



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>College of Education</b>	<b>Academic Organization (Department):</b> <b>Teacher Education</b>	<b>Date:</b> <b>2/29/2008</b>
<b>Type of Course Proposal:</b> New ___ Change <u>X</u> Deletion ___	<b>Department Chair:</b> <b>Robert Pritchard</b>	<b>Submitted by:</b> <b>Julita Lambating</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u></b>	<b>For Catalog Copy: Yes <u>X</u> No ___</b> <b>CCE (Extension): Yes ___ No <u>X</u></b>	<b>Semester Effective:</b> <b>Fall <u>X</u> Spring ___ 2008</b>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

**Change from:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> <b>EDTE 214</b>	<b>Title:</b> <b>Assessment of Text, Content, &amp; Learners</b>	<b>Units:</b> <b>3.0</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b>	<b>Title:</b> <b>Classroom Assessment &amp; School Accountability Issues</b>	<b>Units:</b>
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**JUSTIFICATION:**

EDTE 214 (Assessment of Text, Content, and Learners) was a course originally required for graduate students in the Language & Literacy program. EDTE 214 is no longer required for the Language and Literacy Program and has recently been offered as an elective in Curriculum and Instruction. The revised EDTE 214 (Classroom Assessment and School Accountability Issues) has been updated to reflect current trends in assessment and accountability.

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

Focuses on classroom assessment, grounded in sound principles of measurement and evaluation of learning. Assessment is considered in the context of historical, social, political, legal, educational, and ethical trends, and concerns including reviews of socio-cultural diversity and individual differences as they relate to accurate appraisal of what learners know how to do. 3 Units

<b>Note:</b>	
<b>Prerequisite:</b> Enforced at Registration: Yes ___ No ___	
<b>Corequisite:</b> Enforced at Registration: Yes ___ No ___	
<b>CAN (California Articulation Number):</b>	
<b>Graded: Letter <u>X</u> Credit/No Credit ___</b>	<b>Instructor Approval Required? Yes ___ No <u>X</u></b>
<b>Course Classification (e.g., lecture, lab, seminar, discussion):</b> C-04	<b>Title for CMS (not more than 30 characters):</b> Class Assess School Account
<b>Cross Listed?</b> Yes ___ No <u>X</u>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>
<b>How Many Times Can This Course be Taken for Credit? <u>1</u></b>	
<b>Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u></b>	

**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>

Generally students are expected to have a basic understanding of the assessment process, the role of assessment in making decisions, and issues surrounding assessment in schools. Specifically students are expected to: (Knowledge, Skills, and Disposition learning outcomes)

- 1k. know the definition and meaning of commonly used terms and concepts in the field of testing, measurement, & evaluation.
- 2k. understand the role of measurement and assessment in the instructional process.
- 3k. understand the concepts of validity and reliability and their role in the construction, selection, interpretation and use of tests and measurements.
- 4k. understand the potential, strength, and limitations of the various test and assessment procedures used in schools.
- 5k. understand how tests and assessments contribute to effective marking and reporting systems and to improved instructional decisions.
- 6k. understand the trends and issues in the use of externally mandated tests and assessments.
- 1s. can manipulate test scores and information in order to construct pictorial representations of sets of score and to calculate commonly used test scores.
- 2s. have the ability to obtain assessment information from classroom observations, peer appraisals and self report.
- 3s. have the ability to construct classroom tests and assessments that measure a variety of learning outcomes, from simple to complex.
- 4s. have the ability to interpret tests and assessments properly and use their results effectively, with due regard to the necessary precautions.
- 5s. have the ability to interpret and use results of published tests and state assessments properly and to select ones that are most appropriate for a given purpose.
- 6s. use the writing style and format requirement of the American Psychological Association.
- 1d. develop a professional attitude towards the use of test in schools.
- 2d. promote responsible use of test results.
- 3d. develop an interest in investigating the legal, ethical and pedagogical issues confronting and shaping the field of testing and measurement.

**\*\*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. review of current assessment issues in schools
2. test construction
3. test review
4. group exercises and
5. tests

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 \_\_\_ No X\_\_\_

If yes, identify program(s):

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\_\_\_

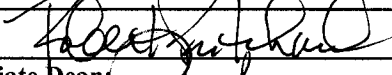
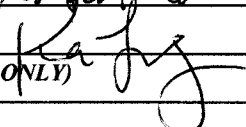
If yes, attach a description of resources needed and verify that resources are available.

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.**

**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: 	3/4/08
College Dean or Associate Dean: 	3/20/08
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.