### Simplifying College Content without Watering it Down



MA

presented by

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THE COLLEGE OF

**NEW JERSEY** 

## What is the Career and Community Studies Program?



- A Comprehensive Transition and Post Secondary Program (CTP) program housed at The College of New Jersey in Ewing, New Jersey
- CCS is part of TCNJ's School of Education
- A specialized course of study for the purpose of completing a 4-year liberal learning college experience with a focused outcome on career readiness and independence.
- The students that enter this highly competitive program have matriculated non-degree bearing status and earn a certificate of completion from TCNJ



## **Program History**



- CCS program was established in 2007 by TCNJ faculty, through a grant from NDSS
- Leader in the "Movement"...
- One of the first in the country.. Celebrated 13th Anniversary
- One of the first to earn Comprehensive Transition Program Status
- One of a handful of programs to be granted TPSID I/II Federal Grants
- First to establish articulation agreement from 2 yr. community college



..... and onward

## **Program Attributes**

- Cohort model
- 10-12 students admitted yearly



- Students have a matriculating /non degree bearing status
- Students engage in academic, career readiness, student life and campus social experiences
- Students receive academic, student Life, vocational and social Mentor support

   as needed
- CCS Students are offered TCNJ Owned/Operated homes contiguous to or within walking distance of campus

Elective Experiences

Summer Honors Program (elective) Fifth Year Independent Study







### **Student Demographics**

- Students must be 18-25 years old at the time of acceptance
- Students have a documented intellectual disability
- Students demonstrate basic literacy skills in reading, writing and math
  - Students demonstrate behavior that aligns with the CCS Student Expectation Guidelines
  - Students demonstrate physical stamina to navigate the campus independently and utilize electronic devices
  - Students demonstrate motivation to become a college student and a willingness participate both academically and socially

### When discussing the topic of euthanasia within my First Seminar Program Class, John remained after class and asked to speak to me – he asked, "Why did everyone else know about euthanasia but me?"

"Why didn't I learn about that in high school?"



### Some of Our Fundamental Understandings regarding Academic Supports

- ID presents differently in every student
- Accommodations are not enough for Students with ID-Modifications are critical
- Student Learning Profiles are essential to understanding needs and expected outcomes
- A deep understanding of course content is critical for course participation and peer interactions
- Pre and Post Teaching is necessary for student understanding/retention





# **Characteristics of ID**

#### **STEP 1: UNDERSTANDING YOUR STUDENT**

#### Visual

 Visual learners prefer the use of images, maps, and graphic organizers to access and understand new information.

#### Auditory

 Auditory learners best understand new content through listening and speaking in situations such as lectures and group discussions. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices.

#### Read & Write

 Students with a strong reading/writing preference learn best through words. These students may present themselves as copious note takers or avid readers, and are able to translate abstract concepts into words and essays.

#### Kinesthetic

 Students who are kinesthetic learners best understand information through tactile representations of information. These students are hands-on learners and learn best through figureing things out by hand (i.e. understanding how a clock works by putting one together.)

# **Learner Profile**

**Deeper Look into the Student** 

### VISUAL

- Utilizes On line graphic organizer software- *Inspiration*
- Replaces important words with symbols or initials
- Highlights important key terms in corresponding colors

### AUDITORY

- Creates audio notes with the app *Notability*
- Requests permission to recording lectures
- Utilizes mentor support for verbal review of class notes and exams. Exam is administered orally

# Learner Profile: Rachel

### READING

- Listens to her note recordings and completes graphic organizer
- Utilizes text book summaries and glossary
- Uses IPAD to augment text size and font

### KINESTHETIC

- Uses symbols and pictures to represent/memorize vocabulary
- Color coded sticky-noted are used to represent course content
- Applies real life examples, to help with abstract concepts

# Learner Profile: Rachel

## STEP 2: UNDERSTANDING THE COURSE SAMPLE COURSE

- PHYSICS 163
- ASTRONOMY: STARS & THE UNIVERSE

### **Course Description:**

Topics include: the nature of light; the nature of stars, including the Sun; the birth, life and death of stars; white dwarfs, neutron stars and black holes; stellar clusters; the Milky Way; types of galaxies; galaxy formation and evolution; active galaxies; dark matter; the expanding and accelerating universe; dark energy; the fate of the universe. Computational and observational laboratories, along with occasional use of our updated planetarium are incorporated to improve conceptual understanding. Some nighttime observing is required.



