

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: _____



TO: Fall 2022 Curriculum Committee

FROM: Stuart Parker, Chair, Department of Behavioral Sciences
Denise Farrelly, Program Director, Education Program

DATE: February 4, 2022

RE: Modification of course description, hours and modification of course outcomes for EDC
200 – Social Foundations of Education

The Department of Behavioral Sciences is proposing a modification of hours, course description, and course outcomes for EDC 200 – Social Foundations of Education.

Modification of Hours

FROM: 3 credits, 3 hours lecture

TO: 3 credits, 2 hours lecture, 2 hours fieldwork

Course Description

FROM:

The social underpinnings of education are traced through a study of the history of education, including the development of its practices and philosophies. The social forces that currently influence education and gaps between ideals and the realities of education are analyzed. Reports requiring school visits will be assigned.

TO:

The social underpinnings of education are traced through a study of the history of education, including the development of its practices and philosophies. The social forces that currently influence education and gaps between ideals and the realities of education are analyzed. Reports requiring school visits will be assigned.

This course is designated as a CUNY Pathways Major Gateway course and thus, guarantees automatic transfer into any the Education major across colleges and programs. This course

requires a minimum of 15 hours of fieldwork that support the learning outcomes of a Social Foundations in Education course. **Must obtain a minimum grade of “C” in order to progress to the next Education course in the sequence.**

Course Learning Outcomes

FROM:

- To demonstrate an understanding of historical, philosophical, sociological and political foundations of education.
- To develop an understanding of the way in which schools reproduce or reduce inequality in schooling and schools.
- To integrate the use of technology in ways that will enable students to extend opportunities for communication and inquiry in educational contexts.
- To examine the role of culture, language, race, class, gender, sexual preference, and (dis)ability in schools.
- To analyze the restrictions and responsibilities of education reforms and policies aimed at eliminating achievement and opportunity gaps.
- To develop an understanding of the politics of education and its impact on formerly marginalized groups, such as second language learners, and learners with special needs.
- To demonstrate in writing clear evidence of critical analysis of content knowledge and accurate use of grammar.

TO:

1. Understand and apply disciplinary knowledge from the humanities and social sciences to interpreting the meanings of education and schooling in diverse cultural contexts.
2. Actively engage in Culturally Responsive-Sustaining education and understand the role of teachers as agents of social change to redress historical and contemporary oppression.
3. Understand and apply normative (socially valued/what ought to be) and critical (questioning educational assumptions and arrangements) perspectives on education and schooling.
4. Understand how moral principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.
5. Understand the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.
6. Understand the role of schools in sustaining a democratic society.
7. Understand how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.
8. Critically analyze current educational policies and practices at national, state, and local levels and their impacts on teaching, learning, and the assessment of P-16 students.

Rationale for Changes:

EDC 200 is the gateway course for the Education Studies A.S. degree. Including the minimum grade of “C” in the course description ensures competency in skills, success in subsequent EDC courses that require a minimum grade of “C,” and ensures students are made aware of the minimum standard for continuance within the Education course sequence.

In order to ensure ease of transfer and a more common experience for students, the CUNY Pathways Teacher Education Major Gateway Faculty Working Group recommends that all courses designated as Social Foundations of Education set a minimum standard of 15 hours of fieldwork. Further, to improve and expand knowledge of the Gateway initiative, programs should modify their course description to include the above statement regarding fieldwork.

The Pathways Major Gateway sub-committee developing the Learning Outcomes sought to ground the Social Foundations Standards in the Culturally Responsive-Sustaining Education Framework (CR-SE) constructed by the NYS Department of Education, which has been disseminated to all schools and colleges throughout New York. The CR-SE Framework challenges teachers to construct student-centered learning environments that promote equity and view diversity as an asset. These revised learning outcomes are informed by the Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies Third Edition (2012) and the NYS DOE Culturally Responsive-Sustaining Education Framework (2021). The 2012 Standards were constructed by the American Educational Studies Association (AESA), the professional academic organization for the field of Social Foundations of Education. In this Third Edition, the AESA Committee on Academic Standards and Accreditation aimed to spur Social Foundations faculty to “envision a more holistic, inclusive, and intellectually challenging approach to preparing educators” (AESA, 2012, p. 109). This work built upon earlier efforts to inform the evaluations of social foundations courses and programs by accrediting agencies, to define the Social Foundations of Education, and to promote quality teaching and learning in teacher education programs.