Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Education
   Department: Special Education, Rehabilitation, Counseling/School Psychology

2. Course Prefix and Number: RSED 7460/7466

3. Effective Term: Fall 2010

4. Course Title: Positive Behavior Supports
   Abbreviated Title (30 characters or less): Positive Behavior Supports

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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<tbody>
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<tr>
<td>Maximum Hours</td>
<td>3</td>
<td>Lecture</td>
<td>Weekly</td>
<td>3</td>
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<tr>
<td>(Repeatability):</td>
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<td></td>
<td>25</td>
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   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [x] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites, Co-Requisites:
   (Indicate with * if item is recommended but not required; indicate minimum grade, if applicable.)
   - Prerequisite(s): None
   - Co-Requisite(s): None
   - Pre/Co-Requisite(s): None

9. Restrictions:
   - [ ] College
   - [x] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Evaluating and implementing Positive Behavior Interventions and Supports (PBIS) for students grades PK through 12 in traditional and alternative educational settings.

11. May Count Either
    7460 or 7466

12. Affected Program(s):
    (Respond "N/A" if not included in any program)
    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|--------------------------|
    | N/A          |               |                          |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:

This course has been offered as RSED 7410/7416 Program Implementation in Specialization, with the specialization being positive behaviors supports. The department is ready to adopt it as a separate course with its own number/title.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Not Applicable

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

1. Students will understand the connection between PBIS and applied behavior analysis.
2. Students will articulate the core features of PBIS.
3. Students will identify and describe the levels of support inherent within a PBIS model.
4. Students will demonstrate knowledge of the components necessary to develop a school-wide PBIS initiative.
5. Students will identify, synthesize, and interpret scholarly research related to PBIS in the professional literature.
6. Students will develop the capacity to conceptualize and design a functional PBIS initiative that is appropriate for a target population.
7. Students will examine barriers and facilitators to the effective implementation of PBIS in traditional and alternative educational settings.
8. Students will explore the effect of tiered intervention on academic & social outcomes.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Students in the distance education section of this course will access class lectures through the use of streaming media. Links to the lectures will be posted in Blackboard. Assignments will be submitted electronically via email allowing for timely delivery and subsequent instructor response. Students will have access to the instructor via email and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

Week 1: Course Review, Review of Behavior/Behaviorism

Week 2: Roots of PBS, School-wide PBS
Reading: Chapters 1, 2, & 13
Assignment Due: Response Paper Weeks 1-2

Week 3: Primary-tier Interventions, Behavior supports in Non classroom
Reading: Chapters 16, 21

Week 4: Secondary-tier interventions, Function-based supports
Reading: Chapters 17, 18
Assignment Due: Response Paper Weeks 3-4

Week 5: Wrap-around as a tertiary-level intervention, Facilitating Academic Achievement
Reading: Chapters 27, 22
Assignment Due: Article submitted for approval

Week 6: RTI & PBS
Reading: Chapter 29
Assignment Due: Response Paper Weeks 5-6

Week 7: Test 1

Week 8: PBS and Early Intervention
Reading: Chapter 3

Week 9: Integrating PBS in Head Start
Reading: Chapter 6
Assignment Due: Article Critique

Week 10: Empirically supported intervention practices for ASD in schools and community
Reading: Chapter 7

Week 11: Optimistic Parenting
Reading: Chapter 10
Assignment Due: Response Paper Weeks 8-11

Week 12: Delivering Behavior Support in Foster Care
Reading: Chapter 12
Assignment Due: Website Review

Week 13: Implementation of SWPBS in Urban settings
Reading: Chapter 19

Week 14: PBS in Alternative Education Settings
Reading: Chapter 20

Week 15: Finding a direction for high school PBS
Reading: Chapter 24
Assignment Due: Response Paper Weeks 12-15

Week 16 Final Exam: Final Exam: Test 2

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

A. Response Papers: Based on the readings indicated on the syllabus, students will write a response paper that demonstrates reflection on the major concepts that are outlined in the chapter. This response paper should accurately and professionally explore a theme or principle highlighted in the chapter and/or during a class discussion. These response papers are to be no shorter than 1.5 pages and no longer than 2 double-spaced typed pages. A grading sheet guideline will be provided. Each response paper is worth 10 points.

