|  |  |
| --- | --- |
| **COMMUNITY COLLEGE OF PHILADELPHIA**  **New Degree Program Proposal** | |
| Name of Degree Program | Education: Middle and Secondary Level |
| Academic Pathway | Education and Human Services |
| Department | Psychology, Education, and Human Services |
| Faculty Developer(s) | Amy Saia  Sandra Spicer-Sharp  Francesca DiRosa |
| Facilitator | Cynthia Paul |
| Recommended Starting Semester | Fall 2021 |
| **Today’s Date** | February 22, 2021 updated 4/1/2021 |
| Abstract | The new Education: Middle and Secondary Level program has been developed to take the place of three current education programs: Education: Middle Level (4-8th Grades), Education/Secondary Humanities/Social Studies Education Option, and Education: Secondary Math/Science Option. Education: Middle and Secondary Level consolidates the three current curricula options into one in which students take common courses in education, psychology, and history and choose general electives and content electives based on level (Middle or Secondary), concentration (Math/Science or Humanities), and subject area. Streamlining into a single program improves alignment with federal and state regulations and program assessment, which will be monitored through the AEFIS college-wide assessment system.  There are no new or revised courses in this new program. |

1. **Aligned with the College Mission**

The new program Education: Middle and Secondary Level furthers the mission and goals of the College. It improves the ability of students to pursue paths of inquiry in the field of education and enables them to achieve self-fulfillment in education careers.

1. **Expected Program Participants**

In addition to students who enroll in Education: Middle and Secondary Level to enter the field of education, the program will appeal to paraprofessionals in the workforce or those seeking work as support professionals. School District of Philadelphia (SDP) employees currently working in support positions (e.g., workforce assistant teaching positions, autistic support, inclusive support, paraprofessionals) are required to have an associate degree for continued employment. The No Child Left Behind (NCLB) Act of 2001 mandated that schools receiving Title I funding must employ teachers and paraprofessionals who hold an associate’s degree or higher. The Every Student Succeeds Act (ESSA) of 2015 replaced the NCLB as of the 2016-2017 school year and removed those requirements; however, Pennsylvania certification and staffing policies, statutes and regulations, and the Pennsylvania Department of Education (PDE) continue to require that all teachers and paraprofessionals in schools receiving federal funding “have completed at least two years of postsecondary study, or possess an associate degree or higher, or meet a rigorous standard of quality as demonstrated through a State or local assessment” ([22 Pa. Code §14.105](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter14/s14.105.html)).

Current enrollment in the three individual Middle and Secondary programs is now 90 students. We estimate the new program will attract approximately 125 students.

1. **Opportunities and/or Problems that the Proposed Program Addresses**

The three current education programs (Education: Middle Level, Education: Secondary Humanities/Social Studies option(s), and Education: Secondary Math/Science option(s)) have shown a persistent decline in student enrollment. A recent program review by the Office of Assessment and Evaluation led to a recommendation by the Student Outcomes Committee (SOC) of the Board of Trustees that the three programs consider consolidation or closure. Suggested remediation included: a) program consolidation, revision, and/or closure; b) improved assessment practices; c) strengthened recruitment practices and career pathways; and d) development of an engagement strategy. Thus, a new single program has been developed that consolidates these three current curricula options into one.

The combined program also aligns with ESSA, which specifically provides equal educational opportunity for students from traditionally underserved populations, including students of color, low-income students, students with disabilities, and students who are English language learners. Working with diverse learners is a core learning outcome for the Education: Middle and Secondary Level program. Required courses ED 265: Introduction to Special Education and Inclusive Practices and ED 255: Teaching English Language Learners specifically meet the needs of SDP support professionals.

The new program also creates a solid foundation upon which to expand career pathway opportunities for students. In the near future, Education faculty will develop a proficiency certificate for special education and inclusive environments. In addition, paraprofessionals who are support staff in special education or inclusive environments who possess certifications, additional skills, classes, or experience in the profession are employed by the SDP at a higher salary range.

