**Course Change Proposal**  
*Form A*

<table>
<thead>
<tr>
<th>Academic Group (College): Education</th>
<th>Academic Organization (Department): Teacher Education</th>
<th>Date: 2/10/12</th>
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<tbody>
<tr>
<td>Type of Course Proposal: New <em>X</em>_ Change ___ Deletion ___</td>
<td>Department Chair: Rita Johnson</td>
<td>Submitted by: Brian Lim</td>
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<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: Fall <em>X</em>_ Spring _<strong>, 2012</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>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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<tbody>
<tr>
<td>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.</td>
<td>Yes ___ No ___</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)

First part of a 2-part sequence that provides introduction to organization of instructional materials, techniques of presentation, and methods of evaluation for secondary school mathematics. Articulated with student teaching and should be taken the same semester. Activities include discussions, presentations and demonstrations. Graded. 1.5 units

**Note:**

- Prerequisite: Admission to Single Subject Credential Program
- Enforced at Registration: Yes _X__ No ___
- Corequisite: EDTE474A
- Enforced at Registration: Yes XX No ___
- Graded: Letter ___XX__ Credit/No Credit___
- Instructor Approval Required? Yes___ No XX___
- Course Classification (e.g., lecture, lab, seminar, discussion): Title for CMS (not more than 30 characters)
- Discussion: Methods in Math Ed A
- 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
The candidate will be able to:

1) teach the state-adopted academic content standards for students in mathematics (7-12).
2) enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems.
3) demonstrate understanding of appropriate student goals, through discussion of theories of learning as they relate to secondary mathematics
4) help students understand different mathematical topics and make connections among them.
5) help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
6) provide a secure environment for taking intellectual risks and approaching problems in multiple ways.
7) model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies, provide a secure environment for taking intellectual risks and approaching problems in multiple ways.
8) foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
9) help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.
10) assign and assess work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.
11) demonstrate a variety of delivery techniques through modeling and discussion of traits and characteristics of successful lectures, values and techniques of asking questions, materials and devices useful for demonstrations, methods of providing for students with cultural differences.

**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. Written assessments; reading reflections and responses to the questions
2. Examinations on reading and the discussions
3. Written lesson plans
4. Demonstration of teaching
5. Attendance and participation

For whom is this course being developed?
Majors in the Dept_____ Majors of other Depts____ Minors in the Dept_____ General Education____ Other __X__

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes __X__ No ___
If yes, identify program(s): Single Subject Teacher Preparation 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.

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