

EDU
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FORM B

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL**



Academic Unit: Teacher Education	Date of Submission to School Dean:
Requested Effective: Fall <u>X</u> , Spring __, 20_06__.	
Name of Contact Person, if not Department Chair:	
Title of the Program: Single Subject Teacher Preparation Program	
Type of Program Proposal: <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change <input checked="" type="checkbox"/> Non-Substantive Change <input type="checkbox"/> Deletion of Existing Program <input type="checkbox"/> New Programs <input type="checkbox"/> Initiation (Projection) of New Program on to Master Plan <input type="checkbox"/> New Degree Programs <input type="checkbox"/> Regular Process <input type="checkbox"/> Fast Track Process <input type="checkbox"/> Pilot Process <input type="checkbox"/> New Minor, Concentration, Option, Specialization, Emphasis <input type="checkbox"/> New Certificate Program	
PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at http://www.csus.edu/acaf/univmanual/index.htm	
Briefly describe the program proposal (new or change) and provide a justification. Two courses within the Single Subject Teacher Credential Program need to be modified as follows. Academic course content previously covered in EDTE 373A Assessment Center 1 will now be covered in EDTE 116 The Psychology of Instruction. The information technology covered in EDTE 373A will remain unchanged yet the course will change from 2 units to 1. The assessment and evaluation content can be taught more appropriately within The Psychology of Instruction where students must demonstrate their ability to design lesson and unit plans that include assessment and evaluation components. This course would change from 3 to 4 units.	
Approvals: Department Chair: <u><i>Robert J. [Signature]</i></u> Date: <u>3/2/06</u> School Dean: <u><i>Michael [Signature]</i></u> Date: <u>3/27/06</u> University Committee: _____ Date: _____ Associate Vice President and Dean for Academic Affairs: _____ Date: _____	

EDTE Single Subject Credential Pathway

Prerequisites/Co-Requisites		Original Program	New Program
HLSC 136	School Health Edu	2 units	
EDBM 170	Introduction to bilingual Ed	3 units	
EDS 100A	Education of Exceptional Youth	2 units	
EDTE 330	Educational Technology Lab	1 unit	
Required Courses		Original Program	New Program
EDTE 371A	Schools and Community I	3 units	
EDTE 116	Psychology of Instruction	3 units	4 units
EDTE 372	Anthropology of Edu	3 units	
EDTE 38X*	Special Methods	3 units	
		7 student teaching	
		units	
EDTE 470A	Student Teaching		
EDTE 373A	Assesment Center Lab	2 units	1 unit
EDTE 371B	Schools and Community II	3 units	
		13 student teaching	
		units	
EDTE 470B	Student Teaching		
EDTE 384	Academic Liteacy	3 units	
EDTE 373B	Assessment Center Lab	2 tech lab units	
	Total Units	50 units	50 units

* The Speical Methods series of courses varies depending on the cadidate's discipline.



Academic Affairs - Course Proposal Form



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: Teacher Education		Department Chair: Dr. Robert Pritchard	
Type of Course Proposal: New ___ Change <input checked="" type="checkbox"/> Deletion ___		Date: February 23, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input checked="" type="checkbox"/> No ___		For Catalog Copy: Yes <input checked="" type="checkbox"/> No ___	CCE: Yes ___ No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring ___ 2006 ___	
Prefix & No. EDTE 116	Title: The Psychology of Instruction	Units: 3	
Change to:			
Prefix & No. EDTE 116	Title: The Psychology of Instruction	Units: 4	

JUSTIFICATION:

Course content covering Assessment and Evaluation strategies for pre-service teachers when designing Lesson and Unit Plans was previously offered in The Assessment Center I (EDTE 373A) course and more appropriately belongs in The Psychology of Instruction (EDTE 116) course. Faculty teaching both EDTE 116 and EDTE 373A concur with this. The technology portion of the EDTE 373A should remain as is, in the EDTE 373A course. The rationale behind this involves the fact that The Psychology of Instruction (EDTE 116) requires that students understand and demonstrate how to design assessments and evaluate adolescents' academic work as part of signature assignments that involve unit and lesson plans.

