Friday, May 19, 2006

Dear Liberal Studies Student, Welcome to LIBS 4960: Senior Seminar. Coursework for this course has been enhanced to reflect the changes implemented by California Commission on Teacher Credentialing (CCCTC) with the passage of Senate Bill 2042 (SB 2042). In compliance with SB 2042, the Liberal Studies Department will be assessing Subject Matter Competence of our students prior to graduating with a degree in Liberal Studies.

In order to accomplish this assessment; we need to prepare you to move toward this assessment process. Please begin to gather any artifacts you have from previous classes you have taken that will document your competency in each of the six subject matter areas: Reading and Language Arts; Math; Science (please include artifacts from Life, Physical and Earth Sciences); History and Social Sciences; Visual and Performing Arts; Health; Physical Education and Human Development. Examples include papers written, data from projects completed or experiments conducted, work samples etc. Artifacts should provide proof that the student has researched and reviewed the conceptual foundations and values of the different disciplines. Each artifact should be introduced with a brief statement illustrating why or how the artifact reflects competency in the discipline. You should begin these summaries now. (See sample attachment(s)).

It is important that students enter Senior Seminar with a completed subject matter portfolio, including “artifacts indicative of competence” accumulated over the preceding years. Students who have not completed all subject matter area courses or do not have a completed subject matter section may be instructed to drop the class and return when all subject matter courses have been completed. Students transferring from the four feeder community colleges are expected to be on track with similar portfolios and course experiences.

If you have no such artifacts accessible to you, subject matter competence can be validated with a written paper (minimum one page) to accomplish this same purpose. Papers should provide proof that the student has researched and reviewed the conceptual foundations and values of the different disciplines. In the papers submitted for subject matter competence, students should discuss how new ideas and knowledge are created in each subject matter area. Papers should include discussion of the fundamental values of the disciplines considered and demonstrate higher level thinking skills in analysis. A list of completed coursework for each discipline as well as the grade earned for each course must be included when submitting proof of subject matter competence. Copies of I.E.P.’s are not acceptable. The list of completed coursework should accompany your introductory remarks addressing each discipline.

**Proof of Subject Matter competence will be due VERY early in the semester.** We will work on this assignment (enclosed) during the first week, so please bring artifacts, course lists, etc. to class with you on the first day. Oral presentations will begin early in the semester as well. All research papers are also due the first day of oral presentations. The syllabus will provide more information regarding research and the oral presentation as well as other requirements for the course. The complete syllabus for LIBS 4960 will be available on line at [www.csustan.edu/LiberalStudies](http://www.csustan.edu/LiberalStudies) sometime in early June 2006. The attached worksheets will be useful in helping you to compile course lists and artifact summaries. Be sure to complete the attached Subject Matter Competency Assignment prior to the first day of class and bring it with you on the first day.

Remember, the key to successful completion for this course, particularly in this very short summer session, is PREPARATION, PREPARATION, PREPARATION. I look forward to meeting you in person during summer!

Best Regards,

Christy Gonzales

Liberal Studies Faculty

Enclosures (8)
Subject Matter Competency (SMC) Assignment

Students enter Senior Seminar with a completed subject matter portfolio, including “artifacts indicative of competence” accumulated over the preceding years. Students who do not have a completed subject matter section will be instructed to drop the class and return when all subject matter courses have been completed. Students transferring from the four feeder community colleges should be on track with similar portfolios and course experiences.

One required section of you portfolio is on Subject Matter Competence. Subject Matter Competencies are submitted in the first week of Senior Seminar, during which faculty review subject matter artifacts and assess competence in each area, noting any weaknesses. That portfolio section includes the following subject matter subsections: language and literature; history and social science; mathematics; science (physical, life and earth); visual and performing arts (art, music, theater, dance); physical education, human development, and health; and technology. It is the Liberal Studies student's responsibility to gather “artifacts indicative of competence” in each of the subject areas listed above and is specified in the color of your programs planning worksheet (see Subject Matter Competency Planning Worksheet and Subject Matter Grading Worksheet for yellow or red program enclosed).

