

NEW COURSE PROPOSAL

PROGRAM: LIBERAL ARTS PROGRAM (TEACHING AND LEARNING OPTION)

1. Catalog Description of the Course. *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

EDUC 101: INTRODUCTION TO EDUCATION (3)

Two hours of lecture and two hours of laboratory per week

Exploration of the elementary teaching profession; personal goals, teaching-learning environment, and career opportunities and experiences that assist students to gain accurate knowledge of schooling in the 21st century.

Field experience in school required.

GenEd: D

2. Mode of Instruction.

| | Units | Hours per Unit | Benchmark Enrollment |
|------------|--------------|-----------------------|-----------------------------|
| Lecture | | | |
| Seminar | <u>2</u> | <u>1</u> | <u>25</u> |
| Laboratory | <u>1</u> | <u>2</u> | <u>25</u> |
| Activity | | | |

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements)

Required Course for the Liberal Studies (Teaching and Learning Option) program.

Students who successfully complete EDUC 101 will be able to:

- Engage with K-8 students in one-on-one tutoring and small groups guidance.
- Demonstrate the ability to reflect on one’s own interactions with children leading to an action plan to modify subsequent interactions by writing reflective journal and discussing in seminar.
- Observe and experience action research.
- Describe the role of the classroom teacher.
- Describe the classroom management strategies classroom teachers use.
- Experience and discuss various models of organization for classrooms and schools.
- Describe the services provided to students who are English language learners or who have special educational needs.
- Express both verbally and in writing sensitivity for the needs of diverse learners.
- Describe and distinguish elements of the social, emotion, and cognitive development of children.
- Discuss controversial educational issues affected by district, state and federal mandates, and community processes, based on their firsthand experiences in the classroom.
- Discuss research in the areas of teaching and learning theory, critical historical analysis, sociology, and economics as a context for understanding policies and practices in public schools.
- Participate in classroom assessment practices, and learn how teachers use these data to evaluate student progress.
- Use appropriate technology in teaching

- Examine and describe California's academic content standards for guiding K-12 instruction.
- Develop an initial electronic portfolio
- Demonstrate presentation skills in an oral report.
- Write a work-in-progress statement of personal education philosophy.
- Describe the process for becoming a teacher in California and at CSU Channel Islands.

4. Is this a General Education Course **YES** **NO**

If Yes, indicate GE category:

| | |
|--|---|
| A (English Language, Communication, Critical Thinking) | |
| B (Mathematics & Sciences) | |
| C (Fine Arts, Literature, Languages & Cultures) | |
| D (Social Perspectives) | X |
| E (Human Psychological and Physiological Perspectives) | |

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

Becoming a teacher
 Reflective practice and action research
 Keeping a reflective teaching journal
 Classroom management; routine and rules
 Meeting student diversity needs
 California academic content standards: focus on literacy, mathematics and other content areas
 Developing an electronic portfolio
 Planning and managing time in the classroom
 Materials and resources required to support student learning and instruction
 (in particular English language learners and students with special educational needs)
 Technology in the classroom
 California state assessment system

6. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

California Commission on Teacher Credentialing. (2001). *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the multiple Subject Teaching Credential.* California Commission on Teacher Credentialing.

Kimball, M.A. (2003). *The Web portfolio: Creating electronic portfolios for the web.* New York: Longman.

California Department of Education. (1999). *Reading/Language Arts Framework for California Public Schools.* Sacramento: California Department of Education

California Department of Education. (2000). *Mathematics Framework for California Public Schools.* Sacramento: California Department of Education

Goodlad, J. (1984). *A place called school.* New York: McGraw-Hill.

7. List Faculty Qualified to Teach This Course.

Dr Robert Bleicher, Dr Marilyn Buchanan, Dr Lillian Castaneda, Dr Jeanne Grier, Dr Joan Karp

8. Frequency.

a. Projected semesters to be offered: Fall X Spring X Summer ___

9. New Resources Required.

No New Resources

10. Consultation.

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

N/A

Robert Bleicher

Proposer of Course

Date 8 January, 2003