



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> College of Education	<b>Academic Organization (Department):</b> Teacher Education	<b>Date:</b> 5/1/2007
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> Robert Pritchard	<b>Submitted by:</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>For Catalog Copy:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <b>CCE:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Semester Effective:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 20 08

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> EDTE <u>237</u>	<b>Title:</b> The Professional Lives of Teachers	<b>Units:</b> 4
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**JUSTIFICATION:**

This is the first class in a three course sequence which focuses on teacher professional development. It sets the foundation for the other two courses (which focus on professional development practices and educational policy and practice) by providing students with a comprehensive understanding of the day-to-day reality of teaching across the career span such that our graduates are fully capable of providing professional development support for other teachers while remaining teachers themselves.

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

Building upon the historical role of the position in society, the cultural influences that affect public and personal perception of teachers, the theoretical models of teaching, and research on teacher identity, participants will explore the continuum of a teacher's professional life (preservice, induction, professional growth, mentorship), teacher professionalism, and what teachers' professional lives look like in practice. Students will define their career stage and create a vision for the rest of their career in the field.

**Note:**

**Prerequisite:**

**Enforced at Registration:** Yes  No  EDTE 226 and EDTE 251

**Corequisite:**

**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):**  
Lecture 4/discussion

**Title for SIS+/CMS (not more than 30 characters):**  
Professional Lives of Teachers

**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?** 1

**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/acaf/example.htm>

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

1. describe the stages that an individual experiences over the course of a career in teaching;
2. explain the historical evolution of the role of teacher and how it has changed;
3. explore the models of teaching identified by research;
4. identify the pathways that people take to become teachers and how these affect professional perspective;
5. examine what teacher professionalism and teachers' professional lives look like in practice; and
6. outline their personal view of themselves as teacher currently and plan career outcomes.

**\*\*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:

**Students will be assessed via the following assignments graded by performance rubrics:**

1. **Group Assignment: Watch the video <http://video.google.com/videoplay?docid=-4964296663335083307&q=genre%3Adocumentary>**  
Based on viewing of video and class discussion about the evolving roles of a "teacher," think about the following question: How would a teacher of 'tomorrow' be different from our current version of teacher? Be prepared to present your vision to the class with a poster-size graphic organizer and oral presentation.
2. **Research an issue related to a particular stage of a teaching career. For example, compare the various models of preservice teacher education in terms of curriculum, field experience, assessment, and learning outcomes. Write an 8-10 page paper on your topic using APA format correctly.**
3. **Active Participation:**
  - Students will provide online mentoring to a group of preservice teachers according to guidelines presented in the class.
  - Students will participate in a threaded discussion on topics provided by the instructor.
4. **Final Project (Powerpoint or video essay): From the perspective of reflective practice, create a presentation which defines the current professional stage and presents a vision of future goals.**

**For whom is this course being developed?**

Majors in the Dept \_\_\_ Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other X **Elective in MA in Education with Curriculum and Instruction Emphasis (online option)**

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

If yes, identify program(s):

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 X \_\_\_

If yes, attach a description of resources needed and verify that resources are available.

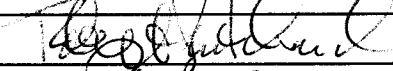
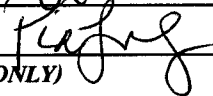
Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

***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:		5/1/07
College Dean or Associate Dean:		8/22/07
CPSP (for school personnel courses ONLY)		
Associate Vice President and Dean for Academic Programs		