

**Minutes of
The Lehman College Senate Meeting
Wednesday, May 6, 2026
Senate Meeting**

Senators Present: Abi-Hanna, R.; Adams, M.; Aisemberg, G.; Ayalew, M.; Banks, R.; Barry, A.; Barry, M.; Bell, R.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Cheng, S.; Delgado, F.; Drame, S.; Fajardo, J.; Fera, J.; García, M.; González, R.; González, T.; Grant, B.; Harrison, E.; Henríquez-Castillo, M.; Jiménez, M.; Kane, F.; Kendall, K.; Kim, N.; López, K. D.; López, N.; Loscocco, P.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; Mohorcich, J.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Ortega, B.; Pitts, W.; Prince, P.; Qafleshi, D.; Quiñones, J.; Ruiz, E.; Sanford, V.; Schlesinger, K.; Shikder, S. U.; Sofianos, E.; Soto II, T.; Stopler, M.; Wang, E.; Waring, E.; White, A.; Wright, J.; Zhong, M.

Senators Absent: Agyemang, C.; Al Q. S.; Ali, T.; Ayalew, S. I.; Brown, T.; Buenrostro Domínguez, L. A.; Collier, A.; Cotton, T. M.; Di R. S.; Dyantyi-Achi, G. N.; Finger, R.; Gerry, C.; Hassan, M.; Hemphill, N.; Hsu, C.; Hurley, D.; Hyman, D.; Irvin, A.; Jackson, G. S.; Lancaster, G.; Lee, H.; Locke, A.; Lora, E. E.; Machado, E.; MacKenzie, J.; Marte, G. J.; McKenna, C.; Murphy, B.; Nisa, Z.; Owoaje, O. S.; Palmer, C.; Pantalone, D.; Rice, A.; Rosario, Y.; Salami, F.; Shahzadi, M.; Silva-Puras, J.; Stein S. S.; Sualah, R.; Toro, C.; Valentine, R.; Williams, H.

The meeting was called to order by President Fernando Delgado at 3:50 PM.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the April 15, 2026, College Senate was approved by unanimous vote.

See Attachment I

e. Governance Committee

Professor Joseph Fera presented the committee nomination slate of faculty and staff members. He opened the floor to additional nominations. There were none. Professor Fera moved to a vote. The slate was approved by unanimous voice vote.

See Attachment II

b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented a proposal for curriculum changes in the following departments: Biological Sciences; Counseling, Leadership, Literacy and Special Education (CLLSE); Earth, Environmental and Geospatial Sciences; Exercise Sciences and Recreation; History; Latin American and Latino Studies; Nursing; and Philosophy. The floor was opened for questions and comments. There was considerable discussion regarding the CLLSE proposal. Professor Fera moved to vote on all presented proposals, excluding the CLLSE proposal. It was seconded. All proposals, with the exception of the CLLSE proposal, were approved by unanimous voice vote.

There were several motions to amend the CLLSE proposal titled, “CLLSE-Special Education Teacher Education All-Grades w Bil Ext, BA.” Specifically, the Graduation Requirements that appeared on page sixteen of the proposal as follows:

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)
- There was a motion on the floor to incorporate the following line: “the liberal arts major is completed as part of the graduation requirements.” It was seconded and discussion ensued. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.
 - There was a motion to remove the Complete Content Specialty Tests (CSTs) requirement. It was seconded and discussion ensued. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.

- There was a motion to remove the bullets for the “Take the New York State Teacher Certification Exams (NYSTCE) requirement. It was seconded and discussion ensued. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.
- There was a motion on the floor to add the following footnote to the document: “Students should be advised that graduation requirements are not equivalent to certification requirements and should meet with an advisor in the School of Education to discuss.” It was seconded and considerable discussion ensued. There was a motion to Call the Question, which was seconded; the motion to end the debate was adopted by a two-thirds majority vote. The motion to include the footnote was then put to a vote, but the motion failed, as it did not receive the majority vote needed for approval.
- There was a motion to table the CLLSE proposal for its return to the committee for review and revision. It was seconded. The motion was then put to a vote, but the motion failed, as it did not receive the majority vote needed for approval.
- There was a motion to remove the following line: “Meet all state certification liberal arts and sciences requirements,” which was seconded. Discussion ensued. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.
- There was a motion to Call the Question on the the CLLSE proposal, which was seconded; the motion to end the debate was adopted by a two-thirds majority vote. The main proposal was then put to a vote. The CLLSE proposal, as amended, was approved by majority voice vote.

Professor Oberlin shared informational items for the following experimental courses: EDL 401, EDL 404, EDL 406, SOC 472, and WST 257.

See Attachment III

c. Admissions, Evaluation, and Academic Standards

Professor Sandra Campeanu presented the following policy revisions: (1) the revised Change of Grade Process Policy, (2) the revised ePermit Policy, and (3) the revised Grade Appeals Policy. The floor was opened to questions and comments.

- There was a motion to amend the below section of page three of the Change of Grade Process Policy. Specifically, to change FP&B to P&B. It was seconded and the floor was opened for questions and comments. There were none. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.

Grade change request over one academic year requires approval as defined by the campus. Lehman College has determined that such requests shall be reviewed by the departmental FP&B committee.

- There was a motion to amend the paragraph below from page two, section three of the Change of Grade Process Policy. Specifically, to remove the underlined sentence and place it at the end of the first sentence. It was seconded and the floor was opened for questions and comments. There were none. Professor Fera moved to adopt the amendment. The amendment was approved by unanimous voice vote.

Application for a change of grade, assigned by a member of the faculty, on the grounds of clerical, computer, professional errors, may be made at any time within one year from the end of the semester in which the course was taken. Either the student or the instructor may make this request according to campus procedure. The procedures

The policy revisions were moved to a vote, including the Change of Grade Process Policy as amended. All policy proposals were approved by unanimous voice vote.

Professor Campeanu presented the spring and summer Graduation List for approval. She informed that although the list was neither complete nor final, it represented all students who have and will meet the requirements to graduate in the spring and summer of 2026. She also noted that voting to approve the list at the College Senate would be a symbolic gesture in support of those eligible to graduate. The graduation list for spring and summer of 2026 was moved to a vote. The list was approved by unanimous voice vote.

Professor Campeanu presented a resolution proposing the award of a posthumous degree for the late Shereka Matthews-Bond, a Lehman College Sociology major in good academic standing. The resolution was moved to a vote. The proposal was approved by unanimous voice vote.

See Attachment IV

1. **Announcements and Communications**

a. Report of the President—

President Fernando Delgado reported on the State budget. He communicated that there was little to share, as the budget had not yet been finalized, but reported an update from a senior Bronx legislator, who informed that the College's budget request remains included in the proposed budget. Dr. Delgado also noted that, in light of the uncertainty surrounding the State's position, programmatic funding requests to the City Council and Borough President would be deferred until the State's position becomes clear.

Dr. Delgado reported on the federal budget. He noted that members of the congressional delegation and legislative offices continue to encourage the College to submit proposals for community-based funding projects. He also reported that the College received nearly \$1 million in funding this year and that preparations for the next funding cycle would begin once Congress returns from its summer recess.

Dr. Delgado thanked students, faculty, and staff who participated in the Presidential 360-degree assessment process. He gave a special thanks to students and members of student government for their participation, as Dr. William Covino of the American Association of State Colleges and Universities (AASCU) Consulting noted that the volume of student feedback was particularly impressive. Dr. Delgado also indicated that he had not seen the final report, but expressed that he was looking forward to next steps in the review process.

156 See Attachment V

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158 **b. Student Legislative Assembly—**

159 Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), reflected on
160 the year’s accomplishments, noting that there were twenty-three successful events
161 hosted by the Student Government Association (SGA). Ms. Barry also congratulated
162 her successor and all of the student senators who were elected to serve for the next
163 academic year.

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165 **2. Reports of the Standing Committees—**

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167 **a. Assessment**

168 Professor Devrim Yavuz reported on the April 23, 2026, meeting of the
169 Committee on Assessment, where the committee voted to form the General
170 Education Assessment Subcommittee—a committee which will become effective
171 at the start of the next academic year.

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173 See Attachment VI

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175 **b. Budget and Long-Range Planning**

176 There was no report.

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178 **c. Campus Life and Facilities**

179 Professor Penny Prince informed that the committee was still working on their
180 goals from earlier in the semester—in particular, securing new toilet paper
181 alternatives for the College’s facilities and exploring ways to lower prices in the
182 cafeteria.

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184 Professor Prince invited all to attend the final meeting of the Reentry Committee,
185 which was scheduled for Wednesday, May 20, 2026, at 2:30 PM.

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187 **d. Equity, Inclusion, Accessibility, and Anti-Racism**

220 There was no report.

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223 **Unfinished Business**

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225 There was no unfinished business to report.

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227 **New Business:**

228 There was no new business to report.

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230 **ADJOURNMENT**

231 There was a motion to adjourn the meeting; it was seconded. The meeting was
232 adjourned at 5:44 PM

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234 Respectfully submitted:

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236 Cynthia Cessant

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, May 6th at 3:45 P.M.

Carman, B04

1. Action Items
 - a. Approval of the minutes for the Senate Meeting of April 15, 2026.
 - b. Governance Committee: Prof. Joseph Fera
 - c. Undergraduate Curriculum: Prof. Lynn Rosenberg
 - d. Admissions, Evaluations, and Academic Standards: Prof. Sandra Campeanu
2. Announcements and Communications:
 - a. President's Report: President Fernando Delgado
 - b. Student Legislative Assembly: Ms. Mariama Barry
 - c. Library, Technology, and Telecommunications: Mr. Stephen Castellano
 - d. University Faculty Senate: Prof. David Manier
 - e. Budget and Long-Range Planning: Prof. Alexander Nunez-Torres
 - f. Campus Life and Facilities: Prof. Penny Prince
 - g. Equity, Inclusion, Accessibility, and Anti-Racism: Ms. Takiyah Ali
 - h. Assessment: Prof. Devrim Yavuz
 - i. Academic Freedom: Prof. David Manier
 - j. Graduate Studies: Ms. Takiyah Ali
3. Unfinished Business
 - a. None
4. New Business
 - a. None

**Minutes of
The Lehman College Senate Meeting
Wednesday, April 15, 2026
Senate Meeting**

Senators Present: Abi-Hanna, R.; Adams, M.; Agyemang, C.; Aisemberg, G.; Barry, A.; Barry, M.; Burton-Pye, B.; Castellano, S.; Cheng, S.; Coller, A.; Drame, S.; Dyantyi-Achi, G. N.; Fajardo, J.; Fera, J.; García, M.; González, R.; Grant, B.; Harrison, E.; Henríquez-Castillo, M.; Hurley, D.; Irvin, A.; Jiménez, M.; Kane, F.; Kendall, K.; Kim, N.; Locke, A.; López, K. D.; López, N.; Lora, E. E.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; McKenna, C.; Murphy, B.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Ortega, B.; Owoaje, O. S.; Pitts, W.; Prince, P.; Quiñones, J.; Rosario, Y.; Ruiz, E.; Sanford, V.; Schlesinger, K.; Shikder, S. U.; Silva-Purás, J.; Soto II, Robin T.; Stopler, M.; Valentine, R.; Wang, E.; Waring, E.; Wright, J.; Zhong, M.

Senators Absent: Al Qarai, S.; Ali, T.; Ayalew, M.; Ayalew, Sadiya I.; Banks, R.; Bell, R.; Brown, T.; Buenrostro Domínguez, L. A.; Campeanu, S.; Cotton, T. M.; Delgado, F.; Di Raimo, S.; Finger, R.; Gerry, C.; González, T.; Hassan, M.; Hemphill, N.; Hsu, Sih-C.; Hyman, D.; Jackson, G. S.; Lancaster, G.; Lee, H.; MacKenzie, J.; Marte, Genesis J.; Mohorcich, J.; Nisa, Z.; Palmer, C.; Pantalone, D.; Qafleshi, D.; Rice, A.; Salami, F.; Shahzadi, M.; Sofianos, E.; Stein Smith, S.; Sualah, R.; Toro, C.; White, A.; Williams, H.

The meeting was called to order at 3:50 PM by the Chair of the Lehman College Senate, Professor Joseph Fera.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the March 4, 2026, College Senate was approved by unanimous vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Lynn Rosenberg presented a proposal for curriculum changes in the following departments: Biological Sciences; Computer Science; Health Equity, Administration, and Technology; Latin American and Latino Studies; and Music, Multimedia, Theatre, and Dance. The floor was opened for questions and comments. There were none. Professor Fera moved to vote on the presented

proposals. It was seconded. The proposals were approved by unanimous voice vote.

See Attachment II

The next meeting was scheduled for Wednesday, May 6, 2026, at 1:00 PM via Zoom.

c. Graduate Curriculum Committee

Professor Justine McGovern presented proposals for curriculum changes in the following departments: Counseling, Leadership, Literacy, and Special Education; Exercise Sciences and Recreation; and Middle and High School Education. The floor was opened for questions and comments. There were none. Professor Fera moved to vote on the presented proposals. It was seconded. The proposals were approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, May 6, 2026, at 11:00 AM via Zoom.

d. Admissions, Evaluation, and Academic Standards

Ms. Lisa Moalem, Director of the Office of Academic Advisement, presented the revised Writing Intensive Guidelines to the College Senate. The floor was opened to questions and comments. There was one question—clarification on what was to be voted on. Clarification was presented in a motion to vote to endorse the Writing Intensive Guidelines as presented, which was seconded. Professor Fera moved to vote to endorse the Writing Intensive guidelines as presented. The Writing Intensive Guidelines were approved by unanimous voice vote.

Ms. Moalem presented the following information items: (1) two possible interpretations of the current WU policy as guidance for faculty and (2) an update

on how to change the default grading scale on Brightspace. Ms. Moalem asked Mr. Stephen Castellano to the floor for a demonstration, which he provided accordingly.

See Attachment IV

The next meeting was scheduled for Monday, April 20, 2026, at 2:00 PM via Zoom.

e. Governance Committee

Professor Joseph Fera noted that, due to expiring terms on the College Senate Standing Committees, there would be faculty vacancies at the end of the academic year. He also communicated that there would be a vote to elect new faculty representatives at the May 6, 2026, College Senate to ensure that the vacancies are filled.

Professor Fera presented a slate of student nominees from the Student Government Association (SGA). He opened the floor to additional nominations. There were none. Professor Fera moved to a vote. The slate of students was approved by unanimous voice vote.

See Attachment V

The next meeting was scheduled for Monday, April 20, 2026, at 11:00 AM via Zoom.

1. Announcements and Communications

a. Report of the President—

Professor Joseph Fera presented the report of President Fernando Delgado, who was unable to attend the College Senate due to overlapping commitments.

See Attachment VI

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105 **b. Student Legislative Assembly—**

106 Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), presented
107 highlights from the Student Government Association (SGA): (1) student
108 representatives participated in a march alongside the University Student Senate
109 (USS) at Brooklyn Borough Hall to advocate for free Omni cards—a powerful
110 moment where students stood together and pushed for resources directly impacting
111 the daily lives of students; and (2) SGA collaborated with the Office of Campus Life
112 to host Leaders of Change—an inspiring event featuring accomplished female
113 leaders, where students were able to network, gain insight, and explore potential
114 pathways towards internships and careers post-graduation.

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116 **2. Reports of the Standing Committees—**

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118 **a. Assessment**

119 Professor Devrim Yavuz reported on the March 6, 2026, and March 27, 2026,
120 meetings of the Committee on Assessment, which includes the committee's
121 actions and ongoing initiatives.

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123 See Attachment VII

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125 Future meetings of the Assessment Committee are TBD.

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127 **b. Budget and Long-Range Planning**

128 Professor Alexander Núñez-Torres presented on the February 5, 2026, meeting
129 of the Budget and Long-Range Planning Committee, which includes updates on
130 enrollment and a mid-year financial report.

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132 See Attachment VIII

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134 The next meeting of the Budget and Long-Range Planning Committee was
135 scheduled for Thursday, May 7, 2026, at 3:00 PM in APEX 251.

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c. Campus Life and Facilities

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d. Equity, Inclusion, Accessibility, and Anti-Racism

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e. Library, Technology, and Telecommunications

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Professor Penny Prince reported on the April 15, 2026, meeting of the Campus Life and Facilities Committee, which was attended by the Director of the Office of Campus Life, Suzette Ramsundar. Professor Prince informed that the Office of Campus Life offers a variety of services, including orientations for up to two-thousand students as well as eighty-four clubs and student organizations; however, students are not often aware. Professor Prince informed that Director Ramsundar is working with fifteen student volunteers, all of whom are available to stop by classes—in-person and virtual—at the beginning of the semester to give a five-minute presentation. She urged all interested to email Director Ramsundar for further information.

Professor Penny Prince shared that the Reentry Committee is hosting a movie screening on April 22, 2025, at 5:30 PM in the East Dining Room, for the film “Beyond”—a film whose protagonist is wrongly incarcerated for thirty years. She shared that there would be pizza followed by a discussion. She urged faculty to share the details of the event with their students.

The next meeting was scheduled for Wednesday, May 6, 2026, at 2:00 PM via Zoom.

There was no report.

Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism Committee are TBD.

Mr. Steven Castellano brought announcements from the Library, Division of Information Technology, the Center for Teaching and Learning, and concerning Brightspace.

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See Attachment IX

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The next meeting of the Library, Technology, and Telecommunications

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Committee was scheduled for Tuesday, April 29, 2026, at 11 AM via Zoom.

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f. Academic Freedom

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Professor David Manier briefed that there were no complaints about academic

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freedom at Lehman College.

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Future meetings of the Academic Freedom Committee are TBD.

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g. University Faculty Senate Report

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There was no report.

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The next meeting was scheduled for Tuesday, May 5, 2026, at 6:30 PM.

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Unfinished Business

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There was no unfinished business to report.

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New Business:

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There was no new business to report.

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ADJOURNMENT

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There was a motion to adjourn the meeting; it was seconded. The meeting was
adjourned at 5:47 PM

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Respectfully submitted:

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Cynthia Cessant

Governance Committee Report

May 6, 2026

1. Faculty/Staff Committee Nomination Slate
 - a. Process Review: Nominations, Slate Prepared, Senate Vote
 - b. All Nominees Have Agreed To Serve
 - c. Nominations Presented With School Representation Considered
 - d. No Contested Elections
 - e. Review Ballot
 - f. Additional Nominations?
 - g. If Not, Move To A Vote.
2. Next Governance Meeting Is TBD

The Lehman College Senate Standing Committee Faculty/Staff Member Election Process 2026

Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2026.

March 9th – March 23rd by Email



Step 2: Slate Prepared

The Senate Governance Committee prepares a slate of candidates to fill committee vacancies using the collected solicitations. The Governance Committee attempts to prepare a slate that balances school representation; it also verifies that those nominated are willing to serve.

April Governance Meeting

Step 3: The Senate Votes

The Governance Committee brings the prepared slate of candidates to the Senate floor. Additional nominations are called for and then the Senate votes.

