



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): College of Education	Academic Organization (Department): Teacher Education	Date: 2/29/2008
Type of Course Proposal: New ___ Change <u>X</u> Deletion ___	Department Chair: Robert Pritchard	Submitted by: William Owens
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <u>X</u> No ___	For Catalog Copy: Yes <u>X</u> No ___ CCE (Extension): Yes ___ No <u>X</u>	Semester Effective: Fall <u>X</u> Spring __, 2008__

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:

Subject Area (prefix) & Catalog Nbr (course no.): EDTE 310A	Title: Pedagogy A.	Units: 2.0
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.):	Title: Pedagogy A: Classroom Instruction and Positive Management for Diverse Classrooms.	Units: 3.0
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JUSTIFICATION:

Responding to the concerns and needs of students who have participated in the CSUS Multiple Subject credential program since the implementation of our new program aligned with SB 2042, the 310APedagogy A: Classroom Instruction and Positive Management for Diverse Classrooms course will add an additional field component to increase its focus on professionalism and assimilation into the school community.

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)

Focus on the cycle of teaching: lesson planning, implementing, reflection & application. Introduction to classroom management & discipline; building a positive classroom community; creating a respectful, safe learning environment; gaining understanding of professional attitudes, dispositions, expectations, & communication skills. Emphasis on differentiating instruction to individual needs of diverse learners. Opportunities that contribute to development of professional and ethical behaviors required of teachers. Field component will include observations of exemplary models of cycle of teaching in public school settings. 3 Units

Note:

Prerequisite: Enrollment in Multiple Subject Credential Program
Enforced at Registration: Yes X No

Corequisite:
Enforced at Registration: Yes ___ No

CAN (California Articulation Number):

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

Course Classification (e.g., lecture, lab, seminar, discussion):
1 unit: C-04 2 units: S-48 **Title for CMS (not more than 30 characters)**
Ped A Clasrm Instrct Pos Mgmt

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 ___

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:**
1. Demonstrate familiarity with the cycle of teaching: including lesson planning, implementing, reflection and application.
 2. Recognize the parts of a lesson, demonstrate their ability to label the parts of observed lessons and then create simple lesson plans that have adaptations for diverse learners.
 3. Refine their lesson planning skills by tailoring their lesson plans to the individual needs of their students, the curriculum, and differentiating instruction to the individual needs of diverse learners.
 4. Demonstrate an understanding of classroom management and discipline, showing how to guide children toward the goal of self-discipline.
 5. Progress through developmental stages of understanding about classroom management and discipline, from awareness, to describing, to categorizing, to generalizing, and finally to making insightful decisions about their own belief systems related to encouraging and supporting (or controlling) children's behavior.
 6. Analyze videotapes demonstrating teaching and management styles which incorporate a variety of strategies and both intrinsic and extrinsic motivation systems.
 7. Demonstrate a familiarity, on a variety of levels, with models of respectful, supportive, caring, positive classroom communities. The components of these environments will continually be made explicit to the candidates with the goal of encouraging transfer of these methods to their own classrooms.
 8. Use guided role-play, vignettes, case-studies, dilemmas, and group problem-solving processes to practice applying appropriate professionalism, decision-making, professional attitudes and dispositions, and professional articulation skills.
 9. Differentiate instruction and address the individual needs of diverse learners by making appropriate adaptations to their lesson plans.
 10. Demonstrate an ability to work with individual special-needs children in the fieldwork setting.
 11. Practice the habit of continual reflection by an ongoing, built-in structure that encourages critical thinking, both backward and forward, at each step in the cycle of teaching.
 12. Demonstrates knowledge of key resources available for teachers to meet the needs of diverse students.
 13. Seeks, accepts, and utilizes constructive feedback for professional growth.

****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. Attendance and active participation.
 2. Written lesson plans, created in pairs, small groups, and individually, integrated with technology (Taskstream.) and in a variety of formats.
 3. Written self-reflection on experiences, connections, skills, and knowledge gained in course and field.
 4. Portfolio development, including components of an e-portfolio.
 5. Demonstration of the skill of learning professional SELF-evaluation.
 6. Discussion of experiences in the field.

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other X Cred.

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

If yes, identify program(s): EDTE 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 ___ No X

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

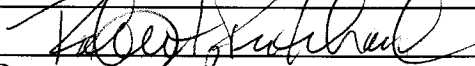
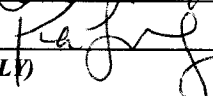
Indicate which department or programs will be affected by the proposed course (if any). _____

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:		3/4/08
College Dean or Associate Dean:		3/20/08
CPSP (for school personnel courses ONLY)		
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.