

EDSP 230: POSITIVE BEHAVIOR AND SOCIAL SUPPORTS FOR STUDENTS WITH MILD TO MODERATE SUPPORT NEEDS

In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
3. ED Dean (kdohara@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Mon, 04 Oct 2021 15:43:23 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 21:47:26 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:18:44 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Sun, 26 Sep 2021 17:11:14 GMT

Viewing: EDSP 230 : Positive Behavior and Social Supports for Students with Mild to Moderate Support Needs

Last edit: Fri, 22 Oct 2021 19:18:40 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Rachael Gonzales	rgonzales@csus.edu	916-278-5523

Catalog Title:

Positive Behavior and Social Supports for Students with Mild to Moderate Support Needs

Class Schedule Title:

Pos Behav Supp MMSN

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

230

Course ID: (For administrative use only.)

118836

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet. Substantial course changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).

Course title revised to reflect the new name of the credential (Mild to Moderate Support Needs) and to include social supports because of new standards/TPEs.

Learning outcomes are aligned to new standards, as are course activities and assessments.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Comprehensive study and application of intervention strategies that enhance the quality of life for students with mild to moderate support needs. Students will learn (a) how to design learning environments that prevent and reduce problem behaviors, (b) learn how to identify and assess problem behavior using functional behavioral assessment methods, (c) learn how to design and implement positive behavioral support interventions which are in compliance with federal IDEA law, and (d) apply behavioral procedures on a systemic, school wide basis.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

1. Design learning environments that promote positive social-emotional and academic learning experiences for all students in both general and special education, including English Learners and students in diverse socio-economic environments. TPEs: U1.1, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 4.6,6.3; MMSN2.1, 2.9, 4.6,6.1

2. Apply knowledge of Functional Behavioral Assessments for students who demonstrate challenging behaviors in a classroom. TPEs: U2.1 2.3, 2.4, 2.5, 2.6. 2.7,3.4, 4.1, 4.2, 5.2, MMSN1.1 1.7, 2.5, 2.6, 2.11, 4.3,4.5, 5.2,

3. Design and implement Positive Behavioral Intervention Support Plans collaboratively with an educational team to address challenging student behavior. TPEs: U1.2, 3.4 4.3, 4.4, 4.5, 5.5; MMSN 1.3,1.4, 1.7, 2.5, 2.6, 2.7, 2.11, 4.3, 4.4,5.3, 6.2, 6.4

4. Apply strategies for increasing appropriate behaviors and decreasing inappropriate behaviors; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-based strategies; and implement selected strategies in such a way as to maximize their effectiveness in order to enhance the quality of students' schooling and lives. TPEs: U 1.4,1.8, 2.4, 4.4,4.6,4.7; MMSN 2.1, 2.4, 2.5, 2.9, 2.10, 3.1, 3.2, 3.3 4.2,

5. Interpret knowledge about federal and state laws governing interventions for students who demonstrate challenging behaviors as well as components and legal guidelines to use for emergency procedures for students who demonstrate dangerous behavior. TPEs: MMSN 5.3, 6.2, 6.4

TPEs = Teaching Performance Expectations

U=Universal TPEs

MM = Mild to Moderate Support Needs Credential TPEs

Attach a list of the required/recommended course readings and activities:

EDSP 230 READING & ACTIVITIES.doc

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. Exit Tickets (SLOs 1-5)

2. Venn Diagrams High Leverage Practice: Social Emotional/Behavioral (SLOs 1-4)

3. IRIS Modules I - IV (SLOs 1-5)

4. Positive Behavior Support Plan for Identified Student (SLOs 1-5)

5. Social/Emotional/Behavioral Toolbox (SLOs 1-5)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:**Programs:**

MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential

MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Disciplinary knowledge
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

Yes

Program Standards: Please include suggested language changes:

These changes are being made because the program standards from the Commission on Teacher Credentialing have substantially changed. Therefore, our response to the standards must also change (to match the new standards from CTC). Our responses are now fully electronic as required by the Commission on Teacher Credentialing and so "suggested language changes" does not apply (this was confirmed by COE Associate Deans Pia Wong and Karen O'Hara).

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

N/A

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 1481