# DEEPER LOOK INTO THE COURSE

- Understandings
  - Big Ideas
- Essential Questions
  - Stimulate Thought- Provoke Inquiry- Spark More Questions
  - The student is interested in the course because
- Knowledge-
  - Students will know
  - Students should already know (Prior Knowledge)
- Skills
  - Students will be able to...
  - Students should already be able to



## UNDERSTANDINGS

• Learn about the stars, the universe and how our understanding of space has grown over time





# **ESSENTIAL QUESTIONS**

- "Why does the Universe behave the way it does"?
- "How can we understand more about deep space with the science techniques and technology available right now"?





# KNOWLEDGE

- Student will have a deeper understanding of *how* we learn about space, how events that occur far away in space affect us here on earth *and*
- Why having a basic understanding of space is so important.





## SKILLS

- By the end of the course, the student will be able to use and understand the scientific method
- Describe and understand the life cycle of a star and apply her knowledge in a "real world scenario" by visiting the TCNJ Observatory and answering questions based on her observations





### First Lab Lecture and Exercise

- Attend Lecture
- Go to lab
- Open Physics Manual and a Pen
- Flip to the Physics Applications Page
- → Virtual Astronomy Laboratory
- $\rightarrow$  Basic Science exercise 1
- 1. Do two exercises "converting decimal to scientific" and two for "scientific to decimal".
- 2. Do two multiplies and two divides.
- 3. In "Scale of the Universe" do two light year to km
- 4. In "Time for a Journey" do one to a star and one to a galaxy.
- 5. Answer page 5 in your lab manual questions 1-50

Lab Requirements No Calculator No Open Book Total of 50 minutes to complete- worth 50 points Hard copy returned to Professors Mailbox

#### **STEP 3: UNDERSTANDING COURSE ASSIGNMENT**

- What is the main purpose of the assignment/requirement?
- What does the professor want the students to show they learned?
- How is the assignment relevant to course content?
- What course content do students have to master to complete this assignment?
- What prior knowledge do students have to have to complete this assignment?
- What college-level skills do students need to know to complete this assignment? (ex: APA citations, organizing a research paper, using PowerPoint efficiently, etc.)



### WHAT CAN WE DO TO SUPPORT RACHEL?

Review the purpose of the assignment along with the completed advocating for your own academic success document and decide what modifications/accommodations need to be made to this assignment to fit the PURPOSE of the assignment and the students ABILITIES.

## GIVE IT A SHOT...



# Accommodations/ Modifications for Rachel

- Daily Reminder sheet for class times/lab locations
- Recorded the lecture
- Accessed manual on her iPad using the text-to-speech app
- Extra time to complete the lab with mentor after class ( who took this course previously)
- Calculator
- Reference guide of equations to reference while completing the problems ( professor was only concerned in Rachel understanding the concepts, not memorizing the math equations)
- The instructor changed the numbers in the problems to be shorter/even numbers that did not result in decimals
- Rachel was expected to complete the even number questions only
- Rachel was expected to meet with the instructor during office hour to explain stars, galaxy and the universe throughout the semester as check ins towards the learning goals
- Grading for the labs is Pass/Fail for Rachel.



#### STEP 5: SUPPORTS BEYOND THE CLASSROOM

#### Pre-Teaching

- Discuss the previous class
- Discuss upcoming due dates
- Review key terms, concepts, summarize readings

#### Post- Teaching

- Prompt student to review something she found interesting from class meeting
- Review any personal connections with student that she made to course material
- Review time-management plan with student to complete upcoming assignments

#### Additional CCS Support

- Academic Tutors Daily
- Academic Support Seminar (Time-Management techniques review
- Assistive Technology Resources:

Voice-Dream Reader/Writer, BookShare,, Learning Ally, Notability, Newsela, etc.

Text- Summarizing



# THE LAST AND ONLY WORD NEEDED

- "During his senior year, John made an appointment to see me to discuss a project that he was doing for his Women and Gender Studies Class and said, "Remember when I didn't know anything, and I was in your Freshmen Seminar?, well I know a lot more now thanks to college".
- I said, "How does that make you feel?" John replied, "Smart" and then he went on to talk about feminism and the same-sex marriage movement in America.

# **QUESTIONS?**

#### **Contact Information**

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