

**GEORGIA COLLEGE & STATE UNIVERSITY
DEGREE PROGRAM and CURRICULUM CHANGES PROPOSAL COVER SHEET**

PROPOSAL: Positive Behavior Interventions and Supports (PBIS) Certificate	
COLLEGE: Education	DEPARTMENT: Special Education
DEGREE: N/A	CIP CODE: 13.1099
MAJOR: N/A	MINOR: N/A
CONCENTRATION NAME: PBIS	PROPOSED EFFECTIVE DATE: (semester/year): Summer 2018

Description and Rationale for Recommended Action (attach additional pages if needed, this description will be shared at all levels in the University, and the University System and SACS Offices):

The COE would like to offer a three-course certificate in Positive Behavior Interventions and Supports (PBIS). PBIS is a statewide initiative by the Georgia Department of Education (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx>). It is being implemented in our local districts and throughout the state (see attached listing). Course 1 was previously approved but courses 2 and 3 are included as part of the approval of the certificate.

- Action Item** (Check one.)
- ~~New Major, Minor, Certificate, or Concentration~~
 - Rename Major, Minor, Certificate, or Concentration
 - Deactivate/Discontinue Major, Minor, Certificate, or Concentration
 - New Degree or Graduation Requirement
 - General Education Requirement or Change
 - Curricular Change that Impacts Multiple Colleges
 - Modify Existing Major, Minor, Certificate, Concentration Requirements

All required documentation must be attached. (Electronic MS Word files with supporting documents are required at each level of review)

Reviewing entity	"•" denotes necessary routing.				Signature and Date	Recommend	*Not Recommended	Reviewed - Information Only
	Major (new, modify, rename, deactivate)	Concentration or Certificate (new, modify, rename, deactivate)	Minor (new, modify, rename, deactivate)	General Education or Curricular Change affecting multiple colleges				
Chair, Department Curriculum Committee	•	•	•	•	<i>Holley Roberts</i> 8/16/17 ✓			
Department Office Department Chair	•	•	•	•	<i>Holley Roberts</i> 8/16/17 ✓			
Chair, College Curriculum Committee	•	•	•	•	<i>Chris</i> 8-16-17 ✓			
Dean's Office Dean	•	•	•	•	<i>Joseph</i> 8/16/17 ✓			
Graduate Council (as appropriate for Graduate Curriculum)	•	•	•	•	<i>W. Wheeler</i> 9/24/17 ✓			
Curriculum and Assessment Policy Committee of University Senate	•	•	•	•				
University Senate	•	•	•	•				
Academic Affairs Provost Office	•	•	•	•				
President	•	•	•	•				
USG/BOR Review/Information Item	•	•	•	•				
SACSCOC Notification	•	•	•	•				

*A "Not Recommend" recommendation should include reviewer rationale and recommended action.



Positive Behavior Interventions and Supports (PBIS) Certificate Proposal

The College of Education at Georgia College would like to offer a three-course certificate in Positive Behavior Interventions and Supports (PBIS).

Rationale for Offering the Certificate

PBIS is a statewide initiative by the Georgia Department of Education (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx>). It is being implemented throughout the state (see attached listing). GA-DOE PBIS Program Manager, Justin Hill, worked with Georgia College to develop the courses consistent with the state's initiative, including the "2014-2020 PBIS Strategic Plan" (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/GaDOE%20PBIS%20Strategic%20Plan.pdf>) and "Addressing Climate, Safety, and Discipline in Georgia Schools" document (https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-services/Documents/PBIS/PBIS%20Final%20white%20paper_%20Sept%204.pdf). This certificate will enhance the initial training that teachers and administrators receive as they implement PBIS. Courses will be made available to teachers and administrators implementing PBIS throughout the state (see attached listing of current schools). Teachers applying for positions in PBIS schools will have a distinct advantage if they have the certificate.

Other Programs

To the best of our knowledge, and searching the USG programs site, no institution is currently offering this as a certificate.

Admissions

Program is open to all students who meet the admissions requirements for graduate study at Georgia College. Applicants who have a minimum undergraduate GPA of 2.50 from a regionally accredited university may be considered for admission. PBIS courses are open to students from graduate programs at Georgia College as well as non-degree seeking students.

