Course Name: Universal Positive Behavior Support Strategies for Teachers  
Course Prefix: Educ  
Course Number: 3545  
Submitted by: David Byrd, davidbyrd@weber.edu

Current Date: 9/30/2014 College: Education  
Department: Teacher Education  
From Term: Fall 2015

Substantive

new   
Current Course Subject: N/A  
Current Course Number:

New/Revised Course Information:

Subject: EDUC  
Course Number: 3545

Check all that apply:*This is for courses already approved for gen ed. Use a*[*different form*](http://documents.weber.edu/catalog/forms.htm)*for proposing a new gen ed designation.*

* DV
* CA
* HU
* LS
* PS
* SS
* EN
* AI
* QL
* TA
* TB
* TC
* TD
* TE

Course Title: Universal Positive Behavior Support Strategies for Teachers  
Abbreviated Course Title: Positive Behavior Support  
Course Type: LEC  
Credit Hours: 2  
or if variable hours: to

Contact Hours:Lecture: 30  
Lab:   
Other:

Repeat Information:Limit: 0  
Max Hrs: 0  
Grading Mode: standard

This course is/will be:

a required course in a major program  
a required course in a minor program  
a required course in a 1- or 2- year program  
elective

Prerequisites/Co-requisites:Prerequisites: Completion of Education Level 1 courses with a grade of B- or better  
Co-requisites: Educ 3565, Educ 3575, Educ 4521, Educ 4530, Educ 4550

Course description (exactly as it will appear in the catalog, including prerequisites):Educ 3545 Universal Positive Behavior Support Strategies for Teachers  
Credits: (2)  
Typically taught:   
Spring [full semester]  
  
This course is designed to teach teacher candidates validated classroom management strategies and level one behavioral intervention strategies. This course focuses on techniques and methods for preventative classroom student management. The course will assist candidates in writing effective classroom management plans. Candidates will be introduced to the process of Functional Behavior Assessments and Behavior Intervention Plans.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)Educ 3545 meets the needs of teacher candidates who need to be able to remediate classroom management for special education students with behavior deficits, specifically meeting the Council for Exceptional Children (CEC) beginning teacher standards. This course will provide classroom management strategies, in order to give candidates the ability to provide special education students access to the general education curriculum at this level. The course content is based on the requirements of the Utah State Office of Education for K-12 special education teacher candidates.

INFORMATION PAGE   
for substantive proposals only

1. Did this course receive unanimous approval within the Department?trueIf not, what are the major concerns raised by the opponents?N/A

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?Other courses offered at Weber State University do not focus on the specific needs of special education teacher candidates and classroom management strategies in the classroom.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.No other department has a course that addresses the needs of this course's content.

4. Is this course required for certification/accreditation of a program?yes

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. For course proposals, e-mail a syllabus to [Faculty Senate](mailto:kbrown4@weber.edu) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).