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

In Workflow

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Approval Path

1. Tue, 04 Oct 2022 20:20:18 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:56:37 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:45:44 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Mar 21, 2022 by Deidre Sessoms (dsessoms)
2. Jun 15, 2022 by 302822325

Date Submitted: Tue, 04 Oct 2022 20:08:01 GMT

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

Last approved: Wed, 15 Jun 2022 14:01:49 GMT

Last edit: Thu, 13 Oct 2022 22:56:35 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

Positive Behavior and Social-Emotional 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 2023 (2023/2024 Catalog)

Subject Area: (prefix)
EDSP - Education Specialist Credentials

Catalog Number: (course number)
230

Course ID: (For administrative use only.)
118836

Units:
3

Is the only purpose of this change to update the term typically offered or the enforcement of existing 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

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This course is being revised to be a more advanced course related to students with challenging behavior and social-emotional needs. There is now a pre-requisite course (EDSP 217) which will cover some of the areas previously done in 230. Specific changes are as follows:
1. Some SLOs and corresponding assessments were removed from this course and moved to the new pre-requisite course, EDSP 217 Positive Behavior Support. Those SLOs are related to understanding basic concepts of classroom environment and functional behavior assessment and support are removed from this course and moved, including:
- 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.
- Demonstrate an understanding of the three-tiered model of positive behavior support and the three levels on intervention
- Demonstrate an awareness of characteristic social/affective needs of individuals with special needs that influence their behavior at school.
2. Some SLOs and corresponding activities and assessments are revised to include topics of "significant behavior challenges in classrooms" and refine the course contents as practice-focused.
3. Newly adopted/selected readings are to address the topic related to "significant behavior challenges" and articulate the course contents as closely aligned with the function-based and trauma-informed perspectives.
4. title and course description are being updated.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
This course helps teacher candidates understand and support students who experience social, emotional, and behavior problems that negatively impact their school success and well-being. Teacher candidates will learn (a) how to address behavior challenges in classrooms; (b) how to identify and assess support needs from the funtion-based and trauma-informed perspective; (c) how to design and implement positive intervention and support that are evidene-supported and compliant with federal IDEA law; and (d) how to provide social emotional learning opportunities.

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:
EDSP 217

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	Analyze key concepts and assumptions related to understanding of students who need supports in their social, emotional, and behavioral development and mental health, including students identified as emotional and behavioral disorder.	Teacher Toolbox: Contribute to the collective development of resource lists and critical evaluation of their quality and feasibility. The list encompasses the following areas. - Classroom management - Behavioral intervention - Behavior data collection tool - Social-emotional learning activity - Mental health of the student - Mental health of teacher

2	Identify, analyze, and synthesize teaching and learning resources for social-emotional-behavioral supports.	Teacher Toolbox: Contribute to the collective development of resource lists and critical evaluation of their quality and feasibility. The list encompasses the following areas. - Classroom management - Behavioral intervention - Behavior data collection tool - Social-emotional learning activity - Mental health of the student - Mental health of teacher
3	Discuss function-based and trauma-informed approaches to understanding and supporting children and youths who demonstrate significant behavior challenges.	Hypothetical Case Study
4	Analyze methods for addressing disruptive or defiant behavior in classrooms.	Hypothetical Case Study
5	Conduct a functional behavior assessment (FBA) for a student who demonstrates challenging behaviors at school and design an individualized positive behavior intervention support plan (iPBIS).	Functional behavioral assessment, Individualized positive behavioral support plan, Social Emotional learning Project
6	Design an SEL (social emotional learning) instruction plan that includes skill instruction, role-playing, and naturalistic practice and develop progress monitoring tools to use when enacting the designed lesson plan.	Functional behavioral assessment, Individualized positive behavioral support plan, Social Emotional learning Project

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

Readings and Activities EDSP 230[31].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 (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
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?
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: 1481