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

Introduction to professional pedagogy, including a thorough analysis of the Teaching Performance Expectations. Information, strategies, and practical experience in designing, assessing and reflecting on lesson and unit plans with an emphasis on strategies for contextualizing teaching and learning. At the conclusion of this course and its linked courses, candidates are expected to be sufficiently prepared to design and implement lesson and unit plans in their first phase of student teaching. Enrollment in Semester 1: 4 Units	
Note:	
Prerequisite: Admission to the Single Subject Credential Program	
Corequisite:	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit ___	Instructor Approval? Yes ___ No <input checked="" type="checkbox"/>
Course Classification: C04	Title for SIS+ (not more than 25 characters) Psychology of Instruction
Cross Listed? Yes ___ No <input checked="" type="checkbox"/>	If yes, with what course:

The Psychology of Instruction EDTE II6: Wednesday (9:00 to 11:50) Elk Grove Cohort	
Instructor	Frank R. Lilly, PhD
Office	Alpine 221
Office Phone	278-4120
Office Hours	Fridays by appointment
Email	frlilly@csus.edu
Webpage	www.csus.edu/indiv/l/lilly/

Required Texts Available at the University Book Store:

- Eggen, P.D. & Kauchak, D.P. (2006). *Strategies and models for teachers: Teaching content and thinking skills* (5th ed.). Boston, MA: Pearson Education, Inc.
- Ormrod, J. E. (2006). *Essentials of educational psychology* (1st ed). Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended additional text:

- Arends, R. (2004). *Learning to teach* (6th ed.). New York, NY: McGraw-Hill Companies, Inc.

Recommended Additional Readings:

- Armstrong, S.G. & Savage, T.V. (2002). *Teaching in the secondary school: An Introduction*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Ayers, W. (2001). *To Teach: The Journey of a Teacher*. New York: Teachers College Press.
- Barell, J. (1995). *Teaching for thoughtfulness*. White Plains, NY: Longman Publishers.
- Bigge, L. & Shermis, S. (1992). *Learning theories for teachers* (5th ed). New York, NY: Harper Collins
- Bullock, A. & Hawk, P. (2001). *Developing a teaching portfolio*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Bucher, R. (2000). *Diversity consciousness*. Upper Saddle River, NJ: Prentice-Hall.
- Cohen, E., *Complex Instruction*.
- Darling-Hammond, L., Wise, A.E. & Kline, S.P. (1999). *A License to Teach: Raising Standards for Teaching*. San Francisco, CA: Jossey-Bass Publ.
- Dick, W., Carey, L., & Carey, J. (2001) *The systematic design of instruction* (5th ed). New York, NY: Addison-Wesley Educational Foundations.
- Driscoll, M. (1994). *Psychology of learning for instruction*. Boston, MA: Allyn and Bacon.
- Elliott, S., Kratochwill, T. Cook, J., & Travers, J. (2000). *Educational Psychology: Effective teaching, effective learning* (3rd ed). Boston, MA: McGraw Hill.
- Emmer, E., Evertson, C., Clements, B., & Worsman, M. (1997) *Classroom management for secondary teachers* (4th ed). Boston, MA: Allyn and Bacon.
- Farnham-Diggory, S. (1992). *Cognitive processes in education* (2nd ed). Harper and Collins.
- Fitzgibbons, R. & ZuWallack, R. (1998). *Encounters in Education*. Boston, MA: Allyn and Bacon.
- Gagne, R., Briggs, L. & Wager, W. (1992). *Principles of instructional design*. Fort Worth, TX: Harcourt Brace.
- Gardner, H. *Multiple Intelligences*.
- Greenwood, G. & Fillmer, H. (1997). *Professional core cases for teacher decision making*. Upper Saddle River, NJ: Prentice Hall.
- Gronlund, N. (1998). *Assessment of student achievement* (3rd ed). Boston, Ma: Allyn and Bacon.
- Hunt, G., Wiseman, D. & Bowden, S. (1998). *The Middle Level Teachers' Handbook: Becoming a Reflective Practitioner*. Springfield, IL: Thomas.
- Joyce, B. & Weil, *Models of teaching*, (5th ed). Boston, MA: Allyn and Bacon.

gathered by teachers for efficient planning of instruction is essential for teaching success. Finally, the notion of reflective teaching is a metacognitive thread that not only permeates this course, but should influence all candidates' instructional design.

