

LEHMAN COLLEGE  
OF  
THE CITY UNIVERSITY OF NEW YORK

SPECIAL EDUCATION PROGRAM IN COUNSELING, LEADERSHIP, LITERACY, AND SPECIAL  
EDUCATION, SCHOOL OF EDUCATION

PROPOSAL TO ESTABLISH A PROGRAM IN  
SPECIAL EDUCATION TEACHER EDUCATION-ALL GRADES WITH BILINGUAL EXTENSION  
LEADING TO THE BACHELOR OF ARTS DEGREE

EFFECTIVE FALL 2027

APPROVED BY  
LEHMAN COLLEGE SENATE  
DATE: TBA

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Provost's Signature:

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# Introduction

The Department of Counseling, Leadership, Literacy and Special Education is proposing a new program leading to initial teacher certification in New York State at the undergraduate level. The program will lead to a Bachelor of Arts degree that includes a dual major: a major in a liberal arts area and a major in Special Education. It will also meet the NYSED liberal arts requirements for teaching certification in Special Education- SWD All Grades, with a Bilingual Extension.

The new Special Education Dual Major embedded in this program will be 37 credits. It will require that students also declare a major in a liberal arts area as defined by NYSED. The program will be completed in a well-coordinated four-year plan of study that allows students to begin educational coursework as freshman or sophomores, and for juniors including transfer students who will enter Lehman with many of the liberal arts and education requirements completed at their community colleges.

The dual majors will be comprised of a liberal arts major and an education major. Students will only be able to apply for the education major once they have declared a liberal arts major. In the new Special Education dual major programs, *a liberal arts major is a declared major at Lehman with at least 21 credits of content designated as liberal arts. This encompasses all majors that meet this requirement in the Schools of Arts & Humanities, Natural and Social Sciences, and Business (Economics major only).* This definition is consistent with the NYSED definition of liberal arts. *This is consistent with NYSED's description of liberal arts: "The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences."* (<https://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c>). The program includes the coursework to earn the Initial Certificate to teach in New York State. The program fulfills pedagogical core requirements and liberal arts requirements for a New York State Initial certification in SWD all grades with bilingual extension.

New York City faces a significant shortage of qualified special education teachers, and Lehman College, with its strong community ties and focus on serving underrepresented students, is in a unique position to fill this gap. The demand for qualified special education teachers continues to rise, especially in underserved areas like the Bronx, where there is an increasing population of students requiring specialized educational support. Given state licensing changes that will go into effect, students with an undergraduate degree in special education will be eligible to be licensed and teach in the field.

As of March 2025, there are numerous unfilled special education teacher openings in both the Bronx and surrounding Westchester County. Currently, in this region there are an estimated 3,000 special education teaching positions which have not been filled by qualified teachers. Additionally, specialized roles, such as self-contained special education teachers in Westchester and the Bronx number around 900 unfilled positions. These figures highlight the significant demand for special education professionals in the Bronx and surrounding regions.

Creating a special education undergraduate major at Lehman College is a strategic opportunity to address the critical shortage of special education teachers in New York City, particularly in underserved communities like the Bronx. By focusing on community engagement, financial support, and quality internships, Lehman College can attract a diverse group of students eager to make a meaningful impact in the education system. Through targeted marketing and program development, Lehman College can position itself as a leader in special education teacher preparation in New York City. As the only 4 year public college in the Bronx, Lehman

College has an ethical imperative to develop a special education undergraduate program to address the shortage of teachers in this area and to address the needs of diverse learners in public schools.

Currently, Lehman only has special education programs at the master's degree level. And students have to select a specific grade level (e.g., early childhood, childhood, or adolescent) to obtain special education certification. Those wishing to teach at a different grade level after entering the field have to pursue additional certification, which could be both financially and logistically challenging. Offering an undergraduate special education major covering all grade levels would create a more accessible and flexible entry point into the profession. In addition, the program will be completed in a well-coordinated four-year plan of study that allows students to begin educational coursework as freshman or sophomores, and for juniors including transfer students who will enter Lehman with many of the liberal arts and education requirements completed at their community colleges.

Finally, New York State has recently changed requirements for teachers wishing to be certified. Previously, Special Education teachers seeking certification in New York State, must obtain a Master's Degree. With the new changes, New York State will be allowing students in approved Bachelor's Degree programs to pursue initial certification. This will allow many students to begin teaching with a Bachelor's degree, instead of requiring students to complete a Master's degree, creating a high demand for a bachelor's degree program. This will allow our students to enter the competitive workforce that many other states are already participating in, as they already certify teachers at the undergraduate level.

# Purpose and Goals

## Purpose

The Bachelor of Arts degree in Special Education at Lehman College is designed for undergraduate students seeking initial New York State teacher certification in Special Education across all grades (Pre-K–12), with a bilingual extension. Housed within the Department of Counseling, Leadership, Literacy and Special Education, this innovative program leads to a dual major: one in Special Education and one in a liberal arts discipline, in alignment with NYSED requirements for teacher preparation.

Students will complete 37 credits to meet additional bilingual preparation requirements. All candidates will also be required to complete a second major in a NYSED-recognized liberal arts field. This structure ensures that graduates meet the general education and subject-area competencies needed for certification and effective teaching.

With a coordinated four-year plan of study, the program welcomes both first-time freshmen and transfer students—particularly those who enter Lehman with a strong foundation in liberal arts and education coursework. From early coursework to senior-level clinical placements, students will engage in academically rigorous and practice-focused experiences. The program emphasizes inclusive instructional practices, culturally responsive pedagogy, and the preparation of teachers who are equipped to serve diverse and historically marginalized populations in special education settings.

This undergraduate degree program reflects Lehman College's commitment to advancing equity and excellence in education by preparing a new generation of knowledgeable, reflective, and socially responsible special educators.

## Goals

Courses in the program will help students achieve the following learning outcomes in alignment to New York States Certification requirements:

### State Goals and Requirements

- Students will be dual majors and will satisfy the content core requirements through their general education requirements and their second major
- Understand human development processes with a focus on the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment. With specific focus on the process of growth and development in early childhood, childhood, middle childhood and adolescence and how to provide learning experience and conduct assessments reflecting understanding of those processes;
- Develop comprehensive knowledge understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities; and a focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities who are culturally and linguistically diverse.
- Understand history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts, as it relates to education generally, and specifically to students with disabilities

- Demonstrate a sophisticated understanding of learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth
- Understand the needs of students with disabilities, by participating in three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum, through practicum in a school setting
- Create and develop curriculum and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics
- Utilize instructional planning skills, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate
- Develop lesson plans and unit plans as they pertain to students with disabilities by incorporating differentiated instruction
- Understand uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning
- Use professional tools to assess student learning and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching
- Analyze one's own teaching practice by using data collected from students classwork
- Understand the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans; collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families;
- Participate in collaborative partnerships with local schools for the benefit of students with disabilities
- Participate in and develop collaborative partnerships with families of students with disabilities

## Additional Program Objectives

- Prepare undergraduate candidates with a strong foundation in the theory and practice of special education across Pre-K through 12th grade, emphasizing inclusive, equitable, and culturally responsive instruction.
- Prepare candidates to design and implement differentiated instruction and individualized supports aligned with students' IEPs, including in self-contained, inclusive, and bilingual special education settings.
- Prepare candidates to meet the academic, behavioral, and social-emotional needs of diverse learners in urban schools, including those from culturally and linguistically diverse backgrounds, through the integration of evidence-based strategies and pedagogical research.
- Equip candidates with the necessary coursework and supervised field experiences to meet the requirements for initial New York State teacher certification in All Grades Special Education (P-12), with an option for a bilingual extension.

- Cultivate reflective, ethical, and professional dispositions among candidates, including critical thinking, personal and cultural awareness, collaboration, and a commitment to continuous improvement in support of equitable outcomes for all students.
- Provide a clearly articulated, accessible pathway into the teaching profession for both first-time freshmen and transfer students, particularly those from Lehman's long-standing community college partners, ensuring opportunities for students historically underrepresented in the teaching workforce.
- Foster strong school-community partnerships through clinical placements in Bronx-based public schools and organizations, allowing candidates to gain hands-on experience in authentic teaching environments under the guidance of experienced mentor teachers.
- Support long-term professional growth by positioning graduates for career advancement, including further study in general education, bilingual education, TESOL, leadership, and doctoral programs.

## Need and Justification

In a time following the Covid pandemic, there has been a disruption in traditional education systems, leading to increased behavioral and learning challenges among students. This has resulted in a higher volume of students requiring individualized education programs (IEPs) and additional support, thus enrolling in Special Education programs. Approximately 15% of public school students nationwide are now eligible for special education services, up from 12.9% a decade ago. As a result, the demand for special education teachers has significantly increased across New York State, driven by rising demand for special education services, and state mandated smaller class sizes. The New York State Teachers' Retirement System projects that approximately one-third of current teachers could retire in the next five years, creating many vacancies across the state.

This has led New York State to create a new pathway to certification, allowing teachers to major in Special Education at the baccalaureate level. In the past Special Education teachers needed a Master's degree in order to obtain an initial certification, this change in New York State mandates has led to the opportunity for students to obtain Bachelor's degrees in Special Education Teacher Education. Anyone who is interested in becoming a Special Education teacher can now pursue a Bachelor's and become certified at the state level.

The shortage of special education teachers has been particularly acute in underserved urban areas, specifically The Bronx, leading to increased special education class sizes, or even class that are out of compliance because there is no certified teacher in the classroom. Currently there are 2300 special education vacancies across New York City alone, many of which encompass uncertified substitute teachers. This program will train Special Education teachers who possess foundational teaching skills and are uniquely positioned to transition into roles as special education teachers, thereby expanding the workforce capable of providing special education classroom services.

The Lehman College Department of Counseling, Leadership, Literacy, and Special Education will create a new undergraduate program in teaching special education by leveraging Lehman College's strong existing curricula in Special Education from the School of Education to establish Lehman College as the only Bronx-based school at the City University of New York (the "University") to offer an undergraduate program in this area. The establishment of an Undergraduate Program in Special Education Teacher Education- All Grades with a bilingual extension will facilitate the pathway for special education teachers to meet the educational, clinical, and certification requirements for New York State licensure as Bilingual Special Education Teachers. Additionally, the new program will contribute to the diversification of the special education teacher workforce, ensuring culturally and linguistically competent education for all communities. The new undergraduate program leverages existing expertise and resources within our institution to provide high-quality, accessible education and training for Special Education Teachers seeking to expand their professional competencies; and

The new undergraduate program will encompass rigorous academic coursework covering key areas of Teaching Special Education across the grades of Pre-K through 12<sup>th</sup> grade, in both theory and practice. In addition, participants will engage in supervised clinical experiences to ensure they acquire practical, hands-on skills essential for effective Teaching of Special Education. A special emphasis will be placed on preparing Special Education Teachers to meet the unique needs of diverse and underserved populations, thus fostering a more inclusive and equitable special education classroom and school system.

## CUNY & Lehman College Missions for Upward Mobility

Both CUNY and Lehman are proud of our programs that open career opportunities leading to upward socio-economic mobility for our graduates. CUNY data collected on salaries for Special Educators demonstrate our achievement in fulfilling our mission. Recent salary data from CUNY graduates in Special Education show that within one year after graduation, our alumni graduating in Special Education are on average earning salaries of \$80,547 on average and \$87500 after 10 years in the profession. Those graduates of Early Childhood Special Education programs are earning salaries of \$64, 838 on average one year after completing their degrees and \$104, 035 after ten years. These data suggest that careers in teaching are not only serving the children and schools within our communities, but are also providing a living wage and opening career opportunities for our graduates. Across

CUNY, there were approximately 4100 students enrolled in undergraduate programs leading to teaching certification in 2024. The number of students graduating from undergraduate programs in an academic year has been steadily increasing. In 2023-2024, CUNY graduated 1381 students with degrees leading to teaching certification. By adding undergraduate programs at Lehman, we expect to increase those numbers significantly.

## Industry Partnerships and Employment Opportunities

Through faculty community building we have developed direct relationships with many strong K-12 schools throughout the Bronx and Upper Manhattan. Some schools that we continuously partner with are:

**Bronx Community Charter**, housing a K-8 school that is entirely an ICT setting, which allows us to place students in any classroom. Many of our student teachers have been placed in this school, and our faculty has developed strong ties with this school.

**Ampark** is a K-5 school that offers both ICT classes and Self Contained classes at early childhood and childhood grade levels. One of our faculty members previously worked at this school and has kept strong ties. This school is also within walking distance for our college, so students would be able to walk their between classes if necessary.

**Samara**, a K-5 school that offers bilingual ICT classes, allowing our students to receive both Special Education and bilingual certification. This school works mostly with our Track 2 students that will be receiving their Special Education and Bilingual Extension.

**M.S. 324/M.S. 319** as well as many other schools within Washington Heights District Six. One of our faculty member worked with multiple schools in District 6 and has maintained strong ties with more than 5 principals in this district. Principals and Special Education teachers are eager to have student teachers that can be placed for the full semester and continue on to job opportunities.

Communication with both Samara Community School and Bronx Community Charter School Regarding Special Education positions are included below.


Additionally, we will maintain our relationship with Lehman's School of Education's existing Office of Clinical Practices and Partnerships. The Clinical Practices office will continue to facilitate field placements and student teaching placements in local partner schools. During the student teaching experience, students will be supported by their cooperating teachers and their Lehman appointed supervisors. In our department, coordinators assign student teaching placements to teachers and schools with whom we have close ties (many listed above) and have a track record of success. Students who are teachers of record and thus are interns instead of student teachers are supported by supervisors who make regular visits to their classrooms. The department has scheduled monthly meetings with supervisors, seminar instructors and department faculty specifically designed to discuss ways to support student teachers or interns, and include specific intervention strategies for students who might be experiencing challenges in meeting the criteria for success as described in detail in the Student Teaching/Intern Evaluation form. In cases where the challenges are significant, a special case report is developed (described earlier in this application).



This student teaching model often leads to employment positions, as students are often offered positions at their student teaching placement site. This model is also used as a form of recruitment as our faculty meet prospective applicants in the classrooms of our student teachers, or even former graduates. This can include paraprofessionals, school aids, or other interns.

## Job Positions Available

The aforementioned schools have reached out to us with a plethora of available positions. We are including email communication below to show that there are an abundance of positions available and that the aforementioned schools are in constant communication with our department.

### Communication with Bronx Community Charter School:

Looking for a few teachers  Summarize

 **Sasha Wilson** <sasha@bronxcommunity.org>   Reply  Reply all  Forward  ...

To: Albania Ruiz <alby@bronxcommunity.org> Tue 4/22/2025 11:53 AM

 You replied on Tue 4/22/2025 12:29 PM


**\* This email originates from a sender outside of CUNY. Verify the sender before replying or clicking on links and attachments. \***


Colleagues,

We hope this finds you all well. Once again, we anticipate good staff retention but we expect to have a couple of K-2 **positions**, one in upper elementary, and potentially middle school Humanities. We are particularly interested in special educators for our ICT classrooms, but welcome applications from general educators as well. Please pass along these job descriptions for [K-5 teachers](#) and [Middle School Humanities teachers](#). Thanks for any connections you can make for us!

Best,

**Sasha** and Alby  
Co-Directors  
Bronx Community Charter School  
[www.bronxcommunity.org](http://www.bronxcommunity.org)  
718-944-1400

Needing a Middle School Humanities Teacher  Summarize

 **Sasha Wilson** <sasha@bronxcommunity.org>   Reply  Reply all  Forward  ...

To: Sasha Wilson <sasha@bronxcommunity.org> Mon 8/18/2025 3:29 PM

**\* This email originates from a sender outside of CUNY. Verify the sender before replying or clicking on links and attachments. \***

Colleagues,

We were doing well with being fully staffed, but just had a middle school Humanities teacher unexpectedly resign. If you have a lead on a good middle school ELA, social studies, or special education teacher, please let us know as soon as possible. Thanks, and here's the [job description](#).

Appreciatively,

**Sasha**  
**Sasha** Wilson  
He/Him  
Co-Director  
Bronx Community Charter School  
[www.bronxcommunity.org](http://www.bronxcommunity.org)  
718-944-1400

Middle school math teacher? [Summarize](#)

[Reply](#) [Reply all](#) [Forward](#)

[Sasha Wilson](#) <[sasha@bronxcommunity.org](mailto:sasha@bronxcommunity.org)>  
To: Meagan Serrano

Tue 6/3/2025 1:22 PM

You replied on Tue 6/3/2025 2:23 PM

\* This email originates from a sender outside of CUNY. Verify the sender before replying or clicking on links and attachments. \*

Meagan,

It was lovely to have you visit with the group, and to talk shop as we walked.

One of our middle school math teachers just let us know that she's leaving. Do you have anyone you could recommend for the [position](#)? It would be in the 7th/8th grade, pairing with John, who is a fantastic, experienced teacher, and we'd love a special educator though it's not required. It doesn't necessarily have to be someone certified in math. If it's someone who has a special education degree but is comfortable teaching middle school math, that's perfectly fine. Here's the [job description](#), and we would love to connect with anyone you would recommend.

Thanks so much, Meagan, and we hope to see you next year.

Best,

[Sasha](#)

[Sasha](#) Wilson  
He/Him  
Co-Director  
Bronx Community Charter School

## Communication with Samara Community School

Bilingual Sped Early Childhood? [Summarize](#)

[Hide message history](#)

**From:** [Samara](#) Community School <[danielle@samaracommunityschool.org](mailto:danielle@samaracommunityschool.org)>  
**Subject:** Bilingual Sped Early Childhood?  
**Date:** July 15, 2025 at 2:05:03 PM EDT  
**To:** Cecilia Espinosa <[mcmespinosa@gmail.com](mailto:mcmespinosa@gmail.com)>

Hi Cecilia!

I am looking for a Bilingual Special Education teacher for Kindergarten. Do you happen to have any candidates with a B-2 license? Thank you!

--  
Best,

**Danielle Derrig**  
Principal  
[Samara](#) Community School  
1570 Boone Avenue  
Bronx, NY 10460

"If you are planning for a year, sow rice. If you are planning for a decade, plant trees. If you are planning for a lifetime, educate people." ~Chinese Proverb

--  
Best,

**Danielle Derrig**  
Principal

In the following communication you can see that the principal at Samara also referred another school to us that was looking for a position

Bilingual Sped Early Childhood? [Summarize](#)

**SS** Samara Community School <danielle@samaracommunityschool.org> ☺ [Reply](#) [Reply all](#) [Forward](#) [📧](#) [⋮](#)

To: ○ Meagan Serrano  
Cc: 🌐 Lingyu Li; Cecilia Espinosa <mcmespino@gmail.com> Mon 8/25/2025 4:05 PM

**i** You replied on Mon 8/25/2025 4:45 PM

Thank you again! We interviewed her today and hired her on the spot! She is going to make a perfect fit. Thank you thank you thank you!  
Just an fyi, Amanda Blatter at PS204 is looking for a sped teacher for second grade if anyone happens to know anyone else :). Thank you again!!!!

Sent from my iPhone

On Aug 24, 2025, at 5:01 PM, Meagan Serrano <MEAGAN.SERRANO@lehman.cuny.edu> wrote:

Hi Danielle,

I wanted to reach out about this **position**, I have a student that was looking for a school in Staten Island, but she loves **Samara** and was hoping it was still available. I am sure you have hired since, but I just wanted to check,

Her name is Michely Lopes in case you are familiar!

Please let me know,  
Meagan

Dr. Meagan Serrano  
Lehman College, CUNY  
Coordinator of Adolescent Special Education & Student Teaching  
Department of Counseling, Leadership, Literacy, and Special Education

Communication with M.S. 324/M.S. 319

Student interested in working with you [Summarize](#)

**CG** Carlos Guzman <CGuzman5@schools.nyc.gov> ☺ [Reply](#) [Reply all](#) [Forward](#) [📧](#) [🔗](#) [📧](#) [⋮](#)

To: ○ Meagan Serrano; Eric Adolphus <e.adolphus96@gmail.com> Tue 2/3/2026 12:53 PM  
Cc: Yasmin Alejandro <YAlejandro@schools.nyc.gov>

**\* External Sender - Proceed Cautiously with Links and Attachments. \***

Hi Dr. Serrano,

Thank you for reaching out and for recommending Eric.

I am adding Yasmin to this thread so she can provide accurate information regarding health insurance and benefits for internship certificate holders.

Additionally, while we do not currently have openings at MS 324, I can recommend Eric to Mrs. **Guzman** (Yes, my wife), Principal of MS 319, who does have a vacancy. She would be an excellent contact for next steps. Please let me know, and we can set up an interview.

Please let me know if you or Eric need anything further.

Thank you ~ *Gracias ~ شكراً لك ~*  
**Mr. Carlos Guzman**

**Carlos Guzman**  
Principal  
MS324  
The Mirabal Sisters Campus  
21 Jumel Place  
New York, NY 10032

## Recruitment

Students for the new programs will be recruited from several sources outside and within the Lehman College community. At Lehman, we will increase recruitment efforts with pools of students from four areas: (1) Lehman Freshman, (2) LEAP to Teach Paraprofessional Program, (3) Transfer Students from Regional Community Colleges, and (4) Special Programs that support students seeking certification to increase the teacher workforce, and we will recruit from local high schools. Additionally faculty in the School of Education at Lehman college will be working with aforementioned high schools, and regional high schools to provide information expressing that students can now receive a Bachelors degree that leads to certification. A School of Education wide recruitment team is developing presentations that can be shared with High School partners.

# Students

## Interest/Demand

Many of our professors who work with community school partnerships have met a plethora of paraprofessionals who wish to become Special Education teachers. In the past we have had to refer them to receive a Bachelor's degree in their chosen area first, and advise them to come back to us, once they have received that degree. Upon development of this program, many students will be eager to enroll in a Bachelor's degree that leads to initial certification, and can support a full time teaching career. Additionally, Lehman College has received inquiries regarding an undergraduate teaching major.

The Special Education program has met with faculty from multiple local community colleges to build articulation agreements so their students can continue to our program. Currently the following local community colleges have special education programs that offer Associates degrees that can lead to our Bachelor's degree. Hostos, BMCC, BCC all have programs in education with varying concentrations in Special Education. In Appendix K, the articulation agreement between BMCC and Lehman for the new Special Education program is included.

### Enrollment Projections (Sample Table included)

Upon meeting with the Vice President, Richard Finger, of the enrollment department at Lehman college the following information was determined based on current enrollment trends, and interest in a degree in education. The substantial and expanding market for graduates with this qualification will generate robust growth, with an expected retention rate of 85% and dozens of certificate holders within the program's first five years increasing revenue and by using existing curriculum, faculty, and expertise projected costs are minimal and related to future expansion based upon increased enrollment demand.

Our projected enrollment is as follows with a 85% retention rate:

#### Enrollment Projection:

| Year             | 1    |        |      | 2    |        |      | 3    |        |      | 4    |        |      | 5    |        |      |
|------------------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|
|                  | Fall | Spring | Cont | Fall | Spring | Cont | Fall | Spring | Cont | Fall | Spring | Cont | Fall | Spring | Cont |
| New/Continuing   | 0    | 30     | 0    | 30   | 30     | 26   | 30   | 30     | 73   | 30   | 30     | 113  | 30   | 30     | 147  |
| Enrollment       |      |        |      |      |        |      |      |        |      |      |        |      |      |        |      |
| Total Enrollment | 30   |        |      | 86   |        |      | 133  |        |      | 173  |        |      | 207  |        |      |

Students will join our program in a cohort model, with 30 beginning each semester.

## Admission Requirements

Admissions Requirements to the Special Education (All Grades) with Bilingual Extension Teacher Education Dual Major:

To be admitted to the Special Education (All Grades) with Bilingual Extension Teacher Education BA Dual Major, the following requirements must be met:

- A liberal arts major has been declared and approved.
- A minimum overall GPA of 3.0 has been established
- The student has completed a mandatory meeting with a Special Education advisor to review major as well as certification requirements.

## Graduation Requirements

- Complete a minimum of 37 credits undergraduate credits of study in Special Education
- A minimum GPA of 3.0 throughout the 37 credit major
- Complete a New York State Approved Teacher Preparation Program:
- Must successfully complete a supervised student teaching or internship course with a grade of B or better, if seeking an institutional recommendation.
- Meet with an advisor from the Teacher Certification department to verify all requirements are met
- Meet all state certification liberal arts and sciences requirements:
- Take the New York State Teacher Certification Exams (NYSTCE)
  - For exams schedules, registration and other testing information please visit the NYSTCE at <http://www.nystce.nesinc.com/>
- Complete Content Specialty Tests (CSTs)

# Curriculum

The curriculum for the new program has been developed based on New York State certification requirements, and created in collaboration with a consortium of experts on campus. Our program is incorporating experiential learning, specifically through fieldwork requirements listed below. All courses are new, and descriptions and syllabi are included in Appendix A.

**Department:** Counseling, Leadership, Literacy, Special Education

**Degree:** Special Education Teacher Education- All Grades with Bilingual Extension

**Liberal Arts and Sciences:** 91 credits (including general education requirements)

**Liberal Arts Major:** 30-39 Credits (some majors include general education courses, and credits overlap)

## **Program-Specific Degree Requirements and Electives:**

The Special Education Teacher Education with Bilingual Extension BA Major require completion of three areas of coursework: (1) Foundations Core, (2) Methods Core, and (3) Professional Practice Core as listed below:

**Special Education Major with Bilingual Ext:** 37 credits

## **Students With Disabilities- All Grades, with a Bilingual Extension, (B.A. 37 credits)**

### **Foundations Core (9 credits):**

- ESC 202 Foundations in Education
- EBS 301 Introduction to Bilingual Students with Disabilities
- EDS 302 Child Development of Students with Disabilities

### **Practicum in Method Teaching Core (16 credits)**

- EDS 303 Practicum in Curriculum & Instruction
- EDS 304 Practicum in Behavioral Assessment & Management
- EBS 305 Practicum in Assessment of Bilingual Students with Disabilities
- DEC 430 Literacy & Social Studies in Bilingual Settings Grades 1-6
- ECE 427 Methodology of Teaching English as a New Language, Birth to Grade Six

### **Professional Practice Core (12 credits):**

- EDS 401 Assistive Technology for Students with Disabilities
- EDS 402 Collaboration in Special Education
- EBS 419 Supervised Student Teaching in Bilingual Special Education
- EDS 420 Student Teaching Seminar

## ***Program Requirements:***

The program shall include:

- at least 100 clock hours of field experiences related to coursework prior to student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities.
- a college supervised student teaching or practicum experience of at least a 70 school days, or its equivalent, in a students with disabilities education setting, and in alignment with the daily schedule and annual calendar of that educational setting; provided that candidates pursuing more than one certificate title may complete placements of at least 35 school days for each certificate title.
  - An additional 50 hours of student teaching in a bilingual special education setting are required for Track 2- Students With Disabilities- All Grades, with a Bilingual Extension, 37 credits

# Cost Assessment

The program has been intentionally designed to be cost-effective and sustainable, leveraging Lehman College’s current infrastructure, faculty expertise, and long-standing partnerships with local community colleges and Bronx-based schools. This approach ensures that students—especially those who are graduates of Bronx public schools—have accessible and affordable pathways into the teaching profession, reducing barriers to entry and encouraging diverse participation in the educator workforce.

