Course Change Proposal
Form A

Academic Group (College):
Education

Academic Organization (Department):
EDS

Date: 11/27/07

Type of Course Proposal:
New _ Change _X_ Deletion ___

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 _ No _√_

For Catalog Copy: Yes _√_ No ___

CCE: Yes ___ No _√_

Semester Effective:
Fall _X_, 2008 _ Spring __

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

Change from:
Subject Area (prefix) & Catalog No. (course no.): EDS 276
Title: Education of Students with Serious Emotional and Behavioral Disorders
Units: 3

Change to:
Subject Area (prefix) & Catalog No. (course no.): EDS 276A
Title: Education of Students with Emotional and Behavioral Disorders
Units: 2

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/crspisl.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 Disor hrs
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/acaif/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-Analyses 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?
Major in the Dept _✓_ Majors in 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: __________________________

College Dean or Associate Dean: __________________________ Date: ___________

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

ADDITIONAL RECOMMENDED TEXT:

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.cmhac.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.nimb.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