August 21, 2007

Dear Liberal Studies Student, Welcome to LIBS 4960: Senior Seminar. Coursework for this course has been enhanced to reflect the changes implemented by the California Commission on Teacher Credentialing (CCTC) 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 of artifacts 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. (See sample attachment)

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.

Please bring artifacts, course lists, and UNOFFICIAL TRANSCRIPTS FOR ALL COMPLETED COURSEWORK to class with you on Thursday, September 6. The attached worksheets will be useful in helping you compile course lists, etc. Be sure to complete the Subject Matter Competency handout (page 2) prior to the first day of class and bring it with you on Thursday, September 6. Proof of Subject Matter competence will be due Thursday, September 27. Oral presentations begin October 4. The complete syllabus for LIBS 4960 will be handed out on September 6. The syllabus will provide more information on the oral presentation as well as other requirements for the course.

Remember, the key to successful completion for this course is PREPARATION, PREPARATION, PREPARATION. I look forward to meeting you in person on Thursday, September 6, 2007.

Best Regards,
Lynne Taliaferro
Liberal Studies Faculty

Enclosures (7)
Name: ________________________________

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 your portfolio is on Subject Matter Competence. Subject Matter Competencies are submitted early in 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.

On this handout, list the courses taken and the grade that you earned in those subject matter areas of competencies listed above and bring it to class on September 6. You will also attach this to your Subject Matter Competency section before turning in the assignment on Thursday, September 27, 2007.

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. Number in parentheses indicates number of artifacts required in each area.

Language (1) and Literature (1): __________________________________________

History (1) and Social Science (1):

Mathematics (1):

Science

Physical (1):

Life/Biology (1):

Earth (1):

Visual and Performing Arts (according to program requirements)

Art (1):

Music (1):

Theater (1):

Dance (1):

Physical Education/Health (1):

Human Development (1):

Technology (1):

Circle the name and/or color of your program: RED YELLOW BLUE
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. Summary should incorporate CSET vocabulary. Specific vocabulary terms should be **bolded**, highlighted or otherwise distinguished.

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. **Bold**ing these key words helps you focus your intro to specific CSET concepts.

Page 9 of the text has some good examples illustrated as “A Strong Response” and “A Weak Response.”
SUBJECT MATTER COMPETENCY
PLANNING WORKSHEET
YELLOW 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. Refer to page 2 for minimum number of artifacts required from each subject matter area.

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

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
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. Refer to page 2 for minimum number of artifacts required for each subject matter area.

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

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
LEARNING CONTRACT

Instructions: Read carefully, sign and after completing this form, return it to the instructor on September 6—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. I am willing to engage in specified behaviors, seek feedback about the impact of my behavioral style, 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 times) 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 assignments 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

Lynne Taliaferrro                      LIBS 4960
Senior Seminar

Student Questionnaire

Please complete the following questionnaire. Keep your answers brief, but be mindful of proper sentence structure, spelling, punctuation, and grammar. In addition to providing information, this questionnaire will serve as an informal writing assessment for this course.

Name __________________________ Phone # __________________________

Address __________________________

E-Mail ____________________________

Program: Red   Yellow   Blue

Major ____________________________ Concentration ____________________________

CEST (circle one) passed some subtests results not in never attempted

Professional Goals:

What are some of your favorites? What do you enjoy?

What bothers, annoys, or disgusts you?

What do you hope to gain from this class (in addition to required credit fulfillments…)

Additional Comments: