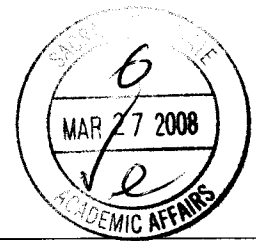




Course Change Proposal Form A



Academic Group (College): College of Education	Academic Organization (Department): Teacher Education	Date: 2/29/08
Type of Course Proposal: New ___ Change <u>X</u> Deletion ___	Department Chair: Robert Pritchard	Submitted by: Stephanie Biagetti
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 (Extension): Yes ___ No <u>X</u>	Semester Effective: Fall <u>X</u> Spring __, 2008__

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:

Subject Area (prefix) & Catalog Nbr (course no.): EDTE 371B	Title: Schools and Community B	Units: 3.0
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units: 4.0
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JUSTIFICATION:

Responding to the concerns and needs of students who have participated in the CSUS 2 semester Single Subject credential program since the implementation of our new program aligned with SB 2042, the 371 Schools and Community course series will add an official field component to increase its focus on professionalism and assimilation into the school community.

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)

Second part of 2-part sequence in EDTE's 2 semester pathway that provides structured opportunities for student teachers to discuss, analyze, reflect upon data gathered from field placements. Emphasis on issues related to English language development, special needs students, cycle of teaching, school law pertaining to students, professional and ethical behaviors required of teachers. Management strategies and activities that contribute to the classroom/school. Students will develop equitable and positive management plans and reflect on their effectiveness during field experiences. 4 units

Note:	
Prerequisite: EDTE 371A	
Enforced at Registration: Yes <u>X</u> No ___	
Corequisite:	
Enforced at Registration: Yes <u>X</u> No ___	
CAN (California Articulation Number):	
Graded: Letter ___ Credit/No Credit <u>X</u>	Instructor Approval Required? Yes ___ No <u>X</u>
Course Classification (e.g., lecture, lab, seminar, discussion): S-48 1 unit; C-04 3 units	Title for CMS (not more than 30 characters) Schools and Community B
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>1</u>	
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/acad/example.htm>

By the end of the course, the students will be able to:

- 1) Apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities with emphasis on the effects of family involvement on teaching, learning, academic achievement, and effective communication with all families (Standard 10 and 13)
- 2) Demonstrate the ability to gather, evaluate, and apply important and useful contextual qualitative and quantitative data, including data about students' linguistic backgrounds, as a means for understanding and enhancing each learner's academic, social, and physical context (Standards 5, 12, 13)
- 3) Use assessment data collected during the cycle of teaching as a foundation for improving their teaching and their students' learning (Standards 6, 15, 16, 17, 18)
- 4) Provide evidence of applying systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners (Standard 13)
- 5) Complete, with assistance and guidance, assigned tasks that resemble pedagogical assessment tasks in the TPA Tasks 1 and 4 during semester 2 (Standards 1, 6, 15, 16, 17, 18)
- 6) Examine and practice structured protocols for the examination of student work and for looping back to planning in light of these examinations (Standards 11, 13, 14)
- 7) Demonstrate their ability to develop an equitable and positive management system in order to maintain clear expectations for academic and social behavior (Standards 5, 10)
- 8) Consider the content to be taught and select appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment. (Standard 9)
- 9) Analyze best practices and research findings on the use of technology and designs lessons accordingly. (Standard 9)
- 10) Develop a job search plan with required elements
- 11) Recognize when to use conflict resolution strategies they have learned through individual discussions with the instructor pertaining to professional, legal, and ethical issues that arise from conflicts related to their mentor teachers, site faculty, administration, students and/or parents.
- 12) Examine and select appropriate extracurricular activities in which to participate at their site placement through personal advisement from instructor in order to facilitate their professional growth and to expose them to student populations that are representative of the entire school as well as special needs students.
- 13) Apply networking strategies and interviewing techniques obtained through individual advisement from the instructor to enhance their prospects of gaining successful employment based on their preferences and talents.

**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:

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- 1) Written assessments, reflections and future revisions on own teaching
- 2) Community, school and class portrait
- 3) Professional portfolio with linkage to the TPEs
- 4) Attendance and participation

For whom is this course being developed?

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

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

If yes, identify program(s): EDTE Single Subject Teaching Credential

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.

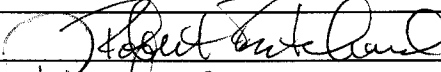
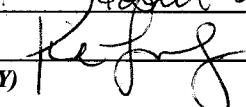
Indicate which department or programs will be affected by the proposed course (if any). _____

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:		3/4/08
College Dean or Associate Dean:		3/22/08
CPSP (for school personnel courses ONLY)		
Associate Vice President and Dean for Academic Programs		

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.