By embedding this new program within existing structures, Lehman College affirms its commitment to addressing the regional shortage of certified special education teachers while remaining fiscally responsible. The program will expand teaching opportunities for undergraduate students without requiring additional fiscal investment or new faculty lines, making it a strategic and impactful initiative aligned with both community need and institutional capacity.

Upon meeting with the Vice President, Richard Finger, of the enrollment department at Lehman college the following revenue projections were determined based on current enrollment trends, and interest in a degree in education, as well as projected enrollment data. The enrollment department shared the following projections:

*Projected Job Growth* – Special Education in NYC and NYS is expected to grow 1.7% annually through 2032, adding 9,600 positions statewide and 3,660 in NYC, outpacing overall job growth.

*High Earning Potential* – The median salary for Special Education teachers in NYC is \$100,481, which is 6.5% higher than the state average and 56.3% above the national average, making the field financially attractive.

*Policy-Driven Demand* – NYC’s new class size cap of 20 students per classroom will significantly increase the need for certified Special Education teachers across public, charter, and private schools.

*Program Structure Advantage* – Unlike competitors that limit tracks by grade band or defer Special Education to graduate study, Lehman offers an undergraduate dual major covering all grades with a bilingual extension, meeting diverse certification needs in one program.

*Paraprofessional Pipeline* – By targeting paraprofessionals for certification, Lehman taps into an existing workforce eager for advancement, ensuring a steady stream of qualified candidates for high-demand roles.

## Revenue Projection

| Year | 1         |           | 2         |           | 3         |           | 4           |             | 5           |             |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|-------------|-------------|
|      | In-State  | Total     | In-State  | Total     | In-State  | Total     | In-State    | Total       | In-State    | Total       |
|      | \$103,950 | \$103,950 | \$492,030 | \$492,030 | \$817,740 | \$817,740 | \$1,094,940 | \$1,094,940 | \$1,330,560 | \$1,330,560 |

## Competitor Analysis

Additionally, the enrollment office has shared the competitor analysis and found the following information. The new Special Education program provides All-Grades Coverage, unlike MEC’s grade-band tracks and Hunter’s graduate-only Special Education focus, Lehman will be offering an undergraduate dual major spanning all grades in one program at the undergraduate level. This new program provides a Built-In Bilingual Extension track, Lehman uniquely includes a formal bilingual extension track with dedicated coursework and 50 additional bilingual practicum hours, addressing NYC’s multilingual classroom needs. Our program is designed to incorporate a Cohort Model for Retention – The program uses a structured cohort entry (20 students each fall) to foster community and achieve a projected 90% retention rate, which peers do not emphasize. Lehman’s

new program has a focus on the Paraprofessional Pipeline – Lehman explicitly targets paraprofessionals seeking initial certification, creating a direct pathway that Hunter and Brooklyn do not prioritize at the undergraduate level. Utilizing pre-existing partnerships with the LEAP to Teach program. Additionally, this new program will provide Experiential Depth – With 100+ pre-student teaching hours, 70-day supervised teaching, and bilingual placements, Lehman’s clinical requirements exceed typical undergrad integrations at MEC and BC. Please refer to table in Appendix C.

## Faculty

The proposed Bachelor of Arts degree in Special Education will utilize existing institutional resources and will not require additional funding or staffing beyond what is currently in place. All coursework and program coordination will be integrated into the workload of existing full-time and adjunct faculty within the Department of Counseling, Leadership, Literacy and Special Education.

## Facilities and Equipment

**Assessment materials** – Q-interactive, plus subscriptions (\$15,000). The current materials that we have are now outdated and are needed to train and support special education teachers in understanding the assessments of Students with Disabilities. This is a one time fee, and can purchase access to the testing materials for faculty to develop curriculum for state mandated Special Education Assessment courses.

## Library Resources

Lehman college already has an Educational librarian that works with the School of Education. She is already working with the Special Education Faculty and will continue to do so. More details can be found in Appendix D.

## Academic Support

The program will use existing resources that are established at Lehman to support students academically as well as assistance with advisement and enrolling in classes. Academic support includes an extensive set of educational resources through a partnership with the education librarian.

Advisement is provided beginning with assigned onboarding advisor, a Lehman assigned academic advisor, and a graduation advisor. Special Education faculty all serve as mentors in providing advisement to undergraduate students seeking a career in teaching Special Education and a program coordinator for the new programs will be identified among the full time faculty.

The School of Education’s existing Office of Clinical Practices and Partnerships will facilitate field placements and student teaching placements in local partner schools. During the student teaching experience, students will be supported by their cooperating teachers and their Lehman appointed supervisors. The Special Education department will assign a Student Teaching coordinator who organizes assigned student teaching placements to teachers and schools with whom we have close ties and have a track record of success. Students who are teachers of record and thus are interns instead of student teachers are supported by supervisors who make regular visits to their classrooms. The department has scheduled monthly meetings with supervisors, seminar instructors and department faculty specifically designed to discuss ways to support student teachers or interns, and include specific intervention strategies for students who might be experiencing challenges in meeting the criteria for success as described in detail in the Student Teaching/Intern Evaluation form. In cases where the challenges are significant, a special case report is developed (described earlier in this application).

One of the areas of challenge that we anticipate for some students in the new teacher education programs will be the NYS teaching certification exams, which include the Educating All Students exam and the Content Specialty Test-Multi Subject. Students in the new programs will have access to already existing resources provided by the School of Education including free test preparation workshops and practice tests taken as part of their coursework.



|  |                                   |            |            |            |                        |
|--|-----------------------------------|------------|------------|------------|------------------------|
| <b>Term credit total:</b>                              | <b>15</b>                         | <b>15</b>  |            |            |                        |
|  |                                   |            |            |            |                        |
|  |                                   |            |            |            |                        |
|  |                                   |            |            |            |                        |
|  |                                   |            |            |            |                        |
| <b>Term: Fall 2</b>                                    | <b>Credits per classification</b> |            |            |            |                        |
| <b>Course Number &amp; Title</b>                       | <b>Cr</b>                         | <b>LAS</b> | <b>Maj</b> | <b>New</b> | <b>Prerequisite(s)</b> |
| ENG 223 English Literature                             | 3                                 | 3          |            |            |                        |
| BA CORE MAJOR COURSE                                   | 3                                 | 3          |            |            |                        |
| ECO 166 Intro to Macroeconomics                        | 3                                 | 3          |            |            |                        |
| ECE 202 Foundations in Education                       | 3                                 | 3          | 3          |            |                        |
| MAT 124 Algebraic Thinking and Functions for Educators | 3                                 | 3          |            |            |                        |
|  |                                   |            |            |            |                        |
| <b>Term credit total:</b>                              | <b>15</b>                         | <b>15</b>  | <b>3</b>   |            |                        |
| <b>Term: Spring 2</b>                                  | <b>Credits per classification</b> |            |            |            |                        |
| <b>Course Number &amp; Title</b>                       | <b>Cr</b>                         | <b>LAS</b> | <b>Maj</b> | <b>New</b> | <b>Prerequisite(s)</b> |
| HIE 314 Europe 20 <sup>th</sup> Century                | 3                                 | 3          |            |            |                        |
| AST 101 An Intro to Astronomy                          | 3                                 | 3          |            |            |                        |
| LEH 352 Studies in Literature                          | 3                                 | 3          |            |            |                        |
| BA CORE MAJOR COURSE                                   | 3                                 | 3          |            |            |                        |

|   |                                   |            |            |            |                        |
|---|-----------------------------------|------------|------------|------------|------------------------|
| <b>Term credit total:</b>   | <b>15</b>                         | <b>9</b>   | <b>6</b>   |            |                        |
|   |                                   |            |            |            |                        |
|   |                                   |            |            |            |                        |
|   |                                   |            |            |            |                        |
|   |                                   |            |            |            |                        |
| <b>Term: Summer 3</b>   | <b>Credits per classification</b> |            |            |            |                        |
| <b>Course Number &amp; Title</b>  | <b>Cr</b>                         | <b>LAS</b> | <b>Maj</b> |            |                        |
| ECE 427 Methodology of Teaching English as a New Language, Birth to Grade Six | 3                                 |            | 3          |            |                        |
| <b>Term credit total:</b>   | <b>3</b>                          |            | <b>3</b>   |            |                        |
| <b>Term: Fall 4</b>   | <b>Credits per classification</b> |            |            |            |                        |
| <b>Course Number &amp; Title</b>  | <b>Cr</b>                         | <b>LAS</b> | <b>Maj</b> | <b>New</b> | <b>Prerequisite(s)</b> |
| BSE 303 Practicum in Assessment of Bilingual Students with Disabilities       | 3                                 |            | 3          |            |                        |
| DEC 430 Literacy & Social Studies in Bilingual Settings Grades 1-6            | 4                                 |            | 4          |            |                        |
| EDS 410 Assistive technology for Students with Disabilities                   | 3                                 |            | 3          |            |                        |
| BA CORE MAJOR COURSE  | 3                                 | 3          |            |            |                        |
| BA CORE MAJOR COURSE  | 3                                 | 3          |            |            |                        |
|   |                                   |            |            |            |                        |
| <b>Term credit total:</b>   | <b>16</b>                         | <b>6</b>   | <b>10</b>  |            |                        |
| <b>Term: Spring 4</b>   | <b>Credits per classification</b> |            |            |            |                        |
| <b>Course Number &amp; Title</b>  | <b>Cr</b>                         | <b>LAS</b> | <b>Maj</b> | <b>New</b> | <b>Prerequisite(s)</b> |
| EDS 402 Collaboration in Special Education                                    |                                   |            | 3          |            |                        |
| EDS 403 Supervised Student Teaching in Special Education                      | 3                                 |            | 3          |            |                        |
| EDS 404 Student Teaching Seminar in Bilingual Special Education               | 3                                 |            | 3          |            |                        |
| BA CORE MAJOR COURSE  | 3                                 | 3          |            |            |                        |

|                               |    |    |  |  |  |                           |           |          |          |  |  |
|-------------------------------|----|----|--|--|--|---------------------------|-----------|----------|----------|--|--|
| BIO 166 Principles of Biology | 4  | 4  |  |  |  | BA CORE MAJOR COURSE      | 3         | 3        |          |  |  |
|                               |    |    |  |  |  |                           |           |          |          |  |  |
| Term credit total:            |    |    |  |  |  |                           |           |          |          |  |  |
|                               | 16 | 16 |  |  |  | <b>Term credit total:</b> | <b>15</b> | <b>6</b> | <b>9</b> |  |  |

**Program Totals:**

Cr:= credits      LAS =  
[Liberal Arts and Sciences](#)  
Maj = major requirement  
New = new course  
Prerequisite(s) = list  
prerequisite(s) for the noted  
courses

|              |                             |   |               |
|--------------|-----------------------------|---|---------------|
| Credits: 125 | Liberal Arts & Sciences: 91 | LA Major: 30-39 (Some majors include gen ed courses listed) | EDU Major: 37 |
|--------------|-----------------------------|---|---------------|

## COURSE DESCRIPTIONS FOR REQUIRED COURSES INCLUDING PREREQUISITES

### Foundations Core

- ECE 202 Foundations in Education  
Study of the historical, sociocultural, and linguistic contexts of U.S. school communities and homes as they relate to school environments. We will use a critical lens that embraces issues of equity and bias to study the history and theory of U.S schooling, both traditional and newer, from birth to grade 12. In doing so, we will explore the reciprocal relationships that the institutional of schooling in the U.S has built between home, school and community environments
- BSE 201 Introduction to Bilingual Students with Disabilities  
History and background of bilingual education, policies, approaches and theory of education for immigrant, bilingual and language minority students. The social, cultural, and economic context surrounding the education of bilingual students with disabilities. NOTE: Must be a Special Education Teacher Education-Bilingual Extension Major
- EDS 202 Child Development of Students with Disabilities  
Child and adolescent development with a focus on how these processes impact individuals with disabilities. It examines biological, cognitive, emotional, social, and cultural influences, comparing typical and atypical development across stages. Key developmental theories and intervention strategies to promote positive outcomes in special education. NOTE: Must be in set major

### Practicum in Method Teaching Core

- EDS 301 Practicum in Curriculum & Instruction of Students with Disabilities  
Selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse students with disabilities in inclusive settings. Development of appropriate IEPs. NOTE: (30 hours Supervised Practicum Teaching). Pre-Requisite EDS 201 or BSE 201, and EDS 202
- EDS 302 Practicum in Behavioral Assessment & Management of Students with Disabilities  
Developing behavior management strategies for students with disabilities in special education settings. An additional focus will be placed on social emotional learning as a classroom management best practice. Pre-Requisite EDS 201 or BSE 201, and EDS 202 NOTE: (30 hours Supervised Practicum Teaching: Birth-12<sup>th</sup> is required.)

- BSE 303 Practicum in Assessment of Bilingual Students with Disabilities  
Foundational knowledge and hands-on experience in the assessment of bilingual students with disabilities. Emphasizing culturally and linguistically responsive practices and evaluation. NOTE: (30 hours Supervised Practicum Teaching: Birth-12<sup>th</sup> and bilingual setting is required.) Pre-Requisite EDS 201 or BSE 201, and EDS 202
- EDS 304 Practicum in Teaching Students with Disabilities in a Digital World  
This course uses technology to support the teaching of literacy, social studies, math, and science to students of diverse learning needs and language backgrounds and abilities through the content areas. NOTE:(30 hours Supervised Practicum Teaching: Birth-12<sup>th</sup> is required.) Pre-Requisite EDS 201 or BSE 201, and EDS 202
- DEC 430 Literacy & Social Studies in Bilingual Settings Grades 1-6  
Focus on teaching and learning at the intersection of home language, literacy and social studies for children in Grades 1-6 bilingual settings. Includes examination of computational digital literacies, culturally responsive, and developmentally appropriate theory and practice. Note: 20 hours of fieldwork in bilingual settings is required. Prerequisites: ECE 301, ECE 202 or ECE 302, ECE 304 and ECE 435
- ECE 427 Methodology of Teaching English as a New Language, Birth to Grade Six  
Methods and materials for teaching multilingual children who are learning English in early care or school settings. Focus on using English as a new language methodologies. Note: This course requires 15 hours of fieldwork with children in urban early childhood and childhood educational settings. Prerequisite: PREREQ: Departmental Permission and Admission to an Early Childhood or Childhood Minor to Master's track

#### Professional Practice Core

- EDS 410 Assistive Technology for Students with Disabilities  
A foundational understanding of the selection and implementation of assistive technology (AT) for individuals with disabilities. Various types of assistive devices, assessment and evaluation methods for effective service delivery, and practical applications in both school and community settings. NOTE: 10 hours fieldwork is required Pre-Requisite EDS 301, EDS 302, EDS 303 or BSE 303, and EDS 304 or EDC 430
- EDS 402 Collaboration in Special Education  
All aspects of Collaboration in Special Education, which includes co-teaching, IEP development, parent and family involvement, communication strategies, collaboration with all school personnels. Students will work collaboratively to

create and deliver co-taught lessons, as well as give and receive feedback to one another. NOTE: (10 hours fieldwork is required) Pre-Requisite EDS 301, EDS 302, EDS 303 or BSE 303, and EDS 304 or EDC 430

- EDS 403 Supervised Student Teaching in Special Education  
Supervised practicum in the teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in collaborative and/or specialized educational settings. NOTE:(90 Hours Supervised Practicum Teaching at the developmental level of study required.) Department Permission Required
- EDS 404 Student Teaching Seminar in Special Education  
Support the analysis, discussion, and critical reflection on student teaching experiences with culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in inclusive and/or specialized educational settings. NOTE: (The course also prepares students for the completion of the Lehman Teacher Performance Portfolio (Lehman-TPP) and provides guidance in meeting required state certification student teaching assessments.) Department Permission Required

## SYLLABI FOR NEW COURSES

### BSE 201 Introduction to Bilingual Students with Disabilities

LEHMAN COLLEGE

GRADUATE PROGRAM IN SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

The School of Education prepares competent, qualified, ethical and reflective professionals for service in diverse communities.

Semester:

**Course:** BSE 201 Introduction to Bilingual Students with Disabilities

Time:

Room:

Office Hours:

Professor:

Mailbox:

Phone:

E-mail:

Zoom Link:

Required Text:

García, O. & Kleifgen, J. A. (2018). Educating emergent bilinguals: policies programs and practices for English learners (2nd edition). Teachers College Press.

Else Hamayan, Barbara Marler, Cristina Sanchez-Lopez, & Jack Damico (2013). Special Education Considerations for English Language Learners: Delivering a Continuum of Services (2nd Edition). Brookes Pub

#### I. Course Description:

BES 201 Introduction Bilingual to Students with Disabilities (3 credits).

This introductory course addresses the nature of bilingualism as a societal and individual phenomenon. It will explore the history and background of bilingual education, policies, approaches and theory of education for immigrant, bilingual and language minority students. It will also consider the social, cultural, and economic context surrounding the education of bilingual students with disabilities and issues surrounding aforementioned topics. (15 fieldwork hours required.)

#### II. Learning Outcomes (By the end of the course students will be expected to):

1. Articulate the historical, philosophical, and legal basis of policies that inform the identification, evaluation and servicing of bilingual learners.
2. Explain the characteristics of bilingual children and effects of the socio-cultural and political contexts on their development and schooling experiences.

3. Recognize the importance of bilingual learners' home languages and language varieties in their learning.
4. Articulate personal philosophy of teaching including its relationship to inclusive education, special education, and bilingual education.
5. Research and discuss topics of interest as it relates to disability, language, culture, and bilingual education and its impact on schools and communities.
6. Demonstrate sensitivity, respect, and care to differences in bilingual children and their families' cultures, languages, needs, goals, structures, and willingness to form caring and productive relationships with school personnel.

III. Lehman Urban Teacher Education (LUTE) Conceptual Framework Themes Addressed by this course:

Theme I - Empower Learners. School of Education faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II - Educate for Equity. School of Education faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III: Realize Potential. School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students to realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV - Affirm Diversity. School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-

community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

## Dispositions

1. Identify personal cultural biases and differences that affect one's teaching.
2. Recognize the importance of the teacher serving as a model for individuals with exceptional learning needs.

## IV. CEC standards addressed by this course:

### CEC Standard 1: Learner Development and Individual Learning Differences

- Understands how language, culture, and disability interact and affect learning.

### CEC Standard 2: Learning Environments

- Creates safe, inclusive, culturally responsive learning spaces.

### CEC Standard 4: Assessment

- Uses valid, reliable assessments to inform instruction.

### CEC Standard 5: Instructional Planning and Strategies

- Selects and adapts strategies to meet individual learning needs.
- Uses knowledge of general and specialized curricula to individualize learning.

### CEC Standard 6: Professional Learning and Ethical Practice

- Applies ethical and culturally responsive practices.

### CEC Standard 7: Collaboration

- Collaborates with families, educators, and specialists.

## V. Instructional Methods Implemented in This Course:

1. Critique through discussion, reflection, reading, viewing and journaling.
2. School, agency and home observations
3. Teacher observations and reflections and recording of data.
4. Use of media and technology specifically related to course content.

## Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to instructor.

For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441. For detailed information on services and resources visit: <http://www.lehman.edu/student-disability-services/> , or email: [disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu).

## Academic Integrity and Plagiarism Policy

“Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and college’s Academic Integrity Officer.

For detailed information on definitions and examples of Academic Dishonesty, including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit: <http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

## \*\*Wellness Policy

We are living through unbelievably difficult times. Your health and well-being, and that of your loved ones, are more important than all else. During class, please make sure to hydrate and breathe. When we are remote, please use your camera as often as you can, because it gets lonely staring at empty black boxes. If situations outside of class make you feel like you are unable to be your best academic presence, please, let me know what I can do to be helpful to you. I am always available, and will also be able to help you access more concrete assistance through Lehman resources.

## Performance-Based Evaluation for Course Objectives:

### 1. Professionalism

Attendance/Professionalism: Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Each student should arrive on time and attend all classes. Any student who has more than one absence will not be eligible for a grade of A. In the event that you must be absent, you are responsible for obtaining any information/materials handed out in your absence. Arrange in advance to have a classmate obtain these materials for you. As developing professionals in the field of special education, professional behavior during class and in your field experience is expected. **Cell phones should be turned off during classroom discussions and texting is not allowed during class time.** Students should familiarize themselves with [Lehman College's Academic Integrity policy](#). The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor. Rules of classroom behavior include but are not limited to the following:

- i. Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- ii. Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations.
- iii. Verbal language and body language should be professional and respectful throughout classroom discussions.

**2. Participation.** Participation includes in-class discussions, participation in individual and group presentations, and also participation as a member of collaborative learning groups. Participation will be assessed across three domains:

- 1) Group discussion -- guidelines for group discussion/participation include: a) the quantity of a student's contributions is neither significantly more or less than that of other students, b) discussions and contributions are almost always on topic, and do not deviate from assignment. c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.
- 2) Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) consistently following directions, and d) incorporating others' responses and comments in contributions to class discussions.

- 3) Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

3. Grading and Assignments. (May be modified in the course of the semester.)

**1. Class Participation & Discussions (15%)** – Active engagement in class discussions and activities.

**2. Weekly Reflections: 20%.** – Each class session you will be required to complete assigned readings and media viewings on a course topic. To facilitate course participation and community, you will post at least 300 words reflections in the Blackboard Discussion Forum before each class session

**3. Case Study Project (Student interview and reflection): 30%** – You will choose one bilingual learners with/without a disability and find a time to meet with them and ask them some questions to learn more about the student. Please tailor the provided example questions for your case student. Your goal as an interviewer is to make your student feel comfortable and get to know them better, feel free to ask them any follow up questions that you may have! After the interview, you will write a report (4-5 pages, double spaced, size 12 Times New Roman font) about the student.

**4. Final presentation: 15%** – This is a group project, and you will be assigned to a collaborative team based on field experience placements. Learning teams will identify one bilingual learners with a disability and conduct a comprehensive case study regarding the child, then prepare a 25-30-minutes presentation that illustrates the child's needs, family context, educational program, and teaching strategies (e.g., differentiation/UDL informed practices, accommodation, modification, assistive technology) and services (e.g., OT, PT, speech). Use pseudonym for the case student

**5. Final Exam (25%)** – Exam will consist of questions based of the Power Point, the assigned readings, and/or video resources. Exam will include multiple choice, true/false questions and short answer questions. Short answer questions should be no more than 100 words and will be scored based on quality of response, focus on the accurately responding to the question.

CLASS SCHEDULE

Subject to revision---This is a very living document!

| DATE  | ACTIVITIES   | PRODUCTS DUE               |
|---|--|----------------------------|
| <p>Week 1</p> <p>Introduction to Bilingual Special Education</p>              | <ul style="list-style-type: none"> <li>• Overview of bilingual special education and its importance</li> <li>• Defining bilingual learners and disabilities</li> <li>• The role of special education in the bilingual classroom</li> <li>• Overview of key concepts: Bilingualism, language acquisition, disabilities</li> </ul> | <p>Weekly reflection 1</p> |
| <p>Week 2</p> <p>Theories of Bilingualism and Language Development</p>        | <ul style="list-style-type: none"> <li>• Theories of second language acquisition (SLA) and language development</li> <li>• Cognitive, social, and cultural aspects of bilingualism</li> <li>• Language disorders vs. language differences</li> </ul>   | <p>Weekly reflection 2</p> |
| <p>Week 3:</p> <p>Types of Disabilities in Bilingual Learners</p>             | <ul style="list-style-type: none"> <li>• Overview of disabilities commonly found in bilingual students (e.g., learning disabilities, autism spectrum disorder, ADHD)</li> <li>• Identifying language-related disabilities vs. second language interference</li> <li>• Case studies and diagnostics</li> </ul>                    | <p>Weekly reflection 3</p> |
| <p>Week 4:</p> <p>Legal and Ethical Issues in Bilingual Special Education</p> | <ul style="list-style-type: none"> <li>• Special education law (IDEA, Section 504, ADA) as it pertains to bilingual students</li> <li>• Cultural and ethical considerations in bilingual special education</li> <li>• The right to language access and accommodations</li> </ul>   | <p>Weekly reflection 4</p> |

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| <p>Week 5:</p> <p>Culturally Responsive Teaching for Bilingual Learners</p>        | <ul style="list-style-type: none"> <li>• The importance of cultural competence in the bilingual classroom</li> <li>• Strategies for addressing cultural diversity and building rapport</li> <li>• Culturally responsive instructional practices</li> </ul>   | <p>Weekly reflection 5</p> |
| <p>Week 6:</p> <p>Assessment of Bilingual Learners with Disabilities</p>           | <ul style="list-style-type: none"> <li>• Challenges in assessing bilingual students with disabilities</li> <li>• Appropriate formal and informal assessments</li> <li>• Tools and strategies for evaluating language and cognitive skills</li> </ul>   | <p>Case Study Project</p>  |
| <p>Week 7:</p> <p>Differentiated Instruction in Bilingual Special Education</p>    | <ul style="list-style-type: none"> <li>• The principles of differentiated instruction for bilingual learners with disabilities</li> <li>• Adapting content, process, and product for diverse learners</li> <li>• Practical strategies for language scaffolding and differentiation</li> </ul>                      | <p>Weekly reflection 6</p> |
| <p>Week 8:</p> <p>Language Development in Bilingual Learners with Disabilities</p> | <ul style="list-style-type: none"> <li>• Supporting language development in students with disabilities</li> <li>• Understanding the interaction between language disorders and second language acquisition</li> <li>• Strategies for promoting language growth in bilingual students with special needs</li> </ul> | <p>Weekly reflection 7</p> |
| <p>Week 9:</p> <p>Social-Emotional Support for</p>                                 | <ul style="list-style-type: none"> <li>• Addressing social-emotional development in bilingual students with disabilities</li> </ul>  | <p>Weekly reflection 8</p> |

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| <p>Bilingual Learners with Disabilities</p>                                      | <ul style="list-style-type: none"> <li>• Strategies for supporting self-esteem and peer relationships</li> <br/> <li>• Culturally sensitive approaches to social-emotional learning.</li> </ul>  |                             |
| <p>Week 10:<br/><br/>Creating an Inclusive Classroom Environment</p>             | <ul style="list-style-type: none"> <li>• Designing classroom spaces that promote inclusion and language development</li> <li>• Culturally and linguistically responsive teaching practices</li> <li>• Practical strategies for fostering an inclusive atmosphere for bilingual learners</li> </ul>       | <p>Weekly reflection 9</p>  |
| <p>Week 11:<br/><br/>Collaboration with Families and Multidisciplinary Teams</p> | <ul style="list-style-type: none"> <li>• Building partnerships with families of bilingual students with disabilities</li> <li>• Working with interdisciplinary teams (speech therapists, psychologists, ESL teachers)</li> <li>• Strategies for involving families in the educational process</li> </ul> | <p>Weekly reflection 10</p> |
| <p>Week 12:<br/><br/>Classroom Management in Inclusive Bilingual Settings</p>    | <ul style="list-style-type: none"> <li>• Strategies for managing behavior in bilingual classrooms</li> <li>• Positive behavior supports for students with disabilities</li> <li>• Creating an inclusive classroom environment for bilingual learners</li> </ul>  | <p>Weekly reflection 11</p> |
| <p>Week 13:<br/><br/>Case Study Presentations</p>                                | <ul style="list-style-type: none"> <li>• Students will present case studies on bilingual learners with disabilities</li> <li>• Presentations will include an analysis of the student’s needs, instructional strategies, and outcomes</li> </ul>  | <p>Final Presentation</p>   |

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|  | <ul style="list-style-type: none"><li>• Peer feedback and group discussions</li></ul>   |            |
| Week 14:<br><br>Course Review and Final Exam | <ul style="list-style-type: none"><li>• Review of key topics covered throughout the course</li><li>• Final exam covering all concepts, theories, and strategies</li><li>• Final reflection on teaching bilingual learners with disabilities</li></ul> | Final Exam |

# EDS 202 Child Development of SWD

## EDS 202 Child Development of Students with Disabilities

LEHMAN COLLEGE

Department of Counseling, Leadership, Literacy & Special Education

School of Education

LEHMAN COLLEGE

City University of New York

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### EDS 202 Child Development of Students with Disabilities

Instructor

Instructor:

Telephone:

Email:

Office:

Office hours:

### Resources

Computer Center Helpdesk – 718-960-1111

Student Disability Services – 718-960-8441

Instructional Support Services – 718-960-8175

Counseling Center Services – 718-960-8761

### Course description

This course provides an in-depth exploration of child and adolescent development, with an emphasis on how developmental processes affect children and adolescents with disabilities. Students will examine the biological, cognitive, emotional, social, and cultural factors that shape development and learn to apply this knowledge in the context of special

education. The course will cover both typical and atypical development across key stages, as well as intervention strategies for promoting positive developmental outcomes. The course will integrate key developmental theories and offer strategies for applying these concepts in special education contexts.

