

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

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

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

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

Date Approved: _____ Signature, Committee Chairperson: _____

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

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____



New Course Proposal Form*

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

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

Department:	BEH
Course Designation/Prefix:	EDC
*Course Number:	5000
Course Title:	Foundations of Disability and Inclusive Education
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This class is an introduction to disability studies with an emphasis on the historical, cultural and social foundations of inclusive education. The historical basis for the disability rights movement and inclusive education will be addressed, including legislation and litigation that has had a significant impact on the field. Students will learn about the characteristics of individuals with diverse abilities, current trends in educational services, as well as ethical principles and professional standards. Students will observe for 24 hours in an inclusive classroom. This course includes a Child Abuse Recognition training that leads to a certificate to be applied toward NYS Teaching Certification.
Prerequisite(s):	EDC 200 with a minimum grade of C.
Corequisite(s):	
Pre-/Co-requisite(s):	
Open ONLY to Select students (Specify Population):	Education Studies majors, 1 st -6 th Grade and K-12 Special Education concentrations
Frequency course is to be offered (Select All that Apply)	X Fall <input type="checkbox"/> Winter X Spring <input type="checkbox"/> Summer
Suggested Class Limit:	25
Indicate if a special space, such as a lab, and/or special equipment will be required:	

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

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

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

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	<p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. Education Studies PreK-12th Grade Special Education Concentration 2. Education Studies 1st-6th Grade Concentration
<input type="checkbox"/> General Education/Pathways	<p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. 2. <p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***If Degree Program/Certificate is Selected:**

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

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

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

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

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

If General Education/Pathways is Selected:

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

Additional Separate Submissions Required:

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

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

Course Learning Outcomes
1. Develop an understanding of disability as a social and historical category.
2. Learn the history of the disability rights movement and the ongoing struggle of disabled people for inclusion in society.
3. Compare and contrast the medical and social models of disability.
4. Develop an understanding of the legal framework around inclusive education, including the 13 disability categories under IDEA law and their basic characteristics.
5. Engage with issues related to disability classification (e.g., racial disproportionality; linguistic diversity mistaken for speech and language impairments; the link between increased high stakes testing and rising ADHD diagnoses).
6. Develop ideas for working with children with disabilities in some of the major categories (e.g., sensory impairments, learning disabilities, intellectual disability, emotional disturbance, autism spectrum).

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

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Develop an understanding of disability as a social and historical category.	10%	Disability Interview
2. Learn the history of the disability rights movement and the ongoing struggle of disabled people for inclusion in society.	10%	Reading Response
3. Compare and contrast the medical and social models of disability.	20%	Quiz
4. Develop an understanding of the legal framework around inclusive education, including the 13 disability categories under IDEA law and their basic characteristics.	20%	Midterm

5. Engage with issues related to disability classification (e.g., racial disproportionality; linguistic diversity mistaken for speech and language impairments; the link between increased high stakes testing and rising ADHD diagnoses).	20%	Media & Entertainment Disability Film Analysis
6. Develop ideas for working with children with disabilities in some of the major categories (e.g., sensory impairments, learning disabilities, intellectual disability, emotional disturbance, autism spectrum).	20%	Final Exam

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

This would be a required course for the Education Program's *Education Studies PreK-12th Grade Special Education Concentration* and for the *1st-6th Grade Concentration*. The Education Program's Concentrations all lead to AS degrees.

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

During the summer of 2021, Dr. Ashleigh Thompson, CUNY's University Dean for Education, invited Kingsborough, BMCC, and Brooklyn College education faculty to create a dual degree *AS/BA program for PreK-12th Grade Special Education*. EDC 5000 will be the first Special Education course students enrolled in this degree program will take. The course will transfer to Brooklyn College.

Also important to note is the fact that New York State currently requires that coursework for students seeking bachelor's degrees and Initial Certification in Childhood and Early Childhood General and Special Education include, "means for understanding the needs of students with disabilities." This course will address that state requirement. Course content will include the historical basis for the disability rights movement and inclusive education as well as the characteristics of individuals with diverse abilities, current trends in educational services, and ethical principles and professional standards. Along with fulfilling state requirements and the requirements of the new KCC/BC dual degree, these are essential understandings for any teacher working with New York State's diverse student population to possess.

Further, in her Fall 2020 APR report, one of outside reviewer Dr. Julie Dick’s recommendations was to: “Consider update curriculum to include coursework that addresses teaching STEM, students with disabilities and inclusivity, and using technology in the classroom.” Following up on that recommendation, this course clearly offers coursework that addresses “students with disabilities and inclusivity.”

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

As stated above, this course is designed to be the first course in the ten-course sequence for the new Kingsborough/Brooklyn College dual degree AS/BA program for PreK-12th Grade Special Education.

