



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>College of Education</b>	<b>Academic Organization (Department):</b> <b>Teacher Education</b>	<b>Date:</b> <b>2/29/08</b>
<b>Type of Course Proposal:</b> New ___ Change <u>X</u> Deletion ___	<b>Department Chair:</b> <b>Robert Pritchard</b>	<b>Submitted by:</b> <b>William Owens</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <u>X</u> No ___</b>	<b>For Catalog Copy: Yes <u>X</u> No ___</b> <b>CCE (Extension): Yes ___ No <u>X</u></b>	<b>Semester Effective:</b> <b>Fall <u>X</u> Spring __, 2008__</b>

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

**Change from:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> <b>EDTE 430B</b>	<b>Title:</b> <b>Student Teaching II: Basic Pathway</b>	<b>Units:</b> <b>11.0</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b>	<b>Title:</b>	<b>Units:</b> <b>7.0</b>
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**JUSTIFICATION:**

The second semester of student teaching has been modified in units to accommodate other program revisions and keep the total units for the semester from exceeding 21 units, which is the maximum we can require in one semester without exceeding Commission on Teacher Credentialing mandates for credential programs.

**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 second semester of student teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for whole classes of students. 7 Units

**Note:**

**Prerequisite: Successful completion of EDTE 430A**

**Enforced at Registration: Yes X No**

**Corequisite:**

**Enforced at Registration: Yes \_\_\_ No**

**CAN (California Articulation Number):**

**Graded: Letter \_\_\_ Credit/No Credit X**

**Instructor Approval Required? Yes \_\_\_ No X**

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

**S - 25**

**Title for CMS (not more than 30 characters)**

**Student Teaching II**

**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? 1**

**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>

Students should be able to:

1. Candidates, having been placed with exemplary mentors who teach diverse populations including ELL and special needs students, will demonstrate competence in developing lesson plans, teaching, and assessing diverse students.
2. Candidates will 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.
3. Candidates will demonstrate competence at planning lessons based on subject matter content standards in each subject area (TPE #1).
4. Candidates will demonstrate the 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).
5. Candidates will demonstrate competence in engaging and supporting students in learning (TPE #4 and #5).
6. Candidates will demonstrate competence in assessing the developmental level of learners and in designing appropriate instructional activities and educational experiences for them (TPE #6).
7. Candidates will demonstrate 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).
8. Candidates will demonstrate an understanding of and assessing the needs of diverse students (TPE #8) and of planning instruction appropriate to these needs (TPE #9).
9. Candidates will demonstrate the ability to create effective learning environments, including the effective management of time (TPE #10) and the creation of a positive social environment (TPE #11).
10. Candidates will 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).
11. Candidates will prepare for TPA task #4, which includes designing a standards based lesson for a specific group of students, implementing that lesson successfully and efficiently, 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 lessons.

**\*\*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:

**Assessment will be based upon:**

Supervisors will assess candidates in the completion of TPE tasks (listed under Expected Learning Outcomes, above) on both a formative and summative basis. Formative assessment will occur through observations during the entire student teaching experience. Summative evaluations will be written at the middle and end of the semester. Successful completion of 421B will depend on the successful mastery of all TPE tasks at a level appropriate for a beginning teacher.

**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 Multiple Subject Credential Program

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.

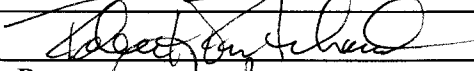
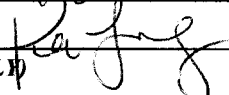
Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

**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.