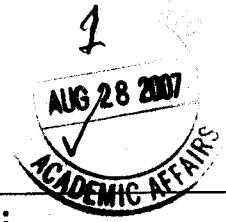




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (<i>College</i>): College of Education	Academic Organization (<i>Department</i>): Bilingual/Multicultural Education Department	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 (<i>prefix</i>) and Catalog Number (<i>course number</i>):	
This Catalog Number (<i>course number</i>) is being replaced:	

Change from:

Subject Area (<i>prefix</i>) & Catalog No. (<i>course no.</i>): EDBM 402A	Title: Student Teaching I	Units: 4 units
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Change to:

Subject Area (<i>prefix</i>) & Catalog No. (<i>course no.</i>):	Title:	Units: 5 units
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JUSTIFICATION:

In Fall 2004, our department implemented a new program designed in response to SB2042. After three years of implementation, we have found several shortcomings in the program as designed. Most of the shortcomings relate to inadequate or inappropriate unit loads for courses and fieldwork. These factors have resulted in the proposed modifications to this course which will better align student work hours with student unit loads. For this particular course, student teaching hours have been increased during the first semester of the program to better reflect the demands of the field experience and the intensive nature of the two semester program.

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)

One semester of teaching multiple subjects in a public school setting with diverse learners. This first semester of student teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing and assessing instruction for small groups of students. (5 units)

Note:	
Prerequisite: Admission and enrolment in BMED multiple subject credential program Enforced at Registration: Yes <u>X</u> No	
Corequisite: Must be enrolled in EDBM 330 Enforced at Registration: Yes <u>X</u> No	
CAN (California Articulation Number):	
Graded: Letter ___ Credit/No Credit <u>X</u>	Instructor Approval Required? Yes <u>X</u> No ___
Course Classification (<i>e.g., lecture, lab, seminar, discussion</i>): S24	Title for SIS+/CMS (not more than 30 characters) BMED Student Teaching I
Cross Listed? Yes ___ No <u>X</u>	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? <u>Once</u>	
Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u>	

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>

Teaching performance expectations addressed by each outcome are noted in parentheses.

- Demonstrate developing competence with planning lessons, teaching, and assessing students who are culturally and linguistically diverse, English Learners and/or have special needs. (TPE #7)
- Demonstrate developing competence in working with groups of students, beginning with small groups and working toward management of entire classes. (TPE #5, #6, #10, #11)
- Show increasing competence at planning lessons based on subject matter content standards in each subject area (TPE #1) and on frameworks for multicultural education (BMED-TPE #14).
- Demonstrate increasing ability to assess student learning, both through formative and summative measures, in ways which are appropriate and which encourage student learning (TPE #2 and #3).
- Demonstrate appropriate assessment practices for students who are English learners or have special needs.
- Show increasing competence in engaging and supporting students in learning (TPE #4 and #5), including using strategies that build on students' prior knowledge and background experiences.
- Show increasing competence in assessing the developmental level of learners and in designing appropriate instructional activities and educational experiences for them. (TPE #6)
- Show increasing understanding of the needs of English language learners (ELL's) and ability to design appropriate instructional practices which develop English skills (ESL) and make subject matter accessible to ELL students (SDAIE). (TPE #7)
- Demonstrate an understanding of and ability to use appropriately tools for assessing the needs of diverse students (TPE #8) and for planning instruction appropriate to these needs (TPE #9).
- Demonstrate the ability to create effective learning environments, including the effective management of time (10) and the creation of a positive and equitable social environment. (TPE #11)
- Candidates will practice tasks associated with the PACT (designing a lesson for small groups of learners including ELL and Special Needs students and designing standards-based, developmentally appropriate, and student appropriate assessments).

**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:

Candidates will be assessed based on observations by a university supervisor or a site-based equivalent using observation and evaluation protocols consistent with new program standards and teacher performance expectations. Students' written work (lesson plans, reflections, etc.) will also be evaluated by university supervisor for achievement of said standards and expectations.

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.

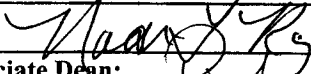
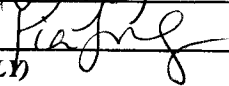
Indicate which department or programs will be affected by the proposed course (if any). _____

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.