

**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: Changes in Prerequisites and Pre-/Corequisites for EDC 3100 – Social Science in  
Childhood Education

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The Department of Behavioral Sciences is proposing changes in Prerequisites and Pre-/Co-requisites for EDC 3100 – Social Sciences in Childhood Education.

**FROM:**

Prerequisite: EDC 200 AND HUM 8181 WITH A GRADE OF C OR BETTER

Prerequisite/Corequisite: ENG 1200, EDC 2300, PSY 1100, AND SOC 3100

**TO:**

Prerequisite: EDC 5000, EDC 2500 with a minimum grade of “C” or better.

Corequisite: EDC 4200

Department permission required

**Rationale for Changes:**

Due to shifts in course sequencing and the elimination of HUM 8181, EDC 5000 and EDC 2500 will be required prerequisites for EDC 3100. These prerequisites will enable students to participate in additional pedagogical theory courses before beginning fieldwork.

EDC 3100 and EDC 4200 will be corequisites, allowing students to participate in a linked cohort field experience among 2 field courses. This scheduling innovation will provide students with more field classroom time, as well as the ability to observe an entire school day, as opposed to isolated 2-hour blocks

across many weeks and semesters. Students will benefit academically from the integrated support of 2 field supervisors who can collaborate on feedback of their teaching observations.