**New York City College of Technology, CUNY**

**CURRICULUM MODIFICATION PROPOSAL FORM**

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **New Course Proposal:**  SOC 2380: Sociology of Education |
| **Date** | 10/3/2017 |
| **Major or Minor** | Major |
| **Proposer’s Name** | Diana Mincyte |
| **Department** | Social Science |
| **Date of Departmental Meeting in which proposal was approved** | 10/5/17 |
| **Department Chair Name** | **Peter Parides** |
| **Department Chair Signature and Date** | **10/5/17** |
| **Academic Dean Name** | **Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | 10/11/17 |
| **Brief Description of Proposal** | A new Liberal Arts course that will serve as both a General Education course and a requirement for NYSED certificate programs in the CTTE Department. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | This course will serve as both a General Education course and as a NYSED requirement for the initial certification and the professional certification programs for which CTTE is applying through the state. NYSED states the course should address the history, philosophy, and role of education; the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education; and the importance of productive relationships and interactions among the school, home, and community. SOC 2380 meets these requirements. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | Initial submission |

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | X |
| * Chair’s Signature | X |
| * Dean’s Signature | X |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | N/A |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | N/A |
| Detailed rationale for each modification (this includes minor modifications) | X |

**TABLE OF CONTENTS**

New Course Proposal Form ………………………. 5-6

Chancellor’s Report………………………………...7-8

New Course Proposal Check List…………………9-10

Course Need Assessment and Design……………….11

Course Outline…………………………………...12-18

Library Resources Form……………………..…..19-20

Common Core Course Submission Form………..21-25

Email from NYSED……………………………...26-30

Email Confirming Prerequisites…………………..…31

Explanation of Recent Revisions………………...….32

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

|  |  |
| --- | --- |
| **Course Title** | Sociology of Education |
| **Proposal Date** | 10/3/17 |
| **Proposer’s Name** | Diana Mincyte |
| **Course Number** | SOC 2380 |
| **Course Credits, Hours** | 3 |
| **Course Pre / Co-Requisites** | Any 1000-level SOC course or PSY 1101 |
| **Catalog Course Description** | Examines the social influences on education and the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. Focus is on the history, philosophy and the role of education as well as the responsibilities of teachers, school administrators and other professional staff, students, parents, and community members with regard to education. Emphasizes the importance of productive relationships and interactions among the school, home, and community. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course will serve as both a General Education course and as a NYSED requirement for the initial certification and the professional certification programs for which CTTE is applying through the state. NYSED states the course should address the history, philosophy, and role of education; the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education; and the importance of productive relationships and interactions among the school, home, and community. SOC 2380 meets these requirements. |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes, Individual and Society |
| **Intent to Submit as an Interdisciplinary Course** | Not at this time |
| **Intent to Submit as a Writing Intensive Course** | Yes |

**CHANCELLOR’S REPORT FORM**

|  |  |
| --- | --- |
| **Department(s)** | Social Science |
| **Academic Level** | **[ X ] Regular  [   ] Compensatory  [   ] Developmental**  **[   ] Remedial** |
| **Subject Area** | Sociology |
| **Course Prefix** | SOC |
| **Course Number** | 2380 |
| **Course Title** | Sociology of Education |
| **Catalog Description** | Examines the social influences on education and the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. Focus is on the history, philosophy and the role of education as well as the responsibilities of teachers, school administrators and other professional staff, students, parents, and community members with regard to education. Emphasizes the importance of productive relationships and interactions among the school, home, and community. |
| **Prerequisite** | Any 1000-level SOC course or PSY 1101 |
| **Corequisite** | N/A |
| **Pre- or co-requisite** | N/A |
| **Credits** | 3 |
| **Contact Hours** | 3 class hours |
| **Liberal Arts** | **[ X ] Yes  [  ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** | Yes |
| **Course Applicability** | **[X] Major**  **[ ] Gen Ed Required [ X ] Gen Ed - Flexible [ ] Gen Ed - College Option**  **[ ] English Composition [ ] World Cultures [ ] Speech**  **[ ] Mathematics [ ] US Experience in its Diversity [ ] Interdisciplinary**  **[ ] Science [ ] Creative Expression [ ] Advanced Liberal Arts**  **[ X ] Individual and Society**  **[ ] Scientific World** |
| **Effective Term** | Fall 2018 |

**Rationale:** This course will serve as both a General Education course and as a NYSED requirement for the initial certification and the professional certification programs for which CTTE is applying through the state. NYSED states the course should address the history, philosophy, and role of education; the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education; and the importance of productive relationships and interactions among the school, home, and community. SOC 2380 meets these requirements.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | X |
| * Brief Rationale | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| **Course Outline**  Include within the outline the following. | **X** |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment**  Describe the need for this course. Include in your statement the following information. | X |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | N/A |
| Where does this course overlap with other courses, both within and outside of the department? | N/A |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | X |
| **Course Design**  Describe how this course is designed. | X |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | N/A |
| **Additional Forms for Specific Course Categories** | N/A |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | N/A |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | X |
| Writing Intensive Form if course is intended to be a WIC (under development) | X |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | N/A |
| **(Additional materials for** [Curricular Experiments](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)) | N/A |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | N/A |
| Established Timeline for Curricular Experiment | N/A |

**Course Need Assessment**

This course is a requirement of NYSED for the initial certification and the professional certification programs that Career & Technology Teacher Department is applying for through the state. NYSED states the course should include history, philosophy, and role of education; the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education; and the importance of productive relationships and interaction among the school, home, and community. SOC 2380 will meet this requirement.

This course will be required for the initial and professional certificate programs that the CTTE Department is in the process of writing. This course will be offered as an elective to other two programs, including the Career Teacher Education program and the Technology Teacher Education program. A copy of an email from Ms. Marie B. Irving, an Associate in Teacher Education in the Office of Higher Education/Office of College and University Evaluation, is attached with this proposal.

**Course Design:**

Credit hours: 3 credit hours

Prerequisites: Any 1000-level SOC course or PSY 1101

This course will be mainly a lecture and discussion type of class. There will be reading assignments for the students to complete before class. The students will be required to write one page summaries for each article that they are assigned to read for class. There will also be group work, case studies, team projects, and individual research projects included in the context of this course.

**Enrollment and Staff:**

There will be approximately 20-40 students every Fall semester, starting in the Fall of 2018. The projected course enrollment is 30 students.

Prof. Judith Sedaitis is a part-time faculty in the Social Science Department who is qualified to teach the course. Trained in the sociology of education, she continues to do research and publishes in this area. She agreed to teach this class.

**Proposal Context:**

This proposal is based on collaboration between the Career & Technology Teacher Department and the Social Science Department.

**COURSE OUTLINE**

**SOC 2380: Sociology of Education**

**Credit Hours: 3 credit hours**

**Prerequisites: Any 1000-level SOC course or PSY 1101**

**COURSE DESCRIPTION:**

Examines the social influences on education and the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. Focus is on the history, philosophy and the role of education as well as the responsibilities of teachers, school administrators and other professional staff, students, parents, and community members with regard to education. Emphasizes the importance of productive relationships and interactions among the school, home, and community.

**GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS:**

1. **SKILLS/Inquiry/Analysis**: Develop scientific reasoning and logical thinking. *Assessment Methods:* Class discussions, teamwork, writing assignments.

2. **SKILLS/Communication**: Strengthen communicate in diverse settings and groups, using both reading and writing, oral (both speaking and listening), and visual means. *Assessment Methods:* Combination of class discussions, oral presentations, small group work, writing assignments.

3. **VALUES, ETHICS, RELATIONSHIPS / Professional/Personal Development**: Understand and apply values, respect, creativity, teamwork, and diverse perspectives in personal, civic, and cultural/global domains. *Assessment Methods:* Class discussions, teamwork, writing assignments.

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS:**

1. Recognize links between the theories and methods of sociology of education.
2. Understand the stratified nature of education design, practice, and outcomes as systematically linked to a racially diverse, hierarchical and economically unequal social order.
3. Recognize the structure and main components of educational processes and institutions.
4. Distinguish the perspectives on educational thinking, practice, and effects available from sociology from those provided by other disciplines.
5. Trace the embeddedness of educational processes and institutions in social and historical contexts.
6. Identify social reasons for the diversity of educational practices, forms, and their effects.
7. Learn to conduct research at a formal learning site, observe its form, practices, technologies, social relationships, and create an analytical account of reasons for its particular characteristics in sociological terms, using course texts as exemplars and inspiration.

*Assessment methods:* Combination of class discussions, oral presentations, small group work, writing assignments.

COURSE TEXTS:

Arum, Richard, Irenee R. Beattie, and Karly Ford (2015), *The Structure of Schooling: Readings in the Sociology of Education.* 3rd ed. Thousand Oaks, CA: Pine Forge Press.

Additional readings will be assigned to supplement lectures, discussions, and assignments.

**COURSE ACTIVITIES AND REQUIREMENTS:**

The content, activities, and outside work for this course are all designed to contribute to student ability to achieve the previously described objectives. The delivery system for the attainment of these objectives consists of a varied group of activities, including:

1. **Instructor lectures, class discussions, and frequent in-class group work**

These components complement and reinforce one another. They have been chosen to help students understand the content of course ideas and apply them to topics in the real world and research papers.

1. **Reading assignments**

Each class session will address a set of concepts drawn from readings. To do well in this course students will have to come prepared to discuss and completed assignments based on readings.

1. **Professionalism/participation** (attendance & class contributions)

Attendance and participation in course activities are key to successful completion of the course. According to the Social Science Department policy, each faculty member sets their own attendance and lateness policy that is in compliance with City Tech and CUNY policies.

1. Writing assignments

There will be up to 60 one-page article summaries required. Due dates for these written assignments appear on the schedule. The course may also require students to prepare and write a research paper.

1. **Midterm and final examinations**

These examinations are designed to evaluate your acquired competencies in all stated course objective areas.

**METHOD OF EVALUATION:**

Student final evaluation will be based upon the documented attainment of each of the course activities and requirements previously identified. These areas and their designated percentage values are as follows:

**Activity % of final grade**

Article Summaries and/or Other Writing Assignments . . . . . . 60%

Class Participation . . . . . . . . . . . . . . . . . . . . . . . 10%

Midterm Exam . . . . . . . . . . . . . . . . . . . . . . . . 15%

Final Exam . . . . . . . . . . . . . . . . . . . . . . . . 15% 100% Total

**FINAL GRADE SCALE:**

|  |  |  |  |
| --- | --- | --- | --- |
| 93 – 100 = A  90 - 92.9 = A- | 87 - 89.9 = B+  83 - 86.9 = B  80 - 82.9 = B- | 77 - 79.9 = C+  70 - 76.9 = C | 60 - 69.9 = D  0 - 59.9 = F |

**COURSE SCHEDULE:**

**Week 1: Introductory Concepts in the Sociology of Education**

Overview of Sociology of Education

Social Structure

The School

The Individual

The Sociological Perspective

The Sociological Imagination

The Origins of Sociology

The Importance of a Global Perspective

The Social Conflict Approach

The Functionalist Approach

The Social-Interactionist Approach

Social Class

Race and Ethnicity

Gender Inequalities

#### Week 2: States of American Education

Historical Overview

Educational Movements

Education Reforms

Social Values and Controls

Organizational Aspects of Education

Governance

Financing

Education and Civil Society

Inclusion Policies

Compulsory Education

Desegregation

Affirmative Action

#### Weeks 3 and 4: Social Conflict Approaches

The Achievement Gap

Class and Socio-economic Causes

Race and Ethnicity

Gender

Ability

Age

Karl Marx and Capital

The Reproduction of Inequalities

#### Week 5: Attainment and Ethnic/Racial Inequalities

Inclusion through the Curriculum

Special Education

Language: English as a Second Language Education

Culturally Relevant Education

Debates about Intelligence

Literacy

Illiteracy

Varying Forms of Literacy

Race/Ethnicity and Social Mobility

Double-Consciousness

Multiculturalism

**Week 6: Identity Construction in Schools**

Symbolic-Interactionism

Looking-Glass Self

Social Construction of Childhood and Gender

Social Construction of Prestige

Social Roles

Social Norms and Values

Sociology of Family

Anette Lareau

Unequal Childhoods

#### Week 7: Rationalization and Technologies in Education

Rationalization in Education

Max Weber

Standardization

Tests

Evaluations

Curriculum

Sociology of Science and Technology and the Use of Classroom Technologies

Automation

Online Learning

Impact of the New Media on Learning

**Week 8: School as an Organization**

Social Embeddedness of Education

Community

Urban Inequalities

Urban/Rural Divide

Learning Environments

Class Sizes

Curriculum Content

Learning Styles and Approaches

Managing Crises

**Week 9: Deviance in School**

Social Theories of Deviance

Labeling Theory

Control Theory

Merton’s Strain Theory

Managing Deviance

Criminal Justice System

Violence (and Safety) in Education

**Week 10:** **Hidden Curriculum**

Formal and Informal Education

Emile Durkheim

Socialization Theory

The Forms of Capital in Education

Pierre Bourdieu

James S. Coleman

Social Capital

Cultural Capital

Habitus

Alternatives to Formal Curriculum

**Week 11: Religion and Education**

Sociology of Religion

Overview of Religious Movements

Culture Wars

Teaching Sciences

Challenges

Developing Curriculum

#### Week 12: Transitions from School to Work

Social Mobility

Types

Sociology of Labor

Changing Labor Conditions and Politics

Interactions between High Schools and Labor Markets

Life Course

Stages

Aging

Cohorts

Demographic Trends

#### Week 13: Trends in US Education

Private Schools vs. Public Education

Homeschooling

Charter Schools

Teachers’ Education

Teacher Unions

**Week 14: Education in Global Perspective**

Sociology of Development

World Systems Theory

Development Theory

Education in Developing World

Universal Education and Mass Schooling around the World

**Week 15: Course Review and Final Exam**

Future developments

Challenges

Solutions

Resources

Mentorship

Additional opportunities

**NEW YORK CITY COLLEGE OF TECHNOLOGY ACADEMIC INTEGRITY POLICY:**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audiences and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the Policy on Academic Integrity may be found in the catalog.

