**Course Change Proposal**

**Form A**

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

| **If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.** | Yes ____ No ____ |

**Change from:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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**Change to:**

| Subject Area (prefix) & Catalog Nbr (course no.): EDTE 334-B | Title: Principles of Teaching-B | Units: 2 |

**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-B:** In this course, candidates translate theories, concepts and frameworks presented in Principles of Teaching A into strategies and practices for instruction, assessment, and curriculum development in the K-8 classroom. Candidates will create activities, develop lesson and unit plans, and engage in simulations, peer teaching, and workshops. Workshop and discussion. 2 units

**Note:**

- **Prerequisite:** Admission to the multiple subject credential program
  Enforced at Registration: Yes ____ No ____
- **Corequisite:** EDTE334-A
  Enforced at Registration: Yes ____ No ____
- **Graded:** Letter ____ Credit/No Credit ____
- **Instructor Approval Required?** Yes ____ No ____
- **Course Classification (e.g., lecture, lab, seminar, discussion):** Lab
- **Title for CMS (not more than 30 characters):** PrncplsTchngWrkshpB
- **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) Identify the influence of foundational philosophical frameworks in educational policies, curriculum packages, and teaching strategies.
(2) Use major learning theories and major teaching theories to create activities and lesson plans.
(3) Practice strategies designed to achieve educational equity.
(4) Critique lessons, activities, strategies and curriculum packages using educational equity principles.
(5) Implement key principles and processes of the Understanding by Design framework.
(6) Develop and apply formative and summative assessment tools.
(7) Analyze formative and summative assessment data.
(8) Practice and reflect on the use of various instructional models including direct instruction, cooperative group instruction, response to intervention, and universal design for learning.
(9) Appropriately use theoretical knowledge about child and adolescent development to plan activities and lessons.
(10) 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) Lesson plans
(2) Teaching critique papers
(3) Weekly reflection papers
(4) Exams
(5) Observational protocols

For whom is this course being developed?
Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___ XX ___
Is this course required in a degree program (major, minor, graduate degree, certificate? Yes ___ XX ___ 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 ___ XX ___
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
Course Initiation Form

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

1. Completed Course Proposal Form (Form A). (above)
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 small group discussion, simulations, peer activities and peer critique, and use of technology and presentations.

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

Mackenzie, Robert J. Setting Limits in the Classroom: How to Move Beyond the Dance of Discipline in Today's Classrooms

Sample Course Assignments:
1. Develop and implement a lesson sequence in which key instructional strategies are utilized. Strategies should incorporate learning theory, child development theory and socio cultural theories.
2. Create a series of formative assessments designed to reveal students’ conceptual understanding in a given content area.
3. Using three different observation protocols, provide feedback and constructive critique of a peer’s micro teaching activity.
4. Reflect on experiences with different instructional strategies