

EDUC 190A: BECOMING AN EDUCATOR I

In Workflow

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Approval Path

1. Tue, 15 Oct 2019 22:55:00 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Tue, 22 Oct 2019 23:02:01 GMT
Sarah Ives (sarah.ives): Rollback to Initiator
3. Thu, 24 Oct 2019 00:18:09 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
4. Thu, 24 Oct 2019 00:50:49 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Fri, 25 Oct 2019 21:56:36 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Wed, 23 Oct 2019 23:22:31 GMT

Viewing: EDUC 190A : Becoming an Educator I

Last edit: Thu, 24 Oct 2019 00:18:02 GMT

Changes proposed by: Kristen Alexander (101054963)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Becoming an Educator I

Class Schedule Title:

Fieldwork for Educators 1

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

190A

Course ID: (For administrative use only.)

TBD

Units:

2

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

A new pathway to permit undergraduate students to enroll in limited credential coursework has been developed. To ensure adequate advising on this pathway, subject matter preparation, classroom experience, and linkages between knowledge and experience, students on this pathway will be required to take this course to enroll in special education credential coursework pre-BA. This course is specifically designed to introduce students to the field as an academic area with links to other areas and to facilitate the theory-practice links.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This is the first in a 2-course series on education as an academic area and profession, designed for students enrolled in teaching credential courses prior to bachelor's completion. Examines personal and academic attributes and achievements necessary for becoming an educator in the general or special education context. This course focuses on fostering personal attributes and fulfilling requirements for entering the profession. Students will complete academic and biographical readings and 30 hours of elementary (TK-8th) classroom observation.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

All of the following: CHDV 30 or 35; and CHDV 35F, or equivalents

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Credit / No Credit

Approval required for enrollment?

Department Approval

Course Component(s) and Classification(s):

Activity

Activity Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Activity Units

2

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

- 1) articulate the steps required to formally apply for a teaching credential program
- 2) describe links between the classroom setting and knowledge of developing children with or without disabilities
- 3) define the different areas of subject matter competency required in California and identify personal areas of weakness
- 4) reflect on the student perspective and how their position as educator is related

Attach a list of the required/recommended course readings and activities:

syllabus_sample_EDUC180a.doc

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) Student papers (1,3,4)
- 2) Online discussion posts (2,3)
- 3) online journal posts (2,4)
- 4) text activities/quizzes (2,3)

For whom is this course being developed?

Other

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines
 Integrative learning
 Personal and social responsibility
 Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Reviewer Comments:

Sarah Ives (sarah.ives) (Tue, 22 Oct 2019 23:02:01 GMT):Rollback: Make changes discussed in email.

Key: 14114