#### Required Text

Texts: This is a Zero Textbook Course. Links are provided for Open Access Resources for all of the course materials.

#### Open Educational Resources (OER) for the Course:

Rather than a traditional textbook, we will use the following OER materials:

1. **OpenStax - *Child Development*** (Free, downloadable textbook on child development)
2. Lumen Learning - *Introduction to Psychology: Child Development* (Free, open access course content)
3. Saylor Academy - *Child and Adolescent Psychology* (Free, open access course materials)
4. The University of Minnesota - *Understanding Child Development* (Free, open access content)

Brightspace will be utilized to post various articles, chapters, and examples of assignments.

#### Course Name, Number, & Description

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Number of credits: 3

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#### Place of course in curriculum

Required \_\_\_\_x\_\_\_\_

Elective \_\_\_\_\_

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Themes of the LUTE conceptual frame of the School of Education addressed in the course

**Lehman Urban Teacher and Counselor Education (LUTE) Conceptual Framework** is reflective of the four themes: 1) Building a community of teachers, counselors and learners, 2) counseling and education for social action and equity, 3) developing human capacities and 4) affirming diverse sociocultural contexts.

The entire LUTE document is available at  
[www.lehman.cuny.edu/education/facpages/concept.html](http://www.lehman.cuny.edu/education/facpages/concept.html) or  
[www.lehman.edu/deanedu/deanedu/](http://www.lehman.edu/deanedu/deanedu/)

**I. Lehman Urban Teacher Education (LUTE) Conceptual Framework Themes  
Addressed by this course:**

TI: Building a Community of Teachers and Learners

Knowledge of

TIK: Which guides the acquisition of knowledge within a community of teachers and learners

Knowledge of the development of children with special needs

Knowledge of content areas and related standards

Knowledge of key theorists/practitioners

Knowledge of inquiry-based pedagogy

Critical analysis of received knowledge

Awareness that community is shaped by inquiry

Skills

TIS: Which guides skills/practice within a community of teachers and learners

1. Ability to observe, describe, document
2. Ability to organize ideas in a logical and coherent structure
3. Ability to select and use evidence to support an idea
4. Effective teaching practice which relies on inquiry, collaboration and cooperation among teachers and children

5. Reflection on the effectiveness of teaching practices
6. Critical and responsible integration of technology as it connects us with the global community of teachers and school-age children

#### Dispositions

TID: Which guides dispositions that facilitate a community of teachers and learners

1. Self-motivation and love of learning
  2. Respect and caring for the process of inquiry
  3. Commitment to inquiry and reflective research
  4. Respect and caring of ideas
  5. Ability to see oneself as both teacher and learner
  6. Commitment to on-going assessment of self as teacher and learner
  7. Commitment to inspiring a passion for learning
  8. Respect for human relationships
  9. Commitment to the development of a philosophy of teaching and learning
  10. Commitment to envisioning children as having power over their own learning
  11. Commitment to caring for the teachers and children with whom we work.
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Relevant NYS and national standards addressed in the course:

This course meets relevant NCATE and New York State Standards, and is aligned with the edTPA rubric 6

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#### II. Instructional Methods Implemented in This Course:

- Lecture and active class discussions
- Constructivist projects
- Use of media and technology specifically related to course content (online searches for pertinent research findings and instructional strategies, BlackBoard postings, links to relevant research articles, and podcasts)
- Guest speakers with expertise in the field
- Emphasis on small group work and decision-making
- Emphasis on formative instructor feedback
- Independent inquiry
- Literature review
- Continued revising and editing to written work, with opportunities for feedback and multiple drafts of the written research project reviewed before the deadline.

### **emental learning options**

Candidates have the opportunity to submit drafts of assignments prior to the deadline to allow for continuous feedback and collaboration with the professor.

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Student outcomes expected upon successfully completing the course (*alignment with LUTE outcomes*)

1. Demonstrate knowledge of child development, including the developmental needs of children with disabilities, key educational theorists, and content area standards.
  2. Apply inquiry-based pedagogy and critically analyze educational theories and practices within a community of learners.
  3. Observe, describe, and document children's learning and behavior to inform instruction and support student growth.
  4. Organize and communicate ideas clearly and coherently, using evidence to support instructional decisions.
  5. Engage in effective teaching practices grounded in inquiry, collaboration, and cooperation with students and colleagues.
  6. Reflect on and evaluate the effectiveness of teaching strategies to support continuous improvement and inclusive learning environments.
- 

### Suggested multiple methods of assessment

- Case study
  - Submission and presentation of case study
  - In class discussion/participation
  - BlackBoard discussion/participation
  - Final Examination
  - Reflections
  - Co-teaching
- 

Course assignments including description of online assignments and date/s due

1. Professionalism Grade (10%):

**Attendance/Professionalism:** Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Each student should arrive on time and attend all classes online. Any student who misses more than one class will receive a two point reduction in their overall grade for the course. An additional two point reduction will be incurred for each additional class missed. As developing professionals in the field of special education, professional behavior during class and in your field experience is expected. Cell phones should be silenced during online discussions, notifications turned off on your devices, and texting is not allowed during class time. You are expected to adhere to the ethical principles of the profession, and you are also expected to maintain the highest academic standards of Lehman College. Academic integrity and honesty should be reflected in all of your work. Students should familiarize themselves with CUNY's Academic Integrity policy, found at <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf> which offers definitions and examples of academic dishonesty. The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Additionally, professional behavior includes contributing to the diverse community of learners within the classroom. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor.

**2. Participation (5%):** To fully benefit from the collaborative nature of this class, class participation is vital to your own growth and that of the other students. Classes are constructed together within our community. Participation includes in-class discussions, participation in individual and group presentations, and also participation as a member of collaborative learning groups, where students will actively engage in discussion, offer each other support, and share strategies. Participation will be assessed across three domains each worth 5 points toward the total participation grade.

1) Group discussion

2) Active and engaged listening

3) Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

Given that the class is conducted remotely, please follow these guidelines:

- During Zoom class sessions, you should conduct yourself as you would during an in-person class.
  - Refrain from driving or commuting, engaging in work-related matters, completing your child's homework with them, making dinner, or any other activity that would take you away from the class. Engaging in these activities will be reflected in your participation grade.
  - I request that you keep your video on when attending class on Zoom. I understand that sometimes circumstances may not allow you to share your video. Please message me privately if you find yourself in this situation. If you need to step away for a moment to minimize a distraction while on Zoom, please turn your video off to indicate that you stepped away. Ensure that the time you are gone is minimal to maximize your class participation.
  - Find a quiet, comfortable spot where you can be fully present for the virtual class. Take notes and ask questions. Participate fully in class discussions, group work, etc. by sharing your thoughts, connections, and ideas. Clearly demonstrate that you completed the assigned readings and asynchronous work in your participation.
  - When working in breakout groups, invite others to share their thoughts, connections, and ideas and openly listen.
  - When you are not speaking, ensure your microphone is muted to eliminate background noise.

**3. IFSP or IEP Review and Case Study (40%)** Candidates will compile a review of an IFSP or IEP and write a full case study in response. This will include a description of the student's strengths and areas for growth based on the record review. The candidate will describe the child, the family, the disability, language, culture, the educational program and the educational setting. Students can interview the child, family, regular education and special education teachers, related service providers, and other support personnel.

**4. Weekly Student Co-Teaching Presentation (20%):** All candidates will be paired with another student and together they will present for 15 minutes on the main points on the assigned readings for the week. In addition, they will engage the other candidates in thoughtful questions and prepare a mini-lesson on the materials for that week. This must be done collaboratively and we will begin each week with the candidate-lead team. Please pay special attention to the skills of co-teaching for this assignment. You and your partner will demonstrate a collaborative teaching approach.

The synopsis should occur across these five criteria:

a) Professionalism – Did the candidates present themselves as educators? Were they in command of the group and did they keep to time (15 minutes)? Did they begin/end on time? Were they well prepared?

b) Content – Did the candidates convey the content thoughtfully? Was the information clear? Did they present adequate support and evidence?

c) Structure -Was the material presented in a clear, logical sequence? Are there clear transitions between ideas presented? Were activities or discussions structured in a coherent and organized way?

d) Style – Is the tone appropriate? Were the candidates compelling and interesting to listen to? Did they engage the rest of the class?

e) Clarity- Have terms been defined? Are ideas expressed clearly and accurately?

**5. BlackBoard Discussions (10%):** There will be 3 BlackBoard postings and responses throughout the semester. You will post and comment based on the questions posed in the syllabus or the scholarly readings I have included. As you are developing as scholars, this will be a nice opportunity to share your learning with the community and to think critically about the topics within young childhood development. Please respond thoughtfully

**5. Final Exam (10%):** Working in a small group, you will choose one of your case study students and make a 3 slide PowerPoint that introduces the student and applies 3 new learnings from the theories we discussed to your case study student. It must be no more than 5 minutes total.

**6. Self-reflection (5%):** At the conclusion of the course, please complete a two paragraph self-reflection on your experience in this course and what you learned about yourself through it.

Writing support: As a student in this course, you are eligible for writing support and consultation through the Lehman College Instructional Support Services Program (ISSP).

This program provides tutoring, workshops, and additional resources to support graduate students' classroom learning. The ISSP provides instructional support through the Academic Center for Excellence (ACE), located in the Old Gym Building, Room 205, and the Science Learning Center (SLC), located in Room 133 of Gillet Hall. You may reach the center online at: [www.lehman.edu/issp](http://www.lehman.edu/issp).

Accommodations: The Office of Student Disabilities Services (SDS) is available to help Lehman College students who request accommodations. You may also feel free to discuss any necessary accommodations privately with the professor.

Academic Integrity and Plagiarism Policy:

<http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>

Counseling services: Students who wish to access consultative or counseling services may do so at the Counseling Center at Lehman College (*Old Gym Bldg Rm 114*). Services are free and confidential and provided in a safe environment where students can address issues that may influence their academic goals. Phone: 718-960-8761  
email: [counseling.center@lehman.cuny.edu](mailto:counseling.center@lehman.cuny.edu)

#### Methods of Evaluation and Grading

The course will be graded based on the student's performance in the aforementioned areas. Attendance will be considered as a component of grading.

**Late Assignments**: No assignment submitted after the due date will be eligible for a grade higher than a B+. For each additional week an assignment is late, 5 points will be deducted.

Exceeds standards (A); Meets Standards (B to A-); Does Not Meet Standards (B- and below)

A= 100-95    A-=94-90    B+= 89-85    B = 84-80    B-=79-75    C+=74-70    C= 69-65    C-= 64-60

Description of how important topics (development, bilingualism, diversity, inclusion of students with special needs, technology, and aesthetics) are integrated into the course:

Through the use of readings and current scholarly research, students will be introduced to the early childhood development and supporting young children with special needs. Candidates will develop their writing skills through a process of writing, editing, and revising with feedback from fellow candidates and individual conferences with the professor. Candidates will increase their exposure to scholarly research and current research and practice in special education, including considerations of culture and language in young children. In addition, relevant articles, Ted Talks, and podcasts on recent research in early childhood special education will also be introduced. Technology is integrated throughout the course, through the use of PowerPoint, podcasts, online video clips, and BlackBoard discussion forums.

Course Schedule – Please have the assigned reading completed prior to class.

This course includes peer mentorship, an individual conference with the professor, weekly in class sessions, on-campus library activities, and BlackBoard discussions, postings, and submission. PLEASE CHECK THIS SYLLABUS EVERY WEEK AND LOG ON TO BLACKBOARD FOR WEEKLY DISCUSSIONS AND ALERTS.

Course Schedule and Topics with OER and Podcast Episodes:

Week 1: Introduction to Child and Adolescent Development

- **Topics:** Overview of theories and stages of child and adolescent development
- **OER Reading:** OpenStax - *Child Development* - Chapter 1: Introduction
- **Podcast:** *The Child Development Podcast* (Episode: "Why Developmental Psychology Matters for Parents and Teachers")
  - **Link:** The Child Development Podcast

Week 2: Theories of Development

- **Topics:** Piaget's Cognitive Development Theory, Erikson's Psychosocial Stages, Vygotsky's Sociocultural Theory
- **OER Reading:** OpenStax - *Child Development* - Chapter 2: Theories of Development
- **Podcast:** *The Science of Parenting* (Episode: "Understanding Piaget's Stages of Development")
  - **Link:** The Science of Parenting

Week 3: Prenatal and Infant Development

- **Topics:** Stages of prenatal development, early brain development, sensory and motor development in infants
- **OER Reading:** OpenStax - *Child Development* - Chapter 3: Biological Development in Infancy
- **Podcast:** *The Baby Doctor Podcast* (Episode: "The First 1000 Days: The Importance of Early Development")
  - **Link:** [The Baby Doctor Podcast](#)

#### Week 4: Cognitive Development in Early Childhood

- **Topics:** Piaget's Preoperational Stage, early language acquisition, development of theory of mind
- **OER Reading:** Lumen Learning - *Child Development* - Chapter 5: Cognitive Development in Early Childhood
- **Podcast:** *The Mindful Schools Podcast* (Episode: "How to Support Early Childhood Development")

#### Week 5: Social and Emotional Development in Early Childhood

- **Topics:** Attachment theory, emotional regulation, early peer relationships
- **OER Reading:** Saylor Academy - *Child and Adolescent Psychology* - Chapter 5: Early Social and Emotional Development
- **Podcast:** *The Social-Emotional Learning Podcast* (Episode: "Attachment and Emotional Development in Early Childhood")

#### Week 6: Middle Childhood Development (Ages 6-12)

- **Topics:** Cognitive growth, moral development, peer relationships, school and academic development
- **OER Reading:** OpenStax - *Child Development* - Chapter 6: Cognitive Development in Middle Childhood
- **Podcast:** *The Child Development Institute Podcast* (Episode: "Supporting Social and Emotional Growth in Middle Childhood")

#### Week 7: Cognitive and Physical Development in Adolescence

- **Topics:** Puberty, brain development, Piaget's Formal Operational Stage, adolescent risk-taking
- **OER Reading:** OpenStax - *Child Development* - Chapter 8: Cognitive Development in Adolescence
- **Podcast:** *The Mental Health Foundation Podcast* (Episode: "Understanding Adolescent Brain Development")

#### Week 8: Social and Emotional Development in Adolescence

- **Topics:** Identity vs. Role Confusion, peer pressure, family dynamics, mental health challenges
- **OER Reading:** OpenStax - *Child Development* - Chapter 9: Social and Emotional Development in Adolescence
- **Podcast:** *The Psychology Podcast* (Episode: "Identity Development in Adolescence")

#### Week 9: Cultural and Environmental Influences on Development

- **Topics:** The role of culture, socioeconomic status, family structure, and environment
- **OER Reading:** University of Minnesota - *Understanding Child Development* - Chapter 2: Environmental Influences on Development
- **Podcast:** *The Culture and Psychology Podcast* (Episode: "How Culture Shapes Development in Children and Adolescents")

#### Week 10: Developmental Delays and Disabilities

- **Topics:** Developmental disabilities (e.g., ASD, intellectual disabilities), early identification, intervention
- **OER Reading:** Saylor Academy - *Child and Adolescent Psychology* - Chapter 7: Disabilities in Children and Adolescents
- **Podcast:** *The Special Education Teacher Podcast* (Episode: "Supporting Children with Developmental Disabilities in the Classroom")

#### Week 11: Behavioral and Emotional Challenges in Children and Adolescents

- **Topics:** ADHD, conduct disorders, emotional regulation, behavior modification techniques
- **OER Reading:** OpenStax - *Child Development* - Chapter 10: Psychological Disorders in Childhood and Adolescence
- **Podcast:** *The ADHD Experts Podcast* (Episode: "Understanding ADHD in Children and Adolescents")

#### Week 12: Promoting Positive Development through Special Education

- **Topics:** Evidence-based practices, IEPs, social inclusion, emotional well-being
- **OER Reading:** University of Minnesota - *Understanding Child Development* - Chapter 15: Supporting Development in Children with Disabilities
- **Podcast:** *The Special Ed Guide Podcast* (Episode: "Building Effective IEPs for Students with Disabilities")

#### Week 13: Case Study Presentations

- **Topics:** Application of developmental theories to case studies; peer feedback

- **OER Reading:** OpenStax - *Child Development* - Review Chapters 6-9 for Case Studies and Applications
- **Podcast:** *The Child Psychology Podcast* (Episode: "Real-Life Case Studies in Child Development")

Week 14: Final Exam Review and Course Wrap-Up

- **Topics:** Review of key concepts from the course, application to special education settings
- **OER Reading:** OpenStax - *Child Development* - Chapter 14: Review and Key Takeaways
- **Podcast:** *The Brain Science Podcast* (Episode: "Reviewing Child Development Theories in Practice")
  - **Link:** [Brain Science Podcast](#)

Week 15: Final Exam

# EDS 301 Practicum in Curriculum & Instruction SWD

# EDS 301 Practicum in Curriculum & Instruction of Students with Disabilities

LEHMAN COLLEGE

GRADUATE PROGRAM IN SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

The School of Education prepares competent, qualified, ethical and reflective professionals for service in diverse communities.

Semester:

**Course:** EDS 301 Practicum in Curriculum & Instruction

Fieldwork Hours: 30 hours

Required Text:

1. Bos, C., Vaughn, S. (2019). Strategies for Teaching Students with Learning and Behavior Problems 10th Edition. Pearson (Available on Amazon for purchase or rental)
2. Textured Teaching: A Framework for Culturally Sustaining Practices. 2021. [Lorena Escoto Germán](#)
3. Mathematical Mindsets. 2015. Jo Boaler
4. Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy [Gholdy Muhammad](#)
5. Sharing Books, Talking Science: Exploring Scientific Concepts with Children's Literature By [Valerie Bang-Jensen](#), [Mark Lubkowitz](#)
6. Teaching Science for Understanding in Elementary and Middle Schools By [Wynne Harlen](#), University of Bristol, England

I. Course Description:

**EDS 301 Practicum in Curriculum & Instruction (3 Credits, 30 hours.)** Selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse students with disabilities in inclusive settings. The

development of appropriate IEP goals, instructional objectives, and lesson plans in relation to the student's level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group, and individualized teaching; collaborative teaching; adaptive and social skill acquisition; and the evaluation of Students with disabilities and programs will be addressed. Focus will be on incorporating special education strategies into the four major subject areas, with a focus on reading and writing instruction of students with disabilities. (30 hours Fieldwork).

II. Lehman Urban Teacher Education (LUTE) Conceptual Framework Themes Addressed by this course:

The LUTE framework focuses on four themes which are integrated throughout each special education program. Within each course, some themes may be dominant while others may be embedded. The dominant themes for this course are Theme 1, Theme 2, Theme 3 and Theme 4.

Theme I: Empower Learners

● Lehman graduates will demonstrate knowledge of:

- o Content areas aligned with state, national, and NCATE/SPA standards
- o Inquiry-based pedagogy

● Lehman graduates will demonstrate the following skills:

- o Observation, description, and documentation of practice
- o Organization of ideas in logical and coherent structure
- o Selection and implementation of evidence-based practice which relies on inquiry and collaboration among educators and learners
- o Reflection on practice and critically analyze received knowledge
- o Use of technology critically and responsibly

● Lehman graduates will demonstrate the following dispositions:

- o Respect for human relationships, the process of inquiry, and varied perspectives
- o Commitment to on-going assessment and self-reflection
- o Willingness to empower children, youth, and adults through opportunities to construct learning, and inspire a passion for learning

Theme II: Educate for Equity

● Lehman graduates will demonstrate knowledge of:

o Issues of social justice

● Lehman graduates will demonstrate the following skills:

o Reflection on and engage in effective practice

o Use of technology that promotes social justice

● Lehman graduates will demonstrate the following dispositions:

o Respect for contributions of diverse social organizations

o Acceptance that all students can learn

Theme III: Realize Potential

● Lehman graduates will demonstrate knowledge of:

o Multiple methodologies in professional practice

o Liberal arts and aesthetic education as a basis for enriching our knowledge and practice

● Lehman graduates will demonstrate the following skills:

o High intellectual and emotional expectations for all learners in order to meet diverse needs

● Lehman graduates will demonstrate the following dispositions:

• Respect for the liberal arts and aesthetic education

• Commitment to the development and well-being of all children, youth, and adults

• Willingness to recognize that all children, youth, and adults have different needs

Theme IV: Affirm Diversity

● Lehman graduates will demonstrate knowledge of:

o Diverse sociocultural contexts

● Lehman graduates will demonstrate the following skills:

o Building upon prior knowledge and experiences

o Advocating for safe and equitable schools by fostering mutual respect within schools and classrooms

o Capitalizing on family and community contexts by engaging families in the education of children

● Lehman graduates will demonstrate the following dispositions:

o Respect for diverse communities and changing landscapes of multiple ethnicities, immigration status, languages, races, religions, social classes, abilities, ages, appearances, family types, genders, gender identities and expressions

o Commitment to democratic decision-making and social justice

### III. Instructional Methods Implemented in This Course:

1. Critique and reflection through class discussion, journaling, and collaborative groups, and case study analysis
2. School, agency and home observations
3. Teacher observations and reflections and recording of data.
4. Use of media and technology specifically related to course content.

**Critical Questions:** The following critical questions will be addressed throughout the course:

1. How do you provide a legally appropriate education for students with disabilities, based on the nature of their disability?
2. How does explicit teaching for academic diversity affect course planning, implementation, and student success?
3. How does explicit teaching for academic diversity affect unit-planning, instruction, and student success?
4. How does explicit teaching for academic diversity affect lesson planning, implementation, and student success?
5. How does embedding strategy instruction increase your success in teaching academically diverse groups of students?
6. How does collaboration with other professionals & families lead to more effective teaching for students with special needs?
7. How do we gain information about student progress that will enable us to change our teaching?

8. How do we change our teaching based on information we gain from student progress?

Professional Teaching Standards Addressed:

EDS 709/714 meets the standards for teacher education accreditation (by the National Council for the Accreditation of Teacher Education) and for program approval.

Stated in outcome form this content includes:

- Knowledge about the unique characteristics and needs of individuals with exceptionalities and positive dispositions about competence in meeting diverse student needs. (Standard 2)
- Understanding of IDEA 2004 and NCLB and teachers' legal and ethical responsibilities for student learning and behavior. (Standard 13)
- Knowledge about IEP development and participation. (Standards 7, 9 and 10)
- Understanding how students with exceptionalities can be involved with and demonstrate progress in the general education curriculum. (Standard 11)
- Knowledge about instruction that addresses varied needs of students (i.e. culturally and linguistically diverse students, students with exceptionalities and the full range of "typical" learners) including basic principles of universal design, content enhancement tools and routines, and learning strategies. (Standards 3 and 4)
- Knowledge about communication strategies that promote effective communication with students with exceptionalities and among them and their peers. (Standard 6)
- Knowledge about individual, class, and school-wide behavior management strategies and programs to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (Standard 5)
- Knowledge about methods of instructional accommodation and modification so that students acquire needed content and skills. (Standards 3 and 4)
- Knowledge about assessment strategies and accommodations that facilitate data driven decision-making and enable students to participate in district and state assessments.

(Standard 8)

- Knowledge about how technology can be used to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and in turn, how to help students with exceptionalities use instructional technology effectively. (Standard 12)

- Knowledge about how to collaborate effectively with other educators, paraeducators, related services personnel, families, and community resource personnel to provide effective educational programs for students with exceptionalities. (Standard 10)

### Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to the instructor.

For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441. For detailed information on services and resources visit: <http://www.lehman.edu/student-disability-services/> , or email: [disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu).

### Use of Person-First Language

You are expected to use Person-First language at all times when referring to individuals with a disability/diverse learning needs. “Person-first” language always refers to the person first and not as a label or a category. This order serves as a reminder to the speaker and the listener that the person is always more than his or her disability and/or diverse learning needs. For example, refer to “a student with autism” and not “an autistic student.” It is preferred that you say, “students with disabilities” and not “disabled students.” In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead). Additionally, practice using the term “general education” in place of “regular education” as well as “typically-developing students” instead of “regular students.”

