California State University Channel Islands
NEW COURSE PROPOSAL
Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester for the next catalog production.
Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date)*) 11-20-2012; REV 12.12.12

PROGRAM AREA(S) EDUCATION

1. **Course Information.** *[Follow accepted catalog format.]*
   Prefix(es) (Add additional prefixes if cross-listed) **and Course No. EDUC 522**
   Title: Creating and Managing Effective Learning Environments Units: 5
   x Prerequisites: Senior Standing or Enrolled in post-baccalaureate Pre-Credential program
   ☐ Corequisites
   ☐ Consent of Instructor Required for Enrollment

   Catalog Description Students observe children's behavior in multilingual/multicultural and inclusive classrooms; 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 schools under the supervison of a classroom teacher and course instructor precedes the class meeting. Fingerprint and TB clearance is preferred but not required.

   Grading Scheme:
   x A-F Grades
   ☐ Credit/No Credit
   ☐ Optional (Student Choice)

   Repeatability:
   ☐ Repeatable for a maximum of 10 units
   Total Completions Allowed 2
   ☐ Multiple Enrollment in Same Semester

   Course Level Information:
   x Undergraduate
   x Post-Baccalaureate/Credential
   ☐ Graduate

   Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	15	X	
Seminar					
Lab☐☐ator☐					
Activity	2	2	15		
Field Studies					
Indep Study					
Other Blank					

   Leave the following hours per week areas blank. The hours per week will be filled out for you.
   3 hours lecture per week
   4 hours activity per week   Is this course delivered online?   Yes_____   No_x___

2. **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).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)

A. Justification: The course content is required for admission to all of the credential programs offered at CI. The course content has been approved by the Commission on Teacher Credentialing. EDUC 522 combines the currently offered courses EDUC 520 and EDUC 521. EDUC 522 reflects a change in structure of the course, with minor modification to the content. The course has been offered as EDUC 520 with the co-requisite field placement EDUC 521; each staffed separately and not linked through day or grade-level focus. EDUC 522 will simply the enrollment process for students as well for the program personnel. This course will combine the responsibility for the taught course (EDUC 520) and the field placement (EDUC 521) to one faculty.

B. Degree Requirement: x Requirement for the Major/Minor   **Note: Submit Program Modification if**
                                 Elective for the Major/Minor   **this course changes your program**.
                                 Free Elective

4. **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:

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, middle and/or high 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)

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

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

If YES, what course(s) and provide a justification of the overlap. The course combines the courses EDUC 520 and EDUC 521. The new course numbering (EDUC 522) reflects the change in structure of the course, not the content. The courses EDUC 520 and 521 will be suspended but not retired. In the future, there may be a need to bring the two course option back into play if there is an intern program or a significan rise in part-time candidates.

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.

6. **Cross-listed Courses (***Please note each prefix in item No. 1)*
   A. 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:

   B. Program responsible for staffing: Education

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

   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.

8. **Tenure Track Faculty Qualified to Teach This Course.**
   Merilyn Buchanan, Bob Bleicher, Manuel Correia, Jeanne Grier, Lillian Vega Castaneda

9. **Requested Effective Date:**
   First semester offered: Fall 2013

10. **New Resources Requested. Yes**   **No** x
    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
    Taught off campus

    D. Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes**   **No** x

    E. Other

11. **Will this new course alter any degree, credential, certificate, or minor in your program? Yes**   **No** x
    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, of preceding year.
Last day to submit forms to be considered during the current academic year: April 15th.
Priority deadline for Course Proposals and Modifications: October 15, 2011, of preceding year.
Last day to submit forms to be considered during the current academic year: April 15th.

Merilyn Buchanan   11-20-12
_____
Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)   Date

Approval Sheet

Program/Course:

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 International Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date