

EDUC 190B: BECOMING AN EDUCATOR II

In Workflow

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Approval Path

1. Tue, 15 Oct 2019 22:55:04 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Tue, 22 Oct 2019 23:02:14 GMT
Sarah Ives (sarah.ives): Rollback to Initiator
3. Thu, 24 Oct 2019 00:18:12 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
4. Thu, 24 Oct 2019 00:51:11 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Fri, 25 Oct 2019 21:57:07 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Wed, 23 Oct 2019 23:24:03 GMT

Viewing: EDUC 190B : Becoming an Educator II

Last edit: Wed, 23 Oct 2019 23:24:02 GMT

Changes proposed by: Kristen Alexander (101054963)

Contact(s):

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|-------------------|---------------------|--------------------|
| Kristen Alexander | kalexander@csus.edu | 916-278-7829 |

Catalog Title:

Becoming an Educator II

Class Schedule Title:

fieldwork in education 2

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)

190B

Course ID: (For administrative use only.)

TBD

Units:

1

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

Spring term only

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 is the second of two courses designed to build on initial skills from the first course by deepening reflection and providing additional fieldwork experience.

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

This is the second 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 gaining experience in the diverse classroom setting and engaging in reflective teaching practices. Students will complete biographical readings and at least 20 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:

EDUC 190A

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

1

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (not including first time passed)?

1

Total credits allowed (including first time passed)

2

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) reflect on their own positionality and how this will influence their knowledge, skills, and dispositions as an educator
- 2) identify associations among theories and research in the academic setting, course readings, and observation experiences in diverse classrooms
- 3) define the role of the educator in the classroom as relevant to students

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

syllabus_sample_EDUC180b.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.

student papers (1, 2, 3)

worksheets (1)

in-class and online discussion (1, 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 23:02:14 GMT):Rollback: Make changes discussed in email.

Key: 14141