

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Behavioral Sciences and Human Services Date: 9/24/18

Title Of Course/Degree/Concentration/Certificate: EDC 2100 Social Science in Education

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 checked="" 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: 10/16/18 Signature, Committee Chairperson: Michael V. Smith

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: Michael V. Smith

Coversheet: EDC 2100 fieldwork

EDC 2100 (Social Science in Education) is a 3 credit, 3 hour per week course with a 24 hour per semester unsupervised fieldwork component. We are requesting a change in the fieldwork component of EDC 2100 from unsupervised to supervised fieldwork.

Unsupervised fieldwork: Currently EDC 2100 students are required to spend 24 unsupervised field hours per semester in early childhood classroom settings working with young children ages birth to 2nd grade. EDC 2100 instructors provide students with guidelines for choosing appropriate classrooms settings, assignments to carry out with young children, and guidelines for forming collaborations with other professionals and paraprofessionals at the field sites.

KCC instructors also provide students with generic time sheets that identify the name of, and contact information for, the site, and for recording the dates and times students were at the field site. The onsite cooperating teachers are asked to initial each entry on the time sheet to confirm our students' attendance.

Students then find their own field site according to the guidelines provided by their KCC instructors and develop a schedule with the site director for when they will be at the site.

Supervised fieldwork: With supervised fieldwork, KCC instructors vet a wide range of possible field sites before personally placing their students in any one school setting. This enables instructors to place their students in appropriate, preapproved settings such as public or private schools, math and sciences academies, or afterschool programs.

The model of supervised fieldwork we propose for EDC 2100 is 3 credits and 4 weekly hours, a 2 hour on-campus seminar and 2 hours of fieldwork. In this model, instructors and their students are at the field sites together and time sheets are predated specifying the exact dates each student is required to be at the site. EDC 3100 and 4000 have successfully run within this framework for several semesters.

Moreover, supervised fieldwork allows the instructor to work directly with their students in authentic learning situations while providing feedback to improve their teaching craft. With unsupervised fieldwork it is extremely difficult to provide formative feedback and conduct accurate assessment on students' performance-based learning without observing firsthand their methods and practices and, importantly, the relationships our students develop with children and other professionals at the field site.

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NEW COURSE PROPOSAL FORM

- 1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):**

N/A: Department, course number, and title will remain the same

- 2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**

- Life and Physical Science
 Math and Quantitative Reasoning
 A. World Cultures and Global Issues
 B. U.S. Experience in its Diversity
 C. Creative Expression
 D. Individual and Society
 E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

NO

- 3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:**

This course will transfer to St. Joseph College New York, Department of Child Study as their course CS ELE. It is already agreed with St. Joseph's.

- 4. BULLETIN DESCRIPTION OF COURSE:**

Updated Bulletin Description:

Through seminar and supervised fieldwork, this course focuses on developing knowledge of the social sciences, curriculum development, and pedagogical strategies for implementing curriculum in early childhood settings. Principles of multiculturalism, integrated curriculum, developmentally appropriate practice, and civic engagement will be covered. Designed for employed professionals and undergraduates in Early Childhood Education.

- 5. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input type="checkbox"/> 3 hours lecture <input checked="" type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

***Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5: _____ (FOR DEVELOPMENTAL COURSES ONLY)

7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE "NONE" FOR EACH)

A. PREREQUISITE(S): EDC 200 WITH MINIMUM GRADE OF "C" OR BETTER

B. COREQUISITE(S): NONE

C. PRE/COREQUISITE(S): HUM 8181 or HUM 200

Note: Prerequisite(s) and Pre/Corequisite(s) remain the same

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)

B. PROJECTED ENROLLMENT - 40

C. SUGGESTED CLASS LIMITS - 10

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED - FALL AND SPRING SEMESTERS

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

Supervised fieldwork in EDC 2100 will serve a vital function within the sequential curriculum of the Education Program.

EDC 2100 is a 2nd semester course and the prerequisite for EDC 9105, a 3rd semester course and currently the first course with supervised field work for students in this major. EDC 9105 students are

required to spend 72 hours in the field conducting observations of, and lessons with, young children in classroom settings under the direct supervision of their instructor. Additionally, EDC 9105 is the prerequisite for EDC 9307, a 4th semester and currently the second course with supervised fieldwork for students in this major. Like EDC 9105, EDC 9307 also requires students to spend 72 hours in the field conducting observations of, and lessons with, young children under the direct supervision of their instructor.

