



# Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

<b>Academic Unit:</b> Education		<b>Department Chair:</b> Bruce Ostertag	
<b>Type of Course Proposal:</b>  New__ Change_X_ Deletion __		<b>Date:</b> March 15, 2006	
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u></b>		<b>For Catalog Copy: Yes__ No_X_</b>	<b>CCE: Yes_X_ No__</b>
		<b>Semester Effective: Fall_X_ Spring__ 2006__</b>	
<b>Prefix &amp;No.</b> EDS 285	<b>Title:</b> Strategies to Enhance Academic Skills for Adults with Learning Disabilities	<b>Units:</b> 5.0	

Change to:

<b>Prefix &amp;No.</b> EDS 285	<b>Title:</b> Strategies to Enhance Academic Skills for Adults with Learning Disabilities	<b>Units:</b> 3.0
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## JUSTIFICATION:

Limited graduate coursework is available for professional training in the areas of compensatory learning strategies in reading, writing, spelling, math, academic study skills and the use of assistive technologies to support adults with learning disabilities. This course is vital in preparation for meeting the varied demands of the diverse population of adult with learning disabilities. A variety of technologies and compensatory strategies to enhance teaching that promote learning opportunities and skill building for life-long learning for adults with learning disabilities will be explored.

## 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

For adults with learning disabilities (LD), compensatory learning strategies are vital tools for success in the post-secondary academic arena and beyond. Learn to utilize the most effective teaching and learning strategies and review material and method for teaching adults with disabilities in reading, writing, spelling, and mathematics. Topics include: subtypes of learning disabilities; historical as well as current teaching approaches; formal and informal assessment methods; cognitive function as a basis of understanding learning behaviors and learning strategies; and current technologies available to enhance learning opportunities. Learn how to empower adults with LD with the ability to adapt commonly used learning skill into specific compensatory learning strategies to meet individual needs.

<b>Note:</b>	
<b>Prerequisite:</b>	
<b>Corequisite:</b>	
<b>CAN (California Articulation Number):</b>	
<b>Graded: Letter <u>X</u> Credit/No Credit ___</b>	<b>Instructor Approval? Yes ___ No <u>X</u></b>
<b>Course Classification: 02</b>	<b>Title for SIS+ (not more than 25 characters)</b> Strategies Acad Skill ALD

<b>Cross Listed?</b> Yes ___ No <u>X</u>	<b>If yes, with what course:</b>
<b>How Many Times Can This Course be Taken for Credit? Once</b>	

## 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>

<p>Upon completion, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and discuss the cognitive, neurological and developmental factors that affect the learning of reading, writing, spelling, and mathematical skills.</li> <li>2. Explain and apply research findings about teaching for meaningful learning such as multi-sensory methods, structured, sequential learning, learning styles, and study/learning strategies.</li> <li>3. Analyze and practice a variety of teaching strategies and apply them to instruction.</li> <li>4. Analyze and discuss recent neurobiological, genetic and cognitive learning theories as they relate to learning disabilities.</li> <li>5. Describe and evaluate different educational programs specifically designed for adults with learning disabilities.</li> <li>6. Identify and describe assistive technologies that empower the adult with learning disabilities (LD) to compensate (e.g., voice-activated systems, scan and read systems, skill building systems, word prediction software, and cognitive retraining systems.).</li> <li>7. Differentiate among and explain hand held technologies (e.g., electronic spellers, calculators, recording devices, laptop computers, electronic organizers, FM listening devices, taped texts).</li> <li>8. Demonstrate knowledge of current resources for information on assistive technology, learning strategies, reading, writing, spelling, and mathematics skills.</li> <li>9. Construct and implement compensatory learning strategies created from study skills.</li> </ol>
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\*\*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:

<p>Participants' progress will be assessed through:</p> <ul style="list-style-type: none"> <li>• Attendance/Participation</li> <li>• Performance/Presentation</li> <li>• Exams</li> <li>• Written papers (multiple, 1-2 pages double-spaced, typed, 12 pt. font)</li> <li>• Research paper (6-10 pages double-spaced, typed 12 pt. font)</li> <li>• Portfolio projects</li> <li>• Development and organization of resource binders</li> </ul>
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**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**

<b>Department Chair:</b>	
<b>College Dean or Associate Dean:</b>	
<b>CPSP (for school personnel courses ONLY)</b>	
<b>Associate Vice President and Dean for Academic Programs</b>	

**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 [mcateejj@csus.edu](mailto:mcateejj@csus.edu).

RECOMMEND RECOMMENDED COURSE READINGS for  
EDS 285 “Strategies to Enhance Academic Skills for Adults with Learning Disabilities”

Key publications and resources include:

