Academic Affairs - Course Proposal Form

<table>
<thead>
<tr>
<th>Academic Unit: Education</th>
<th>Department Chair: Bruce Ostertag</th>
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<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Date: March 15, 2006</td>
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<tr>
<td>New__ Change X__ Deletion__</td>
<td>For Catalog Copy: Yes__ No X__</td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ____ No X____</td>
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<td>Semester Effective: Fall X__ Spring ___ 2006__</td>
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<tr>
<th>Prefix &amp;No. EDS 285</th>
<th>Title: Strategies to Enhance Academic Skills for Adults with Learning Disabilities</th>
<th>Units: 5.0</th>
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<td>Change to:</td>
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<tr>
<td>Prefix &amp;No. EDS 285</td>
<td>Title: Strategies to Enhance Academic Skills for Adults with Learning Disabilities</td>
<td>Units: 3.0</td>
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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.

Note:

| Prerequisite: |
| Corequisite: |
| CAN (California Articulation Number): |
| Graded: Letter _X__ Credit/No Credit____ | Instructor Approval? Yes___ No X__ |
| Course Classification: 02 | Title for SIS+ (not more than 25 characters) |

Strategies Acad Skill ALD
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. Describe and discuss the cognitive, neurological and developmental factors that affect the learning of reading, writing, spelling, and mathematical skills.
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.
3. Analyze and practice a variety of teaching strategies and apply them to instruction.
4. Analyze and discuss recent neurobiological, genetic and cognitive learning theories as they relate to learning disabilities.
5. Describe and evaluate different educational programs specifically designed for adults with learning disabilities.
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.).
7. Differentiate among and explain hand held technologies (e.g., electronic spellers, calculators, recording devices, laptop computers, electronic organizers, FM listening devices, taped texts).
8. Demonstrate knowledge of current resources for information on assistive technology, learning strategies, reading, writing, spelling, and mathematics skills.
9. Construct and implement compensatory learning strategies created from study skills.

**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:

- Attendance/Participation
- Performance/Presentation
- Exams
- Written papers (multiple, 1-2 pages double-spaced, typed, 12 pt. font)
- Research paper (6-10 pages double-spaced, typed 12 pt. font)
- Portfolio projects
- Development and organization of resource binders
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.

<table>
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<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
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<tr>
<td>College Dean or Associate Dean:</td>
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<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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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.
Key publications and resources include:


Mollan-Masters, Renee. (1997). *You Are Smarter Than You Think!*. (2nd ed.). Ashland: Reality Publications,


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