

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA **EDUCATION SPECIALIST: MILD/MODERATE DISABILITIES LEVEL II CREDENTIAL**

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix SPED Course# 643 Title ADVANCED ASSESSMENT AND(SEE BELOW) Units (3)

3 hours lecture per week

☒ Prerequisites Admission to Level II Education Specialist credential program

☒ Corequisites Working as a special education teacher

Description Advanced Assessment and Instructional Practices for Diverse Learners (full title)

This field based seminar course builds upon students knowledge and skills of assessment and instructional methodology learned in their level I Education Specialist credential. Students have the opportunity to discuss and review current practices in special education on the local, state and national level. Students review current trends in multicultural and bilingual special education, augmentative communication, data-based decision making, early intervention, outcomes assessments, technology and other areas that effect special education practices for students with mild/moderate disabilities.

☐ Gen Ed	Graded ☐ CR/NC	☐ Repeatable for up to units
Categories ☐ Lab Fee Required	☒ A - Z	Total Completions Allowed

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	3	1	20	☒	_____
Seminar	_____	_____	_____	☐	_____
Laboratory	_____	_____	_____	☐	_____
Activity	_____	_____	_____	☐	_____

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

Students successfully completing this course will be able to:

- o Demonstrate the ability to implement and practice data-based decision making within their own school setting
- o Use and explain research-based intervention techniques for students with disabilities
- o Identifying, describe, and administer standardized and non-standardize assessment procedures.
- o Demonstrate the ability to connect student assessment outcomes with instructional practices
- o Write assessment reports that clearly states assessment outcomes and a plan of action for instruction
- o Demonstrate the ability to implement appropriate teaching and assessment techniques for students with disabilities from diverse social and linguistic backgrounds.

4. Is this a General Education Course YES ☐ NO ☒

If Yes, indicate GE category and attach GE Criteria Form:

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication ☐

A-2 English Writing ☐

A-3 Critical Thinking ☐

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences ☐

B-2 Life Sciences – Biology ☐

B-3 Mathematics – Mathematics and Applications ☐

B-4 Computers and Information Technology ☐

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art ☐

C-2 Literature Courses ☐

C-3a Language ☐

C-3b Multicultural
D (Social Perspectives)
E (Human Psychological and Physiological Perspectives)
UD Interdisciplinary

☐
☐
☐
☐

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- 1) Course introduction: Why pair assessment with instruction?
- 2) What is data-based decision making, when do you use data-based decision making
- 3) Purposes and research behind intervention
- 4) Advanced examination of standardized, nonstandardized, formal and informal assessment
- 5) How to pair specific assessment techniques with instructional methodology
- 6) Techniques for teaching diverse learners with disabilities: multicultural and bilingual special education

Does this course overlap a course offered in your academic program? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair of the other academic area is required on the consultation sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the consultation sheet below

Department responsible for staffing: Education

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Baca & Cervantes. (1999). The bilingual special education interface (3rd ed.). Upper Saddle River, New Jersey

McLoughlin, J.A. & Lewis, R.B. (2001). Assessing students with special needs (5th ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.

Browder, Spooner Algozzine, (2003). What we know and need to know about alternate assessment. Exceptional Children, Vol 70(1), pp. 45-61

8. List Faculty Qualified to Teach This Course.

Jill Leafstedt
Maria Denney
Joan Karp

9. Frequency.

a. Projected semesters to be offered: Fall ☒ Spring ☒ Summer ☐

10. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒

If, YES attach a program modification form for all programs affected.

Jill Leafstedt

Proposer of Course

9/29/2004

Date

Approvals

Program Chair

Date

Curriculum Committee Chair

Date

Dean

Date

California State University Channel Islands
New Course Proposal Consultation Sheet

1. Course Title: Current Assessment and Instructional Practices for Diverse Learners

2. Program Area: Education- Education Specialist Level II credential

Recommend Approval

Program Area/Unit	Program/Unit Chair	YES	NO (attach objections)	Date
Art				
Biology				
Business & Economics				
Education				
English				
History				
Liberal Studies				
Mathematics & CS				
Multiple Programs				
Psychology				
Library				
Information Technology				