May Senate Meeting

SHARED
Governance

Nomination Slate Spring 2026

Faculty Vacancies on Standing Senate Committees

Academic Freedom Committee

Members With Continuing Terms

Diane Auslander (HIS)
Duran Fiack (POL)
Kevin Johnson (MAT)

Members With Expiring Terms

David Manier (PSY)
Mohan Vinjamuri (SWK)

Nominees

David Manier (PSY)
Benazir Meera (EXSC)

Assessment Committee

Members With Continuing Terms

Yaswantie Persaud (SOE)
Robert Utzinger (FIE)
Hank Williams (AS)

Members With Expiring Terms

Julissa Adames-Torres (SWK)
Martin Downing (PSY)
Devrim Yavuz (SOC)

Nominees

Martin Downing (PSY)
Orlando Rivera (EXSC)
Devrim Yavuz (SOC)

Admissions, Evaluations, and Academic Standards

Members With Continuing Terms

Monica Duncan (MMTD)
Tanja Haxhoviq (MAT)
Andre Jitianu (CHE)

Members With Expiring Terms

Sandra Campeanu (PSY)
Avery Forbes (ACD ADV)
Brenda Hernandez-Acevedo (NUR)

Nominees

Sandra Campeanu (PSY)
Avery Forbes (ACD ADV)
Brenda Hernandez-Acevedo (NUR)

Budget and Long-Range Planning

Members With Continuing Terms

Deirdre O'Boy (ENG)
Orlando Rivera (EXS SCI)
Meagab Serrano (CLLSE)

Members With Expiring Terms

Rafael Gonzalez (MAT)
Brian Murphy (CS)
Alexander Nunez-Torres (ECO BUS)

Nominees

Rafael Gonzalez (MAT)
Brian Murphy (CS)
Alexander Nunez-Torres (ECO BUS)

Campus Life and Facilities

Members With Continuing Terms

Melissa Deri (CHE)
Anne Pelisson (EXS SCI)
Di Wu (FIE)

Members With Expiring Terms

Kofi Benefo (SOC)
Danielle Magaldi Dopman (CLLSE)
Penny Prince (MMTD)

Nominees

Kofi Benefo (SOC)
Danielle Magaldi Dopman (CLLSE)
Penny Prince (MMTD)

Equity, Inclusion, Accessibility, and Anti-Racism

Members With Continuing Terms

Takiyah Ali (GRAD STUD)
Cindy Bautista-Thomas (SWK)
Alyssa Lyons (SOC)

Members With Expiring Terms

Matthew Frye-Castillo (ENG)
Gabriela Kohler (STUD DIS SERV)
Darcel Reyes (NUR)

Nominees

Atasi Das (ECCE)
Matthew Frye-Castillo (ENG)
Gabriela Kohler (STUD DIS SERV)

Graduate Studies

Members With Continuing Terms

Janet DeSimone (CLLSE)
Liat Seiger (SLHS)
Smee Wang (MMTD)

Members With Expiring Terms

Edward Kennelly (BIO)
Justine McGovern (SWK)
Rossen Petkov (ACC)

Nominees

Edward Kennelly (BIO)
Justine McGovern (SWK)
Rossen Petkov (ACC)

Library, Technology, and Telecommunications

Members With Continuing Terms

Sherry Deckman (MHSE)
Dana Fenton (SOC)
Tailisha Gonzalez (HEAT)

Members With Expiring Terms

Stephen Castellano (IT)
Jennifer McCabe (MMTD)
Jennifer Van Allen (CLLSE)

Nominees

Stephen Castellano (IT)
Jennifer McCabe (MMTD)
Jennifer Van Allen (CLLSE)

Undergraduate Curriculum Committee

Members With Continuing Terms

Julie Maybee (PHI)
Yuri Gorokhovic (EEGS)
Lynn Rosenberg (SLHS)

Members With Expiring Terms

Andrew Gold (MBI)
Douglas Oberlin (EXS SCI)
Daniel Stuckart (MHSE)

Nominees

Andrew Gold (MBI)
Douglas Oberlin (EXSC)
Daniel Stuckhart (MHSE)

Lehman College Auxiliary Enterprise Corporation

Brief Position Description: *The Lehman College Auxiliary Enterprise Corporation oversees operations and budgets of the College as they pertain to operations outside of regular college activities. These include beverage/snack vending, parking, the motorcycle school, cafeteria commission, bookstore commission, and Lehman Stages/Studio. This is a 1-year term position.*

Member with Expiring Term

Suzette Ramsundar (ST LIFE)

Nominees

Suzette Ramsundar (ST LIFE)
Hussein Abdul (LCSB)

The Senate nominates 2 people and the President selects 1

Lehman College Association

Brief Position Description: *The College Association Board is a campus committee responsible for the supervision and review of Lehman College student activity fee supported budgets. This committee includes Lehman administrators, faculty members, student members, and independent directors. This is a 3-year term position.*

Member with Expiring Term

James Carney (JMS)
Loric Madramootoo (MAT)

Nominees

James Carney (JMS)
Melissa Garcia (ECCE)
Loric Madramootoo (CS)
Eduardo Ovadia (MAT)

The Senate nominates 4 people and the President selects 2

Senate Meeting – 5/06/26

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on April 15, 2026 (6/7 members in attendance): Lynn Rosenberg (chair), Julie Maybee, Daniel Stuckart, Douglas Oberlin, Yuri Gorokhovich, Ronald Banks, Andrew Gold (absent)

Guest- Sophia Diamantis-Fry, Yvette Rosario

1. Earth, Environmental and Geospatial Sciences Department
 - Earth Science, BA-Degree Requirements
2. Biological Sciences Department
 - Biology BS-Degree Requirements
3. Latin American and Latino Studies Department
 - LAC 266/HIS 266-Title, Description
 - LAC 267/HIS 267-Title
 - LAC 340/HIS 340-Title, Description
4. Nursing Department
 - NUR 312-Change from Experimental to Permanent Course, Corequisites
 - NUR 401-Change from Experimental to Permanent Course, Prerequisites, Corequisites
5. Exercise Sciences and Recreation Department
 - Exercise Science BS-Degree Requirements
6. Philosophy Department
 - Philosophy BA-Degree Requirements
 - PHI 491-New Course
 - PHI 166-Course Withdrawal
 - PHI 168-Course Withdrawal
7. History Department
 - HIS 378-New Course
8. Counseling, Leadership, Literacy and Special Education Department
 - Special Education Teacher Education-All Grades, BA-New Program
 - Special Education Teacher Education-All Grades with Bilingual Extension, BA-New Program

Informational items

EDL 401-Experimental Course

EDL 404-Experimental Course

EDL 406-Experimental Course

SOC 472-Experimental Course

WST 257-Experimental Course

Next meeting: TBA

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology BS

Hegis Number: 0401.00

Program Code: 34022 – BIO-BS

Effective Term: Spring 2027

1. **Type of Change:** Change in degree requirements

2. **From:** ~~Strikethrough~~ the changes

~~Bioenvironmental Sciences Track~~

Major Requirements – Core Courses

Type: Completion requirement

Prerequisites

Earn at least 29 credits from the following:

BIO 166 - Principles of Biology: Cells and Genes

BIO 167 - Principles of Biology: Organisms

CHE 166 - General Chemistry I

CHE 167 - General Chemistry Laboratory I

CHE 168 - General Chemistry 2

CHE 169 - General Chemistry Laboratory II

PHY 166 - General Physics I

PHY 167 - General Physics II

*BIO 166 and BIO 167 can be used to fulfill general education requirements. Both are prerequisites to all other biology courses.

Students can complete MAT 172, 4 credits or the combined substitute (MAT 171 (4) and MAT 108) (2)

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Students who complete BIO 181 and BIO 182 can use those courses in place of BIO 228.

Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

A grade of C or higher is recommended for all courses in the prerequisite list.

Complete at least 1 of the following:

Complete ALL of the following Courses:

MAT 172 - Precalculus

OR

Complete ALL of the following Courses:

MAT 171 - Elements of Precalculus

MAT 108 - Trigonometry

Foundation**

Complete ALL of the following Courses:

BIO 238 - Genetics

BIO 239 - Genetics Laboratory

BIO 240 - Biostatistics.

OR MAT 328 - Techniques in Data Science

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Organic Chemistry

Complete ALL of the following Courses:

CHE 232 - Organic Chemistry Lecture I

CHE 233 - Organic Chemistry Laboratory I

CHE 234 - Organic Chemistry Lecture II

CHE 235 - Organic Chemistry Laboratory II

Additional Comments:

At least 21-22 credits in one of the following tracks:

Major Requirements – Biomedical Sciences Track

Type: Completion requirement

Biomedical Sciences at least 21 credits

Select courses from lists: A, B, and C

List A

Earn at least 12 credits from the following:

BIO 228 - Mammalian Physiology
BIO 267 - Comparative Anatomy of Vertebrates
BIO 303 - Data Mining and Bioinformatics
BIO 331 - Experimental Microbiology
BIO 333 - Endocrine Physiology
BIO 350 - Introduction to Immunology
BIO 351 - Immunology Laboratory
BIO 400 - Biological Chemistry
BIO 410 - Cell Physiology and Biochemistry
BIO 411 - Principles of Virology
BIO 415 - Medical Microbiology
BIO 420 - Molecular Biology
BIO 431 - Comparative Animal Physiology

List B

Earn at least 8 credits from the following:

BIO 229 - Astrobiology: Life and Health Beyond Earth
BIO 241 - Evolution, Species, and Biogeography
BIO 242 - Urban Agriculture: Gardening for Change
BIO 268 - Vertebrate Embryology
BIO 311 - Parasitology
BIO 312 - Parasitology Laboratory
BIO 317 - Drugs, Brain and Behavior
BIO 320 - Neural Development: From Genes and Cells to Brains
BIO 321 - Neural Development Laboratory
BIO 330 - Plant Physiology
BIO 336 - Marine Biology Lectures
BIO 338 - Human Genetics
BIO 339 - Ecology
BIO 340 - Human Body and Brain
BIO 341 - Human Body and Brain Laboratory
BIO 403 - Medicinal Plants
BIO 406 - Cancer and Cellular Differentiation
BIO 425 - Ichthyology
BIO 426 - Ichthyology Laboratory
BIO 435 - Neurophysiology
BIO 438 - Genomics and Human Health
BIO 465 - Microbial Physiology and Genetics

List C

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

Type: Completion requirement

Maor Requirements-Organismic Sciences Track

Type: Completion requirement

Organismic Sciences at least 21 credits

Select courses from lists A, B, and C

List A

Earn at least 12 credits from the following:

BIO 229 - Astrobiology: Life and Health Beyond Earth
BIO 241 - Evolution, Species, and Biogeography
BIO 242 - Urban Agriculture: Gardening for Change
BIO 268 - Vertebrate Embryology
BIO 317 - Drugs, Brain and Behavior
BIO 311 - Parasitology
BIO 312 - Parasitology Laboratory
BIO 320 - Neural Development: From Genes and Cells to Brains
BIO 321 - Neural Development Laboratory
BIO 330 - Plant Physiology
BIO 336 - Marine Biology Lectures
BIO 338 - Human Genetics
BIO 339 - Ecology
BIO 340 - Human Body and Brain
BIO 341 - Human Body and Brain Laboratory
BIO 403 - Medicinal Plants
BIO 406 - Cancer and Cellular Differentiation
BIO 425 - Ichthyology
BIO 426 - Ichthyology Laboratory
BIO 435 - Neurophysiology
BIO 438 - Genomics and Human Health
BIO 465 - Microbial Physiology and Genetics

List B

Earn at least 8 credits from the following:

BIO 228 - Mammalian Physiology
BIO 267 - Comparative Anatomy of Vertebrates
BIO 303 - Data Mining and Bioinformatics
BIO 331 - Experimental Microbiology
BIO 333 - Endocrine Physiology
BIO 350 - Introduction to Immunology
BIO 351 - Immunology Laboratory
BIO 400 - Biological Chemistry
BIO 410 - Cell Physiology and Biochemistry
BIO 411 - Principles of Virology
BIO 415 - Medical Microbiology
BIO 420 - Molecular Biology
BIO 431 - Comparative Animal Physiology

List C

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

Major Requirements – Brain Sciences Track

Type: Completion requirement

Brain Sciences At Least 21 Credits

Select courses from lists: A, B, and C

List A

Earn at least 14 credits from the following:

BIO 228 - Mammalian Physiology
BIO 317 - Drugs, Brain and Behavior
BIO 320 - Neural Development: From Genes and Cells to Brains
BIO 321 - Neural Development Laboratory
BIO 340 - Human Body and Brain

BIO 341 - Human Body and Brain Laboratory
BIO 400 - Biological Chemistry
BIO 420 - Molecular Biology
BIO 435 - Neurophysiology

List B

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences
BIO 489 may be repeated for a maximum 3 credits

List C

Earn at least 6 credits from the following:

PSY 166 - General Psychology
PSY 308 - Motivation and Emotion
PSY 310 - Psychology of Learning
PSY 312 - Psychology of Memory
PSY 314 - Cognitive Psychology
PSY 317 - Psychology of Sensation and Perception
PSY 366 - Clinical Neuropsychology

PSY 166 can be used to fulfill General Education requirements and is a prerequisite to all other PSY courses. Students who complete PSY 166 before declaring the major only need to complete 6 credits in this area.

Major Requirements – Bio-Data Sciences Track

Type: Completion requirement

Bio-Data Sciences At Least 22 Credits

Select courses from lists: A, B, and C

List A

Earn at least 12 credits from the following:

BIO 241 - Evolution, Species, and Biogeography
BIO 242 - Urban Agriculture: Gardening for Change
BIO 270 - Invertebrate Zoology
BIO 271 - Invertebrate Zoology Laboratory

BIO 303 - Data Mining and Bioinformatics
BIO 330 - Plant Physiology
BIO 331 - Experimental Microbiology
BIO 336 - Marine Biology Lectures
BIO 339 - Ecology
BIO 400 - Biological Chemistry
BIO 403 - Medicinal Plants
BIO 420 - Molecular Biology
BIO 425 - Ichthyology
BIO 426 - Ichthyology Laboratory
BIO 503 - Topics in Urban Ecology

List B

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

List C

Fulfill ALL of the following requirements:

9 Credits in Geospatial, Environmental and Data Science From List C:

Earn at least 3 credits from the following:

GEP 205 - Principles of Geographic Information Science
GEP 3060 - Raster Applications
GEP 375 - Data Acquisition and Integration Methods for GIS Analysis
GEO 340 - Natural Hazards and Disasters: A Multidisciplinary Approach
ENV 235 - Conservation of the Environment

AND

Earn at least 6 credits from the following:

GEH 245 - Introduction to Quantitative Methods of Geography
SOC 348 - Reasoning with Data
DAT 310 - Data Visualization

Additional Comments:

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

3. **To:** Underline the changes

Bio-Data Sciences Track

Major Requirements – Core Courses

Type: Completion requirement

Prerequisites

Earn at least 29 credits from the following:

BIO 166 - Principles of Biology: Cells and Genes

BIO 167 - Principles of Biology: Organisms

CHE 166 - General Chemistry I

CHE 167 - General Chemistry Laboratory I

CHE 168 - General Chemistry 2

CHE 169 - General Chemistry Laboratory II

PHY 166 - General Physics I

PHY 167 - General Physics II

*BIO 166 and BIO 167 can be used to fulfill general education requirements. Both are prerequisites to all other biology courses.

Students can complete MAT 172, 4 credits or the combined substitute (MAT 171 (4) and MAT 108) (2)

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Students who complete BIO 181 and BIO 182 can use those courses in place of BIO 228.

Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

A grade of C or higher is recommended for all courses in the prerequisite list.

Complete at least 1 of the following:

Complete ALL of the following Courses:

MAT 172 - Precalculus

OR

Complete ALL of the following Courses:

MAT 171 - Elements of Precalculus

MAT 108 - Trigonometry

Foundation**

Complete ALL of the following Courses:

BIO 238 - Genetics

BIO 239 - Genetics Laboratory

BIO 240 - Biostatistics.

OR MAT 328 - Techniques in Data Science

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Organic Chemistry

Complete ALL of the following Courses:

CHE 232 - Organic Chemistry Lecture I

CHE 233 - Organic Chemistry Laboratory I

CHE 234 - Organic Chemistry Lecture II

CHE 235 - Organic Chemistry Laboratory II

Additional Comments:

At least 21-22 credits in one of the following tracks:

Major Requirements – Biomedical Sciences Track

Type: Completion requirement

Biomedical Sciences at least 21 credits

Select courses from lists: A, B, and C

List A

Earn at least 12 credits from the following:

BIO 228 - Mammalian Physiology

BIO 267 - Comparative Anatomy of Vertebrates

BIO 303 - Data Mining and Bioinformatics

BIO 331 - Experimental Microbiology
BIO 333 - Endocrine Physiology
BIO 350 - Introduction to Immunology
BIO 351 - Immunology Laboratory
BIO 400 - Biological Chemistry
BIO 410 - Cell Physiology and Biochemistry
BIO 411 - Principles of Virology
BIO 415 - Medical Microbiology
BIO 420 - Molecular Biology
BIO 431 - Comparative Animal Physiology

List B

Earn at least 8 credits from the following:

BIO 229 - Astrobiology: Life and Health Beyond Earth
BIO 241 - Evolution, Species, and Biogeography
BIO 242 - Urban Agriculture: Gardening for Change
BIO 268 - Vertebrate Embryology
BIO 311 - Parasitology
BIO 312 - Parasitology Laboratory
BIO 317 - Drugs, Brain and Behavior
BIO 320 - Neural Development: From Genes and Cells to Brains
BIO 321 - Neural Development Laboratory
BIO 330 - Plant Physiology
BIO 336 - Marine Biology Lectures
BIO 338 - Human Genetics
BIO 339 - Ecology
BIO 340 - Human Body and Brain
BIO 341 - Human Body and Brain Laboratory
BIO 403 - Medicinal Plants
BIO 406 - Cancer and Cellular Differentiation
BIO 425 - Ichthyology
BIO 426 - Ichthyology Laboratory
BIO 435 - Neurophysiology
BIO 438 - Genomics and Human Health
BIO 465 - Microbial Physiology and Genetics

List C

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

Major Requirements – Organismic Sciences Track

Type: Completion requirement

Organismic Sciences at least 21 credits

Select courses from lists A, B, and C

List A

Earn at least 12 credits from the following:

BIO 229 - Astrobiology: Life and Health Beyond Earth
BIO 241 - Evolution, Species, and Biogeography
BIO 242 - Urban Agriculture: Gardening for Change
BIO 268 - Vertebrate Embryology
BIO 317 - Drugs, Brain and Behavior
BIO 311 - Parasitology
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BIO 435 - Neurophysiology
BIO 438 - Genomics and Human Health
BIO 465 - Microbial Physiology and Genetics

List B

Earn at least 8 credits from the following:

BIO 228 - Mammalian Physiology
BIO 267 - Comparative Anatomy of Vertebrates
BIO 303 - Data Mining and Bioinformatics
BIO 331 - Experimental Microbiology
BIO 333 - Endocrine Physiology
BIO 350 - Introduction to Immunology
BIO 351 - Immunology Laboratory
BIO 400 - Biological Chemistry

BIO 410 - Cell Physiology and Biochemistry
BIO 411 - Principles of Virology
BIO 415 - Medical Microbiology
BIO 420 - Molecular Biology
BIO 431 - Comparative Animal Physiology

List C

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology

BIO 490 - Honors in Biological Sciences
BIO 489 may be repeated for a maximum 3 credits

Major Requirements – Brain Sciences Track

Type: Completion requirement

Brain Sciences At Least 21 Credits

Select courses from lists: A, B, and C

List A

Earn at least 14 credits from the following:

BIO 228 - Mammalian Physiology
BIO 317 - Drugs, Brain and Behavior
BIO 320 - Neural Development: From Genes and Cells to Brains
BIO 321 - Neural Development Laboratory
BIO 340 - Human Body and Brain
BIO 341 - Human Body and Brain Laboratory
BIO 400 - Biological Chemistry
BIO 420 - Molecular Biology
BIO 435 - Neurophysiology

List B

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology

BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

List C

Earn at least 6 credits from the following:

PSY 166 - General Psychology
PSY 308 - Motivation and Emotion
PSY 310 - Psychology of Learning
PSY 312 - Psychology of Memory
PSY 314 - Cognitive Psychology
PSY 317 - Psychology of Sensation and Perception
PSY 366 - Clinical Neuropsychology

PSY 166 can be used to fulfill General Education requirements and is a prerequisite to all other PSY courses. Students who complete PSY 166 before declaring the major only need to complete 6 credits in this area.