Professionalism:

Your professors within the Single Subject Teacher Education Credentialing Program will model professional behavior for you. You will be expected to implement these principals of professionalism while maintaining your individualism. If you are approached by one of your professors or supervisors and asked to address one of these areas, please do not take the feedback personally. Our mission is to continue to prepare excellent candidates and our program is highly regarded.

Consider the following:

- **Timeliness**
As future teachers, you will be expected to be on time and well prepared to discuss the assigned material.
- **Attitude**
As future teachers, you will be expected to uphold the highest standards with regard to your attitude in class. You hold an undergraduate degree in a particular area. You do not however, have a degree in instruction. This is why you seek a teaching credential. Being open minded, conscientious, passionate, energetic, dedicated and helpful are all qualities we must model for our students. Begin this practice now.
- **Attendance Policy**
Due to the accelerated nature of the credentialing program, students are expected to attend class every session. If students miss more than two class periods they are expected to withdraw.

- **Contacting the instructor**
I encourage you to come to my office and ask questions. You may call me or email me to set up an appointment to discuss material if my office hours conflict with your schedule. Please do not expect me to call you at home or on your cell unless it is an emergency.
- **Late Assignments**
Our faculty has collaborated and agreed to establish the policy of no late assignments are to be accepted.
- **Attire**
I guess the term would be Business Casual. You are not expected to be clones; however inappropriate clothing doesn't model the kind of respect you deserve.

Equity Pedagogy and Accommodations for Disability

Every attempt will be made to ensure students are not disenfranchised as a result of gender, culture, or health considerations. Please do not hesitate to present me with documentation from the Office of Disability Services in order to make accommodations for you. I am a strong advocate for all disenfranchised students. We can make the necessary accommodations to ensure your academic success. However, if you do not take responsibility to alert me, I will not know to make accommodations.

EDTE 116 Signature Assignments:

The signature assignment (SA) is the capstone of the class. You must pass the SA to obtain a credential. There are two parts to the signature assignment for the EDTE 116 course. Every instructor of EDTE 116 use the same evaluation rubrics for the SA. Evaluation rubrics for these two assignments will be available online. See Dr. Jelinek's website at the following address to print your copies of the rubrics.

learning instructional models. Therefore, we will begin with the individual, and end with instruction. Assessment and methods for reaching diverse learners will be addressed in EDTE 373A and EDS 100A. These methods will be folded back into your unit plans for this course.

Begin your study in this class by becoming reflective. You will need to keep records of how the information learned in this class helped you to develop your unit plans as part of your SA (i.e., Reflective Analysis).

Tentative Weekly Calendar for Fall 2006

Week 1	<p>Introductions Syllabus What are your concerns about being a classroom teacher?</p>	<p>For next week, read chapters 1 and 2 from Ormrod: Introduction to Educational Psychology and Learning, Cognition, and Memory. Make reflections about what you are learning.</p>
Week 2	<p>How do we learn? Cognitive Development:</p> <ul style="list-style-type: none"> ▪ Evolution ▪ Behaviorism ▪ Cognitivism ▪ Neurology 	<p>Read chapters 3 - 5 in Ormrod: Learning in Context and Higher-Level Cognitive Processes and Cognitive Development. Make reflections about what you are learning.</p>
Week 3	<p>Discussing Your Reflections</p>	<p>Read chapters 6 and 7 from Ormrod: Motivation and Affect and Personal and Social Development. Make reflections about what you are learning.</p>
Week 4	<p>Motivation, emotion, social and cognitive development</p>	<p>Read chapter 8 in Ormrod: Instructional Strategies; 1 - 3 in Eggen and Kauchak, and Lilly and Bramwell (2004).</p>
Week 5	<p>Overview of a Model of Dynamic Teaching (Planning, Connection, Reflection)</p>	<p>Read chapters 4 and 5 in Eggen et al. and reflect on how you will incorporate them into your unit plans. Be prepared to present your chapter next week.</p>



Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO



Academic Unit: Teacher Education Department		Department Chair: Dr. Robert Pritchard	
Type of Course Proposal: New ___ Change <input checked="" type="checkbox"/> Deletion ___		Date: March 1, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input checked="" type="checkbox"/> No ___		For Catalog Copy: Yes <input checked="" type="checkbox"/> No ___	CCE: Yes ___ No <input checked="" type="checkbox"/>
		Semester Effective: Fall 2006	
Prefix & No. EDTE 373A	Title: Assessment Center Laboratory I	Units: 2 units tech lab	
Change to:			
Prefix & No. EDTE 373A	Title: Assessment Center Laboratory I	Units: 1 unit tech lab	

JUSTIFICATION:

Course content covering Assessment and Evaluation strategies for teachers designing Lesson and Unit Plans offered in Assessment Center I (EDTE 373A) more appropriately belongs in The Psychology of Instruction (EDTE 116). Faculty teaching both EDTE 116 and EDTE 373A concur with this. The technology portion of the EDTE 373A should remain as is. The rationale behind moving Assessment & Evaluation into EDTE 116 involves the fact that The Psychology of Instruction (EDTE 116) requires that students understand and demonstrate their knowledge & ability to design assessment and evaluation for their signature assignments regarding Unit and Lesson Plans.

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 Descriptio

Individualized support for the infusion of technology into teaching. Support for students as they build an electronic portfolio. 1 unit.

Note:

Prerequisite: Admission to the Single Subject Credential Program, EDTE 331

Corequisite: Enrollment in Semester I of the Single Subject Credential Program, EDTE 331

CAN (California Articulation Number):

Graded: Letter ___ Credit/No Credit

Instructor Approval? Yes ___ No

Course Classification: C15

Title for SIS+ (not more than 25 characters)
Assessment Center Lab I

Cross Listed?
Yes ___ No

If yes, with what course:

How Many Times Can This Course be Taken for Credit? Course can be taken once.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO (CSUS)

Teacher Education Single Subject Program *EDTE 373A: Assessment Lab*

Overview

- The EDTE 373A course comprises five technology lab sessions and ten class sessions on Assessment.. Dr. Frank Lilly is the instructor for the assessment sessions and Dr. Mark Rodriguez is the instructor for the technology lab sessions. The purpose of the technology sessions is to prepare teacher candidates to demonstrate proficiency in the California Teaching Commissions Standards for Using Technology in the Classroom. Additionally, instruction and support will be provided to students towards the development of individual Teacher Education Candidate Electronic Portfolios. An electronic portfolio is a requirement of the Single Subject Teacher Preparation Program.

Instructor Information

Instructor: Dr. Mark A. Rodriguez
Office: Eureka Hall/220
Office Phone: (916) 278-4084
Email: rodrigue@csus.edu
Web Site: www.csus.edu/indiv/r/rodriguezrn
Office Hours: Thursdays 4-6, or by appointment

Course Content Requirements:

- Electronic Portfolio Development:
 - Students will demonstrate knowledge on how to use TaskStream technology to develop individual electronic portfolios.
 - Students will demonstrate knowledge of the electronic portfolio "signature assignments" required in the Single Subject Program.
- Demonstrated Knowledge of the CCTC Technology Standards:
 - Each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process.
 - 9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
 - 9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
 - 9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

3. Class work between lab sessions that will include online readings and discussions and online electronic portfolio work.

Grading

- EDTE 373A is a credit/no credit course.
- All the assignments/activities need to meet the instructors requirements for each assignment.
- Feedback from the instructor will allow revision opportunities for students to meet the assignment's requirements.
- Failure to meet all the requirements may result in a failing grade for this course.
- Attendance at all technology lab sessions is mandatory. Absence from lab sessions may result in no credit for the course. Any lab absence requires consultation with the instructor to make-up lab session work at the instructor's discretion.

Resources/Support

- Subscription to TaskStream is required (Teacher Education Program Requirement)
- Online Resources and details of lab session activities and assignments are available through the instructors web site at
 - <http://www.csus.edu/indiv/r/rodriguezml/>

Additional Readings

Arroyo, C. (1992). *What is the effect of extensive use of computers on the reading achievement scores of seventh grade students?* ERIC Document Reproduction Service No. ED353544.

Artigue, M. (2003). *Learning mathematics in a CAS environment: The genesis of a reflection about instrumentation and the dialectics between technical and conceptual work.* Proceedings of the CAME 2001 Symposium: Communicating Mathematics through Computer Algebra Systems.