The combined program also improves program assessment to clearly identify course learning outcomes (CLOs) and program learning outcomes (PLOs). Every semester, assessment data will be collected through AEFIS, the college-wide assessment system. This will allow the curriculum coordinator and faculty to examine program and course outcomes continuously, noting strengths and initiating methodologies and strategies to remediate barriers or challenges. Administrators and faculty at the College are committed to a standard of excellence and high expectations for our students and their professional success.

Please see the Appendix for more information.

1. **Program Structure and Coherence**

The Education: Middle and Secondary Level program provides a more organized and consistent pathway through the education degrees at the College and is more in keeping with program trends at other institutions of higher education. In the first two semesters, students begin with their first four general education courses, where they build skills in writing, research, information literacy, technological competency, cultural analysis and interpretation, quantitative reasoning, and oral communication. Students will be directed to choose their quantitative reasoning course based on their placement, level (Middle or Secondary), concentration (Humanities or Math/Science) and transfer institution.

Students begin their foundation in middle and secondary education with ED 201: Foundations of Early Childhood for Middle and Secondary Years, PSYC 209: Adolescent Psychology, and ED 265: Introduction to Special Education and Inclusive Practices. In these three courses, students explore career options, delve into theories of adolescent development, and learn how to work and communicate effectively with diverse learners. Students also take their second quantitative reasoning course, required for transfer to baccalaureate-degree granting institutions.

In the third and fourth semesters, students take additional education courses, content electives, a required United States history course, two science courses, and other courses that provide a liberal education. Students deepen their ability to use assessments effectively in ED 214: Cognition and Learning in the Classroom and ED 255: Teaching English Language Learners. Both courses further develop their ability to apply theories of adolescent development, communication skills, and facility with diverse learners. Students also choose five content electives based on their level (Middle or Secondary), their concentration (Math/Science or Humanities), and the subject area(s) in which they wish to teach. The content elective requirement is established by the PDE.

This sequence of courses helps students build the knowledge and skills needed for transfer and to prepare for careers in the field of education.

1. **Assessment Plan**

| **Program Learning Outcome** | **How Assessed**\* | **Semester and Year Assessed** |
| --- | --- | --- |
| Identify career options open to an individual with a background in education and describe the path required to Pennsylvania Teacher Certification. | Quizzes  Summative Assessment  Observations  Reflections  Group Discussions | Every academic semester |
| Apply theories of adolescent development and cognitive processes to enhance student learning. | Quizzes  Summative Assessment  Observations  Reflections  Group Discussions  Capstone Project | Every academic semester |
| Explain the education models in the United States and the impact they have on teaching and learning. | Quizzes  Summative Assessment  Observations  Reflections  Group Discussions  Capstone Project | Every academic semester |
| Demonstrate the use of effective assessments that align with the professional teaching standards of the Pennsylvania Department of Education (PDE). | Quizzes  Summative Assessment  Observations  Reflections  Group Discussions  Capstone Project | Every academic semester |
| Demonstrate effective teaching practices for diverse learners. | Quizzes  Summative Assessment  Observations  Reflections  Group Discussions  Capstone Project | Every academic semester |
| Demonstrate effective oral and written communication skills. | Quizzes  Summative Assessment  Observations  Reflections  Group Discussions  Capstone Project | Every academic semester |

1. **Effect on Other Programs and Courses**

This merger of three programs into one new program with concentrations will not affect other degree and certificate programs in this department, as students will continue their desired career path in education. The existing three education programs will be closed, effective Fall 2021. This new program provides a more organized and consistent pathway through middle and secondary education degrees at the College and is more in keeping with program trends in other institutions of higher education.

1. **Proposed New Courses and Course Revisions**

No new courses or course revisions are included in this program.

1. **Fiscal Implications**

Costs include a one-course release, per semester, for Education Program Coordination.

1. **Catalog Page**

**Education: Middle and Secondary Level**

**Description:** Education: Middle and Secondary Level provides two opportunities for students. It offers a pathway for students to earn an associate of arts degree in education, which is now required for many entry-level jobs in Pennsylvania K-12 schools. It also serves as a first step for those students who wish to transfer to four-year schools so that they may earn their baccalaureate degrees in education. The program offers two levels (Middle and Secondary) with two areas of concentration for each level (Math/Science and Humanities).