Bring this page and the following handout (dependent upon your color program), list all the courses taken, the course number and the grade that you earned in those subject matter areas of competencies listed in the Subject Matter Grading Worksheet and bring to class on the first day of class for review. Be sure to complete and attach both this sheet and the Subject Matter Grading Worksheet to your Subject Matter Competency section before turning in the assignment. Remember, Subject Matter Competencies (NOT your portfolio) are due in the Liberal Studies office the first week of the semester. Participation in all course components is required to receive credit. Falsification of any materials submitted for credit will result in a failing grade for the course.

Name of LIBS 3000 instructor, your grade and year completed: __________________________

Circle the name and/or color of your program: YELLOW     BLUE

Subject Matter Research Topic Requests: list what you believe to be your deficient or weakest subject matter area(s) of your SMC assignment and reserve your subject matter research topic now:

__________________________________________________________

__________________________________________________________

__________________________________________________________

CGonzales LIBS 4960
When you enroll in LIBS 4960: Senior Seminar, you should be prepared to compile the subject matter section of your portfolio. This sheet is provided to you as a guide for that compilation and the following ASSESSMENT WORKSHEET should assist you with listing your subject matter courses and grades. You should have at least one course that fulfills each of these areas. You will have to provide artifacts from that course and write a summary of your learning. The instructor will evaluate your summaries for competency.

YOU MUST COMPLETE ALL SUBJECT MATTER REQUIREMENTS BEFORE ENROLLING IN THE SENIOR SEMINAR.

LANGUAGE AND LITERATURE
- Oral Communication
- Composition
- Critical Thinking
- Literature
- Philosophy/Humanities

HISTORY AND SOCIAL SCIENCE
- US History
- American Government
- World History
- Geography

MATHEMATICS
- Math 1030
- Math 1040

SCIENCE
- Chemistry/Physics
- Earth/Space Science (including lab course)
- Biological Science (including lab course)
- Computer Science/ Technology

VISUAL AND PERFORMING ARTS
- Art
- Music
- (One of the above should be an Activity Course)

PHYSICAL EDUCATION, HUMAN DEVELOPMENT, AND HEALTH
- CDEV /Psych 3140
- PHED 3400
**SUBJECT MATTER COMPETENCY ASSESSMENT WORKSHEET**

**YELLOW PROGRAM**

Name: ______________________________

- [ ] Fall    - [ ] Winter    - [ ] Spring    - [ ] Summer

<table>
<thead>
<tr>
<th>Competency Scale</th>
<th>Subject Matter Area</th>
<th>Course Name, Number and Grade</th>
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</thead>
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<td>Language and Literature</td>
<td></td>
</tr>
<tr>
<td>Not Comp. 1</td>
<td>Minim. Comp. 2</td>
<td>Comp. 3</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
<td></td>
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<tr>
<td>• Critical Thinking</td>
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<td>• Literature</td>
<td></td>
<td></td>
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<tr>
<td>• Philosophy/Humanities</td>
<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• US History</td>
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<td>• American Government</td>
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<td>• Earth/Space Science</td>
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<td>• Biological Science</td>
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<tr>
<td>• Computer Science/Technology</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
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<td>• Music</td>
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<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>• CDEV/PSYC 3140</td>
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<td>• PHED 3400</td>
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CGonzales LIBS 4960
SUBJECT MATTER COMPETENCY
PLANNING WORKSHEET
BLUE PROGRAM

When you enroll in LIBS 4960: Senior Seminar, you should be prepared to compile the subject matter section of your portfolio. This sheet is provided to you as a guide for that compilation and the following ASSESSMENT WORKSHEET should assist you with listing your subject matter courses. You should have successfully completed at least one course that fulfills each of these areas. You will have to provide artifacts from that course and write a summary of your learning. The instructor will evaluate your summaries for competency.

YOU MUST COMPLETE ALL SUBJECT MATTER REQUIREMENTS BEFORE ENROLLING IN THE SENIOR SEMINAR.

