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)

☐ **Closing of Degree**　　　　　　　　☐ **Change in Degree or Certificate**
☐ **Closing of Certificate**　　　　　　 ☐ **Change in Degree: Adding Concentration**
☐ **New Certificate Proposal**　　　　　☐ **Change in Degree: Deleting Concentration**
☐ **New Degree Proposal**　　　　　　　☐ **Change in Prerequisite, Corequisite, and/or Pre/Co-requisite**
☐ **New Course**　　　　　　　　　　　☐ **Change in Course Designation**
☐ **New 82 Course (Pilot Course)**　　　 ☐ **Change in Course Description**
☐ **Deletion of Course(s)**　　　　　　　☐ **Change in Course Title, Number, Credits and/or Hours**
　　　　　　　　　　　　　　　　　　 ☐ **Change in Academic Policy**
　　　　　　　　　　　　　　　　　　 ☐ **Pathways Submission:**
　　　　　　　　　　　　　　　　　　　　　　☐ **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**

☐ **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: New course proposal for EDC 2500 – Psychological Foundations of Education

The Department of Behavioral Sciences is proposing a new course proposal for EDC 2500 – Psychological Foundations of Education.

Rationale for Course Proposal:

This course is aligned with the expected course outcomes for Psychological Foundations of Education, with a focus in child and adolescent development, as part of CUNY Pathways Major Gateway initiative. As such, it will be accepted by the receiving four-year CUNY colleges in which our students would be seeking a Bachelor's degree in Early Childhood, Childhood and Special Education. During our program's most recent APR, the need for a child development course taught by educators and geared toward the application of developmental understandings to educational best practices was raised repeatedly by faculty and supported by our external reviewer.

Although complete major requirements vary in most cases among CUNY colleges, faculty working groups across CUNY Teacher Education programs have designated a minimum of 3 gateway courses leading into several CUNY majors. Students who enroll in one of these majors can take the designated gateway courses and be able to transfer them for major credit seamlessly between CUNY colleges that offer the major. It is expected that this course will transfer as a Psychological Foundations of Education degree requirement across all CUNY Teacher Education programs.

This course will replace PSY 3000 as a degree requirement for Education Studies majors. While PSY 3000 is currently a major gateway course, its designation as a Psychology course carries a prerequisite of PSY 1100. The learning outcomes of PSY 1100 do not align with the Education Program's Learning Outcomes, and this requirement forces students to take electives that will not transfer as credits toward the major within CUNY 4-year Teacher Education programs.

The 2-hour NYS mandated Child Abuse Prevention training that was previously embedded in PSY 2400 will not be included in *EDC 2500: Psychological Foundations of Education*, which is a degree requirement for all Education Studies students.

New Course Proposal Form*
*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate "**NONE**" where applicable.
   *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	BEH
Course Designation/Prefix:	EDC
*Course Number:	2500
Course Title:	Psychological Foundations of Education
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course provides an overview of human development from conception to adolescence and its application to teaching and learning. It focuses on historical and contemporary theories of childhood development. Learning is considered in relation to biological factors, child and family factors, program factors and sociocultural factors, particularly in diverse urban settings. Children's physical, cognitive, communicative, social and emotional development is explored as contributors to and as consequences of learning experiences. **New York State mandated two-hour session on recognizing and reporting child abuse is included.** This course is designated as a CUNY Pathways Major Gateway course for Early Childhood/Childhood Education and thus, guarantees automatic transfer into an Early Childhood/Childhood Education major across CUNY colleges and programs. This course requires a minimum of 15 hours of fieldwork that support the learning outcomes of a Psychological Foundations in Education course.
Prerequisite(s):	EDC 200
Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	Open to all Education Studies majors.
Frequency course is to be offered (Select All that Apply)	X Fall ☐ Winter X Spring ☐ Summer
Suggested Class Limit:	25
Indicate if a special space, such as a lab, and/or special equipment will be required:	

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -***Hours are based on hours per week in a typical 12-week semester** (Please check **ONE** box based on credits):

| 1-credit: | ☐ 1 hour lecture |
| | ☐ 2 hours lab/field/gym |

2-credits:	☐ 2 hours lecture
	☐ 1 hour lecture, 2 hours lab/field
	☐ 4 hours lab/field

