



SACRAMENTO
STATE

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):	
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Change from:

Subject Area (prefix) & Catalog Nbr (course no.): EDTE 470A	Title: Student Teaching I: Secondary Schools	Units: 7.0
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.):		Units: 6.0
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JUSTIFICATION:

The first semester of student teaching has been modified in units to accommodate an additional field unit for EDTE 371A without exceeding a total of 21 units per semester, 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)

Provides candidates with field experiences of increasing complexity and responsibility as they engage in cycles of teaching. Public school assignment in a secondary school serving culturally and linguistically diverse community for one university semester with three periods of responsibility: English learner class, single subject content class, and an observation/consultation period. Observations and supervised teaching experiences will be systematic and structured. 6 Units

Note:

Prerequisite: Acceptance into the CSUS Single Subject Teaching Credential Program

Enforced at Registration: Yes X No ___

Corequisite: Enrollment in 371A or 371D

Enforced at Registration: Yes X 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 - 25	Title for CMS (not more than 30 characters) Student Teaching I: Second

Cross Listed? Yes ___ No <u>X</u>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
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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/acad/example.htm>

Students will be able to:

- 1) Plan and practice multiple strategies for effectively managing and delivering instruction that will include appropriate activities and assessments and meet the students' learning needs, interests, accomplishments, including those of English learners, in a content specific class (Standards 13b, 15a & TPE 4, 6, 7, 8, 9)
- 2) Effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency (Standard 13b)
- 3) Develop teaching plans for content specific classes which will include appropriate strategies, activities, and assessments for all learners which address the content standards and the state content framework (Standard 15, TPE 8, 9)
- 4) Identify, through planned, systematic observations, the "best practices" of exemplary teachers; discuss and reflect on important aspects of teaching with cooperating teachers, university supervisors, and other student teachers and faculty in the "Schools and Community I" seminar (Standard 15)
- 5) Reflect upon the outcomes of their teaching and observations so they can apply that knowledge to subsequent planning and observing activities (Standard 15, TPE 13)
- 6) Observe, assist, tutor and co-teach in an English language learners classroom (Standard 13b, 13e, 13f, 13g)
- 7) Demonstrate their ability to develop, implement and sustain an equitable and positive management system in order to maintain clear expectations for academic and social behavior. (Standard 15b, TPE 10, 11)

****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:

- 1) Portfolio assessment consistent with Modules I & II Program courses
- 2) Regular attendance in assigned public school site (determined by the university supervisor and the public school cooperating teacher)
- 3) Plans with multiple, appropriate strategies, activities, and assessments for the students in the assigned English language learner class, including reflections, professional feedback, and revisions (Standard 13, 15)
- 4) Plans with multiple, appropriate strategies, activities, and assessments for student learners in the student teacher's assigned content area class, including reflections, professional feedback, and revisions (Standard 15)
- 5) Observational journals of specific teachers' pedagogical knowledge, skills, and abilities which identify "best practices" as outlined in "Schools and Community I" (Standard 15; TPE C, D, E)
- 6) Demonstrate success in applying planned teaching strategies with all students in the two assigned teaching classes (Standard 13, 14, 15)
- 7) Response to TPA Tasks 2 & 3
- 8) University supervisor and public school cooperating teachers assessment of candidates success on all TPE's (1-13)

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other Credential

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

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

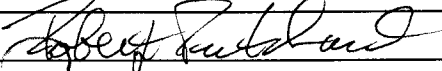
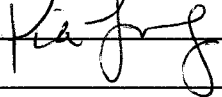
If yes, attach a description of resources needed and verify that resources are available.

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.