

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ECE 202
Course Title	Foundations in Education in the United States
Department(s)	Early Childhood/Childhood
Discipline	Liberal Arts
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Historical, sociocultural, and linguistic contexts of U.S. school communities and homes as they relate to school environments.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☐ current course
 ☐ revision of current course
 ☒ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required ☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences	Flexible ☐ World Cultures and Global Issues ☒ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)	
A. English Composition: Six credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	Identify and apply the fundamental concepts and methods of a life or physical science.
	Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

	Gather, interpret, and assess information from a variety of sources and points of view.
	Evaluate evidence and arguments critically or analytically.
	Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	Analyze the historical development of one or more non-U.S. societies.
	Analyze the significance of one or more major movements that have shaped the world's societies.
	Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

Students engage with a wide range of primary and secondary sources in their weekly readings, engaging with multimedia, as well as through the key assignments to explore how educational systems in the U.S have benefited differing racial-ethnic groups. In terms of readings, students engage with scholars including Tyack, Dewey, bell hooks, Freire. Additionally, multimedia is also used to assess and gather information through films and podcasts. Finally, there are key assignments that support students to reflect on multiple cultural, historical, and theoretical perspectives, allowing students to explore educational systems through diverse lenses. Two key assignments that engage students to gather and assess information on how educational systems differ across contexts include the Community Walk written assignment and the School Research Project written assignment as outlined (page 4) in the syllabus.

The Community Walk written assignment and School Research written assignments (see page 4) are designed to help students gather, interpret, assess and ultimately write information from a variety of sources and perspectives. In the Community Walk written assignment, students engage in firsthand observation and written demographic research about the neighborhood of a selected school. This includes documenting language, culture, economic conditions, and demographic shifts, while also using public data tools such as NYC Open Data and census records to supplement their findings. By combining observational data with researched historical and demographic information, students begin to write and interpret the social and linguistic landscape of the community, assessing how its current and past populations shape its identity.

The School Research written assignment (see page 4) deepens this inquiry by focusing on a school the student attended. Through historical research, students explore and write about the school's origins and naming, analyze its linguistic and cultural makeup, and examine its role within the larger community. The assignment requires students to collect data through interviews with individuals connected to the school—teachers, staff, peers, or community members—which brings in a range of perspectives and lived experiences. In synthesizing and writing about these viewpoints with their own memories and observations from the Community Walk written assignment, students are able to assess the relationship between school and community in a nuanced way. Together, these assignments cultivate skills in critical inquiry, helping students build well-supported interpretations from diverse, interdisciplinary sources.

- Gather, interpret, and assess information from a variety of sources and points of view.

The Educational Autobiography written assignment, Community Walk written assignment, School Research Project written assignment, and Final Research Project Written and oral assignments (see pages 3-6) are structured to develop students' ability to evaluate evidence and arguments critically and analytically. In the Educational Autobiography written assignment (see page 3), students move beyond personal storytelling to engage and write about scholarly texts—such as Tyack, Bronfenbrenner, and

- Evaluate evidence and arguments critically or analytically.

Moll & Gonzalez—to analyze how their own schooling experiences align or diverge from broader educational histories and theories. This requires students to interrogate historical narratives and examine the ethical implications of systemic inclusion and exclusion in public education. They are asked to assess and write about how their identities and home cultures were acknowledged or ignored in school settings, encouraging analytical reflection on power, equity, and access. The Community Walk written assignment (p. 4) and School Research (p. 4) written assignments further reinforce critical evaluation by having students collect and interpret qualitative and quantitative evidence through direct observation, archival research, and interviews and write this information into a presentation. Students must not only document what they see and hear, but also analyze patterns of linguistic diversity, demographic shifts, and school-community relationships using external data and theoretical frameworks. The culminating Final Project (p. 5) requires synthesis of all three assignments, pushing students to connect personal experiences with historical trends and academic readings. Through this process, students critically assess competing narratives about education and community, and build well-reasoned arguments grounded in both lived experience and academic inquiry.	
The key assignments in this course are intentionally designed to help students produce well-reasoned written and oral arguments supported by evidence. For example, the Educational Autobiography written assignment guides students to reflect on their lived experiences through structured analysis grounded in theoretical readings such as Tyack, Bronfenbrenner, and Moll & Gonzalez. By asking students to connect their personal stories to broader historical and sociocultural frameworks, the assignment promotes the development of claims that are not just opinion-based but supported by academic sources and structured reasoning. Similarly, the Community Walk written assignment and School Research written assignments require students to gather data from multiple sources—observations, interviews, local history, and public records—and then interpret and write about and present that information to draw informed conclusions about the relationship between schools and their surrounding communities. These skills culminate in the Final Project, where students synthesize insights from earlier assignments into a visual and oral presentation. In doing so, they must construct a coherent narrative that links personal experience, empirical evidence, and course texts to argue how their story fits into (or challenges) the broader history of education in the U.S. This repeated practice in analyzing, synthesizing, and articulating evidence-based conclusions—across both written and oral formats—ensures students gain competence in producing rigorous, well-supported academic arguments.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
The course supports students in identifying and applying the fundamental concepts and methods of multiple disciplines—especially cultural studies, history, sociology, education—to explore the U.S. experience in its diversity. Through its interdisciplinary approach, students engage deeply and write	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

