

**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: \_\_\_\_\_



**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**.

<b>Department:</b>	BEH
<b>Course Designation/Prefix:</b>	EDC
<b>*Course Number:</b>	6001
<b>Course Title:</b>	<i>Social Emotional Learning through Puppetry and Play</i>
<b>Course Description:</b> (Note: Description should include language similar to Course Learning Outcomes.)	This course is designed to introduce students to the developmental theories behind Social Emotional Learning (SEL) while also providing an interactive and integrative approach to the exploration of puppetry as a vehicle to reinforce this learning. Through the use of multi-lingual storytelling, arts-making, dramatic play, and lively group discussions, this course will provide hands-on practice, planning, and curriculum design instruction to students of diverse backgrounds and needs. Learners will come away from the course with the necessary skills to implement puppetry play and other creative arts activities to foster deep and lasting social-emotional learning in both the early childhood and elementary classrooms.
<b>Prerequisite(s):</b>	EDC 200
<b>Corequisite(s):</b>	None
<b>Pre-/Co-requisite(s):</b>	None
<b>Open ONLY to Select students (Specify Population):</b>	Education Studies majors - Birth -2nd Grade and 1st - 6th Grade Concentrations
<b>Frequency course is to be offered (Select All that Apply)</b>	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer
<b>Suggested Class Limit:</b>	25
<b>Indicate if a special space, such as a lab, and/or special equipment will be required:</b>	

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:	<input checked="" type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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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
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3-credits:	<input type="checkbox"/> 3 hours lecture <input 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
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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
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)  ____ Lecture                      ____ Lab Explanation: _____
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3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	<p><b>List Degree Program(s)/Certificate(s):</b></p> <ol style="list-style-type: none"> <li>Education Studies Birth-2nd Grade Concentration (Specified Program Elective)</li> <li>Education Studies 1st-6<sup>th</sup> Grade Concentration (Specified Program Elective)</li> </ol>
<input type="checkbox"/> General Education/Pathways	<p><b>Select ONE of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Life and Physical Science (LPS)</li> <li><input type="checkbox"/> Math and Quantitative Reasoning (MQR)</li> <li><input type="checkbox"/> World Cultures and Global Issues (Group A)</li> <li><input type="checkbox"/> U.S. Experience in its Diversity (Group B)</li> <li><input type="checkbox"/> Creative Expression (Group C)</li> <li><input type="checkbox"/> Individual and Society (Group D)</li> <li><input type="checkbox"/> Scientific World (Group E)</li> </ul>

<input type="checkbox"/> <b>82XX Pilot/Experimental Course</b>	<p><b>If proposed as a “real” course, where will this course fit?</b> Select from the following:</p>
	<p><b>List Degree Program(s)/Certificate(s):</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>Select ONE of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Life and Physical Science (LPS)</li> <li><input type="checkbox"/> Math and Quantitative Reasoning (MQR)</li> <li><input type="checkbox"/> World Cultures and Global Issues (Group A)</li> <li><input type="checkbox"/> U.S. Experience in its Diversity (Group B)</li> <li><input type="checkbox"/> Creative Expression (Group C)</li> <li><input type="checkbox"/> Individual and Society (Group D)</li> <li><input type="checkbox"/> Scientific World (Group E)</li> </ul>

**\*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](mailto: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](mailto: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.

<b>Course Learning Outcomes</b>
1. Students will analyze and compare a variety of standards-based theories centered on social emotional learning and empathy development for very young children.
2. Students will identify and actively practice developmentally-appropriate strategies to promote social emotional development, language learning, and role play utilizing puppetry skills.
3. Students will utilize student-centered methods and materials to implement visual, language, and performance art activities specific to the early childhood and elementary classroom.
4. Students will incorporate elements of critical teaching with an appreciation of culturally diversity by responding to and analyzing a variety of play-based curricula, video documentation, children's literature, and classroom projects.
5. Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully/critically and in partnership with their peers.

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 Syllabus** – to allow for **any** qualified instructor to teach the course.

<b>Course Learning Outcome</b>	<b>Percentage of Grade</b>	<b>Measurement of Learning Outcome (Artifact/Assignment/Activity)</b>
1. Students will analyze and compare a variety of standards-based theories centered on social emotional learning and empathy development for very young children.	20%	<ul style="list-style-type: none"> <li>• Create Reading Responses to chapters/articles geared to the four main social emotional domains.</li> <li>• Formulate a working list of the '4 Strands of Social Emotional Learning.'</li> <li>• Assignment: 'Feeling Time with the Nursery Rhyme' –Written outline and Presentation</li> </ul>
2. Students will identify and actively practice developmentally-appropriate strategies to promote social emotional development, language learning, and role play utilizing puppetry skills.	20%	<ul style="list-style-type: none"> <li>• Weekly 'Puppetry Play Circles' in which, in small groups or partner teams, we practice dramatic play strategies using puppets.</li> <li>• Video Assessments: Students identify play dynamics and write a brief response.</li> </ul>