## Academic Integrity and Plagiarism Policy

“Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and college’s Academic Integrity Officer.

For detailed information on definitions and examples of Academic Dishonesty, including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit:

<http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

## \*\*Wellness Policy

We are living through unbelievably difficult times. Your health and well-being, and that of your loved ones, are more important than all else. During class, please make sure to hydrate and breathe. When we are remote, please use your camera as often as you can, because it gets lonely staring at empty black boxes. If situations outside of class make you feel like you are unable to be your best academic presence, please, let me know what I can do to be helpful to you. I am always available, and will also be able to help you access more concrete assistance through Lehman resources.

## Performance-Based Evaluation for Course Objectives:

### 1. Professionalism

Attendance/Professionalism: Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Each student should arrive on time and attend all classes. Any student who has more than one absence will not be eligible for a grade of A. In the event that you must be absent, you are responsible for obtaining any information/materials handed out in your absence. Arrange in advance to have a classmate obtain these materials for you. As developing professionals in the field of special education, professional behavior during class and in your field experience is expected. **Cell phones should be turned off during classroom discussions and texting is not allowed during class time.** Students should familiarize themselves with Lehman College’s Academic Integrity policy, found at <http://www.lehman.edu/undergraduate-bulletin/academicintegrity.htm>. The faculty and administration of Lehman College support

an environment free from cheating and plagiarism. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor. Rules of classroom behavior include but are not limited to the following:

- i. Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- ii. Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations.
- iii. Verbal language and body language should be professional and respectful throughout classroom discussions.

**2. Participation.** Participation includes in-class discussions, participation in individual and group presentations, and also participation as a member of collaborative learning groups. Participation will be assessed across three domains:

1) Group discussion -- guidelines for group discussion/participation include: a) the quantity of a student's contributions is neither significantly more or less than that of other students, b) discussions and contributions are almost always on topic, and do not deviate from assignment. c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.

2) Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) consistently following directions, and d) incorporating others' responses and comments in contributions to class discussions.

3) Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

3. Grading and Assignments. (May be modified in the course of the semester.)

Course Requirements:

**1. Attendance, Participation, and Professionalism (10%)** Candidates are expected to arrive on time to class, attend class regularly (attendance will be recorded) and to actively, and respectfully, participate in all discussions (in class or online), activities, and projects. Excessive absences (more than 2) will result in a grade reduction. If you must miss class

for an illness or an emergency, please email me prior to class. You are expected to make up all missed work. Please try your best to have your camera on, as it is not enjoyable for me to stare at blank boxes. :-)

Cell phones are expected to be silenced during class and only used for emergencies. Other technology is expected to be used only to enhance class participation. (No checking email or Facebook during class.)

**2. Journal Reflections (total of 12 reflections 30%)** Candidates will write a one-page journal entry on a teaching session during the week. Include the impact that the session had on you, as a teacher, or on your teaching style or repertoire of teaching skills. In each entry, you should include objectives for the session, a description of activities, results of progress monitoring, commentary on whether or not objectives were met, and next steps. Please also include how our course materials (readings and discussions) were embedded in your classroom teaching or observations.

**3. Co-Taught Class Session (20%)** Small groups will read the assigned textbook chapter and work together to teach the class about the topic. Candidates will prepare a visual presentation and lead the class session on this topic. The lesson should be engaging, include discussion prompts, and incorporate strategies mentioned in the chapter. A one-page resource handout will be distributed to class – bring enough copies for everyone. Candidates will lead the class in practicing one teaching strategy correlating to the assigned topic.

**4. Lesson Plan Collection (20%)** At the end of the semester, you will present 4 lesson plans that you have co-created with your teaching partner. All plans must include the student materials that children will be receiving. Students will present one lesson plan for each core subject, ELA, Math, SS, and Science.

**4. Overview Video Presentation (15%)** At the end of the semester, you will present an overview of what you have accomplished this semester in your field work. Included in this presentation will be a brief video clip (5 minutes) taken from a longer videotaped lesson, one lesson plan (using lesson plan template of your choice), and at least one student work sample (e.g., written response to a prompt; reading record). The recorded class session should focus on either ELA or Math. Your lesson plan should include strategies that we have discussed in the course. You will provide commentary that contextualizes the lesson plan, video and work sample(s), including how our discussions and readings have influenced your lesson plan choices. You will give your peers feedback, and be graded on your participation in feedback sessions.

**6. Feedback forms (5%)** Candidates will be given a feedback form that is to be filled out immediately after class. This develops a line of communication between the professor and the candidate. This is the way that you will get the best experience out of the class, and be able to engage with the material.

**7. Log of Field Visits:** include date, time, name of facility, and signature of person in charge for a **total of 45 hours**. Candidates' field visits may include inclusion classroom, resource room, self-contained classroom, bilingual classroom, individual/group therapy with related service providers, IEP meeting (with parent permission), special education professional conference, or parent training.

CLASS SCHEDULE

\*\*\*Subject to revision---This is a very living document!

| DATE                      | ACTIVITIES AND READINGS  | PRODUCTS DUE  |
|---------------------------|--|---------------|
| Week 1<br>Class 1         | Introductions and Overview   | Feedback Form |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read Chapter 1 in Bos and Vaughn</li> <li>· Journal about the first week back at school</li> <li>· Begin Fieldwork/Log</li> </ul> |               |
| Week 1<br>Class 2         | Introductions and Overview   | Feedback Form |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read Chapter 1 in Bos and Vaughn</li> <li>· Journal about the first week back at school</li> <li>· Begin Fieldwork/Log</li> </ul> |               |

|                           |   |  |
|---------------------------|---|--|
| Week 2<br>Class 3         | Approaches to Learning and Teaching   | Journal #2 Due in class<br>Feedback Form |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read Chapter 3 in Bos and Vaughn</li> <li>· Journal #3</li> <li>· Fieldwork/Log</li> </ul>   |  |
| Week 2<br>Class 4         | Approaches to Learning and Teaching   |  |
| Preparation for next week |   |  |
| Week 3<br>Class 5         | Response to Intervention and Multi-Tiered Systems of Support<br>Planning Lesson and Units   | Journal #3 Due in Class<br>Feedback Form |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read chapter 5 from Germán</li> <li>· Journal #4 –Write a 1 page reflection on the Germán reading</li> <li>· Read Chapter 8 in Bos &amp; Vaughn</li> </ul> |  |

|                           |   |  |
|---------------------------|---|--|
| Week 3<br>Class 6         | Response to Intervention and Multi-Tiered Systems of Support<br><br>Planning Lesson and Units   | Journal #3 Due in Class<br><br>Feedback Form   |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read chapter 5 from Germán</li> <li>· Journal #4 –Write a 1 page reflection on the Germán reading</li> <li>· Read Chapter 8 in Bos &amp; Vaughn</li> </ul> |  |
| Week 4<br>Class 7         | Assessing and Teaching Reading: Fluency and Comprehension<br><br>Alignment to Common Core State Standards   | Journal # 4- 1 page reflection/response to reading<br><br>Feedback Form<br><br>Presentation Chapter 8 Due in class |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read Chapter 9 in Bos &amp; Vaughn</li> <li>· Journal #5</li> </ul>  |  |
| Week 4<br>Class 8         | Assessing and Teaching Reading: Fluency and Comprehension<br><br>Alignment to Common Core State Standards   | Presentation Chapter 8 Due in class  |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read Chapter 9 in Bos &amp; Vaughn</li> <li>· Journal #5</li> </ul>  |  |

|                           |  |  |
|---------------------------|--|--|
| Week 5<br>Class 9         | Assessing and Teaching Writing and Spelling  | Journal #5 Due in class<br>Feedback Form<br>Presentation Chapter 9 due in class  |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read Chapter 10 in Bos and Vaughn</li> <li>· Journal #6</li> <li>· Fieldwork/Log</li> </ul>   |  |
| Week 5<br>Class 10        | Assessing and Teaching Writing and Spelling  | Journal # 6 due in class<br>Feedback Form<br>Presentation Chapter 10 due in class  |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read Chapter from Boaler and Chapter 11 in Bos &amp; Vaughn</li> <li>· Journal # 7 Response to Boaler reading</li> <li>· Fieldwork/Log</li> </ul> |  |
| Week 6<br>Class 11        | Assessing and Teaching Content-Area Learning and Vocabulary  | Journal # 7– 1 page reflection/Response to reading due in class<br>Feedback Form<br>Presentation Chapter 11 due in class |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read chapter 5 in Bos &amp; Vaughn</li> <li>· Journal # 8</li> </ul>  |  |
| Week 6<br>Class 12        | Assessing and Teaching Content-Area Learning and Vocabulary  |  |

|                           |  |  |
|---------------------------|--|--|
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read chapter 5 in Bos &amp; Vaughn</li> <li>· Journal # 8</li> </ul>    |  |
| Week 7<br>Class 13        | Assessing and Teaching Mathematics   | Journal # 8 due in class<br><br>Feedback Form<br><br>Presentation Chapter due in class |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read chapter 5 in Bos &amp; Vaughn</li> <li>· Journal # 8</li> </ul>    |  |
| Week 7<br>Class 14        | Assessing and Teaching Mathematics   |  |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read Introduction-Chapter 2 in Boaler</li> <li>· Journal # 9</li> </ul> |  |
| Week 8<br>Class 15        | Mathematical Mindsets  |  |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read chapter 4 &amp; 5 in Boaler</li> <li>· Journal # 8</li> </ul>      |  |
| Week 8<br>Class 16        | Mathematical Mindsets  |  |
| Preparation for next week | <ul style="list-style-type: none"> <li>· Read chapter 6-7 in Boaler</li> <li>· Journal # 8</li> </ul>            |  |

|                             |   |  |
|-----------------------------|---|--|
| Week 9<br>Class 17<br>11/13 | Mathematical Mindsets   | Journal # 9 due in class<br><br>Feedback Form<br><br>Presentation due in class |
| Preparation for next week   | <ul style="list-style-type: none"> <li>· Read chapter 8-9 in Boaler</li> <li>· Individual Overview Presentation</li> </ul>  | Journal # 9 Response readings  |
| Week 9<br>Class 18          | Mathematical Mindsets   |  |
| Preparation for next week   | <ul style="list-style-type: none"> <li>· Cultivating Genius Chapters 1-3</li> <li>· Individual Overview Presentation</li> </ul>   |  |
| Week 10<br>Class 19         | Literacy in Science   | Journal # 10 Response readings   |
|                             | <p>Sharing Books, Talking Science</p> <p>Exploring Scientific Concepts with Children's Literature</p> <p>By <a href="#">Valerie Bang-Jensen</a>, <a href="#">Mark Lubkowitz</a></p> |  |
| Week 10<br>Class 20         | Literacy in Science   | Journal # 10 Response readings   |
| Week 11<br>Class 21         | Video Presentations and Feedback Sessions   |  |
| Week 11<br>Class 22         | Video Presentations and Feedback Sessions   |  |
| Week 12<br>Class 23         | Managing Behavior and Promoting Social-Emotional Learning in Literacy   | Week 1<br>Feedback Form  |

|                           |   |  |
|---------------------------|---|--|
|                           |   |  |
| Preparation for next week | · Individual Overview presentation  | Journal # 12 Response readings   |
| Week 12<br>Class 24       | Managing Behavior and Promoting Social-Emotional Learning in Literacy               | Individual Overview Presentation due for remaining students in class week 14 |
| Preparation for next week | ·Cultivating Genius   | Journal # 12 Response readings   |
| Week 13<br>Class 25       | Cultivating Genius- Culturally Responsive Pedagogy in a Special Education Classroom |  |
| Preparation for next week | · Cultivating Genius  |  |
| Week 13<br>Class 26       | Cultivating Genius- Culturally Responsive Pedagogy in a Special Education Classroom | ***Fieldwork log Due this week<br>Feedback Form                              |
|                           | Journal # 13 Reflection on your growth this semester                                |  |
| Week 14<br>Class 27       | Video Presentations and Feedback Sessions   | Final Journal #13 Due<br><br>***Fieldwork log Due this week                  |

|                          |   |               |
|--------------------------|---|---------------|
|                          |   | Feedback Form |
| Week 14<br>Class 28      | Video Presentations and Feedback Sessions |               |
| Week 15-<br>Testing Week | Final Reflection Due                      |               |

# EDS 302 Prac in Behavioral Assment & Mngmnt of SWD

## EDS 302 Practicum in Behavioral Assessment & Management of Students with Disabilities

LEHMAN COLLEGE

Department of Counseling, Leadership, Literacy & Special Education

School of Education

LEHMAN COLLEGE

City University of New York

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### Course

EDS 302 Practicum in Behavioral Assessment & Management (3 cr. 3 hrs.)

### Instructor

Instructor:

Telephone:

Email:

Office:

Office hours:

### Resources

Computer Center Helpdesk – 718-960-1111

Student Disability Services – 718-960-8441

Instructional Support Services – 718-960-8175

Counseling Center Services – 718-960-8761

## Required Text

This is a ZERO TEXTBOOK course. Open access articles and chapters are provided with links in the syllabus for your weekly reading.

## Open Educational Resources (OER) for the Course:

Instead of a traditional textbook, we will use the following OER materials:

1. OpenStax - *Educational Psychology* (Chapters on Behavior Management)
2. Lumen Learning - *Behavior Management* (Free, open access course content)
3. Saylor Academy - *Classroom Management* (Open access course content)
4. University of Minnesota - *Inclusive Classroom Strategies* (Free, open access content)

## Recommended Journals:

Journal of Applied Behavior Analysis

Journal of Experimental Analysis of Behavior

Behavior Analyst

Journal of Special Education

## Course Name, Number, & Description

EDS 302 Practicum in Behavioral Assessment & Management of Students with Disabilities(3 cr.)

This course focuses on developing behavior management strategies for students with disabilities in special education settings. Emphasis will be placed on proactive, evidence-based techniques for managing challenging behaviors, as well as fostering positive behaviors and creating supportive learning environments. Mindfulness practices and contemplative pedagogy will be integrated to support self-awareness and emotional regulation, which are critical for both educators and students. An additional focus will be

placed on social emotional learning as a classroom management best practice. (30 fieldwork hours required)

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Number of credits: 3

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Place of course in curriculum

Required \_\_\_\_\_x\_\_\_\_\_

Elective \_\_\_\_\_

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Themes of the LUTE conceptual frame of the School of Education addressed in the course

**Lehman Urban Teacher and Counselor Education (LUTE) Conceptual Framework** is reflective of the four themes: 1) Building a community of teachers, counselors and learners, 2) counseling and education for social action and equity, 3) developing human capacities and 4) affirming diverse sociocultural contexts.

The entire LUTE document is available at  
[www.lehman.cuny.edu/education/facpages/concept.html](http://www.lehman.cuny.edu/education/facpages/concept.html) or  
[www.lehman.edu/deanedu/deanedu/](http://www.lehman.edu/deanedu/deanedu/)

I. Lehman Urban Teacher Education (LUTE) Conceptual Framework Themes  
Addressed by this course:

TI: Building a Community of Teachers and Learners

Knowledge of

TIK: Which guides the acquisition of knowledge within a community of teachers and learners

1. Knowledge of the development of children with special needs

1173184. Knowledge of content areas and related standards

1174016. Knowledge of key theorists/practitioners

1177280. Knowledge of inquiry-based pedagogy

- 1165952. Critical analysis of received knowledge
- 1164352. Awareness that community is shaped by inquiry

### Skills

TIS: Which guides skills/practice within a community of teachers and learners

- 1. Ability to observe, describe, document
  - 1164736. Ability to organize ideas in a logical and coherent structure
  - 1174848. Ability to select and use evidence to support an idea
  - 1174400. Effective teaching practice which relies on inquiry, collaboration and cooperation among teachers and children
  - 1172736. Reflection on the effectiveness of teaching practices
  - 1178048. Critical and responsible integration of technology as it connects us with the global community of teachers and school-age children

### Dispositions

TID: Which guides dispositions that facilitate a community of teachers and learners

- 1. Self-motivation and love of learning
  - 1170304. Respect and caring for the process of inquiry
  - 1154880. Commitment to inquiry and reflective research
  - 1153280. Respect and caring of ideas
  - 1158528. Ability to see oneself as both teacher and learner
  - 1156096. Commitment to on-going assessment of self as teacher and learner
  - 1162560. Commitment to inspiring a passion for learning
  - 1161920. Respect for human relationships
  - 1161280. Commitment to the development of a philosophy of teaching and learning
  - 1152512. Commitment to envisioning children as having power over their own learning
  - 1152128. Commitment to caring for the teachers and children with whom we work.

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Relevant NYS and national standards addressed in the course:

This course meets relevant NCATE and New York State Standards, and is aligned with the edTPA rubric 6

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II. Instructional Methods Implemented in This Course:

- Lecture and active class discussions
- Reflection through discussion and journal writings
- School/center observation and recording of data
- Constructivist projects
- Use of media and technology specifically related to course content (online searches for pertinent research findings and instructional strategies, BlackBoard postings, links to relevant research articles, and podcasts)
- Guest speakers with expertise in the field
- Emphasis on small group work and decision-making
- Emphasis on formative instructor feedback

Suppl

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**emental learning options**

Candidates have the opportunity to submit drafts of assignments prior to the deadline to allow for continuous feedback and collaboration with the professor.

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Student outcomes expected upon successfully completing the course (*alignment with LUTE outcomes*)

1. Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs (T1K3, T1K4, T1S1, T1D6, T1D10).

1154496. Research-based best practices for effective management of teaching and learning (T1K1, T1K3, T1S4, T1D2).

1150464. Ways in which technology can assist with planning and managing the teaching and learning environment (T1S6, T2S4, T3S6).

1158912. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs (T2K3, T2K4, T2S3),

1158144. Ethical considerations inherent in behavior management (T3K2, T3S5, T3D1, T3D2, T3D5).

1154048. Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs (T1D8, T3D3, T1D5, T1D10, T1D11).

1150720. Social skills needed for educational and functional living environments and effective instruction in the development of social skills (T1K1, T2K3, T3K1, T3S1).

1150080. Strategies for crisis prevention/intervention (T3S1, T3S2).
1155712. Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world (T4S3, T4S4, T4D4).
1148416. Model programs, including career/vocational and transition that have been effective for students with special needs (TIK2, T2S3, T2S4, T3K2).
1148928. Issues, resources, and techniques used to integrate students with special needs into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers (T3S5, T3S2).
1149696. Rationale for selecting specific management techniques with students with special needs (T3K1, T3K2, T3S3, T3S4, T3S5, T3S2).
1159296. Continuum of alternative placements and programs available to students; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services (T3K1, T3K2, T3S3, T3S4, T3S5, T3S4).
1162944. The theory behind reinforcement techniques and its application to teaching students with special needs (T3K1, T3K2, T3S3, T3S4, T3S5, T3D3).
1155264. Theories of behavior problems in individuals with mental retardation/developmental delays, including self-stimulation and self-abuse (T3K1, T3K4, T3D3, T3D4).
1160128. Impact of multiple disabilities on behavior (T3K1, T3K4, T3D3, T3D4).
1157312. Design, implement, and evaluate instructional programs that enhance the
1149312. Student's social participation in family, school, and community services (T3S1, T3S2, T3S4, T3D2, T3D8).

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#### Suggested multiple methods of assessment

- Final reflection
- Submission and presentation of individual project (FBA)
- Evaluation of group work
- BlackBoard participation
- Observation
- Final examination

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Course assignments including description of online assignments and date/s due

1. Professionalism Grade (5%):

## Attendance/Professionalism:

Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Each student should arrive on time and attend all classes. Any student who misses one class will receive a two point reduction in their overall grade for the course. An additional two point reduction will be incurred for each additional class missed. As developing professionals in the field of special education, professional behavior during class and in your field experience is expected. Cell phones should be silenced during classroom discussions and texting is not allowed during class time. You are expected to adhere to the ethical principles of the profession, and you are also expected to maintain the highest academic standards of Lehman College. Academic integrity and honesty should be reflected in all of your work. Students should familiarize themselves with CUNY's Academic Integrity policy, found at <http://www.lehman.edu/graduate-bulletin/4876.htm>, which offers definitions and examples of academic dishonesty. The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Additionally, professional behavior includes contributing to the diverse community of learners within the classroom. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor.

**2. Participation (10%):** To fully benefit from the collaborative nature of this class, class participation is vital to your own growth and that of the other students. Participation includes in-class discussions, participation in individual and group presentations, and also participation as a member of collaborative learning groups, where students will actively engage in discussion, offer each other support, and share strategies. Participation will be assessed across three domains each worth 5 points toward the total participation grade.

1) Group discussion -- guidelines for group discussion/participation include: a) contributions are almost always on topic, b) BlackBoard discussion comments are relevant and engaging, and c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.

2) Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) consistently following directions, and d) incorporating others' responses and comments in contributions to class discussions.

3) Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner,

c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

**3. Final Exam (20%)** A multiple choice final examination will be conducted on covering all of the material assigned and/or discussed in class. A brief review will be provided one class prior to the exam. Answers to the exam will be posted to BlackBoard once the exam has been completed, so that students can identify the correct answers.

Due:

**4. FBA (40%):** You are required to choose any one student who you will work with for a comprehensive case study. Write a brief background of the student. You will conduct a Functional Behavioral Assessment and a Behavioral Intervention Plan for this student over the course of the semester (we will discuss details in class). Please choose your student by our second meeting so that you have ample time to conduct a functional behavioral assessment and implement your designed behavior plan. Class time will be allotted so that each student can discuss their case study student selection with the instructor and fellow students.

**a. Functional Behavioral Assessment (FBA) - 40%:** Please include the following information for the FBA:

1) Background Information – including information from the teacher, student, family, review of records, and student’s strengths and areas for improvement (7 points)

2) Identify Target Behavior, setting for behavior, contextual factors affecting the behavior, and hypothesis for the conditions that support the behavior (7 points)

3) Create an ABC chart (Antecedent –Behavior – Consequence) and describe how the student uses behavior in the classroom and the purpose it serves (7 points)

4) Identify a baseline over 1 week of observation (7 points)

5) Recommendations for teaching alternate skills, and the conditions when an alternate behavior is used by the student (7 points)

6) The FBA is well developed, written, edited, and handed in on time (5 points)

It should be handed in on time by posting it to BlackBoard before our class

We will discuss in class, but ITEMS TO CONSIDER for an FBA:

\*Describe the behavior using observable, descriptive terms.

“gets out of his seat” instead of “runs around like crazy”

\*Use non-judgmental language

“pushes peers” instead of “is hostile and aggressive”

\*Reinforcement is something that is offered to help recognize or praise a positive instance of behavior. It is not a curricular modification or something the student needs to succeed in the classroom.

“lunch with teacher” is a reinforcer “the quiet corner” or “short breaks” is not!

Be creative!

\*Hypothesis for behavior

Do not just list “getting attention”.

#### Grading rubric for FBA

| EDS 302<br>Functional<br>Behavior<br>Assessment<br>Report | Exceeds Target (7)   | Target (4)   | Does not meet<br>Target (1)   |
|---|--|--|---|
| 1. Background<br>information                              | Candidates will<br>provide detailed<br>background<br>information in the<br>form of a narrative | Candidates will<br>provide detailed<br>background<br>information in the<br>form of a narrative | Candidates will<br>provide general<br>background<br>information in the<br>form of a narrative |

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|                    | that includes more than ten statements related to the student's family of origin, primary language, culture, educational history, and clearly describe what impact these factors have on the student's behavior/performance. | that includes five to eight statements related to the student's family of origin, primary language, culture, educational history and adequately describe what impact these factors have on the student's behavior/performance. | with less than five statements related to the student's family, primary language, of culture, educational history and poorly describe what impact they have on the student's behavior/performance.                               |
| 2. Target behavior | Candidate will identify the target behavior, the setting for behavior, at least 3 contextual factors affecting the behavior, and a clear detailed hypothesis for the conditions that support the behavior.                   | Candidate will identify the target behavior, the setting for behavior, 2 contextual factors affecting the behavior, and a general hypothesis for the conditions that support the behavior.                                     | Candidate will identify the target behavior, the setting for behavior, 1 contextual factor affecting the behavior, and a weak hypothesis for the conditions that support the behavior.   |
| 3. ABC Chart       | The candidate will create an ABC chart (Antecedent – Behavior – Consequence) that reflects a deep understanding of the problem behavior and will clearly describe how the student uses the problem behavior in               | The candidate will create an ABC chart (Antecedent – Behavior – Consequence) and will generally describe how the student uses the problem behavior in the classroom and  | The candidate will create an ABC chart (Antecedent – Behavior – Consequence) that reflects a general understanding of the behavior, and the candidate will fail to clearly describe how the student uses the problem behavior in |

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|  | the classroom and the purpose it serves.  | the purpose it serves.   | the classroom and the purpose it serves.   |
| 4. Identify a baseline of behavior                 | Candidates will observe the student and make a detailed observation of behavior, in order to determine, document, and then chart a baseline of behavior over at least 10 observations in various settings.              | Candidates will observe the student and make a detailed observation of behavior, in order to determine, document, and then chart a baseline of behavior over 5 observations in various settings.                 | Candidates will observe the student and make a detailed observation of behavior, in order to determine, document, and then chart a baseline of behavior over less than 3 observations in only one setting.   |
| 5. Note conditions when alternate behavior is used | Candidates will make at least 5 recommendations for alternate skills for the student, and will identify 3-5 conditions when an alternate behavior is used by the student.   | Candidates will make 3-4 recommendations for alternate skills for the student, and will identify fewer than 3 conditions when an alternate behavior is used by the student.                                      | Candidates will make fewer than 3 recommendations for alternate skills for the student, or will not clearly identify conditions when an alternate behavior is used by the student.                           |
| 6. Written and oral Presentation                   | Candidate fulfills the requirements of the writing assignment by following directions, employing sufficient content, organizing ideas, using correct sentence structure, mechanics, and content appropriate vocabulary. | Candidate fulfills the requirements of the writing assignment by following directions adequately, using mostly relevant details and ideas in a primarily well-organized manner, using generally correct sentence | Candidate does not fulfill the requirements of the writing assignment. Although candidate uses generally correct sentence structure and mechanics, candidate follows directions unevenly, strays in terms of |

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|  | <p>Assignment is handed in on time. (5 points)</p> | <p>structure, mechanics, and content appropriate vocabulary.</p> <p>Assignment is handed in on time. (3 points)</p> | <p>purpose and organization, makes general statements, lacks elaboration and explication and employs vocabulary that is vague, unclear, or inappropriate.</p> <p>Assignment is handed in after the start of the class on the due date.</p> <p>(1 point)</p> |
|--|--|---|---|

**5. BlackBoard Discussion (20%):** There will be 3 BlackBoard postings and responses throughout the semester. You will post and comment based on the questions posed in the syllabus or the scholarly readings I have included. As you are developing as scholars, this will be a nice opportunity to share your learning with the community and to think critically about the topics within classroom management. Please respond thoughtfully.

