Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Education</td>
<td>Education</td>
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<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
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<tbody>
<tr>
<td>New ___ Change ___ Deletion ___</td>
<td>Rita Johnson</td>
<td>Rita Johnson</td>
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<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
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<tbody>
<tr>
<td>Yes ___ No ___</td>
<td>Yes ___ No ___</td>
<td>Fall XX Spring_, 2012</td>
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<th>CCE (Extension):</th>
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<td>Yes ___ No ___</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): Yes ___ No ___

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<tr>
<th>Change from:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Title:</td>
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<tr>
<td>EDTE 334B</td>
<td>Principles of Teaching-A</td>
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**JUSTIFICATION:**
The College of Education has recently reorganized structurally and programmatically. As a result, new courses are being created and existing courses are being altered. This new course draws content from the best practices of the programs that were merged during this reorganization and responds to new student outcomes and course design principles defined during this transformational process.

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

**Principles of Teaching:** This course provides candidates with foundational knowledge necessary to execute the Plan- Instruct-Assess-Reflect cycle of mindful teaching. Candidates will learn the theoretical foundations of teaching (learning theory, human development theory, multicultural education, inclusive and differentiated education, assessment frameworks, and models of teaching and curriculum planning), the history of public education in the U.S., and effective strategies and practices for educating all learners to rigorous outcomes, especially those who are English learners or who have special needs. Lecture and discussion. 4 units

**Note:**
Prerequisite: Admission to the multiple subject credential program
Enforced at Registration: Yes ___ No ___
Corequisite: EDTE334-B
Enforced at Registration: Yes ___ No ___
Graded: Letter XX Credit/No Credit
Instructor Approval Required? Yes ___ No ___

**Course Classification (e.g., lecture, lab, seminar, discussion):**
Lecture

**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?**
Once

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. Define foundational philosophical frameworks for public education and describe their historical significance
2. Identify major learning theories and major teaching theories and delineate the roles of teacher and student within them
3. Define, in theory and practice, educational equity
4. Identify the ways in which major learning and teaching theories address issues of educational equity, especially as they relate to English learners, students with special needs, and students from diverse and low income backgrounds
5. Describe key models of curriculum development including Understanding by Design
6. Develop formative and summative assessment tools
7. Define and critically analyze instructional models including direct instruction, cooperative group instruction, response to intervention, and universal access.
8. Describe stages of child and adolescent development and articulate how these stages shape approaches to teaching
9. Reflect candidly and deeply about their own beliefs and attitudes towards educational equity, student racial, ethnic, cultural, linguistic, and economic diversity, and the teacher’s role in public education.

**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. SEE course initiation form below.

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. I-Search Paper
2. Community study
3. Exams
4. Lesson Plans
5. Video analysis papers

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): 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 ___
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.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

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:

College Dean or Associate Dean:

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. 5/20/2010
Course Initiation Form

Department: Teacher Education
Course Number & Name: EDTE334-A: Principles of Teaching, A

1. Completed Course Proposal Form (Form A). (attached)
2. Instructional Activities: See below.
3. Attach list of the required/recommended course readings and activities to the Course Initiation Format. See below.

Course Outline

Instructional Activities:
Instructional activities will include whole class lecture and small group discussion and use of technology and presentations.

Suggested Readings: (Course readings will be selected from the following list)

Sample Course Assignments:
1. Conduct an ethnographic study of a school and its surrounding community, noting the characteristics of the neighborhood and the types of opportunities available for students and their families, focusing especially on the needs of the English language learner.
2. Critically analyze a current educational policy and how it impacts learners, especially English language learners and students with special needs.
3. Write a reflective paper on how their personal and cultural identity, specifically gender, race, socio-economic status, shapes who they are as teachers and how they will teach.
4. Select a theorist and write a reflective paper about the connections between theory and practice.
5. Conduct an interview with a person from an ethno-cultural heritage that is different from the candidate’s.
6. Analyze existing school curriculum and modify it by developing two multicultural lesson plans.