Community College *of* Philadelphia

AGENDA
Institution-Wide Committee
Monday, October 25, 2010
2:30 p.m.
I.A.S. Boardroom, M2-1

I. **Call to Order**

II. **Attendance**

III. **Approval of Minutes**
(a) September 27, 2010
(b) June 28, 2010

IV. **Old Business**

V. **New Business**
(a) Proposal for Associate in Arts in Psychology (Processed through the Curriculum Subcommittee)
(b) Revision of the Early Childhood Education Curriculum and Education – Elementary Option *to be renamed* Education: Early Childhood (Birth to 4th grade) (Processed through the Curriculum Subcommittee)
(c) Revision of the Early Childhood Education Curriculum and Education – Elementary Option *to be renamed* Education: Middle Level (4th – 8th grades) (Processed through the Curriculum Subcommittee)

VI. **Adjournment**

Community College *of* Philadelphia

MEETING MINUTES
Institution-Wide Committee
Monday June 28, 2010
2:30 p.m.
Isadore A. Shrager Boardroom
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Committee Members Present
Pascal Scoles, Judith Gay, Sharon Thompson, James Cochran, Mary-Lynn Brown, Sam Hirsch

Alternates and Delegates Present
Richard Keiser (voting)

Guests Present
Marian McGorry, Pete Watkins, Nate House

I.   Call to Order
The meeting was called to order by Pascal Scoles.

II.   Approval of Minutes
Accepted the minutes of April 26, 2010

III.   Old Business
None

IV.   New Business
(a) <u>Proposed Revision to the Communication Arts – Speech Option and to Rename it the Communication Studies Program</u>

Richard Keiser introduced the proposal. He said the proposed changes bring the program up to date and in conformity with what other colleges are doing. The proposal strengthens the curriculum by adding new courses that may attract students.

The specific changes are:
1. Change the title of the program to the Communication Studies Program.
2. Remove ENGL 137 from the required courses and make it an elective.
3. Decrease the literature requirement from 6 credits to 3 credits.
4. Remove the second humanities elective.

5. Add two proposed new courses (ENGL 117 – Group and Team Communication. ENGL 118 – Intercultural Communication) as required courses.
6. Revise the directed electives.
7. Expand the choice of social science electives to include ANTH 112.

Discussion: It was pointed out that there is an error on p. 12 of the document. BHHS 105 should not be included on the list of directed electives. Pete Watkins said he will make that correction and check the entire document for accuracy.

There was a discussion of the proposed start date. It is proposed to start Spring 2011. The faculty would like to fast track the proposal as much as possible. Sam Hirsch stated that the documents are supposed to include the recommended implementation date.

Action Item: Recommend approval of the Proposed Revision to the Communication Arts – Speech Option and Re-naming it the Communication Studies Program (Keiser/Hirsch). Vote: Seven (7) in favor. Motion approved.

(b) **Proposal for an Associate in Arts Degree in Mass Media**

Discussion: Nate House presented the proposal. He stated that most of the surrounding colleges have a program such as the proposed program or they are changing their programs to address mass media. Nate House then reviewed the curriculum. There was a discussion about the selection of courses. A question was raised about whether PHOT 152 would be a better directed elective than PHOT 151. Sharon Thompson said she discussed the photography courses with the Department Head for Photographic Imaging, Geoff Berken.

There was a question about the "major" courses all being 100 level courses. Sharon Thompson stated that the competencies are all appropriate for a two year program and the courses are sequenced, despite the course numbers.

Sam Hirsch said it will be important to develop a marketing plan. He asked about the implementation date. The degree, if approved, will be implemented Spring 2010.

Action Item: Recommend approval of the Proposal for an Associate in Arts Degree in Mass Media (Brown/Keiser). Vote: Seven (7) in favor. Motion approved.

VI. **Adjournment**
The meeting was adjourned at 3:14 p.m.

Community College *of* Philadelphia

MEETING MINUTES
Institution-Wide Committee
Monday September 27, 2010
2:30 p.m.
Isadore A. Shrager Boardroom
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Committee Delegates Present
Pascal Scoles, Mary-Lynn Brown, Judith Gay, Tom Hawk, Chuck Herbert, Sharon Thompson, Louise Whitaker

Committee Alternates Present
John Braxton (voting on one item), Mary Anne Celenza, Shanay Lorraine-Fox (voting), Bea Jones (voting), Sue Ellen Liebman (voting), Faith Watson (voting)

Guests Present
Marian McGorry, Pete Watkins

I.   **Call to Order**
       The meeting was called to order by Sharon Thompson who was asked to convene the meeting by the President. The committee agreed to make the election the first order of business.

II.   **Election of Officers**
       The following officers were elected unanimously:
       Pascal Scoles – Co-Chair
       Mary-Lynn Brown – Co-Chair
       Judith Gay – Secretary

       Following the election, Pascal Scoles chaired the meeting.

III.   **Approval of Minutes**
       The minutes listed on the agenda, minutes of April 26, 2010, were not the minutes from the last meeting. The IWC needs to approve the minutes from June 28, 2010 at the next meeting.

IV.   **Old Business**
       None

V.   New Business

(a) **Proposal for Revision of Management of Computer Information Technology – A.A Degree Program**

Chuck Herbert presented the proposal and stated that he would not be voting on the proposal. He stated that CIS 104 was eliminated. The critical information from that course is now covered in CIS 105. Therefore CIS 104 needs to be removed from the curriculum. Because CIS 105 (five credits) is now the only option, the number of credits to complete the program is actually 62/63 and not 61/62. Marian McGorry added that CIS 104 has already been removed from all other curricula.

Discussion: The only question was the effective date of the change. It is proposed to be effective Spring 2011.

Action Item: Recommend accepting the proposed revision to the A.A. degree requirements for Management of Computer Information Technology (Scoles/Thompson). Vote: Eleven (11) in favor. Motion approved.

The IWC agreed to ask Dr. Curtis for an expedited review of the recommendation so that the change can be effective for Spring 2011.

The IWC agreed to ask Dr. Curtis for an expedited review of the following items recommended at the June 28, 2010 meeting:

(a) Proposed Revision to the Communication Arts – Speech Option and to Rename It the Communication Studies Program

(b) Proposal for an Associate in Arts Degree in Mass Media

VI.   Adjournment

The meeting was adjourned at 2:44 p.m.

Community College of Philadelphia

Proposal for Associate in Arts in Psychology

Writers: Don Bowers and Heidi Braunschweig

Facilitator: Vijay Chauhan

Date: October 14, 2010

Recommended Effective Semester: Spring 2011

I.   Abstract

The department of Psychology, Education, and Human Services at Community College of Philadelphia is proposing a new Associate of Arts curriculum in Psychology for students interested in majoring in psychology and in transferring to a Psychology program at a four-year college. This curriculum is designed to give students a broad-based and coherent background in psychology and related disciplines needed to major in the field.

Currently students can 'create' their own psychology program by enrolling in the Liberal Arts: Social and Behavioral Science Option, however students would need to know or be advised to select appropriate courses for transfer. Creation of this new curriculum will make that path transparent to students. Also, it will allow students with a strong interest in psychology to obtain a specific degree in that discipline rather than the more general social-behavioral sciences category.

II.   Opportunities and Problems Addressed by the Proposed Program.

The Psychology faculty have gathered both formal and informal data on student interest in a psychology major at Community College of Philadelphia. In Spring 2009, the department completed a survey of 150 students in two hundred level psychology classes and found that 88.7% planned to attend a four-year college and 56.8% of them were interested in majoring in psychology. In Spring, 2008, the faculty examined the data forms of all students enrolled in Liberal Arts- Social/Behavioral Science Option curriculum during fall 2007 semester to see how many students might be possible psychology majors. Faculty classified those students who had taken two or more psychology courses to be possible majors. Out of a total of 250 students in the curriculum, 81 students fit the criterion as possible majors. Since many of the students in that curriculum were only in their first or second semester at the College and had not yet had the opportunity to take additional psychology courses, the number of possible majors could be considerably higher.

There is also significant informal evidence of student interest in a psychology program. Many students in psychology courses have expressed to faculty an interest in majoring in psychology. Each semester faculty from the Counseling Center as well as the coordinator of the BHHS program have referred students interested in majoring in psychology to the department chair.

Currently, most students who are interested in Psychology take the Liberal Arts- Social/Behavioral Science Option because that curriculum most closely fits their needs. There are, however, several problems with this curriculum for a psychology major. First, since it is a broad curriculum for students interested in the social sciences, it does not give the potential psychology major enough direction. The student can easily end up taking courses that are unnecessary or are a poor match with transfer requirements. Many students, for example, fail to take important classes, such as statistics, which are required by baccalaureate programs in psychology.

A second problem is that there is no practical way to identify psychology majors. This makes mentoring and advising these students challenging.   A psychology curriculum will make it possible to identify psychology majors, so that they can be advised and mentored by full-time psychology faculty.   Research on best practices clearly shows that improved advising leads to higher student satisfaction and better retention and graduation rates.

Besides resolving these problems, creation of a psychology curriculum would allow the development of transfer agreements with psychology departments at other colleges. Transfer agreements would minimize loss of credits that students experience when they transfer and assure that they get junior status at the four-year college. This would allow students to take junior level courses as soon as they transfer and they would not have to repeat courses. These agreements would also encourage CCP students to stay at the College and earn an Associate degree.

Changes in the College and the department membership in recent years make offering this curriculum more feasible. The addition of new faculty from diverse psychology backgrounds has allowed us to expand our course offerings and will give students a more balanced perspective on psychology. The department has added new courses, such as Psychology 202 - Human Sexuality and Psychology 110- Introduction to Applied Psychology: Principles of Behavior in Everyday Life which gives students critical research experience. Faculty are currently developing a new Adolescent Psychology course and revising several of our other courses to ensure that they are up to date and that the course documentation reflects the rich learning experiences that occur in Psychology courses.

III.   Expected Program Participants.

Students planning to transfer to four-year colleges and major in psychology would be the primary student constituency for the program. However, a major in psychology could be an excellent choice for many liberal arts students even if they do not currently plan to go for a four -year degree. The psychology program will be a broad-based curriculum that will offer a sequence of courses starting from one-hundred level and moving to more advanced and specialized two hundred-level courses. The program will focus on developing the students' critical thinking and writing skills as well as exposing them to scientific and quantitative reasoning.