Dates of discussion:

**6. REFLECTIVE PRACTICE EXERCISE Self-Assessment (5%):** Each teaching candidate will develop their reflective practice, taking some quiet time to consider how they show up to their classroom and the ways this affects their students. You will consider moments where your mood, thoughts, or actions had impact on the classroom climate in the last two

weeks. Just as you will be observing student behavior, it is important to observe your own with curiosity and without judgement.

DUE:

**7. Final assessment/course assessment (2 points of extra credit possible):** Please reflect on the course and how you may have grown and changed over the 15 weeks together. Next, please provide feedback on the course, our readings, class-time activities, etc.

Writing support: As a student in this course, you are eligible for writing support and consultation through the Lehman College Instructional Support Services Program (ISSP). This program provides tutoring, workshops, and additional resources to support graduate students' classroom learning. The ISSP provides instructional support through the Academic Center for Excellence (ACE), located in the Old Gym Building, Room 205, and the Science Learning Center (SLC), located in Room 133 of Gillet Hall. You may reach the center online at: [www.lehman.edu/issp](http://www.lehman.edu/issp).

Accommodations: The Office of Student Disabilities Services (SDS) is available to help Lehman College students who request accommodations. You may also feel free to discuss any necessary accommodations privately with the professor.

Counseling services: Students who wish to access consultative or counseling services may do so at the Counseling Center at Lehman College (*Old Gym Bldg Rm 114*). Services are free and confidential and provided in a safe environment where students can address issues that may influence their academic goals. Phone: 718-960-8761  
email:[counseling.center@lehman.cuny.edu](mailto:counseling.center@lehman.cuny.edu)

#### Methods of Evaluation and Grading

The course will be graded based on the student's performance in the aforementioned areas. Attendance will be considered as a component of grading.

Late Assignments: No assignment submitted after the due date will be eligible for a grade higher than a B+. For each additional week an assignment is late, 5 points will be deducted.

Exceeds standards (A); Meets Standards (B to A-); Does Not Meet Standards (B- and below)

A= 100-95    A-=94-90    B+= 89-85    B = 84-80    B-=79-75    C+=74-70    C= 69-65    C-= 64-60

Required fieldwork

All candidates must complete 15 hours of fieldwork in a classroom/academic center within their designated grade level (early childhood, childhood, adolescent) as part of this class. You must keep track of your hours and log appropriately.

Description of how important topics (development, bilingualism, diversity, inclusion of students with special needs, technology, and aesthetics) are integrated into the course:

Through the use of readings and current research, students will be introduced to behavioral practices and classroom management strategies for typically developing students and students with disabilities. In addition, podcasts, videos, and scholarly research articles on non-cognitive skills will also be introduced. These non-cognitive skills - including resiliency, determination, curiosity, and empathy- are believed to play an important role in classroom climate, which has bearing on building a pro-social classroom atmosphere and reducing the need for reactive classroom management. The definition of pro-social behavior will be explored across cultures, and the topic of parental and family collaboration across cultures will be discussed. Non-judgmental observation and mindfulness will be presented. Child development is an integral part of this course, as behavioral interventions need to be developmental appropriate for each child. Additionally, Kohlberg's moral stages of development will also be explored, which link cognitive and moral development across six stages from birth to adulthood. Technology is integrated throughout the course, through the use of PowerPoint, podcasts, online video clips, BlackBoard discussion forums, and a final exam that will be completed electronically.

Course Schedule – Please have the assigned reading completed prior to class.

Course Schedule and Topics with OER and Podcast Episodes:

## Week 1: Introduction to Behavior Management in Special Education

- **Topics:** Overview of behavior management, importance in special education, legal and ethical considerations
- **OER Reading:** OpenStax - *Educational Psychology* - Chapter 1: Introduction to Educational Psychology (Behavior management in context)
- **Podcast:** *The Behavioral Scientist Podcast* (Episode: "What is Behavior Science?")

## Week 2: Theories of Behavior and Learning

- **Topics:** Classical and operant conditioning, reinforcement schedules, shaping behaviors
- **OER Reading:** Lumen Learning - *Behavior Management* - Chapter 2: Understanding Behavior Theories
- **Podcast:** *The Psychology Podcast* (Episode: "Understanding Reinforcement and Punishment")

## Week 3: Functional Behavioral Assessment (FBA)

- **Topics:** The process of conducting an FBA, identifying triggers, antecedents, and consequences of behavior
- **OER Reading:** OpenStax - *Educational Psychology* - Chapter 6: Behavior and Behavior Management
- **Podcast:** *The Behavior Analyst Certification Board Podcast* (Episode: "Functional Behavior Assessment: A Step-by-Step Guide")

## Week 4: Designing Behavior Intervention Plans (BIPs)

- **Topics:** Key components of a BIP, setting goals, developing interventions, monitoring progress
- **OER Reading:** Saylor Academy - *Classroom Management* - Chapter 3: Developing Behavior Intervention Plans
- **Podcast:** *The Special Education Teacher Podcast* (Episode: "Designing Effective Behavior Plans")

## Week 5: Classroom Management Strategies

- **Topics:** Preventive strategies, setting clear expectations, establishing routines, classroom environment
- **OER Reading:** University of Minnesota - *Inclusive Classroom Strategies* - Chapter 5: Managing Student Behavior
- **Podcast:** *Classroom Management 101 Podcast* (Episode: "Setting Up a Positive Learning Environment")

## Week 6: Positive Behavior Support (PBS)

- **Topics:** Understanding PBS, using positive reinforcement to support good behavior, rewards vs. praise
- **OER Reading:** Lumen Learning - *Behavior Management* - Chapter 4: Positive Behavioral Interventions
- **Podcast:** *The PBS Kids Podcast* (Episode: "Using PBS to Foster Positive Behavior in Classrooms")

#### Week 7: Dealing with Disruptive and Aggressive Behavior

- **Topics:** Identifying causes of aggression, de-escalation techniques, strategies for calming students
- **OER Reading:** Saylor Academy - *Classroom Management* - Chapter 8: Managing Aggressive Behavior
- **Podcast:** *The Behavior Analyst Podcast* (Episode: "Managing Aggression in the Classroom")

#### Week 8: Mindfulness and Contemplative Pedagogy in Behavior Management

- **Topics:** Mindfulness practices for teachers and students, contemplative pedagogy, emotional regulation techniques
- **OER Reading:** OpenStax - *Educational Psychology* - Chapter 13: Mindfulness in the Classroom
- **Podcast:** *The Mindful Schools Podcast* (Episode: "Mindfulness and Behavior Management")

#### Week 9: Working with Families and Stakeholders

- **Topics:** Building relationships with parents, collaboration with support staff, community involvement
- **OER Reading:** University of Minnesota - *Inclusive Classroom Strategies* - Chapter 8: Collaboration and Family Support
- **Podcast:** *The Inclusive Class Podcast* (Episode: "Building Effective Relationships with Families")

#### Week 10: Cultural Considerations in Behavior Management

- **Topics:** Understanding cultural influences on behavior, culturally responsive strategies, avoiding bias in behavior management
- **OER Reading:** OpenStax - *Educational Psychology* - Chapter 9: Cultural Competency in Behavior Management
- **Podcast:** *The Diversity in Education Podcast* (Episode: "Culturally Responsive Behavior Management")

#### Week 11: Crisis Management and Emergency Procedures

- **Topics:** Recognizing signs of crises, de-escalation and emergency response, safety protocols
- **OER Reading:** Saylor Academy - *Classroom Management* - Chapter 5: Crisis Management Strategies
- **Podcast:** *The Crisis Management Podcast* (Episode: "De-Escalation Techniques in Schools")
  - **Link:** [Crisis Management Podcast](#)

#### Week 12: Teaching Self-Regulation and Coping Skills

- **Topics:** Teaching students self-regulation, coping strategies, and emotional awareness
- **OER Reading:** University of Minnesota - *Inclusive Classroom Strategies* - Chapter 12: Self-Regulation Strategies
- **Podcast:** *The Self-Regulation Podcast* (Episode: "Teaching Coping Skills in the Classroom")
  - **Link:** [Self-Regulation Podcast](#)

#### Week 13: Peer Mediation and Conflict Resolution

- **Topics:** Peer mediation techniques, teaching conflict resolution skills, role of peer relationships in behavior management
- **OER Reading:** Lumen Learning - *Behavior Management* - Chapter 6: Conflict Resolution
- **Podcast:** *The Conflict Resolution Podcast* (Episode: "Peer Mediation and Building Positive Relationships")
  - **Link:** [Conflict Resolution Podcast](#)

#### Week 14: Final Exam Review and Course Wrap-Up

- **Topics:** Review key concepts from the course, practical applications, and future directions in behavior management
- **OER Reading:** OpenStax - *Educational Psychology* - Review Chapters 1-13
- **Podcast:** *The Behavioral Insights Podcast* (Episode: "Behavior Management: Lessons Learned and Future Trends")

#### Week 15: Final Exam

The School of Education prepares competent, qualified, ethical, and reflective professionals for service in diverse communities

## BSE 303 Practicum in Assessment of Bilingual Students with Disabilities

LEHMAN COLLEGE

UNDERGRADUATE PROGRAM IN SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

The Division of Education prepares competent, qualified, ethical and reflective professionals for service in diverse communities.

**Course:** BSE 303 Practicum in Assessment of Bilingual Students with Disabilities (3 credits)

Semester:

Time:

Instructor:

Work Telephone:

Email:

Office hours:

Room Assignment:

**Required Text:** Order through the Lehman College Bookstore website.

Venn, J. (2014). *Assessing Students with Special Needs*. Fifth Edition. New Jersey: Pearson.

Print ISBN:

9780133400021, 0133400026 etext ISBN: 9780133347906, 0133347907

The text is on order in the bookstore.

Resources:

Computer Center Help-desk: 718-960-1111

Student Disability Services: 718-960-8441

Instructional Support Services: 718-960-8175

Counseling Center Services: 718-960-8761

**Course Title** BES 303 Practicum in Assessment of Bilingual Students with Disabilities ( 3 credits)

This undergraduate practicum course provides foundational knowledge and hands-on experience in the assessment of bilingual students with disabilities. Emphasizing culturally and linguistically responsive practices, students will explore the unique considerations involved in psycho-educational assessment for emergent bilinguals in inclusive and urban school settings. Through field-based experiences, students will examine the role of formal and informal assessment tools in identifying students' strengths, learning needs, and appropriate supports. Course topics include legal and ethical considerations, principles of measurement, test interpretation with multilingual learners, curriculum-based assessments, and the integration of formative and summative assessments into instructional planning. Special emphasis will be placed on the collaborative development of Individualized Education Programs (IEPs) and bilingual evaluation reports that honor students' cultural and linguistic assets. Grounded in the Lehman Urban Transformative Education (LUTE) framework, the course fosters inclusive, equitable, and community-centered assessment practices. Students will engage with case studies, analyze commonly used assessment instruments, and practice data interpretation to inform evidence-based instructional decision-making. Aligned with the Council for Exceptional Children (CEC) Initial Preparation Standards and New York State Learning Standards, this practicum emphasizes advocacy for equitable assessment and meaningful educational outcomes for bilingual learners with disabilities. (45 hours Supervised Practicum Teaching: Birth-12th and bilingual setting is required.)

**Learning Outcomes:**

- 1. Explain the purposes and types of assessments used in the identification and support of bilingual students with disabilities.
- 2. Identify ethical, legal, linguistic, and cultural considerations in the assessment of bilingual learners in special education contexts.
- 3. Describe principles of reliability, validity, and fairness as they relate to the assessment of multilingual and culturally diverse students.
- 4. Analyze assessment data to inform educational planning and individualized supports for bilingual students with disabilities.
- 5. Evaluate the cultural and linguistic appropriateness of assessment tools and practices for diverse learners.

- 6. Collaborate with educators, families, and specialists to develop instructional recommendations and individualized education plans (IEPs) based on assessment findings.
- 7. Reflect on the impact of assessment practices on educational equity, access, and outcomes for bilingual students in urban school settings.

Lehman Urban Teacher Education (LUTE) Conceptual Framework Themes Addressed by this course:

The LUTE framework focuses on four themes which are integrated throughout each special education program. Within each course, some themes may be dominant while others may be embedded. The dominant themes for this course are Theme 1 (T1), Theme 2 (T2) and Theme 3 (T3).

T1: Building a Community of Teachers and Learners Knowledge

T 2: Educating for Social Action

T 3: Developing Human Capacity

T 4: Attending to our Diverse Sociocultural Context

Instructional Methods Implemented in This Course:

- Reflection through class discussion, reading logs, journal writing, collaborative groups and case study analysis.
- School, agency and/or home observations.
- Use of media and technology both for online searches for pertinent research findings, and in group presentations.
- Use of data collection procedures.
- Collaborative group work and peer feedback
- Case-based simulations and real-world scenarios
- Scaffolding and visual organizers
- Culturally responsive media and literature
- Reflective writing and equity-focused dialogue

Accessibility and Inclusion:

- UDL-based assignment options (e.g., written/audio/visual)
- Scaffolded readings with glossaries and guided notes
- Opportunities for linguistic and academic support
- Norms and modeling for inclusive, respectful classroom dialogue
- Optional Enhancements
- Guest speakers (e.g., school psychologist, parent advocate)
- Virtual IEP observation (with permissions)
- Collaboration with local community or advocacy group
- Mini-research project on access and equity in NYC school assessment practices

Candidate Outcomes:

At the completion of the course, students will evidence:

**Knowledge of**

Ways in which technology can assist with planning and managing the teaching and learning environment. (T1S6; T2S4; T3S6)

Applicable laws, rules and regulations, and procedural safeguards regarding the planning implementation of management of behaviors of individuals with exceptional learning needs.(T2K3; T2K4; T2S3)

1. Ethical considerations inherent in the education of students with disabilities. **(T3K2; T3S5; T3D1; T3D2;T3D5)**
2. Understanding of (a) developmental consequences of disabilities, (b) causation, (c) the importance of early intervention. **(T1K1; T2K3; T3K1; T3S1)**
3. Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world. **(T4S3, T4S4, T4D4)**  
Issues, resources, and techniques used to integrate students with special needs. **(T3S5, T3S2)**
4. Rationale for selecting specific management techniques for individuals with E/BD. **(T3K1, T3K2, T3S3, T3S4, T3S5, T3S2, T3S3)**
5. Theories of behavior problems in individuals with mental retardation/developmental disabilities, including self-stimulation and self-abuse.**(T3K1, T3K2, T3S4, T3S5, T3D3)**
6. Impact of multiple disabilities on behavior. **(T3K1, T3K4, T3D3, T3D4)**

7. Design, implement, and evaluate instructional programs that enhance the student's social participation in family, school, and community activities. **(T3S1, T3S2, T3S4, T3D2, T3D8)**
8. Research-based best practices for effective management of teaching and learning. (T1K1; T1K3; T1K4; T1S4; T1D2)

Performance-Based Evaluation for Course Objectives:

Professionalism and Participation

**Attendance/Professionalism:** Attendance in class is critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Each student should arrive on time and attend all classes. Any student who misses more than one class will not be eligible for a grade of A. If you must be absent, you are responsible for obtaining any information that is covered and materials handed out, in your absence. Arrange in advance to have a classmate share this with you.

Grades

In school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based. Final grades are assigned as follows and based on work submitted.

Grades of A, A- are reserved for students whose products are consistently exemplary and commensurate with the work of an accomplished student. A- products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.

Grades of B+, B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.

Grades of B-, C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

Final grades in this course will be based on the following scale:

A, A- = 90%-100%

B+, B = 80%-89%

B-, C = 70%-79%

D = 60%-69%

F = 59% or Below

Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, you will need to submit exceptional work. If you need to speak to me regarding your grade, please make an appointment during the semester. Do not wait until the semester is over to discuss grades.

Assignments will be given a letter grade based on the scoring guidelines that accompany each assignment (see above).

As developing professionals in the field of special education, professional behavior during class and in your field experience is expected. You are expected to adhere to the ethical principles of the profession.

You are also expected to maintain the highest academic standards of Lehman College. Academic integrity and honesty should be reflected in all your work. Students should familiarize themselves with Lehman College's Academic Integrity policy, found at <http://www.lehman.edu/undergraduate-bulletin/academicintegrity.htm>. The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Additionally, professional behavior includes contributing to the diverse community of learners within the classroom. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor. Rules of classroom behavior include but are not limited to the following:

Conflicting opinions among members of a class are to be respected and responded to in a professional manner.

Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations.

Verbal language and body language should be professional and respectful throughout classroom discussions. Please do not use your phone during class sessions, unless you

are signing on to the class on your phone. That includes reading text and emails. All presentations should be downloaded and available prior to class.

### Inclusion

We strive to create and maintain equitable, inclusive and safe learning spaces. All students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship, status, nationality, and other diverse identities that we each bring to class. Our learning is richer for our diversity. Share your views, and listen to the ideas and opinions of others, with respect for your classmates. If you have any questions or concerns please raise them in class or speak to me privately. However, you do not need a concern to reach out to me.

### Resources for Support @ Lehman

#### Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

#### Instructional Support Services Program/Tutoring

Instructional Support Services Program/Tutoring provides academic coaching on study skills, writing, humanities and social sciences tutoring in the Virtual Lehman Tutoring Center. All meetings using Blackboard Collaborate are in real-time, with video, audio, text chat, and screen sharing. For more information, visit Virtual Lehman Tutoring Center.

#### Wellness Center

Knowledge and preparation help reduce stress and increase productivity. We encourage students to take advantage of the many wellness resources available to them as a Lehman students at Lehman's Counseling Center, Student Health Center , and the Student Life Center Food Pantry. Counseling Center Services – 718-960-8761

#### Virtual Library

Once you have your Lehman College ID, a variety of library resources can be accessed remotely via the Library's website including a virtual chat with a reference librarian.

#### Participation

Class participation and collaboration is vital to your development and that of other students. Participation includes in-class discussions, participation in individual and group presentations, and participation as a member of collaborative learning groups, where students will engage in discussion, offer each other support, and share strategies. Participation will be assessed across three domains each worth 5 points toward the total participation grade.

1) Group discussion -- guidelines for group discussion/participation include: a) the quantity of a student's contributions is neither significantly more or less than that of other students, b) contributions are almost always on topic, and c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.

2) Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) consistently following directions, and d) incorporating others' responses and comments in contributions to class discussions.

3) Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

### Course Assignments

In addition to the following overview of assignments, you will be provided with detailed guidelines for each assignment.

#### 3 Test Reviews: (25 points)

Review 3 assessment instruments, to include a discussion of psychometric properties, intended and actual uses, generalizability to the educational environment, and special concerns and alerts related to their use. You will be provided with a format for this assignment. (Burros Mental Measurements Yearbook and Tests in Print (reference books in the Education Section of the Lehman College Library) are sources for extensive information about tests and test reviews. In addition, the Lehman College databases include Mental Measurement Yearbook, the Burros resource online.

Resource for Information on Tests Lehman College Library

<https://libguides.lehman.edu/SpecialEducation>

1. Click on “testing and measurement resources” (left menu)
2. [Mental Measurement Yearbook with Tests in Print](#)
3. Search field- area of interest

**Take-home Midterm: (20 points)** You will receive instructions on how to access and submit the exam via Google docs.

#### Group Project and Presentation (35 points)

This project relates to the primary purpose of assessment, which is effective educational planning for children with atypical academic, social emotional and behavioral development. You will be assigned to a working group.

As a group, you will be provided with a clinical evaluation of a child. Your group will follow the guidelines and present the Case Study to the class.

In addition, you will write the following sections of the Individualized Education Plan. You **may** use the NYSED IEP as a guideline. Forms may be accessed <http://www.p12.nysed.gov/specialed/formsnotices/>

Present Levels of Performance and specific recommendations for:

- Instruction
- Behavioral management,
- Ongoing communication and collaboration with other professionals and the child’s parents/guardian.
- Related Services, accommodations and adaptations.

2 Written Reflections of a video or reading selection from the syllabus. (20 points)

#### Instructional Strategies

- Collaborative group work and peer feedback
- Case-based simulations and real-world scenarios
- Scaffolding and visual organizers
- Culturally responsive media and literature
- Reflective writing and equity-focused dialogue

#### Notes on Accessibility and Inclusion

- UDL-based assignment options (e.g., written/audio/visual)
- Scaffolded readings with glossaries and guided notes
- Opportunities for linguistic and academic support
- Norms and modeling for inclusive, respectful classroom dialogue

## Optional Enhancements

- Guest speakers (e.g., school psychologist, parent advocate)
- Virtual IEP observation (with permissions)
- Collaboration with local community or advocacy group

## Weekly Course Outline

| Week | TOPIC  | Readings/Activity/Assessment   |
|------|--|--|
| 1    | Course Overview; Purpose of Assessment         | Venn Chap. 1,2<br>Equity Reflection                                      |
| 2    | Types of Assessment<br>Test Reviews Guidelines | Venn Chap 3<br>Sample Test Review  |
| 3    | Legal and Ethical Considerations in Assessment | "I Thought My Mother Was an Only Child. I Was Wrong." - The Atlantic.pdf |
| 4    | Test Scores and How to Use Them                | Venn Chap 4, 5<br>Download Presentations from website prior to class.    |
| 5    | Intro to Measurement Concepts                  | Venn Chap 3  |
| 6    | Reliability and Validity                       | Kane, 2010   |
| 7    | Test Fairness and Cultural Bias                | Special Education and ELLS   |

|    |  |   |
|----|--|---|
|    |  | <a href="http://www.colorincolorado.org/school-support/special-education-and-english-language-learners">http://www.colorincolorado.org/school-support/special-education-and-english-language-learners</a>   |
| 8  | Wechsler Intelligence Scale for Children IV                        | Presentation from website<br>Gardner, 1993  |
| 9  | Assessment of Adaptive Behavior<br>Chap 6                          | <b><u>Video “Unforgotten, 25 years After Willowbrook”</u></b><br><br>Buck v Bell<br><br><a href="https://ny.pbslearningmedia.org/resource/amex32ec-soc-buckvbell/the-supreme-court-rules-for-eugenics-in-buck-v-bell-the-eugenics-crusade/">https://ny.pbslearningmedia.org/resource/amex32ec-soc-buckvbell/the-supreme-court-rules-for-eugenics-in-buck-v-bell-the-eugenics-crusade/</a> |
| 9  | Curriculum-Based Assessment  | Lesson Planning Activity  |
| 10 | Case Study Preparation -Group wor                                  | sample data packet  |
| 11 | Assessing Autism & Behavior  | Hallahan (2019)   |
| 12 | Introduction to IEP Development                                    | NYSED IEP templates   |
| 13 | Assessing Achievement<br>Formative Assessment/Summative Assessment | Chap 11, 12   |
| 14 | Case Study Presentations Group 1                                   |   |

|    |                                  |   |
|----|----------------------------------|---|
|    |                                  |   |
| 15 | Case Study Presentations Group 2 | All Case Study presentations sent as Google docs by Week 15 |

### Resource for Information on Tests

Lehman College Library

<https://libguides.lehman.edu/SpecialEducation> (Available online in the Lehman College Library).

1. Click on “testing and measurement resources” (left menu)
2. [Mental Measurement Yearbook with Tests in Print](#)
3. Search field- area of interest

Venn, J. (2014). *Assessing Students with Special Needs*. Fifth Edition. New Jersey: Pearson. Print ISBN:

9780133400021, 0133400026 e-text ISBN: 9780133347906, 0133347907

### **Additional Resources**

The Atlantic.pdf. “I Thought My Mother Was an Only Child. I Was Wrong.”

Boake, C. (2002). From the Binet–Simon to the Wechsler–Bellevue: Tracing the history of intelligence testing. *Journal of Clinical and Experimental Neuropsychology*, 24(3) 383-405.

Echevarria, Vogt & Short. (2013). *Making Content Comprehensible for English Language Learners*:

*The SIOP Model 4E*. New York: Pearson. ISBN-10: 0132689723

ISBN-13: 978013268972

Fahey, K. (2000). *Language Development, Differences and Disorders*.

Austin: PRO-ED, Inc.

Fletcher, J. M., & Miciak, J. (2017). Comprehensive cognitive assessments are not necessary for the identification and treatment of learning disabilities. *Archives of Clinical Neuropsychology*, 32(1), 2-7.

Gardner, H. (1993). *Multiple intelligences: The theory and practice*. New York: Harper Collins

Publishers.

Hallahan, D. (2019). *Exceptional Learners: An Introduction to Special Education*, 14th Ed. New York: Pearson.

Kane, M. (2010). Validity and fairness. *Language Testing*, 27(2), 177-182.

McCarney, S., Wunderlich, K., Bauer, A. Third Edition (2006). *The Pre-Referral Intervention Manual*.

Columbia, Mo.: Hawthorne Educational Services.

Ortiz, A. A. & García, S. B. (1988). A pre-referral process for preventing inappropriate referrals of

Hispanic students to special education. In A. Ortiz and B. Ramirez (Eds.). *Schools and the culturally diverse exceptional child, practices and future directions*. Reston, VA: Council Exceptional Children.

Pierangelo & Giuliani. (2013). *Assessment in Special Education: A Practical Approach*, 4/E.

New York: Pearson. ISBN-10: 0132613263 | ISBN-13: 9780132613262

Salvia, Ysseldyke, Bolt, (2010). *Assessment: In Special and Inclusive Education*, 11Ed.

Boston: Houghton Mifflin Company. ISBN 1439036810

Schneider, W. J., & Kaufman, A. S. (2017). Let's Not Do Away with Comprehensive Cognitive Assessments Just Yet. *Archives of Clinical Neuropsychology*, 32(1), 8-20.

Warne, R. T., Yoon, M., & Price, C. J. (2014). Exploring the various interpretations of "test bias". *Cultural Diversity and Ethnic Minority Psychology*, 20(4), 570-582.

Worrell, F. C., & Cross Jr, W. E. (2004). The reliability and validity of Big Five Inventory scores with African American college students. *Journal of Multicultural Counseling and Development*, 32(1), 18-32.

## Videos

“Assessment of Intelligence and Adaptive Behavior”

Atkins v Virginia

[Atkins v Virginia \(Landmark Court Decisions in America\)](#)   

Hall v Florida 2014

<https://www.pbs.org/newshour/show/supreme-court-overturms-floridas-rigid-iq-cutoff-death-penalty-eligibilit>

# EDS 304 Practicum in Teaching SWD in Digital World

## EDS 304 Practicum in Teaching Students with Disabilities in a Digital World

LEHMAN COLLEGE

GRADUATE PROGRAM IN SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

The School of Education prepares competent, qualified, ethical and reflective professionals for service in diverse communities.

