

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of that fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*) 9.21.13; REV 11.26.13

PROGRAM AREA(S) EDUCATION

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** EDUC 524

Title: **Creating and Managing Effective Secondary School Learning Environments** **Units:** 5

☒ Prerequisites Senior Standing or Enrolled in post-baccalaureate Pre-Credential program

☐ Corequisites

☐ Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Participants observe students' behavior in multilingual/multicultural inclusive secondary classrooms, or in education specialist settings; acquire and apply knowledge of assessment principles and tools; learn how to guide students' social behavior, communicate results with families; and create classrooms that facilitate learning for all students. Weekly participatory observation in selected secondary schools under the supervision of a classroom teacher and course instructor precedes the class meeting. Fingerprint and TB clearance is required.

Grading Scheme:

☒ 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:

☒ Undergraduate

☒ Post-Baccalaureate/Credential

☐ Graduate

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

	Units	Hours per Unit	Default Section Size	Graded Component	CS & HEGIS # (Filled in by the Provost's Office)
Lecture	3	1	15	x	
Seminar		1			
Laboratory		3			
Activity	2	2	15	X	
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 always delivered online? Yes_____ No__x__ (Answer YES if the course is ALWAYS delivered online).

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 (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

Regarding 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).

Lab Fee Request – Lab fee requests should be directed to the Student Fee Committee.

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 the credential programs offered at CI. EDUC 524 combines the previously offered courses EDUC 520 EDUC 521, a co-requisite field placement, the course content for which has been approved by the Commission on Teacher Credentialing. The renumbering of the secondary sections of the course from EDUC 522 to EDUC 524 is to eliminate the confusion of students who erroneously enroll in the sections of EDUC 522 intended for students who plan on an elementary school

B. Degree Requirement: ☒ Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

Note: Submit Program Modification if this course changes your program.

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 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)

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 ☐ 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.

6. Cross-listed Courses (Please note each prefix in item No. 1) Beyond three disciplines consult with the Curriculum Committee.

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., & 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.

8. Tenure Track Faculty Qualified to Teach This Course.

Merilyn Buchanan, Mary Adler, Bob Bleicher, Jeanne Grier, Kaia Tollefson, Tiina Itkonen

9. Requested Effective Date:

First semester offered: Fall 2014

10. New Resources 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

11. Will this new course 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**, of preceding year.

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

Merilyn Buchanan and Manuel Correia

9.21.13

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

Approval Sheet

Program/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 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