LANGUAGE AND LITERATURE
- Oral Communication
- Composition
- Critical Thinking
- Children’s Literature
- Philosophy/Humanities

HISTORY AND SOCIAL SCIENCE
- Early US History
- California History
- American Government
- Ancient World History
- Geography

MATHEMATICS
- Math 1030
- Math 1040

SCIENCE
- Chemistry
- Physics
- Physical Science lab
- Geology 2400
- Biological Science (including lab course)
- Computer Science/ Technology

VISUAL AND PERFORMING ARTS
- Art
- Music
- Theatre
- (Two of the above should be Activity Courses)

PHYSICAL EDUCATION, HUMAN DEVELOPMENT, AND HEALTH
- CDEV /Psych 3140
- PHED 3400
### Subject Matter Competency Assessment Worksheet

**BLUE PROGRAM**

**Name:**  

☐ Fall  ☐ Winter  ☐ Spring  ☐ Summer

<table>
<thead>
<tr>
<th>Competency Scale</th>
<th>Language and Literature</th>
<th>Subject Matter Area</th>
<th>Course Name, Number and Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Comp. 1 Minim. Comp. 2 Comp. 3 Highly Comp. 4</td>
<td>• Oral Communication</td>
<td>History and Social Science</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>• Composition</td>
<td>• Early US History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td>• California History</td>
<td></td>
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<tr>
<td></td>
<td>• Children’s Literature</td>
<td>• American Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Philosophy/Humanities</td>
<td>• Ancient World History</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Geography</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>• Math 1030</td>
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<tr>
<td></td>
<td>• Math 1040</td>
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<tr>
<td></td>
<td>• CHEMISTRY</td>
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<td>• Physics</td>
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<td></td>
<td>• Geology 2400</td>
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<td></td>
<td>• Biological Science</td>
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<td>• Computer Science/Technology</td>
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<table>
<thead>
<tr>
<th>Visual and Performing Arts</th>
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<tbody>
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<td>1 2 3 4</td>
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<table>
<thead>
<tr>
<th>Physical Education, Human Development, and Health</th>
</tr>
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<tbody>
<tr>
<td>1 2 3 4</td>
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<td></td>
</tr>
</tbody>
</table>

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Subject Matter Competency Artifact Introduction

In order to facilitate subject matter competency assessment, the following documentation should be included in your portfolio for each discipline:

- Course numbers / Titles
- Institution where completed
- Grade earned
- Summary of the knowledge gained from the course / why the chosen artifact serves as proof of competency in that subject area.

********************************************************************************

Subject Area: Science (Physical)

PHYS 3200 Heat, Light and Sound CSUS A

The artifact demonstrating my subject matter competence in the area of Physical Science is a diagram of a light spectrum illustrating the trajectory of a beam of light as it passes through water. This illustrates several principles of light: Light exists as a spectrum. The trajectory of light can be changed by the medium it passes through. *

*Please note: This is an extremely brief sample, designed to provide an example of the type of content we are looking for within the artifact introduction.

********************************************************************************


- Be very specific and use specific examples.
- Be factual.
- Key words that are used in the field (particular discipline) will often help display your knowledge of a subject.
- Page 9 of the text has some good examples illustrated as “A Strong Response” and “A Weak Response.” Check these out and use as a reference point for beginning your summaries.

As a final note: Effective summaries include a concise restatement briefer than the original artifact. Effective summaries clearly cover four specific points when discussing or defending portfolio Subject Matter Area artifacts. The following sample demonstrates two summaries; one which is not competent and one which is competent and integrates 4 specific points. In the artifact summary, students must include these 4 points:

1. Demonstrate substantial understanding of principles and methods used in a specific area such as: language and literature, math and science, history and social science, etc.
2. Explain concepts, topics and problems for the subject area.
3. Communicate in formal and informal modes appropriate for the subject matter area.
4. Recognize relationships (integration) of specific subject matter and be able to integrate to other subject areas and provide specific examples of those relationships and integrations.
**Not Competent Summary Sample**

Physics and Model Rocketry      PHMR 1001      CSUS      Summer 06      A

This course is an overview of the applications of Physics to the hobby of model rocketry through all phases: building, launching and recovering. This course examines physics principals and the history of space science. In this course we built model rockets and learned about fins and drag. We learned how to calculate the altitude of a rocket and how wind would effect where it lands. So many factors influence the flight of a model rocket and all of them are related to either physics or weather. Not only did I learn a lot in this class, but it was fun. I hope to be able to build and launch model rockets with my own students in my own classroom. The handout included as my artifact demonstrates my knowledge of model rockets.

