

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Department of Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	ECE
Course Prefix & Number	ECE 202
Course Title	Foundations in Education in the US
Description	Historical, sociocultural, and linguistic contexts of U.S. school communities and homes as they relate to school environments.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This new course, ECE 202 is being proposed as a flexible core course to provide all students the opportunity to be exposed to the education profession at the sophomore

level and, this combined with opportunities for an LEH 250 freshman block of students interested in the teaching profession, we believe there will be an increase in the numbers of students who will consider teaching as a profession. Furthermore, this new course will facilitate communication between potential teacher candidates and support programs like Careers in Teaching that have maximum overall credit eligibility requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Students will be able to discuss the differing perspectives about who U.S. schools were created for, tracing the differences in how demographic groups gained access to public education.
- Students will apply historical, linguistic, and theoretical concepts by using personal written and oral narratives
- Students will identify key aspects of the fundamental history of public education in United States, and the relationship that the institution of U.S. schooling has played between the home and school communities.
- Students will assess how certain racial-ethnic populations in the U.S. have historically had access to schooling in the U.S., as well as the ethics of the history of education and its current impact on home and education communities
- Students will combine their own educational histories of schooling in the U.S, fieldwork in schools and surrounding communities, and key educational historical texts to contextualize their experiences and school communities within the broader role of education in society.

5. **Date of Departmental Approval:** February 5, 2025