The Education: Middle and Secondary Level program prepares students for transfer to baccalaureate-degree granting institutions by introducing them to the field of education while guiding them through a coherent and well-rounded sequence of courses. Within each concentration, there are several possible subject areas in which to specialize; therefore, students choose from a list of content electives in those subjects.

After successful completion of this curriculum, students receive an Associate in Arts (A.A.) 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 at the middle or secondary levels, in areas related to their concentration.

Because transfer institutions require specific courses, it is highly recommended that students consult catalogues of schools to which they might transfer and transfer information available in the Counseling 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 the Pre-Professional Academic Performance Assessment (PAPA) before being admitted into these upper-level courses at four-year schools.

**Note for Students in Middle Level:** The Pennsylvania Department of Education (PDE) requires candidates for 4th-8th grade teacher certification to earn 66 credits across four content areas: mathematics, science, English/language arts/reading and social studies. Students will not earn all the necessary content electives in this A.A. program. Depending on their transfer institution, students may apply the credits earned in their content electives towards those 66 content area credits. General education courses required by the program may also apply. *Students must take additional content area courses at their transfer institution to fulfill that institution’s requirements for content courses.*

**Student Learning Outcomes:**

Upon successful completion of the Education: Middle and Secondary Level degree 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
* Apply theories of adolescent development and cognitive processes to enhance student learning
* Explain the education models in the United States and the impact they have on teaching and learning
* Demonstrate the use of effective assessments that align with the professional teaching standards of the Pennsylvania Department of Education (PDE)
* Demonstrate effective teaching practices for diverse learners
* Demonstrate effective oral and written communication skills

**Program Entry Requirements:** New students are normally 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.

Since students in the Math/Science concentration begin mathematics with MATH 171: Calculus I, it is necessary for those students who have not tested into this level of mathematics to take the prerequisite math courses (MATH 161 and MATH 162, or to have taken their equivalents at another college) either before enrolling or while enrolled in the program.

Because students will be required to observe and work with 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 childcare 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: Middle and Secondary Level, a student must complete a minimum of 61 credit hours as described in the course listing on the following page. Depending on the courses taken, students in the Math/Science concentration may earn additional credits. 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 program, it is strongly recommended that students meet with a designated Education academic advisor to choose their courses.

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

First Semester

| **Course Number and Name** | **Prerequisites and Corequisites** | **Credits** | **Gen Ed Requirements** |
| --- | --- | --- | --- |
| ENGL 101 - College Composition I |  | 3 credits | Writing, Research, Info Lit 1 |
| CIS 103 - Computer Applications & Concepts |  | 3 credits | Technological Competency |
| PSYC 101 - Introduction to Psychology |  | 3 credits | Cultural Analysis & Interpretation |
| **Middle Level (any concentration)** or **Secondary Level, Humanities Concentration:**  MATH 150 - Introductory Data Analysis or  MATH 161 - Pre-Calculus I\*  **Secondary Level,**  **Math/Science Concentration:**  MATH 171 - Calculus I | MATH 150: FNMT 017 or FNMT 019 completed or FNMT 118 (or higher) placement  MATH 161: FNMT 118 with a C or better or placement in MATH 161 or higher  MATH 171: MATH 162 with a grade of C or better, or placement in MATH 171 or higher | 3 or 4 credits | Quantitative Reasoning |
| ED 201 - Foundations of Education for Middle and Secondary Years | ENGL 101 with a C or better | 3 credits |  |

Second Semester

| **Course Number and Name** | **Prerequisites and Corequisites** | **Credits** | **Gen Ed Requirements** |
| --- | --- | --- | --- |
| ENGL 102 - The Research Paper | ENGL 101 with a C or better | 3 credits | Writing, Research, Info Lit 2 |
| ENGL 115 - Public Speaking | ENGL 101, which may be taken concurrently | 3 credits | Oral Communication/  Creative Expression |
| PSYC 209 - Adolescent Psychology | PSYC 101 | 3 credits |  |
| ED 265 - Introduction to Special Education and Inclusive Practices | ED 105 or ED 201 and PSYC 201 or  PSYC 209 or  PSYC 215 | 3 credits |  |
| **Middle Level (any concentration)** or **Secondary Level, Humanities Concentration:**  MATH 151 - Linear Mathematics or  MATH 162 - Pre-Calculus II\*  **Secondary Level,  Math/Science Concentration:**  MATH 172 - Calculus II | MATH 151: FNMT 118 with a C or better or placement in MATH 161 or higher  MATH 162: MATH 161 with a grade of C or better, or placement in MATH 162 or higher  MATH 172: MATH 171 with a grade of C or better, or placement in MATH 172 or higher | 3 or 4 credits |  |

