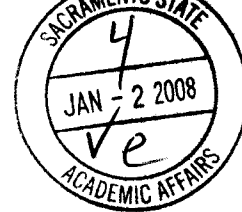




SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>Education</b>	<b>Academic Organization (Department):</b> <b>EDS</b>	<b>Date:</b> 11/27/07
<b>Type of Course Proposal:</b> New ___ Change <u>X</u> Deletion ___	<b>Department Chair:</b> <b>Bernice Bass de Martinez</b>	<b>Submitted by:</b> <b>Rachael Gonzales</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>√</u></b>	<b>For Catalog Copy: Yes <u>√</u> No ___</b> <b>CCE: Yes ___ No <u>√</u></b>	<b>Semester Effective:</b> <b>Fall <u>X</u>, 2008 Spring ___</b>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> <b>EDS 276</b>	<b>Title: <i>Education of Students with Serious Emotional and Behavioral Disorders</i></b>	<b>Units:</b> <b>3</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> <b>EDS 276A</b>	<b>Title: <i>Education of Students with Emotional and Behavioral Disorders</i></b>	<b>Units:</b> <b>2</b>
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**JUSTIFICATION:**

The Education Specialist Credential Program: Mild/Moderate will be changing this course from a 3-unit lecture to a 2+1 lecture/lab paradigm. This action is consistent with other methodology courses in the program and is in response to community feedback, student surveys, and as a reaction to mandated CCTC Standards for the Mild/Moderate Educational Specialist Credential. Course has theoretical and field based component.

**NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)**

This course will concentrate on the assessment, characteristics, interventions and classroom strategies, which uniquely address the educational needs of students with emotional and behavioral disorders. Students will review current laws, policies and selected literature specific to students identified as EBD and their families. Strategies to create and promote collaborative partnerships with parents, mental health representatives and/or other service providers will be presented.

**Note:**

**Prerequisite:** Admittance into Mild/Moderate Credential or M.A. in Education programs and EDS 120A/B.  
**Enforced at Registration:** Yes √ No \_\_\_

**Corequisite:** EDS 276B  
**Enforced at Registration:** Yes √ No \_\_\_

**CAN (California Articulation Number):**

**Graded:** Letter √ Credit/No Credit \_\_\_ **Instructor Approval Required?** Yes \_\_\_ No √

**Course Classification (e.g., lecture, lab, seminar, discussion):**  
**Lecture C-04** **Title for CMS (not more than 30 characters):**  
**Stud w/ Emo & Behv Disordrs**

**Cross Listed?** Yes \_\_\_ No √ **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

**How Many Times Can This Course be Taken for Credit?** once

**Can the course be taken for Credit more than once during the same term?** Yes \_\_\_ No √

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**EDS 276A, p. 2**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Student will be able to:

1. identify historical and philosophical foundations, legal bases, and contemporary issues related to services to and the education of children and youth with EBD
2. identify the current educational definitions and identification criteria of individuals with emotional/behavioral disorders
3. define the characteristics and classifications of EBD
4. describe the relationship between teacher attitudes, behavior, and the learning environment.
5. describe the relationship between curriculum/instructional approach and behaviors; and create a positive learning environment for both academic success and positive social development;
6. identify and practice advanced techniques in behavior modification: self- management, cognitive behavior intervention, communication based strategies and anger/aggression-replacement strategies;
7. describe the influences of culture on behaviors and practice strategies that are sensitive to and inclusive of cultural and family diversity, in designing intervention programs.
8. demonstrate and practice strategies that promote collaboration with families of students with EBD
9. demonstrate and practice strategies that promote collaboration with mental health and other support personnel in designing and implementing positive behavior support plans
10. identify the major mental health disorders and the complexities of comorbidity
11. document issues of integration of individuals with behavioral problems transitioning into and out of alternative environments, including incarceration, psychiatric, and residential facilities.
12. identify the relationship between Functional Behavior Assessment and Positive Behavioral Support Plans

\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Experience-Analysis Paper – from topic readings
2. Complete a Resource Guide: 1) community agencies supporting mental health issues 2) current state and federal laws, policies and ethical principles and 3) review of current literature
4. Review and report on evidence based classroom programs/practices for EBD population
5. Interview mental health and other community support services
6. Visit Agency/Facility where EBD students and or mental health issues are served.
6. Complete two in class exams

For whom is this course being developed?