Major Requirements – Bio-Data Sciences Track

Type: Completion requirement

Bio-Data Sciences At Least 22 Credits

Select courses from lists: A, B, and C

List A

Earn at least 12 credits from the following:

BIO 241 - Evolution, Species, and Biogeography
BIO 242 - Urban Agriculture: Gardening for Change
BIO 270 - Invertebrate Zoology
BIO 271 - Invertebrate Zoology Laboratory
BIO 303 - Data Mining and Bioinformatics
BIO 330 - Plant Physiology
BIO 331 - Experimental Microbiology
BIO 336 - Marine Biology Lectures
BIO 339 - Ecology
BIO 400 - Biological Chemistry
BIO 403 - Medicinal Plants
BIO 420 - Molecular Biology
BIO 425 - Ichthyology
BIO 426 - Ichthyology Laboratory
BIO 503 - Topics in Urban Ecology

List B

Earn at least 1 credits from the following:

BIO 440 - Biology Journal Review
BIO 450 - Biology Seminar
BIO 471 - Research In Molecular Microbio
BIO 489 - Introduction to Experimental Biology
BIO 490 - Honors in Biological Sciences

BIO 489 may be repeated for a maximum 3 credits

List C

Fulfill ALL of the following requirements:

9 Credits in Geospatial, Environmental and Data Science From List C:

Earn at least 3 credits from the following:

GEP 205 - Principles of Geographic Information Science
GEP 3060 - Raster Applications
GEP 375 - Data Acquisition and Integration Methods for GIS Analysis
GEO 340 - Natural Hazards and Disasters: A Multidisciplinary Approach
ENV 235 - Conservation of the Environment

AND

Earn at least 6 credits from the following:

GEH 245 - Introduction to Quantitative Methods of Geography
SOC 348 - Reasoning with Data
DAT 310 - Data Visualization

Additional Comments:

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

The Bioenvironmental Track was previously changed to the Bio-Data Sciences Track. However, the former Bioenvironmental Track continues to exist in CUNYfirst and should be removed from all records.

5. Date of departmental approval: 02/27/26

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	CLLSE
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 401
Course Title	Foundations of Organizational Leadership
Description	Comprehensive survey of the theoretical frameworks and empirical research defining the field of leadership studies. Emphasis on analyzing organizational leadership and the systemic dynamics of power and influence.
Pre/ Co Requisites	Declared major in Bachelor of Arts or Sciences in Liberal and Interdisciplinary Studies (BLIS)
Credits	4
Hours	4
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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3. **Rationale:**

The School of Continuing and Professional Studies is proposing a cohort-based Bachelor's degree completion program for working professionals who have earned an AA/S degree, have 60 or more transfer credits, and have met the college's lower-level General Education requirements. Leveraging the Bachelor of Science in Liberal and Interdisciplinary Studies, students will complete a concentration, "Leading Diverse Organizations." Students can complete the major and college option Pathways requirements in one year, allowing most to graduate within 18 months. Leadership Studies has been asked to develop three undergrad courses to pilot that would ultimately be part of this curriculum.

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

- Distinguish between and critically evaluate diverse leadership paradigms—including Adaptive, Servant, Transactional, and Transformational models.
- Assess personal leadership competencies and behavioral tendencies using validated instruments (e.g., Northouse's Skills Inventory and Style Questionnaires).
- Construct a formal Leadership Philosophy Statement that integrates core theoretical perspectives with a commitment to ethical practice and organizational stewardship.
- Identify and analyze the intersection between individual core leadership values and organizational mission.
- Analyze own cognitive biases and emotional intelligence markers to understand how internal perceptions shape external leadership behaviors and outcomes.

5. **Date of Departmental Approval:** March 25, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	CLLSE
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 404
Course Title	Strategic Change in Organizations
Description	Principles and practical approaches to managing strategic change in organizations.
Pre/ Co Requisites	Declared major in Bachelor of Arts or Sciences in Liberal and Interdisciplinary Studies (BLIS)
Credits	4
Hours	4
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

The School of Continuing and Professional Studies is proposing a cohort-based Bachelor's degree completion program for working professionals who have earned an AA/S degree, have 60 or more transfer credits, and have met the college's lower-level General Education requirements. Leveraging the Bachelor of Science in Liberal and Interdisciplinary Studies, students will complete a concentration, "Leading Diverse Organizations." Students can complete the major and college option Pathways requirements in one year, allowing most to graduate within 18 months. Leadership Studies has been asked to develop three undergrad courses to pilot that would ultimately be part of this curriculum.

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

- Conduct a comprehensive SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) on a professional organization to evaluate its readiness for strategic change.
- Synthesize an organization's mission, vision, and goals to ensure that proposed change initiatives are deeply rooted in the organization's core purpose and values.
- Differentiate between situational change and psychological transition, applying the Bridges Transition Model to mitigate the "marathon effect" and manage organizational endings.
- Develop evidence-based motivational strategies to realign staff with organizational meaning, specifically addressing the psychological needs of individuals in the "Neutral Zone."
- Construct a strategic change plan that creates sustainable systems for long-term organizational renewal and growth.
- Evaluate the social and cultural impact of organizational changes, ensuring that strategic shifts uphold the principles of equity and social responsibility within the community.

5. Date of Departmental Approval: March 25, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	CLLSE
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 406
Course Title	Financial Literacy for Leaders
Description	Foundational financial concepts necessary for effective leadership and organizational decision-making with a focus on developing financial literacy through practical application.
Pre/ Co Requisites	Declared major in Bachelor of Arts or Sciences in Liberal and Interdisciplinary Studies (BLIS)
Credits	4
Hours	4
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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3. Rationale:

The School of Continuing and Professional Studies is proposing a cohort-based Bachelor's degree completion program for working professionals who have earned an AA/S degree, have 60 or more transfer credits, and have met the college's lower-level General Education requirements. Leveraging the Bachelor of Science in Liberal and Interdisciplinary Studies, students will complete a concentration, "Leading Diverse Organizations." Students can complete the major and college option Pathways requirements in one year, allowing most to graduate within 18 months. Leadership Studies has been asked to develop three undergrad courses to pilot that would ultimately be part of this curriculum.

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

- Explain why financial literacy is an essential skill for organizational leaders.
- Interpret basic financial documents, including income statements, balance sheets, and financial reports.
- Identify key sources of revenue and major expense categories within nonprofit and corporate organizations.
- Analyze financial information to assess an organization's financial health.
- Develop a basic organizational budget using projected revenue and expense data.
- Evaluate financial challenges faced by organizations and consider potential solutions.
- Apply financial reasoning to leadership decisions that affect organizational sustainability and long-term success.

5. Date of Departmental Approval: March 25, 2026

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

College Representative: Dr. Jorge Silva-Puras, Provost

Email: jorge.silvapuras@lehman.cuny.edu

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 12th 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 socioeconomic 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 \$87,500 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>
To: Albania Ruiz <alby@bronxcommunity.org>
You replied on Tue 4/22/2025 12:29 PM

😊 ↩ Reply ↩ Reply all ➡ Forward 🗉 ⋮
Tue 4/22/2025 11:53 AM

*** 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
718-944-1400

Needing a Middle School Humanities Teacher  Summarize

 **Sasha Wilson** <sasha@bronxcommunity.org>
To: Sasha Wilson <sasha@bronxcommunity.org>

😊 ↩ Reply ↩ Reply all ➡ Forward 🗉 ⋮
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
718-944-1400

Middle school math teacher? Summarize

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

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>
Subject: Bilingual Sped Early Childhood?
Date: July 15, 2025 at 2:05:03 PM EDT
To: Cecilia Espinosa <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 SamaraCommunity School <danielle@samaracommunityschool.org>
To: Meagan Serrano
Cc: Lingyu Li; Cecilia Espinosa <mcmespinosa@gmail.com>
Mon 8/25/2025 4:05 PM

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 CarlosGuzman <CGuzman5@schools.nyc.gov>
To: Meagan Serrano; Eric Adolphus <e.adolphus96@gmail.com>
Cc: Yasmin Alejandro <YAlejandro@schools.nyc.gov>
Tue 2/3/2026 12:53 PM

*** 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.

APPENDIX A

SAMPLE PROGRAM SCHEDULING (Undergraduate Major- Students with Disabilities with a Bilingual Extension)

- Indicate academic calendar type: ☒ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term: Fall 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
MAT 126 Quantitative Reasoning	3	3			
POL 166 Amer Political System	3	3			
SOC 166 Fundamentals of Sociology	3	3			
ENG 111 English Composition 1	3	3			
ITA 105 Elementary Italian 1	3	3			
Term credit total:	15	15			
Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
ITA 106 Intro to Italian 2	3	3			
BIO 173 Human Biology of Systems	3	3			
ART 109 Observation and the Visual Experience	3	3			
BA CORE MAJOR COURSE	3	3			
ANT 211 Cultural Anthropology	3	3			
Term: Fall 3		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
BSE 201 Introduction to Bilingual Students with Disabilities	3		3		
EDS 202 Child Development of Students with Disabilities	3		3		
AAS 235 Caribbean Societies	3	3			
BA CORE MAJOR COURSE	3	3			
BA CORE MAJOR COURSE	3	3			
Term credit total:	15	9	6		
Term: Spring 3		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
EDS 301 Practicum in Curriculum & Instruction of Students with Disabilities	3		3		
EDS 302 Practicum in Behavioral Assessment & Management of Students with Disabilities	3		3		
Liberal Arts Major Elective	3	3			
BA CORE MAJOR COURSE	3	3			
BA CORE MAJOR COURSE	3	3			

Term credit total:	15	15					Term credit total:	15	9	6		
Term: Fall 2		Credits per classification					Term: Summer 3		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		Course Number & Title	Cr	LAS	Maj		
ENG 223 English Literature	3	3					ECE 427 Methodology of Teaching English as a New Language, Birth to Grade Six	3		3		
BA CORE MAJOR COURSE	3	3					Term credit total:	3		3		
ECO 166 Intro to Macroeconomics	3	3					Term: Fall 4		Credits per classification			
ECE 202 Foundations in Education	3	3	3				Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
MAT 124 Algebraic Thinking and Functions for Educators	3	3					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		
Term credit total:	15	15	3				EDS 410 Assistive technology for Students with Disabilities	3		3		
Term: Spring 2		Credits per classification					BA CORE MAJOR COURSE	3	3			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		BA CORE MAJOR COURSE	3	3			
HIE 314 Europe 20 th Century	3	3										
AST 101 An Intro to Astronomy	3	3					Term credit total:	16	6	10		
LEH 352 Studies in Literature	3	3					Term: Spring 4		Credits per classification			
BA CORE MAJOR COURSE	3	3					Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
							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					Term credit total:	15	6	9		

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
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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-12th 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-12th 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-12th 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.

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
Week 1 Introduction to Bilingual Special Education	• Overview of bilingual special education and its importance • Defining bilingual learners and disabilities • The role of special education in the bilingual classroom • Overview of key concepts: Bilingualism, language acquisition, disabilities	Weekly reflection 1
Week 2 Theories of Bilingualism and Language Development	• Theories of second language acquisition (SLA) and language development • Cognitive, social, and cultural aspects of bilingualism • Language disorders vs. language differences	Weekly reflection 2
Week 3: Types of Disabilities in Bilingual Learners	• Overview of disabilities commonly found in bilingual students (e.g., learning disabilities, autism spectrum disorder, ADHD) • Identifying language-related disabilities vs. second language interference • Case studies and diagnostics	Weekly reflection 3
Week 4: Legal and Ethical Issues in Bilingual Special Education	• Special education law (IDEA, Section 504, ADA) as it pertains to bilingual students • Cultural and ethical considerations in bilingual special education • The right to language access and accommodations	Weekly reflection 4

Week 5: Culturally Responsive Teaching for Bilingual Learners	• The importance of cultural competence in the bilingual classroom • Strategies for addressing cultural diversity and building rapport • Culturally responsive instructional practices	Weekly reflection 5
Week 6: Assessment of Bilingual Learners with Disabilities	• Challenges in assessing bilingual students with disabilities • Appropriate formal and informal assessments • Tools and strategies for evaluating language and cognitive skills	Case Study Project
Week 7: Differentiated Instruction in Bilingual Special Education	• The principles of differentiated instruction for bilingual learners with disabilities • Adapting content, process, and product for diverse learners • Practical strategies for language scaffolding and differentiation	Weekly reflection 6
Week 8: Language Development in Bilingual Learners with Disabilities	• Supporting language development in students with disabilities • Understanding the interaction between language disorders and second language acquisition • Strategies for promoting language growth in bilingual students with special needs	Weekly reflection 7
Week 9: Social-Emotional Support for	• Addressing social-emotional development in bilingual students with disabilities	Weekly reflection 8

Bilingual Learners with Disabilities	• Strategies for supporting self-esteem and peer relationships • Culturally sensitive approaches to social-emotional learning.	
Week 10: Creating an Inclusive Classroom Environment	• Designing classroom spaces that promote inclusion and language development • Culturally and linguistically responsive teaching practices • Practical strategies for fostering an inclusive atmosphere for bilingual learners	Weekly reflection 9
Week 11: Collaboration with Families and Multidisciplinary Teams	• Building partnerships with families of bilingual students with disabilities • Working with interdisciplinary teams (speech therapists, psychologists, ESL teachers) • Strategies for involving families in the educational process	Weekly reflection 10
Week 12: Classroom Management in Inclusive Bilingual Settings	• Strategies for managing behavior in bilingual classrooms • Positive behavior supports for students with disabilities • Creating an inclusive classroom environment for bilingual learners	Weekly reflection 11
Week 13: Case Study Presentations	• Students will present case studies on bilingual learners with disabilities • Presentations will include an analysis of the student's needs, instructional strategies, and outcomes	Final Presentation

	• Peer feedback and group discussions	
Week 14: Course Review and Final Exam	• Review of key topics covered throughout the course • Final exam covering all concepts, theories, and strategies • Final reflection on teaching bilingual learners with disabilities	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

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

Number of credits: 3

Place of course in curriculum

Required ____x____

Elective _____

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 or
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

TLD: 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.
-

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

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.

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.

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

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
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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.

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 Class 1	Introductions and Overview	Feedback Form
Preparation for next week	- Read Chapter 1 in Bos and Vaughn - Journal about the first week back at school - Begin Fieldwork/Log	
Week 1 Class 2	Introductions and Overview	Feedback Form
Preparation for next week	- Read Chapter 1 in Bos and Vaughn - Journal about the first week back at school - Begin Fieldwork/Log	

Week 2 Class 3	Approaches to Learning and Teaching	Journal #2 Due in class Feedback Form
Preparation for next week	· Read Chapter 3 in Bos and Vaughn · Journal #3 · Fieldwork/Log	
Week 2 Class 4	Approaches to Learning and Teaching	
Preparation for next week		
Week 3 Class 5	Response to Intervention and Multi-Tiered Systems of Support Planning Lesson and Units	Journal #3 Due in Class Feedback Form
Preparation for next week	· Read chapter 5 from Germán · Journal #4 –Write a 1 page reflection on the Germán reading · Read Chapter 8 in Bos & Vaughn	

Week 3 Class 6	Response to Intervention and Multi-Tiered Systems of Support Planning Lesson and Units	Journal #3 Due in Class Feedback Form
Preparation for next week	- Read chapter 5 from Germán - Journal #4 –Write a 1 page reflection on the Germán reading - Read Chapter 8 in Bos & Vaughn	
Week 4 Class 7	Assessing and Teaching Reading: Fluency and Comprehension Alignment to Common Core State Standards	Journal # 4- 1 page reflection/response to reading Feedback Form Presentation Chapter 8 Due in class
Preparation for next week	- Read Chapter 9 in Bos & Vaughn - Journal #5	
Week 4 Class 8	Assessing and Teaching Reading: Fluency and Comprehension Alignment to Common Core State Standards	Presentation Chapter 8 Due in class
Preparation for next week	- Read Chapter 9 in Bos & Vaughn - Journal #5	

Week 5 Class 9	Assessing and Teaching Writing and Spelling	Journal #5 Due in class Feedback Form Presentation Chapter 9 due in class
Preparation for next week	- Read Chapter 10 in Bos and Vaughn - Journal #6 - Fieldwork/Log	
Week 5 Class 10	Assessing and Teaching Writing and Spelling	Journal # 6 due in class Feedback Form Presentation Chapter 10 due in class
Preparation for next week	- Read Chapter from Boaler and Chapter 11 in Bos & Vaughn - Journal # 7 Response to Boaler reading - Fieldwork/Log	
Week 6 Class 11	Assessing and Teaching Content-Area Learning and Vocabulary	Journal # 7– 1 page reflection/Response to reading due in class Feedback Form Presentation Chapter 11 due in class
Preparation for next week	- Read chapter 5 in Bos & Vaughn - Journal # 8	
Week 6 Class 12	Assessing and Teaching Content-Area Learning and Vocabulary	

Preparation for next week	- Read chapter 5 in Bos & Vaughn - Journal # 8	
Week 7 Class 13	Assessing and Teaching Mathematics	Journal # 8 due in class Feedback Form Presentation Chapter due in class
Preparation for next week	- Read chapter 5 in Bos & Vaughn - Journal # 8	
Week 7 Class 14	Assessing and Teaching Mathematics	
Preparation for next week	- Read Introduction-Chapter 2 in Boaler - Journal # 9	
Week 8 Class 15	Mathematical Mindsets	
Preparation for next week	- Read chapter 4 & 5 in Boaler - Journal # 8	
Week 8 Class 16	Mathematical Mindsets	
Preparation for next week	- Read chapter 6-7 in Boaler - Journal # 8	

Week 9 Class 17 11/13	Mathematical Mindsets	Journal # 9 due in class Feedback Form Presentation due in class
Preparation for next week	· Read chapter 8-9 in Boaler · Individual Overview Presentation	Journal # 9 Response readings
Week 9 Class 18	Mathematical Mindsets	
Preparation for next week	· Cultivating Genius Chapters 1-3 · Individual Overview Presentation	
Week 10 Class 19	Literacy in Science	Journal # 10 Response readings
	Sharing Books, Talking Science Exploring Scientific Concepts with Children's Literature By Valerie Bang-Jensen , Mark Lubkowitz	
Week 10 Class 20	Literacy in Science	Journal # 10 Response readings
Week 11 Class 21	Video Presentations and Feedback Sessions	
Week 11 Class 22	Video Presentations and Feedback Sessions	
Week 12 Class 23	Managing Behavior and Promoting Social-Emotional Learning in Literacy	Week 1 Feedback Form

Preparation for next week	· Individual Overview presentation	Journal # 12 Response readings
Week 12 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 Class 25	Cultivating Genius- Culturally Responsive Pedagogy in a Special Education Classroom	
Preparation for next week	· Cultivating Genius	
Week 13 Class 26	Cultivating Genius- Culturally Responsive Pedagogy in a Special Education Classroom	***Fieldwork log Due this week Feedback Form
	Journal # 13 Reflection on your growth this semester	
Week 14 Class 27	Video Presentations and Feedback Sessions	Final Journal #13 Due ***Fieldwork log Due this week

		Feedback Form
Week 14 Class 28	Video Presentations and Feedback Sessions	
Week 15- 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

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)

Number of credits: 3

Place of course in curriculum

Required ____x____

Elective _____

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 or
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.

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

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

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.

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 (T1K2, 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).