about and discuss historical readings (e.g., Tyack, Dewey, Freire), sociocultural theories (e.g., Bronfenbrenner's ecological systems theory, Moll & Gonzalez's Funds of Knowledge), and reflective narrative practices (e.g., educational autobiography and oral interviews). These components require students to use key disciplinary methods such as critical reading, ethnographic observation, and personal narrative analysis, and encourages them to apply these methods in real-world and community-based contexts. Assignments like the Community Walk written assignment, School Research Project research and written assignment, and Final Oral Presentation require students to synthesize perspectives from history, sociology, and cultural studies to analyze how systems of race, immigration, language, class, and gender shape public education. The course also connects theory with practice—inviting students to critique systemic inequities, explore multilingualism, and document the lived experiences of diverse populations in U.S. communities. In doing so, students learn to navigate interdisciplinary inquiry by using conceptual tools from across academic fields to better understand and explain the complexities of American society, especially as reflected through the institution of public education.	
The course helps students analyze and explain major themes of U.S. history from multiple informed perspectives by structuring the course around the central theme of public education as a reflection of American society, while incorporating diverse historical, cultural, and theoretical lenses. Through incorporating readings from key scholars such as David Tyack, bell hooks, John Dewey, Paulo Freire, and Moll & Gonzalez, into written assignments and oral presentations, students examine education not only as a historical institution but also as a site where issues of race, class, language, gender, immigration, and power intersect. These readings provide varied, informed perspectives—ranging from systemic critiques to community-based knowledge—enabling students to explore how U.S. educational policies and practices have evolved over time in response to societal changes. The course assessments further reinforce this multidimensional analysis. For example, the Educational Autobiography written assignment requires students to situate their personal experiences within the broader historical narrative of public schooling, drawing on critical theory and historical context. The Community Walk written assignment and School Research Project written and oral presentation push students to examine how historical shifts such as migration, gentrification, or desegregation have shaped local neighborhoods and schools. The Final Research Project then integrates all these components, encouraging students to compare their experiences with national historical trends and to critique dominant narratives. As a result, students learn to analyze major U.S. historical themes—such as access to education, inequality, and democracy—from both institutional and lived perspectives, developing a richer and more nuanced understanding of the American experience.	Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
The course supports students in evaluating how slavery and immigration have shaped the development of the United	Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

States—particularly through the lens of public education and its historical foundations. By engaging students with critical readings, assignments, and class discussions that examine the intersection of education and social structures, the course requires students to trace how marginalized groups, including enslaved Africans and their descendants, and immigrant communities, have been historically included or excluded from the American education system. For instance, early in the course, readings such as David Tyack’s <i>Inside the System: The Character of Urban Schools, 1890–1940</i> and discussions on the Three Pillars of the Common School Movement examine how schools were originally designed to serve specific (often white, Anglo-Protestant) populations, while excluding others. Class topics such as <i>Reconstruction and the loss of a generation of teachers</i>, the <i>legacy of Brown v. Board of Education</i>, and the <i>History of Multilingual Learning</i> allow students to explore the systemic marginalization and resistance of Black and immigrant communities. Immigration is specifically examined through assignments like the Community Walk written assignment, which asks students to assess demographic shifts, migration patterns, and multilingualism in school neighborhoods. Students also analyze how immigrant populations have shaped and been shaped by educational policies such as bilingual education and ESL programs. Through these methods, the course not only asks students to reflect and write about on how these groups have influenced the development of the U.S. but also to evaluate the historical and ethical implications of exclusion, forced assimilation, resistance, and cultural preservation. By incorporating multiple informed perspectives—from academic scholarship to personal narratives and community voices—the syllabus enables students to critically assess the foundational role of indigenous dispossession, slavery, and immigration in shaping American society and its educational systems.	
	• Explain and evaluate the role of the United States in international relations. • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
Through incorporating readings in written assignments, and discussions, the course invites students to explore how educational structures reflect and reproduce broader patterns of social differentiation in contemporary U.S. society. Key ways the syllabus addresses this is: 1. Educational Autobiography Assignment Students reflect on their personal schooling experiences using tools like the Multicultural Identity Wheel and Bronfenbrenner’s Ecological Systems Theory to examine how factors such as race, ethnicity, language, gender, and socioeconomic background shaped their education. This requires students to critically assess how institutions impact individuals differently based on identity. 2. Community Walk Written Assignment and School Research Projects These assignments require students to observe and research the demographic, cultural, and economic composition of school neighborhoods, including signs of gentrification, immigration, and	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

linguistic diversity. By connecting this data to school environments, students see how social and economic forces shape educational access and identity. 3. Course Readings and Media The syllabus includes readings from bell hooks, Paulo Freire, Jane Roland Martin, and Moll & Gonzalez, which explore how education both challenges and reinforces systems of race, class, and gender inequality. For instance, Moll & Gonzalez introduce the concept of <i>Funds of Knowledge</i>, which foregrounds how schools often ignore the cultural wealth of marginalized communities. Readings on the gender divide, bilingualism, and tracking further highlight systemic biases in educational structures. 4. Class Discussions and Media Analysis Topics like segregation (Brown v. BOE), immigration and language rights (Lau v. Nichols), and translanguaging explore how race, language, and ethnicity intersect with educational opportunity. Discussions about multilingualism, special education, and progressive education underscore how schooling serves as a mirror to broader societal inequalities. 5. Final Project The culminating written and assignment oral presentation asks students to synthesize personal experience with scholarly research, explicitly reflecting on how race, gender, language, and class shape both personal and collective educational histories within the U.S.	
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C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.