/>	
Laboratory				<input type="checkbox"/>	
Activity	2	2		<input checked="" type="checkbox"/>	

**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 Education Specialist Credential Program. It meets the standards set by the California Commission on Teacher Credentialing for Interns. (Interns are students who are hired to teach in local schools prior to completion of a Credential Program.)

Students who successfully complete this course will be able to:

1. Teach children with disabilities from the various linguistic and cultural groups in California schools skills and strategies.
2. Learn to problem solve problems associated with teaching students with mild/moderate disabilities.
3. Develop a peer support network to increase their dedication to the field of special education.
4. Reflect on teaching practices with the goal of improving their teaching practice.

**4. Is this a General Education Course** YES ☐ NO ☒

If Yes, indicate GE category and attach 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   | <input type="checkbox"/> |
| C-2 Literature Courses  | <input type="checkbox"/> |
| C-3a Language   | <input type="checkbox"/> |
| C-3b Multicultural  | <input type="checkbox"/> |
| <b>D (Social Perspectives)</b>                                | <input type="checkbox"/> |
| <b>E (Human Psychological and Physiological Perspectives)</b> | <input type="checkbox"/> |
| <b>UD Interdisciplinary</b>                                   | <input type="checkbox"/> |

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

Does this course overlap a course offered in your academic program? YES ☐ NO ☒  
 If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒  
 If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

**6. Cross-listed Courses (Please fill out separate form for each PREFIX)**

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing:

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

Cohen, M. K., Gale, M. & Meyer, J. M. (1994). Survival Guide for the First-Year Special Education Teacher. Arlington, VA: Council for Exceptional Children.

Gersten, R., Baker, S. K., & Marks, S. U. (1999). Teaching English-Language Learners with Learning Difficulties: Guiding Principles and Examples from Research-Based Practice. Arlington, VA: Council for Exceptional Children.

Rosenberg, O'Shea, O'Shea (2006). Student Teacher to Master Teacher: A Practical Guide for Educating Students with Special Needs. Columbus, Ohio Merrill Education/ Prentice Hall.

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

Maria Denney, Ph.D.  
 Joan Karp, Ph.D.  
 Tiina Itkonen, Ph.D.  
 Jill Leafstedt, Ph.D.

**9. Frequency.**

a. Projected semesters to be offered: Fall ☒ Spring ☒ Summer ☐

**10. New Resources Required. YES ☐ NO ☒**

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

**11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☒ NO ☐**

If, YES attach a program modification form for all programs affected.

Jill Leafstedt

Proposer of Course

9/27/2006

Date

## Approval Sheet

**Program/Course:** Education / Special Education SPED 585

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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
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