Course Change Proposal
Form A

Academic Group (College):
College of Education

Academic Organization (Department):
Teacher Education

Type of Course Proposal:
New _ Change _ Deletion _

Department Chair:
Robert Pritchard

Submitted by:
Robert Pritchard

Date:
1/27/2010

For Catalog Copy:
Yes _ No _

CCE (Extension):
Yes _ No _

Semester Effective:
Fall _ Spring __, 2010__

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: 3.0

Change to:
Subject Area (prefix) & Catalog Nbr (course no.):
Title:
Units:

JUSTIFICATION:
The only change on this form is the addition of four learning outcomes (# 14-17) that were inadvertently omitted when this course was revised last year.

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

Note:

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

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):
Title for CMS (not more than 30 characters)

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? _____

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/acai/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.
14. Participate in Orientation, including learning about program parameters, coursework/fieldwork, community building and expectations.
15. Engage in professional problem solving, and participate in a variety of professional problem solving strategies.
16. Develop and demonstrate professionalism in the cohort/University course settings and in the public school setting.
17. Participate in ongoing teacher preparation, reflection and evaluation.

**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:

1. 

For whom is this course being developed?
Majors in the Dept _____ Majors of other Depts _____ Minors in the Dept _____ General Education _____ Other _____

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

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 ___

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: ___________________________ Date ________________

College Dean or Associate Dean: ___________________________ Date ________________

CPSP (for school personnel courses ONLY) ___________________________ Date ________________

Associate Vice President and Dean for Academic Programs ___________________________ Date ________________

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.