



Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: Education		Department Chair: Bruce Ostertag	
Type of Course Proposal: New__ Change <input checked="" type="checkbox"/> Deletion __		Date: March 15, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <input checked="" type="checkbox"/>		For Catalog Copy: Yes ___ No <input checked="" type="checkbox"/>	CCE: Yes <input checked="" type="checkbox"/> No ___
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring ___ 2006__	
Prefix &No. EDS 280	Title: Foundations of Adult Learning Disabilities	Units: 2.0	

Change to:

Prefix &No. EDS 280	Title: Foundational Elements of Adult Learning Disability Intervention	Units: 2.0
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JUSTIFICATION:

Limited graduate coursework exists for training that covers adults with learning disabilities (LD) and the need for collaboration. Professional training is critically needed to meet the complex social, emotional and psychological issues of adults with LD. This class will incorporate key aspects from two previous courses to provide the framework and basic foundational underpinnings for other courses offered in the Certificate Program in Adult Learning Disabilities. This combined content will provide an opportunity to expand the understanding of the unique disability-related personal issues of the adult with LD.

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

Explore and analyze the most common social, emotional and psychological problems of adults with learning disabilities (LD) impacting cognition and learning. Topics include: current definitions, characteristics of learning disabilities (LD), the impact of dual diagnosis, and the collaborative role of the LD specialist regarding issues of professional conduct, ethics, and legality. Differences will be examined between LD and other disability categories such as Attention Deficit Disorder (ADD), Acquired Brain Injury (ABI), Developmentally Delayed Learners (DDL), etc.

Note:	
Prerequisite:	
Corequisite:	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit ___	Instructor Approval? Yes ___ No <input checked="" type="checkbox"/>
Course Classification: 04	Title for SIS+ (not more than 25 characters) FDTNL ELMTS OF ALD INTRVTN
Cross Listed? Yes ___ No <input checked="" type="checkbox"/>	If yes, with what course:
How Many Times Can This Course be Taken for Credit? Once	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

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>

Upon completion, participants will be able to:

1. Operationally define adult learning disabilities and list the characteristics that identify adults with LD.
2. Define and describe the most common social, emotional and psychological difficulties of adults with learning disabilities (LD).
3. Compare and contrast the symptoms of other disorders with the characteristic symptoms of learning disabilities.
4. Analyze and discuss recent neurobiological, genetic and cognitive learning theories as they relate to learning disabilities.
5. Identify appropriate campus and community referral sources.
6. Demonstrate knowledge of collaboration skills with programs on and off the college campus.
7. Define and examine the collaborative role of the LD specialist focusing on professional functions and boundaries regarding ethical behavior and legal standards.

**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:

Participants’ progress will be assessed through:

- Exams
- Participant presentations
- Written papers (several one-two pages double-spaced, typed, 12 pt. font)
- Attendance/Participation
- Research paper (6-10 pages double-spaced, typed 12 pt. font)

For whom is this course being developed?

Majors in the Dept___ Majors of other Depts___ Minors in the Dept___ General Education___ Other X___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X-Certificate_ No___

If yes, identify program(s): Adult Learning Disabilities Certificate of Academic Achievement

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 X___

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:	
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 Jerri McAtee, at zip 6016. An electronic copy must also be sent to mcateeji@csus.edu.

RECOMMENDED COURSE READINGS for
EDS 280 “Foundational Elements of Adult Learning Disability Intervention”

Key publications and resources include:

American Psychiatric Association. (2000). *Diagnostic Criteria from DSM-IV*. Washington, D.C.: American Psychiatric Association.

Bradley, R., Danielson, L., & Hallahan, D.P. (Eds.) (2002). *Identification of learning disabilities: Research to practice*. Mahwah, NJ: Lawrence Earlbaum Associates.

California Community Colleges Chancellor’s Office, Krull, M. & Colvey, K. (Eds.) (2002 Revision). *The Learning Disabilities Eligibility Model: Introduction and Overview, California Assessment Systems for Adults with Learning Disabilities*, Sacramento, CA: Author.

Christopher, Chase, Rosen, & Sherman, editors. (1996). *Developmental Dyslexia: Neural, Cognitive, and Genetic Mechanisms*. Baltimore: York Press.

Lerner, J. W. (2002). *Learning Disabilities: Theories, Diagnosis, and Teaching Strategies*. (8th ed.). Boston: Brooks/Cole Publishing Company.

Mellard, Daryl. (2001). *Ensuring Appropriate Accommodations for Students with Disabilities*. Lawrence: University of Kansas—Center for Research on Learning, Division of Adult Studies.

Mull, C., Sitlington, P.L., & Alper, S. (2001). Postsecondary education for students with learning disabilities: A synthesis of the literature. *Exceptional Children*, 68, 97-118.

Rodis, P., Garrod, A., & Boscardin, M. L. (2001). *Learning Disabilities and Life Stories*. Boston: Allyn and Bacon Publishing Co.

Wren, Carol. (2000). *Hanging by a Twig, Understanding and Counseling Adults with Learning Disabilities and ADD*. (With therapeutic commentary by Jay Einhorn) New York: W. W. Norton.

Journals:

- Journal of Learning Disabilities
- Learning Disabilities Research & Practice
- Learning Disability Quarterly
- LD Forum
- LD Online
- Perspectives—The International Dyslexia Association publication

ACTIVITIES:

Participants will expand their understanding through:

- Class discussion
- Lecture
- Guest presentation
- Participant presentations