

EDSP 217: FOUNDATIONS OF POSITIVE BEHAVIORAL SUPPORTS: CREATING SAFE AND ENGAGING LEARNING ENVIRONMENTS

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 20:20:07 GMT
Jenna Porter (jimporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:55:55 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:09:53 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Jun 18, 2019 by Cindy Collado (cindy.collado)
2. Sep 26, 2022 by Ishita Dey (idey)

Date Submitted: Tue, 04 Oct 2022 20:06:11 GMT

Viewing: EDSP 217 : Foundations of Positive Behavioral Supports: Creating Safe and engaging Learning Environments

Formerly known as: EDS 217

Last approved: Mon, 26 Sep 2022 15:10:43 GMT

Last edit: Sat, 15 Oct 2022 19:09:43 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

Foundations of Positive Behavioral Supports: Creating Safe and engaging Learning Environments

Class Schedule Title:

Creat Safe & Engag Learn Env

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 2023 (2023/2024 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

217

Course ID: (For administrative use only.)

119211

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

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

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

All the changes reflect significant changes to the course in light of the credential programs becoming one year intensive programs. In reviewing the previous program, the faculty identified a need for a class such as this one which focuses on the foundations of positive behavior support to be taken prior to any field-based coursework. Consequently, there are changes as follows:

1. The course title is changing to more appropriately describe the new content of the course.
2. The course description is changing to more appropriately describe the content of the course.
3. The student learning objectives are changing to match the revised content and expectations for course outcomes.
4. The assessment strategies are changing to match the new student learning objectives.
5. The required course readings and activities are changing to more appropriately support students to learning the new content and meet the new student learning objectives.
6. The course component code was changed because lecture is more appropriate.

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

Students will learn the foundations of positive behavioral supports as a multi-tiered systems of supports for children and youth with mild to extensive support needs in preschool, elementary and secondary schools with an emphasis on class-wide and school-/program-wide interventions to create safe and engaging learning environments. The course also examines collaboration with families and other professionals (e.g., paraprofessionals, general education teachers) to effectively support students' behavior and learning and provides an overview of functional behavior assessment and individual behavioral supports.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Admission to the MA in Special Education Teaching

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Evaluate critical research and models of Multi-Tiered Systems of Support (MTSS)—Tiers 1, 2, and 3, and Positive Behavior Interventions and Supports (PBIS) for children and youth with mild to extensive support needs in preschool, elementary, or secondary schools.	1. Attendance, Readings, Class Participation 2. School-Wide/Program-Wide Positive Behavioral Support Analysis Activity 3. 4. Video Take Home Exam
2	Analyze and apply evidence-based practices for developing consistent, organized, positive, inclusive, safe and respectful classrooms/learning environments, including English learners and children and youth from diverse socio-economic backgrounds.	1. Attendance, Readings, Class Participation 2. Class-wide Positive Behavior Support Plan and Presentation 3. School-Wide/Program-Wide Positive Behavioral Support Analysis Activity 4. Video Take Home Exam
3	Develop skills and strategies to establish rapport, engagement, and effective communication with children and youth with mild to extensive support needs.	1. Attendance, Readings, Class Participation 2. Class-wide Positive Behavior Support Plan and Presentation 3. Video Take Home Exam
4	Utilize skills and effective teaching strategies for facilitating the social-emotional skills for children and youth with mild to extensive support needs.	1. Attendance, Readings, Class Participation 2. Class-wide Positive Behavior Support Plan and Presentation 3. Video Take Home Exam

5	Analyze and reflect upon knowledge of school and teacher variables that may influence classroom/learning environment organization and behavior support available.	1. Attendance, Readings, Class Participation 2. Class-wide Positive Behavior Support Plan and Presentation 3. School-Wide/Program-Wide Positive Behavioral Support Analysis Activity
6	Discuss and analyze cultural, socio-economic, environmental factors that may impact social, emotional and behavioral development of children and youth with mild to extensive support needs.	1. Attendance, Readings, Class Participation 2. Class-wide Positive Behavior Support Plan and Presentation 3. Video Take Home Exam
7	Design a comprehensive classroom/learning environment behavioral support plan for a future classroom/learning environment and provide critical feedback to peers regarding their comprehensive behavioral support plan.	1. Class-wide Positive Behavior Support Plan and Presentation
8	Describe and apply a functional approach to understanding behavior and procedures of functional behavior assessment and individualized behavior support plan.	1. Attendance, Readings, Class Participation 2. School-Wide/Program-Wide Positive Behavioral Support Analysis Activity 3. Video Take Home Exam
9	Evaluate strategies to collaborate effectively with family members, other teachers, paraprofessionals, and related service providers to implement and generalize evidence-based.	1. Attendance, Readings, Class Participation 2. Class-wide Positive Behavior Support Plan and Presentation 3. School-Wide/Program-Wide Positive Behavioral Support Analysis Activity 4. Video Take Home Exam

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

217 Readings and Activites For EDSP 217 (August 2022)[47].docx

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:**
- Master of Arts in Special Education Teaching (Early Childhood Special Education)
 - Master of Arts in Special Education Teaching (Extensive Support Needs)
 - Master of Arts in Special Education Teaching (Extensive Support Needs) with Multiple Subject
 - Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)
 - Master of Arts in Special Education Teaching (Mild to Moderate Support Needs) with 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

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?

No

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

NA

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: 1402