Suggested multiple methods of assessment

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

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

	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

	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

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

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

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 developmentally 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 Equity Reflection
2	Types of Assessment Test Reviews Guidelines	Venn Chap 3 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 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

		http://www.colorincolorado.org/school-support/special-education-and-english-language-learners
8	Wechsler Intelligence Scale for Children IV	Presentation from website Gardner, 1993
9	Assessment of Adaptive Behavior Chap 6	<i>Video “Unforgotten, 25 years After Willowbrook”</i> Buck v Bell https://ny.pbslearningmedia.org/resource/amex32ec-soc-buckvbell/the-supreme-court-rules-for-eugenics-in-buck-v-bell-the-eugenics-crusade/
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 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

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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.

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.

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

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		

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)

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.

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.”

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

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.

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

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

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

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

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

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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.

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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.	

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

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

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

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

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.

Academic Integrity and Plagiarism Policy

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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 & 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 & 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 Synthesis	Present collaborative practice portfolios; reflect on professional growth and future applications.
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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

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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 (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

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

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>

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

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.

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).

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 2-3 Pages or 5 minute video, or Powerpoint	20%
Task 2 Knowledge of Content & Instruction, Learning Environment 3 pages	20%
Task 3A Knowledge of the Content 4 Lesson Plan	13%
Task 3b Instructional Practices Record 20 minutes of a lesson that you are teaching. Using SWIVL Stamped comments, or self-reflection paper	13%
Task 4 Knowledge of Assessment 3-4 Pages	20%
Attendance	14%
Pass	85%-100%
Fail/Incomplete	Under 84%

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 + Needs to Be Redone	Student profiles are brief and missing information; instructional plan is not relevant to student learning needs; instructional plan is not evidence-based.

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.

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

- Record 20 minutes of a lesson that you are teaching (at least 10 minutes uninterrupted + clips).
- 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:
 - content and learning activities for the students involved;
 - communication and inclusion of students' cultural background and learning needs
 - behavior and/or classroom management, social-emotional environment, and student engagement.
- Watch the video with your Student Teaching seminar instructor and discuss your teaching, self-reflection, and areas for change/improvement.

Score	Criteria
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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.

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.
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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.

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>

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.

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.

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.

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)

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
2. *Need technical assistance:*
Email: 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, Doctoral Lecturer	EDS 201, EDS 202, 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, Lecturer	EDS 303, EDS 404, EDS 403	Full-Time 50%	Masters in Dual Early Childhood Special Education, CUNY Lehman Doctoral In Education, Organizational Leadership, Development and Change (<i>Pending</i>)	
Lingyu Li, Assistant Professor	BSE 202, BSE 303	Full-Time 50%	PhD in Special Education, University of Wisconsin-Madison	
Danielle Magaldi, Associate Professor	EDS 410, EDS 402	Full-Time 50%	Fordham University, MS and PhD Counseling Psychology	
Meagan Serrano, Assistant Professor	EDS 301, EDS 302,	Full-Time 50%	PhD in Urban Education, CUNY 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: Division of Interdisciplinary Studies at the Center for Worker Education	Developmental Disabilities Certificate	Online; In- person; and Internship	12	\$3,465 per semester	\$620 per credit			This is not a stand-alone certificate. 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.	https://www.ccny.cuny.edu/cwe/developmental-disabilities-certificate

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).	https://education.hunter.cuny.edu/admissions/graduate-programs/special-education/special-education-all-grades-advanced-certificate/?utm_source=chatgpt.com
Medgar Evers	Early Childhood Special Education, BA	100% Online	120	\$3,465 per semester	\$620 per credit	FY '20-5 FY '21-4	0% 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).	https://www.mec.cuny.edu/academic-affairs/schools/education/developmental-and-special-education/early-childhood-special-education-ba/
Medgar Evers	Childhood Special Education, BA	In-person/Hybrid	120	\$3,465 per semester	\$620 per credit	FY '19-10 FY '20-21 FY'21-9	FY -19 4 yr-10% FY '20 4 yr-4.8% 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).	https://www.mec.cuny.edu/academic-affairs/schools/education/developmental-and-special-education/childhood-special-education-ba/

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 FY '19-11 FY '20-19 FY '21-7	FY '18 4yr-12.5% FY '19 4yr-0% FY '20 4yr-10.5% FY '21 4yr-0% FY '18 6yr-62.5% FY '19 6yr-18.2%	Structure: Integrated dual-cert undergrad programs (Childhood + SpEd All Grades; Early Childhood + SpEd). Special Ed Integration: SpEd coursework and placements embedded; graduates earn two initial certs. Transfer Pipeline: Degree maps and Transfer Explorer blocks published for dual-cert programs. Track Offerings: Multiple dual pathways: Childhood + SpEd All Grades; Early Childhood + SpEd.	https://www.brooklyn.edu/academics/programs/childhood-education-teacher-special-education-bs/
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 FY '19-19 FY '20-29 FY '21-21	FY '18 4yr-7.7% FY '19 4yr-10.5% FY '20 4yr-13.8% FY '21 4yr-4.8% FY '18 6yr-38.5% FY '19 6yr-52.6%	Structure: Integrated dual-cert undergrad programs (Childhood + SpEd All Grades; Early Childhood + SpEd). Special Ed Integration: SpEd coursework and placements embedded; graduates earn two initial certs. Transfer Pipeline: Degree maps and Transfer Explorer blocks published for dual-cert programs. Track Offerings: Multiple dual pathways: Childhood + SpEd All Grades; Early Childhood + SpEd.	https://www.brooklyn.edu/academics/programs/early-childhood-teacher-bto2-special-ba/

Employment Information

<i>National</i>
BLS: https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm
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:
<i>Regional New York State and NYC BLS and OtherData</i>

<i>New York State</i>
BLS website: https://dol.ny.gov/long-term-occupational-projections?utm_source
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
<i>New York City</i>
BLS website: https://dol.ny.gov/long-term-occupational-projections?utm_source
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

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

CUNY Pathways General Education Requirements	
Required Common Core	Credits
A. English Composition (6 credits) B. Mathematical and Quantitative Reasoning (4 credits) <u>Students are advised to complete MTH 214 Mathematics for Elementary Education I</u> C. Life and Physical Sciences (3 credits)	13
Flexible Common Core	Credits
A. World Cultures and Global Issues (3 credits) <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> B. U.S. Experience in Its Diversity (3 credits) C. Creative Expression (6 credits) <u>Students are advised to take SPE 100 (or SPE 102) and another appropriate ART, MUS or THE Creative Expression course.</u> D. Individual and Society (3 credits) E. Scientific World (3 credits) <u>Students are advised to take PSY 100. It is a prerequisite for EDU 201.</u>	18
Major Requirements	Transfer

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

Special Education Concentration (9 credits)		(Select this concentration for optimal transfer)		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)	

			TOTAL	60
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Senior College Upper Division Courses Remaining for Baccalaureate Degree

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

<i>EDS 301 Introduction to Students with Disabilities = EDU 207</i> EDS 302 Child Development of Students with Disabilities Practicum in Method Teaching Core (12 credits): EDS 303 Practicum in Curriculum & Instruction EDS 304 Practicum in Behavioral Assessment & Management EDS 305 Practicum in Assessment of Students with Disabilities EDR 306 Literacy for Students with Disabilities in a Digital World Professional Practice Core (12 credits): EDS 410 Assistive Technology for Students with Disabilities <i>EDS 402 Collaboration in Special Education = EDU 208</i> EDS 419 Supervised Student Teaching in Special Education EDS 420 Student Teaching Seminar	27
<u>Students With Disabilities- All Grades, with a Bilingual Extension, (B.A. 37 credits)</u> 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 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	34
TOTAL	60-67
GRAND TOTAL	120-127

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

Signature

Signature

Yolanda Medina

Professor and Chair, Teacher Education

Signature

Limor Pinhasi-Vittorio

CLLSE Department Chair, Professor and
Coordinator, Literacy Education, Counseling,
Leadership, Literacy & Special Education

Signature

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
LEADING TO THE BACHELOR OF ARTS DEGREE

EFFECTIVE FALL 2027

APPROVED BY
LEHMAN COLLEGE SENATE
DATE: TBA

College Representative: Dr. Jorge Silva-Puras, Provost

Email: jorge.silvapuras@lehman.cuny.edu

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.

The new Special Education Dual Major embedded in this program will be 33 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/departments-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.

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. 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). 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 a 33-credit Special Education major. 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.
- 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).
- 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 will facilitate the pathway for special education teachers to meet the educational, clinical, and certification requirements for New York State licensure as 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 12th 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 \$87,500 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

SW

Sasha Wilson <sasha@bronxcommunity.org>

To: Albania Ruiz <alby@bronxcommunity.org>



Reply



Reply all



Forward



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
718-944-1400

Needing a Middle School Humanities Teacher

 Summarize

SW

Sasha Wilson <sasha@bronxcommunity.org>

To: Sasha Wilson <sasha@bronxcommunity.org>



Reply



Reply all



Forward



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
718-944-1400

Middle school math teacher?

Summarize

SW

Sasha Wilson <sasha@bronxcommunity.org>

To: Meagan Serrano



Reply



Reply all



Forward



...

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>

Subject: Bilingual Sped Early Childhood?

Date: July 15, 2025 at 2:05:03 PM EDT

To: Cecilia Espinosa <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](#)

 **Samara** Community School <danielle@samaracommunityschool.org> 🗨️ Reply 🗨️ Reply all ➡️ Forward 📎 ... Mon 8/25/2025 4:05 PM

To:  Meagan Serrano
Cc:  Lingyu Li; Cecilia Espinosa <mcmespinosa@gmail.com>

 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, Méagan 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](#)

 Carlos **Guzman** <CGuzman5@schools.nyc.gov>
To: Meagan Serrano; Eric Adolphus <e.adolphus96@gmail.com>
Cc: Yasmin Alejandro <YAlejandro@schools.nyc.gov>

Tue 2/3/2026 12:53 PM

*** 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 ~ شكرًا 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 Bachelors 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) Teacher Education Dual Major:

To be admitted to the Special Education (All Grades) 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 33 credits undergraduate credits of study in Special Education
- A minimum GPA of 3.0 throughout the 33 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

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 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 Teacher Education Major: 33 credits

Special Education Teacher Education, Bachelors of Arts (B.A. 33 credits)

Foundations Core (9 credits):

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

Practicum in Method Teaching Core (12 credits):

- EDS 303 Practicum in Curriculum & Instruction
- EDS 304 Practicum in Behavioral Assessment & Management
- EDS 305 Practicum in Assessment of Students with Disabilities
- EDR 306 Literacy for Students with Disabilities in a Digital World

Professional Practice Core (12 credits):

- EDS 401 Assistive Technology for Students with Disabilities
- EDS 402 Collaboration in Special Education
- EDS 419 Supervised Student Teaching in 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.

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, 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
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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. 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 clinical practice 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.

APPENDIX A

SAMPLE PROGRAM SCHEDULING (SED Form)

Term: Fall 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
MAT 126 Quantitative Reasoning	3	3			
POL 166 Amer Political System	3	3			
SOC 166 Fundamentals of Sociology	3	3			
ENG 111 English Composition 1	3	3			
ITA 105 Elementary Italian 1	3	3			
Term credit total:	15	15			
Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
ITA 106 Elementary Italian 2	3	3			
BIO 173 Human Biology of Systems	3	3			
ART 109 Observation and the Visual Experience	3	3			
BA CORE MAJOR COURSE	3	3			
ANT 211 Cultural Anthropology	3	3			
Term credit total:	15	15			
Term: Fall 2		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
ENG 223 English Literature	3	3			

Term: Fall 3		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
EDS 201 Introduction to Students with Disabilities	3		3		
EDS 202 Child Development of Students with Disabilities	3		3		
AAS 235 Caribbean Societies	3	3			
BA CORE MAJOR COURSE	3	3			
BA CORE MAJOR COURSE	3	3			
Term credit total:	15	9	6		
Term: Spring 3		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
EDS 301 Practicum in Curriculum & Instruction of Students with Disabilities	3		3		
EDS 302 Practicum in Behavioral Assessment & Management of Students with Disabilities	3		3		
Liberal Arts Major Elective	3	3			
BA CORE MAJOR COURSE	3	3			
BA CORE MAJOR COURSE	3	3			
Term credit total:	15	9	6		
Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
EDS 303 Practicum in Assessment of Students with Disabilities	3		3		

BA CORE MAJOR COURSE	3	3				EDS 304 Practicum in Teaching Students with Disabilities in a Digital World	3		3		
ECO 166 Intro to Macroeconomics	3	3				EDS 410 Assistive technology for Students with Disabilities	3		3		
ECE 202 Foundations in Education	3	3	3			BA CORE MAJOR COURSE	3	3			
MAT 124 Algebraic Thinking and Functions for Educators	3	3				BA CORE MAJOR COURSE	3	3			
Term credit total:	15	15	3			Term credit total:	15	6	9		
Term: Spring 2			Credits per classification			Term: Spring 4			Credits per classification		
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
HIE 314 Europe 20 th Century	3	3				EDS 402 Collaboration in Special Education	3		3		
AST 101 Intro to Astronomy	3	3				EDS 403 Supervised Student Teaching in Special Education	3		3		
LEH 352 Studies in Literature	3	3				EDS 404 Student Teaching Seminar in Special Education	3		3		
BA CORE MAJOR COURSE	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				Term credit total:	15	6	9		

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: 121	Liberal Arts & Sciences: 91	LA Major: 30-39	EDU Major:33
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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
- EDS 201 Introduction to Students with Disabilities
Diverse needs and experiences of individuals with disabilities across the lifespan. Impact of cultural and linguistic diversity on identification and classification, and transition to independent living and provision of services. NOTE: Must be a Special Education Teacher Education 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-12th is required.)
- EDS 303 Practicum in Assessment of Students with Disabilities

Foundational knowledge and practical skills related to psycho-educational assessment for students with diverse learning needs in inclusive and urban school settings. The integration of formative and summative assessments into lesson planning and instructional delivery. NOTE:(30 hours Supervised Practicum Teaching: Birth-12th 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-12th is required.) Pre-Requisite EDS 201 or BSE 201, and EDS 202

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

EDS 201 Introduction to 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.

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 (3 Cr., 3 hrs)

This is a foundational course for developing a comprehensive understanding of the diverse needs and experiences of individuals with disabilities across the lifespan. By examining historical, legal, educational, and cultural dimensions, the course prepares future professionals to provide informed, inclusive, and equitable support in both school and community settings. (15 fieldwork hours required.)

Required Purchases

Gargiulo, R. M. & Bouck, E. C. (2020). *Special education in contemporary society: An introduction to exceptionality*. Los Angeles, CA: SAGE Publications.

Student Outcomes

At the completion of the course students will evidence:

Knowledge of:

1. The historical, philosophical, and legal basis of services for children both with and without special needs
2. The similarities and differences among the cognitive, physical, cultural, social and emotional needs of children with and without exceptional learning needs
3. The differential characteristics of children with exceptionalities, including levels of severity, multiple exceptionalities, and communication patterns
4. The characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse
5. The effects various exceptional conditions and medications can have on the child's life and the educational, cognitive, physical, social and emotional behaviors of children with exceptionalities
6. Knowledge of current trends and issues in childhood education and childhood special education

7. Understanding of (a) developmental consequences of stress and trauma, (b) protective factors and resilience, (c) development of mental health and (d) the importance of supportive relationships

Skills:

1. Ability to apply theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive and aesthetic development in learning situations in family and community contexts

2. Ability to identify developmental factors that affect children's development and learning

3. Ability to identify specific disabilities including the etiology, characteristics and classification of common disabilities in children and describe specific implications for development and learning

4. Ability to apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning

5. Ability to identify legislation that affects children, families, and programs for children with special needs

6. Ability to articulate personal philosophy of special education including its relationship to/with general education

7. Ability to use technology to access information appropriate for work with children with special needs

Dispositions:

1. Sensitivity to differences in children and their families' cultures, languages, needs, goals, structures, and willingness to form caring and productive relationships with school personnel

2. Affirmation, respect and caring for culturally diverse children and their families and their role in supporting the development and learning of children

Lehman College 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

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.

Academic Integrity and Plagiarism Policy

It is expected that you will follow the guidelines for Academic Integrity and Plagiarism. This course incorporates writing and completing assignments ethically is extremely important. Basic writing expectations will be covered in class; however it is recommended you review Lehman College's policy at <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>

Use of technology and Blackboard information

You must access your Lehman College email to successfully complete course requirements. Announcements and communication must take place via Lehman college email. During email correspondence with faculty and peers, it is of utmost importance that you consider email professionalism.

Readings, resources, assignments, and grades will also be posted on blackboard, which can be accessed through the Lehman website at www.lehman.edu/itr/blackboard.php.

If you have any questions about your Lehman email address or your password, or if you have any problems accessing blackboard please call the computer helpdesk.

Instructional methods implemented in this course

- Lecture
- Reflection through class discussion, collaborative groups
- School and/or agency observations/fieldwork
- Use of media and technology via online searches for pertinent research findings and instructional strategies
- Presentations

Required fieldwork

- 15 Hours (Please download the necessary forms from Lehman website:
- The main focus of this fieldwork is to learn through observation and reflection.

Course Requirements and Performance-Based Evaluation for Meeting Course Objectives

1. Attendance, Participation and Professionalism

This class will be highly participatory. In order for you to share in class discussions, small and large group activities, etc., you must be present and punctual. It is expected that you will collaborate with others and assist with each other's learning. Each class session, you must be prepared to make specific connections between the readings and the topics of discussion. Attendance and being on time will also be counted towards your class participation grade.

2. Blackboard Discussions

3. Context for Learning

4. Final Paper

5. Group Presentation on Exceptionalities

Assignment	Points Awarded
------------	----------------

Attendance, Participation & Professionalism	20
Blackboard Discussions	15
Context for Learning	10
Final Paper	25
Group Presentations on Exceptionalities	30
Total	100

Note: The description and guidelines of these assignments will be posted on Blackboard.

Rubrics for assessing course assignments:

- 1 - Exemplary (A range) or 1 - Exceeds Standards (A)
- 2 - Satisfactory (B to A- range) 2 - Meets Standards (B to A-)
- 3 - Developing (B- to C range) 3 - 4 Does Not Meet Standards (B- to C range)
- 4 -Unsatisfactory (D/F range)

Grading Policy:

Grading scale is as follows:

A 94-100%

A- 90-93%

B+ 87-89%

B 84-86%

B- 80-83%

C+ 77-79%

C 73-76%

COURSE TOPIC AND DATES

Date	Topics/Assigned Readings (due before class)	Assignments/Activities
Week 1	Introductions Overview of Course requirements The LUTE Conceptual Framework Understanding Exceptionalities	Online Discussion- Introduce yourself
Week 2	Chapter 1: People, Concepts, and Perspectives	
Week 3	Chapter 2: Policies, Practices, and Programs	
Week 4	Chapter 3: Cultural & Linguistic Diversity (CLD) & Exceptionality	
Week 5	Chapter 4: Parents, Families, and Exceptionality	Context for Learning Due
Week 6	Chapter 5: Assistive Technology	
Week 7	Chapter 7: Individuals with Learning Disabilities	

Week 8	Chapter 10: Individuals with Autism Spectrum Disorders	Group Presentations- group 1
Week 9	Chapter 11: Individuals with Speech & Language Impairments	Group Presentations- group 2
Week 10	Chapter 6: Individuals with Intellectual Disabilities Chapter 12: Individuals with Hearing Impairments	Blackboard Discussion Due Final Paper Due
Week 11	Chapter 8: Individuals with Attention Deficit Hyperactivity Disorder Chapter 9: Individuals with Emotional or Behavior Disorders	Group Presentations- group 3 & 4
Week 12	Chapter 15: Individuals who are Gifted and Talented Chapter 13: Individuals with Visual Impairments	Group Presentations- group 5
Week 13	Chapter 12: Individuals with Hearing Impairments	Blackboard Discussion Due

	Chapter 14: Individuals with Physical Disabilities, Health Disabilities and Related Low Incidence Disabilities	
Week 14	Course Reflection	Fieldwork Time Sheets Due

Note:

- The instructor reserves the right to change the schedule. If changes become necessary, you will be informed in a timely manner.
- Textbook readings will be supplemented with additional readings provided by the instructor.

