### Course Change Proposal Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>Teacher Education</td>
<td>3/30/09</td>
</tr>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Robert Pritchard</td>
<td></td>
</tr>
<tr>
<td>New __ Change <em>X</em> Deletion ___</td>
<td>Submitted by: Rita Johnson</td>
<td></td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <em>X</em> No ___</td>
<td>For Catalog Copy: Yes <em>X</em> No ___</td>
<td>Semester Effective:</td>
</tr>
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<td></td>
<td>CCE (Extension): Yes ___ No <em>X</em></td>
<td>Fall <em>X</em> Spring <strong>, 20_09</strong></td>
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</tbody>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Change to:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.): EDTE 310B</td>
<td>Title: Pedagogy B</td>
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<tr>
<td></td>
<td>Units: 2.0</td>
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<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Title:</td>
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<td></td>
<td>Units:</td>
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### JUSTIFICATION:

Dropping the prerequisite of 310A from 310B will allow more flexibility when students need to transfer between our cohorted Multiple Subject credential centers. It will also allow students in these situations to register themselves for the class, thus eliminating the need for staff to handle the process.

### 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)

Reinforces the cycle of teaching: lesson planning, implementing, reflection & application at a deeper level. Intensive support for classroom management & discipline; disruptive behaviors; problem-solving with administrators, parents, at community level as child advocates. Differentiating instruction to individual needs of diverse learners. Scaffolding to support growth and development stages of learning-to-teach process and professional responsibilities. Expanded opportunities that contribute to development of professional and ethical behaviors required of a teacher. Infusion of e-portfolio development and the integration of technology. 2 Units

### Note:

Prerequisite:
Enforced at Registration: Yes __ No _X_

Corequisite:
Enforced at Registration: Yes __ No _X_

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 1 units: S-48
Title for CMS (not more than 30 characters)
Pedagogy B

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 _X_
FOR NEW COURSE PROPOSALS OR SUBSTANTIATIVE 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, form 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 ___ 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:

Department Chair: ___________________________ Date: 4/21/09

College Dean or Associate Dean: _________________________ Date: 4/23/09

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 mall zip 6016. An electronic copy must also be sent.