

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

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

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

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

Date Approved: _____ Signature, Committee Chairperson: _____

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

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____



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

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:	5200
Course Title:	Partnering with Families, Professionals and Community
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	Pre-service candidates will explore and develop the competencies needed for working collaboratively with families, professionals, and the community, including understanding the theories and elements around professional collaboration. This course will reflect a strength-based stance toward children and families and affirm the identities and cultural diversity of all learners and families. The course will focus on developing the skills needed for collaborative service delivery options for students.
Prerequisite(s):	EDC 5100 with a minimum grade of C.
Corequisite(s):	
Pre-/Co-requisite(s):	
Open ONLY to Select students (Specify Population):	Education Studies majors, PreK-12 th Grade Special Education concentration
Frequency course is to be offered (Select All that Apply)	X Fall <input type="radio"/> Winter X Spring <input type="radio"/> 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="radio"/> 1 hour lecture <input type="radio"/> 2 hours lab/field/gym
2-credits:	<input type="radio"/> 2 hours lecture <input type="radio"/> 1 hour lecture, 2 hours lab/field <input type="radio"/> 4 hours lab/field
3-credits:	<input checked="" type="radio"/> 3 hours lecture <input type="radio"/> 2 hours lecture, 2 hours lab/field <input type="radio"/> 1 hour lecture, 4 hours lab/field <input type="radio"/> 6 hours lab/field

- 4-credits: 4 hours lecture
 3 hours lecture, 2 hours lab/field
 2 hours lecture, 4 hours lab/field
 1 hour lecture, 6 hours lab/field
 8 hours lab/field

More than 4-credits: Number of credits: ____ (explain mix lecture/lab below)

____ Lecture ____ Lab

Explanation: _____

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

<input checked="" type="radio"/> Degree Program(s)/Certificate(s)*	<p>List Degree Program(s)/Certificate(s): 1. Education Studies PreK-12th Grade Special Education Concentration</p>
<input type="radio"/> 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="radio"/> 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): 1. 2.</p> <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)

***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 the benefits of culturally responsive collaborations between educators and families/communities.
2. Understand how language, culture, and family background influence the learning of individuals with exceptionalities.
3. Develop strategies for creating positive relationships with families and communities, including AAC community partnerships.
4. Prepare to work as a collaborative resource with general education teachers in inclusive settings and colleagues from other professions.
5. Understand the role of parents during IEP process (legal aspects such as parental consent, due process)

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 the benefits of culturally responsive collaborations between educators and families/communities.	20%	Family Letter & Expectations for Communication Statement
2. Understand how language, culture, and family background influence the learning of individuals with exceptionalities.	20%	Final, Synthesis of Readings paper
3. Develop strategies for creating positive relationships with families and communities, including AAC community partnerships.	20%	Parent Advocacy Statement
4. Prepare to work as a collaborative resource with general education teachers in inclusive settings and colleagues from other professions.	20%	CoTeaching Curriculum Modification Plan
5. Understand the role of parents during IEP process (legal aspects such as parental consent, due process)	20%	Midterm, Synthesis of Readings paper

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

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

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

During the summer of 2021, Dr. Ashleigh Thompson, CUNY's University Dean for Education, invited Kingsborough, BMCC, and Brooklyn College education faculty to create a dual degree *AS/BA program for PreK-12th Grade Special Education*. EDC 5200 will be taken by students enrolled in this degree program during their fourth semester. This course will transfer to Brooklyn College.

Also important to note is the fact that New York State currently requires that coursework for students seeking bachelor's degrees and Initial Certification in Childhood and Early Childhood General and Special Education include, "means for understanding the needs of students with disabilities." This course will address that state requirement. As stated above, learning outcomes for this course will include: developing an understanding of the benefits of culturally responsive collaborations between educators and families/communities, understanding how language, culture, and family background influence the learning of individuals with exceptionalities, developing strategies for creating positive relationships with families and communities, preparing to work as a collaborative resource with general education teachers in inclusive settings, and understanding the role of parents during the IEP process. Along with fulfilling state requirements and the requirements of the new KCC/BC dual special education degree, these are essential understandings for any teacher working with New York State's special education population to possess.