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

EDS 202 Child Development of Students with Disabilities

Instructor

Instructor:

Telephone:

Email:

Office:

Office hours:

Resources

Computer Center Helpdesk – 718-960-1111

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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

Number of credits: 3

Place of course in curriculum

Required ____x____

Elective _____

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 or
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

TLD: 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.
-

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

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.

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.

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

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.

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 Class 1	Introductions and Overview	Feedback Form
Preparation for next week	- Read Chapter 1 in Bos and Vaughn - Journal about the first week back at school - Begin Fieldwork/Log	
Week 1 Class 2	Introductions and Overview	Feedback Form
Preparation for next week	- Read Chapter 1 in Bos and Vaughn - Journal about the first week back at school - Begin Fieldwork/Log	

Week 2 Class 3	Approaches to Learning and Teaching	Journal #2 Due in class Feedback Form
Preparation for next week	· Read Chapter 3 in Bos and Vaughn · Journal #3 · Fieldwork/Log	
Week 2 Class 4	Approaches to Learning and Teaching	
Preparation for next week		
Week 3 Class 5	Response to Intervention and Multi-Tiered Systems of Support Planning Lesson and Units	Journal #3 Due in Class Feedback Form
Preparation for next week	· Read chapter 5 from Germán · Journal #4 –Write a 1 page reflection on the Germán reading · Read Chapter 8 in Bos & Vaughn	

Week 3 Class 6	Response to Intervention and Multi-Tiered Systems of Support Planning Lesson and Units	Journal #3 Due in Class Feedback Form
Preparation for next week	- Read chapter 5 from Germán - Journal #4 –Write a 1 page reflection on the Germán reading - Read Chapter 8 in Bos & Vaughn	
Week 4 Class 7	Assessing and Teaching Reading: Fluency and Comprehension Alignment to Common Core State Standards	Journal # 4- 1 page reflection/response to reading Feedback Form Presentation Chapter 8 Due in class
Preparation for next week	- Read Chapter 9 in Bos & Vaughn - Journal #5	
Week 4 Class 8	Assessing and Teaching Reading: Fluency and Comprehension Alignment to Common Core State Standards	Presentation Chapter 8 Due in class
Preparation for next week	- Read Chapter 9 in Bos & Vaughn - Journal #5	

Week 5 Class 9	Assessing and Teaching Writing and Spelling	Journal #5 Due in class Feedback Form Presentation Chapter 9 due in class
Preparation for next week	· Read Chapter 10 in Bos and Vaughn · Journal #6 · Fieldwork/Log	
Week 5 Class 10	Assessing and Teaching Writing and Spelling	Journal # 6 due in class Feedback Form Presentation Chapter 10 due in class
Preparation for next week	· Read Chapter from Boaler and Chapter 11 in Bos & Vaughn · Journal # 7 Response to Boaler reading · Fieldwork/Log	
Week 6 Class 11	Assessing and Teaching Content-Area Learning and Vocabulary	Journal # 7– 1 page reflection/Response to reading due in class Feedback Form Presentation Chapter 11 due in class
Preparation for next week	· Read chapter 5 in Bos & Vaughn · Journal # 8	
Week 6 Class 12	Assessing and Teaching Content-Area Learning and Vocabulary	

Preparation for next week	- Read chapter 5 in Bos & Vaughn - Journal # 8	
Week 7 Class 13	Assessing and Teaching Mathematics	Journal # 8 due in class Feedback Form Presentation Chapter due in class
Preparation for next week	- Read chapter 5 in Bos & Vaughn - Journal # 8	
Week 7 Class 14	Assessing and Teaching Mathematics	
Preparation for next week	- Read Introduction-Chapter 2 in Boaler - Journal # 9	
Week 8 Class 15	Mathematical Mindsets	
Preparation for next week	- Read chapter 4 & 5 in Boaler - Journal # 8	
Week 8 Class 16	Mathematical Mindsets	
Preparation for next week	- Read chapter 6-7 in Boaler - Journal # 8	

Week 9 Class 17 11/13	Mathematical Mindsets	Journal # 9 due in class Feedback Form Presentation due in class
Preparation for next week	- Read chapter 8-9 in Boaler - Individual Overview Presentation	Journal # 9 Response readings
Week 9 Class 18	Mathematical Mindsets	
Preparation for next week	- Cultivating Genius Chapters 1-3 - Individual Overview Presentation	
Week 10 Class 19	Literacy in Science	Journal # 10 Response readings
	Sharing Books, Talking Science Exploring Scientific Concepts with Children's Literature By Valerie Bang-Jensen , Mark Lubkowitz	
Week 10 Class 20	Literacy in Science	Journal # 10 Response readings
Week 11 Class 21	Video Presentations and Feedback Sessions	
Week 11 Class 22	Video Presentations and Feedback Sessions	
Week 12 Class 23	Managing Behavior and Promoting Social-Emotional Learning in Literacy	Week 1 Feedback Form

Preparation for next week	· Individual Overview presentation	Journal # 12 Response readings
Week 12 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 Class 25	Cultivating Genius- Culturally Responsive Pedagogy in a Special Education Classroom	
Preparation for next week	· Cultivating Genius	
Week 13 Class 26	Cultivating Genius- Culturally Responsive Pedagogy in a Special Education Classroom	***Fieldwork log Due this week Feedback Form
	Journal # 13 Reflection on your growth this semester	
Week 14 Class 27	Video Presentations and Feedback Sessions	Final Journal #13 Due ***Fieldwork log Due this week

		Feedback Form
Week 14 Class 28	Video Presentations and Feedback Sessions	
Week 15- 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

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)

Number of credits: 3

Place of course in curriculum

Required ____x____

Elective _____

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 or
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.

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

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

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.

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 (T1K2, 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).

Suggested multiple methods of assessment

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

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

	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

	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

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

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

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 developmentally 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

EDS 303 Practicum in Assessment of 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: EDS 303 Practicum in Assessment of Students with Disabilities (3 credits)

Semester:

Time:

Instructor:

Work Telephone:

Email:

Office hours:

Fieldwork Hours: 30 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 EDS 303 Practicum in Assessment of Students with Disabilities

Catalog Description (150–200 words) This undergraduate course introduces foundational knowledge and practical skills related to psycho-educational assessment for students with diverse learning needs in inclusive and urban school settings. Students will examine the role of assessment in identifying strengths, challenges, and instructional needs, and will learn how data from formal and informal tools informs educational decision-making. Topics include ethical and legal considerations, measurement principles, test interpretation, curriculum-based assessments, formative and summative assessments, cultural responsiveness, and the collaborative development of individualized plans. Emphasizing the Lehman Urban Transformative Education (LUTE) framework, this course focuses on inclusive, equitable, and humanistic approaches to evaluation. Students will engage with real-world case studies, review commonly used assessment instruments, and practice interpreting data to make instructional recommendations. Special attention will be given to the integration of formative and summative assessments into lesson planning and instructional delivery. The course is aligned with the Council for Exceptional Children (CEC) Initial Preparation Standards and New York State Learning Standards for students with disabilities, with an emphasis on community-based collaboration and advocacy for equitable assessment practices. (30 hours Fieldwork).

Learning Outcomes:

- Explain the purposes and types of assessments used in special education.
- Identify ethical, legal, and cultural issues related to assessment practices.
- Describe principles of reliability, validity, and fairness in educational testing.
- Analyze student data to inform educational planning.
- Evaluate the appropriateness of assessment tools for diverse learners.
- Collaborate to develop instructional recommendations based on assessment findings.
- Reflect on how assessment practices affect equity in urban schools.

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 Equity Reflection
2	Types of Assessment Test Reviews Guidelines	Venn Chap 3 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 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 http://www.colorincolorado.org/school-support/special-education-and-english-language-learners
8	Wechsler Intelligence Scale for Children IV	Presentation from website Gardner, 1993
9	Assessment of Adaptive Behavior	<u>Video "Unforgotten, 25 years After Willowbrook"</u>

	Chap 6	Buck v Bell https://ny.pbslearningmedia.org/resource/amex32ec-soc-buckvbell/the-supreme-court-rules-for-eugenics-in-buck-v-bell-the-eugenics-crusade/
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 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-overturns-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.

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.

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

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		

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)

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.

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.”

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

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.

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

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

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

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

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

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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

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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.

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.	

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

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

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

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

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.

Academic Integrity and Plagiarism Policy

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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. 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 & 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 & 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 Synthesis	Present collaborative practice portfolios; reflect on professional growth and future applications.
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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

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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 (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

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

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>

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

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.

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 (T1K1, 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 (T1K2, 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).

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 2-3 Pages or 5 minute video, or Powerpoint	20%
Task 2 Knowledge of Content & Instruction, Learning Environment 3 pages	20%
Task 3A Knowledge of the Content 4 Lesson Plan	13%
Task 3b Instructional Practices Record 20 minutes of a lesson that you are teaching. Using SWIVL Stamped comments, or self-reflection paper	13%
Task 4 Knowledge of Assessment 3-4 Pages	20%
Attendance	14%

Pass	85%-100%
Fail/Incomplete	Under 84%

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 + Needs to Be Redone	Student profiles are brief and missing information; instructional plan is not relevant to student learning needs; instructional plan is not evidence-based.

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

Task 2a: Specific Activity for Student

- 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.
- Annotate the lesson plans to explain
 - your selection of goals as appropriate for your target content or social development area;
 - how you have considered student prior learning;
 - how have you incorporated students' personal, cultural, and community assets;
 - how technology is utilized to enhance content and learning
- 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.
- 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
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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.

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

- Record 20 minutes of a lesson that you are teaching (at least 10 minutes uninterrupted + clips).
- 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:
 - content and learning activities for the students involved;
 - communication and inclusion of students' cultural background and learning needs
 - behavior and/or classroom management, social-emotional environment, and student engagement.
- 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.
-

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>

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.

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.

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.

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)

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
2. *Need technical assistance: Email: 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, Doctoral Lecturer	EDS 201, EDS 202, EDS 403	Full-Time 50%	Teachers College, Columbia University, MA, Special Education, M.Ed., Education, Ed.D. Educational Leadership	
Joseph Huot,	EDS 303, EDS 404, EDS 403	Full-Time 50%	Masters in Dual Early Childhood Special Education, CUNY Lehman	

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.

Lecturer			Doctoral In Education, Organizational Leadership, Development and Change (<i>Pending</i>)	
Lingyu Li, Assistant Professor	BSE 202, BSE 303	Full-Time 50%	PhD in Special Education, University of Wisconsin-Madison	
Danielle Magaldi, Associate Professor	EDS 410, EDS 402	Full-Time 50%	Fordham University, MS and PhD Counseling Psychology	
Meagan Serrano, Assistant Professor	EDS 301, EDS 302,	Full-Time 50%	PhD in Urban Education, CUNY 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: Division of Interdisciplinar y Studies at the Center for Worker Education	Developmental Disabilities Certificate	Online; In- person; and Internship	12	\$3,465 per semester	\$620 per credit			This is not a stand-alone certificate. 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.	https://www.ccny.cuny.edu/cwe/developmental-disabilities-certificate
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).	https://education.hunter.cuny.edu/admissions/graduate-programs/special-education/special-education-all-grades-advanced-certificate/?utm_source=chatgpt.com

Medgar Evers	Early Childhood Special Education, BA	100% Online	120	\$3,465 per semester	\$620 per credit	FY '20-5 FY '21-4	0% 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).	https://www.mec.cuny.edu/academic-affairs/schools/education/developmental-and-special-education/early-childhood-special-education-ba/
Medgar Evers	Childhood Special Education, BA	In-person/Hybrid	120	\$3,465 per semester	\$620 per credit	FY '19-10 FY '20-21 FY '21-9	FY '19 4 yr-10% FY '20 4 yr-4.8% 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).	https://www.mec.cuny.edu/academic-affairs/schools/education/developmental-and-special-education/childhood-special-education-ba/
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 FY '19-11 FY '20-19 FY '21-7	FY '18 4yr-12.5% FY '19 4yr-0% FY '20 4yr-10.5% FY '21 4yr-0% FY '18 6yr-62.5% FY '19 6yr-18.2%	Structure: Integrated dual-cert undergrad programs (Childhood + SpEd All Grades; Early Childhood + SpEd). Special Ed Integration: SpEd coursework and placements embedded; graduates earn two initial certs. Transfer Pipeline: Degree maps and Transfer Explorer blocks published for dual-cert programs. Track Offerings: Multiple dual pathways: Childhood + SpEd All Grades; Early Childhood + SpEd.	https://www.brooklyn.edu/academics/programs/childhood-education-teacher-special-education-bs/
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 FY '19-19 FY '20-29 FY '21-21	FY '18 4yr-7.7% FY '19 4yr-10.5% FY '20 4yr-13.8% FY '21 4yr-4.8% FY '18 6yr-38.5% FY '19 6yr-52.6%	Structure: Integrated dual-cert undergrad programs (Childhood + SpEd All Grades; Early Childhood + SpEd). Special Ed Integration: SpEd coursework and placements embedded; graduates earn two initial certs. Transfer Pipeline: Degree maps and Transfer Explorer blocks published for dual-cert programs. Track Offerings: Multiple dual pathways: Childhood + SpEd All Grades; Early Childhood + SpEd.	https://www.brooklyn.edu/academics/programs/early-childhood-teacher-bto2-special-ba/

Employment Information

<i>National</i>
BLS: https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm
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:
<i>Regional New York State and NYC BLS and OtherData</i>
<i>New York State</i>
BLS website: https://dol.ny.gov/long-term-occupational-projections?utm_source
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
<i>New York City</i>
BLS website: https://dol.ny.gov/long-term-occupational-projections?utm_source
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 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

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

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

CUNY Pathways General Education Requirements	
Required Common Core	Credits
A. English Composition (6 credits) B. Mathematical and Quantitative Reasoning (4 credits) <u>Students are advised to complete MTH 214 Mathematics for Elementary Education I</u> C. Life and Physical Sciences (3 credits)	13
Flexible Common Core	Credits
A. World Cultures and Global Issues (3 credits) <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> B. U.S. Experience in Its Diversity (3 credits) C. Creative Expression (6 credits) <u>Students are advised to take SPE 100 (or SPE 102) and another appropriate ART, MUS or THE Creative Expression course.</u> D. Individual and Society (3 credits) E. Scientific World (3 credits) <u>Students are advised to take PSY 100. It is a prerequisite for EDU 201.</u>	18

Major Requirements				Transfer
[BMCC] Course & Title	Credit	[Lehman College] Course & Title	Credit	Credit 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
General Concentration (9 credits)		(Students who select this concentration will need an additional 6 credits at Lehman)		0-9
EDU 203 Art in Education OR		ECE 350: Special Studies in Elementary Education OR	(3)	
EDU 204 Music and Movement in Learning (same as MUS 116)	(3)	MSH 1000: 100-Level Elective		
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		IDW 211: Classics of the Western World: Ancient and Medieval OR	(3)	
ENG 392 World Literature from Early Modern Era to the Present	(3)	IDW 212: Classics of the Western World II: Renaissance and Modern		
Special Education Concentration (9 credits)		(Select this concentration for optimal transfer)		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)	

TOTAL		60
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Senior College Upper Division Courses Remaining for Baccalaureate Degree

College Option	Credits
Complete at least 2 of the following Courses: LEH 351 Studies in Science and Applied Perspectives LEH 352 Studies in Literature LEH 353 Studies in the Arts LEH 354 Studies in Historical Studies LEH 355 Studies in Philosophy, Theory and Abstract Thinking	6
Approved Liberal Arts Major	
Africana Studies*, Art History, Comparative Literature, Economics*, Geography, History*, Latin American & Caribbean Studies*, Latino Studies, Linguistics, Political Science *, Philosophy, Psychology*, or Sociology* *Students intending to pursue one of these majors should select aligned Pathways courses at BMCC	27-33
Tracks (Select One; 27-34 Credits Remaining)	Credits
<u>Special Education Teacher Education, Bachelors of Arts (B.A. 33 credits)</u> Foundations Core (9 credits): ESC 202 Foundations in Education <i>EDS 301 Introduction to Students with Disabilities = EDU 207</i> EDS 302 Child Development of Students with Disabilities Practicum in Method Teaching Core (12 credits): EDS 303 Practicum in Curriculum & Instruction EDS 304 Practicum in Behavioral Assessment & Management EDS 305 Practicum in Assessment of Students with Disabilities EDR 306 Literacy for Students with Disabilities in a Digital World Professional Practice Core (12 credits): EDS 410 Assistive Technology for Students with Disabilities <i>EDS 402 Collaboration in Special Education = EDU 208</i>	27

EDS 419 Supervised Student Teaching in Special Education	
EDS 420 Student Teaching Seminar	
<u>Students With Disabilities- All Grades, with a Bilingual Extension, (B.A. 37 credits)</u> 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 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	34
TOTAL	60-67
GRAND TOTAL	120-127

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

Signature

Signature

Yolanda Medina

Professor and Chair, Teacher Education

Limor Pinhasi-Vittorio

CLLSE Department Chair, Professor and
Coordinator, Literacy Education, Counseling,
Leadership, Literacy & Special Education

Signature

Signature

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Earth Science, BA
Hegis Number: 1914.00
Program Code: 34028

1. **Type of Change:** Change in Degree Requirements
2. **From:** ~~Strikethrough~~ the changes

The Interdisciplinary Program in Earth Science, B.A. is a 38-credit major recommended for earth data users, analysts, programmers and developers.

The core of the interdisciplinary undergraduate program in Earth Science is a sequence of basic and advanced courses from EEGS and Computer Science and Math.

The Interdisciplinary Program in Earth Science offers courses to prepare students: (1) for the use and analysis of the earth (lithosphere, hydrosphere and atmosphere) data; (2) to meet the demands of local, state, and federal governmental agencies, private consulting, and industry in using earth data to solve societal problems, such as climate change, impact of natural hazards, agriculture, water supply and many others; (3) to pursue advanced degrees in earth data science and information technology.

