Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Education</td>
<td>EDS</td>
<td>November 12, 2010</td>
</tr>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair:</td>
<td>Submitted by:</td>
</tr>
<tr>
<td>New <em>X</em> Change ___ Deletion ___</td>
<td>Bruce Ostertag</td>
<td>Paula Gardner</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students?</td>
<td>Yes ___ No ___</td>
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<tr>
<td>For Catalog Copy:</td>
<td>CCE (Extension):</td>
<td>Semester Effective:</td>
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<tr>
<td></td>
<td>Yes ___ No ___</td>
<td>Fall <em>X</em> Spring ___, 2011</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):
If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes ___ No ___

Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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Change to:

<table>
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<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: Curriculum &amp; Instructional Strategies for Students with Mild/Moderate Disabilities</th>
<th>Units:</th>
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<tr>
<td>EDS 229A</td>
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<td>2</td>
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JUSTIFICATION:

In 2009 the California Commission on Teacher Credentialing adopted a new credential structure and standards in Special Education. The Mild-Moderate Preliminary Specialist Credential has been updated to address changes in these standards. The proposed course will incorporate evidence based practice information and new content relevant to the standards. The course will be offered to post-baccalaureate and graduate level students.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description

Methods for designing and implementing instruction for students with mild/ moderate disabilities. Topics include typical and atypical human development including knowledge of developmental stages, resilience and protective factors and their implications for learning, evidenced based instructional strategies, designing and managing environments and materials, differentiated instruction, collaborative teaming to design, implement, and evaluate appropriate, integrated services based on individual student needs, and the use of technology, including assistive technology to support student access to the general education curriculum.

Note:

Prerequisite: Admittance to Mild/Moderate or Moderate /Severe Credential program or permission of respective special education coordinator.

Enforced at Registration: Yes _X_ No ___

Corequisite:
Enforced at Registration: Yes _X_ No ___ EDS 229B

Graded: Letter _X_ Credit/No Credit ___
Instructor Approval Required? Yes ___ No ___

Course Classification (e.g. lecture, lab, seminar, discussion):
Lecture

Title for CMS (not more than 30 characters)
C&I Strats Studs Mild/Mod

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? _1___

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

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SACRAMENTO STATE

DEC - 3 2010
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

Topics include typical and atypical human development including knowledge of developmental stages, resilience and protective factors and their implications for learning, evidenced based instructional strategies, designing and managing environments and materials, differentiated instruction, collaborative teaming to design, implement, and evaluate appropriate, integrated services based on individual student needs, and the use of technology, including assistive technology to support student access to the general education curriculum.

After completing this course, students will be able to:

Student Learning and Development

Identify how students with mild/moderate disabilities vary in their approaches to learning depending on the nature of their disability, their level of knowledge and functioning, and life experiences. Use this knowledge to design, implement and evaluate appropriate instruction.

Identify the current and evolving development and learning of individual students from a life-span perspective, including development from birth through adulthood. Use this information as a basis for planning and assessment.

Teaching Strategies

Identify how children learn and develop, and can provide learning opportunities that support their intellectual, social, & personal development.

Assess students’ strengths and needs with respect to the curriculum, design and model instructional strategies, work with general education teachers to develop or implement instructional strategies to meet the needs of individual students, directly teach students with disabilities, and monitor student progress.

Modify tasks and accommodate the individual needs of students according to individualized plans to provide access to the general curriculum and to facilitate student engagement in learning activities with peers. Provide a variety of ways for students to demonstrate their learning and adjust their instruction in response to information gathered from ongoing monitoring of performance.

Use a range of specialized instructional strategies that reflect best practice. Use assistive and instructional technologies to promote learning and independence of students with disabilities.

Identify research-based instructional practices and locate, evaluate, and use instructional materials, technologies, and equipment that are appropriate for individual students with disabilities. Conduct initial and on-going evaluations of instructional materials and practices to determine whether they are effective.

Use strategies that increase the self-awareness, self-management, self-control, self-reliance, and self-advocacy of students with disabilities. Identify and use instructional strategies that have been successful in different learning environments, such as home, school, and workplace.

Use assistive and instructional technologies to promote learning and independence of students with disabilities.

Develop, structure and implement accommodations, modifications, adaptations and technology support to provide access to the general curriculum for students with mild and moderate disabilities.

Use instructional methods to strengthen and compensate for deficits in attention, perception, comprehension, memory and retrieval.

Identify how students differ in their approaches to learning and create instructional opportunities that are adapted to the diverse learner.
Identify and implement a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Identify and demonstrate an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrate knowledge of effective verbal, nonverbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Learning Environment**

Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

Demonstrate how to create and maintain responsive learning environments for diverse learners with mild/moderate disabilities.

Modify the physical environment to provide optimal learning opportunities for individuals with mild and moderate disabilities.

Assist students in using problem solving and conflict resolution skills.

**Planning**

Plan ways to adapt instruction to facilitate learning within the general curriculum in collaboration with general educators.

Incorporate knowledge of the general curriculum standards and information gathered in assessment of specific students to guide and oversee the development of the IEP.

**Colleagues, Families, and Community**

Articulate the roles and responsibilities of paraprofessionals.

Articulate how families, communities, and cultures may perceive disabilities differently depending upon differing values and belief systems.

Work with related services professionals in the school and in the larger community to design, implement and evaluate instructional plans for students with disabilities. Collaborate on integrating related services into these plans to enhance students’ performance.

Work closely with families to establish mutual understanding of the students’ educational goals, performance, and meaningful contexts for intervention. Include family members as partners on interdisciplinary and interagency teams.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**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:
Text: Teaching Students with Mild and Moderate Disabilities: Research-Based Practices, Second Edition
Libby G. Cohen; Loraine J. Spenciner

Publisher: Merrill
Copyright year: © 2009 Pages: 576

Proposed Assessment Strategies

1. Attendance
2. Class participation
3. Class presentations: Differentiated Instructional Lesson Plan
4. IEP case study

5. Social and Emotional Analysis and Design Project: The purpose of this assignment is to construct a social skills lesson that meets the needs of students with M/M disabilities.

6. Classroom Management Plan: Write a minimum 3-page paper based on an analysis of their own classroom management style, and ways in which they can improve upon or change it to increase student learning and success.

7. Final Exam: A culminating exam based on the skills and concepts covered in class will be given at the end of the course in order to assess understanding and ability to apply course material.

For whom is this course being developed?
Majors in the Dept __ Majors of other Depts __ Minors in the Dept __ General Education __ Other __
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No __
Mild Moderate Specialist Credential Program

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.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

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:

Department Chair: ___________________________ Date: 11/20/10

College Dean or Associate Dean: ___________________________ Date: 12/1/10

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.

5/20/2010