Azevedo, R., & Bernard, R. M. (1995). A meta-analysis of the effects of feedback in computer-based instruction. *Journal of Educational Computing Research*, 13(2), 111-27.

Bain, A., & Smith, D. (2000). Technology enabling school reform. *T.H.E. Journal (Technological Horizons in Education)*, 28(3) 90.

Baker, E. L. (1999). *Technology: How do we know it works?* Secretary's Conference on Educational Technology. Retrieved February, 2006, from <http://www.ed.gov/rschstat/eval/tech/techconf99/whitepapers/paper5.html>.

Bangert-Drowns, R. L., (1993). The word processor as an instructional tool: A meta-analysis of word processing in writing instruction. *Review of Educational Research*, 63(1), 69-93. ERIC: EJ463379.

Cognition and Technology Group at Vanderbilt. (1992). The Jasper series as an example of anchored instruction: Theory, program description, and assessment data. *Educational Psychologist*, 27, (3), 291-315.

Commission on Child Online Protection (COPA). (2000). Report to Congress, October 20, 2000. Retrieved January 20, 2003, from <http://www.copacommission.org/report/COPAreport.pdf>.

Cuban, L. (1986). *Teachers and machines: The classroom use of technology since 1920*. New York: Teachers College Press.

Dede, C. (1996). The evolution of distance education: Emerging technologies and distributed learning. *American Journal of Distance Education*, 10(2), 4-26. Retrieved January 20, 2003 from http://www.virtual.gmu.edu/SS_research/cdpapers/ajdepdf.htm.

DiMauro, V., & Jacobs G. (1995). Collaborative electronic network building. *The Journal of Computers in Math and Science Teaching* (February).

Goldberg, A., Russell, M., & Cook, A. (2003). The effect of computers on student writing: A meta-analysis of studies from 1992 to 2002. *The Journal of Technology, Learning, and Assessment*, 2(1). Retrieved October 7, 2003 from <http://www.bc.edu/research/intasc/jtla/journal/v2n1.shtml>

Hickey, D.T., Kindfield, A.C.H, Horowitz, P. & Christie, M.T. (2003). Integrating curriculum, instruction, assessment, and evaluation in a technology-supported genetics learning environment. *American Educational Research Journal*, 40(2), 495-538.

International Society for Technology in Education. (2000). *National educational technology standards for teachers*. Eugene, OR: Author. Retrieved February 14, 2002, from <http://cnets.iste.org/>.

Jeroski, S. (2004, October). *Implementation of the wireless writing program: Phase 3. 2003-2004. Prepared for: Peace River North (SD 60)*. Horizon Research & Evaluation, Inc.

Kuech, R., & Lunetta, V., (2002). Using digital technologies in the science classroom to promote conceptual understanding. *Journal of Computers in Mathematics and Science Teaching*, 21(2), 103-126. Retrieved November 25, 2002, from <http://www.aace.org/DL/index.cfm/fuseaction/toc?id=9216>.

Leu, D. J., Jr. (2000). Literacy and technology: Deictic consequences for literacy education in an information age. In M. L. Kamil, P. Mosenthal, P. D. Pearson, and R. Barr (Eds.) *Handbook of Reading Research, Volume III* (pp. 743-770). Mahwah, NJ: Erlbaum.

Mikropoulos, T., (2001). Brain activity on navigation in virtual environments. *Journal of Educational Computing Research*, 24(1), 1-12.

Wenglinsky, H. (1998). *Does it compute? The relationship between educational technology and student achievement in mathematics*. Princeton, NJ: Educational Testing Service. Retrieved March 6, 2002, from <ftp://ftp.ets.org/pub/res/technolog.pdf>.

Wiggins, G. & McTighe, J. (in press). Chapter 1: The logic of backward design. From *Understanding by design (2nd edition)*.

Wolf, S., Brush, T., & Saye, J. (2003). The big six information skills as a metacognitive scaffold: A case study. *School Library Media Research*.

Zhang, Y., & Espinoza, S., (1997). Affiliations of computer self-efficacy and attitudes with need for learning computer skills. *Journal of Educational Computing Research*, 17(4), 371 - 383.

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. (2002). Conditions for classroom technology innovations: Executive summary. *Teachers College Record*, 104 (3) 482-515. 77.