



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): College of Education	Academic Organization (Department): 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 (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.): EDBM 402B	Title: Student Teaching II	Units: 9 units
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Change to:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units: 8 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, we have reviewed our program goals and the Teaching Performance Expectations. This analysis has resulted in modifications to our student teaching activities and time line. The modifications result in a better use of student teaching time and decrease the required number of student teaching hours. The proposed change brings the student teaching hours in alignment with what the student teachers are actually doing in their field placement.

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 final semester of student teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing and assessing instruction for whole classes of students. (8 units)

Note:	
Prerequisite: Successful completion of EDBM 402A; completion of subject matter competence	
Enforced at Registration: Yes <u>X</u> No ___	
Corequisite: Must be enrolled in EDBM 331	
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 (e.g., lecture, lab, seminar, discussion): S24	Title for SIS+/CMS (not more than 30 characters) BMED Student Teaching II
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>

Candidates will be able to (relevant Teacher Performance Expectations in parentheses):

- Demonstrate competence in developing lesson plans, teaching, and assessing students who are culturally and linguistically diverse, English learners and/or have special needs.
- Prepare lessons, successfully teach, and assess the instruction of an entire classroom without assistance for a period of time equivalent to two weeks of full time teaching.
- Demonstrate competence at planning lessons based on relevant subject matter content standards. (TPE #1)
- Demonstrate competence at planning lessons according to multicultural education principles and frameworks for optimal learning environments. Demonstrate strategies for working against racism and acts of intolerance (TPE #12, BMED-TPE #14).
- Demonstrate the ability to assess pupil learning, both through formative and summative measures, in ways which are appropriate and which encourage pupil learning and build on pupil background knowledge and experiences (TPE #2 and #3).
- Demonstrate competence in engaging and supporting pupils in learning and providing pupils with equitable access to the core curriculum. (TPE #4 and #5)
- Demonstrate competence in assessing the developmental level of learners and in designing appropriate instructional activities and educational experiences for them, especially in relation to diverse learners and those with special needs. (TPE #6 and #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 understanding of the needs of English language learners (ELL's) and the ability to design appropriate instructional practices that develop English skills (ESL) and make core subject matter accessible. (TPE #7)
- Demonstrate the ability to create effective learning environments, including the effective management of time (TPE #10) and the creation of a positive and equitable social environment (TPE #11).
- Show an increasing understanding of the professional, legal, and ethical obligations of educators (TPE #12) and will demonstrate a commitment to ongoing professional growth (TPE #13).
- Practice and successfully complete the requirements for the PACT, including designing a standards based lesson for a specific group of students, implementing that lesson successfully, meeting the needs of diverse students in the class, managing instruction and student interaction, assessing student learning, and reflecting upon the strengths and weaknesses of the lesson.

**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 protocol 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 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

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

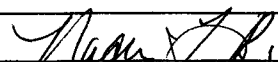
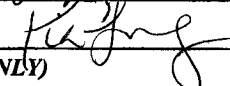
Indicate which department or programs will be affected by the proposed course (if any). _____

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.