

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

**Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production**

DATE (CHANGE DATE EACH TIME REVISED): 2-26-2014, 3-11-2014

PROGRAM AREA(S): EDUCATION

**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 an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]

<input type="checkbox"/> Course title	<input type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input type="checkbox"/> Course Learning Outcomes
<input type="checkbox"/> Course number	<input type="checkbox"/> 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 type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
x <input type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

**Justification:** Students need fingerprint and TB clearance prior to, rather than during, field placement as local school districts are enforcing the California Department of Education requirement of clearance for all people working or volunteering in classrooms.

**2. Course Information.**

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

**OLD**

Prefix EDUC Course# 522  
 Title **Creating and Managing Effective Elementary School Learning Environments** Units (5)  
 3 hours lecture per week  
 4 hours Activity per week

☐ 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):

Participants observe student's behavior in multilingual/multicultural and inclusive elementary classrooms, or education specialist settings; acquire and apply knowledge of assessment principles and tools, learn how to guide children's social behavior, communicate results with families, and create classrooms that facilitate learning for all students. Weekly participatory observation in selected elementary schools under the supervision of a classroom teacher and course instructor precedes the class meeting. **Fingerprint and TB clearance is preferred but not required.**

General Education Categories: ☐

Grading Scheme (Select one below):

x A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to 10 units

Total Completions 2

Multiple Enrollment in Same Semester Y/N N

**NEW**

Prefix EDUC Course# 522 **Creating and Managing Effective Elementary School Learning Environments**  
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 4hours Activity per week

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Participants observe student's behavior in multilingual/multicultural and inclusive elementary classrooms, or education specialist settings; acquire and apply knowledge of assessment principles and tools, learn how to guide children's social behavior, communicate results with families, and create classrooms that facilitate learning for all students. Weekly participatory observation in selected elementary schools under the supervision of a classroom teacher and course instructor precedes the class meeting. **Fingerprint and TB clearance is required prior to course start date.**

General Education Categories: ☐

Grading Scheme (Select one below):

x A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to 10 units

Total Completions 2

Multiple Enrollment in Same Semester Y/N N

Course Level:  
☒ Undergraduate  
☒ Post-Baccalaureate  
☐ Graduate

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

Hegis Code(s) \_\_\_\_\_  
 (Provided by the Provost Office)

#### Existing

#### Proposed

	Units	Hours Per Unit	Default Section Size	Graded		Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	<u>3</u>	<u>1</u>	<u>15</u>	<u>X</u>	Lecture	<u>3</u>	<u>1</u>	<u>15</u>	<input type="checkbox"/>	<u>X</u>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<u>2</u>	<u>2</u>	<u>15</u>	<input type="checkbox"/>	Activity	<u>2</u>	<u>2</u>	<u>15</u>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>			<input type="checkbox"/>	Online	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

### 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 (Graduation Writing Assessment Requirement)

☐ Meets University Language Requirement

**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**

The course content is required for admission to the credential programs offered at CI. EDUC 522 combines the previously offered courses EDUC 520 EDUC 521, a co-requisite field placement, the course content has been approved by the Commission on Teacher Credentialing. The altered wording draws attention to the fact that this course is intended to those students who will pursue an elementary teaching career.

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

**NEW**

The course content is required for admission to the credential programs offered at CI. EDUC 522 combines the previously offered courses EDUC 520 EDUC 521, a co-requisite field placement, the course content has been approved by the Commission on Teacher Credentialing. The altered wording draws attention to the fact that this course is intended to those students who will pursue an elementary teaching career.

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:

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**OLD**

1. Design effective classroom settings that are inclusive, and democratic learning environments. (TPE 5, TPE 6, TPE 7, TPE 8, TPE 10, TPE 11)
2. Observe, record, and assess the classroom behavior of elementary school students as individuals and in small and large groups. (TPE 2, TPE 3, TPE 6, TPE 8)
3. Identify and implement appropriate classroom management strategies to promote a developmentally appropriate and culturally relevant positive learning environment (TPE 5, TPE 10, TPE 11)
4. Describe the difference between assessment and evaluation and advantages and disadvantages of using a variety of assessments and assessment tools for evaluating student's behavior (TPE 2, TPE 3)
5. Select, construct, and use a variety of formal, informal assessment strategies to monitor students' behaviors in a learning environment. (TPE 2, TPE 3)
6. Write a case study report using appropriate assessment data and determining next steps in supporting a student's availability for and engagement in learning. (TPE 3, TPE 4, TPE 7, TPE 8, TPE 9, TPE 10)
7. Identify and use appropriate strategies to build relationships with children and their families (TPE 3, TPE 11)
8. Use reflection as a tool for professional growth (TPE 13)

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7. Identify and use appropriate strategies to build relationships with children and their families (TPE 3, TPE 11)
8. Use reflection as a tool for professional growth (TPE 13)

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

**OLD**

- Effective and efficient classroom settings: physical layouts,

**NEW**

- Effective and efficient classroom settings: physical layouts,

- routines and procedures
- Creating a democratic classroom: rules, rewards and consequences
- Identifying and understanding students' interests, skills and needs
- Understanding challenging behavior
- Creating an effective classroom management plan
- Technology assessment tools and strategies for observing diverse learners' classroom behaviors
- Reporting observation data and uses of behavior assessment results
- Communicating and collaborating with families to support student learning

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- Communicating and collaborating with families to support student learning

**Does this course content overlap with a course offered in your academic program?** Yes ☐ No ☒

**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 ☒

**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)** *Beyond three disciplines consult with the Curriculum Committee.*

- 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: EDUCATION

**9. References.** *[Provide 3-5 references]*

**OLD** Electronic course packs created.

Weinstein, C., Romero, M., & Migano, A. (2007). Elementary Classroom Management. McGraw Hill Higher Education. New York, NY.

Weinstein, C., & Ingrid Novodvorsky, I. (2010). Middle and Secondary Classroom Management: Lessons from Research and Practice. McGraw Hill Higher Education. New York, NY.

Borich, G. (2008). Observation Skills for Effective Teaching. 5th Edition. Aylyn and Bacon, Boston, MA..

Wong, H., & Wong, R. (2005). The First Days of School. Harry Wong Publications. San Francisco, CA.

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Wong, H., & Wong, R. (2005). The First Days of School. Harry Wong Publications. San Francisco, CA.

**10. Tenure Track Faculty qualified to teach this course.**

Merilyn Buchanan, Manuel Correia, Lillian Vega Castaneda, Kaia Tollefson, Jill Leafstadt

**11. Requested Effective Date or First Semester offered: Fall 2014**

**12. New Resource Requested: Yes ☐ No ☒**

**If YES, list the resources needed.**

**A. 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 ☒ (Lab fee requests should be directed to the Student Fee Committee)**

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, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

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

Merilyn Buchanan

**2-26-2014**

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Proposer(s) of Course Modification

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Date

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

# Approval Sheet

**Course:** [REDACTED]

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