



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Natural Science and Mathematics	Academic Organization (Department): Mathemaitcs and Statistics	Date: 28 Mar 2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Roger Leezer	Submitted by: Scott Farrand, Elaine Kasimatis, Ed Shea
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2007

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): Math 371B	Title: Schools and Community B	Units: 2
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JUSTIFICATION:

This course is designed for students enrolled in the Integrated Mathematics Major/Single Subject Credential Program (the Matheamtics Blended Program). It is the second part of a two semester sequence that supports student teachers in the Blended Program. Previously, students in the Blended Program enrolled in the three semester sequence EDTE 371C, EDTE 371D, EDTE 371E (Schools and Community C,D,E, 2 units each). Enrollment in these courses causes scheduling difficulties as they are generally offered off campus and in times conflicting with student teaching placements of Blended Program students. In addition, Blended Programs have been mandated to have a maximum of 135 units, and the current Mathematics Blended Program is not in compliance with this mandate. Replacement of the current three semester sequence with the new two semester sequence will reduce the total number of units in the Blended Program by two units.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

The second of a two-part sequence supporting student teachers in the Mathematics Blended Program. Focus is on strategies for secondary mathematics instruction, the process of reflection on teaching, communication among mathematics teachers in support of effective teaching and learning, strategies for engagement, questioning, creating a safe classroom environment, classroom management, assessment, and familiarity with school and community resources. Emphasis on issues related to English Language Learners, special needs students, and intervention strategies. Corequisite: Enrollment in EDTE 470B.

Note: 2 hours seminar

Prerequisite:

Enforced at Registration: Yes No

Corequisite:

Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit **Instructor Approval Required?** Yes No

Course Classification (e.g., lecture, lab, seminar, discussion): Seminar **Title for SIS+/CMS (not more than 30 characters):** Schools and Community B

Cross Listed? Yes No **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

How Many Times Can This Course be Taken for Credit? 1
Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

1. Recognize and apply strategies that contribute to respectful and productive relationships with students, families, and communities and that support student success and confidence.
2. Demonstrate the ability to gather data and insights about individual students and their learning needs, as part of a process for teaching students based upon their academic and social needs.
3. Understand the need for continuous reflection on teaching and continuous improvement in teaching. Demonstrate the ability to reflect on suggestions for effective teaching and to incorporate them to improve teaching and learning.
4. Evaluate student work as a part of teaching based on careful consideration of student conceptual knowledge and student skills.
5. Implement and examine the effectiveness of a fair and positive classroom management system in order to maintain clear, high expectations for academic and social behavior using a knowledge of California education code concerning student rights and responsibilities.
6. Make decisions about content to be taught and appropriate technologies to support student learning based on careful analysis of student conceptual development and skill levels.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

This is a Credit/No Credit course. In order to receive a Credit grade, students must:

1. Attend class and participate in class discussions.
2. Complete outside writing assignments related to reflections on classroom practices and presentation of scenarios from the field placements.
3. Successful completion of the Signature Assignment, Part 2.

Signature Assignment, Part 2

Students will demonstrate the ability to reflect on the effectiveness of their management plan and engagement strategies as implemented in their student teaching experiences. They will write in-depth reflections for three consecutive lessons that they teach and a summative personal reflection that ties back to academic research and foundational instruction on teaching.

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other X ___
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No ___

If yes, identify program(s): Integrated Mathematics Major/Single Subject Credential Program

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes X No ___

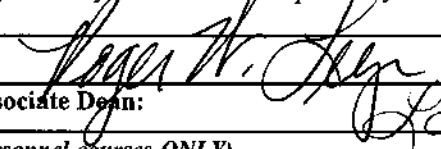
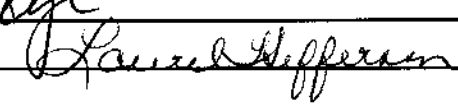
If yes, attach a description of resources needed and verify that resources are available.

Minor increase in costs are absorbed within the department budget in conjunction with the College of Education.

Indicate which department or programs will be affected by the proposed course (if any). Teacher Education

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	4/18/07
College Dean or Associate Dean: 	4/19/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

CONDITIONAL APPROVAL 4/20/07

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic