

1992-93
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, April 29, 1993
Forest Suite, University Union
3:00-4:30 p.m. following 1993-94 Senate Nominations

INFORMATION

✓ MOMENT OF SILENCE - PATRICK O. MARSH
PROF. OF COMM. STUDIES EMERITUS
1970-1988 CSUS

1. Faculty Involvement in Western Association of Schools and Colleges (WASC) and Institutional Accreditation
TIME CERTAIN: 3:15 p.m.
Steven Weiner, Executive Director, WASC
Lynda Warren, Member, WASC Accrediting Commission for Senior Colleges and Universities, and Professor of Psychology, CSU San Bernardino
2. Schedule of topics for future Senate meetings.
3. Discussion of recent developments in the Assembly Committee on Higher Education review of the Master Plan.
4. Tentative: Recommendations on criteria for scholarship from the University ARTP Committee.
5. Mark Your Calendars! Spring Schedule of Regular Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite, University Union:
May 6, 13, 20 and 27 (finals week, if needed)

NOT YET
COMPLETED
BY WASC-TP.COM

CONSENT CALENDAR

AS 93-30/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF ANTHROPOLOGY¹

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Programs and Policies Committee on the program review of the Department of Anthropology (Attachment A) and recommends:

1. that the Bachelor of Arts degree program in Anthropology be approved for six years or until the next program review.
2. that the Master of Arts degree program in Anthropology be approved for six years or until the next program review.

3. that the minor in Anthropology be approved for six years or until the next program review.

AS 93-31/CC, GPPC, Ex. CURRICULUM REVIEW--DIVISION OF CRIMINAL JUSTICE¹

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Programs and Policies Committee on the program review of the Computer Engineering Program (Attachment B) and recommends:

1. that the following programs be reapproved for a period of six years or until the next scheduled program review:
 - a. Bachelor of Science Degree in Criminal Justice
 - b. Master of Science Degree in Criminal Justice
 - c. Minor in Criminal Justice
2. that the Bachelor of Science Degree in Forensic Science be approved in its present form for two years with the understanding that a) at the end of the two years the BS in Forensic Science, as it is currently structured, will no longer be offered, and b) during the two years, the Division of Criminal Justice will participate in discussions designed to develop a Forensic Science program which would no longer be housed in the Division. The Division's considerable expertise in this area would continue to contribute to this program regardless of its administrative structure.

AS 93-32/CC, GPPC, Ex. CURRICULUM REVIEW--ETHNIC STUDIES CENTER¹

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Programs and Policies Committee on the program review of the Ethnic Studies Center (Attachment C) and recommends:

1. that the Bachelor of Arts degree program in Ethnic Studies be approved for six years or until the next program review.
2. that the minor in Ethnic Studies be approved for six years or until the next program review.

¹The complete Academic Program Review is available for review in the Academic Senate Office, Administration 264.

AS 93-33/GPPC, Ex. PROGRAM CHANGE PROPOSAL--LEARNING
HANDICAPPED SPECIALIST CREDENTIAL/SEVERELY
HANDICAPPED SPECIALIST CREDENTIAL

The Academic Senate recommends approval of the Learning Handicapped Specialist Credential/Severely Handicapped Specialist Credential program (Attachment D).

REGULAR AGENDA

AS 93-29/Flr. MINUTES

Approval of the Minutes of meeting of April 15 (#11), 1993.

**Report of the Program Review Team for the
Department of Anthropology, in the
School of Arts and Sciences**

Commendations to the Department of Anthropology on:

1. a dedicated faculty with a generally high level of productivity in all areas, including a commitment to upholding high standards of teaching, and extensive involvement with students—especially commendable considering the increasingly heavy workload;
2. a faculty and chair who are consistently and thoughtfully responsive to questions and tasks posed: to the recommendations of previous Program Reviews, to the current Self-Study document, to the Dean's request for implementation of Instructional Program Priorities, to the Dean's question of how they will cope with diminishing resources; the department works together to formulate careful and reasoned responses to each issue;
3. a first-rate Self-Study document (with a very pretty cover);
4. an impressive reputation in the Western United States in archeological field work for several decades;
5. a belief in the inseparability of research and good teaching;
6. an impressive list of outside funds generated by the faculty;
7. an exemplary governance model for the department that is designed to solicit and facilitate participation by all constituents, including students;
8. a departmental cohesiveness that includes students in governance and causes them to identify with and want to take responsibility for the department and its problems;
9. a very effective and professional handbook for students;
10. a graduate program that produces excellent MA theses and a significant number of students who earn PhD's;
11. a student body dedicated enough to run the annual conferences of the Sacramento Anthropological Society and to publish its proceeds;
12. an exemplary museum and exhibit program established and maintained by the department with negligible institutional support;
13. a willingness to be among the few programs to implement and retain an undergraduate language requirement.

Recommendations to the Department of Anthropology

1. That the Department specify which introductory courses are to function as prerequisites for advanced courses (8).
2. That the Department, in the next Catalogue, include in each course description an indication of which courses qualify as "advanced upper division" courses that may be applicable to the graduate degree (8).
3. That the Department confer with the Dean on how to fund such an important part of its major as Anthropology 195 C (Field Work in Archaeology) (8).
4. That the Department consider instituting a graduate language requirement in addition to the undergraduate requirement (9).
5. That the Department consider adding a requirement for quantitative skills to the graduate program, thus bringing it more in line with MA programs in anthropology nationally (9).
6. That the Department consider the possibility of assessing teaching by peer classroom visits (15).
7. That the faculty temper its (laudable) willingness to volunteer so much of its labor and resources, for the sake of their own and the department's and the students' well-being (17).
8. That both the department and the administration recognize and act on the need to spare and nurture junior faculty (17).
9. That the department continue its Affirmative Action efforts aggressively in its next hiring process (18).
10. That the department consider a moratorium on anthropology faculty teaching courses for other programs without reimbursement to the anthropology department (18).
11. That the Department and the Media Center arrange to communicate their needs, thoughts and problems to one another on a regular basis.
12. That the Department look into funding from the Educational Equity Program to address the issue of equity recruitment and educational equity in general within the Department (21).
13. That the Department consider augmenting its career advising activities (21).
14. That the Department, Facilities Management, and the Dean confer on how to remedy the remaining problems in Mendocino, and on whose responsibility it will be to finance the remedies (24).

9. That the Department, Facilities Management, and the Dean confer on how to remedy the remaining problems in Mendocino, and on whose responsibility it will be to finance the remedies (24).
10. That the Dean provide the Department with increased funds for student readers and student assistants (24).
11. That the Academic Vice President and the Dean confer on who can provide the Department with 3 units of assigned time for a faculty member to serve as Director of the Anthropology Museum, as well as increased funds for its program of exhibits (24).

Recommendations to the Vice President for Academic Affairs

1. That the Dean and the Academic Vice President develop, with departments, plans for making the post-tenure review process a substantive and constructive process (15).
2. That the Vice President for Academic Affairs should assist the department to work with the Dean of the School of Arts and Science and the Dean of General Education to develop a plan to reduce the high SFR in this Department. This would involve at least the following issues:
 - a. sharing information concerning targets and budgets across the School and even beyond where appropriate to assure that this department is carrying only its fair share of the FTES load in the School;
 - b. working out an allocation of student assistant funds to allow the department to fund adequate student assistance for instructional needs;
 - c. developing a policy on course size limits rather than use an *ad hoc* solution in which class sizes are determined by room capacity;
 - d. working with the department to achieve a balance between appropriate faculty workloads, adequate student assistance funds, and targets (15-16).
3. That the office of the Vice President for Academic Affairs address the perceived inadequacies of the Student Questionnaire instrument for the evaluation of academic programs (21).
4. That the Academic Vice President and the Dean confer on who can provide the Department with 3 units of assigned time for a faculty member to serve as Director of the Anthropology Museum, as well as increased funds for its program of exhibits (24).

Recommendation to the Media Center

1. That the Department and the Media Center arrange to communicate their needs, thoughts and problems to one another on a regular basis (20).

Recommendations to Facilities Management

1. That Facilities Management strive to ask all the questions of departments that will elicit the necessary information to provide to architects in drawing up plans for building construction (23).
2. That Facilities Management provide departments with guidance in how to scrutinize details of the architect's plans once they are drafted (23).
3. That Facilities Management, at every step of the process, assume responsibility for seeing that all interested parties confer with one another on the adequacy or inadequacy of the results of the building process (23).
4. That the Department, Facilities Management, and the Dean confer on how to remedy the remaining problems in Mendocino, and on whose responsibility it will be to finance the remedies (24).

Recommendations to the Dean of Arts and Sciences

1. That the Department confer with the Dean on how to fund such an important part of its major as Anthropology 195 C (Field Work in Archaeology) (8).
2. That the Dean increase student assistant funds (graduate assistants, readers, lab assistants) to support mandated classroom activities (11).
3. That the Dean and the Academic Vice President develop, with departments, plans for making the post-tenure review process a substantive and constructive process (15).
4. That the Dean fund a position in the Department of Anthropology for a contract archaeologist (prehistoric or historic) who would run the Archaeology Study Center and the Contract Archaeology Program, as well as teach courses and train students (undergraduate and graduate) in public archaeology (16).
5. That the Dean recognize and act on the need to spare and nurture junior faculty (17).
6. That the Dean give a faculty member three units of assigned time to undertake the necessary review of media holdings and of what is currently available (20).
7. That the Department receive the MacIntoshes that it requested for its computer laboratories (20).
8. That the Department be given adequate student assistant funds to allow its computer laboratories to be supervised for increased student use (20).

Recommendation to the Vice President for Finance

1. That the Vice President for Finance, in setting the Library's budget, attempt to avoid cutting BOTH the Library's power to purchase books AND the mechanism by which it can compensate for reduced holdings: Interlibrary Loan. If books cannot be purchased, they need at least to be borrowed for the students (19).

Recommendations to the Academic Senate

1. That the Bachelor of Arts degree program in Anthropology be approved for another six years, or until the next program review.
2. That the Master of Arts degree program in Anthropology be approved for another six years or until the next program review.
3. That the minor in Anthropology be approved for another six years or until the next program review.

After reviewing thoroughly the attached Academic Program Review Report for the Division of Criminal Justice, prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM FOR
THE DIVISION OF CRIMINAL JUSTICE
SCHOOL OF HEALTH AND HUMAN SERVICES

The Division of Criminal Justice is commended for:

1. its involvement in and dedication to the General Education program at CSUS,
2. its decision to mount an extensive and thorough curriculum revision,
3. its careful analysis of its building a physical plant needs,
4. its thorough analysis of the Forensic Science program,
5. its organization of an alumni association,
6. its commitment to educational equity and affirmative action programs,
7. its willingness to assist the School in solving current budget problems by accepting over-enrollments in many of its courses,
8. its support of the special needs of junior faculty to establish their research activities,
9. its recruitment activities bringing graduate students to its program,
10. its continuous monitoring of the graduate program to assure its currency and quality,
11. its dedicated clerical staff,
12. its establishment of a long range planning committee at the level of a standing committee in the Division,
13. its dedication to the interdisciplinary nature of Criminal Justice by placing a Sociology course in its core,
14. its careful articulation with area community colleges helping to assure a smooth transition for the student,
15. its faculty's willingness to cooperate with each other and the new Chair, increasing the overall morale of the Division.

Recommendations to the Division of Criminal Justice:

1. The Review Team recommends the Division of Criminal Justice consider restructuring its governance model with a goal of streamlining function and efficient use of faculty time. (p. 8)
2. The Review Team recommends that the Division, rather than waiting for students to express interest, actively seek participation of voting student representatives in policy making decisions. (p.9)
3. The Review Team recommends the Division carefully look at the required core courses to reduce duplication. Students might be given choices among related subject matter courses rather than being required to take both. Some might be consolidated along the lines of Dr. Kaci's suggestion for Cr J 160, 161B, and 167. (p. 13)
4. The Review Team recommends the Division consult with those departments who offer elective courses for Cr J majors to assure those courses would be available to Cr J students. (p. 13)
5. The Review Team recommends the Division more clearly define the criteria it uses to decide the appropriateness of the lower and upper division designations. (p. 15)
6. The Review Team recommends that during its current review of the curriculum, the Division reassess the background of the students expected to enroll in its upper division courses and require prerequisite courses where it deems them appropriate. (p.15)
7. The Review Team recommends that during its current review of the curriculum the Division seeks to assure that the prerequisite offerings of other departments are in fact providing the background the Division is expecting. (p. 15)
8. The Review Team recommends that the Division assure a multicultural experience for each of its majors by requiring a course from outside the division as part of the common core. The course need not be the same for all students and in fact students should be able to select the course from a list of recommended courses. (p. 16)
9. The Review Team recommends that the Division during its curriculum review consider, in general, the issue of currency of subject matter in its programs. In particular, consider the development of courses in street gangs, drug law enforcement for the majors, and a practical "police procedures" course suggested by the student. (p. 18)

19. The Review Team recommends that in the event a change in the student evaluation form is deemed necessary by the faculty that the Division include in it a space for written comments by the students. (p. 30)
20. The Review Team recommends the Division review the qualifications and expertise that all part-time instructors are expected to have to teach each class in the curriculum to assure appropriate rigor in the courses and adequate replacement of full time faculty at the time of leaves. (p.32)
21. The Review Team recommends that the Division consider redistributing the points among the criteria on which RTP decisions are based to reflect time and effort on the part of the candidate to fulfill the criterion. (p. 33)
22. The Review Team recommends the Division review the distribution of teaching assignments among the part-time and full-time faculty with a goal of assuring all required core courses and required courses in the concentrations are taught by full-time faculty. (p. 35)
23. The Review Team recommends the Division review the qualifications it seeks in its part-time faculty. These qualifications may differ depending on the educational objectives of the courses. A minimum level of academic preparedness of the Master's degree should be established for all teaching assignments. A minimum level of academic preparedness for non-teaching assignments should be established. (p. 35)
24. The Review Team recommends the Long Range Planning Committee begin to assess the hiring needs of the division and consider converting some of the part-time positions to tenure track to strengthen the programs. (p. 35)
25. The Review Team recommends that the Division continue its efforts to develop a faculty which is as pluralistic as possible seeking in particular to hire women and Hispanics within the curriculum of the Management concentration. (p. 36)
26. The Review Team recommends that, until these hiring goals can be effected, the Division investigates ways to utilize the existing women and faculty who are members of ethnic minority groups throughout the programs. (p. 36)
27. The Review Team recommends that the faculty of the Division take care to become familiar with the operation of the Division office and to inform the office staff of any changes in the routine of the faculty member's schedule. (p. 38)

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10. The Review Team recommends that the Division consider the incorporation of writing requirements in core courses that would assure all students would have a writing experience in the area. Alternatively, the development of an Advanced Studies course for that component of the Cr J major's GE requirement might be considered. An organized effort to include the development of oral communications skills in majors should also be investigated. (p. 18)
11. The Review Team recommends that the Curriculum committee establish policy, to be approved by the Division, regulating the sharing of the burdens of over-enrollment when faculty are asked to take on more students than they are willing.(p. 21)
12. The Review Team recommends the current Forensic Science BS program be phased out and replaced by an alternative. (p.25)
13. The Review Team recommends the Division consider, along with the alternatives described in the ad hoc committee's report, an interdisciplinary approach to forensic science. The new program should assure a strong rooting in Criminal Justice and the Social Sciences while relying on the natural science departments for laboratory skills. (p.25)
14. The Review Team recommends that in whatever form the Forensic Science program takes, Cr J 144 and Cr J 146 be maintained in its curriculum and serologic and DNA-based analyses of non-verbal evidence be expanded. (p.25)
15. The Review Team recommends that the Division seek the advice of an external consultant, perhaps the state director of laboratories, during the developmental phases of the program and that person's evaluation of the program in its final form. (p. 25)
16. The Review Team recommends the Division make sure its proposal to delete the MS in Forensic Science has been forwarded to the appropriate Senate committees and administrative offices. (p.26)
17. The Review Team recommends the Division introduce into its undergraduate electives the kinds of courses it recommends undergraduates should take to prepare for its own graduate program. (p. 27)
18. The Review Team recommends that the Division, perhaps through the curriculum committee, develop a policy on the use of assigned time units in the Division. Such a policy must be approved by the faculty as a whole and would provide compensation in some form for the chairing of graduate committees. The source of those units from the division's programs must be agreed upon as well. (p. 30)

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28. The Review Team recommends that in each class where library work is needed, the faculty review with students the procedures for acquiring volumes for the library. If students find books missing for whatever reason, they should inform the faculty who can then request their acquisition through the usual channels. (p. 39)
29. The Review Team recommends the Division become even more active in developing means of retaining minority groups in its programs. (p. 42)
30. The Review Team recommends that the Division formally consider the inclusion of educational equity activities for RTP considerations of all faculty within the service to the University criterion. (p. 42)
31. The Review Team recommends the Division assures that students are aware of the advising policies of the Division and that procedures to assure each student is advised prior to CAR be established and/or enforced. (p. 43)
32. The Review Team recommends the Division investigate the inclusion of an internship experience as part of the core of all undergraduate programs in the Division. (p. 44)
33. The Review Team recommends that the Division investigate ways to improve access of students to the career advising that occurs in the Division. It might be of value to separate career advising from academic advising. A career day or career week might be held each semester during which alumnus currently employed in the Sacramento area might be invited to speak to students. (p. 44)
34. The Review Team recommends that the Division investigates the renovation of SS-234 at least with regards to the purchase of two computers with power adequate for the work performed by clerical office staff. The intention is to ease the congestion of the cramped space in the Division offices. (p. 48)
35. The Review Team recommends the Division consider holding an off-campus retreat to discuss a five-year plan and a detailed mission and goals statement, and to socialize. The use of a professional facilitator to assist in breaking communications barriers might be considered, too. (p. 53)

Recommendations to the Dean of the School of Health and Human Services:

1. The Review Team recommends that the Dean of Health and Human Services develop a school-wide policy on over-enrollments so all Divisions are aware of each other's contribution to the solving of a school-wide problem. (p. 21)

2. The Review Team recommends that the Schools involved in the restructuring of the Forensic Science program provide support for an external consultant to advise the Division in the reconstruction of the Forensic Science program. (p.25)
3. Since the Review Team understands that the secondary committee for the School's RTP decisions requires each Division in the School to use the same weights for each criterion, we recommend that the School follow the distribution of points as recommended by the Division of Cr J. (p. 34)
4. The Review Team recommends that to alleviate the heavy demands on the current office staff, an additional CA II position be allotted to the Division. (p. 49)
5. The Review Team recommends that because of the type of work that is needed to be accomplished, one of the existing CA II positions be reclassified to CA IV. (p. 49)
6. The Review Team recommends that the Dean of the School of Health and Human Services investigate the management of the School office to improve the communications between the School and the Division. The Team suspects the problem is not unique to the Division of Criminal Justice and if the problem has not surfaced before, in other program reviews, it may mean the other Divisions have come to accept the inefficiency as the norm or not been aware of operations in other Schools on campus. (p. 52)
7. The Review Team recommends the Dean of the School of Health and Human Services seek and provide monies for refreshments, meals, and the salary for a facilitator, if needed, for a Division retreat. (p. 53)

Recommendation to the Dean of the School of Arts and Sciences:

- The Review Team recommends that the Schools involved in the restructuring of the Forensic Science program provide support for an external consultant to advise the Division in the reconstruction of the Forensic Science program. (p.25)

Recommendation to the Vice President of Academic Affairs:

- The Review Team recommends that the Schools involved in the restructuring of the Forensic Science program provide support for an external consultant to advise the Division in the reconstruction of the Forensic Science program. (p.25)

Recommendation to the Vice President for Administration:

The Review Team recommends immediate funding be made available to accomplish the painting of the Division's facilities and that plans for the renovation of rooms to meet the needs of the Division be drawn up. (p. 47)

Recommendations to the University Librarian:

1. The Review Team recommends that the Library begin an inventory of its holdings to become aware of volumes which need to be replaced as a result of loss. (p.39)
2. The Review Team recommends that the Director of the Library investigate the current allocations to campus units to assure they are reflective of the current FTEF, FTES, and graduate enrollments of the unit. (p.39)

Recommendation to the Academic Senate Curriculum and Graduate Policies and Programs Committees:

The Review Team recommends that curriculum review teams routinely obtain data on the distribution of ethnic minorities among the class levels of the Departments being reviewed. (p. 42)

Recommendations to the Academic Senate:

1. The Review Team recommends that the following programs in the Division of Criminal Justice be reapproved for a period of six years or until the next scheduled program review:
The Bachelor of Science Degree in Criminal Justice
The Master of Science Degree in Criminal Justice
The Minor in Criminal Justice

2. The Review Team recommends approval of the Bachelor of Science Degree in Forensic Science in its present form for two years following approval of this recommendation by the Academic Senate. It is understood that at the end of this time, the BS in Forensic Science, as it is currently structured, will no longer be offered. It is also understood that during this time, the Division of Criminal Justice will participate in discussions designed to develop a Forensic Science program which would no longer be housed in the Division. The Division's considerable expertise in this area would continue to contribute to this program regardless of its administrative structure.

**Report of the Program Review Team for the
Ethnic Studies Center, in the
School of Arts and Sciences**

Commendations to the Ethnic Studies Center on:

1. a generally solid and well-conceived curriculum;
2. a generally dedicated faculty, many of whom are highly active and effective in their work in both the University and the community, and one of whom, David Covin, this year gave a Livingston Lecture address on race in the United States that many on campus considered a high point of the year;
3. a great and effective expenditure of effort over the years to recruit, retain and graduate underrepresented students;
4. a great deal of outreach activity to local ethnic communities;
5. positive and congenial relationships among its diverse programs and faculty, rather than competition;
6. strong, thoughtful and energetic leadership by the Center's Coordinator, Otis Scott;
7. successful efforts at growth that bring its multicultural perspectives to more and more segments of the University, as in the recently-instituted General Education requirements in Race and Ethnicity, and the Beyond the Canon project;
8. its ability to do a great deal of good work with ever-shrinking resources;
9. a new Ethnic Studies Student Association that is testimony to the enthusiasm of its students.

Recommendations to the Ethnic Studies Center

1. That the Dean and the Center Coordinator confer on what will be entailed in changing the unit's designation from Center to Department, and implement the change as soon as possible (6).
2. That the ESC develop a system of reporting and documenting its community service, in order both to facilitate fair and accurate peer review and to make these activities known to the campus and community (7).
3. That the Center's faculty confer on the issue of rotating the duties of Coordinator more frequently among its members (10).
4. That the ESC explore ways to increase the course offerings in Asian American and Native American Studies through existing CSUS faculty (12).
5. That the ESC work toward developing and implementing a plan to make the structure of the Native American course offerings parallel that of the other three

- programs. Until then, the ESC should offer clarification in the Catalogue on this program's unique placement in the lower division. (12).
6. That the ESC devise some more formal system of prerequisites and sequence to guide students in planning their coursework (13).
7. That the ESC construct a plan for the development of a Master's Degree in "Ethnic Studies and Public Policy" (15).
8. That the ESC confer on those courses rarely offered (ES 52, 120, 175, 196), to determine whether and how they might be offered, or whether they should be dropped (15).
9. That the ESC confer, as a matter of the highest priority, on the issue of grade inflation; that it devise, in consultation with the Associate Vice President for Academic Affairs, a specific plan for reducing the inflation, by the end of the Fall semester of 1993; that it submit a report on implementation of the plan, and progress made, to the Joint Committees by the end of the 1994-95 academic year (17).
10. That the ESC encourage more widespread scholarly activity among its faculty, so that the scholarly aspects of the discipline more clearly and consistently inform faculty work in the areas of both teaching and outreach (19).
11. That the faculty of the ESC confer on and adopt a standardized format for vitae that offers both a concise overview of work and a system for grouping work into categories that provide an easily intelligible indication of its type, scope and significance (19).
12. That the ESC make every effort to increase the number of women on its faculty (20).
13. That the Dean confer with the ESC on the feasibility of reassigning to that unit any joint-appointment faculty with an interest in teaching full-time there, and move to implement the plan where possible (20).
14. That faculty who teach in Ethnic Studies without having been trained in that discipline be encouraged to seek faculty development funds in order to enhance their knowledge of the discipline (21).
15. That the ESC take whatever measures are necessary to obtain a substantial number of responses to the Student Questionnaire during the next review cycle (23).
16. That the ESC investigate the possibilities for articulation agreements with community colleges and high schools for its one lower-division course requirement, ES 11 (23).

17. That the Dean confer with the ESC on how to finance the most essential equipment for the unit, in particular one additional typewriter, two new personal computers at a minimum, but preferably five—one for each Program Director and one for clerical support—and one up-to-date copy or duplicating machine (24).

Recommendation to the Joint Committees (Curriculum Committee, Graduate Policies and Program)

1. That the Joint Committees not allow another review cycle to pass without action on the problem of grade inflation in the ESC; that, if the report to be submitted by the ESC to the Joint Committees by the end of the 1994-95 academic year shows inadequate progress toward solving the problem of ten years' standing, the Joint Committees devise, in consultation with the Chair of the Academic Senate and the Associate Vice President for Academic Affairs, appropriate sanctions—such as a shortened interval between Program Reviews, or a formal recommendation to the next review team of conditional approval of the program (17).

Recommendations to the Dean of Arts and Sciences

1. that the Dean and the Center Coordinator confer on what will be entailed in changing the unit's designation from Center to Department, and implement the change as soon as possible (6).
2. that the School adopt as a high priority the addition of two new faculty positions in the ESC as soon as resources permit—one each in Asian American and Native American Studies (12).
3. That the Dean of Arts and Sciences and the Vice President for Academic Affairs reaffirm their commitment to supporting the Ethnic Studies major during this current phase of institution-wide priority setting (14).
4. That the Dean of Arts and Sciences, the Dean of General Education, and the Vice President for Academic Affairs should consult broadly with all parties concerned in the event that the question of realignment of programs among schools should arise in the current phase of priority setting (14).
5. That the Dean confer with the ESC on the feasibility of reassigning to that unit any joint-appointment faculty with an interest in teaching full-time there, and move to implement the plan where possible (20).
6. That the School make every effort to provide the ESC with more office space until such time as the unit can be moved to larger quarters (24).

7. That the Dean confer with the ESC on how to finance the most essential equipment for the unit, in particular one additional typewriter, two new personal computers at a minimum, but preferably five—one for each Program Director and one for clerical support—and one up-to-date copy or duplicating machine (24).
8. That the Dean allocate funds for a full-time Clerical Assistant for the ESC (25).

Recommendation to the Dean of General Education

1. That the Dean of Arts and Sciences, the Dean of General Education, and the Vice President for Academic Affairs should consult broadly with all parties concerned in the event that the question of realignment of programs among schools should arise in the current phase of priority setting (14).

Recommendation to the Associate Vice President for Academic Affairs

1. That the ESC confer, as a matter of the highest priority, on the issue of grade inflation; that it devise, in consultation with the Associate Vice President for Academic Affairs, a specific plan for reducing the inflation, by the end of the Fall semester of 1993; that it submit a report on implementation of the plan, and progress made, to the Joint Committees by the end of the 1994-95 academic year (17).
 2. That the Joint Committees not allow another review cycle to pass without action on the problem of grade inflation in the ESC; that, if the report to be submitted by the ESC to the Joint Committees by the end of the 1994-95 academic year shows inadequate progress toward solving the problem of ten years' standing, the Joint Committees devise, in consultation with the Chair of the Academic Senate and the Associate Vice President for Academic Affairs, appropriate sanctions—such as a shortened interval between Program Reviews, or a formal recommendation to the next review team of conditional approval of the program (17).
- Recommendations to the Vice President for Academic Affairs
1. That the Dean of Arts and Sciences and the Vice President for Academic Affairs reaffirm their commitment to supporting the Ethnic Studies major during this current phase of institution-wide priority setting (14).
 2. That the Dean of Arts and Sciences, the Dean of General Education, and the Vice President for Academic Affairs should consult broadly with all parties concerned in the event that the question of realignment of programs among schools should arise in the current phase of priority setting (13).

3. That the ESC confer, as a matter of the highest priority, on the issue of grade inflation: that it devise, in consultation with the Associate Vice President for Academic Affairs, a specific plan for reducing the inflation, by the end of the Fall semester of 1993; that it submit a report on implementation of the plan, and progress made, to the Joint Committees by the end of the 1994-95 academic year (17).

Recommendation to the Chair of the Academic Senate

1. That the Joint Committees not allow another review cycle to pass without action on the problem of grade inflation in the ESC; that, if the report to be submitted by the ESC to the Joint Committees by the end of the 1994-95 academic year shows inadequate progress toward solving the problem of ten years' standing, the Joint Committees devise, in consultation with the Chair of the Academic Senate and the Associate Vice President for Academic Affairs, appropriate sanctions—such as a shortened interval between Program Reviews, or a formal recommendation to the next review team of conditional approval of the program (17).

Recommendations to the Academic Senate

1. That the Bachelor of Arts degree program in Ethnic Studies be approved for another six years, or until the next program review.
2. That the minor in Ethnic Studies be approved for another six years or until the next program review.



California State University, Sacramento
SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

DATE: December 2, 1992

TO: Mahlon Heller, Chair
Graduate Policies and Programs Committee

FROM: Herbert Blake, Chair *HB*
Fiscal Affairs Committee

SUBJECT: Learning Handicapped Specialist Credential/Severely
Handicapped Specialist Credential

=====

On December 1, 1992, the Fiscal Affairs Committee approved the attached fiscal impact evaluation for the Learning Handicapped Specialist Credential/Severely Handicapped Specialist Credential.

If you have any questions, please call me at x6459.

HB/CD
Attachment

cc: Jolene Koester, Associate Vice President for
Academic Affairs
Jack Mrowka, Chair, Curriculum Committee
Charlotte Cook, Chair, Academic Senate



California State University, Sacramento
SACRAMENTO, CALIFORNIA 95819-6018

RESEARCH & GRADUATE STUDIES
278-7467, FAX 278-4163

APR 19 1993
Academy
CCS
SACRAMENTO, CALIFORNIA 95819-6018

MEMORANDUM

16 March, 1993

To: Charlotte Cook, Chair,
Academic Senate

From: Mahlon Heller, Chair *M. Heller*
Graduate Policies and Programs Committee

Re: Transmittal of Recommendation: Program revision - *Learning Handicapped Specialist*.

At its regularly scheduled meeting of 22 February, 1993, the Graduate Policies and Programs Committee passed a resolution recommending approval to the Academic Senate of the Program Revision Proposal in *Learning Handicapped Specialist*. We felt that the changes were appropriate. However, we also urge that the appropriate units be granted to the program coordinator for the significant burden imposed by administering the program. We were also concerned about the question of interdisciplinary cooperation which arises naturally in the context of the discussion of this program. In discussion in our committee, we learned from Academic Senate Chair, Charlotte Cook, that private discussions had resulted in a tentative agreement towards developing an interdisciplinary seminar. We applaud this as a positive step towards greater interdisciplinary cooperation. As a result, we attached to our approval the additional request that plans (or at least a progress report) for such a seminar be forwarded to the GPPC by the end of this semester.

cc: Vice President Burger
Associate Vice President Koester
Associate Vice President Rogers



Fiscal Affairs Committee

Report on Learning Handicapped Specialist Credential/Severely Handicapped Specialist Credential

OFFICE OF ACADEMIC AFFAIRS

PROGRAM CHANGE PROPOSED

This substantive change proposal results from the Commission on Teacher Credentialing (CTC) redefining "...the training context for persons interested in teaching students with serious emotional disturbance (SED)." Students previously earned the Severely Handicapped Specialist (SHS) Credential, and now they can pursue SED authorization within the Learning Handicapped Specialist (LHS) Credential Program. The proposal, in short, allows LHS candidates to earn SED authorization by completing the proposed SED sequence.

ANALYSIS

Two new courses, EDS 276 (planned for Spring 1993) and EDS 277 (Fall 1993), have been created for the SED sequence, and EDS 472 (the student teaching experience) has been extended to a new EDS 472E. The student teaching experience associated with the new sequence adds no cost to the operations of the Department of Special Education, Rehabilitation and School Psychology. This is so because student teachers will simply be dealing with a different handicapped population in the new sequence. In short, students for EDS 472E will come initially from the existing student population and will complete EDS 472E rather than EDS 472.

Even though EDS 276 and 277 add six WTUS per academic year, the "...Department recognizes that the cost (of the WTUS) will have to be borne by the Department." In a fashion similar to 472E, student support for 276 and 277 will come initially from the existing student population. And the Department has acknowledged that the .2 FTEF per academic year generated by these two new courses will be staffed initially by the existing faculty complement.

