EDSS 365: FUNDAMENTALS OF TEACHING

In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (sarah.ives@csus.edu;%20dale.allender@csus.edu)
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10. Registrar's Office (wlindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 10 Feb 2021 16:54:51 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Fri, 19 Feb 2021 22:59:13 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
3. Sat, 20 Feb 2021 00:33:39 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 07 Jan 2021 23:39:39 GMT

Viewing: EDSS 365 : Fundamentals of Teaching
Formerly known as: EDSS 365A
Last edit: Sat, 20 Feb 2021 00:33:34 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jenna Porter	jmporter@csus.edu	9162784620

Catalog Title:
Fundamentals of Teaching

Class Schedule Title:
Fundamentals of Teaching

Academic Group: (College)
ED - Education

Academic Organization: (Department)
Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Spring 2022 (2022/2023 Catalog)

Subject Area: (prefix)
EDSS - Single Subject Credentials

Catalog Number: (course number)
365

Course ID: (For administrative use only.)
201987

Units:

3

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Faculty would like to drop the A designation because the course is no longer a lecture/lab format (365A was the lecture and 365B was the lab). We will submit a Form A to deactivate 365B. We would like to combine 365A and 365B into one course, which will combine each of the 1.5 unit courses into a single 3 unit course (365). Therefore, this request also increases the units to 3. This doesn't change the total units in the program. We will soon be submitting a Form B for the program.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course introduces the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive secondary classrooms through the use of backwards design, Universal Design for Learning, and differentiated instruction. The focus will be grounded in a Anti-Racist/Social Justice paradigm. Emphasis will include students' development as a teacher, curriculum development, long and short-term planning, and specific theories for instructional practice.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Admisson into the Master of Arts in Teaching with a Single Subject Credential program

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):
Discussion

Discussion Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Discussion Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'
Students will be able to:
1. Evaluate and apply appropriate learning goals to organize the curriculum to facilitate student understanding of subject matter
2. Analyze the influences of family background and experiences on cognitive processes and styles and apply that knowledge to their instructional planning
3. Examine their own stated and implied beliefs, attitudes, and expectations about diverse students and schools
4. Analyze their own pedagogical beliefs through reflection and discussion in order to make informed decisions about teaching and learning
5. Evaluate a variety of developmentally and ability-appropriate instructional strategies to provide access to the curriculum to a wide range of learners
6. Apply knowledge about subject-specific pedagogies to plan and design instruction and assessment that meets the needs of all learners
7. Apply multiple means of representing, expressing, and engaging students to demonstrate their knowledge; candidates do this individually and through consultation and collaboration with other educators and members of the larger school community

Attach a list of the required/recommended course readings and activities:
EDSS 365 Readings & Activities.docx

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.
Assignment 1 (UbD Stage 1: Desired Results) (SLOs 1, 2, 6)
Assignment 2 (UbD Stage 2: Determining Acceptable Evidence + Formative Assessment Toolkit) (SLOs 1, 6, 7)
Assignment 3 (UbD Stage 3: Learning Plan) (SLOs 1-7)
Assignment 4 (Strategies Toolkit) (SLOs 4, 5)
Assignment 5 (UbD: Stages 1, 2, and 3 and Community Study) (SLOs 2)

Is this course required in a degree program (major, minor, graduate degree, certificate?)
Yes

Has a corresponding Program Change been submitted to Workflow?
No

Identify the program(s) in which this course is required:

Programs:
MA in Teaching with Single Subject Teaching Credential

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?
No

Will there be any departments affected by this proposed course?
No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.
I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:
Critical thinking/analysis
Communication
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?
No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:
n/a

Is this change in response to program or unit assessment activities?
No

Will this course introduce any new or changes to program assessments?
No

Is this a Graduate Writing Intensive (GWI) course?
No

Key: 1527