**STATEMENT ON STUDENTS WITH DISABILITY:**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Center for Students Accessibility (CSA). Prior to granting a disability accommodation in this course, the instructor must receive written verification of a student’s eligibility from CSA, which is located in Room A-237 (<http://www.citytech.cuny.edu/accessibility/>). It is the student’s responsibility to initiate contact with the CSA staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**USE OF PHONES AND PAGERS:**

All cell phones and pagers will be in a silent ring mode or turned off. The only exceptions will be law enforcement, fire protection, medical personnel, or persons on active duty or recall within the military. Proof is required. See me for other exceptions. You will be required to leave the room to answer any call and must not disturb the class in any way. Points will be deducted from your total points in the class for each violation of this rule.

**SELECT BIBLIOGRAPHY:**

Arum, R., I. R. Beattie, and K. Ford. (2014). *The Structure of Schooling: Readings in the Sociology of Education.* (3rd edition). Thousand Oaks, CA: Sage.

Bowles, S. and H. Gintis (2010). "Education and Inequality." In *Seeing Ourselves,* J. Macionis and N. Benkoraitis*.* 8th edition. Pearson.

Brint, S. (2013). “The ‘Collective Mind’ at Work: A Decade in the Life of U.S. Sociology of Education.” *Sociology of Education*, 86(4): 273-279.

Delpit, L. (1995). *Other People’s Children*. New York: New Press.

Fordham, S. and J. U. Ogbu (1986). "Black Students' School Success: Coping with the "Burden of ‘Acting White,’" *Urban Review.* 18: 176-206.

Gandara. P. and F. Contreras (2009). *The Latino Education Crisis: The Consequence of Failed Social Policies* Cambridge: Harvard University Press.

Kozol, J. (2005). *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. New York: Random House.

Lambert. C. (2012). “Twilight of the Lecture.” *Harvard Magazine*. March-April issue: 23-27. <https://harvardmagazine.com/2012/03/twilight-of-the-lecture>

Lareau, A. (2011). *Unequal Childhoods: Race, Class, and Family Life.* 2nd Edition. Berkeley, CA: University of California Press.

Lee, J. and M. Zhou (2015). *The Asian American Achievement Paradox.* New York: Russell Sage Foundation.

Pollock, M. (2008). *Everyday Anti-Racism: Getting Real about Race in School.* New York: The New Press.

Ravitch, D. (2011). *The Death and Life of the Great American School System*. Revised edition. New York: Basic Books.

Ravitch, D. (2001). “Education and Democracy.” In *Making Good citizens: Education and Civil Society*, D. Ravitch and Vitteriti, eds. New Haven, CT: Yale University Press.

Rothstein, R. (2004). “The Achievement Gap: A Broader Picture.” *Educational Leadership* 61(3): 193-195.

Russakoff, D. (2015). *The Prize: Who’s in Charge of America’s Schools?* Boston: Houghton Mifflin.

US Office of Special Educational Programs (2007). *History: Twenty Five Years of Progress. Educating Children With Disabilities Through IDEA.* Washington, DC

Weber, M. (2011). “The Rationalization of Education and Training.” In *The Structure of Schooling: Readings in the Sociology of Education,* R. Arum, I. R. Beattie, and K. Ford, eds*.* (2nd edition). Thousand Oaks, CA: Sage.

**LIBRARY RESOURCES & INFORMATION LITERACY:**

**MAJOR CURRICULUM MODIFICATION**

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**  SOC 2380: Sociology of Education | **Department/Program**  Social Science |
|  | **Proposed by** (include email & phone)  Diana Mincyte  [dmincyte@citytech.cuny.edu](mailto:dmincyte@citytech.cuny.edu)  718-260-5474 | **Expected date course(s) will be offered**       Fall 2018  **# of students** 30 |
|  | **Are City Tech library resources sufficient for course assignments? Please elaborate.**  ***Most of the articles needed are at the library.*** | |
| **3** | **Are additional resources needed for course assignments?  Please provide details about format of resources (e.g., ebooks , journals, DVDs, etc.), author, title, publisher, edition, date, and price.**  ***Yes, some print books need to be ordered to put on reserve for this course.  Please see attached spreadsheet with titles ordered for this course.***  image1.jpeg | |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.**  **Do you plan to consult with the library faculty subject specialist for your area?  Please elaborate. *Not at this time.*** | |
| **5** | **Library Faculty Subject Selector: \_*Kimberly Abrams*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Comments and Recommendations:**  ***With the purchase of print books for reserve, the resources are sufficient.*** | |

**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** | New York City College of Technology | |
| **Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)** | SOC 2380 | |
| **Course Title** | Sociology of Education | |
| **Department(s)** | Social Science | |
| **Discipline** | Sociology | |
| **Credits** | 3 | |
| **Contact Hours** | 3 | |
| **Pre-requisites (if none, enter N/A)** | SOC 1101 or PSY 1101 | |
| **Co-requisites (if none, enter N/A)** |  | |
| **Catalogue Description** | Examines the social influences on education and the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. Focus is on the history, philosophy and the role of education as well as the responsibilities of teachers, school administrators and other professional staff, students, parents, and community members with regard to education. Emphasizes the importance of productive relationships and interactions among the school, home, and community. | |
| **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 Individual and Society  US Experience in its Diversity  Scientific World  Creative Expression |
| **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**