CONCLUSION

This new SED sequence does require an additional .2 FTEF per academic year, so there is some fiscal impact. And should the SED program expand by increased student demand, additional faculty resources may become necessary.

12/1/92
.fis

M E M O R A N D U M

October 22, 1992

TO: Steve Gregorich, Dean
School of Education

FROM: *Solene Koeester*
Solene Koeester
Associate Vice President
for Academic Affairs

SUBJECT: Program Proposal - Learning Handicapped Specialist Credential/
Severely Handicapped Specialist Credential

This is to acknowledge receipt of the program proposal for the Learning Handicapped Specialist Credential/Severely Handicapped Specialist Credential. I have referred the proposal to Associate Vice President Rogers and the Fiscal Affairs Committee for review and recommendation.

cc: Vice President Mary Burger
Dr. Robert Rogers, Associate Vice President for Research & Graduate Studies
Dr. Charlotte Cook, Chair, Academic Senate
Dr. Mahlon Heller, Chair, Graduate Policies and Programs Committee
Dr. Herb Blake, Chair, Fiscal Affairs Committee
Dr. Michael Lewis, Chair, Special Education & Rehabilitation

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Program Change Proposal

Academic Unit: Dept. of Spec. Ed., Rehab., and Sch. Psych. Date of Submission to School Dean: 9/23/92
Requested Effective Fall Spring X, 19 93
Name of Faculty Contact Person, if not Department Chair: Michael John Lewis

Type of Program Change:

- Modification in Existing Program
- Substantive Change Form C
- Non Substantive Change Form B
- Deletion of Existing Program Form D
- Initiation (Projection) of New Program onto Master Plan Form E
- New Degree Programs Form F
- Addition of New Minor, Concentration, Option, Specialization, Emphasis Form G
- Addition of New Certificate Program Form H

Required forms attached:

1. Name of Academic Unit Submitting Proposal: SRS
Name of contact Person: Michael John Lewis
2. Full title of degree program to be changed: Learning Handicapped Specialist Credential/Severely Handicapped Specialist Credential
3. Purpose of the Change:
Refer to attached proposal
4. Need for the Change:
Refer to attached proposal
5. Programmatic or fiscal impact on other academic units' programs: None
6. Side by side comparison of old program requirements and new program requirements as they will be presented in the University Catalog.

Briefly describe the change requested and the justification for the change:

The Commission on Teacher Credentialing (CTC) has redefined the training context for persons interested in teaching students with serious emotional disturbance (SED). Previously, students earned the Severely Handicapped Specialist (SH) Credential. Now they may pursue an SED authorization as part of their training within the Learning Handicapped Specialist (LH) Credential Program. This proposal addresses the CTC program guidelines for the SED authorization within the LH Credential. When approved CTC, LH candidates who complete the SED sequence would earn the SED authorization.

Approvals:

Department Chair: Michael John Lewis Date: 10/20/93
School Dean: Steve P. Mueggen Date: 10/21/92
University Committee: Date:

New Catalog Copy

Authorization to Teach Students with Serious Emotional Disturbance (SED)

Service to SED students is authorized by the Severely Handicapped (SH) Specialist Credential or by the Learning Handicapped (LH) Specialist Credentials if the holder of the LH Credential has completed a state-approved SED sequence. The SED sequence at CSUS follows:

- Level I (3 units)
- EDS 276 Education of Students with Serious Emotional and Behavioral Disorders
- Level II (13 units, 10 units of student teaching)
- *EDS 277 Advanced Seminar in Special Education (SED)
- *EDS 472E Student Teaching II (SED Section)
- *Students must concurrently enroll for these courses.

These courses may be completed concurrently with the LH or SH Credential program. Those pursuing the SH Credential are encouraged to complete the sequence in order to be well prepared to serve SED students. Students interested in the SED sequence must contact the Department Office (ED 437) for advisement prior to any course registration.

**COURSE INITIATIONS
for SERIOUS EMOTIONAL DISTURBANCE Coursework
in Special Education**

7c. Indicate according to the questions below the resources needed to implement the program change.

Course	Course Classific.	Units	Sections Added (+) Sections Deleted (-)		Enrollment Per Section		Staffing +/- WTU's		+/- FTE
			F	S	F	S	F	S	
276	C 5	3		+1	15		3		.2
277	C 5	3	+1		15		3		.2
472E	S 25	10		See 7b	5-10		See 7b		
NET			1	1	20-25	15	3	3	.2

7b. How will the above changes in FTEF and wtu's be accommodated?

The courses proposed for this program add six weighted teaching units in this Department, **PER ACAD. YEAR**. The Department hopes to offer EDS 276 in Spring 1993, and EDS 277 with the accompanying student teaching in Fall 1993. The cost of EDS 276 and 277 has been factored into this Department's budget during the budget planning process within the School of Education in Summer 1992. The student teaching associated with this sequence adds no cost to the operations of this Department. Students electing EDS 472E will complete this student teaching experience in place of their second semester Learning Handicapped Student Teaching, EDS 472. Thus, the number of students actually enrolling in student teaching classified at S25 - is not affected by this proposal. In summary, the proposal adds six WTU's to the academic year offerings to this Department. The Department recognizes that the cost will have to be borne by the Department.

7c. What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed? Estimate the cost and indicate how these resources needs will be accommodated.

None.

(Handwritten notes in a circle):
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 EQUIPMENT.

Recommended by the SED Subcommittee 5/1/92
 Recommended by the Department Faculty 8/21/92

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
 School of Education
 Department of Special Education, Rehabilitation,
 and School Psychology
 Fall, 1992

Introduction

The California Commission on Teacher Credentialing is seeking to qualify individuals to serve in classrooms where the primary disability is serious emotional disturbance (SED). This option in the coursework sequence for a CSUS specifically to provide special education teachers with serious emotional disturbance

Background

Currently, teachers in California holding either a Severely Handicapped (SH) credential may serve in classrooms where a number of students with mild learning issues (e.g., learning disabilities) do not necessarily have the severe behavior "challenges" nor do they have health agency policies, procedures and service

Likewise it has been argued that teachers with students with severe disabilities (e.g., profound impairments, autism, etc.) do not necessarily meet the academic and emotional support needs of students with emotional disabilities. Additionally, teachers are unfamiliar with the full range of options for students and not aware of the complexities in collaboration for serving this sub-population of

"seriously emotionally disturbed" and other handicapped students. The new requirements scheduled for the 1991 academic year but later revised to provide sufficient time for institutions to implement approved preparation programs.