On-campus students and distance education students must turn in assignments within 10 minutes of the start of class on the due date. Assignments may be submitted in person or via email. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

B. Article Critique and Analysis: Students will interpret and analyze an empirical article. The article must be approved in advance by the professor. First, the student must provide an APA reference for the article which you are critiquing. Next, the student should provide a brief summary (one page) of the salient literature that supports the purpose of the research and the purpose of the study. Then, the student will describe and interpret the basic components of the study (including: participants, setting, variables, etc) (2-3 pages). Finally, the student should critically reflect on the article as it relates to the core features and necessary components that should be included in an effective PBIS implementation. Include any major differences, extensions, or variations that are unique to this article (1-2 pages). The final
section is a combination of information from the article as well as your informed opinion based on the content discussed in class and available in the readings. A grading sheet guideline will be provided. This assignment is worth 40 points.

On-campus students and distance education students must turn in assignments within 10 minutes of the start of class on the due date. Assignments may be submitted in person or via email. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

C. Web-review: Students will review the national website for PBIS (www.pbis.org) to determine the information that is available to consumers of the site. Students will then identify another state or local PBIS website and review the quantity, quality, and accessibility of the information compared to the national website. Analysis must be between 1 and 2 pages in length. A grading sheet guideline will be provided. This assignment is worth 10 points.

On-campus students and distance education students must turn in assignments within 10 minutes of the start of class on the due date. Assignments may be submitted in person or via email. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

D. Examinations 1 and 2: Students will take two exams that will include a variety of questions- multiple choice, short answer, fill-in-the-blank, and essay. Both examinations may include material from class lectures, readings, and the activities that will occur during the course. Examination 1 will cover content from Weeks 1-6. Examination 2 will be cumulative. These exams are worth 75 points each.

Distance education students will take all closed examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

Note: Distance education students will have access to the Auburn University libraries by utilizing the library's on-line databases for materials that will support the completion of assignments. You may also have materials mailed directly to you upon request. Suzy Westenkirchner is the librarian who works specifically with the College of Education. In addition to the help you can receive from the reference desk, Ms. Westenkirchner is available for you to contact directly. She can be reached at: 334-844-2817 or smw0003@auburn.edu

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Requirements
A. Response papers (5) = 50 points
B. Article Critique = 40 points
C. Web Review = 10 points
D. Examination 1 = 75 points
D. Examination 2 = 75 points
Total = 250 points

224-250 A
200-223 B
175-199 C
150-174 D
Under 150 F
20. Justification for Graduate Credit: This course requires students to acquire in depth knowledge of Positive Behavior Interventions and Supports. Each assignment requires critical thinking and analysis of the material presented in class as well as the materials needed to complete the assignments. The examinations add to this rigorous evaluation and the final will be cumulative.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (VTT).
AUBURN UNIVERSITY
SYLLABUS

1. COURSE NUMBER: RSED 7460/7466
   COURSE TITLE: Positive Behavior Supports
   CREDIT HOURS: 3 semester hours
   PREREQUISITES: None
   COREQUISITES: None

2. DATE SYLLABUS PREPARED: April 2009, updated September 2009

3. TEXTBOOK:

4. COURSE DESCRIPTION:
   Evaluating and implementing Positive Behavior Interventions and Supports (PBIS) for students grades PK through 12 in traditional and alternative educational settings.