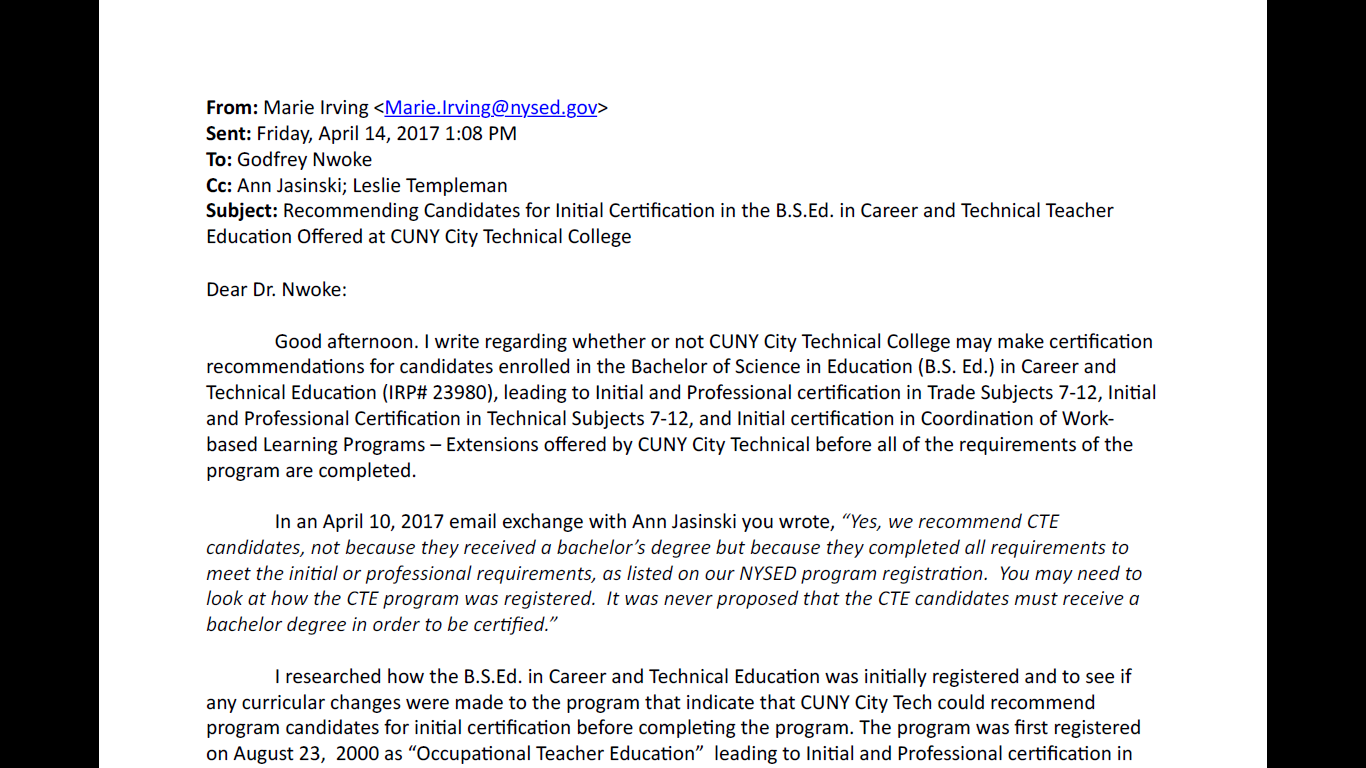
**In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**

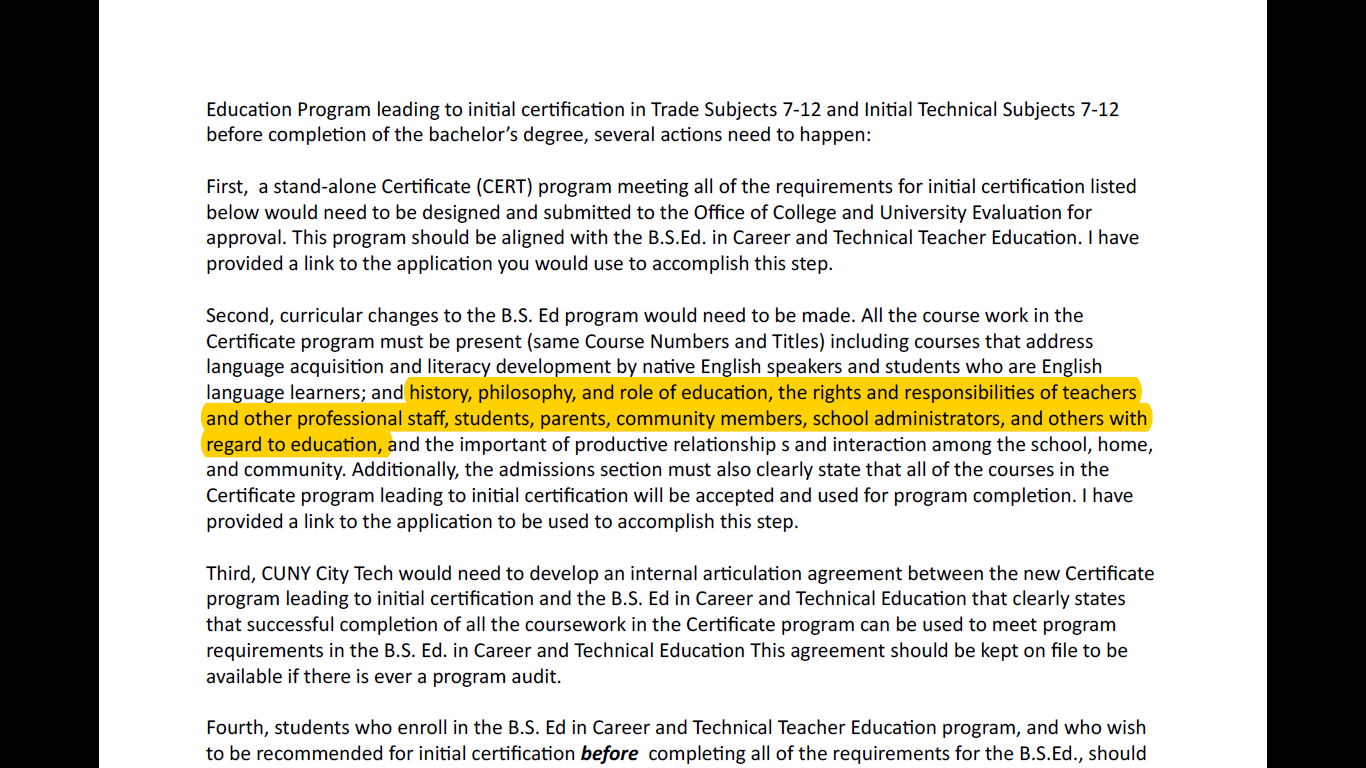
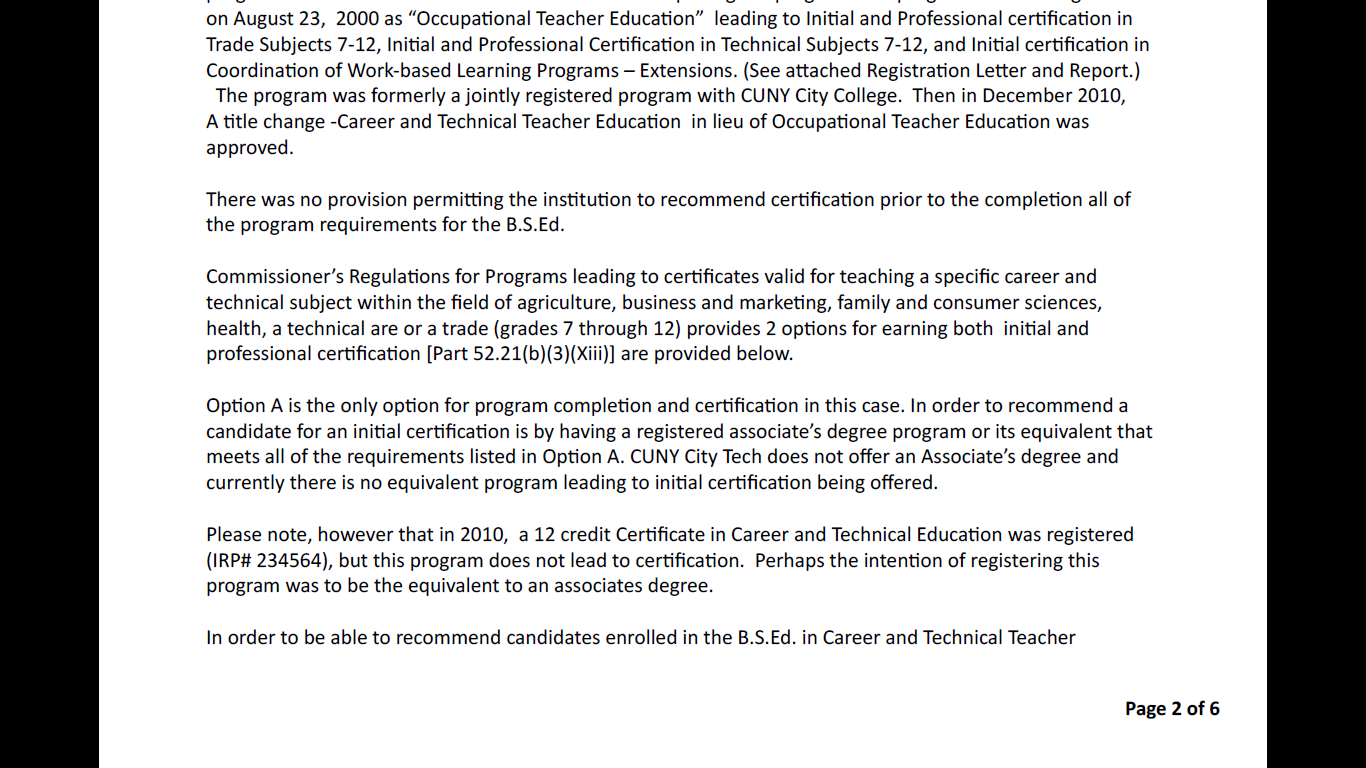
**II. Flexible Core** **(18 credits)**