**Competent Summary Sample**

Physics and Model Rocketry      PHMR 1001      CSUS      Summer 06      A

This course is an overview of the applications of Physics to the hobby of model rocketry through all phases: building, launching and recovering. This course examines physics principals, such as Newton’s Laws of Motion (For every action there is an equal and opposite reaction) and the history of space science. In this course we built model rockets and learned about fins and drag. Drag is the effect friction (from air in this case) has on the trajectory of an object. We learned how to calculate the altitude of a rocket (altitude equals the baseline multiplied by the tangent of the angle of the rocket at apogee) and how wind would effect where it lands. The artifact submitted includes altitude calculations for several rocket launches. To build and launch model rockets with my own students in my future classrooms I will integrate other subject matter areas such as math and art. Math subject matter can be integrated by using the math calculations needed to determine the altitude. Art is also another subject matter that can be integrated. Rocket Models can be drawn (with a pencil) or physically constructed (with paper or other art medium materials) by students in the classroom. The rockets can then be displayed and/or presented to students and parents.

*Note: This is a sample summary and NOT a paper in lieu of an artifact. See letter to student for description of a written paper.*
LEARNING CONTRACT

Instructions: Read carefully, sign and after completing this form, return it to the instructor on the first day of class—or drop the course. Keep a copy retained in your portfolio for your future reference.

I understand that I will be taking an experiential approach to learning about personal development of Subject Matter Competency and to developing personal skills needed to function effectively as a future teacher. I willingly commit myself to the following principles and guidelines:

1. I will use the structured experiences in class to learn from. I am willing to engage in specified behaviors, seeking feedback about the impact of my style of behaving on theirs, and analyze my interactions with other class members in order to make the most of my opportunity to learn.

2. I will prepare for class in advance unless it is impossible to do so, including readings, preparation of materials for discussion and other responsibilities assigned.

3. I will not submit the same exercise, activity or research paper in more than one course.

4. I am taking responsibility for my own learning and will not wait for someone else (including my instructor) to "make me grow."

5. When asked to do so (and possibly voluntarily at time) I will describe openly my reactions to what I have read and analyzed in the assigned activities, presentations and professional interviews in order that my peers will have information to which they may process.

6. I will experiment with new-to-me behaviors and ideas as a class member, both in and out of class, seek and be receptive to feedback from other class members about my behavior, and contribute verbally to formulating conclusions about experiences in class.

7. I will help others make the most of their learning by: (a) providing feedback in constructive ways, (b) helping to build the conditions (such as openness, trust, acceptance, and support) under which others can experiment and take risks with their behavior, and (c) contributing to the formulation of conclusions about the experiences highlighted in the exercises and assignments.

8. I will use professional judgment in keeping what happens among class members in the experiences and observations appropriately confidential.

9. I understand that **ALL** assigned course work must be completed to pass this LIBS 4960 course.

10. I am accepting responsibility for understanding that **any form** of Academic dishonesty will result in a course grade of F.

Signed

____________________________________

CGonzales LIBS 4960
Christy Gonzales

Senior Seminar

QUESTIONNAIRE (PLEASE PRINT CLEARLY)

Name ___________________________ Phone # ___________________________

Address __________________________________________________________________

E-Mail ___________________________________________________________________

Soc. Sec. # ___________________________ Class Level ___________________________

Major ___________________________ Concentration ___________________________

Units Completed ___________________________ # Units This Semester ____________

Past course work in teacher related areas (writing and/or speaking): (Explain)

GOALS: Educational:

Professional:

What current educational problem angers, irritates, provokes, enrages, offends, or infuriates you most? Why?

What inspires, sustains, excites, arouses, and encourages you most at the current time? Explain your thinking.

After completing this form, return it to your instructor on the first day of class