Coursework

The three-course sequence will be 100% online and will include EDEX 6123 "Positive Behavior Interventions and Supports," EDEX 6124 "Positive Behavior Interventions and Supports in the Classroom," and EDEX 6125 "Positive Behavior Interventions and Supports at the Tier III Level" (syllabi are attached). The coursework will support the U.S. Department of Education's Office of Special Education Programs "Blueprints for Successful PBIS" http://www.pbis.org/common/cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf as well as the Georgia PBIS Implementation Blueprint (part 1:

17/PBIS%20Part%201%2018%20Oct%202015%20Final.pdf & part 2:
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/2016-17/PBIS%20Part%202%2018%20Oct%202015%20Final.pdf#search=pbis%20implementation%20part%202> and the core elements listed below.

Prevention Tier	Core Elements
Primary	<ul style="list-style-type: none"> • Behavioral Expectations Defined • Behavioral Expectations Taught • Reward system for appropriate behavior • Clearly defined consequences for problem behavior • Differentiated instruction for behavior • Continuous collection and use of data for decision-making • Universal screening for behavior support
Secondary	<ul style="list-style-type: none"> • Progress monitoring for at risk students • System for increasing structure and predictability • System for increasing contingent adult feedback • System for linking academic and behavioral performance • System for increasing home/school communication • Collection and use of data for decision-making • Basic-level function-based support
Tertiary	<ul style="list-style-type: none"> • Functional Behavioral Assessment (full, complex) • Team-based comprehensive assessment • Linking of academic and behavior supports • Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed. • Collection and use of data for decision-making

Source: <http://www.pbis.org/research/default.aspx>

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department: Teacher Education Discipline: Special Education
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience: Positive Behavior Interventions and Supports in the Classroom, EDEX 6124, 3 Credit hours
3. Hours (L-L-C): 3-0-3
4. Repeatable or Nonrepeatable: Repeatable
5. Grade Type: Normal or S/U Normal
6. Prerequisite or Co-requisite: None
7. Required or elective in what program? Required for PBIS certificate, can be taken as an elective
8. Provide rationale for this course: Course added to complete PBIS certificate
9. How often is the course to be offered? Once per academic year
10. Who will teach this course? College of Education Faculty (Rob Sumowski)
Will additional faculty members be needed? No
11. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes
12. How does this course contribute to the existing or proposed program? This course serves as Course II in the three-course series which comprises the PBIS Certificate
13. How will an existing program of study change as a result of this course? Courses are offered as electives.
14. Does the proposed course duplicate other courses on this campus? If yes, explain:
No
15. How will the demand be met for additional library and technology resources, if any?
No additional resources anticipated
16. Will any additional resources be required by the student? No additional resources anticipated
17. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course


1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements--"This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.

5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for...")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8. Prerequisites (if any)
9. Advance Graduate Content

Date 9/18/17

Signature 
Department Chairperson

Date 9/18/17

Signature 
Dean of School

Proposed Catalog Description:

EDEX 6124 Positive Behavior Interventions and Supports in the Classroom (Course II in the three-course PBIS series)

This course encompasses an introduction to PBIS, a review of its influence on student behavior, and an examination of effective implementation of Positive Behavior Interventions within P-12 classroom settings.

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department: Teacher Education Discipline: Special Education
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience: Positive Behavior Interventions and Supports at the Tier III Level, EDEX 6125, 3 Credit hours
3. Hours (L-L-C): 3-0-3
4. Repeatable or Nonrepeatable: Repeatable
5. Grade Type: Normal or S/U Normal
6. Prerequisite or Co-requisite: None
7. Required or elective in what program? Required for PBIS certificate, can be taken as an elective
8. Provide rationale for this course: Course added to complete PBIS certificate
9. How often is the course to be offered? Once per academic year
10. Who will teach this course? College of Education Faculty (Rob Sumowski)
Will additional faculty members be needed? No
11. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes
12. How does this course contribute to the existing or proposed program? This course serves as Course III in the three-course series which comprises the PBIS Certificate
13. How will an existing program of study change as a result of this course? Courses are offered as electives.
14. Does the proposed course duplicate other courses on this campus? If yes, explain:
No
15. How will the demand be met for additional library and technology resources, if any?
No additional resources anticipated
16. Will any additional resources be required by the student? No additional resources anticipated
17. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements--"This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.

5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for...")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8. Prerequisites (if any)
9. Advance Graduate Content

Date 9/18/17

Signature 
Department Chairperson

Date 9/18/17

Signature 
Dean of School

Proposed Catalog Description:

EDEX 6125 Positive Behavior Interventions and Supports at the Tier III Level (Course III in the three-course PBIS series)

This course focuses on positive behavior management at the Tier III level, the creation of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs), and models of behavior support programs.