EDSS 392: TEACHING STRATEGIES FOR THE CTE CLASSROOM: SUPPORTING ALL STUDENTS

In Workflow

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Approval Path

1. Mon, 03 Oct 2022 23:48:16 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 13 Oct 2022 23:06:35 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 20:52:14 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

New Course Proposal

Date Submitted: Sun, 02 Oct 2022 21:00:24 GMT

Viewing: EDSS 392 : Teaching Strategies for the CTE Classroom: Supporting All Students

Last edit: Thu, 13 Oct 2022 23:06:32 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

Teaching Strategies for the CTE Classroom: Supporting All Students

Class Schedule Title:

CTE Teaching Strategies

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)
392

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 requisites 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 Bernardino), 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 merges the professional world of industry and the profession of teaching, in an effort to support an industry professional to transition into an education professional. It does this by examining teaching strategies in general and specifically how to apply those strategies to a classroom filled with diverse learners, including students with special needs and English language learners. This is accomplished through reflections, discussions, interviews, observations, readings, and field-based assignments.

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	Plan and teach CTE standards-aligned lessons that focus on technical information and concepts, and are based on student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.	Unit 1, Assessment A, B & C; Reflections; Capstone Presentation
2	Use strategies with students to help them develop work habits, interpersonal skills, communication skills, thinking skills, problem-solving abilities, and attitudes necessary for success in the workplace, including teaching students how to use the most current and appropriate technology to perform the skills needed for the career area.	Unit 2, Assessment B, C, & D; Reflections
3	Develop and maintain community partnerships for work-based learning activities and to maintain curricular currency.	Unit 2, Assessment A, C, & D; Reflections
4	Differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages, as well as different learning theories.	Unit 3, Assessment A; Reflections; Capstone Presentation
5	Apply the principles of language acquisition to select, modify, and use a variety of systematic instructional strategies and materials that make content more comprehensible to English learners and engage them in classroom activities.	Unit 3, Assessment C, D, & F; Reflections; Capstone Presentation
6	Describe the teacher's role and responsibilities in planning and implementing Individual Education Programs/Individual Transition Plans (IEP/ITP) and 504 Plans for students with special needs and disabilities.	Unit 3, Assessment B, E, & F; Reflections; Capstone Presentation
7	Select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.	Unit 3, Assessment B, E, & F; Reflections; Capstone Presentation

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

EDSS 392 Teaching Strategies for the CTE Classroom Supporting All Students_Assignments & Readings.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: 14793