# Course Change Proposal

## Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>Teacher Education</td>
<td>1/26/2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New __ Change ____ Deletion ____</td>
<td>Robert Pritchard</td>
<td>Robert Pritchard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>CCE (Extension):</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No ___</td>
<td>Yes ___ No ___</td>
<td>Yes ___ No ___</td>
<td>Fall ___ Spring ____, 2010</td>
</tr>
</tbody>
</table>

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

## Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
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<tbody>
<tr>
<td>EDTE 371A</td>
<td>Schools and Community A</td>
<td>4.0</td>
</tr>
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</table>

## Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
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</table>

## JUSTIFICATION:

The only change on this form is the addition of four learning outcomes (# 12-15) that were inadvertently omitted when this course was revised last year.

## NEW COURSE DESCRIPTION:

(Not to exceed 80 words, and language should conform to catalog copy. See [http://www.csus.edu/acaf/univmanual/crspsl.htm](http://www.csus.edu/acaf/univmanual/crspsl.htm) - Guidelines for Catalog Course Description)

## Note:

- **Prerequisite:** Acceptance into the CSUS Single Subject Teaching Credential Program
- **Enforced at Registration:** Yes ___ No ___
- **Corequisite:** Enrollment in EDTE 470A.
- **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):

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

## 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? _____

- **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/acal/example.htm

By the end of the course, the students will be able to:

1) Apply 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) 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) Provide evidence of applying systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners (Standard 13)

5) Complete, with assistance and guidance, assigned tasks that resemble pedagogical assessment tasks in the TPA Tasks 2 and 3 (Standards 1, 6, 15, 16, 17, 18)

6) 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)

7) Demonstrate their ability to develop an equitable and positive management system in order to maintain clear expectations for academic and social behavior (Standards 5, 10)

8) 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)

9) Analyze best practices and research findings on the use of technology and designs lessons accordingly (Standard 9)

10) Recognize when to use conflict resolution strategies they have learned through individual discussions with the instructor pertaining to professional, legal, and ethical issues that arise from conflicts related to their mentor teachers, site faculty, administration, students and/or parents. (Standard 12)

11) Examine and select appropriate extracurricular activities in which to participate at their site placement through personal advisement from instructor in order to facilitate their professional growth and to expose them to student populations that are representative of the entire school as well as special needs students. (Standard 12)

12) Participate in Orientation, including learning about program parameters, coursework/fieldwork, community building and expectations. (Std12)

13) Engage in professional problem solving, and participate in a variety of professional problem solving strategies. (Standard 12)

14) Develop and demonstrate professionalism in the cohort/university course settings and in the public school setting. (Standard 12)

15) Participate in ongoing teacher preparation, reflection and evaluation. (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:

For whom is this course being developed?

- Majors in the Dept
- Majors of other Deps
- Minors in the Dept
- General Education
- Other

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

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:

Department Chair:

College Dean or Associate Dean:

PSP (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.