

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

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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 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 regulations¹ 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_prekgr4_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 be 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 275- Early Childhood Professional Leadership
4. ECE 281- Career Growth and Development
5. ECE 195- Practicum for Family Child Care
6. ECE 213- Child Development Associate Professional
7. 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 105	3	
ED 214 Cognition and Learning in the Classroom	ED 105		
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: The Colonial Period HIST 102 – United States History: The 19 th Century OR HIST 103 – United States History: The 20 th 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.

¹Directed 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.