

**Proposal to revise the Elementary Education Program and rename it  
Education: Middle Level (4<sup>th</sup> -8<sup>th</sup> grades)**

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## **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-6<sup>th</sup> grade Certification, the revised Program will prepare students for Elementary/Middle 4<sup>th</sup> -8<sup>th</sup> 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 4<sup>th</sup> to 6<sup>th</sup> grades and depth to those intending to teach specific subjects at the 7<sup>th</sup> and 8<sup>th</sup> 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-4<sup>th</sup> grades and 4<sup>th</sup> -8<sup>th</sup> grades.

**New Pennsylvania State Guidelines  
(for teacher certification in 4<sup>th</sup> to 8<sup>th</sup> 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 4<sup>th</sup>-8<sup>th</sup> 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 4 <sup>th</sup> -6 <sup>th</sup> grade level, but only one subject at the 7 <sup>th</sup> -8 <sup>th</sup> grade level.	Schools or districts could impose additional requirements, but by PDE regulations this student would be able to teach all subjects at the 4 <sup>th</sup> -6 <sup>th</sup> grade level and two subjects at the 7 <sup>th</sup> and 8 <sup>th</sup> 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](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) Eliminate EDUC 202-Introduction to the Foundations of Education Field Experience and EDUC 226-Teaching with Technology. 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 (4<sup>th</sup>-8<sup>th</sup> 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 -4<sup>th</sup> 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 it 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.
<b>FIRST SEMESTER</b>			
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: The Colonial Period or HIST 102: U.S. History: The 19 <sup>th</sup> Century* or HIST 103: U.S. History: The 20 <sup>th</sup> Century		3	Am Diversity Interpretive Writing Intensive Humanities
<b>SECOND SEMESTER</b>			
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
<b>THIRD SEMESTER</b>			
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	
<b>FOURTH SEMESTER</b>			
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	
<b>MINIMUM CREDITS NEEDED TO GRADUATE</b>		<b>61</b>	

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



## Content Electives

Pennsylvania Department of Education (PDE) requires candidates for 4<sup>th</sup>-8<sup>th</sup> 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. These options are explained in the table below:

Option 1	Option 2
30 credits in one content area 12 in each of the other three 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 4 <sup>th</sup> -6 <sup>th</sup> grade level, but only one subject at the 7 <sup>th</sup> -8 <sup>th</sup> grade level.	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 2 would be able to teach all subjects at the 4 <sup>th</sup> -6 <sup>th</sup> grade level and two subjects at the 7 <sup>th</sup> and 8 <sup>th</sup> 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)
- 6 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.**

<b>Content Area (as defined by PDE)</b>	<b>CCP courses recommended</b>
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 4 <sup>th</sup> -8 <sup>th</sup> 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](http://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 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:
  - Gender
  - Family and community
  - Brain development
  - Language difference
  - 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 4<sup>th</sup> -8<sup>th</sup> 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