3-credits:	X 3 hours lecture
	☐ 2 hours lecture, 2 hours lab/field
	☐ 1 hour lecture, 4 hours lab/field
	☐ 6 hours lab/field

4-credits:	☐ 4 hours lecture
	☐ 3 hours lecture, 2 hours lab/field
	☐ 2 hours lecture, 4 hours lab/field
	☐ 1 hour lecture, 6 hours lab/field
	☐ 8 hours lab/field

| More than 4-credits: ☐ Number of credits: _____ (explain mix lecture/lab below) |
| ___ Lecture   ____Lab |
| Explanation:_____ |

3. **Where** does this course fit? Select from the following:

X Degree Program(s)/Certificate(s)*	**List Degree Program(s)/Certificate(s):** 1. Education Studies major, all concentrations (degree requirement)
☐ General Education/Pathways	**Select ONE of the following:** ☐ Life and Physical Science (LPS) ☐ Math and Quantitative Reasoning (MQR) ☐ World Cultures and Global Issues (Group A) ☐ U.S. Experience in its Diversity (Group B) ☐ Creative Expression (Group C) ☐ Individual and Society (Group D) ☐ Scientific World (Group E)

	If proposed as a "real" course, where will this course fit? Select from the following: **List Degree Program(s)/Certificate(s):** 1. 2. **Select ONE of the following:** ☐ Life and Physical Science (LPS) ☐ Math and Quantitative Reasoning (MQR) ☐ World Cultures and Global Issues (Group A) ☐ U.S. Experience in its Diversity (Group B) ☐ Creative Expression (Group C) ☐ Individual and Society (Group D) ☐ Scientific World (Group E)
☐ **82XX** Pilot/Experimental Course	

*If Degree Program/Certificate is Selected:

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:
45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:
1. Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate"
2. Memo with rationale for inclusion of the course within the curriculum
3. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:
- Please refer to NYSED Guidelines for courses that are considered Liberal Arts (General Education).
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a "**real**" course.

Additional Separate Submissions Required:
1. Curriculum Transmittal Cover Page indicating BOTH "New Course" and "Pathways"
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing "**action verbs**" (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
• To understand the major theorists and their contributions to the discovery of child and adolescent physical, cognitive, social and emotional development. • To understand physiological, cognitive, social, and emotional development within each age level from conception through adolescence. • To understand that research in psychological development is ongoing and that discoveries in areas such as neuro-diversity, identity and how biological and environmental factors interact is continually challenging prior knowledge and research findings. • To evaluate what is considered optimal in terms of processes, such as child-rearing and related child outcomes according to different cultural norms and values. • To understand that development is affected by variables such as race, class, gender, and culture. • To apply theoretical knowledge to increase and improve skills for working with a diverse population of students. • To critique theories of child development according to how they apply to children and families from diverse cultures including how research on psychological development reflects the socio-cultural norms and assumptions of the researchers and participants. • To understand the essential issues of child development by analyzing the role of family, community, and school as well as the impact of larger social contexts (i.e., race, class, and culture). • To address how urban educational environments may impact learning and development. • To examine how institutions such as schools, childcare and social welfare agencies serve children and families, given what is known about child development.

5. **Assessment of Course Learning Outcomes**: The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabu**s – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome (Aligned with CUNY Pathways Gateway outcomes)	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. To understand the major theorists and their contributions to the discovery of child and adolescent physical, cognitive, social and emotional development.	10%	Theorist Group Presentation
2. To understand physiological, cognitive, social, and emotional development within each age level from conception through adolescence.	10%	Developmental Assessments
3. To understand that research in psychological development is ongoing and that discoveries in areas such as	10%	Midterm Exam

neuro-diversity, identity and how biological and environmental factors interact is continually challenging prior knowledge and research findings.	5	
4. To evaluate what is considered optimal in terms of processes, such as child-rearing and related child outcomes according to different cultural norms and values.	10%	Nature vs. Nurture Case Study
5. To understand that development is affected by variables such as race, class, gender, and culture.	10%	Reading Response
6. To apply theoretical knowledge to increase and improve skills for working with a diverse population of students.	10%	Fieldwork Reflection
7. To critique theories of child development according to how they apply to children and families from diverse cultures including how research on psychological development reflects the socio-cultural norms and assumptions of the researchers and participants.	10%	Final Exam
8. To understand the essential issues of child development by analyzing the role of family, community, and school as well as the impact of larger social contexts (i.e., race, class, and culture).	10%	Nature vs. Nurture Case Study
9. To address how urban educational environments may impact learning and development.	10%	Fieldwork Reflection
10. To examine how institutions such as schools, childcare and social welfare agencies serve children and families, given what is known about child development.	10%	Reading Response