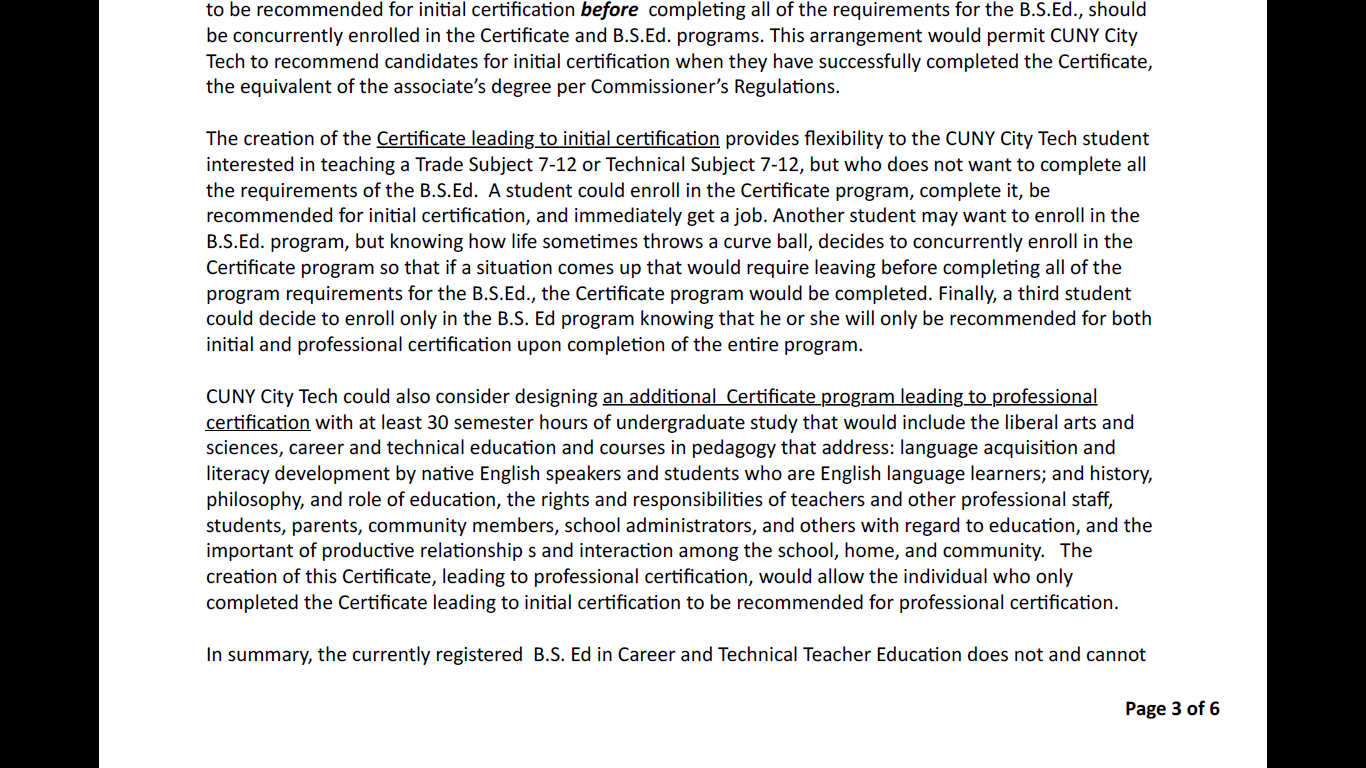
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