Thus, supervised fieldwork in EDC 2100 enhances the sequential structure of the curriculum in the Education Program at several levels:

- **Screening students:** Supervised fieldwork in EDC 2100 enables faculty to evaluate students' abilities to establish and maintain professional relationships with children and other professionals in school settings before permitting students to commit their time and resources to a more extensive course of fieldwork in EDC 9105 and EDC 9307
- **Enhanced career exploration:** With supervised fieldwork in EDC 2100, instructors can place students with children of varying ages (typically ages 2-7 years). Therefore, after spending 24 hours during their 2nd semester working with a particular age group, students are better equipped to identify a specific age group they prefer to work with during their 3rd and 4th semesters when they are required to spend a total of 144 hours in a classroom.
- **Consistency in field supervision:** Supervised fieldwork in EDC 2100 enables students to experience and benefit from the same type of supervision as they will encounter in subsequent education courses (EDC 9105 and 9307). Thus, there is consistency in the type of formative feedback and assessment of their performance-based learning they receive from instructors across their program of study.

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):

None

10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:

Two supervised field hours weekly in early childhood (birth to second grade) classroom settings.

Students relate their field experiences to course readings and lectures and will be responsible for keeping "field notes" that document connections made between field experiences and readings/lectures. Students will also develop lesson plans and carry out social studies lessons with the children, as well as observe and record children's behavior during specific classroom activities, under the guidance and direct supervision of the instructor.

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11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

- Cowhey, Mary. (2006). *Black Ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse Publishers.
- Seefeldt, C. (2009). *Social studies for the preschool/primary child*. Upper Saddle River, NJ: Pearson Education, Inc.

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION?

Yes

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION:

Students who are Early Childhood/Child Care majors

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

- Students will be able to develop and implement standards based social studies lesson plans and lessons with young children in developmentally appropriate ways
- Students will be able to objectively observe and record children's behavior in order to develop evidence-based rationales for developing and implementing teaching strategies tailored to the educational needs of individual children
- Students will be able to articulate an understanding of the early childhood classroom and the teacher's role in an early childhood classroom that is consistent with the principles of constructivist educational theory and contemporary global realities
- Students will develop critical thinking ability in order to gain the analytical skills necessary for the assessment and evaluation of educational materials and environments as well as the application of these skills to the decision making processes attending professional activities.

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:

Lectures, discussions, large and small group workshops, seminars about fieldwork, planning and conducting two social studies lessons with young children, conducting formal/informal classroom observations running record of assessment

16. ASSIGNMENTS TO STUDENTS:

Exams, reflection paper, lessons plans, conduct lessons with children at field site, structured observations of children in a variety of classroom activities, field/workshop notes, presentation

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

20% - 2 Exams (including final during finals week)

30% - 2 Social studies lessons with children including lesson plans (to be observed by instructor)

15% - 2 written observations of children engaged in a variety of classroom activities (to be observed by instructor)

20% - 1 Term (reflection) paper

15% - 1 Presentation

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

	Seminar	Fieldwork
Week 1	Topic(s): a. Introductions b. Course overview c. Understanding course seminar and fieldwork expectations	Meet for orientation at field sites
Week 2	Topic(s): a. What is the definition of a good teacher? How do you learn best? Reading: (McDonald) Teaching – A Messy Business (handout) Assignment: Reading response	1. Informal observations a. Classroom arrangement
Week 3	Topic(s): a. Recollections of our early childhood social studies experiences b. Purposes and benefits of teaching Social studies Reading: (Seefeldt) Chapter 1 Assignment: Field notes	1. Schedule formal observation and lesson #1 with cooperating teachers 2. Informal observations a. Teaching styles b. Teacher/student ratio
Week 4	Topic(s): a. Identity and community building in the early childhood classroom b. Workshop: Name project Reading: (Seefeldt) Chapter 1 Assignment: Reading response	1. Informal observations a. Classroom routines b. Large group teacher directed activities c. Small group child directed activities
Week 5	Topic: a. Teaching critically in the early childhood social studies classroom Reading: (Cowhey) Introduction and Prologue Assignment: Name project	1. Formal observation and lesson #1 a. Small group instruction (teacher/child directed)
Week 6	Topic(s): a. Diversity and Culturally responsive instruction b. Video: Culturally responsive teaching Reading: (Seefeldt) Chapter 2 Assignment: Field notes	1. Formal observation and lesson #1 a. Small group instruction (teacher/child directed)
Week 7	Topic(s): Midterm exam	1. Schedule formal observation and lesson #2 with cooperating teachers 2. Informal observations a. Read aloud lessons b. Classroom transitions
Week 8	Topic(s): a. Multiple perspectives in history b. Workshop: History and writing integration - poems for two voices	1. Informal observations a. Read aloud lessons b. Classroom transitions

