

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 10.1.12; REV 12.5.12

PROGRAM AREA(S) :

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

<input type="checkbox"/> Course title	<input checked="" type="checkbox"/> X Course Content
<input type="checkbox"/> Prefix/suffix	<input checked="" type="checkbox"/> X Course Learning Outcomes
<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> X References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input checked="" type="checkbox"/> X Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input checked="" type="checkbox"/> X Catalog description	
<input type="checkbox"/> Mode of Instruction	

Justification: ☐

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix **EDUC** Course# **510**
 Title: Learning Theory and Development Applied in Multicultural Contexts Units (3)
 3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: ☐

☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Three hours lecture/discussion per week and participation/observation in the public schools.

Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. ~~Students begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.~~

General Education Categories: ☐

Grading Scheme (Select one below):

☒ x A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

NEW

Prefix **EDUC** Course# **510**
 Title: Learning Theory and Development Applied in Multicultural Contexts Units (3)
 3 hours lecture per week
☐ hours blank per week

☒ X Prerequisites: **Senior Standing or Enrolled in post-baccalaureate Pre-Credential program.**

☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Three hours lecture/discussion per week and participation/observation in the public schools.

Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; cognitive, linguistic, social, emotional and physical development. **Learning theories and their application to educational practice in multicultural and multilingual classroom settings to creating learning opportunities that support student development. Motivation and learning in a social, cultural, and historical context.**

General Education Categories: ☐

Grading Scheme (Select one below):

☒ x A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)

Repeatable for up to **4** units

Total Completions **2**

Multiple Enrollment in Same Semester **N** ☐

Course Level:

☐ Undergraduate
☒ Post-Baccalaureate
☐ Graduate

☐ Undergraduate
☒ Post-Baccalaureate
☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>30</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>30</u>	X	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

☐ **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- ☐ A-1 Oral Communication
- ☐ A-2 English Writing
- ☐ A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- ☐ B-1 Physical Sciences
- ☐ B-2 Life Sciences – Biology
- ☐ B-3 Mathematics – Mathematics and Applications
- ☐ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- ☐ C-1 Art
- ☐ C-2 Literature Courses
- ☐ C-3a Language
- ☐ C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

☐ **American Institutions, Title V Section 40404:** ☐ Government ☐ US Constitution ☐ US History
 Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

☐ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

☐ **Online Course** (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

This is a required prerequisite course for the Multiple Subject, Single Subject and Special Education Credential Programs. The content meets the requirements of the California Commission on Teacher Credentialing.

Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

NEW

This is a required prerequisite course for the Multiple Subject, Single Subject and Special Education Credential Programs. The content meets the requirements of the California Commission on Teacher Credentialing.

X Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

- ~~• interpret major learning theories through various applications in course assignments and explain the major theories of learning and identify specific practices which are consistent with those theories.~~
- ~~• describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development;~~
- ~~• conceptualize, organize and implement strategies which result in multicultural/multilingual, democratic classroom environments that promote prejudice reduction and conflict resolution;~~
- ~~• identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development;~~
- ~~• develop strategies for becoming informed about learners including family, community, and learning styles;~~
- ~~• note developmental differences among and between students of varying ages and grades including differences in personality, cognition, identity, social relations, and morals/ethics;~~
- ~~• describe several types of learning style differences and their connection to teaching style differences;~~
- ~~• discuss social learning theory and its implications for teaching;~~
- ~~• promote teaching problem solving, decision making, and learning skills as a means of teaching;~~
- ~~• articulate a personal philosophy of learning that includes an analysis of the differential power relationships that come to play in a classroom.~~

Upon completion of the course, the student will be able to:

NEW

- Explain, interpret and apply major learning theories to course assignments and identify specific practices consistent with those theories;
- Describe strategies to motivate students toward academic excellence, including psychological factors affecting first and second language development;
- Conceptualize methods to promote prejudice reduction and conflict resolution in multicultural/ multilingual, democratic classroom environments;
- Identify and analyze multicultural/multilingual learner centered instructional strategies that maximize comprehensible input, student interactions, and learning strategies for content and language development;
- Devise processes for becoming informed about learners including family, community, and learning styles;
- Detail developmental differences in students of varying ages in personality, cognition, identity, social relations, and morals/ethics;
- Describe learning style differences and their connection to teaching style differences;
- Formulate a personal philosophy of learning that includes an analysis of the power relationships that exist in classrooms.

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

NEW

- Theories of psychosocial and cognitive development such as Piaget, Erikson, Vygotsky, Kohlberg, Gilligan
- Age level physical, social, emotional and cognitive characteristics
- Understanding student differences, measuring intelligence, learning styles, gender differences and bias
- Addressing cultural and socioeconomic diversity; multicultural education programs; bilingual education
- Accommodating student variability; ability groups, IDEA, Special Education and gifted students
- Behavioral and social learning theories
- Information processing theory
- Constructivist learning theory; problem solving, the transfer of learning
- Approaches to instruction; objectives, direct instruction, cognitive, humanistic, social
- Creating a positive learning environment
- Motivation
- Understanding and using standardized tests
- Becoming a better, reflective teacher

- Theories of psychosocial and cognitive development
- Age-level physical, social, emotional and cognitive characteristics
- Student differences, measuring intelligence, learning styles, gender differences and bias
- Cultural and socioeconomic diversity; multicultural education programs; bilingual education
- Accommodating student variability
- Learning theories; behavioral and social theories, transfer of learning information-processing and constructivist learning theories
- Instructional approaches; learning objectives, direct instruction, cognitive, humanistic, and problem-based
- Creating a positive learning environment, motivation
- Understanding and using standardized tests
- Becoming a reflective teacher

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒ X
If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒ X
If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

- List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- List each cross-listed prefix for the course:
- Program responsible for staffing:

9. References. [Provide 3-5 references]

OLD

Bransford, J.D., Brown, A.L. & Cocking, R. (Eds.), (2000). *How People Learn: Brain, Mind, Experience And School*. Washington, D.C.: National Academy Press.

Oakes, J. & Lipton, M. (2002). *Teaching To Change The World*. 2nd Ed. Boston: McGraw-Hill College

NEW

Donovan, S., & Bransford, J. D. (2005). *How Students Learn: History, Mathematics, and Science in the Classroom*: National Academies Press.

Bransford, J.D., Brown, A.L. & Cocking, R. (Eds.), (2000). *How People Learn: Brain, Mind, Experience And School*. Washington, D.C.: National Academy Press.

Oakes, J. & Lipton, M. (2006). *Teaching To Change The World*. 3rd Edition. Boston: McGraw-Hill College

10. Tenure Track Faculty qualified to teach this course.

Merilyn Buchanan, Lillian Vega Castaneda, Manuel Correia, Jeanne Grier

11. Requested Effective Date or First Semester offered: Fall 2013

12. New Resource Requested: Yes ☐ No ☒ X

If YES, list the resources needed.

- Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes ☐ No ☒ (Refer to the Dean's Office for additional processing)

E. Other.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Merilyn Buchanan

10/15/2012

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: EDUC 510

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date