

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 2016 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program checkboxes: New degree*, New major*, New curriculum*, New concentration*, New certificate, New minor, Revised major, Revised minor, Admission requirements, Graduation requirements, Deletion, Transfer, Other (explain**)

Substantive Course Changes

- Substantive Course Changes checkboxes: New course, Pre or Co-requisites, Deletion (required by others), Course #, different level, Credit hours, Enrollment restriction, Course-level restriction, Prefix, Title and description, General education (select one), Not Applicable, Other (explain**)

Misc. Course Changes

- Misc. Course Changes checkboxes: Title, Description (attach current & proposed), Deletion (not required by others), Course #, same level, Variable credit, Credit/no credit, Cross-listing, COGE reapproval, Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Certificate Program in Positive Behavioral Interventions and Supports (PBIS)

Existing course prefix and #: Proposed course prefix and #: Credit hours: 15

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: No Yes

c. Repeatable for credit: No Yes

d. Mandatory credit/no credit: No Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. Lecture 2. Lab or discussion 3. Lecture/lab/discussion 4. Seminar or studio 5. Independent study 6. Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Signature of Chair/Director

Date

10/13/15

Chair, College Curriculum Committee

Signature of Chair, College Curriculum Committee

Date

11/4/15

Dean

Signature of Dean

Date: 11-3-15 Graduate Dean:

Date

Curriculum Manager: Return to dean Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* Approve Disapprove

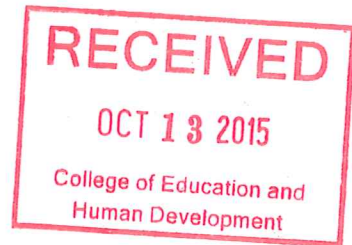
Chair, GSC/USC

Date

* Approve Disapprove

Provost

Date



1. Explain briefly and clearly the proposed improvement.

We propose to add a fully online Certificate Program in Positive Behavioral Interventions and Supports (PBIS). Currently, we have a Master of Arts in Special Education, Master Teacher Option, Behavior Specialist Concentration which is 30 credits. Following University and Graduate College policies, individuals who earn the Certificate in Positive Behavioral Interventions and Supports may apply to the Master of Arts in Special Education-Concentration Behavior Specialist and use the courses completed toward their degree. This proposed certificate is 15 hours and there are no new courses.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Ample evidence indicates that the number of students in preK-12 public schools who exhibit behavior problems in class has increased. For example, in a report released by the Bill & Melinda Gates Foundation and Scholastic (2012), 62% of general and special education teachers from a survey of 10,000 report an increased level of conduct and classroom management problems across grade levels. In Michigan, the need for school professionals well prepared to address the needs of students with behavior challenges was documented by an informal survey conducted by three members of WMU's special education unit, Drs. Morgan, Wallace, and Whitten, at the 2013 Michigan Association of Administrators of Special Education (MAASE) conference. That survey asked special education administrators to document important needs, and a need for PBIS skills in Michigan schools was among the most pressing.

The proposed Certificate in PBIS will prepare educators and related service personnel to work in schools to meet the unique behavioral needs of learners in K-12 environments through systemic, positive, prevention focused, and data-based decision making. With this certificate educators and related service personnel will be able to support other teachers as they manage students who present challenging behaviors. In addition, we anticipate that the program may be of interest to teachers who wish to further develop their skills at meeting the needs of students with behavioral challenges as well as managing their classrooms to support all students.

The addition of a Certificate in PBIS will allow for practicing teachers to develop a specialization to improve their current teaching practices and for related service personnel to address challenging behaviors in a collaborative manner. This certificate will allow us to remain current with need in today's schools and will permit us to address areas of critical shortage in Michigan schools.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

Adding this Certificate should have no effect on other programs or departments. There are no other departments offering a similar program designed to prepare school professionals, specifically special education teachers and related service personnel with a certificate in PBIS.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The addition of a Certificate in PBIS will expand our department's offerings. Adding a certificate will complement our existing programs and address a need in our local community and state. The option of having a specialty area like this will be beneficial for our the graduates from our UG

program as they look to enhance their skills. Given the low enrollment in some of other program options at the graduate level and the certificate requiring no new courses we have the capacity to offer this certificate with no additional faculty.

