

EDMS 236C: ADVANCED PRINCIPLES OF TEACHING IN A DIVERSE PK-3RD CLASSROOM

In Workflow

1. TC Chair (jporter@csus.edu)
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10. Registrar's Office (k.mcfarland@csus.edu)
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Approval Path

1. Thu, 28 Sep 2023 01:12:21 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 12 Oct 2023 22:30:45 GMT
Araceli Feliz (feliz): Approved for ED College Committee Chair
3. Tue, 17 Oct 2023 19:28:11 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Wed, 01 Nov 2023 23:12:40 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Wed, 27 Sep 2023 21:12:56 GMT

Viewing: EDMS 236C : Advanced Principles of Teaching in a Diverse PK-3rd Classroom

Last edit: Mon, 09 Oct 2023 19:55:46 GMT

Changes proposed by: Pia Wong (101055431)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Advanced Principles of Teaching in a Diverse PK-3rd Classroom

Class Schedule Title:

AdvPrinTchnngPK3

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:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

EDMS - Multiple Subject Credentials

Catalog Number: (course number)

236C

Course ID: (For administrative use only.)

TBD

Units:

2

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

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

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The State of California is seeking educators with a newly approved credential: the Pre-Kindergarten through 3rd grade Early Childhood Education Instruction Specialist credential (PreK-3rd credential). To address this need, Sacramento State's College of Education has developed a new PreK-3rd credential program proposal and anticipates offering it as soon as possible after approvals are secured. This course meets several standards adopted by the Commission on Teacher Credentialing for the PreK-3rd credential.

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

In this course, candidates translate at an advanced level theories, concepts and frameworks presented in earlier Foundations and Principles of Teaching coursework into a broader array of strategies and practices for instruction, assessment, and curriculum development in the PK-3 classroom. Candidates will build upon activities, develop lesson and unit plans created during earlier coursework that integrate and apply various theories and frameworks for PK-3 instruction. Candidates will design, lead and engage in advanced simulations, peer teaching, and workshops.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged 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:

EDMS 236B

Prerequisites Enforced at Registration?

No

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

2

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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply advanced knowledge of ages and stages of child development in PK through 3rd grade to lesson planning. Incorporate assets from children's communities, including implementation of strategies to engage families and caregivers as partners.	Parent/Teacher Home Visit Assignment, Funds of Knowledge Inventory, Lesson Plans, Lesson/Engagement Assignment-GoReact video
2	Design lessons, learning activities and learning environments that engage students' interests at an advanced level.	Lesson Plans, Lesson/Engagement Assignment-GoReact video
3	Create age appropriate learning environments at an advanced level that foster relationships between students, and students and teachers, and that nurture developmentally appropriate self-regulation, social-emotional behavior, by modeling appropriate language and social interactions, and restorative practices.	Restorative Conferences Enactment, Parts 1, 2, 3, SEL Lesson Plan
4	Analyze data related to children's active engagement using advanced techniques, and use analysis to modify learning environments to enhance student engagement and critical thinking.	Written reflections, Written sections from Lesson Plans - #1, #2 related to student assessment, student engagement, and reflection/next steps
5	Implement culturally responsive practices for engaging with family members at an advanced level in order to enhance children's learning.	Parent/Teacher Home Visit Assignment

Attach a list of the required/recommended course readings and activities:

PK-3 EDMS 236C topics and readings only.pdf

For whom is this course being developed?

Majors in the Dept

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

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

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

Programs:

Master of Arts in Teaching (PK-3rd ECE Instruction Specialist)

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:

Disciplinary knowledge
Communication
Critical thinking/analysis
Professionalism
Intercultural/Global perspectives

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:

Yes, upon approval this program will need to be integrated into the Common Standards document.

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: 15006