Third Semester

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number and Name** | **Prerequisites and Corequisites** | **Credits** | **Gen Ed Requirements** |
| ED 214 - Cognition and Learning in the Classroom | ENGL 101 and ED 105 or ED 201 | 3 credits |  |
| **Middle Level** or  **Secondary Level, Humanities Concentration:**  BIOL 106 - General Biology I  **Middle Level and Secondary Level,  Math/Science Concentration:**  CHEM 110 - Introductory Chemistry or  PHYS 111 - General Physics I or  PHYS 140 - Mechanics, Heat, and Sound or  BIOL 123 - Principles of Biology I | PHYS 111: MATH 162 or MATH 171 or MATH 171 placement  PHYS 140: MATH 171  BIOL 123: CHEM 121 or CHEM 110 with a C or better and high school biology or permission of the department head | 4 or 5 credits | Scientific Reasoning |
| **History Course (choose one):**  HIST 101 - United States History: Colonial America through the Revolutionary Era or HIST 102 - United States History: The Civil War and the 19th Century or HIST 103 - United States History: The 20th Century and Beyond\*\* |  | 3 credits |  |
| **Content Elective** (see chart below for choice of content electives) \*\*\* |  | 3, 4, or 5 credits |  |
| **Content Elective** (see chart below for choice of content electives) \*\*\* |  | 3, 4, or 5 credits |  |

Fourth Semester

| **Course Number and Name** | **Prerequisites and Corequisites** | **Credits** | **Gen Ed Requirements** |
| --- | --- | --- | --- |
| ED 255 - Teaching English Language Learners | ED 105 or ED 201 and ED 204 or ED 214 | 3 credits |  |
| **Middle Level (any concentration) or**  **Secondary Level,  Humanities Concentration:**  BIOL 107 - General Biology II or  EASC 111 - Environmental Conservation  **Secondary Level, Math/Science Concentration:**  ART 103 - History of Art: Ancient to Renaissance or  ART 104 - History of Art: Renaissance to Modern or  MUS 103 - Introduction to Music or  PHIL 101 - Introduction to Philosophy or  Any 100 or 200-level World Language course or  Any Religious Studies course (RS) |  | 3 or 4 credits |  |
| **Content Elective** (see chart below for choice of content electives) \*\*\* |  | 3, 4, or 5 credits |  |
| **Content Elective** (see chart below for choice of content electives) \*\*\* |  | 3, 4, or 5 credits |  |
| **Content Elective** (see chart below for choice of content electives) \*\*\* |  | 3, 4, or 5 credits |  |

**Minimum Credits Needed to Graduate: 61**

**Notes**

\*Students should choose math courses according to transfer institution.

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

\*\*\* Students selecting their content electives must receive approval from their education faculty advisor before they can register for their content electives. **Banner will prevent students from registering without their advisor's approval.**

The Pennsylvania Department of Education (PDE) only certifies baccalaureate programs in education; PDE does not certify Associate programs. **Therefore, the College cannot guarantee that the content electives 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.