<p>3. Students will utilize student-centered methods and materials to implement visual, language, and performance art activities specific to the early childhood and elementary classroom.</p>	<p>20%</p>	<ul style="list-style-type: none"> <li>• Puppetry File Folders and Play Journals (amassing materials needed for a puppetry unit as well as dramatic play ideas and children's book titles to complement the unit.)</li> <li>• Partner-teams for 'My Puppet Has a Name' performances/sharings, complete with a one-page self-assessment.</li> </ul>
<p>4. Students will incorporate elements of critical teaching with an appreciation of culturally diversity by responding to and analyzing a variety of play-based curricula, video documentation, children's literature, and classroom projects.</p>	<p>20%</p>	<ul style="list-style-type: none"> <li>• Children's Book Analysis (w/ a focus on social emotional objectives and themes that connect to culturally diverse populations)</li> <li>• 'My Puppet Has a Name' Presentations—utilizing two languages and meeting the needs of more than one population and age group</li> <li>• 'Self-Assessment Page' and one 'Puppetry in Education' Video Critique</li> </ul>
<p>5. Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully/critically and in partnership with their peers.</p>	<p>20%</p>	<ul style="list-style-type: none"> <li>• 'Puppetry Play Circles' in partner and small-groups</li> <li>• Individual and group presentations on Reading Responses and other Discussion Topics.</li> </ul>

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.

Students enrolled in the Education Studies major, Birth-2<sup>nd</sup> grade and 1st-6<sup>th</sup> grade concentrations, will be offered this course as part of their Specified Program Electives.

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?

Although social emotional learning is a component of almost every course in our program's Childhood Education concentration, there has yet to be a course which emphasizes, as one of its sole aims, this necessary underpinning of early childhood development. It is crucial that students in the program have an understanding of this all-important social emotional language/lingo and how, as its own pedagogical form of teaching and learning, it can be creatively integrated across the curriculum.

In addition, this course meets the following Program Learning Outcomes:

#1. Analyze and compare various theories of teaching, learning, and cognitive development.

#5. Utilize developmentally appropriate student-centered methods and materials.

#6. Incorporate elements of critical teaching with an appreciation for diversity and inclusion.

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](#).

As a Specified Program Elective, this course does not meet a specific requirement at a 4-year institution. Rather, students in the Education Studies major are required to take 1-4 electives in order to meet their graduation requirements. This course can allow students to fulfill those elective requirements while also gaining valuable career-related knowledge and skills.

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.

No

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:

1. Casetta, G. and B. Sawyer. (2015). *Classroom management matters: The social emotional learning approach*.
2. Hunt, T. and Renfro. (1983/2011) *Puppetry in early childhood education*. Renfro Studios.
3. Course readings on Blackboard

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 6001: Social Emotional Learning Through Puppetry and Play

## Common Syllabus

### MODULE ONE Weeks 1-3

#### **Topics:**

Introduction to Social Emotional Learning (A brief, what, why, and how)

What IS a puppet?--'Puppet as a Metaphor'

The Role of Puppets in Symbolic Play and Social Emotional Development

#### **Reading/Support/Resources:**

--'Puppetry Play Circle' Document #1 (Morris/Jones): Focus Points for Discussion

--Bernier and O'Hare, *Puppetry in Education and Therapy* (chapters 1 and 2)

#### **Assignments:**

--Reading Response

--'Language of Puppetry Play Binder'

### MODULE TWO Weeks 4-6

#### **Topics:**

Building Relationships with Peers and 'Perspective Play' through Creative Drama

Play and Emotions—A Partnership in the Classroom

Puppet Creation #1

#### **Reading/Support/Resources:**

--Puppetry Play Circle Document #2 (Hunt and Renfro, "Puppetry in Early Childhood Education")

-- McCaslin, Nellie, *Creative Drama in the Classroom and Beyond* (chapter 11 and 12)

--"Sesame Street Comes to Preschool" (video, youtube.com and edutopia.com)

**Assignments:**

- Reading or Video Response (Student's Choice)
- Create Puppet #1 (during in-class 'Puppetry Circle')
- 'Emotions Time with the Nursery Rhyme' one-page outline

MODULE THREE Weeks 7-9**Topics:**

The Role of the Transitional Object for Language Learning and Emotional Awareness

Storytelling, Story-Making, and Performance

Children's Literature as a Springboard for Puppetry and Dramatic Play

**Reading/Support/Resources:**

- Puppetry Play Circle Document #3 (Winnicott, "Play as Reality")
- Gussin-Paley, Vivian. *You Can't Say You Can't Play* (chapter 3) and *The Boy Who Would Be a Helicopter* (chapter 1)
- Lionni, Leo. *Frederick*

**Assignments:**

- Create Puppet #2 and #3 (In-Class 'Frederick Puppets' and Begin 'My Puppet Has a Name Project')
- Children's Picture Book Analysis (with Play Extensions)

MODULE FOUR Weeks 10-12**Topics:**

Revisiting the Social Emotional Domanin of the New York State Standards—What We Now Know!