IV.   Description of Proposed Program
A. Student Learning Outcomes

The student learning outcomes listed below are based on American Psychological Association's guidelines for undergraduate degree programs in psychology[1].

   Upon successful completion of this program, students will be able to:

- Demonstrate a basic understanding of psychology's major concepts, theoretical perspectives, empirical findings and historical trends.
- Demonstrate a basic knowledge of the principles of research design and an ability to apply them.
- Demonstrate the ability to think critically, creatively, and when possible, to use the scientific approach to solve problems related to behavior and mental processes.
- Demonstrate an understanding of the ways psychology is applied in the realms of work, personal life, education and other real-world situations.

---

[1] American Psychological Association. (2007) APA guidelines for the undergraduate psychology major. Washington, DC: Author. Retrieved from www.apa.org/ed/resources.html

- Demonstrate understanding of the career choices open to psychology students and of how to plan individual career goals.

B. **Meeting the College Mission**.

The proposed psychology curriculum is very well aligned with the values expressed by the College's Mission Statement. The curriculum will prepare students for transferring to baccalaureate institutions as well as help develop their writing, critical-thinking and scientific-reasoning skills. The study of psychology gives students greater insight into their own strengths, needs, and aspirations and exposes them to the diverse ways in which people think and behave. These are key values expressed in the College's mission.

C. **Program Transferability**.

The curriculum was discussed with representatives of Temple University, our main transfer partner, who were very positive about the feasibility of the curriculum articulating with their baccalaureate degree. Recently, the curriculum was also sent to additional local colleges and universities with positive results. Holy Family University, LaSalle University and St. Joseph's University all expressed interest in the curriculum as a transferable major into their Psychology programs. The transfer counselor has sent the curriculum document to be reviewed by area baccalaureate colleges. Further, this program has been designed to be consistent with state requirements that public higher education institutions have 60 credits that transfer to other public higher education institutions within the state.

D. **Enrollment Management.**

Department faculty will meet with counselors and advisors to explain the new curriculum. Psychology department faculty will also explain the new curriculum and its purpose in their classes in order to identify students who would be interested in the program. The faculty will serve as both advisors and mentors to students in the curriculum. Psychology faculty would also work with the faculty in closely related programs such as Behavioral Health/Human Services, and Youth Work, and with related disciplines such as Sociology to properly identify potential students and inform them of the options available to them.

V. **Internal Program Coherence**

Student Experience

The recommended sequence begins with students taking Introductory Psychology in the first semester along with general education courses such as English 101, math and CIS 103. Psychology 101 should be taken in the first year (preferably in the first semester) so that students get an overview of the field, an introduction to the controversies and theoretical perspectives in the field and to the type of work done by psychologists.

Psychology has a strong relationship with the natural sciences. In fact, psychology since its early roots, has defined itself as natural science (Watson, 1913). Therefore, students need to develop a strong understanding of the scientific method and of basic research techniques. The Program will require two semesters of natural science, with at least one being a laboratory science. Biology is recommended because of the close connections between biology and psychology. Psychology majors are also required to take Psychology 110 --Introduction to Applied Psychology: Principles of Behavior in Everyday Life. This course engages students in hands-on psychological research

and helps them understand how the scientific method is used to explore questions related to human behavior. Students will be required to take a statistics course because it is required in all baccalaureate programs and is essential to understanding how to evaluate the validity of psychological research.

APA guidelines for undergraduate psychology degrees urge undergraduate programs to expose students to a wide variety of sub-fields in psychology. For that reason, students are required to take one class in human development (Psychology 215), one course on Abnormal Psychology (Psychology 205) and have a choice of several psychology electives such as Social Psychology, Child Psychology, Adolescent Psychology, Personality and Human Sexuality.

Psychology majors should also appreciate that psychological perspectives are not the only way of understanding or scientifically studying human behavior. To facilitate this, students also need to be exposed to the related disciplines in the social sciences that most directly complement psychology, such as Sociology and Anthropology. This will give our students a broader perspective and an understanding of how social forces and social structures impact human behavior.

<div align="center">Curriculum Map
Psychology Curriculum</div>

The Psychology curriculum prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes. Since   the Psychology curriculum is designed as a transfer program rather than a terminal degree we do not expect students to be at "Mastery level" when they graduate from the program. Students are expected to achieve "mastery level" after they complete their course work at the four-year college.

Key:

I – Introduced   R-Reinforced and opportunity to practice   M-Mastery at exit level   A-Assessment evidence collected

Required Courses	Programmatic Student Learning Outcomes				
	Demonstrate basic understanding of psychology's major concepts, theoretical perspectives, empirical findings and historical trends.	Demonstrate a basic knowledge of the principles of research design and an ability to apply them.	Demonstrate the ability to think critically and use the scientific method to describe, explain, predict and control mental processes and behavior.	Demonstrate an understanding of the ways psychology is applied in the realms of work, personal life, education and other real-world situations	Demonstrate understanding of the career choices open to psychology students.
Psychology 101	I, A	I, A	I, A	I, A	I, A, M
Psychology 215	R, A		R, A	R, A	R, A
Psychology 110		R, A	R, A	R, A	R, A
Psychology elective	R, A		R, A	R, A	R,A
Psychology 205	R, A		R, A	R, A	R, A

CATALOG DESCRIPTION

The Psychology degree program is for students planning to transfer to baccalaureate programs in psychology after study at Community College of Philadelphia and for students undecided about their long-term educational goals, but interested in the behavioral sciences. Because transfer institutions require specific courses to be taken prior to entry, it is highly recommended that students consult catalogues of schools to which they might transfer and transfer worksheets available in the Career and Transfer Center, as well as their advisors and mentors, in order to make appropriate selections for their elective courses.

The A.A degree in Psychology is appropriate for students who wish to emphasize behavioral science fields, whether for personal interest or with goal of transfer to major in psychology or in related fields such as cognitive science, counseling, and educational psychology.

STUDENT LEARNING OUTCOMES

Upon successful completion of this program students will be able to:

- Demonstrate a basic understanding of psychology's major concepts, theoretical perspectives, empirical findings and historical trends.
- Demonstrate a basic knowledge of the principles of research design and an ability to apply them.
- Demonstrate the ability to think critically, creatively, and when possible, to use the scientific approach to solve problems related to behavior and mental processes.
- Demonstrate an understanding of the ways psychology is applied in the realms of work, personal life, education and other real-world situations.
- Demonstrate understanding of the career choices open to psychology students and of how to plan individual career goals.

Psychology

Course Number and Name	Prerequisites and Co-requisites	Credits	Gen Ed Req. CCP
FIRST SEMESTER			
ENGL 101—English Composition I		3	ENGL 101
Math 151-Linear Mathematics (or higher)	Math 118 with a C or better or Math 161 placement	3	Mathematics
CIS 103—Applied Computer Technology		3	Tech Comp
PSYC 101-Introduction to Psychology		3	Soc Science
SOC 101-Introduction to Sociology or ANTH 112-Cultural Anthropology		3	
SECOND SEMESTER			
ENGL 102—English Composition II	ENGL 101	3	ENGL 102 & Info Lit
Math 251-Statistics for Science	Math 118 or Math 161 placement	4	
Humanities Elective		3	Humanities
PSYC 110-Introduction to Applied Psychology: Principles of Behavior in Everyday Life		3	
Lab Science: Biology recommended		4	Natural/Lab Science
THIRD SEMESTER			
Humanities Elective		3	
PSYC 205-Psychopathology/Abnormal Psychology	PSYC 101	3	Writing Intensive
Science: Biology recommended		3/4	
General Elective		3	
PSYC 215-Developmental Psychology	PSYC 101	3	Amer/Global Diversity
FOURTH SEMESTER			
Psychology Elective	PSYC 101	3	
General Elective		3	
General Elective		3	
General Elective		3	
General Elective		3	
MINIMUM CREDITS NEEDED TO GRADUATE		62	

GENERAL EDUCATION REQUIREMENTS

Sociology 101 fulfills the College's Interpretive Studies requirement. If a student does not take Sociology 101 than that student needs to fulfill the Interpretive Studies requirement through a Humanities Elective or General Elective. A more detailed explanation of the College's general education requirements appears elsewhere in this catalog and on www.ccp.edu.

For More Information Contact:
The Division of Liberal Studies Room BR-21 , 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8451; or the College Information Center (215) 751 8010.

VI.   Program Institutional Congruence

Creating a separate program for psychology will allow faculty to better identify those students interested in psychology. This will increase student engagement by helping students interested in psychology to develop relationships with one another and with psychology faculty.

In contrast, the current Liberal Arts-Social Behavioral Science Option prepares students for transfer to four-year programs in a wide range of social and behavioral sciences. The catalog page for this program reads:

> The Social/Behavioral Science Option is appropriate for students who wish
> to emphasize social science fields, whether for personal interest or with the goal of transfer
> to major in such subjects as sociology, social work, counseling, psychology, urban studies,
> political science, geography, anthropology, economics, history, pre-law or related fields.

A minor revision to the Liberal Arts-Social/Behavioral Sciences Option will be written deleting the words counseling and psychology from the catalog description because this proposed curriculum provides a more defined path into those fields.

The new curriculum will be housed in the Department of Psychology, Education and Human Services. It will meet all of the College distribution and General Education requirements.

Program Support Structure

The Library is already well-equipped with psychology texts and reference materials. Psychology faculty will work with the Library Departmental Liaison on an ongoing basis to ensure that psychology journals and other resources are adequate to meet the needs of students in the curriculum.

The Learning Laboratory will be valuable in providing academic support to students in the new curriculum.

The Audio-Visual department has relevant psychology videos on file. Websites and book publishers also provide excellent materials for teaching psychology.

Faculty plan to develop a psychology club where students can participate in co-curricular activities related to psychology.

VII   Proposed Courses

There are no new courses currently being proposed for the curriculum. A psychology course on statistics is being considered.

VIII.   Fiscal Implications

A.   Estimated Enrollment: A review of student data forms, show 81 students in the Liberal Arts Social/Behavioral Science Option who have taken two or more psychology classes. Based on this, we estimate the curriculum should have about 50 students after the first year and we will grow modestly in subsequent years.

B. Projected budget: Effect on the college budget will be minimal. This program will use current faculty and current courses.

