

1. School of Education, Adding Reflective Coaching Seminar (existing course) to the Clear Credential requirements (GSC approved 2.11.10)

Proposal: This proposal is in response to recent changes in the Multiple Subject/Single Subject *Clear Credential Program Standards* from the California Commission on Teacher Credential:

- 1) Change Course numbers and title of GED683C (1-6) Reflective Coaching to GED687 Reflective Coaching Seminar and change credits from variable 1-6 to 3 units;
- 2) Change course descriptions in the four required courses - GED 641, GED 642, GED 673, GED 677; and
- 3) Make the following changes in the required courses for the Multiple and Single Subject Clear Credential Program:
 - Remove these two course requirements: GED639 *Health Education* and GED628 *Using Technology to Support Student Learning* and
 - Replace with two existing courses, GED641 *School Communities in a Pluralistic Society* and GED673 *Reflective Coaching Seminar*.

Rationale: This proposal recommends a minor change revision in our Clear Credential Program courses as a result of the change in the Multiple and Single Subject Clear Credential Program Standards from the California Commission on Teacher Credentialing (CTC).

The 2042 Professional Clear Credential requires 30 post-baccalaureate units approved for the PLNU credentialing program by the State Commission, including four 3-unit advanced courses to be taken AFTER completion of the preliminary credential. The recommended changes in this proposal would replace two existing courses currently part of the approved program with two courses that more clearly address the required changes in the new CTC Standards. The courses that are added to the Clear Credential program (641 and 683C) are already in the catalog. GED 641 is taken by other three other credential programs - PPS School Counseling credential; the CLAD certificate and the new MAT degree. The 683C will become GED 673 to eliminate the confusion of the two courses 683 and 683C.

The following table includes the current Clear credential program and the proposed along with the MATL degree requirements that have significant overlap with the clear credential. Please note that GED672 and 689 are not required for the clear credential but are for the MATL program.

Current Program			New Proposed Program				
Course	Title	Units	Course	Title	Units	MATL CORE	MATL Units
GED 628	Using Technology to Support Student Learning (Standard 16)	3	GED 641	School Communities in a Pluralistic Society (Standard 6)	3	YES	3
GED 642	Advanced Teaching of English Learners (Standard 19)	3	GED 642	Teaching Strategies for English Learners (Standard 19)	3	YES	3
GED 639	Health Education (Standard 18)	2	GED 673	Reflective Coaching Seminar	3	NO	NO
GED 677	Teaching Special Populations (Standard 20)	3	GED 677	Teaching Strategies for Special Populations	3	YES	3

				(Standard 20)			
GED683C	Reflective Seminar	1-6		GED672	Philosophy of Education	No	YES 3
				GED689/G ED689P	Action Research	No	YES 3 + 1 = 4
TOTAL Professional Clear Advanced Coursework		12 - 17		TOTAL Professional Clear Advanced Coursework		12	16

Catalog Copy:

Current Course Description

GED 641 (3) SCHOOL COMMUNITIES IN A PLURALISTIC SOCIETY

This course develops candidate knowledge, skills, and dispositions with regard to cultural concepts and perspectives and culturally inclusive instruction (CTEL 3 Domains 1 and 2), including cultural contact, cultural diversity in California and the United States, cross-cultural interaction, the role of culture in the classroom and school, culturally inclusive learning environments, and family/community involvement.

Proposed Course Description

GED 641 (3) SCHOOL COMMUNITIES IN A PLURALISTIC SOCIETY

This course builds on the knowledge, skills, application and dispositions with regard to cultural concepts and perspectives when designing equitable and inclusive learning environments for all students. This course will address the issues of diversity that affect school climate, teaching and learning. Bias is examined and minimized in the design and delivery of instruction with regards to race, socioeconomic status, culture, gender, sexual orientation, as well as academic, linguistic and family background in classrooms and the educational system as a whole.

Current Course Description

GED 642 (3) ADVANCED TEACHING OF ENGLISH LEARNERS

This course builds on the knowledge, skills, and dispositions acquired during a professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Candidates deepen their understanding and proficiency in language structure and use, first and second language development and their relationship to academic achievement (CTEL 1 Domains 1 and 2), assessment of English learners, foundations of English language literacy development and content instruction, approaches and methods for ELD and content instruction (CTEL 2 Domains 1, 2, and 3), and cultural concepts and perspectives and culturally inclusive instruction (CTEL 3 Domains 1 and 2). This course satisfies the English Learners requirement (2042 Standard 19) for the professional clear Level 2 teaching credential and is also one of the four PLNU CLAD courses.

