

# EDSS 265L: ADVANCED FUNDAMENTALS OF TEACHING-LINKED LEARNING

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## In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (sarah.ives@csus.edu;%20dale.allender@csus.edu)
3. ED Dean (kdohara@csus.edu)
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5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
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8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Thu, 17 Dec 2020 22:40:14 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Fri, 19 Feb 2021 22:58:37 GMT  
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
3. Sat, 20 Feb 2021 00:01:53 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

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

Date Submitted: Thu, 12 Nov 2020 23:55:22 GMT

**Viewing: EDSS 265L : Advanced Fundamentals of Teaching- Linked Learning**

**Formerly known as: EDSS 265F / EDSS 365F**

**Last approved: Fri, 16 Oct 2020 21:08:49 GMT**

**Last edit: Sat, 20 Feb 2021 00:01:49 GMT**

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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

**Catalog Title:**

Advanced Fundamentals of Teaching- Linked Learning

**Class Schedule Title:**

Adv Fundamentals of Teaching-L

**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)**

265L

**Course ID: (For administrative use only.)**

203119

**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 change the F designation to L to indicate a specialized certificate that this course is part of. Only students who are participating in the specialized certificate program will be allowed to enroll in the EDSS 265L course; all others will be in the EDSS 265 course. This course also is no longer a lecture/lab format (265C was the lecture and 265F was the lab). We will submit a Form A to deactivate 265F. We would like to combine 265C and 265F into one course, which will combine each of the 1 unit courses into a single 2 unit course (265L). 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 Linked Learning curriculum development frameworks, long-and short-term planning approaches, 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 365L

**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. Design activities that promote students' critical and creative thinking and analysis for responding to and framing meaningful questions, and reflection
4. Demonstrate planning of student learning and adjust instruction while teaching so that students continue to be actively engaged in learning
5. Apply understanding of appropriate Linked 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. 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 Linked Learning 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 265L Readings &amp; 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 (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: 1532