### 1. Course Information.

*Follow accepted catalog format. (Add additional prefixes if cross-listed)*

<table>
<thead>
<tr>
<th>OLD</th>
<th>Prefix</th>
<th>SPED</th>
<th>Course#</th>
<th>542</th>
<th>Title</th>
<th>Managing Learning Environments</th>
<th>Units (3)</th>
<th>3 hours lecture per week</th>
<th>hours blank per week</th>
<th>Prerequisites: Admission to the Education Specialist Credential Program, SPED 345, EDUC 512, EDUC 510, ENG 475</th>
<th>Consent of Instructor Required for Enrollment</th>
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</thead>
<tbody>
<tr>
<td>NEW</td>
<td>Prefix</td>
<td>SPED</td>
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<td>542</td>
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</tr>
</tbody>
</table>

**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:**

- Repeatable for up to units
- Lab Fee Requested
- Multiple Enrollments

**Course Level:**

- Undergraduate
- Post-bac/Credential
- Graduate

**Optional (Student’s choice)**

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

<table>
<thead>
<tr>
<th>Existing</th>
<th>Hegis Code(s) (Provided by the Dean)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours Per Unit</th>
<th>Benchmark Enrollment</th>
<th>Graded</th>
<th>Units</th>
<th>Hours Per Unit</th>
<th>Benchmark Enrollment</th>
<th>Graded</th>
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<tbody>
<tr>
<td>Lecture</td>
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<td>1</td>
<td>25</td>
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<tr>
<td>Lab</td>
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<tr>
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<tr>
<td>Indep Study</td>
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</tbody>
</table>
3. 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](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](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).

4. 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.
  - 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. 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.

5. Learning Objectives. (List in numerical order)

- OLD
  - Students who successfully complete this course will be able to:
    1. assess student behavior using functional analysis of the behavior
    2. identify environmental changes that support positive student behaviors
    3. identify communication styles of students and their impact on learning
    4. define laws, regulations and strategies for promoting positive and self regulatory behavior in students.
    5. design and implement positive behavior support plans
    6. write behavioral objectives and incorporate them into student

- NEW
  - Upon completion of the course, the student will be able to:
    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
individual education plans in social skills

6. 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 student individual education plans in social skills

Does this course content overlap with a course offered in your academic program? Yes [ ] No [X] 
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 [X] 
If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs’ signatures.

7. 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:

8. References. [Provide 3-5 references]


9. Tenure Track Faculty qualified to teach this course.
Jill M. Leafstedt
Tiina Itkonen

10. Requested Effective Date or First Semester offered: Fall 2010

11. New Resource Requested: Yes [ ] No [X] 
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 ☐ (Refer to the Dean’s Office for additional processing)

E. Other. ☐

12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

<table>
<thead>
<tr>
<th>Course title</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix/suffix</td>
<td>Course Learning Objectives</td>
</tr>
<tr>
<td>Course number</td>
<td>References</td>
</tr>
<tr>
<td>Units</td>
<td>GE</td>
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<tr>
<td>Staffing formula and enrollment limits</td>
<td>Other</td>
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<tr>
<td>Prerequisites/Corequisites</td>
<td>Reactivate Course</td>
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<tr>
<td>Catalog description</td>
<td></td>
</tr>
<tr>
<td>Mode of Instruction</td>
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</tbody>
</table>

Justification: The course objectives and content have been updated to align with the new standards for the California Commission on Teacher Credentialing.

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 6, 2008 of preceding year.
Priority deadline for Course Proposals and Modifications: November 3, 2008.
Last day to submit forms to be considered during the current academic year: April 15th.

Jill Leafstedt 8/20/2009

Proposer(s) of Course Modification Date

Type in name. Signatures will be collected after Curriculum approval.
**Approval Sheet**

**Course:**  **SPED 542**  
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.

<table>
<thead>
<tr>
<th>Chair Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Program Chair</td>
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<td>Program Chair</td>
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<td>Program Chair</td>
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<td>General Education Chair</td>
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<td>Center for Intl Affairs Director</td>
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<td>Center for Integrative Studies Director</td>
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<td>Center for Multicultural Engagement Director</td>
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<tr>
<td>Center for Civic Engagement and Service Learning Director</td>
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<td>Curriculum Chair</td>
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<tr>
<td>Dean of Faculty</td>
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