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

All students enrolled in the Education Studies major will be required to take this course as a foundational gateway to child and adolescent development and learning theories.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

> This course is aligned with the expected course outcomes for Psychological Foundations of Education, with a focus in child and adolescent development, as part of CUNY Pathways Major Gateway initiative. As such, it will be accepted by the receiving four-year CUNY colleges in which our students would be seeking a Bachelor's degree in Early Childhood and Childhood Education. During our APR last year, the need for a child development course taught by educators and geared toward the application of developmental understandings to educational best practices specifically, was raised repeatedly by faculty and supported by our external reviewer.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current Articulation Agreements.

> Although complete major requirements vary in most cases among CUNY colleges, faculty working groups across CUNY Teacher Education programs have designated a minimum of 3 gateway courses leading into several CUNY majors. Students who enroll in one of these majors can take the designated gateway courses and be able to transfer them for major credit seamlessly between CUNY colleges that offer the major. It is expected that this course will transfer as a Psychological Foundations of Education degree requirement across all CUNY Teacher Education programs.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

> This course will replace PSY 3000 as a degree requirement for Education Studies majors. While PSY 3000 is currently a major gateway course, its designation as a Psychology course carries a prerequisite of PSY 1100. The learning outcomes of PSY 1100 do not align with the Education Program's Learning Outcomes, and this requirement forces students to take electives that will not transfer as credits toward the major within CUNY 4-year Teacher Education programs.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Trawick-Smith, J. (2014). Early Childhood Development: A Multicultural Perspective, 6th Edition. Pearson. ISBN-13: 9780132868594.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

EDC 2500: Psychological Foundations of Education
COMMON SYLLABUS

Topical Course Outline

WEEK	TOPICS	ASSIGNMENTS
Week 1	Welcome, Syllabus, etc. Overview of Historical Theories and Research in Child Development	Chapter 1 and 2 Read the entire webpage and watch the 2 videos (Dr. Kendi & Dr. Myers) in Talking About Race
Week 2	Theories of Child Development	Chapter 3 Due: Fieldwork Reflection
Week 3	Genetics, Prenatal Development, and Birth and The Newborn Group Presentations	Chapter 4 and 5 DUE: Reading Response #1 "Trying to Function in the Unfunctionable": Mothers and COVID-19 (pp 6-21) DUE: Developmental Theorist Group Presentations
Week 4	Infant Physical Growth and Brain Development	Chapter 6 Due: Fieldwork Reflection
Week 5	Cognitive Development in Infancy and Infant Language and Literacy Midterm Exam	Chapter 7 and 8 DUE: Reading Response #2
Week 6	Infant Social and Emotional Development and Preschool Physical and Motor Development	Chapter 9 and 10 "Caring Relationships: The Heart of Early Brain Development" from NAEYC DUE: Reading Response #3
Week 7	Cognitive Development in the Preschool Years and Symbolic Thought: Play, Language, and Literacy in the Preschool Years	Chapter 11 and 12 "Children Are Not Colorblind: How Young Children Learn Race" DUE: Reading Response #4
Week 8	Social and Emotional Development of Preschoolers	Chapter 13 "Becoming a Better Behavior Detective: Applying a Developmental and Contextual Lens on Behavior to Promote Social and Emotional Development" from NAEYC DUE: Developmental Assessments

| Week 9 | Physical Growth and Motor Development in the Primary Years

Child Abuse Prevention Training | Chapter 14

DUE: Reading Response #5 |
| --- | --- | --- |
| Week 10 | Cognition and Schooling
AND
Language, Literacy, and Schooling | Chapter 15 and 16

Due: Fieldwork Reflection |
| Week 11 | Social and Emotional Development in the Primary Years | Chapter 17 and 18

