1. Course Information.

[FOLLOW ACCEPTED CATALOG FORMAT.](Add additional prefixes if cross-listed)

**OLD**

Prefix: **SPED**  Course#: 543  Title: Educating Diverse Learners
Units: **3**  3 hours lecture per week

Prerequisites: Admission to the Education Specialist Credential Program, SPED 345, EDUC 512, EDUC 510, ENG 475

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols):
Characteristics and needs of individuals with mild to moderate disabilities. Use of environmental, curricula and instructional strategies to meet the needs of students with mild to moderate disabilities across a variety of environments. Designing and implementing individual instructional plans that reflect appropriate cultural and linguistic sensitivity.

Graded: Cr/NC  Repeatable for up to **25** units  Benchmark: Enrollment

**NEW**

Prefix: **SPED**  Course#: 543  Title: Curriculum and Instruction for Special Education
Units: **4**  4 hours lecture per week

Prerequisites: Admission to the Education Specialist Credential Program, SPED 345, EDUC 512, EDUC 510, ENG 475

Consent of Instructor Required for Enrollment

Corequisites: SPED 570, SPED 580, SPED 585 or SPED 562

Catalog Description (Do not use any symbols):
Identifies the characteristics and needs, and the range of service and delivery models for students with mild to moderate disabilities. Develop unit and lesson plans that adapt and modify curriculum and lessons used in general education. Strategies for collaborating and consulting with paraprofessionals, general education teachers and other professionals.

Graded: Cr/NC  Repeatable for up to **25** units  Benchmark: Enrollment

2. Mode of Instruction (Hours per Unit are defaulted)

**Existing**

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<th>Hours Per Unit</th>
<th>Benchmark</th>
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**Proposed**

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3. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

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)

UDIGE/INTD Interdisciplinary
- Meets University Writing Requirement
- Meets University Language Requirement

American Institutions, Title V Section 40404:
- Government
- US Constitution
- US History
Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

4. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD
This course is a required course in the Education Specialist Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

NEW
This course is a required course in the Education Specialist Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

Submit Program Modification if this course changes your program.

5. Learning Objectives. (List in numerical order)

OLD
Students who successfully complete this course will be able to:
1. Identify the characteristics and needs of individuals with mild to moderate disabilities;
2. Demonstrate the use of environmental, curricula and instructional strategies to meet the needs of students with mild to moderate disabilities in self-contained special education and general education classes at elementary and secondary levels;
3. Design and implement individual educational plans that reflect appropriate cultural and linguistic sensitivity.

NEW
Upon completion of the course, the student will be able to:
1. Write effective lesson and unit plans for K-12 students.
2. Identify characteristics and needs of individuals with mild to moderate disabilities
3. Describe the various service delivery models in special education
4. Describe and implement teaching methods appropriate for students with mild/moderate disabilities
5. Critically examine core curricula and make appropriate adaptations for students with mild/moderate disabilities.
5. Describe the foundational skills for learning mathematics and be able to use this knowledge to design effective lessons for students struggling with mathematics.

6. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

Characteristics of students with learning and behavior problems
Learning and educational environments are available for students with learning and behavior problems
Mainstreaming special education students
Developing an individualized education program
Features of effective instruction
Curricula and teaching strategies in oral language, reading, mathematics, content area learning and study skills
Designing and planning instruction for students who are culturally and linguistically diverse
Transition planning and life skills education
Coordinating instruction, collaborating, and co-teaching.

NEW

Characteristics of students with mild/moderate disabilities
Service Delivery Models for educating students with mild/moderate disabilities
Lesson and Unit Planning
Instructional Methodology
Understanding the Core Curriculum - Mathematics
Adapting and modifying curriculum to meet students' individual needs

Does this course content overlap with a course offered in your academic program? Yes ☒ No ☑
If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☑ No ☐
If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs’ signatures.

7. Cross-listed Courses (Please note each prefix in item No. 1)
   A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
   B. List each cross-listed prefix for the course:
   C. Program responsible for staffing:

8. References. [Provide 3-5 references]


9. Tenure Track Faculty qualified to teach this course.
   Jill M. Leafstedt
   Tiina Itkonen
10. Requested Effective Date or First Semester offered: **Fall 2010**

11. New Resource Requested: Yes ☐ No ✗  
If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes ☐ No ✗  (Refer to the Dean’s Office for additional processing)

E. Other: ☐

12. Indicate Changes and Justification for Each.  *(Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.)*

<table>
<thead>
<tr>
<th>Change</th>
<th>Justification</th>
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<tbody>
<tr>
<td>Course title</td>
<td>The course title is being changed to better align with the program. In the new credential program this course is designed to precede SPED 544. The titles are being changed so this is clear to the students. The content is being modified to better align with the new standards for The California Commission on Teacher Credentialing. The content is also being reorganized to better align SPED 544 and SPED 543. The units are being increased to allow for more time to focus on the content in this course. The references have been updated. The catalog description has been modified to clarify the specific content in this course and to clearly define how SPED 543 and SPED 544 are sequential.</td>
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13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☒ No ☐  
If YES, attach a program update or program modification form for all programs affected.  
Priority deadline for New Minors and Programs: **October 6, 2008** of preceding year.  
Priority deadline for Course Proposals and Modifications: **November 3, 2008**.  
Last day to submit forms to be considered during the current academic year: **April 15th**.

Jill M. Leafstedt  
8/20/2009

Proposer(s) of Course Modification  Date
Type in name. Signatures will be collected after Curriculum approval.
# Approval Sheet

**Course:** SPED 543

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

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