

NEW COURSE PROPOSAL

PROGRAM: SPECIAL EDUCATION

1. Catalog Description of the Course.

**SPED 543 EDUCATING DIVERSE LEARNERS WITH MILD TO MODERATE DISABILITIES (3)**

**Prerequisites: Admission to Education Specialist Credential Program and SPED 345, ENGL 475, EDUC 510, EDUC 512**

**Three hours of lecture/discussion per week**

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.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	3	1	25
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)

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 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.

4. Is this a General Education Course                      YES                       NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form.

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.

**6. References.**

**Bos, C. S., Vaughn, S. (2001). Strategies for Teaching Students with Learning and Behavioral Problems, (5<sup>th</sup> Ed.). Boston: Allyn and Bacon.**

**7. List Faculty Qualified to Teach This Course.**

Joan Karp

**8. Frequency.**

a. Projected semesters to be offered: Fall   X   Spring   X   Summer   

**9. New Resources Required.**

None.

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.**

Joan Karp  
Proposer of Course

January 8, 2003  
Date

## Approvals

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Program Coordinator

Date

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GE Committee Chair  
(If applicable)

Date

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Curriculum Committee Chair

Date

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Dean

Date

Effective Semester: \_\_\_\_\_

**California State University Channel Islands  
New Course Proposal Consultation Sheet**

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1. Course prefix, number, title, and units: **SPED 543 Educating diverse learners with mild to moderate disabilities (3)**

2. Program Area: Special Education

**Recommend Approval**

<b>Program Area/Unit</b>	<b>Program/Unit Coordinator</b>	<b>YES</b>	<b>NO</b> (attach objections)	<b>Date</b>
Art				
Business & Economics				
Education				
ESRM				
Humanities				
Liberal Studies				
Mathematics & CS				
Sciences				
Library*				
Information Technology*				

\* If needed