C. There are no specialized space needs.

Revision of the Early Childhood Education and Education-Elementary Option to be renamed Education: Early Childhood (Birth to 4th grade)

October 14, 2010

Writers: Jay Willette, Marcia Epstein

Facilitator: Cynthia Giddle

Proposed Effective Date: Spring 2011

I. Abstract

This revision is designed to develop an Education: Early Childhood (Birth-4th Grade) curriculum which spans birth through 4th grade, incorporates relevant content from the present Education-Elementary Option and Early Childhood Education curricula, and provides graduates with the skill set and knowledge base to enter the child care profession and/or transfer into a teacher certification program for Pre-K through 4th grade. The revision is based upon the PDE 'Framework for Grades Pre K -4 Program Guidelines' and the NAEYC criteria for ECE Program Accreditation. In particular it emphasizes a focus on child development and diverse learners.

II. Overview of the Existing Programs

At present, Community College of Philadelphia offers two programs to prepare students to become educators of young children. The first program, Early Childhood Education, develops knowledge and skills in those students who plan to work in a variety of programs for infants, toddlers, and pre-school age children. The program provides a foundation in child growth and development and teaches students how to plan and use appropriate curricula for children ages pre-school to grade three. Although many students in this curriculum transfer to four year baccalaureate degree granting institutions to prepare to teach in public, parochial, and charter schools in the area, the majority of students plan to enter the workforce immediately after receiving an Associate in Applied Science Degree in Early Childhood Education from the College.

The second program, Education-Elementary Option, is a transfer program and it is expected that students graduating from this program with an Associate in Arts degree will transfer to a baccalaureate degree granting institution immediately following graduation to study for a degree that would prepare them for a teaching career in grades Kindergarten through 6th grade. This program offers a large number of liberal arts courses which fulfill requirements at the student's transfer institution. In addition to courses in English, mathematics, literature, science, social science, and humanities, there are four education courses which introduce the student to the field of education: EDUC 201-Introduction to Education, EDUC 202-Foundations of Education Field Experience, EDUC 225-Educational Psychology, and EDUC 226-Teaching with Technology.

III. Description of the Proposed Revision

Context for the Revision

The Pennsylvania Department of Education (PDE), in order to improve the quality of teacher education and certification has recently issued regulations[1] which significantly change the path for teacher education and certification. The new regulations replace the current K-6 elementary education certification with two separate certifications: Early Childhood Pre-K to 4th grade and Middle Level 4th to 8th grade.

This revision responds to those changes and creates a degree program that insures both opportunities for transfer to baccalaureate institutions, as well as high-quality preparation for the early childhood workforce.

Goals for the Revision

The new Education: Early Childhood (Birth -4th grade) will focus on the developmental learning needs of children birth through age nine. It is designed to do the following:

- Prepare highly effective teachers who possess the requisite knowledge and skills to serve and value a diverse group of young children and families in a variety of educational settings.

- Prepare students for transfer to baccalaureate degree-granting institutions.

- Assist students in preparing to teach in diverse environments with diverse learners.

- Meet workforce needs and the education needs of students.

- Facilitate the development and signing of articulation agreements with baccalaureate institutions.

- Ensure students comply with General Education requirements of Community College of Philadelphia.

This program cannot be neatly categorized as career or transfer. Many students will wish to pursue a bachelor's degree and teaching certification immediately upon graduation. However, other students will enter the workforce after graduation, or are already working in the field prior to entering CCP. Finally, students who enter the workforce following graduation may at a later point wish to pursue a bachelor's degree and/or teacher certification.

---

[1] See Framework for Grades Pre K- 4Program Guidelines
www.portal.state.pa.us/portal/server.pt/document/. ../guidelines_**prek**gr4_pdf

Student Learning Outcomes
The student learning outcomes listed below are derived from and aligned with the competencies outlined by the Pennsylvania Department of Education in their Framework for Grades Pre K- 4 Program Guidelines.

Upon successful completion of this course students will be able to:

1) Demonstrate effective oral and written communication skills in the discourse of the discipline,
2) Demonstrate knowledge of professional ethics and advocacy.
3) Discuss and apply theories of child development explaining patterns of physical, cognitive, social/emotional, language, and moral development and learning for young children ages birth to 10 years.
4) Explain aspects of the history of early childhood education, including the American education system, and the social and cultural mores that shaped that history and affect contemporary practices.
5) Plan developmentally appropriate differentiated instruction and curriculum based on formative assessment and needs of diverse learners.
6) Demonstrate understanding of classroom dynamics, classroom management strategies, and inclusive classroom models.
7) Demonstrate an understanding of how family diversity issues affect teaching and learning.
8) Identify career opportunities open to graduates, and describe the path required for Pennsylvania Teacher Certification.

Specific programmatic and course changes
New disciplinary designation
All the existing Education (EDUC) and Early Childhood Education (ECE) courses will be given the new disciplinary designation, ED. The old designations ECE and EDUC will no longer be used. This is advantageous because two courses ED 214-Cognition and Learning in the Classroom and ED 265- Introduction to Special Education and Inclusive Practices will be in both the Education: Early Childhood (Birth-4th grade) Program and the Education: Middle Level (4th -8th grade) Program.

Numbering of ED courses
One course, ED 151- Health, Safety and Nutrition for the Young Child is retaining the same number that it had when it was designated an ECE course. This course is being revised; however the revised course is sufficiently similar that a student who took ECE 151- Health, Safety and Nutrition for the Young Child would not need to take ED 151. Students who took the former ECE 151 may apply this course towards the new degree because the courses are very similar, as indicated by the identical number.

In contrast, other ED courses have been given new numbers to indicate they are new courses with new student learning outcomes even though they may inherit some content from predecessor ECE or EDUC courses.

Mathematics requirement
Future teachers need a strong background in mathematics so that they can help young children develop their quantitative reasoning skills. Further, mathematics is critical for students who plan to transfer since many of the baccalaureate programs in education require two semesters of mathematics at the level of Math 151 or higher. The Praxis test which all teacher candidates must pass in order to earn a teaching certificate also includes a section on mathematics. Therefore, all students will be required to take at least Math 151 or 152. Students planning to transfer to a baccalaureate program in education will be strongly advised to take a second mathematics course as one of their directed electives.

This math requirement represents a reasonable compromise that takes into account the fact that many, but not all, of the students in this program will transfer to a baccalaureate program in education. Since not all students are planning to transfer to baccalaureate program, it would be excessive to require all students to take two semesters of mathematics. On the other hand, allowing a student to graduate from the program with only Math 118 would force students to make a large leap when they transfer to a four year school. In addition, Math 118 will not adequately prepare students to pass the Praxis exam, which they need to pass before transferring to a baccalaureate program in education.

Science Requirement
Future early childhood educators need to have a solid understanding of science so that they can help young children to discover and explore the natural world. Students in this program will be required to take one semester of a lab science and those students planning to transfer to a baccalaureate program in education will be advised to take a second semester of science as one of their directed electives. Although the second science is not required to be a lab science, students who plan to transfer to colleges such as Drexel University or Arcadia University will be advised to choose a lab course for their second science since those institutions will not accept non-lab science courses as fulfilling the science requirement. A student who is undecided regarding his or her intended transfer school is advised to choose a lab science for their second science to ensure smoothest transfer.

Directed Electives
Students will need to choose three directed electives (see choices presented on the program grid). The directed electives offered to students are all courses that are deemed beneficial to future teachers, and required or at least accepted by most baccalaureate programs in education. Since four year institutions differ in their requirements, it is not possible to identify a set of courses that will be accepted by all four year colleges. This list of directed electives offers students flexibility to choose courses based on their career and transfer goals.

New or Revised ED courses
Faculty are recommending that the following courses be revised or developed. Appendix A provides course descriptions and learning outcomes for these new and revised courses.

1) Develop a new course ED 105 to be titled Foundations of Early Childhood Education. This new course will be based on early childhood education foundations, theory and practice. It will cover current issues with historical and philosophical background including social, economic, and cultural diversity and discuss implications for learning general and professional ethics, and inclusive practices. It will include content from the former ECE 111-History and Trends in Early Childhood Education and the former EDUC 201-Foundations of Education. ECE 111 will be eliminated and EDUC 201 will be redesignated ED 201 and will still be offered for students in the Middle Level (4th -8th grades) and the two secondary education options.

2) Develop a new course, ED 230-Integrating the Arts into Early Childhood Education. This course will include experiences to help prospective teachers understand the role that the creative arts play in children's development. In particular, the course will explore how creative endeavors help children to develop multiple intelligences, and how the creative arts can be used to boost academic performance in other disciplines.

3) Develop a new course ED 214 titled Cognition and Learning in the Classroom which will emphasize cognitive development and learning in all educational settings. The course will include child development theory as it relates to concepts of human development involving physical, social, emotional, cognitive, and moral development in the classroom. Subjects of reading, writing, and mathematics are covered. Some content from the former EDUC 225-Educational Psychology will be included in the new course. EDUC 225 will be redesignated ED 225.

4) Develop a new course ED 204-Curriculum and Instruction: Engaging Young Children in the Learning Process. The learning outcomes for this course will based on PDE competencies for this learning area. The course will be designed to study and develop strategies to develop developmentally appropriate curriculum, designed to individualize and scaffold learning experiences across content areas, utilizing materials, environments and relationships to engage the child in the learning process.

5) Develop a new course ED 290- Early Childhood Education Practicum. This field experience (practicum) will replace the two existing ECE practica 196 and 296 which are both being eliminated. The new course will consist of a 12-week, 8 hour a week placement in an infant, toddler or preschool setting for a total of 96 hours.

PDE requires that students complete fieldwork and student teaching in four stages. Stage 1 (Observation) and Stage 2 (Exploration) will be completed in prerequisite courses. ED 290 is designed to fulfill the Stage 3 (Pre Student Teaching) requirement. Stage 4-Student Teaching will not be a part of this Associate degree program, and will be completed at the baccalaureate level.

The following table outlines all the courses which include a Practicum or field work.

Course	Number of Hours	Stage
ED 204 or 214	10 hours in each	Stage 1
ED 222	20 hours	Stage 2
ED 245	20 hours	Stage 2
ED 250	20 hours	Stage 2
ED 290	96 hours	Stage 3

All of the ED courses with Practicum hours (204, 214, 222, 245 and 250) are prerequisites for ED 290 so that students have completed the Observation/Exploration prior to undertaking Pre Student Teaching as mandated by PDE.

