

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____



*This form is **NOT** intended for Internships or Field Work

- Complete the requested course information in the table below. Indicate “**NONE**” where applicable.
*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	BEH
Course Designation/Prefix:	EDC
*Course Number:	5100
Course Title:	Pedagogical Approaches for Students With Disabilities
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	In this course students will apply their understanding of the principles of universal design for learning and culturally-responsive teaching to a wide range of issues related to the instruction of students with disabilities. This will include: inclusion strategies in the classroom and in specialized placements, intervention models to address different learning needs, the importance of art and play-based pedagogical approaches, and different pedagogical approaches for working with children with different types of disabilities.
Prerequisite(s):	EDC 5000
Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	Education Studies K-12 Special Education concentration
Frequency course is to be offered (Select All that Apply)	X Fall <input type="checkbox"/> Winter X Spring <input type="checkbox"/> Summer
Suggested Class Limit:	25
Indicate if a special space, such as a lab, and/or special equipment will be required:	

- Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours*
-*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field
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<input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits: <input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits: <input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Education Studies majors with a PreK-12 th Grade Special Education concentration
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. 2. Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)

30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)

20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science

(AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “**real**” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
<ol style="list-style-type: none">1. Understand and apply principles of universal design for learning and culturally-responsive teaching.2. Examine tiered intervention models (RTI) to address different learning needs.3. Understand the entire IEP process from pre-referral, evaluation, to placements and delivery of services.4. Develop an understanding of the many ways inclusion can be implemented through the full range of special education services and models.

5. Expand the understanding of inclusion beyond placements and service delivery through the conceptualization of social inclusion (how to build socially inclusive classroom communities integrating students with different learning needs from diverse backgrounds.)
6. Understand the value of arts and play-based pedagogical approaches in working with students with disabilities.
7. Observe and reflect upon specific pedagogical approaches for working with children with disabilities in some of the major categories.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Understand and apply principles of universal design for learning and culturally-responsive teaching.		
2. Examine tiered intervention models (RTI) to address different learning needs.		
3. Understand the entire IEP process from pre-referral, evaluation, to placements and delivery of services.	15%	Universal Design for Learning Classroom Blueprint/Reflection
4. Develop an understanding of the many ways inclusion can be implemented through the full-range of special education services and models.	10%	Quiz
4. Develop an understanding of the many ways inclusion can be implemented through the full-range of special education services and models.	15%	Final Exam
5. Expand the understanding of inclusion beyond placements and service delivery through the conceptualization of social inclusion (how to build socially inclusive classroom communities integrating students with different learning needs from diverse backgrounds.)	15%	Midterm
5. Expand the understanding of inclusion beyond placements and service delivery through the conceptualization of social inclusion (how to build socially inclusive classroom communities integrating students with different learning needs from diverse backgrounds.)	15%	Integrated Modified Curriculum Plan
6. Understand the value of arts and play-based pedagogical approaches in working with students with disabilities.	15%	Integrated Modified Curriculum Plan
6. Understand the value of arts and play-based pedagogical approaches in working with students with disabilities.	15%	Case Study of a Student
7. Observe and reflect upon specific pedagogical approaches for working with children with disabilities in some of the major categories.		

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

This would be a required course for the Education Program's proposed *Education Studies PreK-12th Grade Special Education Concentration*. This Concentration is part of the Kingsborough/Brooklyn College AS/BA dual degree program in PreK-12th Grade Special Education. The Education Program's Concentrations all lead to AS degrees.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

During the summer of 2021, Dr. Ashleigh Thompson, CUNY's University Dean for Education, invited Kingsborough, BMCC, and Brooklyn College education faculty to create a dual degree *AS/BA program for PreK-12th Grade Special Education*. EDC 5100 will be taken by students enrolled in this degree program during their third semester. The course will transfer to Brooklyn College.