5. STUDENT LEARNING OUTCOMES:
   1. Students will understand the connection between PBIS and applied behavior analysis.
   2. Students will articulate the core features of PBIS.
   3. Students will identify and describe the levels of support inherent within a PBIS model.
   4. Students will demonstrate knowledge of the components necessary to develop a school-wide PBIS initiative.
   5. Students will identify, synthesize, and interpret scholarly research related to PBIS in the professional literature.
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<th>Assignments Due</th>
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<tbody>
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<td>Week 1</td>
<td>Course Review, Review of Behavior/Behaviorism</td>
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<td>Week 2</td>
<td>Chaps. 1 &amp; 2- Roots of PBS</td>
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<td>Chapter 13- School-wide PBS</td>
<td>Response Paper Weeks 1-2</td>
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<td>Week 3</td>
<td>Chapter 16- Primary-tier Interventions</td>
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<td>Chapter 21- Behavior supports in Non classroom</td>
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<td>Week 4</td>
<td>Chapter 17- Secondary-tier interventions</td>
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<td>Article submitted for approval</td>
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<td>Chapter 29- RTI &amp; PBS</td>
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7. ASSIGNMENTS/PROJECTS:
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On-campus students and distance education students must turn in assignments within 10 minutes of the start of class on the due date. Assignments may be submitted in person or via email. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.
D. **Examinations 1 and 2:** Students will take two exams that will include a variety of types of questions - multiple choice, short answer, fill-in-the-blank, and essay. Both examinations may include material from class lectures, readings, and the activities that will occur during the course. Examination 1 will cover content from Weeks 1-6. Examination 2 will be cumulative. These exams are worth **75 points each.**

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8. **GRADING AND EVALUATION:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>A. Response papers (5)</td>
<td>50</td>
</tr>
<tr>
<td>B. Article Critique</td>
<td>40</td>
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<tr>
<td>C. Web Review</td>
<td>10</td>
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<tr>
<td>D. Examination 1</td>
<td>75</td>
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<tr>
<td>D. Examination 2</td>
<td>75</td>
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<td><strong>Total</strong></td>
<td><strong>250</strong></td>
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224-250       A  
200-223       B  
175-199       C  
150-174       D  
Under 150     F

9. **CLASS POLICY STATEMENTS:**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. Distance education students are expected to view all classes through either the live or archived formats.
**Excused Absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

**Assignments:** Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. See APA manual for guidelines.

*All assignments must be turned within ten minutes of the start of class on the day that they are due or within ten minutes of the time identified on the syllabus.* They must be submitted as a hard copy or via email, unless otherwise specified. Assignments must be turned in by the student completing the assignment.

**No late assignments** will be accepted unless accompanied by a university approved excuse.

If a student misses turning in an assignment and has a university approved excuse, he or she will have one week from the time he or she returns to class to turn in the assignment.

**NOTE:** Any assignments completed and/or submitted that do not comply with the above requirements may be returned and may not be accepted for credit.

**Make-up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be
reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). You must bring a copy of your *Accommodations Memo* and *Instructor Verification Form* to the meeting. If you do not have an *Accommodation Memo* but need an accommodation(s), make an appointment with the Program for Students with Disabilities, 1288 Haley Center or call 844-2096 (V/TT) for additional information. They will inform you of procedures to be followed for eligibility consideration. Learners who have questions about participating in this course should contact the above office in advance to ensure proper accommodations.

**Classroom Behavior and Honesty:** Students are expected to read and adhere to all classroom polices in the Auburn University’s Tiger Cub regarding classroom behavior and honesty.

**Classroom Behavior:** “Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Tiger Cub).

Cell phones may NOT be used during this class. **Placement or receipt of calls, text messages, instant messages, or emails may result in immediate dismissal from the instructional session.** Use of these devices interferes with the transmission of the signal for distance education.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
Student Academic Grievance Policy: The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See Tiger Cub for steps toward redress.

Course Contingency: If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

10. JUSTIFICATION for GRADUATE CREDIT: This course requires students to acquire in depth knowledge of Positive Behavior Interventions and Supports. Each assignment requires critical thinking and analysis of the material presented in class as well as the materials needed to complete the assignments. The examinations add to this rigorous evaluation and the final will be cumulative.