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

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

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

Baglieri, S. (2017). *Disability Studies and the Inclusive Classroom: Critical Practices for Embracing Diversity in Education (2nd ed.)*. Routledge.

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

**EDC 5000: Foundations of Disability and Inclusive Education
COMMON SYLLABUS**

Week	Topic	Readings/Assignments
Module 1: The struggle for inclusion and disability rights		
1	Course introduction/Syllabus review Personal experiences Disability Studies Overview Definitions/Terminology Intro to Disability Rights Movement History	Watch “Crip Camp” documentary <u>Read:</u> Crip Camp - The disability community has a lot to teach a world in crisis
2	The fight for inclusive education The Civil Rights Movement and desegregating schools Intersectionality (e.g., Black Panthers and Disability Rights struggle; Black Disabled Lives Matter protests)	<u>Textbook:</u> Inclusive Education (Ch. 1, p. 11-15)
3	Disability Rights Struggles continued ADA & IDEA Least Restrictive Environment	<u>Read:</u> “What the Americans with Disabilities Act (ADA) means to me” (Heumann, Wong, Girma on the 30 th anniversary of the ADA law) Watch “Including Samuel” video
Module 2: Disability models, ableism, and media representation		
4	Social and Medical Models of Disability Vygotsky and the social model Primary and secondary effects of disability Universal Design for Learning	Medical/Social Models, Disability Labels (Ch. 2, p. 30-34, 38-42)
5	Sensory Impairments: Primary and secondary effects	Watch “The Real Helen Keller” documentary Sensory Impairments (Ch.5, p. 105; Ch. 6, 132-135, 139-142) Early interactions with children who are deaf-blind

		(NCDB)
6	Intellectual Disability: A growing movement for inclusion Melissa Riggio program, higher education inclusion, and employment transitions	Watch “Intelligent Lives” or other Dan Habib film Intellectual Disability (Ch.5, p. 108-112; Ch. 6, 163-165) From institutionalization and sterilization to employment of people with ID
7	Ableism: Bias, self-awareness, advocacy, and micro aggression Lived experiences: Guest Speakers MIDTERM	Watch Judy Heuman’s Ted talk, read chapter from “Being Heumann” Read article: “What is ableism, and what is its impact?”
8	The media portrayal of disability Growing representation, but accurate? Child abuse recognition certificate	Watch Margot Cole’s films Read: Disability in Entertainment (Ch. 4, p. 92-99) Media & Entertainment Disability Film Analysis Due
Module 3: Common disabilities and IEP meetings		
9	Learning Disability Child Abuse Recognition Certificate	<u>Read: “Soft Disabilities” and LD (Ch. 5, p. 112-117; Ch. 6, 161-163)</u> Watch F.A.T City Video
10	Autism Spectrum Assistive Communication Devices Early Intervention	Autism Spectrum Disorders (Ch.5, p. 118-121; Ch. 6, 143-147) Watch: “Love on the Spectrum” Netflix series Watch: TEDTalk Temple Grandin: “The World Needs All Kinds of Minds”
11	Emotional Disability (Emotional Disturbance) Nutrition and behavior lecture: Russell Blaylock MD Functional Behavioral Analysis	<u>Read: Emotional Disability</u> (Ch.5, p. 117-118; Ch. 6, p. 148-160) <u>Read: “The Risks of Rewards”</u> (Alfie Kohn)
12	Introduction to IEPs and IEP meetings Special Education Services	Videos: Do’s and Don’ts of IEP Meetings; Example of an IEP meeting The Spectrum of Special Education (Residential

		settings to SETSS) Read: Spectrum of special education services (SETSS, ICT, Special Class)
13	Disability Interview Presentations	Final Exam

Sample Assignments

Disability Interview: To learn more about the lived experiences and perspectives of people with disabilities, students will have the opportunity to conduct an interview with either: someone they know who has a disability; a parent who has a child with a disability; or someone who works with children with a disability. I will provide guidelines for asking permission for the interview, along with suggestions for appropriate interview questions through Blackboard. After the interview, you will submit a transcript of your interview questions and the interviewee's responses, along with a three-paragraph reflection on what you learned from the interview.

Media & Entertainment Disability Film Analysis: After reading an excerpt on Media and Entertainment from Disability Studies and the Inclusive Classroom, students will create a written draft and PowerPoint presentation that analyzes the depiction and portrayal of people with disabilities in a film. To do so, they will choose a disability to focus on, and choose a film and particular short clips from a film featuring a person with a disability. Student will discuss why they were drawn to this film. Next, they will report whether actors with disabilities were employed in the acting or making of the film, whether the depiction seemed realistic, and whether it helps to educate or mislead the public about the nature of disability. Finally, students will write some tips regarding how teachers can best help a student with this disability in a classroom setting. This will culminate in a class presentation on this topic in PowerPoint format.