- Adams, G.L. & Engleman, S. (1996) *Research in Direct Instruction: 25 Years Beyond Distar*. Seattle: Educational Achievement Systems.
- Bell, Nanci. (1997) *On Cloud 9: Visualizing and Verbalizing Math*. Lindamood-Bell Learning Process.
- Bley, Nancy S. & Thornton, Carol A. (1995). *Teaching Mathematics to Students with Learning Disabilities*, (3<sup>rd</sup>. ed).
- Carnine, Douglas, Silbert, Jerry, & Kameenui, Edward J. (1996). *Direct Instruction Reading*. Amazon.
- Deshler, D., Ellis, E. & Lenz, K. (1996). *Teaching Adolescents with Learning Disabilities, Strategies and Methods*. (2<sup>nd</sup>. Ed.). Denver: Love Publishing Co.
- Dunn, Rita & Griggs, Shirley. (2000). *Practical Approaches to Using Learning Styles in Higher Education*. Bergin & Garvey.
- Effects of an Individualized Structured Language Curriculum*. (1996). *Annals of Dyslexia* 46, 97-121.
- Ellis, David B., (2006). *Becoming A Master Student*, (11<sup>th</sup>. Ed.). Rapid City: College Survival, Inc.
- Engleman, Siegfried & Carnine, Douglas. (1991). *Theory of Instruction, Principles and Applications*. SRA/McGraw Hill.
- Gardner, Howard. (1993). *Multiple Intelligences*. New York: Basics Books, Harper Collins.
- Garnett, Kate. (November 1998). “*Math Learning Disabilities*”. Division for Learning Disabilities Journal of CEC.
- Goleman, Daniel. (1995). *Emotional Intelligence*. New York: Bantam Books
- Heilman, Arthur W. (1993). *Phonics in Proper Perspective*, (8<sup>th</sup>. Ed.). Merrill: Prentice Hall.
- Henderson, Anne. (1998). *Math for the Dyslexic: A Practical Guide*. Austin: PRO-ED.
- Jones, Eric D., Wilson, Richard & Bhojwana, Shalini. (1997). Mathematics Instruction for Secondary Students with Learning Disabilities. *Journal of Learning Disabilities*.
- Lengefeld, Uelaine. (1994). *Study Skills Strategies: Your Guide to Critical Thinking*. Menlo Park: Crisp Publications, Inc.
- Lloyd, E.J., Kameenui, E.J., & Chard, D. (Eds.). (1997). *Issues in Educating Students with Disabilities*. Mahway: Lawrence Erlbaum.

- Lyon, Reid. (2002). *Human Learning and Learning Disabilities*. Washington, D.C. National Institute of Child Health and Human Development. Website: <http://www.nichd.nih.gov>
- Kameenui, Edward J., Carnine, Douglas, Dixon, Robert, & Simmons, Deborah. (2001). *Effective Teaching Strategies That Accommodate Diverse Learners*. Amazon.
- Mayer, Richard E. (2002). *The Promise of Educational Psychology: Teaching for Meaningful Learning, Vol. 2, 1/e*. Upper Saddle River: Prentice Hall.
- Moats, Louisa Cook. (1999). *Multi-sensory Teaching of Basic Language Skills*. Brookes Publishing Co.
- Moats, Louisa Cook. (1995). *Spelling: Development, Disability, and Instruction*. York Press.
- Mollan-Masters, Renee. (1997). *You Are Smarter Than You Think!*. (2<sup>nd</sup> ed.). Ashland: Reality Publications,
- Nadler, Richard. (1998). "Failing grade: Seigfried Engelmann developed an amazingly effective method of teaching. Why don't you know his name?". *National Review*, 38-39.
- Nist, Sherrie L. & Holschuh, Jodi Patrick. (2000). *Active Learning: Strategies for College*. Boston: Allyn and Bacon Publishing.
- Nolting, Paul D. (1997). *Winning at Math: Your Guide to Learning Mathematics Through Successful Study Skills*. Bradenton, FL: Academic Success Press, Inc.
- Nolting, Paul D. (2000). *Math Study Skills Workbook: Your Guide to Reducing Test Anxiety and Improving Study Strategies*. Bradenton, FL: Academic Success Press, Inc.
- Oakhill, J. & Yuill, N. (1996). "Higher-order Factors in Comprehension Disability: Processes and Remediation". *Reading Comprehension Difficulties: Process and Intervention*. D. Cornoldi & J. Oakhill (Eds.). Mahwah, NJ: Erlbaum.
- Palloway, Edward A., Patton, James R., & Serna, Loretta. (2001). *Strategies for Teaching Learners with Special Needs, 7/e*. Upper Saddle River: Prentice Hall.
- Rivera, Diane P. ed. (1998). *Mathematics Education for Students with Learning Disabilities: Theory to Practice*. PRO ED.
- Rosenshine, Barak. (1997). "The Case for Explicit, Teacher-led, Cognitive Strategy Instruction". Chicago: American Educational Research Association.
- Shaywitz, S.E. & Shaywitz, B.A. (2000). Dyslexia: From Epidemiology to Neurobiology. In D.D. Drake (Ed.). *Reading and Attention Disorders: Neurological Correlates*. Baltimore: York Press.
- Woodin, Christopher L. (1995). *The Landmark Method for Teaching Arithmetic*. Landmark Outreach Program.

Key Publications/Resources:

- Journal of Learning Disabilities
- Learning Disabilities Research & Practice
- Learning Disability Quarterly
- LD Forum
- Annals of Dyslexia
- Muskingum College's Learning Strategies Database
- National Reading Panel Reports
- The Arithmetic Teacher
- The Reading Teacher
- Reading Research Anthology
- Reading Research Quarterly
- LD Online
- Perspectives—The International Dyslexia Association publication

ACTIVITIES:

Participants will expand their understanding through:

- Class discussion
- Lecture
- Guest presentation
- Observations
- Written/Research papers
- Participant presentations
- Library research
- Cooperative groups
- Role playing
- Film and video presentations