Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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<tbody>
<tr>
<td>College of Education</td>
<td>EDS</td>
<td>11/12/10</td>
</tr>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Bruce Ostertag</td>
<td></td>
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<tr>
<td>New X  Change ___ Deletion ___</td>
<td>Submitted by: Bruce Ostertag</td>
<td></td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes X  No ___</td>
<td>For Catalog Copy: Yes X  No ___</td>
<td>Semester Effective:</td>
</tr>
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<td></td>
<td>CCE (Extension): Yes ___ No X ___</td>
<td>Fall X  Spring ___ 2011</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): Yes ___ No ___

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.

**Change from:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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**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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<tbody>
<tr>
<td>EDS 420A</td>
<td>Multiple Subject Student Teaching I: Initial</td>
<td>4</td>
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**JUSTIFICATION:**

EDS has been staffing and funding a similar EDTE 420A course since it's approval and inception in the 1990's as part of the Multiple Subject option taught in the department. Because of new campus software restrictions, EDS is no longer receiving the FTE generated by this course as it has in the past. This new proposal corrects this error.

Additionally, in keeping with new campus and College of Education directives, this proposal will shift the past EDTE-required units from 5 units downward to 4-units is based on CCTC's recommendation to explore methods to streamline the process and requirements for earning an Education Specialist Credential.

The course changes reflect CCTC and RICA requirements. The proposed course title and description changes are also better aligned with the language of the new CCTC Program Standards.

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

Initial (Phase 1) Multiple Subject credential student teaching, with integrated methods course work, is a M-F, half-day fieldwork requirement. Effective Instruction and classroom management are the focus of the Initial Phase I student teaching experience. Candidates must meet the criteria for student teaching to be accepted to this course.

**Note:** This is a full semester student teaching experience. **Graded:** Credit / No Credit. **Units:** 4

**Note:**

- **Prerequisite:** Enrollment in Mild/Moderate or Moderate/Severe Multiple Subjects Credential Program
- Enforced at Registration: Yes X  No ___
- **Corequisite:**
- Enforced at Registration: Yes ___ No
- **Graded:** Letter ___ Credit/No Credit X ___
- Instructor Approval Required? Yes ___ No X ___
- **Course Classification (e.g., lecture, lab, seminar, discussion):**
  - Student Teaching
  - Title for CMS (not more than 30 characters)
  - MultSub Stud Techg I: Initial
- **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 X ___
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 develop competence in developing lesson plans, teaching, and assessing diverse students.
2. Candidates will develop competence in working with groups of students, beginning with small groups and working toward management of entire classes.
3. Candidates will show increasing competence at planning lessons based on subject matter content standards in each subject area (TPE #1).
4. Candidates will demonstrate increasing 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 show increasing competence in engaging and supporting students in learning (TPE #4 and #5).
6. Candidates will show increasing competence in assessing the developmental level of learners and in designing appropriate instructional activities and educational experiences for them (TPE #6).
7. Candidates will show increasing 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 prepare to pass TPA tasks #2 (designing a lesson for small groups of learners including ELL and Special needs students) and #3 (designing standards-based, developmentally appropriate, and student appropriate assessments).

**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:
1. 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.
2. Candidates will participate in and pass TPA tasks #2 and #2 before passing to EDS 420B.

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 ___ No ___

If yes, identify program(s): Mild/Moderate or Moderate/Severe Multiple 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 ___

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:

College Dean or Associate Dean: ___________________________ Date ____________

CPSP (for school personnel courses ONLY) ___________________________ Date ____________

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.