The Certificate in PBIS will be 15 credits. **We will use five of our existing courses.**

SPED 6380-Applications of Behavior Analysis in Special Education (3 credits)

SPED 6381 School-Wide Positive Behavior Support

SPED 6382-Intensive Interventions for Challenging Behaviors

SPED 6655-Coaching Classroom Management

SPED 6300-Clinical Practice in Special Education

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This proposal would have no effect on enrolled students. It will offer an option to those interested in working with students with challenging behavioral problems. Reducing the credit hour requirement would reduce the financial burden for incoming students and will allow us to be competitive with other Michigan Universities. Further, following University and Graduate College policies, individuals who earn the Certificate in Positive Behavioral Interventions and Supports may apply to the Master of Arts in Special Education-Concentration Behavior Specialist and use the courses completed toward their degree.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

We expect high demand for this program. We are led to expect great interest in this program for a number of reasons. First, as previously stated, the incidence of students presenting behavioral challenges in schools is increasing. Second, Michigan special education leaders and related school personnel have indicated that they need professionals who are prepared to address challenging behaviors. As commonly indicated in the popular press, there is a shortage of special education teachers across the United States, and in particular, teachers and related service personnel who are prepared to meet the needs of students with behavioral and emotional challenges are in particularly short supply.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Adding a Certificate in PBIS will complement our existing programs and will be our first certificate program. Existing courses will be used. The certificate will allow more options for students who are looking to refine their positive behavioral interventions and supports skills. No additional faculty lines will be required.

WMU library holdings and resources are more than adequate to support this program. Currently, our libraries maintain holdings in all major special education and behavior analysis journals.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) N/A
9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Our current special education programs are approved by the Council for Exceptional Children (CEC). We have aligned the proposed program with the CEC Advanced Specialty Standards, specifically, Advanced Special Education Behavioral Interventions Specialist (SEBIS) Core.

Learning outcomes for students seeking the Certificate in PBIS

1. Conduct functional assessments for the purpose of improving student behavior.
 2. Develop and implement positive behavior support plans in schools through support to building teams and to individual teachers by:
 - a. identifying accommodations and modifications to the classroom environment that are likely to decrease undesired behaviors(s).
 - b. identifying evidence-based interventions for increasing desired social or academic behaviors
 - c. developing a system of reinforcement that is responsive to the needs of individual students
 - d. developing transition plans to support the positive behaviors of students as they move from one program (or building) to another
 - e. using data to develop practical and evidence-based interventions
 - f. monitoring the fidelity of the behavioral intervention plans
 3. Support families by:
 - a. collaborating and advocating in team meetings regarding their students
 - b. connecting with outside agencies, such as community mental health or social services
 - c. gathering input for the development of behavioral intervention plans
 - d. attending 504 or IEP meetings as necessary.
 4. Prepare and support building teams and school districts by:
 - a. conducting professional development for staff and administration on topics related to classroom management and positive behavior support.
 - b. Participate on building level teams to develop interventions at the strategic and intensive levels.
 - c. Support school staff on maintaining fidelity of implementation with regard to all behavioral data collection, analysis, and implementation related to positive behavior support.
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

As indicated previously, there are shortages of teacher consultants and teachers well prepared to address the needs of students with severe behavioral and emotional challenges. Furthermore, as our faculty has determined through a survey of Michigan school administrators in Special Education, there is a need for educators to have increased knowledge and skills in Positive Behavioral Interventions and Supports in the state. Considering our dwindling numbers in the Master of Arts in Special Education Program, Special Education Program faculty have developed

this proposal to meet a need in our state and to attract new graduate students to Western Michigan University

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Proposed Catalog Copy:

Certificate Program in Positive Behavioral Interventions and Supports (PBIS)

Advisors: Kristal Ehrhardt, George Haus, Paula Kohler Dan Morgan, Shaila Rao, Sarah Summy, Elizabeth Whitten, Luchara Wallace

Room 4571 Sangren

This graduate level certificate program is designed for educators and related service personnel to meet the unique behavioral needs of learners in K-12 environments through systemic, positive, prevention focused, and data-based decision making. This certificate is fully online.

This program is designed to meet the needs of educators and related service personnel who:

Are interested in specializing in Positive Behavioral Interventions and Supports?

Want to be able to provide Professional Development in Positive Behavioral Interventions and Supports?

Desire to become a leader in Positive Behavioral Interventions and Supports?

Admissions criteria:

1. Bachelor's degree
2. Initial teaching certificate and/or endorsement in Special Education or Related Service Area.
3. Experience in K-12 schools
4. One page statement explaining applicant interest in this certificate
5. Three professional letters of reference
6. Meet University Requirements for Graduate Level Admission

Program Requirements:

Courses required to complete the Certificate (minimum of 15 credits):

SPED 6380-Applications of Behavior Analysis in Special Education (3 credits)

SPED 6381 School-Wide Positive Behavior Support (3 credits)

SPED 6382-Intensive Interventions for Challenging Behaviors (3 credits)

SPED 6655-Coaching Classroom Management (3 credits)

SPED 6300-Clinical Practice in Special Education (3 credits)

Note:

Following University and Graduate College policies, individuals who earn the Certificate in Positive Behavioral Interventions and Supports may apply to the Master of Arts in Special Education-Concentration Behavior Specialist and use the courses completed toward their degree. Additionally, students pursuing the Ed.D. in Special Education may complete the certificate as part of their doctoral program.