

# EDSS 291: FOUNDATIONS IN CAREER TECHNICAL EDUCATION: BRIDGING INDUSTRY TO THE CLASSROOM

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## In Workflow

1. TC Chair (jporter@csus.edu)
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3. ED Dean (dsessoms@skymail.csus.edu)
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## Approval Path

1. Mon, 03 Oct 2022 23:48:02 GMT  
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 23:05:38 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 20:52:48 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean

## New Course Proposal

Date Submitted: Sun, 02 Oct 2022 20:58:53 GMT

**Viewing: EDSS 291 : Foundations in Career Technical Education: Bridging Industry to the Classroom**

**Last edit: Thu, 13 Oct 2022 23:05:35 GMT**

Changes proposed by: Jenna Porter (201422342)

### Contact(s):

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### Catalog Title:

Foundations in Career Technical Education: Bridging Industry to the Classroom

### Class Schedule Title:

Foundations in CTE

### Academic Group: (College)

ED - Education

### Academic Organization: (Department)

Teaching Credentials

### Will this course be offered through the College of Continuing Education (CCE)?

Yes

### Please specify:

CCE Only

### Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

**Subject Area: (prefix)**

EDSS - Single Subject Credentials

**Catalog Number: (course number)**

291

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

TBD

**Units:**

3

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

No

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

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This course will be required in the new Career Technical Education (CTE) K-12 teaching credential program. Each of the new courses for this program are aligned to the Commission on Teacher Credentialing (CTC) CTE standards. Teachers must have a CTE credential in order to teach high school CTE classes, which are courses that align with one of 15 California industry sectors (such as engineering and architecture, or health science and medical technology). There's a high demand in the region for this program. Currently, there's only one CSU that is approved by CTC to offer a CTE credential (San Bernadino), and our school district partners are sending teachers to online CTE programs in Southern California to earn the credential. Our proposed program would be hybrid and run through the College of Continuing Education.

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

This course includes identification of current Career Technical Education practices, building an understanding of industry sectors, career pathways and standards, development of advisory committees, and exploration of Career Technical Student Organizations(CTSO's). Candidates will prepare standards-based lesson plans, units of instruction in career exploration, develop recruitment tools, and identify and teach 21st Century Skills. Candidates will identify funding sources, necessary equipment, and plans for safe storage. They will develop plans to incorporate work based learning into their program.

**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?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

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

Lecture

**Lecture Classification**

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

**Lecture 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 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	Demonstrate how to develop outcomes-based student performance objectives within the CTE standards-aligned unit and lesson plans including the use of manipulative skills and the use of current and appropriate technology as necessary. (8 a, b, c)	Class discussions Assignment 4A, 4E Weekly reflections
2	Balance the focus of instruction between technical information, concepts, principles, and applications, integrating critical thinking skills and problem solving abilities into the curriculum. (8 d, f, h)	Class discussions, Assignment 4A, 4E Weekly reflections
3	Organize and coordinate partnerships to support work-based learning activities and maintain curricular currency. (8 i, g)	Class discussion Assignment 2A, 4C, 4D, 4E Weekly reflections
4	Develop and teach lessons based on instructional goals, using relevant classroom material, and student performance objectives, appropriate teaching strategies and safety considerations and assessment data and the state-adopted CTE content standards appropriate for the pathway named on the credential in grades 7-12, including classes organized primarily for adults. (9 b, k)	Class discussion Assignments 4A, 4E Weekly reflections
5	Demonstrate how to interact with students using electronic communication and a variety of computer-based collaborative tools and use established criteria to select available education technology resources to design lessons and support, manage, and enhance student learning. (11 a, d)	Assignments 1E, 2E, 3E, 4E Weekly reflections
6	Design and provide a safe, positive instructional environment conducive to learning, maintaining good housekeeping practices and records of the classroom and laboratory including the establishment of procedures for routine tasks and management of transitions. Communicate classroom expectations with students, parents and school administration. (12 a, b, f, g)	Class discussion then Assignment 2C, 3B, 3C, 3D, 3E Weekly reflections
7	Develop and implement a classroom plan for use and maintenance of equipment and supplies that is consistent with safe and legal practices in the school and workplace. (12 c, d, e)	Class discussion and Assignments 3B, 3C, 3D, 3E Weekly Reflections

8	Describe the relationship of historical, legal, social, political, ethical, and economics perspectives of CTE to education and society as well as how local, state, and federal structures impact CTE programs. (13 a, c)	Class discussion and Assignment 1A, 1C, 1E, 3A; Weekly Reflections
9	Describe and implement supports necessary for student success in a CTE program, including recruitment, placement, career guidance, and supervision, coordinating with related community organizations as needed. (13 b, d, e, f)	Class discussion Assignments 2B, 2C, 2D, 2E, 4C and 4D Weekly Reflections
10	Describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs. (16 b)	Class discussion Assignment 4A. 4C. 4E Weekly reflections

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

EDSS 291 Foundations of Career Technical Education\_Readings & Assignments.docx

**For whom is this course being developed?**

Other

**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:**

Career Technical Education 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
- Information literacy
- 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: 14783