6) Develop a new course ED 222- Language and Literacy Development in Early Childhood Education. This course, which will include content from the former ECE 261 – Teaching of Language Arts, will focus on language and literacy development for children birth through 1st grade. (Students will study reading strategies for 2nd -4th graders at the baccalaureate level.) The new course will emphasize a language-based approach to the development of literacy, as outlined in the PDE candidate competencies, providing the student with the understanding and skills necessary to develop meaningful, theory-based language and literacy experiences for young children. ECE 261 is being eliminated.

7) Develop a new course, ED 265-Introduction to Special Education and Inclusive Practices which will focus on the characteristics of children with specific disabilities and atypical development.   The Pennsylvania Department of Education Guidelines for Pre-K-4th grade call for 9 credits of course work in Special Education. This course represents the first three credits in this area. Introduction to Special Education and Inclusive Practices provides an overview of the field of Special Education and legal mandates guiding inclusive classroom practices. In addition, they will be introduced to early intervention and preschool services and transitions, instructional practices, and adaptations developed to address the needs of children with disabilities.

8) Develop a new course ED 135- Family and Community Relationships which will focus on the central role that parents play in children's development and the

ways in which families and communities work together to support and empower families. It will align with competencies outlined by the PDE. This course will include content from the former ECE 131-Teacher-Parent-Child Relationships which is being eliminated.

9) Develop a new course, ED 245-Assessment of Young Children which develops skills for child observation and the use of developmentally-appropriate methods and instruments for assessment of children, birth through fourth grade. This course will align with PDE competencies in assessment and will include content from the former ECE 291-Observing and Recording Techniques and EDUC 202-Introduction to Education Field Experience. ECE 291 will no longer be offered. EDUC 202 will not be a part of this Program but will still be offered for students in the secondary education options.

10) Develop a new course titled ED 250-Infant and Toddler Development and Curriculum in which students will study the social, emotional, cognitive, physical and language development of children birth through age three. The new course will align with PDE competencies in this area, and will include content from the former ECE 221- Program Planning and Curriculum Development II, which will no longer be offered.

11) Revise ECE 151-Health, Safety and Nutrition of Young Children to include goals, readings, films and activities inclusive of birth through the primary grades (K-4). PDE competencies state that teachers of young children must be able to apply National Health Education Standards that include: setting goals for children's good health; prevention of hazardous practices and creation of a safe environment; disease prevention and reduction of other health risks; insurance of nutritional well-being; and maintenance of a healthy environment.

The following ECE courses (not mentioned above) are being eliminated:
1. ECE 121-Program Planning and Curriculum Development I
2. ECE 125- Program Planning in Family Child Care
3. ECE 175- Family Child Care Management Skills
4. ECE 275- Early Childhood Professional Leadership
5. ECE 281- Career Growth and Development
6. ECE 195- Practicum for Family Child Care
7. ECE 213- Child Development Associate Professional
8. ECE 241- Children's Literature

IV. Effects of the Revision
This program revision will allow the Community College of Philadelphia to continue its decades long tradition of preparing early childhood educators for the region. While

retaining the best elements of the existing programs, the revised program will meet the needs of students, transfer partners, and employers.

The space and other resources needed for the program will not change significantly from the existing programs.

Enrollment in some courses may be affected.

- Enrollment in Economics 181 will likely decrease since it was a required course in the Education-Elementary Option and it does not appear in this Program.

- Enrollment in ENGL 115-Public Speaking may be affected although it is difficult to predict the effect. ENGL 115 is an elective course in this Program whereas it was required of all students in the Education-Elementary Option. On the other hand, ENGL 115 did not appear at all in the former ECE Program.

- Enrollment in GEOG 103-Cultural Geography and GEOG 222 World Regional Geography will likely decrease since they appeared as electives in the former Education-Elementary Option and they do not appear in the proposed program due to preferences expressed by transfer institutions who preferred that students have GEOG 101-Introduction to Physical Geography or GEOG 180-Urban Geography.

- There are 11 Art, Music and Philosophy courses which were electives in the former Education-Elementary Option that do not appear in the proposed program because they are not required by PDE nor by institutions to which graduates are likely to transfer. Enrollment in these 11 courses could decrease somewhat.

- Enrollment in Sociology 101-Introduction to Sociology and Anthropology 112-Cultural Anthropology will likely decrease since they were elective courses in both the ECE and Education-Elementary Options whereas they do not appear in the proposed Program. These courses are not required by PDE nor by institutions to which graduates are likely to transfer. (In contrast, History and Geography are included in the Program because they are required by institutions to which graduates are likely to transfer.)

- Enrollment in MATH 151-Linear Math and MATH 152-Probability will likely increase since they were not in the former ECE Program, although they were in the former Education-Elementary Option.

Curriculum Map

	Demonstrate effective oral and written communication skills in the discourse of the discipline	Demonstrate knowledge of professional ethics and advocacy	Discuss and apply theories of child development explaining patterns of physical, cognitive, social/emotional, language, and moral development and learning for young children ages birth to 10 years	Explain aspects of the history of early childhood education, including the American education system, and the social and cultural mores that shaped that history and affect contemporary practices	Plan developmentally appropriate differentiated instruction and curriculum based on formative assessment and needs of diverse learners	Demonstrate understanding of classroom dynamics, classroom management strategies, and inclusive classroom models	Demonstrate and understanding of how family diversity affects teaching and learning	Identify career opportunities open to students with Early Childhood Education degrees, and describe the path required for Pennsylvania Teacher Certification
ED 105	I, A	I,A	I,A	I,A	I	I	I	I,A, M
ED 135	R, A	R					R, A	
ED 151	R, A	R, A						
ED 204	R, A		R,A		R,A	R, A		
ED 214	R, A		R,A		R,A	R, A		
ED 222	R, A		R, A		R, A			
ED 230	R, A		R,A		R,A			
ED 245	R, A				R	R		
ED 250	R, A	R	R,A		R	R, A	R,A	
ED 265	R, A		R,A		R	R		
ED 290	R, A	R,A	M,A		R,A	R, A	R,A	

I=Introduced; R=Reinforced; A=Assessed; M=Mastered

V. Catalog Description

The Education: Early Childhood (Birth- 4th Grade) Program develops the knowledge and competence of students interested in teaching or working in related careers with children birth through fourth grade. The Program provides a sound theoretical foundation in principles of child growth and development from the prenatal period through the primary years, as well as a functional understanding of programs and curricula appropriate for young children. Skills emphasized include child observation, curriculum planning for diverse learners, advocacy, and interpersonal and communication abilities.

Upon completion of the Program students receive an Associate in Arts degree and may either enter the workforce or transfer to a baccalaureate program in Education.

Because the curriculum supports the needs of those wishing to pursue a variety of options including transfer, it is highly recommended that students consult Program advisors, catalogs, and transfer worksheets available in the Career and Transfer Center in order to make appropriate course selections.

Graduates of the Program will be prepared to work as childcare practitioners and directors, parent educators, children's recreation staff, teacher assistants and instructional aides. Graduates who wish to become certified teachers will need to transfer to and complete a Pennsylvania Department of Education approved teacher certification program at a four year college or university.

Student Learning Outcomes

Upon successful completion of the Education: Early Childhood (Birth-4th grade) Program, graduates will be able to:

1. Demonstrate effective oral and written communication skills in the discourse of the discipline.
2. Demonstrate knowledge of professional ethics and advocacy.
3. Discuss and apply theories of child development explaining patterns of physical, cognitive, social/emotional, language, and moral development and learning for young children ages birth to 10 years.
4. Explain aspects of the history of early childhood education, including the American education system, and the social and cultural mores that shaped that history and affect contemporary practices.
5. Plan developmentally appropriate differentiated instruction and curriculum based on formative assessment and needs of diverse learners.
6. Demonstrate understanding of classroom dynamics, classroom management strategies, and inclusive classroom models.
7. Demonstrate an understanding of how family diversity issues affect teaching and learning.

8. Identify career opportunities open to graduates, and describe the path required for Pennsylvania Teacher Certification.

Program Entry Requirements:
New students are required to complete the College's placement test prior to their enrollment. Students identified as needing developmental work must satisfactorily complete the appropriate developmental English and mathematics courses as part of the program.

Because students will be required to observe and work with young children the Program requires students to meet the requirements of the Child Protective Services Law, 23 Pa. C.S.A., section 6344 (relating to prospective child care personnel). Students must therefore present up-to-date Pennsylvania criminal history reports, Federal Bureau of Investigation criminal history reports, Department of Public Welfare (child abuse) reports, and health clearances, clearly stating that they are eligible to work with children. (Up-to-date clearance is defined as being no more than 12 months old on the first day of working with children.) Failure to produce up-to-date clearances or a change of clearance status may result in a student's removal from the program. A student who believes that an error of fact has been made in his/her removal may appeal that decision. Information regarding the appeal procedure will be provided with the letter of removal.

Program of Study and Graduation Requirements:
To qualify for the Associate in Arts (A.A.) Degree in Education: Early Childhood (Birth-4th grade), a student must complete a minimum of 62 credit hours as described in the course listing on the following page. In addition, the student must have a cumulative grade point average of 2.0, and a minimum grade of "C" in all Education courses. During their matriculation in the Education: Early Childhood (Birth-4th grade), it is strongly recommended that students register for classes with designated Education academic advisors.

Students whose behavior is viewed as inconsistent with professional standards may be dropped from the curriculum pending a departmental hearing.

Life Experience Credits:
Students may be eligible to apply for credits for life experience. Interested students should contact the program coordinator for further information regarding the criteria and an application.

