Courses must be submitted by November 3, 2008,
to make the next catalog (2009-2010) production

DATE (CHANGE DATE EACH TIME REVISED): 8/20/2009; REV 12.14.09; REV 1.21.10
PROGRAM AREA(S) : EDUCATION- SPECIAL EDUCATION

Directions: All of sections of this form must be completed for course modifications. All documents are stand alone sources of course information.

1. **Course Information.**
   [Follow accepted catalog format.] (***Add additional prefixes i f cross-listed***)

OLD	NEW
Prefix SPED Course# 544 Title Inclusionary Teaching Methods Units (2)	Prefix SPED Course# 544 Title Curriculum and Instruction for Special Education II Units (4)
2 hours lecture per week	4 hours lecture per week
hours blank per week	hours blank per week
Prerequisites: Admission to the Education Specialist Credential Program, SPED 345, EDUC 512, EDUC 510, ENG 475	XX Prerequisites: Admission to the Education Specialist Credential Program, SPED 543
Consent of Instructor Required for Enrollment	XX Consent of Instructor Required for Enrollment
Corequisites:	XX Corequisites: SPED 570 or SPED 580 or SPED 585 or SPED 562

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.

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.

OLD	NEW
General Education Categories	General Education Categories
Graded	Graded
Repeatable for up to units	Repeatable for up to units
CR/NC	CR/NC
Lab Fee Requested	Lab Fee Requested
x A - F Total Completions	x A - F Total Completions
Course Level:	Course Level:
Multiple Enrollment in same semester	Multiple Enrollment in same semester
Undergraduate	Undergraduate
x Post-bac/Credential	x Post-bac/Credential
Graduate	Graduate
Optional (Student's choice)	Optional (Student's choice)

2. **Mode of Instruction (Hours per Unit are defaulted)**   **Hegis Code(s)**_____
(Provided by the Dean)

Existing

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture	2	1	25	
Seminar		1		
Lab		3		
Activity		2		
Field Studies				

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	4	1	25	X	
Seminar		1			
Lab		3			
Activity		2			
Field Studies					

| Indep Study | ▮▮ | ▮▮ ▮ | Indep Study | ▮▮ | ▮▮ ▮ ▮ |
| Other blank | ▮▮ | ▮▮ ▮ | Other blank | ▮▮ | ▮▮ ▮ ▮ |

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
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

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

Upon completion of the course, the student will be able to:
NEW
Students who successfully complete this coruse 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 processs 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]*

OLD Mastropieri, Margo and Scruggs, Thomas (2003). The Inclusive Classroom, Strategies for Effective Instruction 2nd Edition.

Heward, Willian, L. (2003). Ten Faulty notions about teaching and learning that hinder the effectiveness of special education. The Journal of Special Education , 36, 186-205.

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

NEW
Mastropieri, Margo and Scruggs, Thomas (2003). The Inclusive Classroom, Strategies for Effective Instruction 2nd Edition.

Heward, Willian, L. (2003). Ten Faulty notions about teaching and learning that hinder the effectiveness of special education. The Journal of Special Education , 36, 186-205.

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sci¬ences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee.

Henley M. Ramsey R. & Algozzine R.(2009) Characteristics of and Strategies for Teaching Students with Mild Disabilities (6th Ed)

Goeke J. (2009) Explicit Instruction: a Framework for Meaningful Direct Teaching

9. Tenure Track Faculty qualified to teach this course.
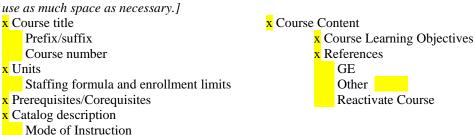   Jill M. Leafstedt
Tiina Itkonen

10. Requested Effective Date or First Semester offered: Fall 2010

11. New Resource Requested: Yes   No x
    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.]*

x Course title	x Course Content
Prefix/suffix	x Course Learning Objectives
Course number	x References
x Units	GE
Staffing formula and enrollment limits	Other
x Prerequisites/Corequisites	Reactivate Course
x Catalog description	
Mode of Instruction	

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 reogrganized 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 x   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.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for Intl Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement and Service Learning Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

Dean of Faculty		
	Signature	Date