"No more Suspensions – 40 Questions to Ask Yourself before you Pull the Trigger"

DUE: Reading Response #6 |
| Week 12 | Parents, Families, and Children:
A Multicultural Perspective | "Raising a Black Boy Not to be Afraid" by Dr. Fleetwood

DUE: Nature vs. Nurture Case Study

Review for Final Exam |

Sample Assignments

Fieldwork Reflections

Students enrolled in EDC 2500 must complete 15 hours of fieldwork related to child development. This can be in the form of an educational conference, virtual classroom fieldwork, child observations, or films on developmental studies. The fieldwork reflection should include a summary describing the fieldwork experience and personal reflections on how this experience deepened their understanding of child and adolescent developmental theories. Fieldwork reflection papers should be a minimum of 2 typed pages in length.

Reading Responses

For each reading response, students will write a summary of the main points addressed in the reading. They will then deepen their understanding of the text by responding to the author through questions, connections to their own life, other course readings, other concepts addressed in class or other classes. These responses should be a minimum of 2 typed pages in length.

Developmental Theorist Presentation

This assignment is a two-part assignment and consists of developing a technology-based presentation based on the assigned theorists' foundational concepts, and a written paper comparing and contrasting the theories studied. The theories learned in this course will be cognitive tools to help you examine, inspect, and interpret the information you hear and read about teaching throughout your career (Woolfolk, 2007). This assignment consists of developing an online presentation consisting of ideas from a specific learning theory. It will include:
-A biography of the theorists in reference and the importance of this person's work in reference to the discipline of education. Do not put the life history of the theorist in your presentation. Put relevant information about the theorist as it relates to his/her work with the theory. It should not include a lot of personal facts that are not pertinent to the person's theory.

-Key ideas & basic assumptions related to the theorists' ideologies (beliefs of the theorist and recommended practices). Important terms must be defined and limitations of the theories discussed.
-Two examples of how one might see each of the theories "in action" in the classroom or school environment. You may wish to include pictures that help you describe how the photo supports the integration of the theory in the classroom, and
-Direct discussion of how each theory applies to teaching and classroom/behavior management.

Developmental Assessments

For this assignment, you will use the Ages and Stages Questionnaire Third Edition (ASQ-3 and ASQ-SE 2) to pinpoint a child's developmental progress between the ages of 3 months to 5 ½ years. You must work with a child and their parent. *The parent must be always present during the screening.* After completing the questionnaires, you will write a paper in APA format describing:
-how you administered the screener
-how you incorporated parents' input
-how you used observation to record insights
-the child's overall score
-the child's strengths
-any noted developmental concerns
-how you would address these concerns in the classroom
-recommendations for parents

Nature vs. Nurture Case Study

There have been many debates on how nature, nurture, or a combination of both affect a child's development. You will write a 5-6-page APA paper that will analyze how both the environment (nurture) and genetics (nature) can either have a positive or negative effect on a child's development. Once you choose a topic, your goal will be to debate both sides of the argument (nature vs. nurture). For example, if you choose cognitive development as your topic, you will need to choose at least two theories/arguments that support how nature (theory/argument #1) and nurture (theory/argument #2) influence a child's cognitive development. You may include other theories applicable to your topic. You will also include a case study/child example that will support one of your theories/arguments you selected.

Topic choices:
-Prenatal development
-Physical development
-Personality development
-Socioemotional development
-Cognitive development

Choose 2 opposing theories:
-John Bowlby's Attachment Theory
-Albert Bandura's Social Cognitive Theory
-Jean Piaget Theory of Cognitive Development
-Mary Ainsworth Attachment Theory
-B.F. Skinner's Theory of Operant Conditioning
-John B. Watson (classical conditioning)
-Harry Harlow's Attachment Theory
-Noam Chomsky's Theory of Language Acquisition
-Sigmund Freud's Psychosexual Stage Theory

-Erik Erikson's Psychosocial Stage Theory
-Arnold Giselle's Maturational Theory
-Urie Bronfenbrenner's Ecological Systems Theory

Case Studies/Child Examples:

Little Albert
Genie (feral child)
Twin Studies
Beth Thomas (child of rage)
David Reimer
Little Hans