Education: Early Childhood (Birth-4th grade)

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101: English Composition I		3	ENGL 101
CIS 103-Applied Computer Technology		3	Tech. Comp.
ED 105 Foundations of Early Childhood Education		3	
PSYC 101-Introductory Psychology		3	Social Science
MATH 151-Linear Mathematics OR MATH 152- Probability	Math 118 with a C or better or Math 161 placement level	3	Mathematics
SECOND SEMESTER			
ENGL 102: English Composition II	ENGL 101	3	ENGL102 & Info. Lit.
ED 135 Family and Community Relationships		3	
Directed Elective[1] Choose One • Math 151-Linear Mathematics or Math 152-Probability • Science Elective • Literature Elective (208, 211, 212, 221, 222, 230, 232, 241, 245, 246, 250, 251, 256, 260, 265) • Geography 101 Introduction to Physical Geography or GEOG 180- Urban Geography • ENGL 115-Public Speaking • ED 151-Health, Safety and Nutrition for the Young Child		3/4	
PSYC 201-Child Psychology	PSYC 101	3	
ED 204 Curriculum & Instruction: Engaging Young Children in the Learning Process OR ED 214 Cognition and Learning in the Classroom	ED 105 ED 105	3	
THIRD SEMESTER			
ED 222- Language and Literacy Development in Early Childhood	ED 105	3	
ED 230 Integrating the Arts into Early Childhood Education	ED 105	3	
ED 245 Assessment of Young Children	ED 204 or ED 214	3	
Lab Science elective		4	Natural Science
ED 250-Infant and Toddler Development and Curriculum	ED 204 or ED 214	3	
FOURTH SEMESTER			
Directed Elective-See list above		3/4	
ED 265 – Introduction to Special Education and Inclusive Practices	ED 204 or ED 214 AND PSYC 201, 209 or 215	3	
HIST 101- United States History: Colonial America through the Revolutionary Era OR HIST 102 – United States History: The 19th Century OR HIST 103 – United States History: The 20th Century		3	Humanities, Writing Intensive, Interpretive, Amer/Global Div
ED 290 Early Childhood Education Practicum	ED 222, ED245 and ED 250	4	
Directed Elective (See list above)		3/4	
MINIMUM CREDITS NEEDED TO GRADUATE		62[2]	

GENERAL EDUCATION REQUIREMENTS
All General Education requirements are met through required courses as indicated above. A more detailed explanation of the College's General Education requirements appears elsewhere in this catalog and on www.ccp.edu.

For More Information Contact:
The Division of Liberal Studies Room BR-21, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8450; or the College Information Center (215) 751 8010.

[1]Directed Electives should be selected in consultation with an advisor based on career goals and requirements of the institution to which the student plans to transfer. Note that many baccalaureate programs in education require two semesters of college level math and two semesters of lab science.

[2]*Students who enter the College at the Math 161 level or higher can complete this program in 62 credits. Students who enter the College at a lower level on the Math placement exam will need to take Math 118—Intermediate Algebra and thus will need 65 credits to graduate.

VI. Appendix

A. Descriptions of New Courses

Appendix A: Descriptions of New and Revised Courses

1. ED 105-Foundations of Early Childhood Education (new course with content from ECE 111 and EDUC 201)
This course provides an introduction to the history, theories, and philosophies affecting early childhood education in the 21st century. Curriculum models and inclusionary practices infancy through fourth grade are investigated. The importance of social, economic, and cultural diversity is explored for its implications on learning and teaching. Current trends and the future of early childhood education are discussed. Ethical and professional responsibilities of educators are addressed.

Upon completion of this course students will be able to:

1. Describe various types of state and federal early childhood programs (e.g. Head Start, Child Care, PA Pre K Counts, Full Day Kindergarten, Reading First, including regulatory processes and program guidelines).

2. Discuss the format and use of the Pennsylvania Early Learning Standards for Infant/Toddler, Pre-Kindergarten, Kindergarten, and Grades 1 through 4.

3. Describe the rungs on the Pennsylvania Career Lattice and the education and experience required to hold various positions.

4. Describe the purpose and essential content of the NAEYC Code of Ethical Conduct for early childhood educators.

5. Demonstrate an understanding of current issues and trends for the future, including inclusionary practice, with historical and philosophical background.

6. Discuss the historical and contemporary philosophies and theories that impact on early childhood curriculum and practices.

7. Identify and explain the significance of important events in the history of early childhood education.

8. Describe the key principles of relevant curriculum models used in the practice of early childhood education (e.g. High Scope, Montessori, Waldorf, Reggio Emilia, Creative Curriculum).

9. Discuss the approaches used in the primary grades to teach concepts and skills in discipline and skills areas (e.g. reading, mathematics, science, social studies).

10. Describe social, economic, and cultural diversity, and how it affects learning and teaching.

11. Describe the legal rights of families and students within the education system including those of students with special needs.

2. ED 230-Integrating the Arts into Early Childhood Education (New course)

The course provides students with an overview of information and strategies for integrating the creative arts into the early childhood curriculum. It includes experiences to help prospective teachers understand the role the creative arts play both in supporting children's development and informing learning in other disciplines. Students explore drama, movement, music and visual arts for children, birth through fourth grade, from the perspective of multiple intelligence theory. Connections between the arts, individual development and curricular subjects guide the course. This integrationist approach views the arts as meaningful sources of expression, culture, learning and joy. Prerequisites: ED 105

Upon completion of this course students will be able to:

1. demonstrate knowledge of the Pennsylvania Pre-K -4th grade learning standards for art and humanities.

2. recognize and use elements and principles in a variety of art forms.

3. create and perform in a variety of art forms.

4. identify safety issues in a variety of art forms.

5. identify and incorporate community performance and exhibition in a variety of art forms into the curriculum.

6. recognize critical processes used in the examination of works in the arts and humanities.

7. classify materials and processes used to create works in the arts; such as patterns, rhythm and color.

8. use technologies in a variety of art forms.

9. analyze a work of art from its historical and cultural perspective and to describe a work's elements, principles and concepts.

10. provide experiences that help children express and interpret emotions, conflict, and needs.

11. develop experiences that connect the arts across all content areas.

3. ED 214-Cognition and Learning in the Classroom (new course with content from EDUC 225 will include 10 hours observation/exploration)

In this course, students study how individuals acquire and process information and design classroom environments that promote learning. They will understand the multiple influences on development and learning, including family and community, cultural, environmental, gender, and brain development. Children's cognitive, language, social, and physical development will be studied in addition to assessment strategies. Differentiated instructional practices will be designed to accommodate individual differences in development.   Students will begin to use Pennsylvania Department of Education Learning Standards to guide instructional choices. Prerequisite: ED 105-

Upon satisfactory completion of the course students will be able to:

1. Describe the ways children acquire and process information
2. Design classroom environments that facilitate all students' abilities to attend, learn, and successfully store and retrieve information.
3. Describe the developmental patterns of physical, cognitive, and psychosocial development at each stage of development.
4. Apply concepts of child development to the instructional process that will lead to developmentally appropriate practices (DAP).
5. Outline the experiences children need from birth to age nine to prepare them to learn, read, and succeed in school.
6. Identify early interactions with adults and peers, the early teaching methods and curricula, and comprehensive interventions that support learning and development, and areas that prepare children from diverse backgrounds for kindergarten and the early grades.
7. Demonstrate an understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed.
8. Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
9. Discuss the current identification criteria related to diverse learners.
10. Understand multiple influences that relate to a child's development and learning such as:
    o Gender
    o Family and community

- o Brain development
- o Language difference
- o Cultural, familial, and environmental influences

These competencies are based on PDE competencies.

4. ED 204-Curriculum and Instruction: Engaging Young Children in the Learning Process (will include 10 hours observation/exploration)
In this course students will study and develop strategies to engage the young child in the learning process. They will understand the role of adult-child relationships and of active participation in meaningful, relevant experiences which support concept and content development. They will develop skills to scaffold learning experiences across content areas and to effectively incorporate the environment in the learning process. They will develop instructional strategies to integrate curriculum across content areas. Prerequisite: ED 105

Upon completion of this course students will be able to:

1. Demonstrate an understanding of learning as a process that integrates all areas of development
2. Develop and implement lessons based on student's stages of cognitive development, use of senses for exploration, and understanding of the world
3. Apply concepts of child development to education and learning regarding attention, memory, conceptual knowledge, reasoning, and problem–solving
4. Delineate how individuals acquire and process information
5. Identify and implement multiple approaches to learning so that all children can become interested and engaged in learning
6. Create positive and stimulating environments that are educationally focused, respectful, meaningful, supportive and challenging for all children
7. Identify the role and value of play, games and sports in child development and learning
8. Identify the role and value of positive relationships and supportive interactions as the foundation for their work with young children
9. Utilize the Pennsylvania Early Learning Standards and Academic Standards in planning curriculum for young children
10. Implement ethical practices; identify the role and value of informed advocacy for young children and their families; identify the value of self-reflection and evaluation; and demonstrate an ability to be effective communicators and collaborators

5. ED 290-Early Childhood Education Practicum (new course to include content from ECE 196 and ECE 296)

This course provides a supervised field experience.   Eligibility for enrollment in this course is based upon student acquisition of Pennsylvania criminal and child abuse clearances, a health clearance and a Federal Bureau of Investigation (FBI) check showing eligibility to work with children. Clearances must be less than one year old at the start of the semester when the student is enrolled in the Practicum. Students participate in a weekly seminar along with 8 hours of field work over 12 weeks for a total of 96 hours of field experiences with infants, toddlers or preschoolers. During seminar, students reflect on their experiences through written assignments, discussion of issues related to on-site learning, and entries in weekly logs. Students are placed at school or program sites selected by College faculty. During the semester, students are expected to complete a series of predetermined activities under the supervision of the cooperating teacher at the Practicum site. College faculty will conduct visits to each of a student's two Practicum sites during the semester in order to observe and provide feedback on student competence. Prerequisites: ED 222 and ED 245

PDE requires that students complete fieldwork and student teaching in four stages. Stage 1 (Observation) and Stage 2 (Exploration) will be completed in prerequisite courses. ED 296 is designed to fulfill the Stage 3 (Pre Student Teaching) requirement. Stage 4-Student Teaching will not be a part of this Associate degree program, and will be completed at the baccalaureate level.