Major Requirements – Overall
Type: Completion requirement
Earn at least 38 credits

Major Requirements – Required Courses
Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

GEO 170 Earth Science and Society (new)	(3 credits)
GEO 280 Earth Observation Information (new)	(3 credits)
(PREREQ GEO170)	
GEO 360 Earth Data Models and Analysis (new)	(3 credits)
(PREREQ GEO170)	
GEP 204 Basic Mapping: Applications and Analysis	(3 credits)
GEP 321 Introduction to Remote Sensing	(4 credits)
(PREREQ: GEP 204)	

MAT 128 Foundations of Data Science (Python)	(3 credits)
MAT 328 Techniques in Data Science (Python)	(4 credits)
(PREREQ: MAT 128)	
SOC 348 - Reasoning with Data (R)	(3 credits)
(PREREQ MAT 128)	

AND

At least 3 credits must be 300-level or above to be chosen from the following:

Earn at least 12 credits from the following:

GEO 101 Dynamic Earth (Lec)	(3 credits)
GEO 102 Dynamic Earth (Lab)	(1 credit)
GEO 228 Weather and Climate (Lec)	(3 credits)
GEO 229 Weather and Climate (Lab)	(1 credits)
GEO 340 Natural Hazards and Disasters (Lec)	(3 credits)
GEO 341 Natural Hazards and Disasters (Lab)	(1 credit)
GEO 345 Environmental Hydrology	(4 credits)
GEO 490 Honors Geology	(4 credits)
GEO 3750 Data Acquisition and Integration	(3 credits)
Methods for GIS Analysis	
(PREREQ: GEP 204)	
GEP 205 Principles of Geographic Information Science	(3 credits)
GEP 330 Spatial Statistics and Advanced	(3 credits)
Quantitative Methods in Geography	
(PREREQ: GEP 204 or GEP 205)	
GEP 350 - Special Projects in Geographic	(4 credits)
Information Systems	
(PREREQ: GEP 205)	
CMP 128 Programming through Web Development	(3 credits)
CMP 167 Programming Methods I (Java)	(3 credits)
(Corequisite: CMP157)	
AND CMP 157 Programming Methods I Lab	(1 credit)
CMP 168 Programming Methods II (Java)	(4 credits)
(Corequisite: CMP 158)	
AND CMP 158 Programming Methods II Lab	(1 credit)
Programming Methods II Lab.	
CMP 338 Data Structures and Algorithms I	(4 credits)
(PREREQ: CMP 232 and CMP 326 or CMP 168)	
CMP 415 Machine Learning	(4 credits)
(PREREQ: CMP 158, CMP 168, MAT 313)	
CMP 414 Artificial Intelligence	(4 credits)
(PREREQ: CMP 338)	
CMP 343 Full Stack Web Development	(4 credits)
(PREREQ: CMP 158, CMP 168)	
CIS 333 Network Security	(4 credits)

3. **To:** Underline the changes

The Interdisciplinary Program in Earth Science, B.A. is a 38-credit major recommended for earth data users, analysts, programmers and developers.

The core of the interdisciplinary undergraduate program in Earth Science is a sequence of basic and advanced courses from EEGS and Computer Science and Math.

The Interdisciplinary Program in Earth Science offers courses to prepare students: (1) for the use and analysis of the earth (lithosphere, hydrosphere and atmosphere) data; (2) to meet the demands of local, state, and federal governmental agencies, private consulting, and industry in using earth data to solve societal problems, such as climate change, impact of natural hazards, agriculture, water supply and many others; (3) to pursue advanced degrees in earth data science and information technology.

Major Requirements – Overall

Type: Completion requirement

Earn at least 38 credits

Major Requirements – Required Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

GEO 170 Earth Science and Society (new)	(3 credits)
GEO 280 Earth Observation Information (new)	(3 credits)
(PREREQ GEO170)	
GEO 360 Earth Data Models and Analysis (new)	(3 credits)
(PREREQ GEO170)	
GEP 204 Basic Mapping: Applications and Analysis	(3 credits)
GEP 321 Introduction to Remote Sensing	(4 credits)
(PREREQ: GEP 204)	
MAT 128 Foundations of Data Science (Python)	(3 credits)
MAT 328 Techniques in Data Science (Python)	(4 credits)
(PREREQ: MAT 128)	
SOC 348 - Reasoning with Data (R)	(3 credits)
(PREREQ MAT 128)	

AND

At least 3 credits must be 300-level or above to be chosen from the following:

Earn at least 12 credits from the following:

GEO 101 Dynamic Earth (Lec)	(3 credits)
GEO 102 Dynamic Earth (Lab)	(1 credit)
GEO 228 Weather and Climate (Lec)	(3 credits)
GEO 229 Weather and Climate (Lab)	(1 credits)
GEO 340 Natural Hazards and Disasters (Lec)	(3 credits)
GEO 341 Natural Hazards and Disasters (Lab)	(1 credit)
GEO 345 Environmental Hydrology	(4 credits)
GEO 490 Honors Geology	(4 credits)

GEO 3750 Data Acquisition and Integration Methods for GIS Analysis (PREREQ: GEP 204)	(3 credits)
GEP 205 Principles of Geographic Information Science	(3 credits)
GEP 330 Spatial Statistics and Advanced Quantitative Methods in Geography (PREREQ: GEP 204 or GEP 205)	(3 credits)
GEP 350 - Special Projects in Geographic Information Systems (PREREQ: GEP 205)	(4 credits)
<u>GEP 362 Introduction to Programming for GISc</u>	<u>(3 credits)</u>
CMP 128 Programming through Web Development	(3 credits)
CMP 167 Programming Methods I (Java) (Corequisite: CMP157)	(3 credits)
AND CMP 157 Programming Methods I Lab	(1 credit)
CMP 168 Programming Methods II (Java) (Corequisite: CMP 158)	(4 credits)
AND CMP 158 Programming Methods II Lab Programming Methods II Lab.	(1 credit)
CMP 338 Data Structures and Algorithms I (PREREQ: CMP 232 and CMP 326 or CMP 168)	(4 credits)
CMP 415 Machine Learning (PREREQ: CMP 158, CMP 168, MAT 313)	(4 credits)
CMP 414 Artificial Intelligence (PREREQ: CMP 338)	(4 credits)
CMP 343 Full Stack Web Development (PREREQ: CMP 158, CMP 168)	(4 credits)
CIS 333 Network Security	(4 credits)

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

Inclusion of GEP362 Introduction to Programming for GISc as an elective course to Earth Science, BA program will help students to broaden their choice of elective courses, specifically courses that will enhance their programming skills.

5. **Date of departmental approval:** Feb 11, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Exercise Science, BS

Hegis Number: 1299.30

Program Code: 32639 - EXS-BS

1. **Type of Change:** *Change in Degree Requirements and Name of Registered Degree Concentration*

2. **From:** ~~Strikethrough~~ the changes

Department Grading Policy

Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Major Requirements - Overall

Type: Completion requirement

~~Exercise and Movement Science~~

Earn at least 60.5 credits

The major field requirements include the completion of 42 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits in Health Sciences; and 3 credits in a Major Elective course

Pre-Physical Therapy

Earn at least 62 credits

The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-Occupational Therapy

Earn at least 63.5 credits

The major field requirements include the completion of 33 credits in Exercise Science core courses; 21.5 credits in Science courses; and 9 credits in Psychology courses.

Major Requirements - ~~Exercise and Movement Science~~

Type: Completion requirement

Exercise Science (45 credits)

Complete ALL of the following Courses:

EXS 240 - Nutrition and Health

EXS 264 - Introduction to Exercise Science

EXS 265 - Behavioral Aspects of Physical Activity

EXS 315 - Kinesiology and Biomechanics

EXS 316 - Motor Learning
EXS 323 - Exercise Physiology
EXS 326 - Exercise Testing and Prescription for General & Special Populations
EXS 342 - Sports Nutrition
EXS 366 - Prevention & Care of Athletic Injuries
EXS 423 - Exercise Physiology II
EXS 424 - Principles and Practices of Fitness and Wellness Management
EXS 425 - Theory and Methods of Strength and Conditioning
EXS 430 - Research Methods and Statistics in Exercise Science
EXS 470 - Pre-Internship Seminar in Exercise Science
EXS 471 - Internship in Exercise Science I

Science (12.5 credits)

Complete ALL of the following Courses:

BIO 181 - Anatomy and Physiology I

BIO 182 - Anatomy and Physiology II

CHE 114 - Essentials of General Chemistry Lecture

CHE 115 - Essentials of General Chemistry Laboratory

~~Major Electives~~

~~Earn at least 3 credits~~

~~Select from EXS, REC, REH and THR, courses with approval of the adviser.~~

General Electives

Sufficient credits to reach a total of 120 credits required for graduation.

Additional Comments:

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: course for EXS 326; course for EXS 342; course for EXS 315: course for EXS 316. The student must receive permission from the department prior to registration.

Major Requirements - Pre-Physical Therapy

Type: Completion requirement

Pre-requisites (4-6 credits)

MAT 172; or MAT 171 and MAT 108; or placement into calculus (MAT 175) is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

Exercise Science (33 credits)

Complete ALL of the following Courses:

EXS 264 - Introduction to Exercise Science

EXS 265 - Behavioral Aspects of Physical Activity

EXS 315 - Kinesiology and Biomechanics

EXS 316 - Motor Learning
EXS 323 - Exercise Physiology
EXS 326 - Exercise Testing and Prescription for General & Special Populations
EXS 423 - Exercise Physiology II
EXS 425 - Theory and Methods of Strength and Conditioning
EXS 430 - Research Methods and Statistics in Exercise Science
EXS 470 - Pre-Internship Seminar in Exercise Science
EXS 471 - Internship in Exercise Science I

Science (29 credits)

Complete ALL of the following Courses:

BIO 181 - Anatomy and Physiology I
BIO 182 - Anatomy and Physiology II
CHE 166 - General Chemistry I
CHE 167 - General Chemistry Laboratory I
CHE 168 - General Chemistry 2
CHE 169 - General Chemistry Laboratory II
PHY 166 - General Physics I
PHY 167 - General Physics II

General Electives

Sufficient credits to reach a total of 120 credits required for graduation. BIO 166 and BIO 167, MAT 172, PSY 166 and PSY 217 are recommended electives.

Additional Comments:

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: course for EXS 326; course for EXS 342; course for EXS 315; course for EXS 316. The student must receive permission from the department prior to registration.

Major Requirements - Pre-Occupational Therapy

Type: Completion requirement

Pre-requisites (4-6 credits)

MAT 172; or MAT 171 and MAT 108; or placement into calculus (MAT 175) is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

Exercise Science Courses (33 credits)

Complete ALL of the following Courses:

EXS 240 - Nutrition and Health
EXS 264 - Introduction to Exercise Science
EXS 265 - Behavioral Aspects of Physical Activity
EXS 315 - Kinesiology and Biomechanics
EXS 316 - Motor Learning

EXS 323 - Exercise Physiology
EXS 326 - Exercise Testing and Prescription for General & Special Populations
EXS 425 - Theory and Methods of Strength and Conditioning
EXS 430 - Research Methods and Statistics in Exercise Science
EXS 470 - Pre-Internship Seminar in Exercise Science
EXS 471 - Internship in Exercise Science I

Science Courses (21.5 credits)

Complete ALL of the following Courses:

BIO 166 - Principles of Biology: Cells and Genes
BIO 181 - Anatomy and Physiology I
BIO 182 - Anatomy and Physiology II
CHE 114 - Essentials of General Chemistry Lecture
CHE 115 - Essentials of General Chemistry Laboratory
PHY 166 - General Physics I

Psychology courses (9 Credits)

Complete ALL of the following Courses:

PSY 166 - General Psychology
PSY 217 - Child Psychology
PSY 234 - Abnormal Psychology

General Electives

Sufficient credits to reach a total of 120 credits required for graduation. SOC 166 and PSY 219 are recommended electives.

Additional Comments:

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

3. **To:** Underline the changes

Department Grading Policy

Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course.

Major Requirements - Overall

Type: Completion requirement

Strength and Conditioning in Human Performance

Earn at least 60.5 credits

The major field requirements include the completion of 42 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits in Health Sciences; and 3 credits in a Major Elective course

Pre-Physical Therapy

Earn at least 62 credits

The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-Occupational Therapy

Earn at least 63.5 credits

The major field requirements include the completion of 33 credits in Exercise Science core courses; 21.5 credits in Science courses; and 9 credits in Psychology courses.

Major Requirements – Strength and Conditioning in Human Performance

Type: Completion requirement

Exercise Science (48 credits)

Complete ALL of the following Courses:

EXS 240 - Nutrition and Health

EXS 264 - Introduction to Exercise Science

EXS 265 - Behavioral Aspects of Physical Activity

EXS 315 - Kinesiology and Biomechanics

EXS 316 - Motor Learning

EXS 323 - Exercise Physiology

EXS 326 - Exercise Testing and Prescription for General & Special Populations

EXS 342 - Sports Nutrition

EXS 366 - Prevention & Care of Athletic Injuries

EXS 423 - Exercise Physiology II

EXS 424 - Principles and Practices of Fitness and Wellness Management

EXS 425 - Theory and Methods of Strength and Conditioning

EXS 430 - Research Methods and Statistics in Exercise Science

EXS 470 - Pre-Internship Seminar in Exercise Science

EXS 471 - Internship in Exercise Science I

EXS 472 – Internship in Exercise Science II

Science (12.5 credits)

Complete ALL of the following Courses:

BIO 181 - Anatomy and Physiology I

BIO 182 - Anatomy and Physiology II

CHE 114 - Essentials of General Chemistry Lecture

CHE 115 - Essentials of General Chemistry Laboratory

General Electives

Sufficient credits to reach a total of 120 credits required for graduation.

Additional Comments:

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: course for EXS 326; course for EXS 342; course for EXS 315; course for EXS 316. The student must receive permission from the department prior to registration.

Major Requirements - Pre-Physical Therapy

Type: Completion requirement

Pre-requisites (4-6 credits)

MAT 172; or MAT 171 and MAT 108; or placement into calculus (MAT 175) is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

Exercise Science (33 credits)

Complete ALL of the following Courses:

EXS 264 - Introduction to Exercise Science
EXS 265 - Behavioral Aspects of Physical Activity
EXS 315 - Kinesiology and Biomechanics
EXS 316 - Motor Learning
EXS 323 - Exercise Physiology
EXS 326 - Exercise Testing and Prescription for General & Special Populations
EXS 423 - Exercise Physiology II
EXS 425 - Theory and Methods of Strength and Conditioning
EXS 430 - Research Methods and Statistics in Exercise Science
EXS 470 - Pre-Internship Seminar in Exercise Science
EXS 471 - Internship in Exercise Science I

Science (29 credits)

Complete ALL of the following Courses:

BIO 181 - Anatomy and Physiology I
BIO 182 - Anatomy and Physiology II
CHE 166 - General Chemistry I
CHE 167 - General Chemistry Laboratory I
CHE 168 - General Chemistry 2
CHE 169 - General Chemistry Laboratory II
PHY 166 - General Physics I
PHY 167 - General Physics II

General Electives

Sufficient credits to reach a total of 120 credits required for graduation. BIO 166 and BIO 167, MAT 172, PSY 166 and PSY 217 are recommended electives.

Additional Comments:

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to

12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: course for EXS 326; course for EXS 342; course for EXS 315: course for EXS 316. The student must receive permission from the department prior to registration.

Major Requirements - Pre-Occupational Therapy

Type: Completion requirement

Pre-requisites (4-6 credits)

MAT 172; or MAT 171 and MAT 108; or placement into calculus (MAT 175) is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

Exercise Science Courses (33 credits)

Complete ALL of the following Courses:

EXS 240 - Nutrition and Health

EXS 264 - Introduction to Exercise Science

EXS 265 - Behavioral Aspects of Physical Activity

EXS 315 - Kinesiology and Biomechanics

EXS 316 - Motor Learning

EXS 323 - Exercise Physiology

EXS 326 - Exercise Testing and Prescription for General & Special Populations

EXS 425 - Theory and Methods of Strength and Conditioning

EXS 430 - Research Methods and Statistics in Exercise Science

EXS 470 - Pre-Internship Seminar in Exercise Science

EXS 471 - Internship in Exercise Science I

Science Courses (21.5 credits)

Complete ALL of the following Courses:

BIO 166 - Principles of Biology: Cells and Genes

BIO 181 - Anatomy and Physiology I

BIO 182 - Anatomy and Physiology II

CHE 114 - Essentials of General Chemistry Lecture

CHE 115 - Essentials of General Chemistry Laboratory

PHY 166 - General Physics I

Psychology courses (9 Credits)

Complete ALL of the following Courses:

PSY 166 - General Psychology

PSY 217 - Child Psychology

PSY 234 - Abnormal Psychology

General Electives

Sufficient credits to reach a total of 120 credits required for graduation. SOC 166 and PSY 219 are recommended electives.

Additional Comments:

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315: EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

The department of exercise sciences and recreation is changing the name of option 1 and replacing the major elective course with an additional internship course. This helps our program to meet the standards for CASCE accreditation, which we are seeking. Having CASCE accreditation would ensure that our students are able to sit for certification exams within the NSCA, one of the leading exercise science certifying organizations.

5. Date of departmental approval: March 3, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

1. Type of change: New Course

2.

Department(s)	History
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	History
Course Prefix & Number	HIS 378
Course Title	Internship
Description	Internship with an approved supervisor, including a written reflection on the work performed and its relation to their plan of study.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	ELO - INTERN
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

This course is intended to provide History majors with an opportunity to receive college credit for working as an intern in a responsible position that complements their plan of

study. The department is in the process of compiling a list of internship opportunities, including museums, historical societies, historical monuments and parks, and walking tours, which will provide students with a range of options. The requirement for a written reflection will encourage students to connect their on-site experience with their academic coursework, and the assignment of a faculty advisor will enable a line of communication with the on-site supervisor to ensure that the student is receiving appropriate guidance and responsibilities. The internship may be paid or unpaid.

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

- Apply useful skills in an occupation that complements their plan of study in History.
- Model best practices through working closely with a professional working in their chosen field.
- Discuss the connections between their real-world work experience and their academic coursework.

5. Date of Department Approval: February 20, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES
DEPARTMENT OF HISTORY**

CURRICULUM CHANGE

1. **Type of Change:** Title, description

2. **From:** ~~Strike through~~ the changes

Department(s)	Latin American and Latino Studies
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	LAC
Course Prefix & Number	LAC 266/HIS 266
Course Title	Introduction to Latin America and the Caribbean-I
Description	Survey of the peoples and civilizations of ~~Pre-Columbian America~~ , and of the institutions, economy, history, and culture of Latin America and the Caribbean from the European conquest to the early nineteenth century (~~1492-1808~~).
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☐ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☒ Flexible ☒ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Latin American and Latino Studies
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	LAC
Course Prefix & Number	LAC 266
Course Title	Introduction to Latin America and the Caribbean
Description	Survey of the peoples and civilizations and of the institutions, economy, history, and cultures of Latin America and the Caribbean from <u>colonization through the early 19th century.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☐ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☒ Flexible ☒ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Even though 266 and 267 are not designed to be strictly sequential and chronological, we believe some students are not taking 267 because they believe they must take 266 first, given the use of I and II in the titles. This change seeks to remove the indications that the courses must be taken in chronological order by renaming them.

We do not expect this to significantly impact the learning outcomes, it will simply make both of these courses more accessible as Gen Ed courses for the broader student body.

5. **Date of departmental approval:** March 30, 2026

Date of History departmental approval: March 30, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES
DEPARTMENT OF HISTORY**

CURRICULUM CHANGE

1. **Type of Change:** Title

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Latin American and Latino Studies
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	LAC/HIS
Course Prefix & Number	LAC 267/HIS 267
Course Title	Introduction to Latin America and the Caribbean II
Description	Survey of the nations and cultures, history, economy, and politics of Latin America and the Caribbean from the early nineteenth century to the present.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☐ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☒ Flexible ☒ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Latin American and Latino Studies
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	LAC
Course Prefix & Number	LAC 267
Course Title	Introduction to <u>Modern</u> Latin America and the Caribbean
Description	Survey of the nations and cultures, history, economy, and politics of Latin America and the Caribbean from the early nineteenth century to the present.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☐ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☒ Flexible ☒ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Even though 266 and 267 are not designed to be strictly sequential and chronological, we believe some students are not taking 267 because they believe they must take 266 first, given the use of I and II in the titles. This change seeks to remove the indications that the courses must be taken in chronological order by renaming them.

We do not expect this to significantly impact the learning outcomes, it will simply make both of these courses more accessible as Gen Ed courses for the broader student body.