Majors in the Dept  Majors of other Depts  Minors in the Dept  General Education  Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No

If yes, identify program(s): **Education Specialist Credential: Mild/Moderate Disabilities**

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes  No

If yes, attach a description of resources needed and verify that resources are available.

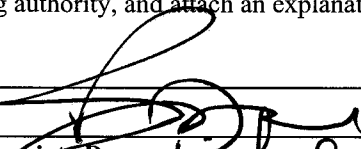
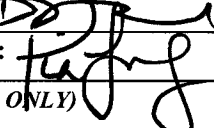
Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair: 	12-20-07
College Dean or Associate Dean: 	12/21/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

## **EDS 276A Education of Students with Emotional and Behavioral Disorders**

### **SUGGESTED TEXT**

Jones, V., Dohrn, E., & Dunn, C (2004). *Creating effective programs for students with emotional and behavior disorders: Interdisciplinary approaches for adding meaning and hope to behavior change*. Boston: MA. Pearson

Saxhaug, D. & Gifuere, N. (2002). *A teachers' guide to children's mental health*. Minnesota Association for Children's Mental Health. St. Paul: MN.

### **ADDITIONAL RECOMMENDED TEXT:**

Cullinan, D. (2007). *Students with emotional and behavioral disorders: An introduction for teachers and other helping professional* (2<sup>nd</sup> ed.). Columbus: Pearson, Merrill/Prentice Hall.

Kauffman, J.M. (2005). *Characteristics of emotional and behavioral disorders of children and youth* (8<sup>th</sup>.ed). Columbus: Pearson, Merrill/Prentice Hall.

Kauffman, J.M., Mosert, M.P., Trent, S.C., & Hallahan, D.P. (2006). *Managing classroom behavior; A reflective case-based approach* (4<sup>th</sup> ed.) Boston: Allyn & Bacon.

Kerr, M.M., & Nelson, C.M. (2006) *Strategies for addressing behavior problems in the classroom* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

Rutherford, R.B., Quinn, M.M., & Mathur, S.R. (2004). *Handbook of research in emotional and behavioral disorders*. New York: Guildford.

### **RECOMMENDED WEB SITE**

School Mental Health Project: Center for Mental Health in Schools

<http://smhp.psych.ucla.edu/>

California Mental Health Advocates for Children and Youth

<http://www.cmhacy.org/index.html>

Behavior Institute for Children and Adolescents

<http://www.behavioralinstitute.org>

The Prevention Researcher

<http://www.tpronline.org/>

Portland Research and Training Center

<http://www.rtc.pdx.edu/index.php>

National Institute of Mental Health

<http://www.nimh.nih.gov/>

Center for Effective Collaboration and Practice

<http://www.cecp.air.org/>

National Assembly on School-Based Health Care

<http://.nasbc.org/site/>

### **LEARNING ACTIVITIES:**

1. Class lecture, discussion, and participation
2. Videotapes and other relevant media presentation
3. Guest speakers from field – mental health, juvenile justice, alternative placements
4. Role play – everyday behavioral events
5. Interview of mental health support providers, parents, community agencies
6. Analyze treatment data to determine plan effectiveness of Functional Behavioral Assessment and Positive Behavioral Support
7. Application activities, including in class evaluation of intervention research and materials
8. Class presentation and case study papers

### **STANDARDS ADDRESSED**

Standards 15: Managing Learning Environments

Standards 22: Assessment and Evaluation of Students

Standards 24: Positive Behavioral Support