

EDSS 393: ASSESSMENT FOR INSTRUCTION IN THE CTE CLASSROOM

In Workflow

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Approval Path

1. Mon, 03 Oct 2022 23:48:22 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 23:03:45 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 20:52:21 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

New Course Proposal

Date Submitted: Sun, 02 Oct 2022 21:01:38 GMT

Viewing: EDSS 393 : Assessment for Instruction in the CTE Classroom

Last edit: Thu, 13 Oct 2022 23:03:35 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

Assessment for Instruction in the CTE Classroom

Class Schedule Title:

Assessment for Instruction: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)

393

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.)

In this course, candidates identify student prior knowledge and use assessments to adapt instruction. They use differentiated instructional strategies to make content accessible to neurodiverse learners and English learners. Candidates reflect on and evaluate the overall effectiveness of their curriculum plan. They understand and honor legal and professional obligations and appropriately use computer-based technology. In the capstone assignment, candidates plan for and teach a unit in the classroom, using assessment data to reflect upon the effectiveness of their instruction.

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	Practice pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.	Unit 1, Assessment B and C
2	Apply instructional strategies appropriate to students of varying abilities in small and large group instruction.	Capstone Assignment
3	Apply language development strategies (oral, reading, and written), including specially designed academic instruction delivered in English (SDAIE), to meet the needs of linguistic abilities of students in their class.	Unit 2, Assessment C
4	Identify appropriate formal and informal assessment strategies to measure and track students' prior knowledge and skills, and to monitor progress towards learning goals as a result of instruction.	Unit 1, Assessment A, B, D, E, G; Capstone Assignment, Part 1, Part 2
5	Integrate assessment data into a plan for self-improvement.	Unit 1, Assessment F; Unit 3, Assessment B; Capstone Assignment, Part 5
6	Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly, including as tools for collaboration.	Capstone Assignment
7	Use computer applications to manage records and communicate through printed media.	Unit 1, Assessment G; Capstone Assignment
8	Describe issues of ethics, copyright, privacy, security, safety, local and state policies for computer use and how to model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.	Unit 3, Assessment A
9	Employ effective strategies, techniques and materials that are free of bias, based on assessment, and foster learning among EL students.	Unit 2, Assessment C; Capstone Assignment, Part 4

10	Select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of students with special needs in the CTE classroom and CTE-related programs (e.g. work experience).	Unit 2, Assessment A, B, & D; Capstone Assignment, Part 3
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Attach a list of the required/recommended course readings and activities:

EDSS 393 Assessment for Instruction in the CTE Classroom_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: 14803