

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): 8/20/2009; REV 12.14.09; REV 1.21.10; REV. 10/1/12; REV 12.12.12

PROGRAM AREA(S): SPECIAL 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 all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

☐ Course title	☒ Course Content
☐ Prefix/suffix	☒ Course Learning Outcomes
☐ Course number	☒ References
☐ Units	☐ GE
☐ Staffing formula and enrollment limits	☐ Other ☐
☐ Prerequisites/Corequisites	☐ Reactivate Course
☐ Catalog description	
☐ Mode of Instruction	

Justification: The course objectives and content have been updated to align with the new moderate/severe teaching credential as articulated by the California Commission on Teacher Credentialing.

2. Course Information.

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

OLD

Prefix SPED Course# 542
 Title Managing Learning Environments Units (3)
☐ hours lecture per week
☐ hours blank per week

☐ Prerequisites: Admission to the Education Specialist Credential Program
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ED 562, or SPED 570 or SPED 580 or SPED 585 ☐

Catalog Description (Do not use any symbols):
 Functional assessment of behavior, behavior management strategies, communication styles and their impact on learning; laws, regulations, and strategies for promoting positive and self-regulatory behavior in students. Designing and implementing positive behavioral support plans.
 General Education Categories: ☐
 Grading Scheme (Select one below):
☐ 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:
☐ Undergraduate
☒ Post-Baccalaureate
☐ Graduate

NEW

Prefix SPED Course# 542
 Title Managing Learning Environments Units (3)
 3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: Admission to the Education Specialist Credential Program
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ED 562, or SPED 570 or SPED 580 or SPED 585 ☐

Catalog Description (Do not use any symbols):
 Functional assessment of behavior, behavior management strategies, communication styles and their impact on learning; laws, regulations, and strategies for promoting positive and self-regulatory behavior in students. Designing and implementing positive behavioral support plans.
 General Education Categories: ☐
 Grading Scheme (Select one below):
☒ 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:
☐ 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>	<u>x</u>	
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 course is a required course in the Education Specialist Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

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

NEW

This course is a required course in the Education Specialist Credential Program for mild/moderate and moderate/severe credentials. It meets the standards set by 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

1. establish and maintain an educational environment that support academic and social instruction to support all students
2. design and implement positive support plans and interventions based on functional behavior assessments
3. actively participate in manifestation determination meetings
4. contribute to effective school wide behavior support processes
5. describe the laws and regulations as they pertain to promoting positive self-regulatory behavior in schools

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

NEW

1. Establish and maintain an educational environment that supports academic and social instruction for all students
2. Design and implement positive support plans and interventions based on functional behavior assessments
3. Actively participate in "manifestation determination" meetings
4. Contribute to effective school-wide behavior support processes
5. Describe the laws and regulations as they pertain to promoting positive self-regulatory behavior in schools
6. Facilitate the development social interactions and social relationships skills in students

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

OLD

Ethical standards in the assessment and implementation of student behavior plans
 Assessing students using functional analysis of the behavior
 Environmental changes that support positive student behaviors
 Communication styles of students and their impact on learning
 Laws, regulations and strategies for promoting positive and self regulatory behavior in students.
 Designing and implementing positive behavior support plans
 Writing behavioral objectives and incorporating them into student individual education plans in social skills

NEW

Ethical standards in the assessment and implementation of student behavior plans
 Assessing students using functional behavior assessments
 Environmental changes that support positive student behaviors
 Communication styles of students and their impact on learning
 Laws, regulations and strategies for promoting positive and self regulatory behavior in students.
 Manifestation Determination
 Designing and implementing positive behavior support plans
 Writing behavioral objectives and incorporating them into students' individual education plans

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)

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

9. References. [Provide 3-5 references]

OLD Kauffman, J. M., Mostert, Trent, S. C., Hallahan, D. P. (2005). *Managing Classroom behavior: A reflective case-based approach*. Boston: Allyn & Bacon.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. R. (1997). *Functional assessment and program development for problem behavior: A practice handbook*. Pacific Grove, CA: Brookes/Cole Publishing Co.

ERIC Clearinghouse on Disabilities and Gifted Education. (July 2001). *Positive Behavior Support for Students with Behavior Disorders*. <http://ericec.org/faq/behavdis.html>. Accessed January 8, 2003.

NEW

Kauffman, J. M., Mostert, Trent, S. C., Hallahan, D. P. (2005). *Managing Classroom behavior: A reflective case-based approach*. Boston: Allyn & Bacon.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. R. (1997). *Functional assessment and program development for problem behavior: A practice handbook*. Pacific Grove, CA: Brookes/Cole Publishing Co.

ERIC Clearinghouse on Disabilities and Gifted Education. (July 2001). *Positive Behavior Support for Students with Behavior Disorders*. <http://ericec.org/faq/behavdis.html>. Accessed January 8, 2003.

Carter, E. W., & Hughes, C. (2005). Increasing social interaction among adolescents with intellectual disabilities and their general education peers: Effective interventions. *Research and Practice for Persons with Severe Disabilities*, 30, 179-193.

10. Tenure Track Faculty qualified to teach this course.

Jill M. Leafstedt

Tiina Itkonen

Kaia Tollefson

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

12. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

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

NA

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

NA

C. Facility/Space/Transportation Needs:

NA

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**.

Tiina Itkonen

10/1/12

Proposer(s) of Course Modification

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