Also important to note is the fact that New York State currently requires that coursework for students seeking bachelor's degrees and Initial Certification in Childhood and Early Childhood General and Special Education include, "means for understanding the needs of students with disabilities." This course will address that state requirement. As stated above, learning outcomes for this course will include developing an understanding of the many ways in which inclusion can be implemented through collaborative processes with other education professionals, understanding the IEP process, and understanding how to build socially inclusive classroom communities, integrating students with different learning needs from diverse backgrounds. Along with fulfilling state requirements and the requirements of the new KCC/BC dual special education degree, these are essential understandings for any teacher working with New York State's special education population to possess.

Further, in her Fall 2020 APR report, one of outside reviewer Dr. Julie Dick's recommendations was to: "Consider update curriculum to include coursework that addresses teaching STEM, students with disabilities and inclusivity, and using technology in the classroom." In keeping with her recommendations, this course offers curriculum that addresses, "students with disabilities and inclusivity."

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

This course will be the second Special Education course in the ten-course sequence for the new Kingsborough/Brooklyn College dual degree AS/BA program for PreK-12th Grade Special Education.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

This course will not conflict in content or subject matter with any other courses currently offered at the college.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Vaughn, S., Bos, C., Shay Schumm, J. (2017). *Teaching students who are exceptional, diverse, and at risk in the general educational classroom (7th Ed.)*. Pearson.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

**EDC 5100: Pedagogical Approaches for Students With Disabilities
COMMON SYLLABUS**

Week	Topic	Readings/Assignments
Module 1: Placements/Settings/Services/Framework		
1	Course Introduction/Syllabus Review What is the role of UDL, CRT, and RTI in creating inclusive classrooms? UDL sample presentation	Read: " How Teacher Training Hinders Special Needs Students " Read: Methods & Strategies Ch. 1
2	Creating a Classroom Culture of Inclusion Inclusive models - resource room, team teaching and related services Building awareness among neurotypical children	Read: "Including Disability in Early Childhood Curricula: Evaluating and Using Children's Books" by Lori Erbrederis Meyer Read: Teaching Students Ch. 1
3	The Individualized Education Program: Pre-referral, Evaluation, Placement, Delivery of Services Critical Reading of an IEP	Read: Methods & Strategies Ch. 2 Assignment: Universal Design for Learning Classroom Blueprint & Reflection
Module 2: Pedagogical Approaches for Literacy, Math & the Arts		
4	Evidence Based Instructional Approaches in Special Education Pedagogical Approaches with Visual Arts	Read: Methods & Strategies 2.4 Read: " Arts Program Shows Promise in Special Ed. Classes " by Liana Loewus
5	Pedagogical Approaches with Music and Movement	Read: "Make music in the classroom: Key concepts and activities for special education teachers"
6	Literacy Strategies & Techniques	Read: Teaching Students Ch. 14 & 15
7	Math and Science Strategies & Techniques	Read: Teaching Students Ch. 13 & 16 Assignment: Integrated Modified Curriculum Plan
Module 3: Pedagogical Approaches for Specific Disabilities		
8	Pedagogical approaches for students with learning disabilities and ADHD	Read: Teaching Students Ch. 6 Watch: Dr. Levoie's lecture of ADHD: Nutrition and the brain'
9	Pedagogical approaches for students with	Read: Teaching Students Ch. 7

	speech and language impairment	
10	Pedagogical approaches for students with stress disorders/ anxiety/ trauma Functional Behavior Analysis and other therapeutic modalities	Read: Teaching Students Ch. 8 Watch: Nutrition and behavior lecture: Russell Blaylock MD
11	Pedagogical approaches for students with autism spectrum disorder	Read: Teaching Students Ch. 9 Assignment: Case Study of a Student
12	Pedagogical approaches for students with intellectual/developmental disabilities	Read: Teaching Students Ch. 10

Sample Assignments:

Universal Design for Learning Classroom Blueprint/Reflection: For this assignment, you will analyze and reflect upon your fieldwork classroom’s learning environment as it pertains to Universal Design for Learning. You will assess the classroom ecology, identify barriers to learning, and formulate solutions to ensure equal access for all students. Your paper will be 5-7 pages, written in 3 parts:

Part 1: Ecological Assessment

When designing buildings, architects identify the factors that may influence how a range of individuals will use the various spaces. Likewise, educational architects can perform an ecological assessment of the learning environments they create to examine the factors that may affect student performance. These factors may include their curricular, social, and behavioral expectations and interventions; technologies; assessment strategies; and classroom layout. An ecological assessment also identifies family involvement, collaboration strategies, available support personnel, and student interaction patterns that educators employ.

Part 2: Identify Barriers

In formulating blueprints for universal design, architects examine the information they've collected about individuals and buildings to identify the barriers that may prevent some people from accessing and using specific aspects of the building. Similarly, in creating UDL instructional blueprints, educational architects identify factors that may hinder student success by reviewing the information they've collected related to students' individual characteristics and learning differences, the educational goals and learning objectives, and the learning environment. They ask themselves what barriers exist in the three components of UDL differentiation: (1) how content, learning activities and materials, directions, and academic language are presented; (2) how students are allowed to demonstrate what they know and can do; and (3) how students' attention, involvement, and motivation are fostered and maintained.

Part 3: UDL Solutions

Just as architects use universal design to remove barriers that limit access to buildings, educational architects employ UDL solutions to address the barriers to student success they have identified. UDL solutions are research-based instructional practices, accommodations, technologies, and policies that offer appropriate supports and challenges to students by providing multiple means of representation, action and expression, and engagement. Educational architects consider a range of evidence-based UDL solutions and select those that best address each student's learning differences.

Integrated Modified Curriculum Plan: For this assignment, you will be given a sample lesson and a mock IEP. You will carefully synthesize the objectives of the lesson with the student's IEP goals and accommodations to develop a modified lesson plan to support the child's individual needs. Your lesson must address the following areas:

Part 1: IEP Goals

A child's measurable annual goals, or IEP goals, can be embedded in natural occurring activities in the classroom rather than worked on in isolation. This way, skill development can be incorporated into daily schedules so that skills are generalized across a variety of settings. For example, if a child's IEP goal focuses on following two-step directions during large-group activities, a teacher could scaffold the complexity of two-step directions she gives the group over time, starting with simple requests and moving toward more complicated asks. The teacher could also start with a group of six students and move to a group of 18, modeling and adjusting for the child as needed.

Part 2: Accommodations and Modifications

Accommodations change how a child learns material (environment, delivery of instruction) and modifications change what a child is being taught or expected to learn (curriculum, assessment). Teachers can proactively identify specific accommodations and modifications while lesson planning based on the child's needs and the activity. Some examples include, posting expectations and schedules on the wall, giving preferential seating, providing sensory breaks and quiet time, explaining a system for transition, allowing extra time, reducing the length of activities, teaching memory strategies, repeating directions slowly and loudly, providing visual prompts and non-verbal cues, giving immediate feedback, using materials that are manipulative and of interests to the child, utilizing positive behavior management techniques, and considering how technology can support and engage students.

Part 3: Authentic Assessment

Teachers use authentic assessments to understand what a child knows and is able to do in order to guide curriculum, instruction, and supports. Teachers should collect evidence for authentic assessments during classroom activities and experiences throughout the year. This can include children's work, photographs, and observation notes during a variety of activities, such as activity centers, class meetings, outdoor play or small group time.

Bibliography:

Lesson Planning For Children With IEPs. Retrieved from <https://infohub.nyced.org/working-with-the-doe/special-education-providers/preschool-providers/lesson-planning-for-children-with-ieps>

Salend, S. & Whittaker, C. (2017). UDL: A blueprint for learning success. *ASCD*, 74(7). Retrieved from <https://www.ascd.org/el/articles/udl-a-blueprint-for-learning-success>