Demonstrated competencies gained through a school district BTSA Induction program may be applied toward course requirements.

Proposed Course Description

GED 642 (3) TEACHING STRATEGIES FOR ENGLISH LEARNERS

This course builds on the knowledge, skills, applications, and dispositions acquired during a professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Candidates will apply their understanding and proficiency in language structure and use, first and second language development and their relationship to academic achievement, assessment of English learners, foundations of English language literacy development and content instruction, approaches and methods for ELD and content instruction, and cultural concepts and perspectives and culturally inclusive instruction.

Current Course Description:

GED 683C (1-6) REFLECTIVE COACHING

PLNU master's degree students who are not participating in a district induction program participate in a reflective coaching seminar and complete PLNU formative assessment events aligned with the California Standards for the Teaching Profession. May repeat for a total of six units. Graded Credit/No Credit.

If the requirements for this course are met by work completed through a school district, a PLNU professor will monitor coursework and require a minimum of three reflections with feedback in addition to a comprehensive review of the end-of-course portfolio to ensure that all Graduate Education 683C course requirements are met according to the PLNU course standards.

Proposed Catalog Course Description

ED 673 (3) REFLECTIVE COACHING SEMINAR

Candidates not participating in a district induction program participate in a reflective coaching seminar. This seminar course will provide ongoing professional development to ensure the knowledge and skills are developed to support all candidates effectively in collaboration with school site partners, clinical personnel and site-based supervising personnel. Systematic formative assessment will be used to support and inform candidates about their professional growth as they reflect, improve and apply the teaching practice based on the California Standards for the Teaching Profession (CSTP). Graded Credit/No Credit.

Current Course Description:

GED 677 (3) TEACHING STRATEGIES FOR SPECIAL POPULATIONS

This course provides fifth-year candidates the opportunity to build on their knowledge, skills, experiences and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk and students who are gifted and talented. Each candidate will review the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, discuss subsequent changes in the Acts, and any new, relevant statutory requirements. Candidates also review the statutory and/or local provisions relating to the education of students who are gifted and talented. This course satisfies the special population requirements (2042 Standard 20) for the professional clear Level 2 teaching credential.

Demonstrated competencies gained through a school district BTSA Induction program may be applied toward course requirements.

Proposed Catalog Course Description

GED 677 (3) TEACHING STRATEGIES FOR SPECIAL POPULATIONS

This course will build on the candidate's knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk and students who are gifted and talented. Each candidate will review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, discuss and reflect on subsequent changes in the Acts, and any new, relevant statutory requirements. Candidates will review the statutory and/or local provisions relating to the education of students who are gifted and talented.

2. School of Education, Clinical Practice Seminar change of grading in order to reflect the academic rigor of this program (GSC approved 2.11.10)

Rationale: In spring of 2009, the School of Education and the full faculty approved offering the Master of Arts in Teaching. As part of this change from a credential program to a master's degree, the rigor of graduate coursework was increased.

In order to reflect the academic rigor of this program, the School of Education MAT Clinical Practice Committee would like to change the current Credit/No Credit grading option in Clinical Practice Seminars to a letter grading option.

Students enroll concurrently in Clinical Practice and Clinical Practice Seminar as the capstone experience in their credential. The MAT Clinical Practice Committees believes this change will add an additional level of accountability for students during Clinical Practice Seminars, which are seminal in their growth as classroom practitioners.

Courses:

- EDU631 Elementary Clinical Practice Seminar I

- EDU633 Intern Elementary Clinical Practice Seminar I
- EDU635 Elementary Clinical Practice Seminar II
- EDU637 Intern Elementary Clinical Practice Seminar II

- EDU641 Secondary Clinical Practice Seminar I
- EDU643 Intern Secondary Clinical Practice Seminar I
- EDU645 Secondary Clinical Practice Seminar II
- EDU647 Intern Secondary Clinical Practice Seminar II

- EDU671 Special Education Clinical Practice Seminar I
- EDU673 Intern Special Education Clinical Practice Seminar I
- EDU675 Special Education Clinical Practice Seminar II
- EDU677 Intern Special Education Clinical Practice Seminar II

CATALOG COPY (eliminate Graded Credit/No Credit from each of the courses listed above)

EDU 631 (1) ELEMENTARY CLINICAL PRACTICE SEMINAR I (TPA 3)

This seminar course supports the Student Teaching I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication.

Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. ~~Graded Credit/No Credit.~~

Co-requisite: Education 630)