Semester:

**Course:** EDS 304 Practicum in Teaching Students with Disabilities in a Digital World

Fieldwork Hours: 30 hours

Required Text:

1. **Advancing Racial Literacies in Teacher Education:** Activism for Equity in Digital Spaces. (2021) Detra Price-Dennis, Yolanda Sealey-Ruiz
2. **Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2020).** *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Harvard Education Press.
3. **Supplemental Readings:** Articles and case studies provided via Brightspace.

### Council for Exceptional Children (CEC) Standards Alignment

This course aligns with the following CEC Initial Preparation Standards for Special Educators (2020):

- **Standard 1: Learner Development and Individual Learning Differences** – Understanding how exceptionalities interact with development and learning to provide meaningful and challenging learning experiences.
- **Standard 3: Curricular Content Knowledge** – Using knowledge of general and specialized curricula to individualize learning for students with disabilities.

- **Standard 4: Assessment** – Using multiple methods of assessment to make educational decisions.
  - **Standard 5: Instructional Planning and Strategies** – Selecting, adapting, and using instructional strategies to promote learning and engagement.
  - **Standard 6: Professional Learning and Ethical Practice** – Using foundational knowledge to inform ethical practice in digital and inclusive education.
  - **Standard 7: Collaboration** – Collaborating with families, educators, and specialists using digital tools to improve outcomes for individuals with disabilities.
- 

## Course Description

This practicum-based course prepares teacher candidates to design, adapt, and implement **technology-enhanced instruction** for students with disabilities in **literacy (ELA), mathematics, science, and social studies**. Students will integrate digital tools such as **Podcastle** (for podcasts), **Scratch** (for creative learning), and **Flocabulary** (for music and current events) to build accessible, engaging, and culturally responsive lessons. A 30-hour field practicum allows candidates to apply inclusive digital practices in real classrooms.

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## Course Objectives

By the end of this course, candidates will be able to:

1. Design and implement inclusive, technology-based lessons across the four core content areas.
2. Integrate **assistive technologies** and **UDL principles** to meet diverse student needs.
3. Use **Podcastle** and **Scratch** to enhance communication, creativity, and engagement.
4. Adapt and evaluate curriculum materials for accessibility and linguistic diversity.

5. Collaborate effectively in digital spaces to support student learning.

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## Required Texts and Tools

- **CAST (2018).** *Universal Design for Learning Guidelines.* <https://udlguidelines.cast.org>
- **Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2020).** *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies.* Harvard Education Press.
- **Supplemental Readings:** Articles and case studies provided via LMS.

## Key Digital Tools by Subject:

| Subject        | Recommended Technologies   |
|----------------|--|
| ELA            | Podcastle, Book Creator, CommonLit, Newsela, Read&Write by Texthelp                                |
| Math           | Desmos, EquatIO, Khan Academy, Nearpod, DreamBox Learning  |
| Science        | PhET Interactive Simulations, BrainPOP Science, Mystery Science, Scratch (for modeling)            |
| Social Studies | Flocabulary (music-based learning), Newsela Current Events, Google Earth, Smithsonian Learning Lab |

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## Major Assignments

| Assignment                       | Description  | Points |
|----------------------------------|--|--------|
| Digital Lesson Plan Design       | Design a technology-rich, inclusive lesson using one of the subject-specific tools listed above. | 20     |
| Curriculum Adaptation Project    | Adapt an existing curriculum unit to make it accessible for learners with disabilities.          | 20     |
| Field-Based Practicum (20 hours) | Implement your digital lesson and reflect on its impact on student engagement.                   | 25     |

|                                 |   |    |
|---------------------------------|---|----|
| Technology Evaluation Portfolio | Evaluate 5–7 digital tools for accessibility, including one per core subject. | 15 |
| Reflective Journal              | Weekly reflections connecting readings and practicum experiences.             | 10 |
| Participation & Professionalism | Active engagement and collaboration.  | 10 |
| Total: 100 points               |   |    |

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## 14-Week Course Outline

### Week 1 – Introduction: Teaching in a Digital and Inclusive World

- Overview of course, practicum expectations, and CEC standards.
  - Technology’s role in access and equity.  
**Activity:** Technology self-assessment.  
**Reading:** CAST UDL Guidelines; Hitchcock et al., Ch. 1
- 

### Week 2 – Universal Design for Learning (UDL) in Practice

- UDL principles: representation, engagement, expression.
  - Explore UDL-aligned tools for inclusive lesson planning.  
**Activity:** Redesign a lesson with UDL principles.  
**Reading:** CAST Guidelines – UDL checkpoints
- 

### Week 3 – Culturally and Linguistically Responsive Pedagogy

- Addressing bias in digital content.
- Designing inclusive lessons for multilingual learners with disabilities.  
**Activity:** Analyze digital lesson materials for linguistic accessibility.  
**Reading:** Ladson-Billings (1995)

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## Week 4 – Assistive Technology and Accessibility Tools

- Assistive vs. instructional technologies.
- Accessibility features in Chrome, iPads, and LMS platforms.  
**Tools:** *Read&Write, VoiceThread, Speechify*  
**Activity:** Accessibility tool exploration and sharing.

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## Week 5 – ELA and Literacy Technology Integration

- Digital literacy and reading comprehension supports.
- Using **Podcastle** and **Book Creator** for student-created podcasts and eBooks.  
**Activity:** Record and edit a mini podcast on a literary theme.  
**Reading:** Article: “Podcasting as UDL Practice.”

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## Week 6 – Teaching Mathematics through Technology

- Visual, conceptual, and interactive tools for math instruction.
- Using **Desmos**, **Khan Academy**, and **EquatIO** for accessible math learning.  
**Activity:** Create an interactive math problem using Desmos.  
**Reading:** Hitchcock et al., Ch. 3

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## Week 7 – Science and Inquiry-Based Learning

- Using **PhET**, **Scratch**, and **Mystery Science** to support inquiry learning.
- Adapting science labs for accessibility.  
**Activity:** Design a digital science experiment simulation using PhET.

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## Week 8 – Social Studies, Current Events, and Media Literacy

- Teaching current events through **Flocabulary** and **Newsela**.
  - Promoting civic engagement and historical empathy with multimedia tools.  
**Activity:** Create a Flocabulary-based current events lesson for an inclusive classroom.  
**Reading:** Article: “Media Literacy for Students with Disabilities.”
- 

### Week 9 – Midterm Workshop: Digital Lesson Plan Design

- Peer review of lesson drafts.
  - Feedback using UDL and CEC-aligned rubrics.  
**Assignment Due:** Digital Lesson Plan
- 

### Week 10 – Collaboration and Co-Teaching in Digital Environments

- Digital collaboration tools for ICT settings.
  - Using Google Workspace, Jamboard, and Nearpod for shared planning.  
**Activity:** Co-plan a digital co-taught lesson.  
**Reading:** Hitchcock et al., Ch. 6
- 

### Week 11 – Evaluating and Modifying Curriculum Digitally

- Evaluating digital resources for accessibility, equity, and rigor.
  - Using UDL and CEC checklists to review online materials.  
**Assignment Due:** Curriculum Adaptation Project
- 

### Week 12 – Ethics, Privacy, and Digital Citizenship

- Understanding FERPA, COPPA, and accessibility laws.

- Modeling ethical digital behavior for students.

**Activity:** Digital ethics case study.

**Reading:** Hitchcock et al., Ch. 7

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## Week 13 – Field Experience Reflection and Technology Portfolio

- Sharing practicum experiences and evaluating digital tool effectiveness.

- Peer feedback on field implementation.

**Assignment Due:** Technology Evaluation Portfolio

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## Week 14 – Synthesis, Reflection, and Future Directions

- Reflect on course learning and evolving EdTech tools.

- Discuss innovations in AI and assistive technology.

**Activity:** Create a closing **class podcast** using Podcastle summarizing key takeaways.

**Assignments Due:** Reflective Journal and Practicum Summary

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## Assessment and Grading

A = 93–100   A- = 90–92   B+ = 87–89   B = 83–86   B- = 80–82   C+ = 77–79   C = 70–76   F  
= below 70

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## Field-Based Practicum

Students will complete **20 hours of practicum** in an inclusive classroom, implementing at least one digital lesson using a subject-specific tool (e.g., Podcastle for ELA, Scratch for science, Flocabulary for social studies). Candidates will collect feedback and reflect on the lesson's accessibility and effectiveness.

# EDS 410 Assistive Technology for SWD

EDS 410 Assistive Technology for Students with Disabilities

LEHMAN COLLEGE

## GRADUATE PROGRAM IN SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

The School of Education prepares competent, qualified, ethical and reflective professionals for service in diverse communities.

Semester:

**Course:** EDS 410 Assistive Technology for Students with Disabilities

Time:

Room:

Office Hours:

Professor:

Mailbox:

Phone:

E-mail:

Zoom Link:

Fieldwork Hours: 10 hours

Required Text:

1. Amy G. DellDeborah A. & NewtonJerry G. Petroff (2016). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (3rd Edition). Pearson
2. Christopher Bugaj (2023). The New Assistive Tech: Make Learning Awesome for All!. ISTE

## I. Course Description:

EDS 410 Assistive Technology for Students with Disabilities (3 credits).

Students will develop a foundational understanding of the selection and implementation of assistive technology (AT) for individuals with disabilities. They will explore various types of assistive devices, assessment and evaluation methods for effective service delivery, and practical applications in both school and community settings. Key topics include: (a) utilizing AT to enhance student participation in inclusive educational environments and community access, (b) exploring low-tech, mid-tech, and high-tech solutions that support access to the general education curriculum, and (c) examining the role of assistive technology in promoting equity and social justice. **Fieldwork Hours:** 10 hours

## II. Learning Outcomes (By the end of the course students will be expected to):

1. Define Assistive Technology (AT) and explain their importance in special education.
2. Explore how AT promotes agency, access, and participation in education and beyond.
3. Identify, evaluate, and critique various types of assistive technology tools and devices for students with disabilities.
4. Conduct an AT assessment and develop an appropriate implementation plan.
5. Integrate AT principles to enhance teaching and learning.
6. Explore legal, ethical, and sociocultural considerations in the use of AT.
7. Analyze case studies on successful AT applications in the classroom.

## III. Lehman Urban Teacher Education (LUTE) Conceptual Framework Themes Addressed by this course:

Theme I - Empower Learners. School of Education faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II - Educate for Equity. School of Education faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III: Realize Potential. School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students to realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV - Affirm Diversity. School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

#### Dispositions

1. Identify personal cultural biases and differences that affect one's teaching.
2. Recognize the importance of the teacher serving as a model for individuals with exceptional learning needs.

#### IV. CEC standards addressed by this course:

##### CEC Standard 2: Learning Environments

- Creates inclusive, safe, and accessible spaces for students with disabilities through use of AT.

##### CEC Standard 3: Curricular Content Knowledge

- Demonstrates how AT can provide access to general education content.

##### CEC Standard 4: Assessment

- Utilizes appropriate tools and strategies to evaluate AT needs for individualized support.

##### CEC Standard 5: Instructional Planning and Strategies

- Applies a range of evidence-based instructional strategies using appropriate AT to support diverse learners.

#### CEC Standard 6: Professional Learning and Ethical Practice

- Reflects ethical and culturally responsive practices in the delivery of AT services.
- Emphasizes understanding of systemic barriers and how AT can promote educational equity.

#### CEC Standard 7: Collaboration

- Implies collaboration with school staff, families, and community partners to support access.

#### V. Instructional Methods Implemented in This Course:

1. Critique through discussion, reflection, reading, viewing and journaling.
2. School, agency and home observations
3. Teacher observations and reflections and recording of data.
4. Use of media and technology specifically related to course content.

#### Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to instructor.

For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441. For detailed information on services and resources visit: <http://www.lehman.edu/student-disability-services/> , or email: [disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu).

#### Academic Integrity and Plagiarism Policy

“Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and college’s Academic Integrity Officer.

For detailed information on definitions and examples of Academic Dishonesty, including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit:

<http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

### \*\*Wellness Policy

We are living through unbelievably difficult times. Your health and well-being, and that of your loved ones, are more important than all else. During class, please make sure to hydrate and breathe. When we are remote, please use your camera as often as you can, because it gets lonely staring at empty black boxes. If situations outside of class make you feel like you are unable to be your best academic presence, please, let me know what I can do to be helpful to you. I am always available, and will also be able to help you access more concrete assistance through Lehman resources.

### Performance-Based Evaluation for Course Objectives:

#### 1. Professionalism

Attendance/Professionalism: Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Each student should arrive on time and attend all classes. Any student who has more than one absence will not be eligible for a grade of A. In the event that you must be absent, you are responsible for obtaining any information/materials handed out in your absence. Arrange in advance to have a classmate obtain these materials for you. As developing professionals in the field of special education, professional behavior during class and in your field experience is expected. **Cell phones should be turned off during classroom discussions and texting is not allowed during class time.** Students should familiarize themselves with [Lehman College's Academic Integrity policy](#), The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor. Rules of classroom behavior include but are not limited to the following:

- i. Conflicting opinions among members of a class are to be respected and responded to in a professional manner.

- ii. Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations.
- iii. Verbal language and body language should be professional and respectful throughout classroom discussions.

**2. Participation.** Participation includes in-class discussions, participation in individual and group presentations, and also participation as a member of collaborative learning groups. Participation will be assessed across three domains:

- 1) Group discussion -- guidelines for group discussion/participation include: a) the quantity of a student's contributions is neither significantly more or less than that of other students, b) discussions and contributions are almost always on topic, and do not deviate from assignment. c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.
- 2) Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) consistently following directions, and d) incorporating others' responses and comments in contributions to class discussions.
- 3) Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

3. Grading and Assignments. (May be modified in the course of the semester.)

**1. Class Participation & Discussions (10%)** – Active engagement in class discussions and activities.

**2. AT Project (50%)** – Creating Assistive Technology Student Plan and User Guide

Part 1: Student Profile

During class, you and your partner first together choose a real student with a disability to be the case student for this activity. Then you complete the Student Profile Form with basic information about the student's general information, learning style, strengths and interests, academic information, communication style, behavioral concerns, social style, and any other important information. To receive full credit, all sections should be completed in an organized and thorough manner. Be sure to describe the student in enough detail so the

reading can understand the context for the rest of the case study. You will provide self and peer evaluation via exit ticket for this activity.

### Part 2: The SETT Scaffold for Consideration of AT Needs Form

During the class, you and your partner will use WATI Assistive Technology Continuums and the SETT Scaffold for Consideration of AT Needs Form and answer the guided questions provided. To receive full credit, all guided questions should be answered in a detailed, thorough and in an organized manner. You will provide self and peer evaluation via exit ticket for this activity.

Note: Handouts of WATI Assistive Technology Continuums and SETT Scaffold for Consideration of AT Needs Form will be provided during the class.

### Part 3: AT User Guide

After class, choose 3 AT devices or services based on the result of the SETT form and provide a review for each tool. You can choose from Canva, Google Slides, PowerPoint, Prezi and/or other similar technology tools to create the AT User Guide. Each review should be 300-500 words OR 3-5 minutes audio/video recording and should summarize what the device does, where to purchase the device (including cost), potential uses in the classroom, and reflect on each device. The AT User Guide can be in any language (e.g., English, Spanish, French) that you prefer with your target audience (e.g., teachers, students, families) in mind.

3. Final Presentation (20%) – AT project presentation

**4. Final Exam (20%)** – Exam will consist of questions based of the Power Point, the assigned readings, and/or video resources. Exam will include multiple choice, true/false questions and short answer questions. Short answer questions should be no more than 100 words and will be scored based on quality of response, focus on the accurately responding to the question.

## CLASS SCHEDULE

Subject to revision---This is a very living document!

| DATE   | ACTIVITIES  | PRODUCTS DUE |
|--------|---|--------------|
| Week 1 | Session 1: Course overview, syllabus review, and student introductions. |              |

|   |   |                                |
|---|---|--------------------------------|
| <p>Introduction to Assistive Technology and UDL</p>                                 | <p>Session 2: Understanding AT and UDL: Definitions, principles, and significance in special education.</p>   |                                |
| <p>Week 2<br/><br/>Legal, Ethical, and Sociocultural Foundations of AT</p>          | <p>Session 1: Overview of laws related to AT (IDEA, ADA, Section 504).<br/><br/>Session 2: Ethical and sociocultural considerations and responsibilities in AT implementation.</p>  |                                |
| <p>Week 3:<br/><br/>Types of Assistive Technology – Low-Tech Solutions</p>          | <p>Session 1: Low-tech AT tools (e.g., pencil grips, graphic organizers, communication board)<br/><br/>Session 2: Hands-on workshop: Designing low-tech solutions for classroom use.</p>  | <p>Part 1: Student Profile</p> |
| <p>Week 4:<br/><br/>Types of Assistive Technology – Mid and High-Tech Solutions</p> | <p>Session 1: Mid and High-tech AT tools (e.g., audiobooks, adaptive keyboards, speech-generating devices, eye-tracking technology, screen readers).<br/><br/>Session 2: Guest speaker: AT Specialist on integrating high-tech AT in schools.</p> |                                |
| <p>Week 5:<br/><br/>Assistive Technology Assessment and Selection</p>               | <p>Session 1: The AT assessment and selection process: SETT framework<br/><br/>Session 2: Case study analysis of AT evaluations.</p>  |                                |

|  |   |   |
|--|---|---|
| <p><b>Week 6:</b></p> <p><b>AT Implementation and Evaluation Strategies</b></p>  | <p>Session 1: Developing AT implementation plans.</p> <p>Session 2: Evaluating AT effectiveness and making adjustments.</p>   | <p>Part 2: The SETT Scaffold for Consideration of AT Needs Form</p> |
| <p><b>Week 7:</b></p> <p><b>Integrating AT in the Classroom</b></p>              | <p>Session 1: Strategies for incorporating AT into classroom routines</p> <p>Session 2: Developing IEPs with AT goals</p>   |   |
| <p><b>Week 8:</b></p> <p><b>AT in Communication and Language Development</b></p> | <p>Session 1: AT tools for students with speech and language impairments.</p> <p>Session 2: Augmentative and Alternative Communication (AAC) devices.</p>                     |   |
| <p><b>Week 9:</b></p> <p><b>AT in Literacy and Writing Support</b></p>           | <p>Session 1: AT for reading and writing support (e.g., speech-to-text, dyslexia-friendly tools).</p> <p>Session 2: Hands-on practice with literacy and writing AT tools.</p> | <p>Part 3: AT User Guide</p>  |
| <p><b>Week 10:</b></p> <p><b>AT for Physical and Sensory Disabilities</b></p>    | <p>Session 1: AT for students with motor disabilities (e.g., adaptive seating, switches).</p> <p>Session 2: AT for visual and hearing impairments.</p>                        |   |

|  |  |                           |
|--|--|---------------------------|
| <p>Week 11:</p> <p>AT Beyond the Classroom: Community and Workplace Applications</p> | <p>Session 1: AT for independent living and mobility.</p> <p>Session 2: Transition planning: AT for post-secondary education and employment.</p>           |                           |
| <p>Week 12:</p> <p>Future Trends in Assistive Technology</p>                         | <p>Session 1: Emerging technologies in education (e.g., Virtual reality, AI, and adaptive learning tools)</p> <p>Session 2: Guest Speaker: AT advocacy</p> |                           |
| <p>Week 13:</p> <p>Student Presentations</p>   | <p>Session 1 &amp; 2 : Student presentations on AT case studies and applications &amp; Peer feedback and discussions</p>                                   | <p>Final Presentation</p> |
| <p>Week 14:</p> <p>Course Review and Final Exam</p>                                  | <p>Session 1: Review key concepts, tools, and strategies discussed throughout the course</p> <p>Session 2: Final exam covering course material</p>         | <p>Final Exam</p>         |

# EDS 402 Collaboration in Special Education

EDS 402 Collaboration in Special Education

LEHMAN COLLEGE

## GRADUATE PROGRAM IN SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

The School of Education prepares competent, qualified, ethical and reflective professionals for service in diverse communities.

Semester:

**Course:** EDS 402 Collaboration in Special Education

Time:

Room:

Office Hours:

Professor:

Mailbox:

Phone:

E-mail:

Zoom Link:

Required Text:

- Friend, M., & Cook, L. (2020). *Interactions: Collaboration Skills for School Professionals* (9th ed.). Pearson.
- Villa, R. A., Thousand, J. S., & Nevin, A. I. (2013). *A Guide to Co-Teaching: New Lessons and Strategies to Facilitate Student Learning* (3rd ed.). Corwin.
- Additional readings (journal articles, case studies, IEP samples, video resources) will be provided through the course LMS.

I. Course Description:

This practicum course prepares educators to engage in effective, collaborative practices that support the diverse needs of students with disabilities in inclusive school settings. Emphasizing co-teaching, IEP development, and partnerships with families, school personnel, and community agencies, the course equips future teachers with the communication, problem-solving, and teamwork skills essential for inclusive and student-centered education. Through guided practicum experiences, candidates will observe, participate in, and reflect on collaborative instructional planning and service delivery. (10 fieldwork hours required.)

II. Learning Outcomes (By the end of the course students will be expected to):

1. Demonstrate knowledge of collaboration models (e.g., co-teaching, consultation, interdisciplinary teamwork) and their application in inclusive educational settings.
2. Develop and implement Individualized Education Programs (IEPs) that reflect student strengths, needs, and family input.
3. Engage in effective communication and conflict-resolution strategies with families, paraprofessionals, and other professionals to support student learning.
4. Apply culturally responsive and family-centered practices in building partnerships that promote inclusive education.
5. Collaborate with general and special educators to design and deliver instruction that addresses the needs of students with disabilities and English learners.
6. Reflect critically on practicum experiences to identify areas of growth in professional collaboration and inclusive practice.

III. Lehman Urban Teacher Education (LUTE) Conceptual Framework Themes Addressed by this course:

Theme I - Empower Learners. School of Education faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II - Educate for Equity. School of Education faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III: Realize Potential. School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students to realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV - Affirm Diversity. School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

## Dispositions

1. Identify personal cultural biases and differences that affect one's teaching.
2. Recognize the importance of the teacher serving as a model for individuals with exceptional learning needs.

## IV. CEC standards addressed by this course:

### CEC Standard 1: Learner Development and Individual Learning Differences

- Understands how language, culture, and disability interact and affect learning.

### CEC Standard 2: Learning Environments

- Creates safe, inclusive, culturally responsive learning spaces.

### CEC Standard 4: Assessment

- Uses valid, reliable assessments to inform instruction.

### CEC Standard 5: Instructional Planning and Strategies

- Selects and adapts strategies to meet individual learning needs.
- Uses knowledge of general and specialized curricula to individualize learning.

### CEC Standard 6: Professional Learning and Ethical Practice

- Applies ethical and culturally responsive practices.

### CEC Standard 7: Collaboration

- Collaborates with families, educators, and specialists.

#### V. Instructional Methods Implemented in This Course:

1. Critique through discussion, reflection, reading, viewing and journaling.
2. School, agency and home observations
3. Teacher observations and reflections and recording of data.
4. Use of media and technology specifically related to course content.

#### Accommodating Disabilities

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For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441. For detailed information on services and resources visit: <http://www.lehman.edu/student-disability-services/> , or email: [disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu).

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\*\*Wellness Policy

We are living through unbelievably difficult times. Your health and well-being, and that of your loved ones, are more important than all else. During class, please make sure to hydrate and breathe. When we are remote, please use your camera as often as you can, because it gets lonely staring at empty black boxes. If situations outside of class make you feel like you are unable to be your best academic presence, please, let me know what I can do to be helpful to you. I am always available, and will also be able to help you access more concrete assistance through Lehman resources.

#### Performance-Based Evaluation for Course Objectives:

##### 1. Professionalism

Attendance/Professionalism: Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Each student should arrive on time and attend all classes. Any student who has more than one absence will not be eligible for a grade of A. In the event that you must be absent, you are responsible for obtaining any information/materials handed out in your absence. Arrange in advance to have a classmate obtain these materials for you. As developing professionals in the field of special education, professional behavior during class and in your field experience is expected. **Cell phones should be turned off during classroom discussions and texting is not allowed during class time.** Students should familiarize themselves with [Lehman College's Academic Integrity policy](#), The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor. Rules of classroom behavior include but are not limited to the following:

- i. Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- ii. Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations.
- iii. Verbal language and body language should be professional and respectful throughout classroom discussions.

**2. Participation.** Participation includes in-class discussions, participation in individual and group presentations, and also participation as a member of collaborative learning groups. Participation will be assessed across three domains:

- 1) Group discussion -- guidelines for group discussion/participation include: a) the quantity of a student's contributions is neither significantly more or less than that of

other students, b) discussions and contributions are almost always on topic, and do not deviate from assignment. c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.

- 2) Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) consistently following directions, and d) incorporating others' responses and comments in contributions to class discussions.
- 3) Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

3. Grading and Assignments. (May be modified in the course of the semester.)

#### 1. Collaboration Case Analysis (15%)

This assignment allows you to critically examine a real or simulated collaboration scenario among teachers, families, or specialists to identify effective and ineffective collaboration dynamics. You will analyze communication patterns, role clarity, decision-making processes, and power dynamics, and propose evidence-based strategies for improving team collaboration.

- A 3–4 page analysis paper (APA format)
- A 1-page “communication strategy plan” outlining how you would implement improvement steps in your own classroom or practicum site

#### 2. Collaborative Co-Taught Lesson (25%)

This project provides candidates with an opportunity to design, implement, and reflect on an inclusive co-taught lesson that meets the diverse needs of students with disabilities. Candidates will demonstrate effective collaboration, shared instructional planning, and reflective practice within a real or simulated inclusive classroom setting.

Candidates will work in pairs or small teams to collaboratively plan, co-teach, and evaluate a lesson in one core subject area (ELA, Math, Science, or Social Studies). The lesson must be inclusive of students with disabilities and reflect the principles of Universal Design for Learning (UDL), Differentiated Instruction (DI), and collaborative co-teaching models.

Each team will:

1. Plan a standards-based lesson that includes differentiation and accommodations.
2. Co-teach the lesson (in a practicum placement, school partnership, or simulated classroom).
3. Collect feedback from a cooperating teacher or peer observer.
4. Reflect on collaboration, instructional decisions, and student outcomes.

### 3. Co-Teaching Observation and Reflection Journal (25%)

This assignment encourages systematic observation and reflection on collaborative teaching in practice. You will examine how co-teachers and support staff share responsibilities, adapt instruction, and build inclusive classroom communities

- Three observation reflection journals (2–3 pages each)
- One synthesis reflection essay (2–3 pages) summarizing key learning and professional growth

### 4. Collaborative Practice Portfolio (35%)

This capstone assignment synthesizes your learning and growth as a collaborative educator. It provides evidence of your ability to engage in professional teamwork, apply inclusive practices, and critically reflect on your practicum experiences.