5. **Date of departmental approval:** March 30, 2026
Date of History departmental approval: March 30, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES
DEPARTMENT OF HISTORY**

CURRICULUM CHANGE

1. **Type of Change:** Title, description

2. **From:** ~~Strikethrough~~ the changes

Department(s)	LATIN AMERICAN AND LATINO STUDIES
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	LAC
Course Prefix & Number	LAC 340/HIW 340
Course Title	~~Slavery~~ in Latin America and the Caribbean
Description	Comparative examination of ~~slavery~~ in Latin America and the Caribbean. ~~Emphasis on the Portuguese (Brazil) and Spanish (Cuba) systems, with reference to the British, North American, and French systems.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Latin American and Latino Studies
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	LAC
Course Prefix & Number	LAC 340
Course Title	<u>Enslavement & Resistance in Latin America and the Caribbean</u>
Description	<u>Comparative examination of enslavement, race-based oppression, and resistance in Latin America and the Caribbean.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The change in the course title and description recognizes linguistic shifts to be more inclusive, and including the processes of resistance. The change in the course description allows to include content on the agency of oppressed peoples, to include material on the empowerment and political participation of oppressed peoples in Latin America and the Caribbean. With this title and course description, the course will be more aligned with current research on race-based oppression in Latin American and Caribbean studies, and more up-to-date.

As it is, the course remains different (and complementary to) LAC 347, Race and Ethnicity in Latin America and the Caribbean, focused on race and ethnic *relations*. This course focuses specifically on *enslavement, race-based oppression, and resistance*.

5. **Date of departmental approval:** March 30, 2026

Date of History departmental approval: March 30, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of change:** Change from Experimental to Permanent Course, Corequisites

2.

Department(s)	Nursing
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 312
Course Title	Health Assessment
Description	Health assessment based on the frameworks for physical, psychosocial, spiritual, and culture aspects of clients across the lifespan are included. NOTE: Nursing Department Admission
Pre/ Co Requisites	COREQ: NUR 300, NUR 301, NUR 344, ~~HIN-269~~
Credits	3
Hours	3 (1.5 lecture), (1.5 lab)
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental Course Attribute
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

The Department of nursing lacks a standalone health assessment course in the curriculum. While some of the learning objectives are embedded within other courses within the curriculum, the faculty observed that the need to focus holistically on the key tenants of patient assessment at the beginning of the nursing student trajectory.

The purpose of this class is to expose students to the tools and techniques utilized in patient assessments in preparation for a nursing clinical rotations. This course will better prepare students with health assessment tools necessary to care for patients in the clinical and non-clinical setting.

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

By the end of the course, students will be able to:

- Employ therapeutic communication to complete an accurate health history
- Develop the ability to modify assessment techniques as needed to accommodate individual client differences
- Incorporate knowledge of the client's age, gender, development level, and sociocultural background to develop a plan of care based on assessment data
- Select and use appropriate health screening measures
- Differentiate between complete and focused assessment
- Analyze subjective and objective data and formulate a plan of care
- Identify abnormal deviations from normal findings
- Apply professional and legal standards to document health assessments
- Apply a variety of assessment strategies and techniques to formulate a nursing diagnosis of client health status
- Ability to satisfactorily complete a health assessment examination on an assigned client
- Present a patient's history or case in an organized way that uses appropriate medical terminology
- Ability to document physical examination findings using subjective and objective data in a succinct manner.

5. Date of Departmental Approval: August 25, 2025

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of change:** Change from Experimental to Permanent Course, Prerequisites, Corequisites

2.

Department(s)	Nursing
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Nursing
Course Prefix & Number	NUR 401
Course Title	Community Health Nursing
Description	A focused approach on the community as a continuum of care using the nursing process within the community context to promote, restore, and maintain the health of individuals, families, and groups. A community based clinical component is required.
Pre/ Co Requisites	PREREQ: NUR 301, NUR 344, ~~HIN 269~~ COREQ: ~~NUR 303, NUR 330, NUR 304, NUR 405, NUR 302~~
Credits	3
Hours	6 (2 hours lecture), (4 hours Clinical)
Liberal Arts	[] Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Remove Experimental Course Attribute
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

The Department of nursing lacks a standalone community health nursing course in the curriculum. While some of the learning objectives are embedded within other courses within the curriculum, the faculty observed the need to develop a community health nursing course with an embedded community clinical laboratory component to assure nursing students are exposed to community-based clients that are non-institutionalized.

The purpose of this class is to expose students to the tools and techniques utilized in community health nursing in preparation for their future careers as nursing, which may include community health nursing.

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

By the end of the course, students will be able to:

- Integrate knowledge from nursing, biological, behavioral and liberal arts to plan and deliver nursing care to families, aggregates and communities
- Collaborate with community partners to determine expected outcomes of a given population
- Promote and support the development of programs aimed at improving the health care of families and communities
- Present a health teaching plan based on evidence for a select group within the community
- Evaluate the impact of the environment on the health of communities
- Present a health teaching plan based on evidence for a select group within the community
- Utilize Healthy People 2030 objectives to explore health care needs of selected population
- Identify the role of the professional nurse in promoting health care of communities
- Able to assist client's transition among various health care settings
- Assess for community preparedness to calamitous event.
- Assess the health status of populations using epidemiologic data, community input and professional judgment based on evidence to plan nursing interventions for groups and communities

5. Date of Departmental Approval: August 25, 2025

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PHILOSOPHY

CURRICULUM CHANGE

Name of Program and Degree Award: Philosophy B.A.

Hegis Number: 1509.00

Program Code: 02647 – PHIL-BA

1. **Type of Change:** *Change in Degree Requirements*

2. **From:** ~~Strike through the changes~~

Students who Major in Philosophy may choose either Option A: Knowledge and Reality or Option B: Ethics and Public Policy.

Major Requirements – Overall

Type: Completion requirement

Earn at least 27 credits

Major Requirements – Option A: Knowledge and Reality

Type: Completion requirement

Fulfill ALL of the following requirements:

Category 1: Logic

Earn at least 3 credits from the following:

PHI 170 – Introduction to Logic

PHI 230 – Intermediate Logic

Category 2: Introductory Courses

Earn at least 3 credits from the following:

PHI 169 – Critical Reasoning

PHI 171 – Problems of Philosophy

PHI 172 – Contemporary Moral Issues

PHI 173 – Justice and Society

PHI 174 – Theories of Human Nature

PHI 175 – Philosophy of Religion

PHI 176 – Philosophy of Freedom

PHI 177 – Philosophy of Contemporary Music

Category 3: Knowledge, Language, and Mind

Complete at least 2 of the following Courses:

PHI 231 – Philosophy of Language

PHI 237 – Issues in the Philosophy of Religion

PHI 349 – Philosophy of Mind
PHI 353 – Philosophy of Science
PHI 354 – Philosophy of the Social Sciences
PHI 355 – Theory of Knowledge
PHI 356 – Metaphysics
PHI 357 – Educating Kings and Citizens

Category 4: Ethics, Politics, and Aesthetics

Complete at least 2 of the following Courses:

PHI 218 – Fundamentals of Human Rights and Peace
PHI 221 – Ethical Issues in Computing and Technology
PHI 232 – Classical Ethical Theories
PHI 233 – Aesthetics
PHI 234 – Philosophy of Law
PHI 235 – Political Philosophy
PHI 236 – Social Philosophy
PHI 239 – Philosophical Ideas in Literature
PHI 247 – Environmental Ethics
PHI 248 – Philosophy and Film
PHI 250 – Contemporary Social Ethics
PHI 330 – Business Ethics
PHI 336 – Disability, Ethics and the Body
PHI 338 – Race and Ethnicity in Society
PHI 339 – Philosophy of Sport
PHI 341 – Medical Ethics
PHI 358 – Ethical Theory
PHI 364 – Capitalism and Its Critics
PHI 369 – Global Justice
PHI 370 – Legal Reasoning
PHI 434 – Neuroethics

Category 5: Philosophical Traditions

Complete at least 2 of the following Courses:

PHI 225 – Philosophy and Gender
PHI 238 – Asian Philosophies
PHI 241 – Existentialism
PHI 242 – History of Philosophy I: Ancient
PHI 243 – History of Philosophy II: Modern
PHI 244 – History of Philosophy III: Nineteenth Century
PHI 245 – American Philosophy
PHI 251 – History of Philosophy IV: 20th Century
PHI 269 – Introduction to African Philosophy
PHI 305 – African Philosophical Thought

• Note: Two 3-credit courses in Philosophical Traditions (Category 5), one of which must be either PHI 242 or PHI 243

One additional Course

Complete at least 1 of the following:

Earn at least 3 credits from Categories 3 or 5

OR

Earn at least 3 credits from the following:

PHI 365 – Special Topics in Philosophy

- Note: Earn at least 3 credits from Categories 3 or 5 or PHI 365.

Additional Comments:

- At least three courses (9 credits) should be at the 300- or 400-level.

Major Requirements – Option B: Ethics and Public Policy

Type: Completion requirement

Fulfill ALL of the following requirements:

Category 1: Logic

Earn at least 3 credits from the following:

PHI 170 – Introduction to Logic

PHI 230 – Intermediate Logic

Category 2: Introductory Courses

Earn at least 3 credits from the following:

PHI 169 – Critical Reasoning

PHI 171 – Problems of Philosophy

PHI 172 – Contemporary Moral Issues

PHI 173 – Justice and Society

PHI 174 – Theories of Human Nature

PHI 175 – Philosophy of Religion

PHI 176 – Philosophy of Freedom

PHI 177 – Philosophy of Contemporary Music

Category 3: Knowledge, Language, and Mind

Earn at least 3 credits from the following:

PHI 231 – Philosophy of Language

PHI 237 – Issues in the Philosophy of Religion

PHI 349 – Philosophy of Mind

PHI 353 – Philosophy of Science

PHI 354 – Philosophy of the Social Sciences

PHI 355 – Theory of Knowledge

PHI 356 – Metaphysics

PHI 357 – Educating Kings and Citizens

Category 4: Ethics, Politics, and Aesthetics

Complete at least 4 of the following Courses:

PHI 218 – Fundamentals of Human Rights and Peace

PHI 221 – Ethical Issues in Computing and Technology

PHI 232 – Classical Ethical Theories

PHI 233 – Aesthetics

PHI 234 – Philosophy of Law
PHI 235 – Political Philosophy
PHI 236 – Social Philosophy
PHI 239 – Philosophical Ideas in Literature
PHI 247 – Environmental Ethics
PHI 248 – Philosophy and Film
PHI 250 – Contemporary Social Ethics
PHI 330 – Business Ethics
PHI 336 – Disability, Ethics and the Body
PHI 338 – Race and Ethnicity in Society
PHI 339 – Philosophy of Sport
PHI 341 – Medical Ethics
PHI 358 – Ethical Theory
PHI 364 – Capitalism and Its Critics
PHI 369 – Global Justice
PHI 370 – Legal Reasoning
PHI 434 – Neuroethics

Category 5: Philosophical Traditions

Earn at least 3 credits from the following:

PHI 225 – Philosophy and Gender
PHI 238 – Asian Philosophies
PHI 241 – Existentialism
PHI 242 – History of Philosophy I: Ancient
PHI 243 – History of Philosophy II: Modern
PHI 244 – History of Philosophy III: Nineteenth Century
PHI 245 – American Philosophy
PHI 251 – History of Philosophy IV: 20th Century
PHI 269 – Introduction to African Philosophy
PHI 305 – African Philosophical Thought

• Note: Two 3-credit courses in Philosophical Traditions (Category 5), one of which must be either PHI 242 or PHI 243

One additional Course

Complete at least 1 of the following:

Earn at least 3 credits from Categories 3 or 5

OR

Earn at least 3 credits from the following:

PHI 365 – Special Topics in Philosophy

• Note: Earn at least 3 credits from Categories 3 or 5 or PHI 365.

Additional Comments:

• At least three courses (9 credits) should be at the 300- or 400-level.

3. **To:** Underline the changes

Major Requirements – Overall

Type: Completion requirement

Earn at least 27 credits

Major Requirements – Option A: Knowledge and Reality

Type: Completion requirement

Fulfill ALL of the following requirements:

Category 1: Logic

Earn at least 3 credits from the following:

PHI 170 – Introduction to Logic

PHI 230 – Intermediate Logic

Category 2: Introductory Courses

Earn at least 3 credits from the following:

PHI 169 – Critical Reasoning

PHI 171 – Problems of Philosophy

PHI 172 – Contemporary Moral Issues

PHI 173 – Justice and Society

PHI 174 – Theories of Human Nature

PHI 175 – Philosophy of Religion

PHI 176 – Philosophy of Freedom

PHI 177 – Philosophy of Contemporary Music

Category 3: Knowledge, Language, and Mind

Earn at least 3 credits from the following:

PHI 231 – Philosophy of Language

PHI 237 – Issues in the Philosophy of Religion

PHI 337 – Topics in the Philosophy of Religion

PHI 343 – Philosophy of Technology

PHI 349 – Philosophy of Mind

PHI 353 – Philosophy of Science

PHI 354 – Philosophy of the Social Sciences

PHI 355 – Theory of Knowledge

PHI 356 – Metaphysics

PHI 357 – Educating Kings and Citizens

Category 4: Ethics, Politics, and Aesthetics

Complete at least 4 of the following Courses:

PHI 218 – Fundamentals of Human Rights and Peace

PHI 221 – Ethical Issues in Computing and Technology

PHI 227 – Ethics of Data Science

PHI 232 – Classical Ethical Theories

PHI 233 – Aesthetics

PHI 234 – Philosophy of Law

PHI 235 – Political Philosophy

PHI 236 – Social Philosophy
PHI 239 – Philosophical Ideas in Literature
PHI 247 – Environmental Ethics
PHI 248 – Philosophy and Film
PHI 250 – Contemporary Social Ethics
PHI 330 – Business Ethics
PHI 336 – Disability, Ethics and the Body
PHI 338 – Race and Ethnicity in Society
PHI 339 – Philosophy of Sport
PHI 341 – Medical Ethics
PHI 358 – Ethical Theory
PHI 364 – Capitalism and Its Critics
PHI 369 – Global Justice
PHI 370 – Legal Reasoning
PHI 434 – Neuroethics

Category 5: Philosophical Traditions

Complete at least 2 of the following Courses:

PHI 225 – Philosophy and Gender
PHI 238 – Asian Philosophies
PHI 241 – Existentialism
PHI 242 – History of Philosophy I: Ancient
PHI 243 – History of Philosophy II: Modern
PHI 244 – History of Philosophy III: Nineteenth Century
PHI 245 – American Philosophy
PHI 251 – History of Philosophy IV: 20th Century
PHI 269 – Introduction to African Philosophy
PHI 305 – African Philosophical Thought

- Note: Two 3-credit courses in Philosophical Traditions (Category 5), one of which must be either PHI 242 or PHI 243

One additional Course

Complete at least 1 of the following:

Earn at least 3 credits from Categories 3 or 5

OR

Earn at least 3 credits from the following:

PHI 365 – Special Topics in Philosophy

- Note: Earn at least 3 credits from Categories 3 or 5 or PHI 365.

Additional Comments:

- At least three courses (9 credits) should be at the 300- or 400-level.

Major Requirements – Option B: Ethics and Public Policy

Type: Completion requirement

Fulfill ALL of the following requirements:

Category 1: Logic

Earn at least 3 credits from the following:

PHI 170 – Introduction to Logic

PHI 230 – Intermediate Logic

Category 2: Introductory Courses

Earn at least 3 credits from the following:

PHI 169 – Critical Reasoning

PHI 171 – Problems of Philosophy

PHI 172 – Contemporary Moral Issues

PHI 173 – Justice and Society

PHI 174 – Theories of Human Nature

PHI 175 – Philosophy of Religion

PHI 176 – Philosophy of Freedom

PHI 177 – Philosophy of Contemporary Music

Category 3: Knowledge, Language, and Mind

Earn at least 3 credits from the following:

PHI 231 – Philosophy of Language

PHI 237 – Issues in the Philosophy of Religion

PHI 337 – Topics in the Philosophy of Religion

PHI 343 – Philosophy of Technology

PHI 349 – Philosophy of Mind

PHI 353 – Philosophy of Science

PHI 354 – Philosophy of the Social Sciences

PHI 355 – Theory of Knowledge

PHI 356 – Metaphysics

PHI 357 – Educating Kings and Citizens

Category 4: Ethics, Politics, and Aesthetics

Complete at least 4 of the following Courses:

PHI 218 – Fundamentals of Human Rights and Peace

PHI 221 – Ethical Issues in Computing and Technology

PHI 227 – Ethics of Data Science

PHI 232 – Classical Ethical Theories

PHI 233 – Aesthetics

PHI 234 – Philosophy of Law

PHI 235 – Political Philosophy

PHI 236 – Social Philosophy

PHI 239 – Philosophical Ideas in Literature

PHI 247 – Environmental Ethics

PHI 248 – Philosophy and Film

PHI 250 – Contemporary Social Ethics

PHI 330 – Business Ethics

PHI 336 – Disability, Ethics and the Body

PHI 338 – Race and Ethnicity in Society

PHI 339 – Philosophy of Sport

PHI 341 – Medical Ethics

PHI 358 – Ethical Theory
PHI 364 – Capitalism and Its Critics
PHI 369 – Global Justice
PHI 370 – Legal Reasoning
PHI 434 – Neuroethics

Category 5: Philosophical Traditions

Earn at least 3 credits from the following:

PHI 225 – Philosophy and Gender
PHI 238 – Asian Philosophies
PHI 241 – Existentialism
PHI 242 – History of Philosophy I: Ancient
PHI 243 – History of Philosophy II: Modern
PHI 244 – History of Philosophy III: Nineteenth Century
PHI 245 – American Philosophy
PHI 251 – History of Philosophy IV: 20th Century
PHI 269 – Introduction to African Philosophy
PHI 305 – African Philosophical Thought

- Note: Two 3-credit courses in Philosophical Traditions (Category 5), one of which must be either PHI 242 or PHI 243

One additional Course

Complete at least 1 of the following:

Earn at least 3 credits from Categories 3 or 5

OR

Earn at least 3 credits from the following:

PHI 365 – Special Topics in Philosophy

- Note: Earn at least 3 credits from Categories 3 or 5 or PHI 365.

Additional Comments:

- At least three courses (9 credits) should be at the 300- or 400-level.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

The Department would like to add new courses that were recently approved as well as some existing courses into the major.

PHI 337 “Topics in the Philosophy of Religion,” which deals primarily with metaphysical and epistemological issues in the philosophy of religion, is being added to Category 3, “Knowledge, Language, and Mind.” Now that we have the minor in Religious Studies, this course is being offered more often together with REL 337, with which it is cross-listed.

PHI 343 “Philosophy of Technology,” which explores philosophical issues arising from the nature and use of technology, is being added to Category 3, “Knowledge, Language, and Mind.” Given the developments in technology and especially with the

advent of AI, the department plans to offer this course more often. We are also in the process of (hopefully) hiring a faculty member who will teach this course as part of their regular rotation.

PHI 227 “Ethics of Data Science,” which addresses ethical issues that arise in the field of data science, is being added to Category 4, “Ethics, Politics, and Aesthetics.” This course was requested by the faculty who oversee the new Data Science major, and is a course we also plan to offer more often.

5. **Date of departmental approval:** March 27, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PHILOSOPHY

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Philosophy
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Philosophy
Course Prefix & Number	PHI 491
Course Title	Philosophy Internship
Description	Independent research project that applies philosophical theories and methods to supervised field placement or internship experience. Note: May be repeated up to 6 credits with departmental permission.
Pre/ Co Requisites	Departmental permission
Credits	3 (May be repeated up to 6 credits)
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	ELO - Intern
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

This new PHI 491 Philosophy Internship course will allow Philosophy majors and minors who receive internships through the Arts and Humanities Experiential Learning Program to combine the internship with an independent study in Philosophy to receive college credit concurrently with the internship. Students will work with a faculty member to produce an independent research project that applies philosophical theories and methods to their supervised field placement or internship experience.

