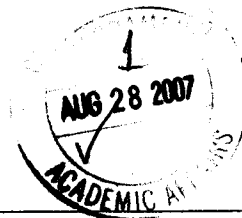




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): College of Education	Academic Organization (Department): Bilingual/Multicultural Education	Date: March 28, 2007
Type of Course Proposal: New ___ Change <u>x</u> Deletion ___	Department Chair: Nadeen Ruiz	Submitted by: Nadeen Ruiz
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <u>x</u> No ___	For Catalog Copy: Yes <u>x</u> No ___ CCE: Yes ___ No <u>x</u>	Semester Effective: Fall <u>x</u> Spring ___, 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.): EDBM 330	Title: Fundamentals of Bilingual/Multicultural Teaching	Units: 2
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Change to:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units: 3
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JUSTIFICATION:

The Bilingual/Multicultural Education Department (BMED) revised its Multiple Subjects Credential Program in response to revised credential program requirements enacted by the California Commission of Teacher Credentialing. In response to these mandates, the CSUS Bilingual/Multicultural Education Department reduced the unit load for previous iterations of EDBM 330 from three units to two units. As a result of this change, the course content of EDBM 330 was significantly modified and reduced, resulting in insufficient time to complete objectives required of us by both the CCTC, namely support for teacher candidates during their process of completing the Performance Assessment for California Teachers (PACT), and as indicated in our own program goals (specifically, learning democratic forms of classroom management through guided reflection on student teaching experiences). By adding an additional unit to this class, BMED will be able to provide the support needed to guide student teachers through the PACT, and provide time for pursuit of department program objectives, including guided reflection on classroom management theory and practice.

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)

Democratic teaching in a pluralistic classroom requires knowledge, skills and dispositions that go beyond those required for merely effective teaching. Candidates will learn democratic forms of classroom management, pedagogical strategies for empowering pupils, standardized and authentic tools for assessing pupil learning and growth, strategies for engaging parents/families in the classroom, and skills needed for reflection and inquiry on teaching practice. Initial preparation will occur for the Performance Assessment for California Teachers. Lectures, whole group and small group work, discussions, presentations, fieldwork. (3 units)

Note:

Prerequisite: Admission and enrolment in BMED multiple subject credential program

Enforced at Registration: Yes X No ___

Corequisite: Must be enrolled in EDBM 402A

Enforced at Registration: Yes X No ___

CAN (California Articulation Number):

Graded: Letter ___ Credit/No Credit x

Course Classification (e.g., lecture, lab, seminar, discussion): C04

Instructor Approval Required? Yes ___ No x

Title for SIS+/CMS (not more than 30 characters): BMEDFundamentalsI

Cross Listed?

Yes ___ No x

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? ___once__

Can the course be taken for Credit more than once during the same term? Yes ___ No x

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/afaf/example.htm>

Candidates will be able to (relevant program standards in parentheses, new objectives related to unit increase in bold):

- (1) Demonstrate 3 strategies for democratic classroom management (5)
- (2) Demonstrate 5 strategies for building a sense of community in the diverse classroom (5)
- (3) Organize cooperative learning groups in a diverse classroom setting (5, 13)
- (4) Develop 5 strategies for learning about pupils' background knowledge and experiences (10)
- (5) Develop 5 strategies for incorporating pupil background information into daily lessons and classroom activities (10)
- (6) Identify 2 strategies in each content area for assessing pupil knowledge (8)
- (7) **Identify appropriate assessment tools and assessment criteria according to content standards and objectives (8)**
- (8) **Analyze student work to identify trends in attainment of content objectives (8)**
- (9) **Identify next steps in instruction leading from an analysis of student work (8)**
- (10) Organize a home visit (12, 13, 14)
- (11) Organize a family learning night (12, 13, 14)
- (12) Create a communication tool (e.g., newsletter, homework hotline, etc.) for maintaining contact with parents/families (12, 13, 14)
- (13) Develop a teaching journal that includes reflections on attainment of and strategies for attaining elements of the BMED candidate profile, the Teaching Performance Expectations, and California Standards for the Teaching Profession. (12, 18)
- (14) Present aspects of their growth as a teacher in a PowerPoint presentation (9)

**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:

Instructors will evaluate candidate achievement of learning objectives by assessing candidate analysis of videotapes, candidate observations, candidate papers, and conferences with candidates to assess achievement of the learning outcomes noted above. **Instructors will use drafts of the PACT, and Bed's first semester precursor to the PACT, the "Transition Project," to evaluate candidate achievement of learning objectives, especially those specific to curriculum development, lesson planning, and student assessment and evaluation.**

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No ___

If yes, identify program(s): BMED Multiple Subject and Multiple Subject BCLAD Emphasis Teacher Credential Programs

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 ___ No X

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

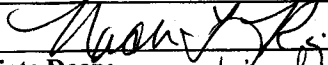
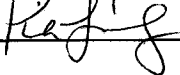
Indicate which department or programs will be affected by the proposed course (if any). _____

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: 	8/24/07
College Dean or Associate Dean: 	8/24/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL 8/29/07

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.