Upon completion of this course students will be able to:
1. Discuss the procedures for acquiring clearances required for work with children in the Commonwealth of Pennsylvania
2. Discuss the importance of understanding and adhering to the policies and procedures established by early childhood programs
3. Discuss the types of daily routines and activities found in preschool and primary school programs
4. Describe the roles played by teachers working with preschool and primary grades children
5. Discuss the components of quality, child-centered, developmentally appropriate early childhood programs
6. Describe the various advocacy roles of early childhood professionals, including that of mandated reporting of suspected child abuse and neglect
7. Demonstrate competence in relating to and interacting with children representing a range of socioeconomic, cultural, religious groups and levels of ability
8. In conjunction with a cooperating teacher, create and implement developmentally appropriate plans for groups and individual children
9. Evaluate the practicum site using appropriate safety and health criteria
10. Discuss developmentally appropriate techniques for guiding the behavior of young children
11. Discuss and provide examples of the role of evaluation in a teacher's professional growth, and demonstrate ability to appropriately handle feedback of both positive and unfavorable natures
12. Appreciate the need for student, family, and staff confidentiality

6. ED 222-Language and Literacy Development in Early Childhood (new course to include some content from former ECE 261, will include 20 hours observation/exploration)

This course will examine the processes of language and literacy development from birth through 1st grade. Students will demonstrate skill in a range of individually and culturally responsive instructional approaches and materials. Students will develop a thorough understanding of language and reading development, as well as an understanding of learning theory and motivation in order to effectively ground their instructional decision making. Prerequisite: ED 105

Upon completion of this course students will demonstrate the ability to develop meaningful language and literacy experiences in order to be able to:

1. utilize a multicultural understanding of non-English perspectives of language
2. associate reading and writing with recreation, as well as skill development
3. demonstrate research-based knowledge and skill in language and literacy instruction to support all ages and settings
4. use multiple strategies for developing students' knowledge of word meanings and word identification
5. demonstrate an understanding of and ability to plan for: identification, and characteristics of different types of abilities, as well as effective, evidence-based instructional practices and adaptations
6. support children's ability to make predictions from what is read, heard, or seen
7. build and reinforce relationships between early spoken language and early pre-literacy abilities and consider influences of parent-child interactions

7. ED 265-Introduction to Special Education and Inclusive Practices (New Course)

This course provides an overview of the field of Special Education and the legal mandates guiding inclusive classroom practices. Students will be introduced to the characteristics of children with specific disabilities and to the specialized instruction and services designed to meet individualized student needs. A strong emphasis will be placed on evidenced-based practices and multidisciplinary and collaborative approaches to special education. Multicultural and diversity issues will also be discussed. Prerequisites: ED 204 or ED 214

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of how evolving social norms led to the passage of legislation which in turn gave rise to the field of special education.
2. Demonstrate an understanding of specific legislation (IDEA, Americans with Disabilities Act, SECTION 504, NCLB, etc.) under which the field of special education has evolved and is currently governed.
3. Demonstrate an understanding of current public policy debates related to special populations of students and educational access and inclusion such as the over-representation or under-representation of minorities in special education settings.
4. Demonstrate an understanding of the role and responsibilities of special education and general education teachers in providing inclusive and accessible instruction in the least restrictive environment.
5. Demonstrate some knowledge of essential protocols for determining, implementing, and providing specialized instruction and services to children with disabilities.
6. Demonstrate an understanding of the components of the Individualized Educational Planning (IEP) process relative to measurable goals, specifically designed instruction, adaptations, accommodations, supplementary aids and services.
7. Demonstrate knowledge of recommended practices relative to the early years with an emphasis on early intervention and preschool services.
8. Demonstrate knowledge of recommended practices relative to the early childhood/elementary school/middle years with an emphasis on general education and special education partnership.
9. Demonstrate an understanding of Multidisciplinary Collaboration and the role of teachers, parents, family, and related services professionals in the overall education of students with disabilities.
10. Demonstrate an understanding of multicultural and diversity issues present in the teaching and learning environments.
11. Demonstrate an understanding of the types and characteristics of disabilities as well as the effective evidence-based instructional practices and adaptations specific to addressing the needs of children with those disabilities.
12. Demonstrate a perspective of disabilities that takes into consideration the disability, the child with the disability, and the contextual setting within which both the child and the manifestations of the disability are interacting.

8. ED 135-Family and Community Relationships (new course to include some content from former ECE 131)

Students learn the significance of the family-child-school relationship, the role of parents, and how to work effectively with diverse families and within diverse communities. Particular emphasis will be paid to cultural, ethnic, linguistic and economic diversity; non-traditional families; and families and communities faced with special challenges such as poverty. Involvement of parents and/or other primary care-givers in children's schooling is discussed at length, including various types of informal and formal home-school communications, home visits, home-school meetings and conferences. Students learn how to develop partnerships with families, including those with

children who have special developmental needs, and study the legal rights of the children, special housing concerns, and social service agency support.

Upon successful completion of this course, students will demonstrate the following competencies which are taken from the Pennsylvania Department of Education's Framework for Grades PreK-4, Section IV Family and Community Collaboration Partnerships, listed below. Appendix C illustrates where in the weekly outline each of these competencies is addressed.

IV. Family and Community Collaboration Partnerships
Candidates must apply their understanding of children and families diversity to:

A. Early childhood education candidates must know family systems and the role of families in children's development
1. The central role that families play in the development of children with and without disabilities
2. The impact of children with disabilities on family systems.
3. The concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
4. The legal rights of families within the general role and special education process
5. Knowledge of laws relating to family and student confidentiality
6. Knowledge of the roles of individuals with exceptional learning needs families, schools, and agency and community personnel.

B. Early childhood candidates must know strategies for becoming cross-culturally competent including:
1. Knowledge of variations in beliefs, traditions, and values related to children and learning across and within cultures including child rearing practices, parent-child interaction styles and discipline
2. Describing the impact of poverty on family systems and children's development
3. Articulating the potential impact of differences in values, languages, socioeconomics and costumes that can exist between the home and school
4. Identifying the impact of culture on one's own beliefs, values and behaviors.

C. Candidates must know and understand strategies to partner with families including:
1. Maintaining respectful, ongoing, meaningful communication with family members that develops and sustains partnerships with families.
2. Identifying and addressing family information, communication and collaboration needs
3. Conferencing with families
4. Involving families in the policy decisions of a program
5. Providing families with meaningful opportunities to be involved throughout their child's education

6. Gathering evaluation information from families of children with and without disabilities
7. Strategies for keeping families informed of children's progress
8. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school and agency personnel, and community members

D. Candidates will articulate strategies that link families to community resources including:
1. Determining family strengths, concerns, needs, and priorities
2. Providing information about community resources, parenting education, and child development to families
3. Gaining knowledge of community resources useful to families of children with and without disabilities and strategies for linking families to these resources
4. Working with linguistic and cultural interpreters for culturally and linguistically diverse families

Retrieved on June 15, 2010 from:
www.portal.state.pa.us/portal/server.pt/document/.../guidelines_prekgr4_pdf

9. ED 245-Assessment of Young Children (new course to include content from former ECE 291 and EDUC 202, will include 20 hours observation/exploration)

This course develops skills for child observation and the use of developmentally-appropriate methods and instruments for assessment of children, birth through fourth grade. Students will learn to collect and interpret information about children in the context of classroom routines, and to use this data to assess development and achievement of essential skills. Students will gain competence in using assessment to inform decisions about curriculum and other services that may be needed by children and will be introduced to state-recommended assessment systems. Communication with families and ethical issues including test bias and use of confidential child and family information are also addressed. Prerequisites: ED 204 or ED 214

Upon completion of this course students will be able to:

1. Describe the milestones in child development, birth through age nine.
2. Discuss appropriate and effective techniques for teacher observation in early childhood settings.
3. Define and discuss various types of assessment used (e.g. screening, diagnostic, formative and summative) and the purposes of each.
4. Discuss the pros and cons of various assessment instruments (e.g. anecdotal records, checklists, digital recordings, portfolios) and their appropriateness for recording various types of information gathered about children.
5. Demonstrate ability to observe and gather information about children using various assessment instruments (e.g. anecdotal records, checklists, digital recordings, portfolios).
6. Observe and create a portfolio about an individual child using a broad range of assessment tools, and using that portfolio develop plans to meet the needs of the individual child.
7. Discuss the purpose and intent of standardized testing, such as the Pennsylvania System of School Assessment (PSSA) and its appropriate uses in a multifaceted approach to assessment.
8. Describe the guidelines for ethical practice in assessment, especially as these pertain to child and family confidentiality.
9. Discuss the importance of multidisciplinary assessment when attempting to diagnose and provide education and services for children with a wide range of special needs.
10. Discuss the role of the teacher in using information gathered through assessment to communicate with parents about the progress and needs of their child.
11. Use information gathered from observations to inform curriculum planning, social activity, and teaching strategies to enhance learning and development
12. Demonstrate an awareness of biases of assessment instruments towards children from culturally and/or linguistically diverse backgrounds

13. Analyze and apply assessment data to evaluate the effectiveness of the curriculum for individual children and the class as a whole
14. Discuss guidelines for assessment while being aware of issues of confidentiality as they pertain to family and neighborhood groups

10. ED 250-Infant and Toddler Development and Curriculum (revision of ECE 221)

In this course students will study the social, emotional, cognitive, physical and language development of children birth through age three. Students will implement theories and research to design programming that supports healthy adult-child relationships and provides infants and toddlers with developmentally appropriate curriculum. This course includes 20 hours of observation and interaction in infant/toddler classrooms, with locations to be determined by ED faculty. Students must have clearances current at the start of the semester. Prerequisites: ED 204 or 214

Upon completion of this course students will be able to:

1. articulate a range of theories and research that address infant and toddler social, emotional, cognitive, physical and language development, and provide examples of research-based practices.
2. describe a range of developmentally appropriate expectations for infants and toddlers based upon the Pennsylvania Early Learning Standards and national standards.
3. use a variety of tools to assess development.
4. define the mathematical concepts infants and toddlers are developing and how adults can positively support them.
5. describe how infants and toddlers attain the skills to communicate, discriminate and produce the sounds of language, engage with books, and develop an understanding of symbols and writing.
6. describe how environments and adults support the infant and toddler's discovery, organization and understanding of their physical, natural and social world.
7. identify the components of supportive, healthy and safe environments, and select developmentally appropriate materials and equipment.
8. explain the significance of and provide strategies to develop trusting, responsive adult relationships.
9. provide examples of teacher-practices that promote the social/emotional characteristics and attitudes that positively influence the way infants and toddlers learn.
10. discuss the significance of and effective strategies to develop positive parent-teacher partnerships.
11. create developmentally appropriate curriculum for individuals and groups.
12. provide examples of positive guidance strategies, of strategies that promote self-regulation, and of intervention strategies for challenging behaviors.

11. Revise ECE 151-Health Safety and Nutrition in Young Children

This course provides an overview of information and procedures related to the health, safety and nutrition of young children, birth to fourth grade. Students will learn techniques for maintaining a safe and healthy classroom environment; for providing health, safety, and nutrition education for young children and their families; for working with children with special needs; for advocating for children and families; and for responding to a range of childhood illnesses and emergencies. In addition, students will be provided with information about the ways that specific social problems, including HIV/AIDS, homelessness, and family violence, affect child health and development.

