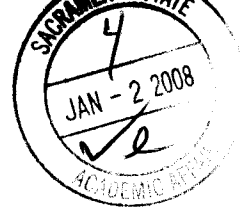




SACRAMENTO  
STATE

# Course Change Proposal Form A



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

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

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> EDS 273 B	<b>Title:</b> INSTRUCTIONAL STRATEGIES-MILD/MODERATE-LAB	<b>Units:</b> 1
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**JUSTIFICATION:**

The Education Specialist Credential Program: Mild/Moderate, will be changing this course from a 3unit course to a new 2+1 lecture/lab paradigm. This action is consistent with other methodology courses in the program and is in response to community feedback, student surveys, and as a reaction to mandated CCTC Standards for the Mild/Moderate Educational Specialist Credential. Course has theoretical and field based component.

**NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.**

See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

**Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 273A) in developing instructional strategies for the Mild/Moderate Credential Program area. Students are required to participate in class visitations, student tutoring, and interviews.**

**Note:**

**Prerequisite: Admittance into Mild/Moderate Credential or M.A. in Education programs.**  
**Enforced at Registration: Yes  No**

**Corequisite: EDS 273A**  
**Enforced at Registration: Yes  No**

**CAN (California Articulation Number):**

**Graded: Letter  Credit/No Credit**       **Instructor Approval Required? Yes  No**

**Course Classification (e.g., lecture, lab, seminar, discussion):**  
Lab S-48

**Title for CMS (not more than 30 characters):**  
Instructional Strats M/M Lab

**Cross Listed?**  
Yes  No       **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

**How Many Times Can This Course be Taken for Credit? once**

**Can the course be taken for Credit more than once during the same term? Yes  No**

# FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY

EDS 273B, 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/acaf/example.htm>

- Students will be able through field based application to:
1. review and demonstrate understanding of new guidelines related to IDEA 2004. Areas of specific interest will be those guidelines related to students with mild/moderate disabilities.
  2. recognize and assist the student who may have a specific learning disabilities such as dyslexia.
  3. know systematic and explicit programs and research that can assist the student with learning disabilities who has dyslexia.
  4. demonstrate understanding of information related to transition and employment of students with mild/moderate disabilities.
  5. demonstrate understanding of the importance of developing an individualized transition plan (s) that has appropriate goals for work, living, and leisure, and social skill development.
  6. know the Individual Transition Plans (ITP) that are used in his/her district and a variety of districts throughout California.
  7. know the variety of social skills that are necessary for students to become employed in different jobs.
  8. know that social skills are an integral part of the employment environment for students with mild/moderate disabilities.
  9. modify a student's instruction in employment, social skill development, and areas of learning related to the student with dyslexia.
  10. demonstrate knowledge of one specific area that he/she needs to learn more information related to students with mild/moderate disabilities as organized by a Resource Notebook in the specific areas of dyslexia, transition, social skills, and or metacognitive strategies.

**\*\*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:

- {Based upon a K-12 student receiving special education services}
1. Completion of a resource notebook to determine their knowledge in one of the following areas of their choice: Transition, social skills, and dyslexia, Completion of a focus group presentation in one of the following areas: Transition, social skills, and dyslexia and as determined by their areas where they need more information.
  2. Completion of two exams to test their knowledge of the information covered in class and their readings and work on their resource notebooks and focus group presentations.
  3. Completion of in-class case studies to determine their understanding of material covered in class and in their readings assigned as part of the class instruction.
  4. Completion of activities where they will demonstrate understanding of the various individualized transition plans that their particular district uses and that are used in other districts in California.

For whom is this course being developed?  
 Majors in the Dept  Majors of other Dept \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other \_\_\_  
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No \_\_\_  
 If yes, identify program(s): **Education Specialist Credential: Mild/Moderate Disabilities**

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No   
 If yes, attach a description of resources needed and verify that resources are available.


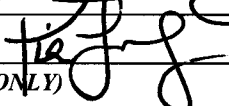
Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair: 	12-20-07
College Dean or Associate Dean: 	12/21/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

## EDS 273B INSTRUCTIONAL STRATEGIES - MILD/MODERATE LAB

### TEXTS/MATERIALS

1. Palloway, E.A., Patton, J.R. & Serna, L. (2005). *Strategies for Teaching Learners with Special Needs Eighth Edition*, Upper Saddle River New Jersey: Pearson Merrill Prentice Hall. {Required}
2. Notes: Durán, E. (2007). *Strategies for Mild/Moderate Second Edition*. Sacramento, CA: CSUS Bookstore. {Required}.
3. Mandlawitz, M., (2007). *What Every Teacher Should Know About IDEA 2004*: Boston: Pearson Allyn & Bacon.

Various Web Sites as appropriate.

### CCTC STANDARDS MET

- *EDUCATING DIVERSE LEARNERS WITH DISABILITIES*—Mild/Moderate Credentials 12 (Level 1)
- *CHARACTERISTICS AND NEEDS OF INDIVIDUALS WITH MILD TO MODERATE DISABILITIES*—Mild/Moderate Credentials 25 (Level I)
- *CURRICULAR AND INSTRUCTIONAL SKILLS IN GENERAL EDUCATION*—Mild/Moderate Credentials 20 (Level I)
- *PLANNING AND IMPLEMENTING CURRICULUM AND INSTRUCTION*: Mild/Moderate Credentials 23 (Level I)
- *TRANSITION AND TRANSITION PLANNING*—Mild/Moderate Credentials 16 (Level 2)