Performing with Puppets--'My Puppet Has a Name!' Project Presentations

Utilizing a Read-Aloud to Foster Puppetry and Dramatic Play

**Reading / Support/Resources:**

- 'Puppetry Play Circle Document # 4 ('Story-Making in the Classroom')
- Hunt and Refro, "Puppet Playing: Simple Performance Stages"
- [www.nysed.gov](http://www.nysed.gov) Social Emotional Learning in Today's Classrooms

### Assignments:

- Mini-Social Emotional 'Read Aloud Lesson Plan'
- 'My Puppet Has a Name' Partner Presentations
- Add 'Materials Section' and 'Children's Book Bibliography' into our Puppetry Play Binders

### Sample Assignments

1. Reading Responses  
Responses to reading will consist of an organized and thoughtful reaction to the the chapters or articles we read. These assignments will include a summary of the main points and key terms / concepts from the readings (the 'Big Ideas') as well as any personal connections, questions, or favorite passages from the text.
2. Children's Picture Book Analysis  
This 'Children's Book Analysis' is a two page paper that addresses the summary, central themes, and social emotional objectives embedded in a particular picture book. In addition, part of the assignment includes sharing ideas for both dramatic play, visual art, and puppetry-play extensions.
3. Mini-Read-Aloud Lesson Plan  
Stemming from the 'picture book analysis paper,' students will be asked to write a lesson plan that can be brought to life with ease in the classroom. This lesson plan will include sections consisting of 'Materials,' 'Social Emotional Objectives,' as well as a the 'Dramatic Hook/Introduction' portion of the plan. Each students will read the book, the basis of this lesson plan, to the entire class. They will also actively implement, with their peers, one extension puppetry activity connected to this read-aloud.
4. 'My Puppet Has a Name' Project and Presentation  
This assignment will help students synthesize information gained throughout this course. Students will make their own individual puppets and give their creations a name, background, as well as social-emotional traits. Working with a partner team, a mini-story will be created using both puppets. This story project (and presentation) will have a clear beginning, middle and end; it will include a culturally responsive component; and each 'puppet drama' will grapple with a central narrative problem. These presentations will ntegrate at least two of the social emotional learning strands examined in our coursework.

### 12. Selected Bibliography and Source materials:

Recent studies/data/theories centered on 'Creating a Positive Climate to Support Social and Emotional Learning in PreKindergargen through 3<sup>rd</sup> Grade; Supporting a Strong Foundation for the New York State Learning Standards

[http://www.nysecac.org/application/files/7015/8223/2331/DAP7b\\_behaviorTwelve](http://www.nysecac.org/application/files/7015/8223/2331/DAP7b_behaviorTwelve) Page112719Web.pdf

New York State Prekindergarten Foundation for the Common Core (Domain 3: Social and Emotional Development (12-14) and at:

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

- Brown, V. & Pleydell, S. (1999). "Drama for emotional growth." *The dramatic difference: Drama in the preschool and kindergarten classroom*. Heinemann. Chapter 6.
- Down, S. (2005). "Thoughts on puppetry for the very young." *Puppetry in education and therapy*. 26-33.
- Elliot, En. & Gonzalez-Mena. J. (January, 2011). "Babies' self-regulation: Taking a broad perspective." *Young Children*. 28-32.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. Basic Books. Chapter 6.
- Hunt, T. & Refro, N. (1984). "Creative Puppetry: The Puppet as a Process." *Puppetry in Early Childhood Education*. Nancy Renfro Studios. Chapter 1.
- McCaslin, N. (2000). "Play" and "Puppetry and Mask Making." *Creative drama in the classroom and beyond*. Longman.
- Norman, , V. J, Constance, A, et al. (March, 2021). "How are you feeling?" Strategies for helping children understand and manage emotions." *Young Children*. 63-68.
- Paley, V. G. (1988). *Bad guys don't have birthdays: Fantasy play at four*. Preface.
- Singer, Dorothy G., R. M. Golinkoff, & Hirsh-Pasek, K. (2006). "Learning to Play and Learning through Play." *Play=Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth*. Oxford University Press. Epilogue.
- Smith, Leslie. (2005). "Social competency skills through puppetry." *Puppetry in education*. Chapter 16.