Upon a successful completion of the course, students will be able to:

1. Define "health" as it pertains to young children living in the United States today and describe the range of factors stemming from heredity and environment that contribute to a children's health condition during the first five years of their life.

2. Describe various types of childhood illnesses, their symptoms, and appropriate treatments.

3. Explain the proper procedure for responding to and/or treating various childhood injuries.

4. Explain the elements of good nutrition for infants, toddlers, and preschool-aged children and identify common nutrition problems found in American children.

5. Identify types of child abuse and neglect, and the signs and symptoms associated with them.

6. Discuss the topics appropriate for health, safety, and nutrition education for young children.

7. Describe the impact of special familial and social problems, such as HIV/AIDS, homelessness, and family violence, on child growth and development.

8. Explain the components of effective advocacy on behalf of children and/or families.

Proposal to revise the Education-Elementary Option and rename it Education: Middle Level (4th -8th grades)

October 14, 2010

Writer: Marcia Epstein

Facilitator: Cynthia Giddle

Recommended Effective Semester: Spring 2011

I. Abstract

This proposal is designed to revise the existing Elementary Education Program and rename it Education: Middle Level (4th -8th grades). Whereas the Elementary Education Program was originally designed to prepare students for Kindergarten-6th grade Certification, the revised Program will prepare students for Elementary/Middle 4th -8th Grade Certification in response to the Pennsylvania state changes in teacher certification, mandated in Chapter 49. The revised Program addresses the need to strengthen middle years teacher preparation by offering more courses in the specific disciplines which teachers will teach: mathematics, science, English-language arts, and social studies. With additional courses in their chosen content area, teachers' knowledge base and skill sets are increased and deepened as they prepare to transfer to a four year school and to teach grades 4-8.

II. Overview of the Existing Program

At present, Community College of Philadelphia offers an Elementary Education Program, designed for transfer, and it is expected that students graduating from this program with an Associate in Arts Degree will transfer to a baccalaureate degree granting institution immediately following graduation. There, they will take courses leading to a Bachelor's Degree that will prepare them to teach in grades kindergarten through sixth grade. In addition to courses in English, mathematics, literature, science, social science and humanities, the program now offers four education courses which introduce the student to the field of education:

> Education 201: Introduction to Education
> Education 202: Introduction to the Foundations of Education Field Experience
> Education 225: Educational Psychology
> Education 226: Teaching with Technology

This new program will prepare students to teach in grades 4 – 8 by offering a number of liberal arts courses which will fulfill requirements at the student's transfer institution. In addition, it will offer opportunities to select a content area so that the student will begin to deepen his or her knowledge of the subject area he or she intends to teach. This program offers both breadth to those students who intend to teach 4th to 6th grades and depth to those intending to teach specific subjects at the 7th and 8th grade levels.

III. Description of the Proposed Revision

Pennsylvania, in response to Federal legislation and calls to reform teacher preparation and certification and improve its public schools, has issued new mandates for teachers to become certified in the Commonwealth. The current K-6 elementary education certification is being replaced by two separate certificates: Pre K-4th grades and 4th -8th grades.

New Pennsylvania State Guidelines
   (for teacher certification in 4th to 8th grades)

Prior to obtaining teacher certification for grades 4-8, students must complete a baccalaureate degree from a program that has been certified by the PDE. Although PDE does not directly certify Associate degree programs, CCP's program has been designed with the PDE guidelines in mind and therefore includes courses that will transfer to four year colleges and fulfill PDE competencies.

PDE states that baccalaureate programs must include:

- 27 Credits in the Professional Core (courses in three areas: development/cognition/learning, subject matter/pedagogy, assessment)
- 12 credits of student teaching
- 15 credits of General Education (in addition to those in the content areas)
- 66 credits in a content concentration, divided in one of two ways

Content Areas
Pennsylvania's Elementary/Middle Level Program Guidelines require that teachers demonstrate knowledge in four content areas-mathematics, science, English/language arts/reading and social studies. Candidates for 4th-8th grade certification must have acquired 66 credits across the four content areas. Note that general education courses such as ENGL 101 may also be used towards the 66 credits. The PDE offers students two options for demonstrating content area knowledge.

Option 1	Option 2
30 credits in one content area 12 in each of the other three Total=66 credits	21 credits in one content area 21 credits in second content area 12 credits in the other two areas Total =66 credits
Schools or districts could impose additional requirements, but by PDE regulations this student would be eligible to teach all subjects at 4th-6th grade level, but only one subject at the 7th-8th grade level.	Schools or districts could impose additional requirements, but by PDE regulations this student would be able to teach all subjects at the 4th-6th grade level and two subjects at the 7th and 8th grade levels.

Note: Under Option 2, a student must choose either Mathematics or Science as one of the two content areas. Therefore, there are five content combinations possible under Option 2:

- Mathematics and Science
- Mathematics and English/Language Arts/Reading
- Mathematics and Social Studies

- Science and English/Language Arts/Reading
- Science and Social Studies

PDE does not allow teacher candidates to choose English and Social Studies as their two content areas.

See http://www.education.state.pa.us/portal/server.pt/community/chapter_49/8627/guidelines_for_grades_4-8/506700 for a complete description of program requirements for Elementary/Middle Level Teacher Preparation.

Specific course changes

Faculty are recommending the following:

1) Revise ED 201-Introduction to Education to focus only on the middle and secondary years rather than early childhood (this material is now included in the new ED 105 Foundations of Early Childhood Education). ED 201 will provide an understanding of the history and philosophy of Education in relation to contemporary education practice. Its content will describe the social, economic, political and cultural forces affecting urban schools and the challenges facing them today. Students will learn ways teachers can make a difference in the lives of students and in society through their professional and ethical behavior. This revised course will include 10 hours of observation so students are exposed firsthand to the dynamics of classroom life.

2) Replace EDUC 225 –Educational Psychology with ED 214- Cognition and Learning in the Classroom. The new course will include memory, language, cognitive development and learning in educational settings. The Framework for Grades 4-8 issued by the Pennsylvania Department of Education calls for a Professional Core which includes three key areas the first of which is Development, Cognition, and Learning. To comply with PDE requirements, this course will explore topics such as cognitive development, literacy, special education, and English language learning.

3) Add a new course, ED 265-Introduction to Special Education and Inclusive Practices, in response to the amended Pennsylvania Department of Education regulations. The course provides students with the opportunity to further study child behavior and development within the context of psychological, social, physical exceptionalities and differences. The course is recommended to appear in the fourth semester of the program so that students can build on the knowledge they have gained in previous Education and Psychology courses.

4) Add a new course, PSYC 209-Adolescent Psychology, in response to the amended Pennsylvania Department of Education regulations and to help the teacher candidate develop an understanding of the major principles, theories, and research related to adolescent development. The course will identify the range of individual differences among adolescents and the implications of these differences for teaching and learning. The course will explore

how adolescent development is influenced by schools, families, peer groups, communities, and society. This course replaces the current requirement for PSYC 215 or PSYC 201.

5) Remove EDUC 202-Introduction to the Foundations of Education Field Experience and EDUC 226-Teaching with Technology from this program.   The observation component from EDUC 202 is being incorporated into the revised ED 201.

6) Offer more electives in content areas to meet the new state guidelines. In the former Elementary Education Option (K-6) students did not need to choose a content area in which to specialize, so content courses were required based on the need to create elementary school teacher with breadth of knowledge. The new PA Middle Level Certification requirements require that teacher candidates have courses in four content areas. Therefore, content electives have been arranged under the four content areas specified by the PDE. Other courses such as foreign languages, Humanities 101 and 102, and public speaking are also offered for students who are transferring to four year schools which require those courses.

IV. Effects of the Revision

Enrollment in the Education: Middle Level (4th-8th grades) Program will likely be lower than enrollment was in the Elementary Education Option since some prospective elementary school teachers will likely choose the newly developed Education: Early Childhood (Birth -4th grade) Program.

Also, it is probable that enrollment in particular courses will change. First, enrollment in ED 226-Teaching with Technology and ED 202 –Introduction to Foundations of Education Field Placement will decrease significantly since they will not count towards graduation for students in this Program. Similarly, enrollment in ENGL 115-Public Speaking will likely decrease since it will be an elective in this Program, whereas is had been a required course in the former Elementary Education Option. Enrollment in PSYC 201-Child Psychology and PSYC 215-Developmental Psychology will likely decrease slightly as students in this Program will now be required to take the newly developed PSYC 209-Adolescent Psychology.

Enrollment could potentially increase in those courses related to the four content areas which are offered to students as content electives.

V. Catalog Description

The Education: Middle Level (4th-8th grades) Program prepares students for transfer to baccalaureate-degree granting institutions. After successful completion of the Program, students receive an Associate in Arts (AA) Degree. Most graduates then transfer to a four year institution where they earn a Bachelor of Science or Bachelor of Arts in Education and are eligible for Certification to teach Grades 4-8. The curriculum helps students to apply the knowledge, concepts, and skills essential for successful elementary/middle years instruction.

Because students have options with respect to specific content areas they would like to pursue, and because transfer institutions require specific courses, it is highly recommended that students consult catalogues of schools to which they might transfer and transfer worksheets available in the Career and Transfer Center, as well as their advisor to make appropriate course selections.

According to Pennsylvania mandates, under Chapter 354, students need a 3.0 G.P.A. for entry into upper level education courses and teacher certification programs at four year schools. In addition, they must pass Praxis I-Pre-Professional Skills Test (PPST) before being admitted into these upper-level courses at four year schools.

Student Learning Outcomes

Upon completion of this program, graduates will be able to:

- Identify career options open to an individual with a background in education and describe the path required to Pennsylvania Teacher Certification
- Explain key concepts in adolescent development
- Conduct effective assessments and use information gathered for diagnostic and lesson planning purposes
- Demonstrate an understanding of classroom dynamics, including: motivation, teacher expectations, classroom management/behavior modification, special education and the inclusive classroom models, discourse of the discipline, teaching techniques, and curriculum planning and organization
- Demonstrate knowledge within four content areas: math, science, English/language arts/reading, and social studies
- Demonstrate knowledge of accommodations and adaptations for diverse learners.

