EDSS 265: ADVANCED FUNDAMENTALS OF TEACHING

In Workflow

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10. Registrar's Office (wlindsey@csus.edu)
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Approval Path

1. Thu, 17 Dec 2020 22:36:30 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Fri, 19 Feb 2021 22:58:29 GMT
   Sarah Ives (sarah.ives): Approved for ED College Committee Chair
3. Fri, 19 Feb 2021 23:59:46 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History

1. Oct 16, 2020 by Jenna Porter (jmporter)

Date Submitted: Thu, 12 Nov 2020 23:28:18 GMT

Viewing: EDSS 265 : Advanced Fundamentals of Teaching
Formerly known as: EDSS 265C / EDSS 365C
Last approved: Fri, 16 Oct 2020 21:04:58 GMT
Last edit: Fri, 19 Feb 2021 23:59:41 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jenna Porter	jmporter@csus.edu	9162784420

Catalog Title:
Advanced Fundamentals of Teaching

Class Schedule Title:
Adv. 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)
265

Course ID: (For administrative use only.)

203121

Units:

2

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 C designation because the course is no longer a lecture/lab format (265C was the lecture and 265D was the lab). We will submit a Form A to deactivate 265D. We would like to combine 265C and 265D into one course, which will combine each of the 1 unit courses into a single 2 unit course (265). Therefore, this request also increases the units to 2. 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.)

Extends learning from EDSS 365 with deeper examination of the relationship between elements of teaching and instructional organization needed to effectively teach in culturally and linguistically diverse and inclusive secondary classrooms through the use of backward design, Universal Design for Learning, differentiated instruction and assessment. The focus will be grounded in a Social Justice/Multicultural paradigm. Emphasis will include students' development as teachers through exploration of curriculum development frameworks, long-and short-term planning approaches, 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:

EDSS 365

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
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: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'
Candidates will be able to:
1. Apply knowledge of students' social-emotional needs, funds of knowledge, cultural backgrounds, language backgrounds, and sociocultural backgrounds to develop lesson and unit plans that appropriately engage students
2. Evaluate a variety of developmentally and ability-appropriate instructional strategies to provide access to the curriculum to a wide range of learners by designing a unit plan
3. Promote students' critical and creative thinking and analysis through designed activities that will provide opportunities for responding to and framing meaningful questions, and reflection
4. Plan for monitoring student learning and adjust instruction while teaching so that students continue to be actively engaged in learning
5. Apply appropriate learning goals to organize the curriculum to facilitate student understanding of subject matter
6. Plan and design instruction and assessment consistent with current subject-specific pedagogy in the content area(s) of instruction
7. Analyze and 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,
8. Analyze student assessments by applying knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics
9. Collect and analyze assessment data from multiple measures and sources to plan instruction

Attach a list of the required/recommended course readings and activities:
EDSS 265 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.
Data Analysis Response Assignment (ELO 1, 4, 8. 9)
Understanding by Design Unit Plan (ELO 1 - 9)
Rubric Design (ELO 8)

Data Analysis and Response Assignment: Candidates will analyze a class set of assessments (completed student work) to determine if students met the learning objectives. Various analytic protocols will be practiced including creating a classroom composite. Candidates will also write responses to prompts regarding what students understood, didn't understand, and potential partial understandings based on the data analysis. This directly corresponds to edTPA.

Understanding by Design- Stage 1, Stage 2, and Stage 3 unit template plus one lesson plan:
Candidates will write and submit one backwards design unit plan to include Stages 1, 2, and the unit template from Stage 3. Candidates will also select one lesson plan to "flesh out" and submit. This directly corresponds to the edTPA.

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
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: 1529