- A digital portfolio (submitted via LMS or online platform)
- A 10-minute presentation with slides or visual aids

### CLASS SCHEDULE

Subject to revision---This is a very living document!

| Week | Topic  | Focus Activities & Key Readings   |
|------|--|---|
| 1    | Course Introduction & Practicum Overview             | Review syllabus, practicum expectations, and ethical collaboration principles.  |
| 2    | Foundations of Collaboration and Inclusive Education | Define inclusion, equity, and shared responsibility; discuss roles of team members. <i>Reading: Friend &amp; Cook, Ch. 1–2.</i> |

|    |   |  |
|----|---|--|
| 3  | Models of Collaboration: Consultation, Teaming, and Co-Teaching | Explore six co-teaching models; analyze video examples. <i>Reading: Villa et al., Ch. 1–3.</i>                       |
| 4  | Communication Skills for Effective Collaboration                | Practice active listening, assertive communication, and feedback strategies. Role-play scenarios.                    |
| 5  | Conflict Resolution and Professional Problem Solving            | Apply problem-solving frameworks to team disagreements. Case study analysis.   |
| 6  | Understanding the IEP Process                                   | Components, legal requirements, and family involvement in IEP development. <i>Reading: Friend &amp; Cook, Ch. 6.</i> |
| 7  | Writing High-Quality IEP Goals and Objectives                   | Develop measurable goals aligned with student data and academic standards.   |
| 8  | Collaborating in IEP Meetings                                   | Simulate IEP meetings; analyze effective communication and advocacy roles.   |
| 9  | Family–School Partnerships                                      | Explore culturally responsive approaches to family engagement. <i>Guest speaker: Family advocate.</i>                |
| 10 | Working with Paraprofessionals and Related Service Providers    | Clarify roles, responsibilities, and strategies for team coordination.   |
| 11 | Collaboration with Community Agencies                           | Examine transition planning, wraparound supports, and interagency collaboration.                                     |
| 12 | Practicum Reflection & Peer Consultation                        | Share practicum experiences; engage in peer feedback and guided reflection.  |
| 13 | Professional Collaboration in Challenging Contexts              | Address collaboration barriers (e.g., time, conflict, cultural differences). Develop solutions.                      |

|    |   |  |
|----|---|--|
| 14 | Final Presentations & Course<br>Synthesis | Present collaborative practice portfolios;<br>reflect on professional growth and future<br>applications. |
|----|---|--|

# EDS 403 Supervised Student Teaching

## EDS 403 Supervised Student Teaching

LEHMAN COLLEGE

# GRADUATE PROGRAM IN SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

The School of Education prepares competent, qualified, ethical and reflective professionals for service in diverse communities.

Semester:

**Course:** EDS 403 Supervised Student Teaching

Office Hours:

Professor:

Mailbox:

Phone:

E-mail:

Zoom Link:

### Course Description

Supervised practicum in the teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in collaborative and/or specialized educational settings. (90 Hours Supervised Practicum Teaching at the developmental level of study required.) Supervised practicum will address each of the applicable general and program-specific pedagogical core requirements for a students with disabilities education program. This course is designed to provide candidates with opportunities to practice teaching skills identified in the New York State Teaching Standards in a students with disabilities education setting, co-supervised by a university-based teacher educator and a certified school-based teacher educator. PREREQ: EDS 301, EDS 302, EDS 303, EDS 304, EDS 410, EDS 402, 100 Fieldwork hours, and permission of the adviser.

Topics

- Lesson Planning
- Classroom Management Strategies
- Integration of theory and practice
- In classroom experience

Performance-Based Evaluation for Course Objectives:

- Classroom observations
- All assignments posted on taskstream

Learning Outcomes (By the end of the course students will be expected to):

- Apply the New York State Teaching Standards to plan, implement, and assess instruction for culturally and linguistically diverse students with disabilities across developmental levels.
- Demonstrate effective use of differentiated instructional strategies to meet the academic, linguistic, social, and emotional needs of diverse learners in special education settings.
- Collaborate with mentor teachers, related service providers, and families to support inclusive, student-centered learning environments.
- Implement culturally responsive and developmentally appropriate practices that promote equity and access for all students.
- Reflect on and evaluate the impact of instructional decisions and teaching practices through observation, feedback, and self-assessment.
- Exhibit professional responsibility, ethical conduct, and effective communication while working collaboratively in school-based practicum settings.

### Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to the instructor.

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<http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

### \*\*Wellness Policy

We are living through unbelievably difficult times. Your health and well-being, and that of your loved ones, are more important than all else. During class, please make sure to hydrate and breathe. When we are remote, please use your camera as often as you can, because it gets lonely staring at empty black boxes. If situations outside of class make you feel like you are unable to be your best academic presence, please, let me know what I can do to be helpful to you. I am always available, and will also be able to help you access more concrete assistance through Lehman resources.

### Performance-Based Evaluation for Course Objectives:

#### 1. Professionalism

Attendance/Professionalism: Attendance in your school is absolutely critical. To fully benefit from this experience, you are expected to be in your school every day. Each student should arrive on time and attend all classes. Remember these rules when in your host school

- i. Conflicting opinions among other members of your host school are to be respected and responded to in a professional manner.
- ii. Side conversations or other distracting behaviors are not to be engaged in when students are in class, planning meetings, or grade team/whole staff meetings.
- iii. Verbal language and body language should be professional and respectful throughout classroom discussions.

**2. Participation.** Participation includes your field placement hours

SPECIAL EDUCATION student teaching - 12 weeks

- 6 Weeks in Pre-k through grade 6
- 6 weeks in grads 7-12

BILINGUAL EXTENSION 50 additional hours

3. Grading and Assignments. (May be modified in the course of the semester.)

4. **Student Teaching Handbook.** Please refer to the official Clinical Practice & Partnerships website to access the Student Teaching Handbook and Information.

This site provides all documents needed to successfully complete student teaching!

<https://www.lehman.edu/academics/education/pdn/fieldwork-forms.php>

Course Requirements:

1. **Attendance, Participation, and Professionalism (30%)** Candidates are expected to arrive on time to host schools, attend host school regularly (attendance will be recorded) and to actively, and respectfully, participate in all aspects of the school day, lesson planning, common planning meetings, school activities, curriculum development, as well as grade team meetings. Excessive absences (more than 2) will result in a grade reduction. Students are expected to complete state requirements that are submitted through Task Stream. Once taskstream is up and running I will send out a list of required assignments and due dates. For now please complete the placement Information 1 by Monday, January 30th.
2. **Field hours (30%)** Candidates will be in their host school every day in their contract.
3. **Reflective Journals (10%)** Candidates will write in their journals 3 times a week describing what they taught, and how they could have improved their lessons (pg. 23 in

student handbook). No more than one page(about 3 paragraphs). A synopsis of your weekly journals should be uploaded onto google classroom every Friday. Beginning February 3rd.

**4. Observations (30%)** Participation in observations and pre and post observations is mandatory. This includes reflections and all assignments on taskstream

Student Observations include:

- Coaching Visit 1 (pg. 15 student handbook)
  - Coaching visits will be 15-20 minutes informal observations. One before the Midterm *formal* observation and one before the Final *formal* observation. It can be done remotely or in person. I would like to complete the first coaching visit in person to get an understanding of the culture of your school placement, but if that is not available it can be conducted remotely
- Midterm Formal Observation includes:
  - pre-observation pg. 17 in student handbook,
  - observation, and
  - post-observation pg. 19 in student handbook
- Coaching Visit 2
- Final Formal Observation

Grading Policy- In student teaching you must receive a B or higher in order to receive credit towards your certification

|    |                 |
|----|-----------------|
| A  | 93-100<br>(4.0) |
| A- | 90-92 (3.7)     |
| B+ | 87-89 (3.3)     |
| B  | 83-86 (3.0)     |

# EDS 404 Student Teaching Seminar in Sped

## EDS 404 Student Teaching Seminar in Special Education

Department of Counseling, Leadership, Literacy and Special Education

School of Education

LEHMAN COLLEGE

City University of New York

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Semester:

Course Number: EDS 404: Student Teaching Seminar in Special Education

Department of Counseling, Leadership, Literacy and Special Education

School of Education

LEHMAN COLLEGE

City University of New York

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The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

LUTE DOC: <http://www.lehman.cuny.edu/academics/education/introduction.php>

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Resources:

**CUNY IT Support – <https://cunyithelp.cuny.edu/>**

Computer Center Help Desk – 718-960-1111

Instructional Support Services – 718-960-8175

Student Disability Services – 718-960-8441

Counseling Center Services – 718-960-8761

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# EDS 404 Student Teaching Seminar Course

## Description

- Advanced student teaching of diverse learners with disabilities (3 credits) and student teaching seminar (3 credits).
- Supervised student teaching of culturally and linguistically diverse young children, childhood students or adolescents with a broad range of moderate to severe disabilities in inclusive and/or specialized settings.
- Weekly seminar supporting the analysis, discussion, and reflection on the student teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in inclusive and/or specialized educational settings.
- Required state certification exams supported through the seminar class.
- Teacher Performance Portfolio

### Purpose

This is student teaching, with a focus on the planning for, instruction of and assessment of students with disabilities. The purpose of student teaching is to provide Lehman College teacher candidates with an opportunity to teach students with disabilities in carefully supervised settings. Candidates will have the opportunity to utilize their knowledge from other, prerequisite courses in the Special Education Program. Course objectives will be achieved via on site clinical teaching experiences, individual supervision, group seminar, and completion of a culminating project.

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### For Your Reference:

- [Cooperating Teacher Feedback Form](#)
- [The Danielson Teacher Evaluation Rubric](#) by Charlotte Danielson (2013)
- [Cooperating Teacher Handbook](#)

### Learning Outcomes (By the end of the course students will be expected to):

- Demonstrate understanding of foundational classroom management theories, methods, and techniques for supporting individuals with exceptional learning needs.

- Apply research-based best practices to effectively manage teaching and learning environments.
- Evaluate the use of technology as a tool for planning, organizing, and managing instruction.
- Analyze how teacher attitudes and behaviors can positively or negatively impact the behavior of individuals with exceptional learning needs.
- Develop strategies that prepare individuals to engage productively and respectfully in a diverse, multicultural, and global society.

Themes of the LUTE conceptual framework of the School of Education addressed in the course:

#### Theme I: Empower Learners

SOE faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

#### Theme II: Educate for Equity

SOE faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

#### Theme III: Realize Potential

SOE faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students realize their potential by establishing rigorous academic standards, using assessments to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

#### Theme IV: Affirm Diversity

SOE faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We

recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

Student outcomes expected upon successfully completing the course (alignment with stated LUTE outcomes):

Students who successfully complete this course will learn:

1. Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs (T1K3, T1K4, T1S1, T1D6, T1D10).
2. Research-based best practices for effective management of teaching and learning (T1K1, T1K3, T1S4, T1D2).
3. Ways in which technology can assist with planning and managing the teaching and learning environment (T1S6, T2S4, T3S6).
4. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs (T2K3, T2K4, T2S3),
5. Ethical considerations are inherent in behavior management (T3K2, T3S5, T3D1, T3D2, T3D5).
6. Teacher attitudes and behaviors that positively or negatively influence the behavior of individuals with exceptional learning needs (T1D8, T3D3, T1D5, T1D10, T1D11).

7. Social skills needed for educational and functional living environments and effective instruction in the development of social skills (TIK1, T2K3, T3K1, T3S1).
8. Strategies for crisis prevention/intervention (T3S1, T3S2).
9. Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world (T4S3, T4S4, T4D4).
10. Model programs, including career/vocational and transition that have been effective for students with special needs (TIK2, T2S3, T2S4, T3K2).
11. Issues, resources, and techniques used to integrate students with special needs into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers (T3S5, T3S2).
12. Rationale for selecting specific management techniques for students with special needs (T3K1, T3K2, T3S3, T3S4, T3S5, T3S2).
13. Continuum of alternative placements and programs available to students; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services (T3K1, T3K2, T3S3, T3S4, T3S5, T3S4).
14. The theory behind reinforcement techniques and their application to teaching students with special needs (T3K1, T3K2, T3S3, T3S4, T3S5, T3D3).

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#### Instructional methods implemented in the course

- School/center observation and recording of data
  - Emphasis on discussion and empowered decision-making, with formative instructor feedback throughout
  - Written and Oral Reflections
  - Lecture
  - Reflection through class discussion based on readings
  - School, agency, and/or home observations
  - Use of media and technology via online searches for pertinent research findings and instructional strategies
  - Collaborative group work to facilitate the discussion, of course, content
  - Blackboard and Padlet
-

## Graded course assignments and date/s due

| Assignments  | Weight of Assignment |
|--|----------------------|
| Discussion Reflections (5 Post)  | 10%                  |
| Task 1 Knowledge of Students<br>2-3 Pages or 5 minute video, or Powerpoint   | 20%                  |
| Task 2 Knowledge of Content & Instruction, Learning Environment<br>3 pages   | 20%                  |
| Task 3A Knowledge of the Content<br>4 Lesson Plan  | 13%                  |
| Task 3b Instructional Practices<br>Record 20 minutes of a lesson that you are teaching. Using SWIVL Stamped comments, or self-reflection paper | 13%                  |
| Task 4 Knowledge of Assessment<br>3-4 Pages  | 20%                  |
| Attendance   | 14%                  |
| Pass   | 85%-100%             |
| Fail/Incomplete  | Under 84%            |

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## Teacher Performance Portfolio

### Task 1 Task & Rubric (Knowledge of Students)

#### Task 1: Specific Activity for Student

1. Explain the context for learning. Including the school setting, the daily schedule, the primary language of instruction, and the curricula used. Also, describe your role in the focus learner's instructional program.
2. Describe 2 students in your class through creating an in-depth profile that may include (as available):
  - (a) Cultural background based on short interview or questionnaire based on samples that you have from class (cultural practices, interests, preferences);
  - (b) Learning needs from school records (language, cognitive, behavioral);
  - (c) Prior learning in one target content area (based on classroom assessment data).
0. Describe how you would design instruction in the target content area that supports the students' learning and behavioral, with reference to theories of learning and evidence-based practice from readings and discussions in your methods courses.

| Score                 | Criteria  |
|-----------------------|---|
| 3 = Satisfactory      | Student profiles are based on relevant data, complete in presentation; used to construct instructional plans to address students' specific learning needs; contain appropriate source references. |
| 2 = Needs Development | Student profiles are based on relevant information that was not systematically collected; or are missing relevant parts of the assignment; or instructional design is not tailored to students'   |

|   |   |
|---|---|
|   | specific learning needs; or instructional design is not shown to be evidence-based.   |
| 1 = Unsatisfactory<br>+ Needs to Be<br>Redone | Student profiles are brief and missing information; instructional plan is not relevant to student learning needs; instructional plan is not evidence-based. |

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## Task 2 (a & b) Task & Rubric (Knowledge of Content & Instruction, Learning Environment)

### Task 2a: Specific Activity for Student

1. Using the lesson plan format for your field, create a mini-unit or collection of 3-4 lesson plans for a large or small group of students, or individual students, stating goals and learning activities.

2. Annotate the lesson plans to explain

(a) your selection of goals as appropriate for your target content or social development area;

(b) how you have considered student prior learning;

(c) how have you incorporated students' personal, cultural, and community assets;

(d) how technology is utilized to enhance content and learning

3. Based on the goals of your mini-unit, create a short pre and post assessment in your target content or social development area to administer to students.

4. Describe the learning environment of the school and classroom and discuss, through writing and diagrams, how given an ideal teaching environment, what are 3 ideas/strategies you would incorporate to create a high quality environment in your target content or social development area, based on research evidence that was discussed in your Methods classes.

| Score                                   | Criteria   |
|---|--|
| 3 = Satisfactory                        | Lesson plans are cohesive to support a mini-unit; annotation identifies connections with student characteristics and learning needs; technology integration is evident; pre and post assessment is appropriate to unit; ideal environment recommendations are grounded in theory and evidence. |
| 2 = Needs Development                   | Lesson plans are missing key components; or connections with student learning needs are unclear; or assessments need revision; or learning environment recommendations need a stronger evidence base.  |
| 1 = Unsatisfactory + Needs to Be Redone | Lesson plans, annotations, technology integration, and assessments are incomplete or not matched with content and context; or learning environment recommendations are missing or weak and not evidence-based.   |

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Task 2b: Specific Activity for Student (Instructional Practice)

1. Record 20 minutes of a lesson that you are teaching (at least 10 minutes uninterrupted + clips).
2. Watch the video and provide an annotation (time-stamped) in writing or audio as a self-reflection on what you would change to improve your teaching in:
  - (a) content and learning activities for the students involved;
  - (b) communication and inclusion of students' cultural background and learning needs
  - (c) behavior and/or classroom management, social-emotional environment, and student engagement.
3. Watch the video with your Student Teaching seminar instructor and discuss your teaching, self-reflection, and areas for change/improvement.

| Score | Criteria |
|-------|----------|
|-------|----------|

|   |   |
|---|---|
| 3 = Satisfactory                        | Video is appropriate and clear; review and discussion include in-depth analysis; reflection is thoughtful and addresses the key areas of content, learning activities, communication, and classroom management. |
| 2 = Needs Development                   | Video is appropriate and clear; review and discussion need a greater analytic focus; or reflection is thoughtful but missing some component, or not sufficiently in-depth.                                      |
| 1 = Unsatisfactory + Needs to Be Redone | Video is incomplete or missing; or analysis was not completed; or reflection is superficial.  |

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### Task 3 Task & Rubric (Knowledge of Assessment)

#### Task 3: Specific Activity for Student

1. Analyze the pre and post data from the assessment that you designed for your students during your mini-unit and indicate what you learned from the assessment data.

2. Examine and summarize assessment data from your target 2 students or a group within the classroom, based on their formal diagnostic, periodic, or content area assessments, and other informal assessments (e.g., artifacts, observational data, etc.) and describe 2 examples of appropriate interventions to meet their learning needs.

| Score                 | Criteria  |
|-----------------------|---|
| 3 = Satisfactory      | Pre-Post assessment data are analyzed and presented; other assessment data are summarized; examples of appropriate interventions based on student learning needs are presented. |
| 2 = Needs Development | Pre-Post assessment data are not adequately summarized; or other assessment data are insufficiently discussed; or interventions suggested are not fully grounded in the data.   |

|   |  |
|---|--|
| 1 = Unsatisfactory + Needs to Be Redone | Pre-Post assessment data are missing; or other assessment data are superficially summarized; or interventions suggested are not appropriate to the data. |
|---|--|

To create as much of a sense of community as possible and to strengthen our communication during this unprecedented time, the following suggestions are offered:

| Consider   | Be Mindful  |
|--|---|
| using intentional language to justify your thoughts. Draw on scholarly or research knowledge as appropriate. Recognize that there are many forms of knowledge. | that none of us knows everything. It is acceptable to say that you do not know. If you are guessing, state that you do not know but provide your thinking and share your reasoning. |
| making generous assumptions about where people are coming from, that is, consider exercising the presumption of goodwill.                                      | of respecting that other people have different life experiences and opinions.   |
| communicating from your own perspective.   | of sharing another person's professional or personal information.   |

|  |  |
|--|--|
| giving credit where credit is due by citing and linking to resources as appropriate.   | of your audience. Who will read what you have written?   |
| the readability of your written communication.   | that people on the other side of the screen, phone, or written communication are whole human beings.   |
| that your readers will bring their own life experiences and knowledge to what you write and may often interpret your words as well as course ideas differently than you. | that there are different forms of written and oral communication and multiple forms of English. These range from emoticons and JPEGs to translanguaging to formal, academic writing. If you are unsure what form your instructor is asking for, ask for clarification. |

## Assessment/grading policy (procedures, components, weights assigned to each component)

It is vital that students stay on track with work posted on Blackboard. Deductions will be for late assignments.

In the event of illness or emergencies, you must notify me by **e-mail**.

If there is anything you do not understand, please send me an email.

We will follow Lehman College's system for grade equivalents.

Grading Policy for EDS 720:

Late assignments will not be given full credit.

Grading for this course is **Pass/Fail**.

Description of how each of the following is integrated within the course

- Participants will deepen their awareness of the relationship of the demands of children in school with child development so they can promote advocacy and equity for these children.
- Participants will explore the constructs of race, class, ethnicity, language background, and culture as they relate to teaching children with special needs.
- Participants will develop the vital knowledge of policy and practice to better support and serve in the inclusion of children with special needs.
- Participants will become more aware of the benefits of the collaboration with parents, other caregivers, and professionals, in an effort to expand understanding of a child's strengths and needs, establish mutually agreed upon goals, and successfully facilitate progress toward meeting the goals established for a child with special needs.
- Participants will improve their understanding of the ways in which technology can support the education of children with disabilities.

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Academic and Plagiarism Policy:

The highest standards of academic integrity are expected from all Lehman students. You are responsible for knowing and understanding Lehman's academic integrity policy. It deals with issues of evaluation, plagiarism, fabrications and other student obligations. For details of Lehman's policy, please go to:

<https://lehman-graduate.catalog.cuny.edu/appendix/cuny-policy-on-academic-integrity>

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Attendance, Participation, and Professionalism

Attendance online and full participation are highly valued and factor into your final grade. You are expected to attend class meetings, be on time, and complete the assigned readings prior to the class when we will be discussing the readings. If there is an extraordinary situation, and you are unable to attend class, please notify me prior to the class meeting. Since this is a graduate-level class, which meet once per week, more than two absences (if even necessary) will result in a failing grade for the class. You will earn full credit by attending all classes on time and being an active participant in class. Early is on time, on-time is late and late is unacceptable.

I believe that everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.

- You are expected to participate fully in class discussions, online activities, and group work. ***This includes having your camera on during class sessions!***
  - Lastly, you are expected to extend courtesy to your peers and to me. I expect you to refrain from engaging in behavior that distracts and detracts from our class discussions. This includes checking emails, surfing the internet, using your cell phone/texting during class, etc. Please know that your grade will be reflective of your behavior.
- 

## Classroom specific policies

You are also expected to maintain the highest academic standards of Lehman College.

**Cell phones and other Electronic Devices:** Please keep phones on silent and use your electronic devices as you should in a school setting. You are expected to adhere to the ethical principles of the profession.

**Lateness:** Lateness will be considered being 5 or more minutes late to class. Repeated lateness will result in a lesser grade.

**Late Assignments Policy:** Typically, you will lose points per day that the assignment is late. If you have extenuating circumstances, please let me know so that I can accept an assignment late without deducting points.

**APA Guidelines:** All papers must be referenced according to the guidelines presented in the *Publication Manual of the American Psychological Association*. If you are unfamiliar with the APA style of referencing, please visit <http://owl.english.purdue.edu/> and click on the APA Style and Formatting Guide located on the right hand side.

**Grammar, Mechanics, and Spelling:** Assignments with numerous mistakes in grammar, mechanics, or spelling will not be accepted. If you know that you struggle in this area, use

spell check and/or have someone proofread before you submit a final copy. I recommend using Grammarly, an add-on that will be a life-saver.

**Revision of Assignments:** If you would like to revise any assignment after you receive feedback and a grade, please contact me **within two days of receiving your feedback**. Assignments that are handed in after the due date will NOT be able to be revised.

#### Accommodating Disabilities:

Within the course, methods of teaching that are Universally Designed for Learning are used. However, in the event that all needs are not met, please see me to discuss any necessary class accommodations. Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Schuster Hall, Room 238 (718) 960-8441.

#### Anti-Racism and Inclusivity Statement:

As an educator, I embrace anti-racist pedagogy and join in more vocal and intentional ways, those who have been demanding accountability, reform, and justice. Further, I acknowledge the long-standing history of racism and White privilege and condemn the institutional and systemic racism that contributes to inequality and to anti-Black violence.

As an educator, I am continuously and deeply committed to creating a learning community that supports and embraces a diversity of thoughts, perspectives, and experiences and honors students' identities (including but not limited to race, gender, ability, class, sexuality, and religion). I work to foster an environment where each class member is respectfully heard.

To help contribute to this safe learning community:

- I will not discourage differing opinions and will not avoid uncomfortable conversations because authentic understanding will only occur through courageous conversations. However, I ask that you engage in honest discussion with respect, care, and empathy for the other class members.
- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.

- If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me. I will do my best to be a resource for you.
- Your ideas and opinions matter! Do not be afraid to express them to me and your classmates.
- Like many others, I continue to learn about diverse perspectives and identities. If something was said in class (by me or other students) that made you feel uncomfortable, please talk to me about it or notify me anonymously, if you prefer

Welcome! I hope you are enjoying the remaining beautiful summer day and getting ready for your FALL 2024 student teaching semester! Please read through this important checklist!

Week 1:

1. Introduction to School Placements & Cooperating Teacher Emails:
  1. If you were placed by Lehman College, introduction emails will be sent to student teachers, cooperating teachers and college supervisors early next week. **If you have not done so already, PLEASE register for your student teaching courses now!**
3. Student Teaching Start Date:
  1. All student teachers start student teaching experiences on Tuesday, September 3 for prep-week! You will attend professional development and/or assist your cooperating teacher with setting up the classroom. PK-12 students start school on Thursday, 9/5/24. More details to come.
4. ACTIVATE your FREE Taskstream account BEFORE ORIENTATION!
  1. These accounts are required for ALL FALL 2024 coursework and must be set up BEFORE ORIENTATION! YOU are being provided a FREE ACCOUNT CODE for this semester. Please DO NOT SHARE the CODE
    2. To create or renew a Taskstream account, use this guide **Activate a Taskstream Account with this KEY CODE: Sent to students only.**
    3. Already have a Taskstream account? Great, no need for the code. You can use your own account.

5. COURSE REGISTRATION:

1. If you have not done so already, PLEASE register for the two courses required during the student teaching semester.
2. Middle & High School (MHSE) programs: Questions about course registration contact Ms. Joi Jones ([joi.jones@lehman.cuny.edu](mailto:joi.jones@lehman.cuny.edu))

6. PROFESSIONAL EMAIL CORRESPONDENCES re QUESTIONS

1. All emails about student teaching must include the following: Your full name, EMPLID, program. Please include your name + topic the subject line of the email to [clinical.practice@lehman.cuny.edu](mailto:clinical.practice@lehman.cuny.edu)
2. *Need technical assistance:*  
*Email:* [Education.services@lehman.cuny.edu](mailto:Education.services@lehman.cuny.edu) They manage all educational technology questions, including Taskstream.