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

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

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

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

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

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

Methods and Strategies for Teaching Students with High Incidence Disabilities, 2nd Edition.
Joseph Boyle, David Scanlon

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 5200: Partnering with Families, Professionals and Community
COMMON SYLLABUS**

Week	Topic	Readings/Assignments
Module 1: Culturally-Responsive Collaborations		
1	Course Introduction/Syllabus Introductions	
2	Developmental Stages in Parenting Parenting Styles/Cultural Influences	Read: Galinsky's Six Stages of Parenthood Read: Types of Parenting Styles and Their Effects on Children Read: Annual Research Review: Cross-cultural similarities and differences in parenting
3	Building Awareness of and Respect for 'Non Traditional' Families	Read: How Cultures Around the World Think About Parenting Assignment: Synthesis of Readings paper
Module 2: Partnering with Families		
4	Working as a Team: Creating Trust and Respect Between Professionals and Parents How Family and Disability Impact Each Other	Read: Methods & Strategies Ch. 3.1, 3.2
5	Standards for Working with Families IDEA Expectations	Read: Methods & Strategies Ch. 3.3, 3.4
6	Including students and parents in the IEP process Parent Advocacy	Read: "Developing Collaborative Partnerships with Culturally and Linguistically Diverse Families During the IEP Process" Review for Midterm
7	Midterm Exam	Read: "Building Strong Family and Professional Partnerships from the

	Family Role in Early Childhood Special Education	Start: Highlights from the ASD Literature”
8	Working With Families on Transitioning	Read: Methods & Strategies Ch. 3.5, 3.6, 3.7 Assignment: Parent Advocacy Statement
Module 3: Partnering With Professionals & The Community		
9	Collaborating with Teachers & CoTeaching	Read: Methods & Strategies 2.3 - Skills Needed For Effective Collaboration & CoTeaching
10	The School-Based Support Team & Related Services	Assignment: CoTeaching Curriculum Modification Plan
11	Intergenerational Community Arts Programs	Assignment: Family Letter & Expectations for Communication Statement
12	Independent Living and Community Participation	Review for Final Exam

Sample Assignments:

Synthesis of Readings Paper

After reading the 4 articles for this module, you will write a 4-5 page paper synthesizing the points made by the authors. To begin, ask yourself these questions:

- What is the debate or issue that concerns all of the writers? In other words, what is the question they are trying to answer?
- On what points do they agree?
- On what points do they disagree?
- If they were having a verbal discussion, how would writer number one respond to the arguments of writer number two?

In a way, writing a synthesis essay is similar to composing a summary. But a synthesis essay requires you to read more than one source and to identify the way the writers’ ideas and points of view are related. Sometimes several sources will reach the same conclusion even though each source approaches the subject from a different point of view. Other times, sources will discuss the same aspects of the problem/issue/debate but will reach different conclusions. And sometimes, sources will simply repeat ideas you have read in other sources.

To better organize your thoughts about what you've read, do this:

- Identify each writer's thesis/claim/main idea
- List the writers supporting ideas (think topic sentences or substantiating ideas)
- List the types of support used by the writers that seem important. For example, if the writer uses a lot of statistics to support a claim, note this. If a writer uses historical facts, note this.

Next, you need to articulate for yourself the relationships and connections among these ideas. Sometimes the relationships are easy to find. Sometimes articulating the relationships between ideas is not as easy. If you have trouble articulating clear relationships among the shared ideas you have noted, ask yourself these questions:

- Do the ideas of one writer support the ideas of another? If so, how?
- Do the writers who reach the same conclusion use the same ideas in their writing? If not, is there a different persuasive value to the ideas used by one writer than by the other?
- Do the writers who disagree discuss similar points or did they approach the subject from a completely different angle and therefore use different points and different kinds of evidence to support their arguments?
- Review your list of ideas. Are any of the ideas you have listed actually the same idea, just written in different words?

Parent Advocacy Statement

How do we as teachers provide parents with the voice to act as their child's advocate? This is especially relevant with parents who maybe do not know exactly what to ask for and thus remain silent. It is important as the teacher to be proactive with your communication to parents of students with disabilities. Parents can be your greatest influence in an educational system. Their voice holds a lot of weight with administration and the department of education. You want this voice to be well informed on how they can help.

Communication can happen in many forms. For this assignment, you will write a mock letter to your class parents informing them of details on your classroom's universal design for learning, upcoming educational parent meetings with special topics pertaining to special education, and advocacy opportunities in the community. Your letter should be 1-page in length.