### 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>Education</td>
<td>Teacher Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair: Rita Johnson</th>
<th>Submitted by: Rita Johnson</th>
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</thead>
<tbody>
<tr>
<td>New XX Change ___ Deletion ___</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes XX No ___</th>
<th>For Catalog Copy: Yes XX No ___ CCE (Extension): Yes No XX ___</th>
<th>Semester Effective: Fall XX Spring ___, 2012 ___</th>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th>If changing an existing course, should new version be considered a repeat of the original version?</th>
<th>Yes ___ No ___</th>
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</table>

**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: Field Experiences for Elementary Teachers</th>
<th>Units: 2</th>
</tr>
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<tbody>
<tr>
<td>EDTE 434-A</td>
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**JUSTIFICATION:**

The College of Education has recently reorganized structurally and programmatically. As a result, new courses are being created and existing courses are being altered. This new course draws content from the best practices of the programs that were merged during this reorganization and responds to new student outcomes and course design principles defined during this transformational process.

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

**Field Experiences in Education:** Candidates complete field experiences in public school classrooms concurrently with integrated coursework. Field experiences focus primarily on observing model lessons and activities and on collaborative planning, implementing and assessing instruction for small groups of students. 2 units

Note:

<table>
<thead>
<tr>
<th>Prerequisite: Admission to the multiple subject credential program</th>
<th>Yes XX No ___</th>
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<tbody>
<tr>
<td>Corequisite:</td>
<td></td>
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<tr>
<td>Enforced at Registration: Yes XX No ___</td>
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</table>

Graded: Letter XX Credit/No Credit ___ Instructor Approval Required? Yes ___ No ___

<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion):</th>
<th>Title for CMS (not more than 30 characters):</th>
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<tbody>
<tr>
<td>Field Experience</td>
<td>FieldExpElementaryTchrs</td>
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</table>

Cross Listed? Yes No XX If yes, do they meet together and fulfill the same requirement, and what is the other course.

<table>
<thead>
<tr>
<th>How Many Times Can This Course be Taken for Credit?</th>
<th>Once ___</th>
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Can the course be taken for Credit more than once during the same term? Yes ____ No XX ___
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:

- Demonstrate developing competence with planning lessons, teaching, and assessing students who are culturally and linguistically diverse, English Learners and/or have special needs.
- Demonstrate developing competence in working with groups of students, beginning with small groups and working toward management of entire classes.
- Show increasing competence at planning lessons based on subject matter content standards in each subject area (TPE #1) and on frameworks for multicultural education.
- 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).
- Demonstrate appropriate assessment practices for students who are English learners or have special needs.
- Show increasing competence in engaging and supporting students in learning. (TPE #4 and #5) including using strategies that build on students’ prior knowledge and background experiences.
- Show increasing competence in assessing the developmental level of learners and in designing appropriate instructional activities and educational experiences for them. (TPE 6)
- 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)

**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. SEE course initiation form below.

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) Lesson Plans
(2) Student Assessments
(3) Oral and written reflections
(4) Observation notes

For whom is this course being developed?

Major in the Dept XXX Majors of other Depts XXX Minors in the Dept XXX General Education XXX Other XXX

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

If yes, identify program(s): Multiple 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 XXX No XXX

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.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

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:
CPSP (for school personnel courses ONLY)
Associate Vice President and Dean for Academic Programs
CALIFORNIA STATE UNIVERSITY, Sacramento  College of Education

Course Initiation Format for EDTE434A, Field Experiences for Elementary Teachers

1. Completed Course Proposal Form (Form A) (see above)
2. Instructional Activities: See below.
3. Attach list of the required/recommended course readings and activities to the Course Initiation Format. See below.

Course Outline

Instructional Activities:
The teaching and learning methodologies will all occur in the context of coordinated and extended field experiences in a diverse public school setting.

No required readings for this course.

Sample Course Assignments:

(1) Field experience activities will focus primarily on observing master teachers and on small group instruction. Candidates will plan and assess the needs of small groups of students, preparing individualized instruction for ELL and students with special needs.

(2) Candidates will also focus on implementing strategies and practices learned in the Principles of Teaching courses, including democratic classroom management and lesson planning that incorporates multicultural content, and in methods courses focused on standards-based, accessible content instruction.
Course Initiation Form

Department: Teacher Education  
Course Number & Name: XXXX-A: Principles of Teaching, A

4. Completed Course Proposal Form (Form A). (attached)
5. Instructional Activities: See below.
6. Attach list of the required/recommended course readings and activities to the Course Initiation Format. See below.

Course Outline

Instructional Activities:
Instructional activities will include whole class lecture and small group discussion and use of technology and presentations.

Suggested Readings:  (Course readings will be selected from the following list)

Sample Course Assignments:
1. Conduct an ethnographic study of a school and its surrounding community, noting the characteristics of the neighborhood and the types of opportunities available for students and their families, focusing especially on the needs of the English language learner.
2. Critically analyze a current educational policy and how it impacts learners, especially English language learners and students with special needs.
3. Write a reflective paper on how their personal and cultural identity, specifically gender, race, socio-economic status, shapes who they are as teachers and how they will teach.
4. Select a theorist and write a reflective paper about the connections between theory and practice.
5. Conduct an interview with a person from an ethno-cultural heritage that is different from the candidate’s.
6. Analyze existing school curriculum and modify it by developing two multicultural lesson plans.