

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**COURSE MODIFICATION PROPOSAL**  
**Courses must be submitted by November 3, 2008,**  
**to make the next catalog (2009-2010) production**

DATE (CHANGE DATE EACH TIME REVISED): 8/20/2009; REV 12.14.09; REV 1.21.10

PROGRAM AREA(S): SPED

**Directions: All of sections of this form must be completed for course modifications. All documents are stand alone sources of course information.**

**1. Course Information.**

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

<p style="text-align: center;"><b>OLD</b></p> <p>Prefix <b>SPED</b> Course# <b>542</b> Title <b>Managing Learning Environments</b> Units <b>(3)</b>  <b>3</b> hours lecture per week  <input type="checkbox"/> hours blank per week</p>	<p style="text-align: center;"><b>NEW</b></p> <p>Prefix <b>SPED</b> Course# <b>542</b> Title <b>Managing Learning Environments</b> Units <b>(3)</b>  <b>3</b> hours lecture per week  <input type="checkbox"/> hours blank per week</p>
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<p>Prerequisites: Admission to the Education Specialist Credential Program, SPED 345, EDUC 512, EDUC 510, ENG 475</p>	<p><b>xx</b> Prerequisites: Admission to the Education Specialist Credential Program</p>
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Consent of Instructor Required for Enrollment  
 Corequisites:

Consent of Instructor Required for Enrollment  
**x** Corequisites: **SPED 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.

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General Education Categories <input type="checkbox"/>	Graded <input type="checkbox"/>	<input type="checkbox"/> Repeatable for up to <input type="checkbox"/> units
<input type="checkbox"/> Lab Fee Requested	CR/NC <input type="checkbox"/>	Total Completions <input type="checkbox"/>
Course Level: <input type="checkbox"/> Undergraduate	<input type="checkbox"/> A - F	<input type="checkbox"/> Multiple Enrollment in same semester
<b>x</b> Post-bac/Credential	<input type="checkbox"/>	(Student's choice)
<input type="checkbox"/> Graduate	<input type="checkbox"/>	

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<b>x</b> Post-bac/Credential	<input type="checkbox"/>	(Student's choice)
<input type="checkbox"/> Graduate	<input type="checkbox"/>	

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

Hegis Code(s) \_\_\_\_\_  
(Provided by the Dean)

Existing

Proposed

	<u>Existing</u>				<u>Proposed</u>				
	Units	Hours Per Unit	Benchmark Enrollment	Graded	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<b>3</b>	<b>1</b>	<b>25</b>	<b>x</b>	<b>3</b>	<b>1</b>	<b>25</b>	<b>x</b>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<b>1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<b>3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<b>2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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>. 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).

### 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.

- 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)

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

#### **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

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

#### **NEW**

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**

**NEW**

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

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

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.

**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]*

**OLD** 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.

Repp, A. C., Horner, R.H. (1998). Functional Analysis of Problem Behavior: From Effective Assessment to Effective Support. Belmont, CA: Wadsworth.

Sugai, G., Horner, R. H., & Sprague, J. (1999). Functional assessment-based behavior support planning: Research-to-practice-to-research. Behavioral Disorders, 24, 223-227

**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.

**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**

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.]

- |   |  |
|---|--|
| <input type="checkbox"/> Course title                           | <input checked="" type="checkbox"/> Course Content             |
| <input type="checkbox"/> Prefix/suffix                          | <input checked="" type="checkbox"/> Course Learning Objectives |
| <input type="checkbox"/> Course number                          | <input type="checkbox"/> References                            |
| <input type="checkbox"/> Units                                  | <input type="checkbox"/> GE                                    |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input type="checkbox"/> Other <input type="checkbox"/>        |
| <input checked="" type="checkbox"/> Prerequisites/Corequisites  | <input type="checkbox"/> Reactivate Course                     |
| <input type="checkbox"/> Catalog description                    |  |
| <input type="checkbox"/> Mode of Instruction                    |  |

**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 15<sup>th</sup>**.

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.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date