|  |  |
| --- | --- |
| Middle Level (4th-8th) Content Electives  In consultation with an advisor, students should choose **FIVE** content electives from the chart below based on **1)** their concentration (Math/Science or Humanities) and **2)** the subject they plan to teach*.* | |
| **CONCENTRATION: MATH/SCIENCE** | |
| SUBJECT:Mathematics | SUBJECT:Science |
| MATH 162, MATH 171, MATH 172, MATH 251, MATH 270 and/or MATH 271 | BIOL 106 and BIOL 107 or BIOL 123 and BIOL 124 |
| CHEM 105, CHEM 110, CHEM 121, and/or CHEM 122 |
| EASC 111 |
| PHYS 111 and 112 or PHYS 141 and PHYS 240 |
|  | |
| **CONCENTRATION: HUMANITIES** | |
| SUBJECT:English/Language Arts/Reading | SUBJECT:Social Studies |
| Any 200-level ENGL course, except 214 (includes Creative Writing courses) | ANTH 112, POLS 111, SOC 101, SOC 233, RS 101, RS 1511 |
| ECON 181 or ECON 182 |
| GEOG 101, GEOG 103, GEOG 180, and/or GEOG 222 |
| HIST 121, HIST 122, HIST 220, and/or HIST 221 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Secondary Level Content Electives  In consultation with an advisor, students should choose **FIVE** courses from the chart below based on **1)** their concentration (Math/Science or Humanities) and **2)** the subject they plan to teach. | | | | | | |
| **CONCENTRATION: MATH/SCIENCE** | | | | | | |
| SUBJECT:  Math or Physics | | SUBJECT:  Chemistry | | | SUBJECT:  Biology or General Science | |
| MATH 270 and MATH 271 | | CHEM 121, CHEM 122, CHEM 221, and CHEM 222 | | | CHEM 121 and CHEM 122 | |
| PHYS 111 and PHYS 112 or PHYS 140 and PHYS 241 | | BIOL 123 and BIOL 124 | |
|  | | | | | | |
| **CONCENTRATION: HUMANITIES** | | | | | | |
| SUBJECT:  Art 2 | SUBJECT: English | | SUBJECT:  Music 3 | SUBJECT: Social Studies | | SUBJECT: World Languages 4 |
| ART 103  ART 104  ART 105  ART 109  ART 115 | Any 200-level ENGL course, except ENGL 214 (includes Creative Writing courses) | | MUS 105  MUS 106  MUS 116  MUS 118  MUS 120  MUS 121 | ANTH 112  POLS 111  SOC 101  SOC 233 | | Students should take a minimum of **two** courses in the language they plan to teach and **three** additional courses in the Secondary Humanities content elective list. |
| ECON 181 ECON 182 | |
| GEOG 101 GEOG 103 GEOG 180 GEOG 222 | |
| HIST 121  HIST 122  HIST 220  HIST 221 | |
| RS 101  RS 1511 | |

1. Students who plan to attend a religiously-affiliated college or university should take Religious Studies (RS) courses.
2. Students who intend to teach art at the secondary level should also prepare a portfolio.
3. Most baccalaureate programs in music education require testing and/or auditions for incoming transfer students. CCP students who intend to teach music should contact their intended transfer institutions for details.
4. Students who are already fluent in the language they intend to teach should take **five** of the other courses in the Secondary Humanities concentration content electives list instead.

**GENERAL EDUCATION REQUIREMENTS:** All general education requirements necessary for graduation are met through the courses in the program as indicated above. Students who wish to take courses that differ from the general education courses indicated above must complete a course substitution request form. To access the form, login to the [MyCCP portal](https://login.ccp.edu/cas/login?service=https%3A%2F%2Fmyccp.ccp.edu%2Fc%2Fportal%2Flogin), and in the **Student** tab, under **Electronic Forms**, click on the **Records and Registration Forms** link, then choose **Request for Course Substitution of Graduation Requirement** link. A [more detailed explanation](http://ccp.edu/college-catalog/degree-requirements) of the College’s general education requirements is also available.

**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. **Courses and Completion Sequence**

The following courses and sequence of courses is designed for the optimal success and completion of the Education: Middle and Secondary Level degree/certificate. Any alterations should be discussed with your academic advisor.

