

**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	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 787
Course Title	Instructional Practices for Adolescent Students with Moderate/Severe Disabilities
Description	This course covers curriculum and instructional practices for use with adolescent students with moderate/severe disabilities, including standards-based and research validated methods of instruction in the core content areas of communication development, functional academics and life adjustment skills, as well as the impact of cultural and linguistic diversity on learning, transitional planning, and collaboration with families. Additional topics will include the selection of appropriate technology, best instructional practices in inclusive and non-inclusive settings, the development of social skills programs, and the development of appropriate IEP goals and objectives. Additionally, collaboration with schools and community agencies will be discussed.
Pre/ Co Requisites	PREREQ: EDS 712 – The Adolescent with Disabilities
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	X Not Applicable ____ Required ____ English Composition

	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

This course will be used, specifically, in Lehman's NYC Teaching Fellows/D75 Program. For special educators who teach students with moderate/severe disabilities in the District 75 setting in New York City, there are specific teaching skills that are essential in order to effectively address the varied significant needs of the students with disabilities in their classrooms. This course will address the specific needs of the Fellows.

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

1. Describe how the needs of adolescent students with moderate to severe disabilities, including students from culturally and linguistically diverse backgrounds, influence the selection and delivery of instructional practices.
2. Demonstrate the use of an ecological inventory; develop curriculum that can be used to teach adolescent students with moderate to severe disabilities.
3. Identify the basic components of systematic instruction for adolescent students with moderate to severe disabilities; describe how these components differ from indirect instructional models.
4. Compare and contrast different instructional grouping techniques for adolescent students with moderate to severe disabilities (e.g., one-on-one vs. small and large group instruction).
5. Describe the role and responsibilities of families, including those families from culturally and linguistically diverse backgrounds, in the planning and development of curriculum and supports for adolescent students with moderate to severe disabilities.
6. Compare and contrast the use of developmentally appropriate, functional, and community-based instructional approaches for selecting and teaching skills to adolescent students with moderate to severe disabilities.
7. Compare and contrast the issues associated with providing instruction to students with moderate to severe disabilities in non-inclusive, inclusive, and community-based settings.
8. Identify and describe the communication needs and appropriate interventions for promoting communication to adolescent students with moderate to severe disabilities.
9. Identify the components of the person-centered planning process with sensitivity to cultural and linguistic issues affecting services and supports, in particular the driving and constraining factors when implementing this process and differentiate this process from an Individualized Education Plan (IEP) for adolescent students with a moderate to severe disability.

10. Identify the range of post-school and transition outcomes including employability options for adolescent student with moderate to severe disabilities.
11. Identify elements of the curriculum for which technology applications are appropriate and ways these applications can be implemented for adolescent students with moderate to severe disabilities.

5. **Date of Departmental Approval:** April 1, 2020

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Subject Area	Special Education
Course Prefix & Number	EDS 788
Course Title	Practicum in Instructional Practices for Adolescent Students with Moderate/Severe Disabilities in Specialized Settings
Description	Selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse adolescents with disabilities in specialized settings. Topics include: development of appropriate IEP goals, instructional objectives, and lesson plans in relation to the adolescent'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 adolescents and programs.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

- Understand the unique characteristics and needs of individuals with moderate/severe exceptionalities and positive dispositions about competence in meeting diverse student needs.
- Understanding of IDEA 2004 and NCLB and teachers' legal and ethical responsibilities for student learning and behavior.
- Demonstrate about IEP development and participation.
- Knowledge about instruction that addresses varied needs of students (i.e. culturally and linguistically diverse students, students with severe disabilities including basic principles of universal design, content enhancement tools and routines, and learning strategies.
- Describe communication strategies that promote effective communication with students with moderate/severe disabilities and among them and their peers.
- 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.
- Demonstrate methods of instructional accommodation and modification so that students acquire needed content and skills.
- Identify assessment strategies and accommodations that facilitate data driven decision-making.
- Describe ways 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 moderate/severe disabilities use instructional technology effectively.
- 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 moderate/severe disabilities.

5. **Date of Departmental Approval:** April 1, 2020