For Week 1

Step 1: Go to Assignment: Class Introduction: Email

Step 2: Review Syllabus

**Step 3:** Go on TPP Taskstream Account and Review the Materials

**Step 4:** Go on TPP Taskstream Review and be familiar

**Step 5:** Reading Respond: See Discussion Board TBD

Thinking ahead

3. Begin to think about your Lesson Plan Draft on your own (Due by week 6-8)
4. By this week, start to pick 2 focus learners for your TPP (Due by week 3-4)

For Week 2

1. Prepare to schedule a meeting with Prof. for Coaching
2. Log into TaskStream and start to fill out **Disposition Assessment**

Thinking ahead

3. Begin to think about your Lesson Plan Draft on your own (Due by week 6-8)
4. By this week, start to pick 2 focus learners for your TPP (Due by week 3-4)

## Week Three

Step 1. Identify 2 Child that will be your focus learners

Step 2. Start thinking about how you will be collecting data for Task 2

Step 3: Start to collect Data from both students.

Step 4: **DUE Task 1** Knowledge 2-3 Pages or 5 minute video, or Powerpoint

## Week Four: Asynchronous Session

Please click on link to access materials and assignments for Week Four.

**DUE Task 2** Knowledge of Content & Instruction, Learning Environment

## Week Five: Asynchronous Session

Step 1: Continue writing, conducting assessments, filming and/or analyzing assessments (handouts, assignments to students, data collection)

Step 2: If you have NOT yet filmed your lesson plan, this is a good time to start thinking and planning it out. I would plan to film 3 days.

**Step 3:** Schedule Midterm Observation: Midterm Lesson will be due upon observation.

**Step 4:** You must upload your Midterm Lesson Plan onto TaskStream 2 days or more before hand.

## Week Six: Asynchronous Session

**Step 1.** Start thinking about how you will be designing instruction in the target.

**Step 2.** Begin to gather your data from the curriculum in the classroom to start building on your lesson objectives. Remember to reply on the IEP goals

**Step 3. Due Task 3a:** Knowledge of Content & Instruction, Learning Environment| Please Upload lesson plans onto taskstream.

## Week Seven: Asynchronous Session

Step 1: Continue writing, conducting assessments, filming and/or analyzing assessments (handouts, assignments to students, data collection)

## Week Eight Asynchronous Session

**Step 1.** Midterm Lesson will be due upon observation. (TaskStream)

**Step 2.** We will begin to start to talk about best practice in the classroom for Observation and lesson

**Step 3:** Start thinking about final Lesson Plan from final observation in November



Student-Teaching Cooperating teacher

1. Please have your cooperating teacher begin to think about the cooperating teacher Feedback
2. Please make sure that your attendance sheet 1 is sign when we reach the midterm period
3. If you have not yet schedule an observation yet, it is very important that you do so.
4. Please start thinking about the recordings of your lesson Plans.

Cooperating Teacher Feedback Form

## Week 9: Zoom

1. Danielson Framework Model
2. Review the 10 framework model that we will be using to guide your observation. This will start to help you as a teacher, as you transition into leading whole group lessons.

## Week 10: Zoom

Step 1: Continue writing, conducting assessments, filming and/or analyzing assessments (handouts, assignments to students, data collection)

Step 2: Due Task 3b: Part1 and 2 Instructional Practice

## Week 11: Zoom

Formal Evaluation 2

Step 1: Disposition Assessment Due on TaskStream

Step 2: Start Planning for Final Observation and Lesson Plan

Week 11

**Due Task 3b: Part 2:** Specific Activity for Student Due (TaskStream)

STEP 1: Final Lesson Plan from final observation (TaskStream)

## Week 12

Step 1: Continue writing, conducting assessments, and analyzing assessments (handouts, assignments to students, data collection) for Task 4

Step 2: STEP 5: Final Lesson Plan from final observation (TaskStream)

Step 3: Eat Turkey

Thanksgiving Holiday Week

Week 13

Step 1: Continue writing, conducting assessments, analyzing assessments (handouts, assignments to students, data collection)

Step 2: Start writing Task 4: Review task 4 on Taskstream

**Week Fourteen: 12/8/2024**

STEP 1 : Evaluation of College Supervisor (TaskStream)

STEP 2: Cooperating Teacher Feedback Form #2 (TaskStream)

STEP 3: Attendance/Time Sheets DUE (TaskStream)

STEP 4: Evaluation of Experience DUE (TaskStream)

STEP 5: Final Lesson Plan from final observation (TaskStream)

# APPENDIX B

## FACULTY TEACHING ASSIGNMENTS (SED Form)

### Faculty Information

#### Existing Core Faculty

*Department Expectations:* Identify the specific faculty members that will be responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. **Identify the program director.**

Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulations, and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.

**Note:** Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.

| Faculty Member Name, Title, and Rank  | Courses to be taught         | Full-time or Part-time; if Full-time identify % of time to the program | Highest Earned Degree, Discipline, IHE                        | If no terminal degree in the field, list additional qualifications that demonstrate special competence in the field relative to the specific program. |
|---------------------------------------|------------------------------|--|---|---|
| Sheila Blachman,<br>Doctoral Lecturer | EDS 201, EDS 202,<br>EDS 403 | Full-Time 50%  | Teachers College, Columbia University, MA, Special Education, |   |

### Existing Core Faculty

Department Expectations: Identify the specific faculty members that will be responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. **Identify the program director.**

Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulations, and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.

**Note:** Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.

|  |                              |               |  |  |
|--|------------------------------|---------------|--|--|
|  |                              |               | M.Ed., Education, Ed.D. Educational Leadership   |  |
| Joseph Huot,<br>Lecturer                 | EDS 303, EDS 404,<br>EDS 403 | Full-Time 50% | Masters in Dual Early Childhood<br>Special Education, CUNY Lehman<br><br>Doctoral In Education, Organizational<br>Leadership, Development and<br>Change ( <i>Pending</i> ) |  |
| Lingyu Li,<br>Assistant Professor        | BSE 202, BSE 303             | Full-Time 50% | PhD in Special Education, University<br>of Wisconsin-Madison   |  |
| Danielle Magaldi,<br>Associate Professor | EDS 410, EDS 402             | Full-Time 50% | Fordham University, MS and PhD<br><br>Counseling Psychology  |  |
| Meagan Serrano,<br>Assistant Professor   | EDS 301, EDS 302,            | Full-Time 50% | PhD in Urban Education, CUNY<br>Graduate Center, Urban Education   |  |
|  |                              |               |  |  |

## FACULTY TO BE HIRED (SED Form)

No faculty are expected to be hired at this time. If the program enrollment surpasses expectation, new faculty may be required.

# APPENDIX C

## FIVE YEAR FINANCIAL PROJECTION

### PROJECTED REVENUE TABLE

#### Revenue Projection based on Enrollment Projections

| Year | 1         |           | 2         |           | 3         |           | 4           |             | 5           |             |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|-------------|-------------|
|      | In-State  | Total     | In-State  | Total     | In-State  | Total     | In-State    | Total       | In-State    | Total       |
|      | \$103,950 | \$103,950 | \$492,030 | \$492,030 | \$817,740 | \$817,740 | \$1,094,940 | \$1,094,940 | \$1,330,560 | \$1,330,560 |

### SUPPORTING MATERIALS FOR PROJECTED REVENUE TABLE

#### COMPETITOR INFORMATION

| School   | Program                                      | Modality                                 | #Credits | Cost In State           | Cost Out of State | #Enrolled | #Graduates | Notes examples   | Website   |
|--|--|--|----------|-------------------------|-------------------|-----------|------------|--|---|
| City College:<br>Division of<br>Interdisciplinary<br>Studies at the<br>Center for<br>Worker<br>Education | Developmental<br>Disabilities<br>Certificate | Online; In-<br>person; and<br>Internship | 12       | \$3,465 per<br>semester | \$620 per credit  |           |            | <b>This is not a stand-alone certificate.</b><br>Students interested in pursuing the certificate should consult with their academic advisor to determine how it can be integrated into their degree program. The certificate is open to students from any division or major within CUNY. | <a href="https://www.cuny.cuny.edu/cwe/developmental-disabilities-certificate">https://www.cuny.cuny.edu/cwe/developmental-disabilities-certificate</a> |

|                |   |  |     |                      |                  |                                   |  |   |   |
|----------------|---|--|-----|----------------------|------------------|-----------------------------------|--|---|---|
| Hunter College | Special Education (All Grades) Advanced Certificate | Fully online or in-person/hybrid format. | 17  | \$3,465 per semester | \$620 per credit |                                   |  | For students with a bachelor or masters who possess NYS initial or professional certification in specified areas. At the undergraduate level: Structure: Undergrad UTEP with content majors; SpEd mainly at graduate level. Special Ed Integration: SpEd integrated primarily at graduate level; undergrad focuses on general ed pedagogy. Transfer Pipeline: UTEP advising; SpEd pursued post-BA via graduate programs. Track Offerings: Undergrad tracks by content area; SpEd tracks at graduate level (EC, Childhood, Adolescent, D/HH, VI, ABA, Gifted). | <a href="https://education.hunter.cuny.edu/admissions/graduate-programs/special-education/special-education-all-grades-advanced-certificate/?utm_source=chatgpt.com">https://education.hunter.cuny.edu/admissions/graduate-programs/special-education/special-education-all-grades-advanced-certificate/?utm_source=chatgpt.com</a> |
| Medgar Evers   | Early Childhood Special Education, BA               | 100% Online                              | 120 | \$3,465 per semester | \$620 per credit | FY '20-5<br>FY '21-4              | 0%<br>0%   | Structure: Standalone BA majors in Early Childhood SpEd (Birth–Grade 2) and Childhood SpEd (Grades 1–6). Special Ed Integration: Dual-cert design integrates general + SpEd from start; fieldwork embedded. Transfer Pipeline: Transfer-friendly BA programs; catalog and Transfer Explorer support credit mapping. Track Offerings: Two undergrad SpEd tracks by grade band (Birth–2; Grades 1–6).   | <a href="https://www.mec.cuny.edu/academic-affairs/schools/education/developmental-and-special-education/early-childhood-special-education-ba/">https://www.mec.cuny.edu/academic-affairs/schools/education/developmental-and-special-education/early-childhood-special-education-ba/</a>   |
| Medgar Evers   | Childhood Special Education, BA                     | In-person/Hybrid                         | 120 | \$3,465 per semester | \$620 per credit | FY '19-10<br>FY '20-21<br>FY'21-9 | FY -19 4 yr-10%<br>FY '20 4 yr-4.8%<br><br>FY '19 6 yr-10% | Structure: Standalone BA majors in Early Childhood SpEd (Birth–Grade 2) and Childhood SpEd (Grades 1–6). Special Ed Integration: Dual-cert design integrates general + SpEd from start; fieldwork embedded. Transfer Pipeline: Transfer-friendly BA programs; catalog and Transfer Explorer support credit mapping. Track Offerings: Two undergrad SpEd tracks by grade band (Birth–2; Grades 1–6).   | <a href="https://www.mec.cuny.edu/academic-affairs/schools/education/developmental-and-special-education/childhood-special-education-ba/">https://www.mec.cuny.edu/academic-affairs/schools/education/developmental-and-special-education/childhood-special-education-ba/</a>   |

|                  |  |                  |     |                      |                  |  |  |   |   |
|------------------|--|------------------|-----|----------------------|------------------|--|--|---|---|
| Brooklyn College | Childhood Education Teacher (1-6), Special Education (All Grades), BS                        | In-person/Hybrid | 120 | \$3,465 per semester | \$620 per credit | FY '18-8<br>FY '19-11<br>FY '20-19<br>FY '21-7   | FY '18 4yr-12.5%<br>FY '19 4yr-0%<br>FY '20 4yr-10.5%<br>FY '21 4yr-0%<br><br>FY '18 6yr-62.5%<br>FY '19 6yr-18.2%     | Structure: Integrated dual-cert undergrad programs (Childhood + SpEd All Grades; Early Childhood + SpEd).<br>Special Ed Integration: SpEd coursework and placements embedded; graduates earn two initial certs.<br>Transfer Pipeline: Degree maps and Transfer Explorer blocks published for dual-cert programs.<br>Track Offerings: Multiple dual pathways: Childhood + SpEd All Grades; Early Childhood + SpEd. | <a href="https://www.brooklyn.edu/academics/programs/childhood-education-teacher-special-education-bs/">https://www.brooklyn.edu/academics/programs/childhood-education-teacher-special-education-bs/</a> |
| Brooklyn College | Early Childhood Teacher (Birth-2nd)-Early Childhood Education Teacher/ Special Education, BA | In-person/Hybrid | 120 | \$3,465 per semester | \$620 per credit | FY '18-13<br>FY '19-19<br>FY '20-29<br>FY '21-21 | FY '18 4yr-7.7%<br>FY '19 4yr-10.5%<br>FY '20 4yr-13.8%<br>FY '21 4yr-4.8%<br><br>FY '18 6yr-38.5%<br>FY '19 6yr-52.6% | Structure: Integrated dual-cert undergrad programs (Childhood + SpEd All Grades; Early Childhood + SpEd).<br>Special Ed Integration: SpEd coursework and placements embedded; graduates earn two initial certs.<br>Transfer Pipeline: Degree maps and Transfer Explorer blocks published for dual-cert programs.<br>Track Offerings: Multiple dual pathways: Childhood + SpEd All Grades; Early Childhood + SpEd. | <a href="https://www.brooklyn.edu/academics/programs/early-childhood-teacher-bto2-special-ba/">https://www.brooklyn.edu/academics/programs/early-childhood-teacher-bto2-special-ba/</a>                   |

## Employment Information

|  |
|--|
| <b><i>National</i></b>   |
| BLS: <a href="https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm">https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm</a> |
| Predicted growth rate: -1%   |
| Sector fits: Special Education Teachers  |
| Sector growth rates: Slower than average.  |
| Starting salary average and source: \$64,270   |
| Average number of openings last year: 37,800   |
| Average number of opening last 5 years:  |
| <b><i>Regional New York State and NYC BLS and OtherData</i></b>  |

|  |
|--|
| <b><i>New York State</i></b>   |
| BLS website: <a href="https://dol.ny.gov/long-term-occupational-projections?utm_source">https://dol.ny.gov/long-term-occupational-projections?utm_source</a> |
| Predicted growth rate: 1.7% annually (2022-2032)   |
| Sector fits: Elementary School Teachers  |
| Sector growth rates: 1.7% annually (2022-2032)   |
| Starting salary average and source: \$94,331   |
| Average number of openings last year: 5,010  |
| Average number of openings five years - NA   |
| <b><i>New York City</i></b>  |
| BLS website: <a href="https://dol.ny.gov/long-term-occupational-projections?utm_source">https://dol.ny.gov/long-term-occupational-projections?utm_source</a> |
| Predicted growth rate: 1.7% annually (2022-2032)   |
| Sector fits: Special Education Teachers  |
| Sector growth rates: 1.7% annually (2022-2032)   |
| Starting salary average and source: \$100,481  |
| Average number of openings last year: 1,816  |
| Average number of openings five years - NA   |

# APPENDIX D

## LIBRARY RESOURCES

Lehman college already has an Educational librarian that works directly with the School of Education. She is already working with the Special Education Faculty and will continue to do so. Additionally our faculty have received a grant to research and purchase children's literature that discusses children with Disabilities (SWD). These books and resources will continue to support the needs of students. These resources include up to date periodicals and texts about teaching and pedagogy and educational policy and an extensive collection of children's literature. Additionally, the education librarian meets with classes in collaboration with the instructors to assist students in using the library resources to search and prepare for specific assignments. Additional academic support is offered through the extensive Instructional Support Services Program (e.g., academic coaching, tutoring services for math and writing, etc.) and the Office of Disabilities, Student Life, the Health Center, and the Basic Needs offices. There will be no additional library funds requested.

# APPENDIX K

## ARTICULATION AGREEMENT (CUNY)

The following sample articulation agreement is between the Borough of Manhattan Community College and Lehman College to Articulate BMCC's Childhood Education, with a Special Education Concentration, to the proposed program in Special Education Teacher Education-All Grades with a bilingual extension Undergraduate Degree.



## City University of New York - Articulation Agreement Form

---

### A. Sending and Receiving Institutions

Sending College **Borough of Manhattan Community College of the City University of New York**

Department: Teacher Education

Program: Childhood Education

Degree: Associate in Arts

Receiving College **Lehman College of the City University of New York**

Department: Counseling, Leadership, Literacy, and Special Education

Program: Special Education Teacher Education- All Grades with a bilingual extension

Degree: Bachelor of Arts

### B. Admission Requirements for Senior College Program

(e.g., minimum GPA, audition/portfolio)

- Associate Degree graduates of Borough of Manhattan Community College (BMCC) will have completed all Pathways General Education Degree Requirements.
- BMCC students will be required to attain a minimum GPA of 2.0 for general admission to Lehman
- Requirements for admission into the Special Education Teacher Education- All Grades major: Declaration of an approved liberal arts major, a minimum overall GPA of 3.0, and completion of a mandatory meeting with a Special Education advisor to review a plan of study and certification requirements. Lehman commits to offering advising availability year-round for entering transfer students.
- To earn the bachelor's degree at Lehman, BMCC graduates need to complete the courses required for this major and a second major in an approved liberal arts discipline, two upper-division College Option courses, and elective courses if needed.

**Application Deadlines: Spring Admissions-September 15, Fall Admissions-February 1**

**CUNY Transfer Application is available online at [www.cuny.edu](http://www.cuny.edu)**

**CUNY Application Processing Center: 1-212-997-CUNY**

Determination of the 90 Liberal Arts credits required for the baccalaureate degree in accordance with New York State Education Department requirements will be made by Lehman College.

Associate in Arts Degree from BMCC. BMCC graduates with the Childhood Education major will receive 60 credits toward a Bachelor of Arts in Special Education Teacher Education – All Grades.

Total transfer credits granted toward the baccalaureate degree 60

Minimum additional credits required at the senior college to complete baccalaureate degree 60

### C. Course to Course Equivalencies and Transfer Credit Awarded

| <b>CUNY Pathways General Education Requirements</b>  |                 |
|--|-----------------|
| <b>Required Common Core</b>  | <b>Credits</b>  |
| A. English Composition (6 credits)<br>B. Mathematical and Quantitative Reasoning (4 credits)<br><u>Students are advised to complete MTH 214 Mathematics for Elementary Education I</u><br>C. Life and Physical Sciences (3 credits)  | 13              |
| <b>Flexible Common Core</b>  | <b>Credits</b>  |
| A. World Cultures and Global Issues (3 credits)<br><u>Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core.</u><br>B. U.S. Experience in Its Diversity (3 credits)<br>C. Creative Expression (6 credits)<br><u>Students are advised to take SPE 100 (or SPE 102) and another appropriate ART, MUS or THE Creative Expression course.</u><br>D. Individual and Society (3 credits)<br>E. Scientific World (3 credits)<br><u>Students are advised to take PSY 100. It is a prerequisite for EDU 201.</u> | 18              |
| <b>Major Requirements</b>  | <b>Transfer</b> |

| [BMCC]<br>Course & Title   | Credit | [Lehman College]<br>Course & Title  | Credit | Credit<br>Granted |
|--|--------|---|--------|-------------------|
| BIO 110 General Biology  | 4      | BIO 173: Human Biology of Systems (3 credits)   | 3+1    | 4                 |
| EDU 201 Observing Children and their Development   | 3      | ECE 301: The Child in Historical, Political & Sociocultural Contexts: Child Study & Dev.-Birth to Grade 6           | 3      | 3                 |
| EDU 202 Urban Schools in a Diverse American Society  | 3      | ECE 302: Children, Families, Communities & Schools in Historical, Political & Sociocultural Contexts-Birth to       | 3      | 3                 |
| MAT 216 Mathematics for Elementary Education II  | 4      | MAT 124: Algebraic Thinking and Functions for Educators   | 3      | 4                 |
| Modern Language Course   | 3      | Foreign Language  | 3      | 3                 |
| General Elective - (These credits can be satisfied by taking STEM variants in the Common Core) | 3      | <i>Students are encouraged to select electives that apply to the liberal arts requirement for optimal transfer.</i> | 3      | 3                 |

**Choose either the General or Special Education Concentration at BMCC**

| [BMCC]  |        | [Lehman College]   |        | Transfer |
|---|--------|--|--------|----------|
| Course & Title  | Credit | Course & Title   | Credit | Credit   |
| <b>General Concentration (9 credits)</b>  |        | <b>(Students who select this concentration will need an additional 6 credits at Lehman)</b>  |        | 0-9      |
| EDU 203 Art in Education OR<br>EDU 204 Music and Movement in Learning (same as MUS 116)   | (3)    | ECE 350: Special Studies in Elementary Education OR<br>MSH 1000: 100-Level Elective  | (3)    |          |
| EDU 205 Teaching Literacy in the Classroom (1-6 Grades)   | (3)    | ECE 2000 – 200-Level Elective  | (3)    |          |
| ENG 391 World Literature from Antiquity to the Early Modern Era OR<br>ENG 392 World Literature from Early Modern Era to the Present | (3)    | IDW 211: Classics of the Western World: Ancient and Medieval OR<br>IDW 212: Classics of the Western World II: Renaissance and Modern | (3)    |          |

|   |     |   |     |     |
|---|-----|---|-----|-----|
| <b>Special Education Concentration (9 credits)</b>            |     | <b>(Select this concentration for optimal transfer)</b>                     |     | 0-9 |
| EDU 206 Foundations of Disability and Inclusive Education     | (3) | EDS 201 Introduction to Students with Disabilities                          | (3) |     |
| EDU 207 Pedagogical Approaches for Students with Disabilities | (3) | EDS 301 Practicum in Curriculum & Instruction of Students with Disabilities | (3) |     |
| EDU 208 Partnering with Families, Professional, and Community | (3) | EDS 402 Collaboration in Special Education                                  | (3) |     |

|              |  |  |           |
|--------------|--|--|-----------|
| <b>TOTAL</b> |  |  | <b>60</b> |
|--------------|--|--|-----------|

## Senior College Upper Division Courses Remaining for Baccalaureate Degree

| College Option  | Credits |
|---|---------|
| <p><b>Complete at least 2 of the following Courses:</b></p> <p>LEH 351 Studies in Science and Applied Perspectives</p> <p>LEH 352 Studies in Literature</p> <p>LEH 353 Studies in the Arts</p> <p>LEH 354 Studies in Historical Studies</p> <p>LEH 355 Studies in Philosophy, Theory and Abstract Thinking</p>                            | 6       |
| <b>Approved Liberal Arts Major</b>  |         |
| <p>Africana Studies*, Art History, Comparative Literature, Economics*, Geography, History*, Latin American &amp; Caribbean Studies*, Latino Studies, Linguistics, Political Science *, Philosophy, Psychology*, or Sociology*</p> <p>*Students intending to pursue one of these majors should select aligned Pathways courses at BMCC</p> | 27-33   |
| <b>Tracks (Select One; 27-34 Credits Remaining)</b>   |         |
| <p><b>Special Education Teacher Education, Bachelors of Arts (B.A. 33 credits)</b></p> <p><b>Foundations Core (9 credits):</b></p> <p>ESC 202 Foundations in Education</p>  |         |

|   |    |
|---|----|
| <p><i>EDS 301 Introduction to Students with Disabilities = EDU 207</i></p> <p>EDS 302 Child Development of Students with Disabilities</p> <p><b>Practicum in Method Teaching Core (12 credits):</b></p> <p>EDS 303 Practicum in Curriculum &amp; Instruction</p> <p>EDS 304 Practicum in Behavioral Assessment &amp; Management</p> <p>EDS 305 Practicum in Assessment of Students with Disabilities</p> <p>EDR 306 Literacy for Students with Disabilities in a Digital World</p> <p><b>Professional Practice Core (12 credits):</b></p> <p>EDS 410 Assistive Technology for Students with Disabilities</p> <p><i>EDS 402 Collaboration in Special Education = EDU 208</i></p> <p>EDS 419 Supervised Student Teaching in Special Education</p> <p>EDS 420 Student Teaching Seminar</p> | 27 |
| <p><b><u>Students With Disabilities- All Grades, with a Bilingual Extension, (B.A. 37 credits)</u></b></p> <p><b>Foundations Core (9 credits):</b></p> <p>ESC 202 Foundations in Education</p> <p>EBS 301 Introduction to Bilingual Students with Disabilities</p> <p>EDS 302 Child Development of Students with Disabilities</p>   |    |

|   |                |
|---|----------------|
| <b>Practicum in Method Teaching Core (16 credits)</b>                         |                |
| EDS 303 Practicum in Curriculum & Instruction                                 | 34             |
| EDS 304 Practicum in Behavioral Assessment & Management                       |                |
| EBS 305 Practicum in Assessment of Bilingual Students with Disabilities       |                |
| DEC 430 Literacy & Social Studies in Bilingual Settings Grades 1-6            |                |
| ECE 427 Methodology of Teaching English as a New Language, Birth to Grade Six |                |
| <b>Professional Practice Core (12 credits):</b>                               |                |
| EDS 410 Assistive Technology for Students with Disabilities                   |                |
| <i>EDS 402 Collaboration in Special Education = EDU 208</i>                   |                |
| EBS 419 Supervised Student Teaching in Bilingual Special Education            |                |
| EDS 420 Student Teaching Seminar  |                |
| <b>TOTAL</b>  | <b>60-67</b>   |
| <b>GRAND TOTAL</b>  | <b>120-127</b> |

## E. Articulation Agreement Follow-Up Procedures

### **1. Procedures for reviewing, up-dating, modifying or terminating agreement**

BMCC and Lehman College faculty will review implementation of the agreement once every four years to ensure that students are adequately informed of the program and to identify issues requiring attention.

### **2. Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success**

After transfer into Lehman College, the performance of BMCC students will be tracked using the CUNY Institutional Research Data Base. The Lehman College Office of Institutional Research will inform BMCC about the academic progress of transfer students upon request. Additionally, these students will be surveyed after graduation from Lehman to determine educational and occupational experience and success, and Lehman will share this information with BMCC.

### **3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.**

Notice of articulation will be placed on the respective recruiting brochures and websites.

Respective transfer and academic advisers will be informed and provided with copies of this agreement.

Lehman College Admissions Office will make certain that materials are sent with recruitment officers for BMCC's Transfer Day events.

**F. Signatures**

**For Borough of Manhattan Community  
College**

Dr. Liesl Jones \_\_\_\_\_

Interim Provost

**For Lehman College**

Jorge Silva-Puras, JD

Provost and Senior Vice President for Academic  
Affairs and Student Success

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**Signature**

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**Signature**

Yolanda Medina

Professor and Chair, Teacher Education

Limor Pinhasi-Vittorio

CLLSE Department Chair, Professor and  
Coordinator, Literacy Education, Counseling,  
Leadership, Literacy & Special Education

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**Signature**

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**Signature**