First Semester

| **Course Number and Name** | **Credits** | **Advisory Notes** |
| --- | --- | --- |
| ENGL 101 - College Composition I | 3 credits | General Education Requirement: **Writing, Research, Info Lit 1**  ENGL 101 is a prerequisite for many courses, including ENGL 102, ENGL 115, and ED 201 |
| CIS 103 - Computer Applications & Concepts | 3 credits | General Education Requirement: **Technological Competency** |
| PSYC 101 - Introduction to Psychology | 3 credits | General Education Requirement: **Cultural Analysis & Interpretation**  Prerequisite for PSYC 209 |
| **Middle Level (any concentration)** or  **Secondary Level, Humanities Concentration:**  MATH 150 - Introductory Data Analysis or  MATH 161 - Pre-Calculus I\*  **Secondary Level, Math/Science Concentration:**  MATH 171 - Calculus I | 3 or 4 credits | General Education Requirement: **Quantitative Reasoning**  Students should choose math courses according to transfer institution, in consultation with an advisor.  While these math courses meet CCP’s graduation requirements, students may need to take additional mathematics courses at their transfer institution.  MATH 161 requires FNMT 118 completed with a C or better or placement in MATH 161 or higher  MATH 171 requires MATH 162 completed with a grade of C or better, or placement in MATH 171 or higher. MATH 171 is also a prerequisite for PHYS 111 or PHYS 140  All students in the program must take a minimum of two semesters of college-level mathematics at MATH 150 or higher. |
| ED 201 - Foundations of Education for Middle and Secondary Years | 3 credits | ED 201 is a prerequisite for ED 265, ED 214, and ED 255 |

Second Semester

| **Course Number and Name** | **Credits** | **Advisory Notes** |
| --- | --- | --- |
| ENGL 102 - The Research Paper | 3 credits | General Education Requirement: **Writing, Research, Info Lit 2** |
| ENGL 115 - Public Speaking | 3 credits | General Education Requirement: **Oral Communication/Creative Expression** |
| PSYC 209 - Adolescent Psychology | 3 credits | Prerequisite for ED 265  (may be taken concurrently) |
| ED 265 - Introduction to Special Education and Inclusive Practices | 3 credits |  |
| **Middle Level (any concentration)** or  **Secondary Level, Humanities Concentration:**  MATH 151 - Linear Mathematics or  MATH 162 - Pre-Calculus II\*  **Secondary Level, Math/Science Concentration:**  MATH 172 - Calculus II | 3 or 4 credits | Students should choose math courses according to transfer institution, in consultation with an advisor.  While these math courses meet CCP’s graduation requirements, students may need to take additional mathematics courses at their transfer institution.  MATH 151 requires FNMT 118 completed with a C or better or placement in MATH 161 or higher  MATH 162 requires completion of MATH 161 with a grade of C or better, or placement in MATH 162 or higher  MATH 172 requires completion of MATH 171 with a grade of C or better, or placement in MATH 172 or higher and is a prereq for PHYS 241  All students in the program must take a minimum of two semesters of college-level mathematics at MATH 150 or higher. |

Third Semester

| **Course Number and Name** | **Credits** |  | **Gen Ed Requirements** |
| --- | --- | --- | --- |
| ED 214 - Cognition and Learning in the Classroom | 3 credits | Prerequisite for ED 255 | |
| **Middle Level** or  **Secondary Level, Humanities Concentration:**  BIOL 106 - General Biology I  **Middle Level** or **Secondary Level, Math/Science Concentration:**  CHEM 110 - Introductory Chemistry or  PHYS 111 - General Physics I or  PHYS 140 - Mechanics, Heat, and Sound or  BIOL 123 - Principles of Biology I | 4 or 5 credits | **General Education Requirement: Scientific Reasoning**  Students should choose science courses according to transfer institution, in consultation with an advisor.  BIOL 106 is a prerequisite for BIOL 107  PHYS 111, or permission of the department head, is a prerequisite for PHYS 112  PHYS 140 is a prerequisite for PHYS 241  CHEM 110 completed with a C or better and FNMT 118 are prerequisites for CHEM 121  BIOL 123 with a C or better is a prerequisite for BIOL 124  CHEM 110 or permission of department head is a prerequisite for BIOL 123  All students in the program must take a minimum of two semesters of science. | |
| HIST 101 - United States History: Colonial America through the Revolutionary Era or HIST 102 - United States History: The Civil War and the 19th Century or HIST 103 - United States History: The 20th Century and Beyond | 3 credits | Students planning to transfer to Temple University should take HIST 101 or HIST 103, not HIST 102. | |
| **Content Elective** (see chart for choice of content electives) | 3, 4, or 5 credits | Students selecting their content electives must receive approval from their education faculty advisor before they can register for their content electives. Banner will prevent students from registering without their advisor's approval. | |
| **Content Elective** (see chart for choice of content electives) | 3, 4, or 5 credits |