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101: English Composition I		3	ENGL 101
CIS 103: Applied Computer Technology		3	Tech Comp
PSYC 101: Introduction to Psychology		3	Soc Science
MATH 151: Linear Mathematics (or higher math)	"C" or better in MATH 118 or Math 161 placement level	3	Mathematics
HIST 101: U.S. History: Colonial America through the Revolutionary Era or HIST 102: U.S. History: The 19th Century* or HIST 103: U.S. History: The 20th Century		3	Am Diversity Interpretive Writing Intensive Humanities
SECOND SEMESTER			
ENGL 102: English Composition II	ENGL 101	3	ENGL 102 & Info Lit
ED 201: Introduction to Education	ENGL 101	3	
Literature Elective: ENGL 208, 211, 212, 221,222, 230, 232, 241, 245, 246, 250, 251, 256, 260, 265 (choose one)		3	
MATH 152: Probability (or higher math)	"C" or better in MATH 118 or MATH 161 placement	3	
Laboratory Science		4	Natural Science
THIRD SEMESTER			
ED 214: Cognition and Learning in the Classroom		3	
PSYC 209: Adolescent Psychology	PSYC 101	3	
Science Elective		3/4	
Content Elective		3	
Content Elective		3	
FOURTH SEMESTER			
ED 265: Introduction to Special Education and Inclusive Practices		3	
Art/Music course ART 103-History of Art I or ART 104-History of Art II or MUS 103-Music for Listeners or MUS 105-Bach to Beethoven or MUS 106-Great Romantic Music or MUS 120-Music of Black Americans or MUS 121-Modern American Music		3	
Content Elective		3	
Content Elective		3	
Content Elective		3	
MINIMUM CREDITS NEEDED TO GRADUATE		61	

*Students planning to transfer to Temple University should take Hist 101 or HIST 103, not HIST 102.

Content Electives

The following information regarding content electives is for informational purposes only. It is provided to guide students in choosing content elective courses. Students in this program do not need to declare a content area or an option while at CCP although they should consider which subjects they wish to teach when choosing content electives.   Students will not earn all of the necessary content electives in this program. They will need to take content electives both here at CCP and at the baccalaureate school to which they transfer.

Pennsylvania Department of Education (PDE) requires candidates for 4th-8th grade teacher certification earn credits across four content areas --mathematics, science, English/language arts/reading and social studies.   Students may earn these credits at CCP and at their transfer institution. PDE provides two options for distribution of credits.

Option 1	Option 2
30 credits in one content area 12 in each of the other three Total=66 credits	21 credits in one content area 21 credits in second content area 12 credits in the other two areas Total =66 credits
Schools or districts could impose additional requirements, but by PDE regulations a teacher candidate who follows Option 1 would be eligible to teach all subjects at 4th-6th grade level, but only one subject at the 7th-8th grade level.	Schools or districts could impose additional requirements, but by PDE regulations a teacher candidate who follows Option 2 would be able to teach all subjects at the 4th-6th grade level and two subjects at the 7th and 8th grade levels.

Note: Under Option 2, a student must choose either Mathematics or Science as one of the two content areas. PDE does not allow teacher candidates to choose English and Social Studies as their two content areas. Therefore, there are five content combinations possible under Option 2:

- Mathematics and Science
- Mathematics and English/Language Arts/Reading
- Mathematics and Social Studies
- Science and English/Language Arts/Reading
- Science and Social Studies

When choosing content electives, students should keep in mind that the Program requires
- 6 credits in mathematics (MATH 151 and MATH 152)
- 9 credits in English (ENGL 101, ENGL 102 and Literature elective)
- 7 credits in science
- 3 credits in social studies (HIST 101, HIST 102 or HIST 103)

These required courses may count towards the totals listed on the table above depending on the transfer institution.

Students should choose content electives in consultation with an advisor based on the requirements of their intended transfer institution and the content area(s) in which they plan to teach. **PDE only certifies baccalaureate programs in education; PDE does not certify Associate programs. Therefore, CCP cannot guarantee that the content courses listed below will count towards the PDE requirement. Acceptance will be determined by the four year college to which the student transfers and courses accepted vary by institution.**

Content Area (as defined by PDE)	CCP courses recommended
English/Language Arts/Reading	ENGL 208, 211, 212, 221, 222, 230, 232, 241, 245, 246, 250, 251, 256, 260, 265 (literature courses) ENGL 205, 280, 281, 282, 283 (creative writing courses)
Social Studies	ANTH 112 ECON 181, 182 GEOG 101, 103, 180, 222 HIST 101, 102, 103, 120, 121, 122 POL SCI 111, 112 RS 151 SOC 101, 233
Mathematics	MATH 161, 162, 171, 172, 251, 270, 271
Science	CHEM 105, 110, 121, 122 EASC 111 BIOL 106-107 or BIOL 123-124 PHYS 111-112 or PHYS 141-240
Other Content Electives (Not required by PDE for 4th-8th grade teacher certification but may be required by some four year colleges. Students should consult an advisor or the transfer guides in the Counseling Center.)	Foreign Language courses Religious Studies courses ENGL 115-Public Speaking

GENERAL EDUCATION REQUIREMENTS
All General Education requirements are met through required courses as indicated above. A more detailed explanation of the College's general education requirements appears elsewhere in this catalog and on www.ccp.edu.

For More Information Contact:
The Division of Liberal Studies Room BR-21, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8450; or the College Information Center (215) 751 8010.

VI.   Appendices

Appendix A: Descriptions of New and revised Courses

ED 265 Introduction to Special Education and Inclusive Practices (new course)

This course provides an introduction to the field of special education and the legal mandates guiding inclusive classroom practices. Students will be introduced to the characteristics of children with specific disabilities or atypical development and to the specialized instruction and services designed to meet individualized student needs. A strong emphasis will be placed on evidenced–based practices and multidisciplinary and collaborative approaches to special education. Multicultural and diversity issues will also be discussed.

Upon successful completion of this course students will be able to:

1) Demonstrate an understanding of how evolving social norms led to the passage of legislation which in turn gave rise to the field of special education.
2) Demonstrate an understanding of specific legislation (IDEA, Americans with Disabilities Act, SECTION 504, NCLB, etc.) under which the field of special education has evolved and is currently governed.
3) Demonstrate an understanding of current public policy debates related to special populations of students and educational access and inclusion such as the over-representation or under-representation of minorities in special education settings.
4) Demonstrate an understanding of the role and responsibilities of special education and general education teachers in providing inclusive and accessible instruction in the least restrictive environment.
5) Demonstrate some knowledge of essential protocols for determining, implementing, and providing specialized instruction and services to children with disabilities.
6) Demonstrate an understanding of the components of the Individualized Educational Planning (IEP) process relative to measurable goals, specifically designed instruction, adaptations, accommodations, supplementary aids and services.
7) Demonstrate knowledge of recommended practices relative to the early years with an emphasis on early intervention and preschool services.
8) Demonstrate knowledge of recommended practices relative to the early childhood/elementary school/middle years with an emphasis on general education and special education partnership.
9) Demonstrate an understanding of Multidisciplinary Collaboration and the role of teachers, parents, family, and related services professionals in the overall education of students with disabilities.
10) Demonstrate an understanding of multicultural and diversity issues present in the teaching and learning environments.
11) Demonstrate an understanding of the types and characteristics of disabilities as well as the effective evidence-based instructional practices and adaptations specific to addressing the needs of children with those disabilities.
12) Demonstrate a perspective of disabilities that takes into consideration the disability, the child with the disability, and the contextual setting within which both the child and the manifestations of the disability are interacting.

EDUC 214: Cognition and Learning in the Classroom (revised course)
In this course, students study how individuals acquire and process information and they design classroom environments that promote learning. They will understand the multiple influences on development and learning, including family and community, cultural, environmental, gender, and brain development. Children's cognitive, language, social, and physical development will be studied in addition to assessment strategies. Differentiated instructional practices will be designed to accommodate individual differences in development. Students will begin to use Pennsylvania Department of Education Learning Standards to guide instructional choices.

Upon satisfactory completion of the course students will be able to:

1. Describe the ways children acquire and process information
2. Design classroom environments that facilitate all students' abilities to attend, learn, and successfully store and retrieve information. These environments should offer support and yet be challenging for all children.
3. Describe the developmental patterns of physical, cognitive, and psychosocial development at each stage of development.
4. Apply concepts of child development to the instructional process that will lead to developmentally appropriate practices (DAP).
5. Outline the experiences children need from birth to age nine to prepare them to learn, read, and succeed in school.
6. Identify early interactions with adults and peers, the early teaching methods and curricula, and comprehensive interventions that support learning and development, and areas that prepare children from diverse backgrounds for kindergarten and the early grades.
7. Demonstrate an understanding of the legal rights and responsibiities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed.
8. Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
9. Discuss the current identification criteria related to diverse learners.
10. Understand multiple influences that relate to a child's development and learning such as:
    o Gender
    o Family and community
    o Brain development
    o Language difference
    o Cultural, familial, and environmental influences

These student learning outcomes are based on competencies listed by PDE.

PSYC 209 Adolescent Psychology

This course studies physical, cognitive, social and emotional development, during the period from childhood to maturity known as adolescence. Students will explore various psychological theories and perspectives related to adolescent development.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Recognize and explain the major concepts, principles, theories, and research related to adolescent development;
2. Identify the range of individual differences of all adolescents and the implications of these differences for teaching and learning;
3. Describe issues of adolescent health and sexuality;
4. Identify how the development of all adolescents occurs in the context of classrooms, families, peer groups, communities and society;
5. Recognize and respect the range of individual developmental differences of all adolescents;
6. Utilize student assistance and student support programs that attend to the social and emotional needs of adolescents;
7. Recognize the influence of cultural factors such as ethnicity and/or religion on adolescent development.

The student learning outcomes for this course are based on the competencies required for teachers of 4th -8th grade.

CURRICULUM MAP

	Identify career options open to an individual with a background in education and describe the path required to Pennsylvania Teacher Certification	Explain key concepts in adolescent development	Conduct effective assessments and use information gathered for diagnostic and lesson planning purposes	Demonstrate an understanding of classroom dynamics, including: motivation, teacher expectations, classroom management/behavior modification, special education and the inclusive classroom models, teaching techniques, and curriculum planning and organization	Demonstrate knowledge within their chosen content area: math, science, English/language arts & reading, or social studies	Demonstrate knowledge accommodations and adaptations for diverse learners.
ED 201	I, A, M		I	I		I
ED 214		I	R, A	R,A		R
PSYC 101		I				
PSYC 209		R, A, M				
Content Electives					I, R, A	
ED 265			R, A	R,A		R, A

I=Introduced, A=Assessed, R=Reinforced, M=Mastered