

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM: EDUCATION PROGRAM

- 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 520. Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms. (3).

Three hours lecture/discussion per a week.

Corequisite: EDUC 521

Through this course students observe children's behavior in multilingual/multicultural and inclusive classrooms, learn and apply assessment principles and tools; learn how to guide children's social behavior; and communicate with families. Students learn how to organize and write lesson plans for instruction.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>20</u>
Seminar			
Laboratory			
Activity			

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course for all students seeking a credential in the Education Program Area.

Students who successfully complete this course will be able to:

1. Describe the difference between assessment and evaluation (TPE 2, TPE 3)
2. Describe the advantages and disadvantages of using a variety of assessments and assessment tools for evaluating student learning and student behavior (TPE 2, TPE 3)
3. Select, construct, and use a variety of assessment strategies (TPE 2, TPE 3)
4. Select and integrate appropriate technology into the assessment process
5. Identify, create, and use formal, informal, diagnostic, formative and summative assessments (TPE 3)
6. Observe, record, and assess the learning and behavior of elementary and middle school children as individuals and in small and large groups. (TPE 2, TPE 3)
7. Identify and implement appropriate classroom management strategies to promote a developmentally appropriate and culturally relevant positive learning environment (TPE 5; TPE 10, TPE 11)
8. Identify appropriate Academic Content Standards and create student learning goals and assessments to frame curricular activities (TPE 4)
9. Write demonstrable learning objectives based upon the Academic Content Standards (TPE 4)
10. Identify and use appropriate strategies to build relationships with children and their families (TPE 11)
11. Create and organize lesson plans to maximize student learning and use instructional time efficiently (TPE 10)
12. Use service learning to enhance a teacher's classroom life
13. Use reflection as a tool for professional growth (TPE 13)

- 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)	
E (Human Psychological and Physiological Perspectives)	

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

Class Introduction:

- How do we observe and guide student behavior?
- Do we need classroom rules?

Understanding Students in our Schools:

- Who are our students?
- How do we assess behavior?

Understanding by Design:

- Why do we assess student learning?
- How do we design assessments?

Assessment tools and strategies:

- What are they?

Desired Results:

- What do we want students to learn?
- What should guide our assessment of students?

Standards, Goals, and Objectives:

- What are the differences?
- How do we design lessons aligned to the Standards?

Acceptable Evidence:

- What counts as learning?

Authentic Assessments:

- What are they and how do we create them?

Power in the Classroom:

- Who has it?
- Who should have it?

Democratic Consequences:

- Is punishment necessary?

Including the Family:

- How do we get families involved?

Creating Democratic Classrooms:

- How do we create a positive learning environment?

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

Bentzen, W.R. (2000). *Seeing young children: A guide to observing and recording behavior*. Albany, NY: Delmar.

McEwan, Barbara. (2000). *The art of classroom management: Effective practices for building equitable learning*. Upper River Saddle, NJ: Merrill.

Reed, A.J.S. & Bergemann, V.E. (2001). *A guide to observation, participation, and reflection in the classroom*. New York, NY: McGraw Hill.

7. List Faculty Qualified to Teach This Course.

Education Faculty

8. Frequency.

a. Projected semesters to be offered: Fall ___x___ Spring ___x___ Summer ___x___

9. New Resources Required.

Library resources

Technology resources such as computer lab availability

Database software in computer labs.

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

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

Joan Karp and Jeanne Grier

1/20/03

Proposer of Course

Date