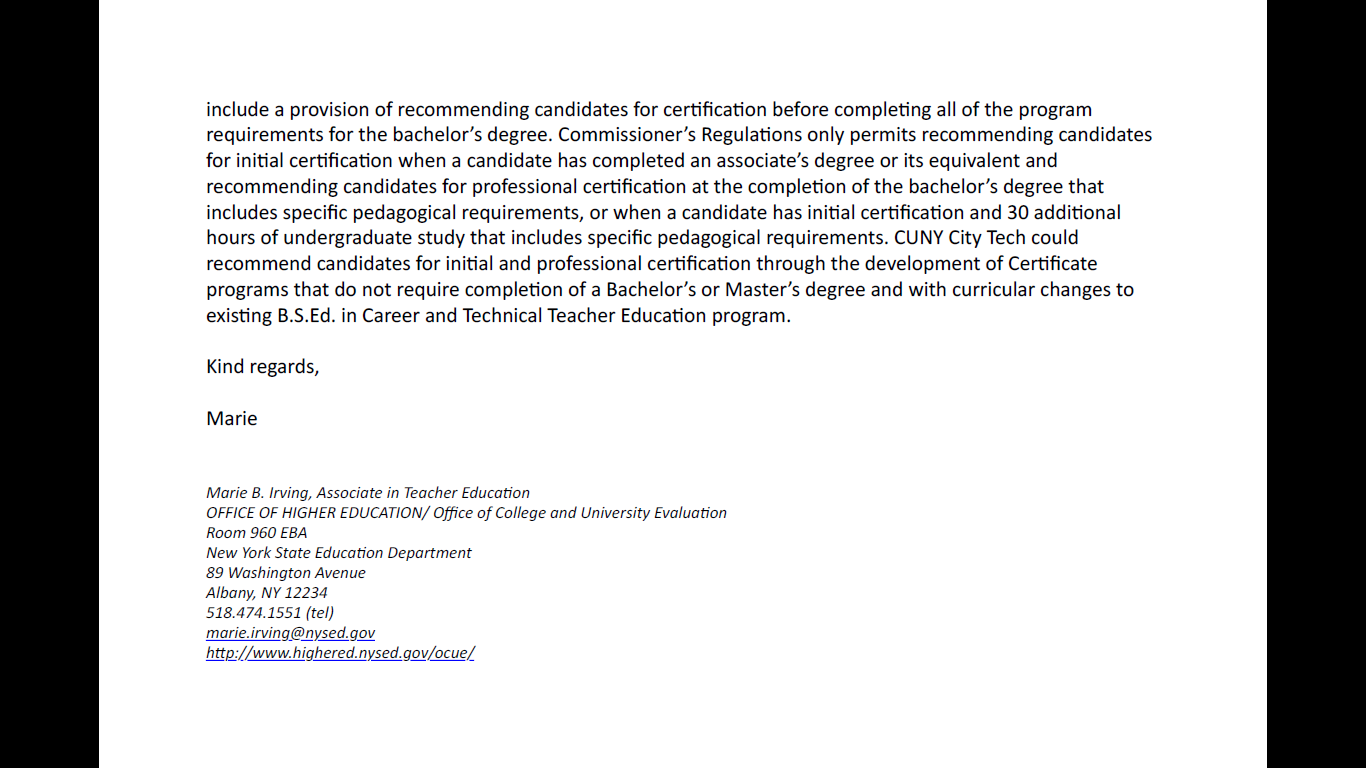
|  |  |
| --- | --- |
| **D. Individual and Society**  A Flexible Core course must meet the three learning outcomes in the right column. | |
| Students read and engage with diverse texts, including textbooks, popular writings, and scholarly literature on education and its institutions. Lectures, class discussions, and research projects introduce students to different points of views. | * Gather, interpret, and assess information from a variety of sources and points of view. |
| Students evaluate arguments developed in readings and made by others in class discussions. For their research projects and response papers, students evaluate and critically engage with primary and secondary sources. | * Evaluate evidence and arguments critically or analytically. |
| Response papers and research projects are resigned to improve student writing skills with an emphasis on the use of evidence to support and develop arguments. | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will: | |
| Combination of class discussions, oral presentations, in-class small group work, and essays directly address the questions about the place individuals in educational institutions and society by engaging with fundamental theories and concepts developed in the sociology of education. | * 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. |
| Reading and writing assignments, class discussions, and lectures focus on underlying values of education and the place of individuals in educational institutions. These assignments are designed to develop a deep understanding of the values and responsibilities of teachers, school administrators and other professional staff, students, parents, and community members. | * 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. |
| For their research projects and response papers, students engage with cutting edge scholarship on global and national trends in education. Class discussions and in-class group projects focus on how these global and national processes are shaping individual and collective decision-making in relation to education. | * Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |

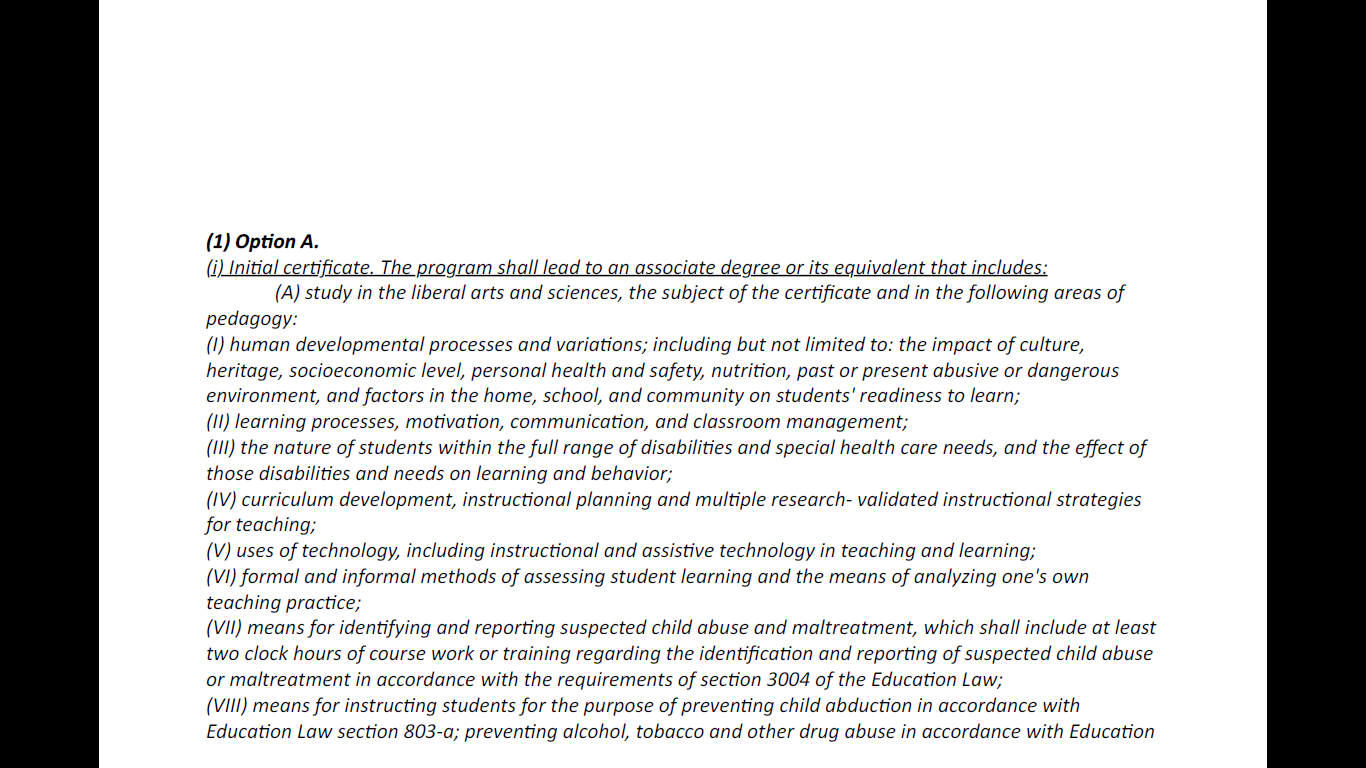
**LETTER FROM NYSED OUTLINING CERTIFICATION REQUIREMENTS**

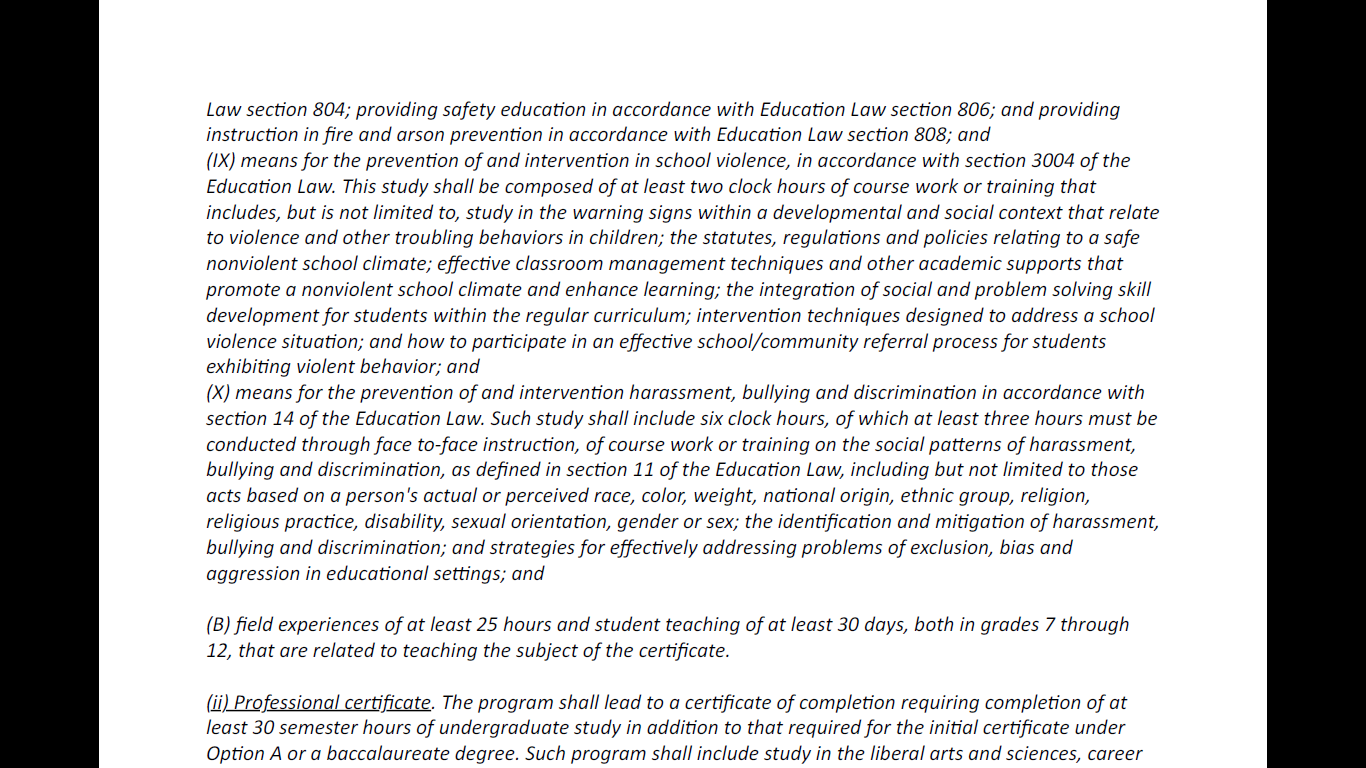


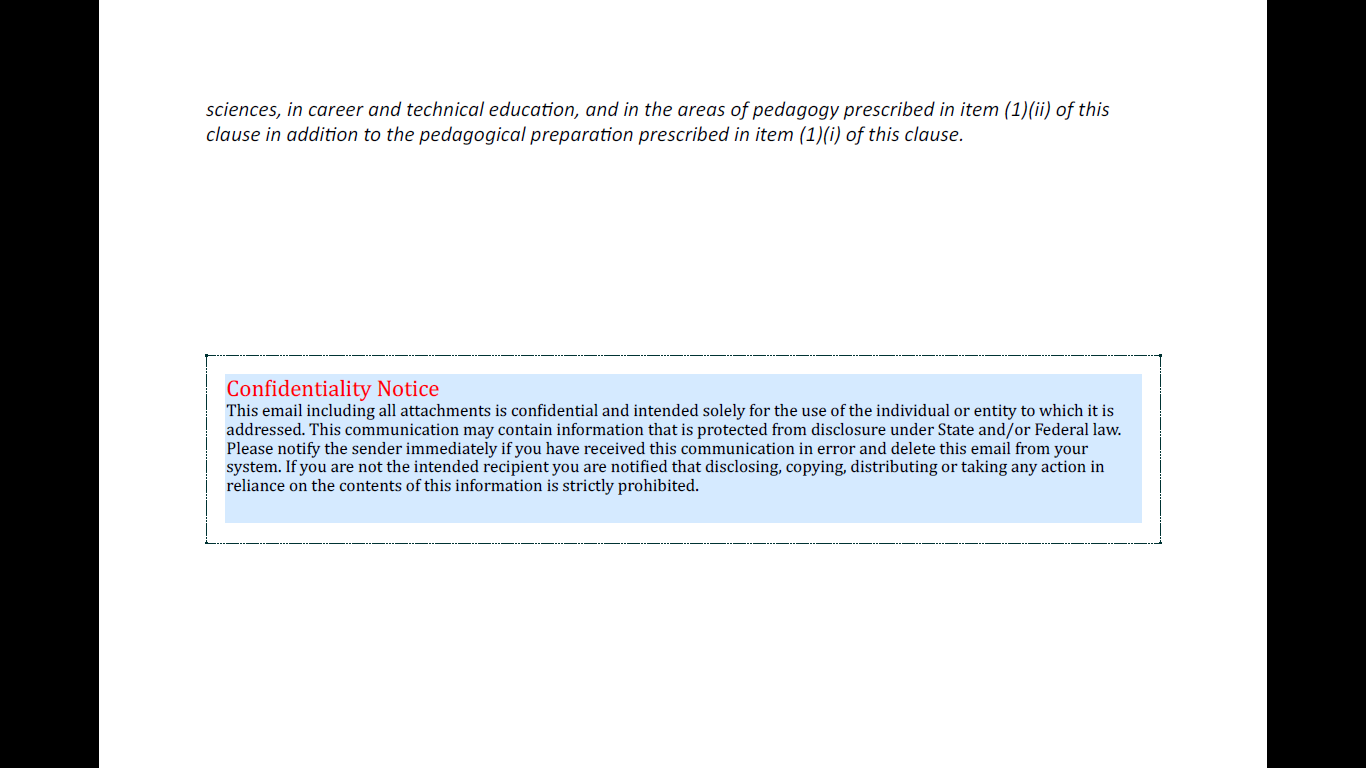
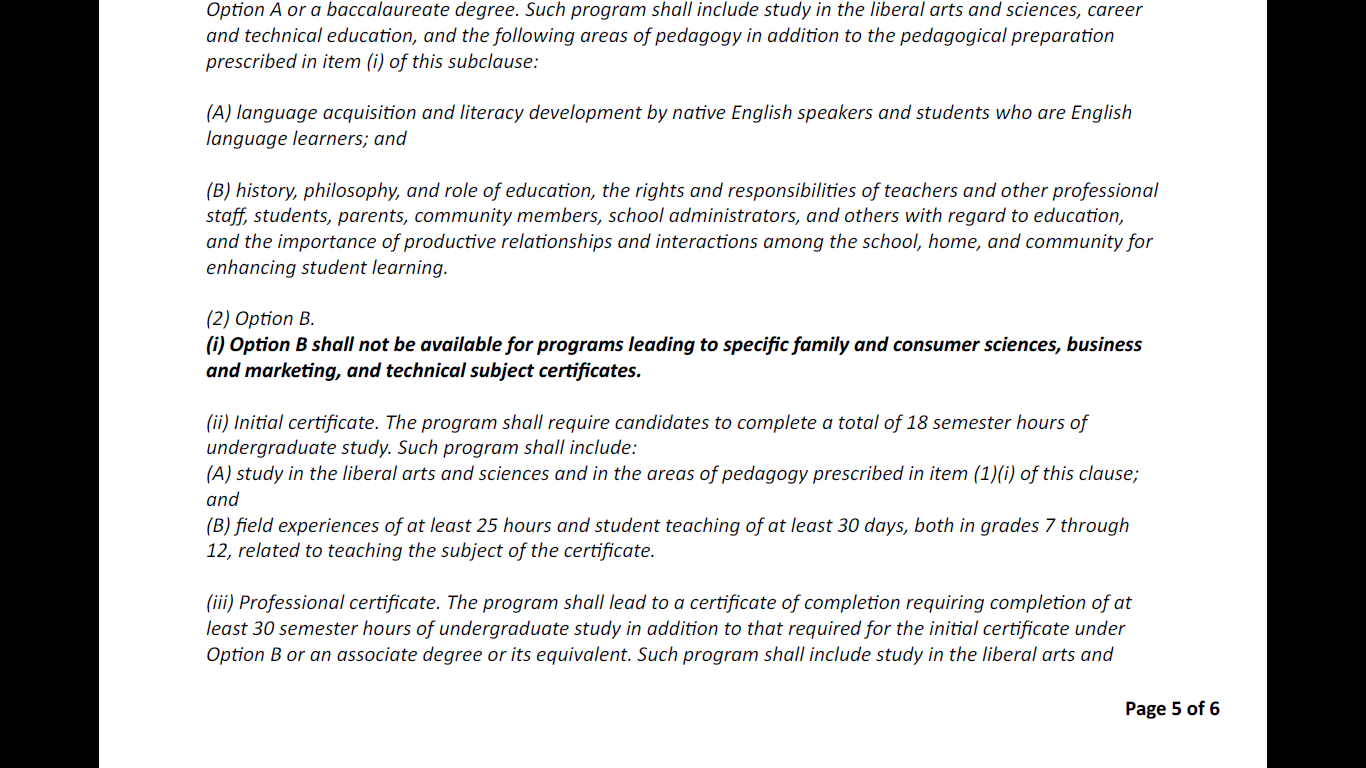
****

