1. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

Prefix SPED Course# 544 Title Inclusionary Teaching Methods Units (2) 2 hours lecture per week blank 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): This course prepares students to teach collaboratively with general education teachers. Students explore the advantages and disadvantages of inclusion service delivery models used in schools for students with disabilities. Students learn how to modify curriculum, use teaching techniques and design and implement individual instructional plans for students with disabilities in general education settings. They learn models and strategies for collaborating and consulting with general education teachers.

Prefix SPED Course# 544 Title Curriculum and Instruction for Special Education II Units (4) 4 hours lecture per week blank per week
XX Prerequisites: Admission to the Education Specialist Credential Program, SPED 543 Consent of Instructor Required for Enrollment XX Corequisites: SPED 570 or SPED 580 or SPED 585 or SPED 562
Catalog Description (Do not use any symbols): Prepares students to identify specific academic needs for students with mild/moderate disabilities using multiple forms of assessment and instruction. Students develop instructional plans to meet the individual needs with mild/moderate disabilities using evidence based practices.

General Education Categories Cr/NC Repeatable for up to units Total Completions
Lab Fee Requested
Course Level: Optional (Student’s choice)
Undergraduate Post-bac/Credential Graduate
Repeatable for up to units Total Completions

General Education Categories Cr/NC Repeatable for up to units Total Completions
Lab Fee Requested
Course Level: Optional (Student’s choice)
Undergraduate Post-bac/Credential Graduate

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

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
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<tbody>
<tr>
<td><strong>Units</strong></td>
<td><strong>Hours Per Unit</strong></td>
</tr>
<tr>
<td>Lecture</td>
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<tr>
<td>Seminar</td>
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<tr>
<td>Lab</td>
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<td>Activity</td>
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<td>Field Studies</td>
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</tbody>
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| | Hegis Code(s) | (Provided by the Dean) |
| | | |

CS No. (filled out by Dean)
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](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](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
Not available from old form.

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. Students will learn how to run a special education program in K-12. Specifically, this class teaches students how to meet the individual academic needs of students with disabilities.

- Requirement for the Major/Minor
- Elective for the Major/Minor
- Free Elective

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:
- Compare and contrast the pro’s and con’s of various service delivery models for students with disabilities in resource

NEW

Upon completion of the course, the student will be able to:

1. Design instruction to meet the specific needs of students with mild to moderate disabilities.
2. Choose, design and implement Curriculum Based
programs
• Describe the difference between core curriculum and intervention based curriculum
• Identify the roles and responsibilities of a special education teacher working in the general education setting.
• Demonstrate the use of curriculum modifications for students with disabilities in the general education classroom.
• Demonstrate the ability to modify core curriculum textbooks for students with disabilities.
• Collaborate with a general education teacher to develop adapted curricular materials

Measurement to assess the effectiveness of their instruction

3. Apply knowledge of the processes of learning to read and to design effective lessons for students struggling students.
4. Apply knowledge of the process of learning to write to design effective lessons for struggling writers

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

OLD

Sample course outline:
1. Course Introduction: what is inclusion?
2. Service delivery models for resource programs
3. Models of curriculum for students with disabilities
4. Collaborative teaching
5. Curricular adaptations and modifications in Math
6. Curricular adaptations and modifications in Language Arts
7. Modifying text books for students with disabilities

NEW

1. Intervention Instruction- What is it and how is it done?
2. Curriculum Based Measurement
3. The Reading process
4. Reading interventions
5. The writing process
6. Teaching struggling writers to write
7. What students need to know in mathematics
8. Teaching math to struggling learners

Does this course content overlap with a course offered in your academic program? Yes [ ] No [x] 
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 [x] 
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]


Kame‘enui, Carnine, Dixon, Simmons, Coyne (2002). Effective Teaching Strategies that Accomodate Diverse Learners 2nd Edition.


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.]

Course title

Prefix/suffix

Course number

Units

Staffing formula and enrollment limits

Prerequisites/Corequisites

Catalog description

Mode of Instruction

Course Content

Course Learning Objectives

References

GE

Other

Reactivate Course

Justification: The course title is being changed to better align with the program. In the new credential program this course is designed to follow SPED 543. The titles are being changed so this is clear to the students (Curriculum and Instruction for Special Education I and II). 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. SPED 543 has been added as a prerequisite to assure the course sequence is followed. 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.

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 Leafstedt 8/20/2009

Proposer(s) of Course Modification Date

Type in name. Signatures will be collected after Curriculum approval.
# Approval Sheet

**Course:** SPED 544

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.

<table>
<thead>
<tr>
<th>Chair position</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Program Chair</td>
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<td>General Education Chair</td>
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<td>Center for Intl Affairs Director</td>
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<td>Center for Multicultural Engagement Director</td>
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<td>Center for Civic Engagement and Service Learning</td>
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<td>Curriculum Chair</td>
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<td>Dean of Faculty</td>
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