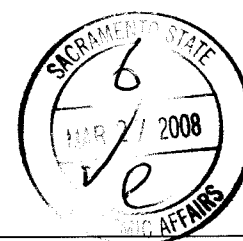




# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>College of Education</b>	<b>Academic Organization (Department):</b> <b>Teacher Education</b>	<b>Date:</b> 2/29/08
<b>Type of Course Proposal:</b> New ___ Change <input checked="" type="checkbox"/> Deletion ___	<b>Department Chair:</b> <b>Robert Pritchard</b>	<b>Submitted by:</b> <b>Stephanie Biagetti</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input checked="" type="checkbox"/> No ___</b>	<b>For Catalog Copy: Yes <input checked="" type="checkbox"/> No ___</b> <b>CCE (Extension): Yes ___ No <input checked="" type="checkbox"/></b>	<b>Semester Effective:</b> <b>Fall <input checked="" type="checkbox"/> 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> EDTE 470B	<b>Title:</b> Student Teaching II: Secondary Schools	<b>Units:</b> 13.0
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b>	<b>Title:</b>	<b>Units:</b> 12.0
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**JUSTIFICATION:**

The second semester of student teaching has been modified in units to accommodate an additional field unit for EDTE 371B 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. Experiences will be systematic and structured. Student teachers will be placed for the public school's semester at a school serving linguistically and culturally diverse students. Candidates become more independent with primary responsibility for cycle of teaching with equivalent of three periods supervised teaching and one consultation period. 12 Units.

**Note:**

**Prerequisite:** The successful completion of EDTE 470A  
**Enforced at Registration:** Yes  No

**Corequisite:** Enrollment in EDTE 371B or EDTE 371E  
**Enforced at Registration:** Yes  No

**CAN (California Articulation Number):**

**Graded:** Letter \_\_\_ Credit/No Credit  **Instructor Approval Required?** Yes \_\_\_ No

**Course Classification (e.g., lecture, lab, seminar, discussion):**  
S - 25 **Title for CMS (not more than 30 characters)**  
Student Teaching II: Second

**Cross Listed?** Yes \_\_\_ No  **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 will be able to:

- 1) Plan and practice multiple strategies in three classes 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 students in three 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 14, 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 II" 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) 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 for three classes. (Standard 15b, TPE 10, 11)
- 7) Practice and successfully complete TPA task 4

**\*\*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 through IV Program courses
- 2) Regular attendance and appropriate participation in assigned school site classes (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" outlined in "Schools and Community A & B" (Standard 15; TPE C, D, E)
- 6) Demonstrate success in applying planned teaching strategies with all students in the three assigned teaching classes (Standard 13, 14, 15)
- 7) Response to TPA Tasks 1 & 4
- 8) University supervisor and public school cooperating teachers assessments of candidates success on all Teacher Performance Expectations (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 \_\_\_

If yes, identify program(s): EDTE Single 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

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:	3/24/08
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.