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

1. Articulate a philosophical question relevant to the fieldwork or internship experience that will then serve as the basis for a research project in philosophy
2. Engage in philosophical research about the research question
3. Produce a written, academic paper that uses philosophical methods to defend a thesis that provides an answer to the research question
4. Develop and deliver an oral presentation that explains and summarizes the results of the research

5. **Date of Departmental Approval:** March 27, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PHILOSOPHY

CURRICULUM CHANGE

1. **Type of Change:** *Withdrawal of courses*

2. **Description:**

- **PHI 166 Philosophy of Freedom, 3 credits, 3 hours**

Examination of a broad range of philosophic questions whose unifying theme is the idea of freedom. Topics may include liberation strategies for both individuals and social groups, freedom as an ultimate category or value, and the concept of freedom present in most modern philosophies.

- **PHI 168 Philosophy of Contemporary Music, 3 credits, 3 hours**

A critical examination from a philosophic point of view of contemporary genres of music. Topics may include a philosophic analysis of the meaning and value of forms such as rap music, within their cultural contexts and in relation to the larger American society.

3. **Rationale (Explain why this course/program is no longer needed in the Department):**

PHI 166 Philosophy of Freedom is being withdrawn because it was replaced by PHI 176 Philosophy of Freedom.

PHI 168 Philosophy of Contemporary Music is being withdrawn because it was replaced by PHI 177 Philosophy of Contemporary Music.

4. **Date of departmental approval:** March 27, 2026

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	Sociology
Career	☒ Undergraduate [] Graduate
Academic Level	☒ Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 472
Course Title	Sociological Preparation for Graduate Programs
Description	A conceptual and applied approach to help students prepare for graduate school. Students will explore how social forces shape the dynamics of higher education in specific relation to a variety of graduate or professional schools. Note: Minimum GPA of 2.8 and Sociology GPA of 3.0. At least 60 credits completed.
Pre/ Co Requisites	Sociology Majors and Minors. Departmental Permission
Credits	1
Hours	1
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Repeatable up to 2 times with departmental approval.
General Education Component	<u> x </u> Not Applicable <u> </u> Required <u> </u> English Composition <u> </u> Mathematics <u> </u> Science <u> </u> Flexible <u> </u> World Cultures <u> </u> US Experience in its Diversity <u> </u> Creative Expression

	_____ Individual and Society _____ Scientific World
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3. Rationale:

Graduate and professional education is a requirement for many careers of interest to sociology graduates. In this context, it is critical to help sociology majors and minors understand the graduate school process, realize the range of programs they can apply to, and offer support to students preparing graduate and professional school applications. The proseminar will provide a platform for students to navigate higher education both conceptually and practically through the lens of sociology.

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

The goal of the course is to increase graduate school awareness and support among sociology students, illustrate how sociology is transferable to a wide-range of graduate and professional programs in varying fields including but not limited to social work, teaching, healthcare, law, media, research, policy and sociology, and help students understand graduate school as a possible pathway for their careers.

By the end of the course, students will be able to

- 1) explain graduate school broadly and how the sociology major is transferable as a field to a variety of programs;
- 2) develop a resume/CV, personal statement, and other materials that can be used for graduate school applications;
- 3) apply sociology as a discipline to understand the dynamics of race, class, disability and gender in higher education within a broader socio-political historical and contemporary context exploring topics such as exclusion and alienation, student loan debt, and recent public policy and political initiatives.

5. Date of Departmental Approval: 3/9/26

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	Women's and Gender Studies
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	WST
Course Prefix & Number	WST 257
Course Title	Sociological Perspectives on Queer Studies
Description	An introduction to sociological perspectives on queer studies. Contextualizes and explores what it means to be queer at the intersections of race, class, gender, nation, and (dis) ability in contemporary American society.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

Queer studies emerged as an interdisciplinary field in the 1990s and is an important perspective within gender studies. In particular, queer studies provides an approach that centers the study of the experience of LGBTQ+. There is no current course in the women's and gender studies program that exclusively focuses on queer studies, thus this class fills a hole and makes an important contribution to the program.

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

Contribute to their local, national and global communities using reason, integrity, empathy, accuracy, humility, and civility by

1. Demonstrating multicultural, global and ethical awareness of diverse peoples and communities. Students respect individual differences and demonstrate empathy towards diverse viewpoints, values and experiences.
2. Demonstrating the ability to work collaboratively as part of a team. Students contribute as team members to building consensus and share their skills and knowledge.
3. Identify, define, distinguish and illustrate core sociological concepts as applied in Queer Studies
4. Identify, describe and compare the major classical and contemporary theoretical paradigms as applied in queer studies.
5. Distinguish credible peer-reviewed published sociological research and knowledge from other information

5. Date of Departmental Approval: April 1, 2026

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: May 6, 2026

The CAEAS committee met via Zoom on April 20, 2026 but there was no quorum present.

CAEAS members voted unanimously to approve 3 policy revisions - a policy update regarding ePermits, a policy update regarding the Change of Grade Process and a policy update regarding Grade Appeals. In all cases, policy revisions were suggested to remove outdated information, clarify procedures and/or ensure that language reflects current CUNY policies. Since no quorum was present at the CAEAS meeting, Professor Campeanu moves for a Senate vote on each of these 4 policy revisions.

CAEAS members voted unanimously to approve a posthumous degree conferral, but since no quorum was present, Professor Campeanu moves for a Senate vote on this resolution.

CAEAS members voted unanimously to approve the Spring and Summer graduation lists, but since no quorum was present, Professor Campeanu moves for a Senate vote on the lists.

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DIVISION OF ENROLLMENT MANAGEMENT

POLICY CHANGE

1. **Type of Change:** Change to Change of Grade Policy

2. **From:** Change of Grade Process

The purpose of this memorandum is to establish guidelines for change of grade and associated deadline and thereby facilitating timely progress to degree completion and compliance with financial aid requirements that all courses taken contribute to degree completion. This policy is intended to reflect the University's commitment to the student success goals and the requirements of New York State's Regulations of the Commissioner of Education.

Application for a change of grade, assigned by a member of the faculty, may be made at any time within one year from the end of the semester in which the course was taken. Either the student or the instructor may make this request according to campus procedure. The procedures outlined below apply to the change of passing letter grades, PEN, F, FIN, WU. Grades cannot be changed once a student has graduated and their academic record is closed.

Change of Final Grade

Faculty members who initiate such a change must file a Change of Grade Form (paper or secure online form), including the reason for the change, follow campus changes of grade approval process, and forward the completed form to the Office of the Registrar, who will process the change and notify the student and faculty.

Grade change request over one academic year requires approval as defined by the campus.

Change of INC to Administrative FIN

Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the end of the semester following the semester in which the course was taken (exclusive of Summer Term.)

Incompletes unresolved in the above-mentioned time period will become FIN in students' record.

1. The student or the instructor may appeal this administrative action or request for an extension as defined by campus.
2. Appeals, if permitted by the campus, must be filed within thirty calendar days of FIN grade assignment in CUNYfirst (excluding faculty annual leave period).

Change of PEN to Final Letter Grade

The "PEN" grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. 'PEN' is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process. PEN grade must be resolved to letter grade by the end of the semester following the semester in which the course was taken.

Student Final Grade Appeal for grades other than INC, FIN, PEN

Students are strongly encouraged to first communicate with the professor of the course. If that conversation does not remedy the situation, or if students choose to not follow that route, then students who think that a final grade was issued erroneously may file a grade appeal using campus appeal process and deadline.

3. To: Change of Grade Process

The purpose of this memorandum is to establish guidelines for change of grade and associated deadline and thereby facilitating timely progress to degree completion and compliance with financial aid requirements that all courses taken contribute to degree completion. This policy is intended to reflect the University's commitment to the student success goals and the requirements of New York State's Regulations of the Commissioner of Education.

Application for a change of grade, assigned by a member of the faculty, may be made at any time within one year from the end of the semester in which the course was taken. The change of grade process applies only to grade changes made on the grounds of clerical, computer or professional errors. For a dispute of the way submitted coursework was graded, see [Departmental Grade Appeals](#). Either the student or the instructor may make this request according to campus procedure. The procedures outlined below apply to the change of passing letter grades, PEN, F, FIN, WU. Grades cannot be changed once a student has graduated and their academic record is closed.

Change of Final Grade

Faculty members who initiate such a change must file a Change of Grade Form (paper or secure online form), including the reason for the change, follow campus changes of grade approval process, and forward the completed form to the Office of the Registrar, who will process the change and notify the student and faculty.

Grade change request over one academic year requires approval as defined by the campus. Lehman College has determined that such requests shall be reviewed by the departmental P&B committee.

Change of INC to Administrative FIN

Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the end of the semester following the semester in which the course was taken (exclusive of Summer Term.)

Incompletes unresolved in the above-mentioned time period will become FIN in students' record.

1. The student or the instructor may appeal this administrative action or request for an extension as defined by campus.
2. Appeals, if permitted by the campus, must be filed within thirty calendar days of FIN grade assignment in CUNYfirst (excluding faculty annual leave period).

Change of PEN to Final Letter Grade

The "PEN" grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. 'PEN' is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process. PEN grade must be resolved to letter grade by the end of the semester following the semester in which the course was taken.

Student Final Grade Appeal for grades other than INC, FIN, PEN

Students are strongly encouraged to first communicate with the professor of the course. If that conversation does not remedy the situation, or if students choose to not follow that route, then students who think that a final grade was issued erroneously may file a grade appeal using campus appeal process and deadline. [See Departmental Grade Appeals.](#)

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

The proposed edits seek to further clarify policy and eliminate potential points of confusion. The edits seek to clearly delineate the differences between a Change of Grade and a Departmental Grade Appeal.

5. **Date of departmental approval:** Approved by CAEAS on 4/20/26.

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DIVISION OF ENROLLMENT MANAGEMENT

POLICY CHANGE

1. **Type of Change:** Change to ePermit Policy

2. **From:**

ePermit: Lehman College Credit for Attendance at Other Institutions

The following regulations apply to Lehman College matriculants who wish to attend other colleges or universities for Lehman College credit:

Eligibility Requirements:

First-time freshman (except those in Macaulay Honors College, CUNY BA, Lehman Scholars Program and ROTC) must have completed one semester of twelve credits at Lehman.

A student must have a minimum cumulative GPA of at least 2.00; be pursuing a degree; have no holds on records; and, must meet residency and immunization requirements.

E-Permit CUNY:

To be assured full transfer credit for CUNY courses, students must follow the e-permit procedures.

Each permit request is for a single course. Thus, students need to complete a permit request for each equivalent course they would like to take at other colleges.

An e-permit or permit does not automatically register a student for a course, nor does issuance of any permit guarantee enrollment at the HOST college. Once a student has enrolled at the HOST College, cancellation of the permit does not delete the course registration.

If a student does not obtain permission in advance, including departmental approval for courses that have not already been evaluated, transfer credit may be withheld.

Transcripts for CUNY e-permit courses will automatically be forwarded to the home college.

Non-CUNY Permit:

To receive transfer credit for non-CUNY courses, students must visit the Registrar's Office and follow the procedures for a non-CUNY permit.

If a student does not obtain permission in advance, including departmental approval, transfer credit may be withheld.

A student is responsible for having transmitted to the College a record of all courses taken at a non-CUNY institution for Lehman credit while a matriculated student at the College.

Grades of D earned outside the City University of New York are not transferable.

Regulations for E-Permit and Non-CUNY:

Courses taken on permit must meet degree requirements.

A student may not be enrolled simultaneously at Lehman College and another institution for more than the maximum number of credits under Lehman College rules.

~~A student may not transfer more than 70 credits from community colleges.~~

To earn a Lehman College degree, a student must complete at least 30 credits in residence at Lehman College and at least half of the credits in the major or in an interdisciplinary program, minor or certificate. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin under the heading of "Credit Requirements.")

~~With special permission, a student who has satisfied Lehman College residence requirements may attempt the final 21 credits at another accredited senior college or university, provided that all other requirements for graduation will have been satisfied. Students wishing to graduate in absentia must obtain permission from their designated academic advisement office.~~

3. **To:**

ePermit: Lehman College Credit for Attendance at Other Institutions

The following regulations apply to Lehman College matriculants who wish to attend other colleges or universities for Lehman College credit:

Eligibility Requirements:

First-time freshman (except those in Macaulay Honors College, CUNY BA, Lehman Scholars Program and ROTC) must have completed one semester of twelve credits at Lehman.

A student must have a minimum cumulative GPA of at least 2.00; be pursuing a degree; have no holds on records; and, must meet residency and immunization requirements.

E-Permit CUNY:

To be assured full transfer credit for CUNY courses, students must follow the e-permit procedures.

Each permit request is for a single course. Thus, students need to complete a permit request for each equivalent course they would like to take at other colleges.

An e-permit or permit does not automatically register a student for a course, nor does issuance of any permit guarantee enrollment at the HOST college. Once a student has enrolled at the HOST College, cancellation of the permit does not delete the course registration.

If a student does not obtain permission in advance, including departmental approval for courses that have not already been evaluated, transfer credit may be withheld.

Transcripts for CUNY e-permit courses will automatically be forwarded to the home college.

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If a student does not obtain permission in advance, including departmental approval, transfer credit may be withheld.

A student is responsible for having transmitted to the College a record of all courses taken at a non-CUNY institution for Lehman credit while a matriculated student at the College.

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Regulations for E-Permit and Non-CUNY:

Courses taken on permit must meet degree requirements.

A student may not be enrolled simultaneously at Lehman College and another institution for more than the maximum number of credits under Lehman College rules.

To earn a Lehman College degree, a student must complete at least 30 credits in residence at Lehman College and at least half of the credits in the major or in an interdisciplinary program, minor or certificate. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin under the heading of "Credit Requirements.")

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

The proposed edits seek to remove outdated information from policy. Transfer students from community colleges no longer have a cap on the number of credits they can transfer in. The cap of 70 credits was removed from the transfer policy and approved by Senate on May 5th, 2021. Graduation in absentia is relic of a prior era and policy regulating the process is no longer needed now that Lehman has robust online course offerings.

5. Date of departmental approval: Approved by CAEAS on 4/20/26.

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DIVISION OF ENROLLMENT MANAGEMENT

POLICY CHANGE

1. **Type of Change:** Change to Grade Appeals Policy

2. **From:**

Grade Appeals

~~Students dissatisfied with a grade received in a course should first consult the instructor involved. It is the instructor's sole judgment that determines the grade recorded in the Office of the Registrar. The instructor's first judgment is always taken. Second and later judgments resulting from personal appeals and hardship claims are never honored. Occasional errors do occur, and these are always corrected promptly when properly certified by the instructor to the Office of Academic Standards and Evaluation.~~

3. **To:**

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

The aim is to delete this section entirely since it is redundant and contradicts the current policy as stated in [Departmental Grade Appeals](#). While this section states that the professor's first judgement is always taken, CUNY policy gives students the option to appeal after speaking with the professor. Lehman policy clarifies that students may appeal in writing to the department chair if the student is not satisfied with the outcome after speaking with the professor. This passage contradicts both policies and should be deleted to help avoid confusion in the appeals process.

5. **Date of departmental approval:** Approved by CAEAS on 4/20/26.

The Senate Assessment Committee met on April 23 and 2026. Its members unanimously voted to form a General Education Subcommittee for the Academic Year 2026-2027. The description is as follows:

GENERAL EDUCATION ASSESSMENT SUB-COMMITTEE

- a. The sub-committee will report to the Standing Senate Assessment Committee and will be active during the 2026-2027 Academic Year
- b. Membership: Six members as follows: five nominated faculty and academic personnel, including those attached to AES units (we suggest that one to two members be from the LEH working group to ensure communication between the two bodies); one administrator; and one invited member of the Student Government Association
- c. Functions:
 - i. Reviews the 2025-2026 annual General Education Assessment report and recommends an action plan;
 - ii. Reviews past General Education Assessment reports and makes recommendations based on the extent to which the findings of the report have informed campus-wide changes and discussions;
 - iii. Surveys, collects and documents existing general education related activities and information generated by the campus community;
 - iv. Formulate an opinion on the proposed new structure for the administration of general education courses (LEH and pathways) to facilitate the collection of assessment-related information
 - v. Propose a framework and tools for general education assessment



Library, Technology and Telecommunications Committee Report

Library

- Library Construction Update: Third Floor is now reopened. Second Floor is now CLOSED. There will be limited access to Bloomberg Lab [Room 226A] and Special Collections. If you need books from Second Floor Stacks – please reserve titles on Library’s OneSearch catalog. Patrons may also request title for pickup at Circulation-Reserve Desk. Library sincerely apologizes for limited access to Second Floor during busy Final Exam period. Library anticipates restored access to Second Floor in about one month.
- Library is pleased to announce Extended Hours during Final Exams. Library will remain Open until Midnight between May 19th - 26th. Only First Floor will be accessible for study. Library will be **CLOSED** on Memorial Day. Reference Desk, Circulation, and access to stacks will NOT be available during Extended Hours. 24/7 Virtual Chat will be in operation. Library thanks Public Safety and Administration and Finance for making Extended Hours possible.
- Public Safety Escorts will be available during Extended Hours. Students may request escort to nearest Subway or College Parking Lot by calling 718/960-8228. Only Gates 5 and 8 will remain open.

Information Technology

- In order to ensure continuity for students taking exams at the end of the semester, CUNY CIS will have a freeze on technology maintenance between May 16th and May 26th
- The first Tech Fee Meeting was held on April 29th. The Tech Fee Committee members are in the process of reviewing all of the proposals that were submitted. VP/CIO reviewed the budget and explained the structure budgeting situation of the Tech Fee Fund. Many great proposals were submitted, and we had an engaging conversation about them. Priority is given to replacement of old equipment as indicated in the Call for Proposals. The Student email migration was successful and students are able to access their new email mailbox and associated Microsoft 365 Apps. The Help Desk assisted many students who experienced problems. Students will have access to their LC.CUNY.EDU email address until the end of the Spring 2026. The old mailbox content migration is underway.

Mail that is sent to the LC.CUNY.EDU email address is being forwarded to new email address. Email sent to the updated email address will only go to the new email address. Students are responsible for moving their One Drive contents to the new One Drive.

- The IT website is in the process of migrating to the new template. This migration is a very involved process which will be completed in stages and will take several months to complete. The first page to receive the upgrade will be the LOGIN PAGE – which is the most visited page on the Lehman website.
- After addressing challenges with media players back orders and vendors, the Digital Signage Project is on track to be completed by June 30, 2026.

LMS/Brightspace

- Bronx Ed Tech Showcase - Bronx Ed Tech Showcase was held at Bronx Community College on Friday May 1. The theme of this year's showcase was: Shaping What's Next, Intentional Teaching in the Age of AI. Next year, the showcase will be on May 7th at Hostos Community College.
- Blackboard Archives - According to CUNY CIS, Final details are being completed with the vendor who will archive CUNY Bb courses, and we should be able to access the archives during the summer. LMS Admins have not been told what the process will be to access the archives.
- Spring 2026 – As we do each semester, we are here to support you as you complete the Spring 2026 term. Please feel free to schedule a Brightspace Office hour for support with your content, finalizing your grades, setting up your gradebook.
- Summer & Fall 2026 Courses –
 - Summer 2026 courses are created.
 - Fall 2026 courses are on scheduled to be created by June 10.
 - As we did last year, we will be offering support to get your Summer and Fall courses ready. In addition, we will be providing workshops on how to make your courses accessible.
 - For requests to copy content from your prior semester's course to the Summer or Fall 2026 course as well as merging your courses, please submit a ServiceNow ticket.
- In the event faculty need to EXPORT their Brightspace Class list, your CLASSLIST may now be EXPORTED to .CSV. The data that exports is: FN, LN, EMPLID and User Login.