

**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: Change in Prerequisites and Corequisite for EDC 4000 – Educational Practice for Early Language and Literacy Development

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The Department of Behavioral Sciences is proposing changes in Prerequisites and Corequisite for EDC 4000 – Educational Practice for Early Language Literacy Development

**FROM:**

Prerequisite: ~~EDC 200 AND EDC 3200~~

Corequisite: NONE

**TO:**

Prerequisite: EDC 2500 and EDC 2800 with a minimum grade of “C or better.

Department permission required.

Corequisite: EDC 2100

**Rationale for Changes:**

EDC 4000 will be a requirement under the Birth – 2nd Grade Concentration for the A.S. Education Studies as the course has received approval to be accepted by Brooklyn College’s Early Childhood and Arts Education (ECAE) Department upon transfer to their Early Childhood degree.

Changes in prerequisites are to solidify proper course sequencing beyond the gateway course of EDC 200. Information covered in EDC 2500 and EDC 2800 will serve to better contextualize material to be learned in EDC 4000.

EDC 4000 and EDC 2100 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.