****

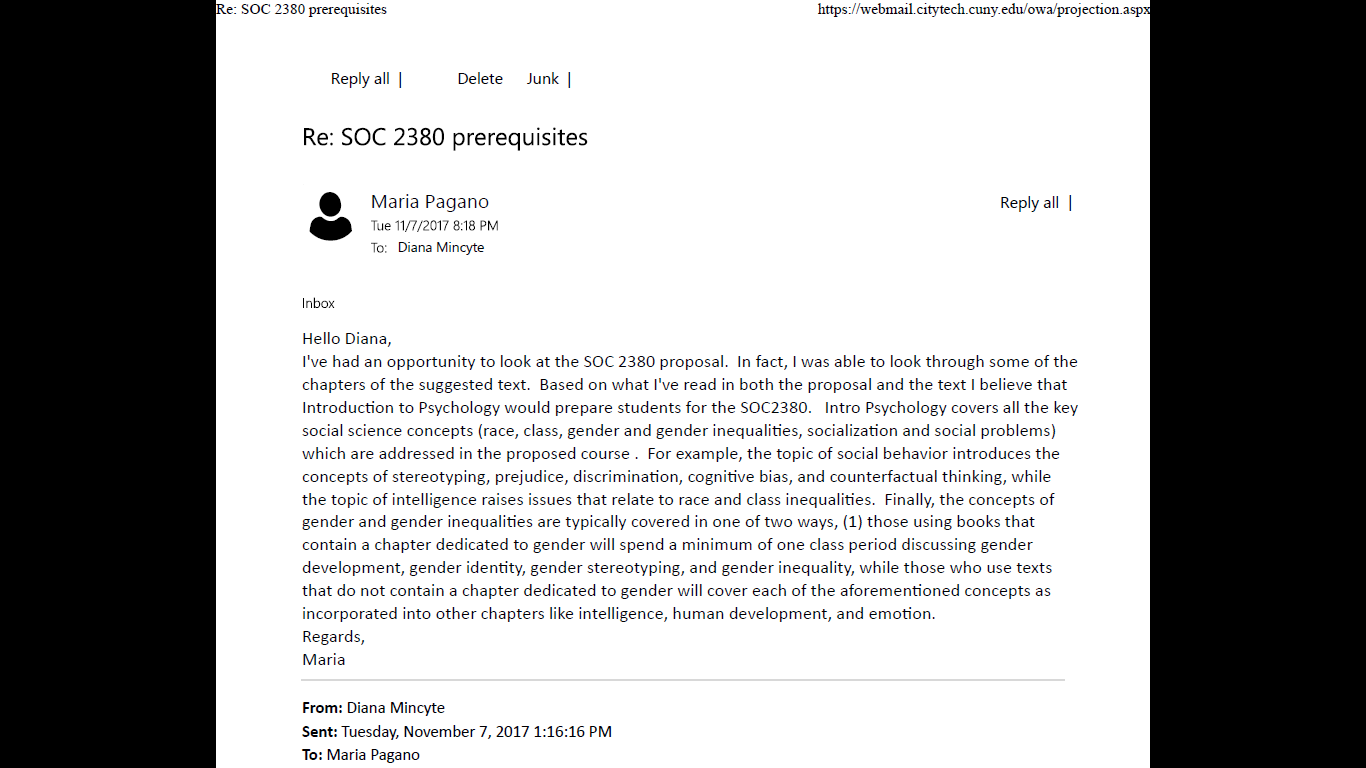
****

****

****

****

**LETTER FROM PROF. MARIA PAGANO RE: PSY 1101 AS A PREREQUISITE**

****

**EXPLANATION OF MOST RECENT PROPOSAL REVISIONS**

After the meeting with members of the CCCC Subcommittee, Provost August, Associate Provost Brown, Executive Associate for Academic Administration Cardashia and representatives from the Social Science Department on November 1, 2017, the following changes were implemented:

1. The course description shortened and streamlined.
2. Letter from NYSED included.
3. Common Core Course Submission form filled and attached.
4. Prerequisites discussed with Social Science Chair Peter Parides and Psychology Discipline Coordinator Maria Pagano. Decision made to keep PSY 1101 as a prerequisite. Email with explanation from Prof. Pagano attached.
5. Writing Intensive designation discussed with Social Science Chair Peter Parides. The course will be taught as a Writing Intensive course.