	<p>Reading: (Seefeldt) Chapter 4; (Cowhey) Chapter 7</p> <p>Assignment: Field notes</p>	
Week 9	<p>Topic(s):</p> <p>a. The role of literacy in social studies education</p> <p>b. Workshop: Standards-based social studies lesson planning</p> <p>Reading: NCSS Standards; NYC Social Studies Scope and Sequence and NYS K-8 Social Studies Frameworks for your fieldwork grade</p> <p>Assignment: Field notes</p>	<p>1. Informal observations</p> <p>a. Child directed learning: Learning centers</p> <p>b. Teacher directed learning: Large group meeting areas</p>
Week 10	<p>Topic(s):</p> <p>a. Using picture books to teach social studies</p> <p>b. Developing read aloud skills</p> <p>Reading: (Seefeldt) Chapter 8</p> <p>Assignment: Lesson plan draft</p>	<p>1. Formal observation and lesson #2</p> <p>a. Read aloud</p> <p>b. Classroom transition</p>
Week 11	<p>Topic(s):</p> <p>a. Geography and sense of place education</p> <p>b. Mapmaking with young children</p> <p>Reading: (Sobel) Mapmaking with children Sense of place education, chapters 1 and 2 (handout)</p> <p>Assignment: Fieldwork reflection presentation</p>	<p>1. Formal observation and lesson #2</p> <p>a. Read aloud</p> <p>b. Classroom transition</p>
Week 12	<p>Topic(s):</p> <p>a. Statement of educational philosophy: Revision work</p> <p>Reading: (Cowhey) Chapter 12</p> <p>Assignment: A printed copy of your Statement of educational philosophy written in EDC 200</p>	<p>1. Formal observation and lesson #2</p> <p>a. Read aloud</p> <p>b. Classroom transition</p>

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

- Banks, J.A. (2007). *Educating citizens in a multicultural society*. New York, NY: Teachers College Press
- BRODY, D. (2007). *The elephant in the playroom: Ordinary parents write intimately and honestly about the extraordinary highs and heartbreaking lows of raising kids with special needs*. NY: Hudson Street Press
- Clearing House on Early Education and Parenting, University of Illinois (Producer). (2004). *Rearview Mirror: Reflections on a preschool car project [motion picture]* (Available from CEEP, <http://ecap.crc.uiuc.edu.html>).
- Hannibal, M.A., Vasiliev, R., & Lin, Q. (2002). Teaching young children basic concepts of geography: A literature-based approach. *Early Childhood Education Journal* 30(2), 81-86.
- Ladson-Billings, G. (1999). Preparing teachers for diverse student populations: A critical race theory perspective. In A. Iran-Nejad & D. Pearson (Eds.). *Review of research in Education* (24), 211-248. Washington, D.C.: American Educational Research Association.
- Lee, E., Menkart, D., & Okazawa-Rey. (Eds.). (2008). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development*. Washington, D.C.: Teaching for Change.
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Pearson/Merrill Prentice Hall (Producer). (2006). *Birds: An integrated curriculum* [motion picture]. (Available from Pearson Education, Upper Saddle River, NJ).
- Philibert, N. (Director). (1992). *In the land of the deaf* [motion picture]. (Available from Les Films D'Ici/Second Run Ltd., www.secondrundvd.com)
- Pratt, C. (1948/1990). *I learn from children*. New York, NY: Perennial Library.
- Shapiro, E, & Mitchell, A. (1992). Principles of the Banks Street Approach. In A. Mitchell & J.David (Eds.), *Explorations with young children: A curriculum guide from the Bank Street College of Education* (pp.15-21). Beltsville, MD: Gryphon House.