



SACRAMENTO
STATE

Course Change Proposal Form A



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

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

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): EDS 276B	Title: Education of Students with Emotional and Behavioral Disorders -Lab	Units: 1
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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

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 276A) in serving students with emotional and behavioral disorders. Students are required to participate in class visitations, agency visitations, and interviews.

Note:

Prerequisite: Admittance into Mild/Moderate Credential or M.A. in Education programs and EDS 120A/B.

Enforced at Registration: Yes No

Corequisite: EDS 276A

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):
Lab S-48

Title for CMS (not more than 30 characters)
Stud w/ Emo & Behv Disordr Lab

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:

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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 through field based application to:

1. identify the 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 EBD.
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
10. identify 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 Notebook of 1) community agencies supporting mental health issues 2) current state and federal laws, policies and ethical principals, and 3) review of current literature
3. Review and report on evidence based classroom programs for EBD population
4. Interview mental health and other community support personnel
5. 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.

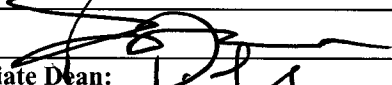
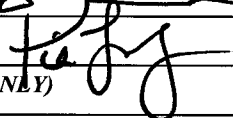
Indicate which department or programs will be affected by the proposed course (if any). _____

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 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* (2nd ed.). Columbus: Pearson, Merrill/Prentice Hall.

Kauffman, J.M. (2005). *Characteristics of emotional and behavioral disorders of children and youth* (8th.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* (4th ed.) Boston: Allyn & Bacon.

Kerr, M.M., & Nelson, C.M. (2006) *Strategies for addressing behavior problems in the classroom* (5th 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