



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (<i>College</i>): Education	Academic Organization (<i>Department</i>): Bilingual Multicultural Education Department	Date: November 3, 2008
Type of Course Proposal: New ___ Change <u>X</u> Deletion ___	Department Chair: Sue Heredia	Submitted by: Sue Baker
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 (<i>Extension</i>): Yes ___ No <u>x</u>	Semester Effective: Fall ___ Spring <u>x</u> , 2009 ___

This course replaces experimental course Subject Area (<i>prefix</i>) and Catalog Nbr (<i>course number</i>):	
If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.	Yes ___ No <u>x</u>

Change from:

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): EDBM 400B	Title: Student Teaching II	Units: 10
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Change to:

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>):	Title:	Units: 9
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JUSTIFICATION:

To adjust for the needs of the Teaching Event for the Performance Assessment, student teaching must be organized differently. It is imperative that students receive well-articulated support in the Teaching Event for the Performance Assessment, this support will continue to occur in BMED through regular BMED coursework and, after program restructuring, through the addition of EDBM 300C. By adding EDBM 300C, and creating a structure in which BMED faculty evaluate the Teaching Event for the Performance Assessment, a feedback loop between the professors/assessors and coursework will be created and maintained, keeping coursework responsive to the areas of strength and areas of need identified by the professors/assessors and communicated to the rest of the faculty. To create this structure, student teaching time will be adjusted and organized differently. Student teaching will be reorganized to have a greater focus on activities that will support student success on the PACT. To allow students to focus on these activities, student teachers will spend approximately 10% less time in their student teaching placement.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/umannual/acad.htm> - Guidelines for Catalog Course Description)

One semester of teaching secondary students in a public school setting with culturally and linguistically diverse learners. This final semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for three classes in the candidates content area, serving mainstream, EL and special needs students.	
Note:	
Prerequisite: Candidate in good standing in a teacher preparation program. Enforced at Registration: Yes <u>X</u> No ___	
Corequisite: EDBM400A Enforced at Registration: Yes <u>X</u> No ___	
Graded: Letter ___ Credit/No Credit <u>X</u>	Instructor Approval Required? Yes ___ No <u>X</u>
Course Classification (<i>e.g., lecture, lab, seminar, discussion</i>):	Title for CMS (not more than 30 characters) Student Teaching II
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>2</u>	
Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u>	

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>

Candidates will demonstrate the 13 state-mandated Teaching Performance Expectations by completing the tasks associated with the PACT Teaching Event. . In order to complete requirements specific to the midterm and final student teaching evaluations, students will be able to prepare lessons, clearly define content and language objectives, deliver lessons that consistently support the language and content objectives, and will apply formal and informal methods and tools to assess student's achievements. As well, students will apply their knowledge of multicultural education to lesson planning, delivery and assessment.

Recommended readings include the following materials available at www.pacttpa.org: "Making Good Choices: A Support Guide for the PACT Teaching Event," Teaching Event handbooks (by content area and grade level), and Teaching Event rubrics (by content area and grade level). Additional recommended readings include the California K-12 Content Standards available at: <http://www.cde.ca.gov/be/st/ss/>.

**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:

The candidates' Teaching Event will be assessed using a state-approved rubric with 11 different categories for evaluation. Instructors using this rubric will have completed a state-approved training and will have successfully calibrated prior to assessing Teaching Events. The Teaching Event is a summative assessment and constitutes an important part of the approval process for candidates seeking a recommendation for a preliminary teaching credential. Students will also be assessed by using midterm and final evaluations by Supervisor and Cooperating Teacher (CT).

For whom is this course being developed?

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

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

If yes, identify program(s): Bilingual Multicultural Education Single Subjects 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___

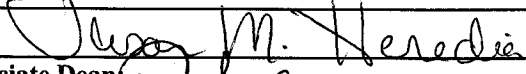
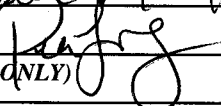
If yes, attach a description of resources needed and verify that resources are available.

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

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: 	11-25-08
College Dean or Associate Dean: 	4/25/08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

CONDITIONAL

APPROVAL

1/7/09

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.