Fourth Semester

| **Course Number and Name** | **Credits** | **Advisory Notes** |
| --- | --- | --- |
| ED 255 - Teaching English Language Learners | 3 credits |  |
| **Middle Level (any concentration) and Secondary Level, Humanities Concentration:**  BIOL 107 - General Biology II or  EASC 111 - Environmental Conservation  **Secondary Level, Math/Science Concentration:**  ART 103 - History of Art: Ancient to Renaissance or  ART 104 - History of Art: Renaissance to Modern or  MUS 103 - Introduction to Music or  PHIL 101 - Introduction to Philosophy or  Any 100 or 200-level World Language course or  Any Religious Studies course (RS) | 3 or 4 credits | Students in Middle Level and students in Secondary Level Humanities should choose science courses according to transfer institution, in consultation with an advisor.  BIOL 107 requires BIOL 106 completed, with a grade of C or better.  Students in the Secondary Level Math/Science Concentration should choose a humanities course according to transfer institution, in consultation with an advisor.  Students who plan to attend a religiously-affiliated college or university should take a Religious Studies (RS) course. |
| **Content Elective** (see chart for choice of content electives) | 3, 4, or 5 credits | Students selecting their content electives must receive approval from their education faculty advisor before they can register for their content electives. Banner will prevent students from registering without their advisor's approval. |
| **Content Elective** (see chart for choice of content electives) | 3, 4, or 5 credits |
| **Content Elective** (see chart for choice of content electives) | 3, 4, or 5 credits |

1. **Curriculum Map**

**Key:** **I**—Introduced **R**—Reinforced and opportunity to practice

**M**—Mastery at exit level **A**—Assessment evidence collected

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Required Courses** | **Programmatic Learning Outcomes** | | | | | |
| Identify career options open to an individual with a background in education and describe the path required to Pennsylvania Teacher Certification | Apply theories of adolescent development and cognitive processes to enhance student learning | Explain the education models in the United States, and the impact they have on teaching and learning | Demonstrate the use of effective assessments that align with the professional teaching standards of the Pennsylvania Department of Education (PDE) | Demonstrate effective teaching practices for diverse learners | Demonstrate effective oral and written communication skills |
| ED 201 | I | I | I | I | I | R |
| PSYC 209 |  | R |  |  |  |  |
| ED 265 | R | R | I, R | R | A | R |
| ED 214 | A | R, A, M | R, A | R, A, M | R | R |
| ED 255 | R | R | R | R | R, A | R, A |

1. **Appendix**

**Excerpt:** Community College of Philadelphia Academic Program Review Education- Early Childhood (Birth to 4th Grade) A.A., Education Middle Level (4th - 8th Grade) A.A., Education- Secondary Humanities/ Social Studies Education Option A.A., Education--Secondary Math/ Science Option A., Summer 2017

**Key Findings**

1. **Birth to 4th Grade Grants**

**Teacher Preparation Transformation Initiative Sub-Grant**

The College was awarded a sub-grant by the Public Health Management Corporation (PHMC) as part of the Teacher Preparation Transformation Initiative. The grant will support the alignment of the Birth to 4th Grade Program with the Early Childhood Education Teacher Preparation Gold Standard. The Program has revised all of its course and program outcomes to align with NAEYC outcomes.

**Registered Apprenticeship in Early Childhood Education**

The College was awarded the Apprenticeship grant. The College is working with nonprofit funders to develop straightforward, articulating career pathway steps for Pre-K care providers.

**Office of Child Development and Early Learning Innovative Higher Education Grant**

The College was awarded the Office of Child Development and Early Learning Innovative Higher Education Grant in the fall of 2017. The Grant is funded by the office of Child Development and Early Learning to help support professional development for the early childhood workforce.