The CSUS Proposal

In response, the special education faculty is proposing to implement a new program strand designed specifically for individuals interested in teaching students with serious emotional disturbance and other behavior disorders. The newly developed strand is designed to serve the needs of three groups of individuals:

- 1) currently enrolled students (LH, SH, MS/LH,MS/SH) who wish to receive CSUS endorsement in Serious Emotional Disturbance and elect to:
 - a) engage in coursework specific to serious emotional disturbance, and
 - b) complete at a minimum one 12+ week student teaching experience in an approved setting which serves students with serious emotional disturbance
- 2) students currently holding a valid California LH or SH credential who wish to receive CSUS endorsement in Serious Emotional Disturbance and:
 - a) engage in coursework specific to serious emotional disturbance, and
 - b) complete at a minimum one 12+ week student teaching experience in an approved setting which serves students with serious emotional disturbance
- 3) students interested in gaining further knowledge on the topic of emotional disturbance who do not seek to receive the CSUS endorsement in Serious Emotional Disturbance. These individuals may enroll in coursework which is does not require concurrent enrollment in a specially designed student teaching experience in emotional disturbance.

Components of the Proposed CSUS SED Certificate Program

The components of the proposed CSUS Certificate Program in Serious Emotional Disturbance have two levels:

Level I (3 units)

EDS 276 Education of Students with Serious Emotional and Behavioral Disorders

Level II (13 units, 10 units of student teaching)

*EDS 277 Advanced Seminar in Special Education (SED)

*EDS 472E Student Teaching II (SED Section)

* Students must concurrently enroll for these courses

For currently enrolled students the SED strand has been designed to dovetail with our already existing programs (i.e., Learning Handicapped (LH), Severely Handicapped (SH), Joint (MS/LH) or Combined (MS/SH)). For individuals already holding a valid California LH or SH credential, the SED strand is designed as an "add-on" option. Additionally, students enrolled in a Masters program may elect to engage in the EDS 276 Education of Students with Serious Emotional and Behavioral Disorders as part of their academic program without completing the full strand. The addition of the new coursework strand in serious emotional disturbance may be conceptualized as part of a long-term plan for integrating a number of coursework strands of concentration within the standing academic Master's program for special education.

The following section summarizes the configuration of existing credential programs in special education. It provides an example to show how the components of the proposed SED Certificate Program dovetail with the existing LH credential program and describes the steps necessary for completion of the SED strand. The next section includes the course outlines for the proposed SED strand for the Department of Special Education, Rehabilitation and School Psychology at CSUS.

The Configuration of Existing Credential Programs
 Under the current design, the Learning Handicapped Credential program at CSUS is a 42 unit program consisting of four levels. Levels I, II and III include coursework related to legal requirements, foundations, assessment, methods, behavior management, an elective, skills for working with a multicultural population, and a supervised clinical student teaching experience. Level IV consists of a consultation skills course and a second supervised student teaching experience. The Severely Handicapped Credential program is similarly designed as a 45 unit program with four levels and two student teaching experiences. The MS/LH (joint) and MS/SH (combined) programs are longer. They infuse Multiple Subjects components with special education credential components. Each has three phases of student teaching experience: 1) an initial special education/regular education experience, 2) regular education student teaching, and 3) a final special education student teaching experience.

The Components of the SED Certificate Program Dovetailed with the Current Learning Handicapped Credential Program

• EDS 200 (263.8)	Philosophic Foundations: LH & SH	(3 Units)
• EDS 201 (265.1)	Legal Aspects: LH & SH	(3 Units)
• EDS 202 (265.2)	Consultation Skills for Special Education	(3 Units)
• EDS 271 (266.2)	Assessment: LH	(3 Units)
• EDS 272 (266.3)	Methods 1: LH	(3 Units)
• EDS 273 (266.4)	Methods 2: LH	(3 Units)
• EDS 274 (266.1)	Behavior Management: LH	(3 Units)
• EDS _____	Elective	(3 Units)
• EDS 470 (466.1)	Student Teaching I: LH	(5 Units)
• EDS 275 (263.0)	Seminar in Special Education: LH multicultural emphasis	(3 Units)
• Serious Emotional Disturbance Strand Level I		
• EDS 276	Education of Students with Serious Emotional and Behavioral Disorders	(3 Units)
• Serious Emotional Disturbance Strand Level II		
• EDS 472E	Student Teaching II (Section E, SED)	(10 Units)
• EDS 277	Advanced Seminar in Special Education (SED)	(3 Units)
	Total	(48 Units)

Content Coverage within the Learning Handicapped Program

The Learning Handicapped Credential Program includes content coverage of the historical, legal and theoretical foundations of special education with a heavy emphasis on differences in values and behavior across cultures. Coursework related to assessment addresses the subjective nature of many of our current definitions and eligibility requirements in special education and the validity of many of our formal measures. Emphasis is placed on both standardized and curriculum-based measures with sensitivity to the cultural aspects of both formal and informal assessments. Students take coursework in methods which focus on cooperative and metacognitive strategies for learning and specific academic areas. In the behavior management course, students become familiar with a variety of approaches to classroom management (e.g., token economies, life space interviewing, self-control curriculum, assertive discipline, contracting, etc.). The consultation skills course focuses on collaborative approaches with heavy emphasis on consulting skills in working with students, family members, co-workers and classroom aides. In the final phases of the program, students are required to demonstrate instructional and consultation skills in both simulated and student teaching settings.

Steps for Completing the SED Certificate Program

First, a currently enrolled student will be required to apply for the SED option. Acceptance into the program strand will be contingent upon successful completion of initial student teaching requirements, advisor recommendation and Area Group approval. The student will be required to complete all coursework components (in the program of enrollment) except for the final semester of student teaching. Students selecting the SED option will also be required to complete one course (EDS 276 Ed of Students with Serious Emotional and Behavioral Disorders) before enrolling in the SED student teaching option (EDS 472E) and concurrently enrolling in an advanced seminar specifically designed for persons seeking the CSUS endorsement in Serious Emotional Disturbance (EDS 277 Advanced Seminar (SED)).

For individuals who already hold an LH or SH credential, the full strand (2 courses plus a student teaching experience in an approved SED setting) will be required. Individuals who currently hold appropriate credentials for serving seriously emotionally disturbed students cannot be required to complete the strand for CTC credentialing purposes, however they will be encouraged to participate for professional growth and for CSUS endorsement.

Students who are not interested in seeking the CSUS endorsement in Serious Emotional Disturbance may enroll in EDS 276 Education of Students with Serious Emotional and Behavioral Disorders either as an elective or for professional growth, but students will not be allowed to enroll in EDS 277 Advanced Seminar in Special Education (SED) without concurrently enrolling in the SED student teaching option (EDS 472-SED Section).

As envisioned, the SED certificate program will be coordinated by a full or part-time faculty member elected by the area group. The coordinator will be responsible for developing admissions and other procedures as well as potential sites for student teaching to be approved by the area group.

