

Summary of Feedback
Submitted to the 4-8 Education PAC
on DRAFT Articulation Agreement

Updated: October 25, 2011

Darrell Garber, Administrator, Kutztown University of Pennsylvania, 10/4/2011
COMMENTS ON THE 4-8 EDUCATION ARTICULATION

1. Requirements note "...passing results from General Knowledge on the Praxis exams." PDE will replace PRAXIS I with a Pearson developed basic skills competency test on April 2, 2012. This should reflect that change. (Appendix B is correct.)
2. Gen Ed requirements do not include a course from the Arts. That is a pretty universal Gen Ed requirement. I recommend adding it.
3. I cannot get the various requirements to add to 60 hours, so that should be made clearer.
4. Maximum requirements for Science is 16 hours, but should be 18 to better fit PDE requirements for this concentration.

terri stiles, Developmental Reading Adjunct, Montgomery County Community College-Central Campus, 10/6/2011
Draft Articulation Agreement

As a teacher of developmental education and as a mom of a student in community college I find the current Statewide Articulations to be fair and comprehensive. I would like to see a health and wellness/physical education component added, given the current obesity statistics in the literature, but of course that would depend on the receiving institutions requirements, and as such I hope that they will add these components as well. I don't know how this can be monitored on a large scale, but the key to success of this initiative will depend on the knowledge base of the student advisors at the sending institutions. At Montco our advisors are well versed in knowing which courses will transfer and as such, in my son's experience, encouraged him to take these courses first. This is extremely important because we don't want our students having to take "extra" courses at the end of their sophomore year because they hadn't been advised as to the correct courses that will transfer.

Michael Whistler, Coordinator, Montgomery County Community College-Central Campus, 10/6/2011
Theatre Arts

I see no representation for aesthetics (music, theatre, fine arts, applied arts): Why are the core initiatives which have been identified for higher education not given a basis in early education?

Aesthetics is the basis for interpreting our world into meaning and action: Empathy becomes the basis for Ethics; Appreciation becomes the basis for Creation; Perception becomes the basis for Curiosity. To not teach these building blocks would create a generation who can speak and write...and have nothing to say; who know mathematics but have nothing to add.

Edward (Ted) Nichols, Administrator, Pennsylvania Highlands Community College, 10/6/2011
4-8 Education

We would be interested to know if the PAC considered Information Literacy for possible inclusion in the English/ Language Arts section as a possible competency. I think most agree that this area of study will become more and more important as information continues to be available only digitally. Students have skills with texting and Facebook, for example—but do not have the ability to think critically about sources of information. Thank you.

Harold Halbert, Faculty, Montgomery County Community College-Central Campus, 10/6/2011

Where are the Arts?

While much of the required coursework makes sense, I was deeply surprised to see that there are no Arts courses such as Fine Arts, Music, Theater, and so on. Given that educators dealing with grades 4-8 often have to teach beyond a specialization, that hole in their core coursework may become a problem. Having at least one course from this important area of the Liberal Arts is essential.

jeff bowker, Professor , Montgomery County Community College-Central Campus, 10/6/2011

Computer Science

I should think that some art and music must be required. The recent budget reductions have all but eliminated specialists and children need to be exposed to both art and music. I don't see why a classroom teacher at that level needs calculus.

John Hoover, Chair and Professor of Biology, Millersville University of Pennsylvania, 10/6/2011

Draft 4-8 Articulation Agreement

Math courses should not be counted in the science concentration in lieu of science classes. Although, math is a tool used by scientists, it is a very different approach to discovery. Mathematical theorems can be proven to be true or false. Scientists use the scientific method, an approach that relies on testing hypotheses and drawing tentative conclusions that then undergo further testing.

Andrew Kosciesza, Associate Professor, Montgomery County Community College-Central Campus, 10/6/2011

Music

As I read this document, there is zero expectation for the aspiring 4-8 teacher to take any kind of arts or aesthetics coursework.

There is also no provision for any coursework in health or wellness studies (unless that is an option implied in the "science" component, which I do not see)

The "general content" areas include:

- Eng. Comp
- Lit
- Speech
- Math
- Science
- Psychology
- US Govt
- Geography
- Two additional science courses (sic)

These are then augmented by coursework in "concentration content" areas.

Are we to assume that our future 4-8 classroom teachers do not need any background in either arts or wellness studies?

Are we devaluing human expression so much? Are we not to worry about the health crisis among our youth?

Are we to assume that those areas are going to be addressed after transfer?

It has been suggested to me by a colleague that since literature is an art, and requires aesthetic judgment, that this is sufficient. My feeling is that this tends to privilege literature above all other forms of

human expression. I strongly feel that a broadly-based humanities/aesthetics course would be of immense value to our future teachers (and other populations).

I also feel that as the people who have so much responsibility for guiding and advising our youth, it is not unreasonable to expect our 4-8 instructors to have a basic understanding of health and wellness issues.

Thank you for the opportunity to comment.

Michael Nolan, Faculty, Millersville University of Pennsylvania, 10/6/2011

Physics

Including Physics in the math concentration and including Math in the science concentration are , I think, both wrong. Physics is first and foremost an experimental science, albeit one highly mathematical in nature. The type of thinking and the approach to problems is very different in Physics than the axiomatic, rigorous approach of Mathematics. Just because they use a lot of the same symbols in their equations does not mean they are comparable disciplines.

Tracy Lisk, Faculty, Montgomery County Community College-Central Campus, 10/6/2011

Art

I am dismayed that art and music are not included in this list. Creative thinking and co-ordination are essential to any learning atmosphere.