1. **Population Differences:**

Early Childhood (Birth to 4th) enrolls a higher proportion of female students, African American students, students over 40 years old, and part-time students compared to Middle Level (4th to 8th Grade), Secondary Humanities/Social Studies, and Secondary Math/Science.

Over a five-year period, Early Childhood (Birth to 4th grade) recorded an average enrollment of more than double the other three programs combined.

Jobs are immediately available to those completing Associate’s degrees in the Early Childhood (Birth to 4th grade) program; while students in the other three programs need to pursue transfer to a four-year degree granting institution.

Current program initiatives, extra-curricular programing, and grant development will primarily benefit students in the Early Childhood (Birth to 4th grade) program.

1. **Declining Enrollment** The education programs have experienced declining enrollments over the past five years. Enrollment in Early Childhood (Birth to 4th grade) has decreased by 22%, enrollment in Middle Level: (4th to 8th Grade) has decreased by 31%, enrollment in Secondary Humanities/ Social Science has decreased by 22%, and enrollment in Secondary Math/ Science has decreased by 56%. During the same time period, enrollment in the Division and the College has decreased by approximately 9.5% and 10.5% respectively. This decline in enrollment appears to be a nationwide trend. Nationwide, between the fall of 2015 and fall of 2016, enrollments in all education programs at two- year institutions have decreased by 5%.
2. **Assessment**

Birth to 4th Grade has completed a cycle of assessment with previous PLOs and has started assessing the newly revised and approved PLOs. The Program records thoughtful action plans. Birth to 4th Grade demonstrates evidence that multiple measures are being used.

The Middle and Secondary programs have not completed a full cycle of assessment and it is unclear whether multiple measures of program-level data are consistently utilized. Utilizing assessment data from multiple courses throughout the curriculum is a best practice in assessment. ED 201, ED 214, and ED 265 are the core courses that make up the Middle Level and Secondary Programs. Due to the heavy reliance on these three courses for PLO assessment, data should be collected in all of these courses each semester. The programs record thoughtful action plans at the course level, however action plans in response to assessment at the program level are not documented. 5.

1. **Course offering efficiency**

The Programs have increased their course operating efficiency over the past eight semesters, with their most recent course operating efficiency above that of the College.

1. **Special Aspects of the Program**

Early Childhood (Birth to 4th Grade) requires students to participate in 146 hours of supervised field experience, known as Practicum. To complete the Practicum, students are placed at school or program sites selected by College faculty. Students reflect on their experiences through written assignments, weekly entries in practicum logs, and discussions of issues related to on-site learning. The Practicum is exclusively for students in the Early Childhood (Birth to 4th Grade). The other education programs require 40 hours of on-site experience.

**Action Items**

**Recommendations**

1. **Evaluate Changes from the Sub-Grant**

Recently, Early Childhood (Birth to 4th Grade) has implemented changes to align the program with the Gold Standard in Early Childhood Education. The Birth to 4th Grade Program must assess these changes in order to evaluate their success and how they contribute to retention, enrollment, and student learning.

1. **Develop Engagement Strategy**

It is recommended that the program develop an engagement strategy for the Middle and Secondary populations

1. **Evaluate the Need for the Education Programs and Create a Recruitment Plan for Remaining Programs**

Due to the decrease in enrollment over the past five years, the Programs should review the need for all four education programs. Once faculty have determined whether it is in the best interest of the students for all programs to remain open, the programs should create and implement retention and recruitment plans for the remaining programs. Additionally, some students remain enrolled in education programs that are no longer active. The Programs must work to move those students into the active education programs.

1. **Assessment Practices**

The Programs must commit to assessing all PLOs as part of a comprehensive cycle of assessment. To ensure quality assessment the Middle and Secondary programs should revise their curriculum maps, assess using multiple measures, and create action plans at the program level, not just in individual courses. Due to the heavy reliance on ED 201, ED 214, and ED 265 for PLO assessment, data should be collected in all of these courses each semester.

**Links**

* More information about the Every Student Succeeds Act: <https://www.education.pa.gov/K-12/ESSA/Pages/default.aspx>
* More information about Pennsylvania Teacher’s Aide requirements: <https://study.com/articles/how_to_become_a_teachers_aide_in_pennsylvania.html>