



SACRAMENTO
STATE

Course Change Proposal Form A



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| 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 371 C | Title: Schools and Community C | Units: 2.0 |
|--|---------------------------------------|-------------------|

Change to:

| | | |
|--|---------------|-------------------|
| Subject Area (prefix) & Catalog Nbr (course no.): | Title: | Units: 3.0 |
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JUSTIFICATION:

Responding to the concerns and needs of students who have participated in the CSUS 3 semester Single Subject credential program since implementation of our new program aligned with SB 2942, the 371 Schools and Community course 371C will add an official field component to increase its focus on professional and ethical behavior required of teachers 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)

First of a 3-course sequence in EDTE's 3 semester pathway that provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their observation placements. Become familiar with university, community and school resources with emphasis on issues related to English language development and special needs in multicultural settings, grades 7-12. Begin to identify components necessary for an effective, equitable classroom management system and on the professional and ethical behaviors required of a teacher. (3 units)

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| Note: | |
| Prerequisite: Acceptance into the CSUS Single Subject Teaching Credential Program | |
| Enforced at Registration: Yes <u>X</u> No ___ | |
| Corequisite: | |
| Enforced at Registration: Yes ___ 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 2 units | Title for CMS (not more than 30 characters) Schools and Community C |
| 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/acaf/example.htm>

- By the end of the course, the students will be able to:
- 1) Identify 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 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) Demonstrate the ability to gather and evaluate data about a designated community and school within that community and reflect how these resources might be used to strengthen their teaching and their students' learning (Standards 5, 12, 13);
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) Recognize systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners (Standard 13)
 - 5) 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)
 - 6) Recognize the components necessary for an equitable and positive management system and be familiar with theoretical models of management;
 - 7) 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)
 - 8) Analyze best practices and research findings on the use of technology and designs lessons accordingly (Standard 9)
 - 9) Recognize the professional and ethical behaviors required of teachers (Standard 12)

****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:

- **Written reports of structured observations**
- **Written reflections following discussions with site administrators and teachers about professional and ethical behaviors required of teachers**
- **Identify necessary components of a positive and equitable management plan, (Signature Assignment, part 1)**
- **Attendance and participation in discussions**

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

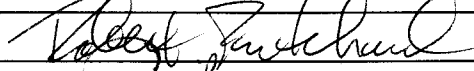
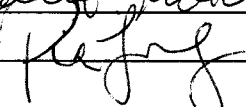
If yes, attach a description of resources needed and verify that resources are available.

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:  | 3/20/08 |
| 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.