Course Initiation

1. Department and Course Number
EDS 276
2. Course Title
Education of Students with Serious Emotional and Behavioral Disorders
3. Unit Value
(3 units)
4. Frequency of Offerings
Once in Fall or Spring; Summer optional
5. Catalog Description
This course examines current issues in serving students with emotional and behavioral disorders. Activities include review of selected literature; visitations; and presentations by parents, Mental Health representatives and/or other service providers. Students are required to participate in class discussions, demonstrate knowledge of selected topics and respond to case studies.

6. Rationale

- a) Need
This course is developed to cover issues specific to service delivery for students with serious emotional disturbance. The rationale for its inclusion in a new strand of coursework is based on the commitment of the School and the Department to broaden the offerings in the special education area and to provide adequate training for potential teachers of students with serious emotional and behavioral issues in a Commission-approved program for SED.
- b) Sequence
This course is designed to be included in the final stage of special education credential programs for enrolled students seeking CSUS certification in Serious Emotional Disturbance. The newly developed SED strand is required for teachers with LH credentials who do not have documentation of one year or more teaching experience in special classes in which the primary disability was serious emotionally disturbed and favorable evaluation or recommendation by the local employing agency (See Attachment B: Revised Title 5 Regulations, for Seriously Emotionally Disturbed). The course is also available for individuals enrolled in a Masters program and those seeking professional growth who may already hold valid California credentials.
- c) Staffing
This course should be taught as an introductory seminar by a full-time faculty member or approved part-time faculty member with expertise and experience in working with students with serious emotional disturbance. A staffing ratio of 1:25 is recommended.

d) Relationship to Existing Coursework

This course is being proposed as part of a new strand which expands upon preliminary coverage of this topic as included in other coursework.

e) Relationship with Departmental Mission

This course is compatible with the mission of the Department and is congruent with the goals for the School of Education.

7. Prerequisites

Prerequisites are: a) completion of all components within an approved special education program credential program at CSUS except the final student teaching experience; or b) holding of a valid California LH or SH credential.

EDS 200 Foundations
EDS 201 Legal Aspects
EDS 202 Consultation Skills
EDS 271 Assessment of Pupils in LH Programs
EDS 272 LH Methods I
EDS 273 LH Methods II
EDS 274 Behavior Management
Elective
EDS 275 Seminar in Special Education (LH)
EDS 470 Student Teaching I (LH)

8. Objectives

- a) To identify and discuss issues related to the identification, labeling, assessment to students with serious emotional disturbance from varying cultural, ethnic and social backgrounds.
- b) To identify appropriate placement options, procedures for individualized program development, strategies for family involvement in educational programming, interventions based on best practice for students with serious emotional and behavioral issues.
- c) To identify and describe the role of families, mental health professionals and other non-school personnel in the provision of support to students with serious emotional and behavior disorders.
- d) To analyze selected case studies of students with serious emotional disturbance and develop recommendations for placement and programming.
- e) To develop a "shared vision" for community based services through knowledge of programs and services provided through public and non-public schools, the Department of Mental Health, Juvenile Justice Services and other appropriate service providers.

EDS 276 Education of Students with Serious Emotional Disorders Proposed Content Outline

- I. An Overview of Major Issues for Families, Schools and Agencies in Defining/Serving SED Students:
 - The Need for Collaborative Approaches to Coordinated Interagency Services
- II. Philosophical Issues
 - A. CSUS Statement on Full Inclusion
 - B. Issues in Defining Normal and Deviant Behavior
 - C. Philosophical Approaches
 - D. Labeling, Placement and Service Coordination Issues
- III. Definitional Issues
 - A. Serious Emotional Disturbance
 - B. Social Maladjustment
 - C. Related Behavior Disorders
- IV. An Overview of Historical Perspectives and Programs for Disturbed Children
- V. Parental Perspectives
 - A. Families as a Social System
 - B. Family/School and Agency Issues in Defining/Serving SED Students
 - C. Families and Multicultural Perspectives
- VI. Characteristics of Serious Emotional and Behavioral Disorders
 - A. Education and Mental Health: Agency Perspectives
 - B. Patients of Emotional Disturbance and Related Behavioral Disorders
 - Internalizing - social withdrawal, depression, inadequacy, anxiety
 - Externalizing - hyperactivity, rule-breaking, aggression, delinquency
 - C. Related Disorders - Autism and Pervasive Developmental Disorders
 - D. Prevalence
- VII. Systems of Service Delivery
 - A. LRE and the Continuum of Service Options
 - B. A Look at Current Practice
- VIII. Assessment and Classification
 - A. Assumptions and Procedures
 - B. Standardized Measures
 - C. Observational Measures
 - D. Multicultural and Language Difference Issues
- IX. Developing Individualized Education/Transition Plans for SED Students
 - A. Meeting Legal Requirements
 - B. Assessing Long-term Outcomes
 - C. Strategies for Prevention of SED
- X. Strategies for Working with a Range of Behaviors in SED Students
 - A. Working with Hyperactive Behavior
 - B. Working with Social Withdrawal, Depression and Suicidal Behavior
 - C. Working with Aggressive Behavior
 - D. Working with Psychotic Behavior
 - E. Working with Rule-breaking, Delinquent and Gang Behavior
- XI. Prevailing Issues and Future Challenges
 - A. Diversity and Cultural Expectations
 - B. Medication and Related Issues in Treatment
 - C. Training, Credentialing and Hiring Issues for Service Providers
 - D. Job Selection and Advocacy for Program Quality
 - E. Self-Renewal & Burnout Prevention for Families and Teachers of SED Students

10. Minimum University Facilities

- a) This course has been designed as a seminar to cover issues in serving students with serious emotional disturbance. Ideally, it should be offered in a small wheel-chair accessible classroom with comfortable chairs and large moveable tables. An overhead projector with screen are not absolutely required but would be desirable.

11. Required Student Materials

- a) This course will require at least one text on the topic of emotional disturbance and may include reading of selected articles from current literature (e.g. Exceptional Children, Behavior Disorders) available in the library.

12. Suggested Textbooks or References

- The instructor of record will choose appropriate texts and selected readings by semester. Recommendations include:
- Coleman, M.C. (1992). *Behavior disorders: Theory and practice (2nd ed.)*. Boston: Allyn & Bacon.
- Paul, J. L., & Epanchin, B. C. (1991). *Educating emotionally disturbed children: Theories and practices for teachers (2nd ed.)*. New York: Merrill.
- Rosenberg, M., Wilson, R., Maheady, L., & Sindelar, P. (1992). *Educating students with behavior disorders*. Boston: Allyn & Bacon.

13. Instructional Activities

- The course will include class discussion, lecture, guest and student presentations.

14. Student Evaluation

- The students will be evaluated on attendance/participation, position papers, and class presentations.