Jill Murray, VPAA, Lackawanna College, 10/7/2011

4-8 Program to Program Articulation Agreement

Lackawanna is in agreement and approves.

Danielle D'Aries, Faculty, Montgomery County Community College-Central Campus, 10/7/2011

arts and wellness

We might want to note that our arts programs are getting cut from many schools, and therefore classroom teachers are responsible for delivering any and all arts within their contained classrooms. Seems to me they should have a basic understanding, if not thorough knowledge of, all arts. I would really cringe to hear that a classroom teacher was teaching fine art without any knowledge of the basic elements and principles, but it seems that IS the reality....unless we do something about it.

I'd also like to point out that nutrition and wellness is sometimes left to the school nurse or the classroom teacher to instruct. Clearly the school nurse doesn't have 'time' to fully instruct a comprehensive program, and the aspiring classroom teacher needs SOME conceptual understanding of the issues, don't you think?

Melinda Copel, Faculty, Montgomery County Community College-Central Campus, 10/8/2011

Dance

The proposed course requirements for 4-8 Education lack required coursework in the areas of Aesthetic Sensibility and the Arts and in Health and Wellness. These two areas must be included in required coursework for our 4-8 educators to ensure that American children receive an education that will prepare them to succeed and live healthy lives in the 21st century.

1) The arts are a CRITICAL part of 4-8 Education if we intend to educate students to be creative thinkers and innovators. The recent passing of Steve Jobs reminds me that we need educated citizens and workers who can think outside the box, not just efficient and accurate test-takers. We know that when schools cut funding, the arts are often among the first areas to go. Educational research has also shown

that integrating the arts with traditional classroom subjects increases student engagement and student success. How can our 4-8 grade teachers do this if they themselves have no background in the arts?

2) We now have an epidemic of childhood obesity and the first generation of American children who are unlikely to outlive their parents. This is a nationwide health crisis that must be addressed. Our schools must address this crisis for EACH AND EVERY CHILD, not just the ones who elect to participate in extracurricular activities. Although many schools do have physical education teachers, it's clear that the amount of physical education currently included in the 4-8 curriculum is not sufficient to ensure the health and fitness of our nation's youth. Our 4-8 classroom teachers must also model and reinforce good health habits, but in order to do this, they themselves must have an understanding of basic health and wellness principles.

PLEASE AMEND THE REQUIRED COURSEWORK FOR 4-8 EDUCATION TO INCLUDE ONE COURSE (3 credits) IN THE ARTS AND ONE COURSE (3 credits) IN HEALTH AND WELLNESS.

Alberto Perez, Faculty, Montgomery County Community College-Central Campus, 10/9/2011
Spanish

I guess that every teacher addresses his/her concerns from the vantage point of his/her own perspective depending on the subject they teach. In my case I am a Foreign Languages teacher, and Spanish is my subject. I am really not surprised that foreign languages are not even considered as part of the core for 4-8 education. But before going into my field of competence, I want to stress that I completely agree with all the comments that have been made regarding art and humanities and their lack of presence among the 4-8 core subjects. There can't be a thorough understanding of human endeavors without the full understanding of the creative process. And to understand it, it's basic the participation within its boundaries by those who need to internalize the human creative process hands on through art classes in its many manifestations. Nowadays, educational policies are transforming the great majority of our youth - as was also already mentioned- in test takers and obedient workers, lacking the skills of advanced communication and critical thinking. And when it comes to communication, the lack of it also results in the lacking of a real multicultural society. In a country in which the maintenance of heritage languages by immigrants is discouraged by the structure of formal education and where there is no real commitment to a multicultural education, with goals aimed to a real understanding of those individuals that share not only the planet with us, but many of them also live among us. This lack of understanding has led - in my opinion- to a society that doesn't really care about people that are different from the mainstream members of it. The understanding of different cultures starts with the approach to the basic form of cultural manifestation, the language. Our society is rapidly becoming bilingual, even though that fact is not acknowledged by the decision-makers in education and other aspects of our lives. Right now, not acknowledging that fact is just pushing individuals to alienate themselves and to force artificial divisions among people that should be working together toward common goals. The "imposing-a-unique-point-of-view" policy that the leaders of this country have implemented, has led to countless confrontations with clashing cultures that have different points of view and have the right to make their own decisions and mistakes. The need of a real understanding of multiculturalism in our higher education classrooms is basic and goes beyond the classic "History of the world" perspective. Foreign Languages like Spanish, French, German, Chinese, etc., and courses in Multicultural education, like Asian or Latin American Cultural studies, should be a part of the Curriculum, above all in a country that has so much influence and power over the world today.

*The quote that I usually use as a signature is a good example of that much needed understanding:
"The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you; they are unique manifestations of the human spirit". - Wade Davies*

Richard Clark, Faculty, Millersville University of Pennsylvania, 10/9/2011
Earth Sciences

1) *We should not allow the technology requirement to be satisfied with a single 3-credit course. There is no such thing as a single technology course, which is why technology is always preceded by an adjective, either explicitly or implicitly (e.g. medical, information, etc.). This may invite someone to develop a course in Microsoft office applications and consider that technology. The technology requirement should be met only as embedded to be sure that the student has been exposed to technology across the disciplines.*

2) *Not sure why the Earth Science requirement is limited to "physical geology" and "earth and space." How can one argue that physical geology is more relevant or appropriate than an course in, say, physical oceanography, or meteorology at the 200-level? Earth sciences should not be interpreted as solid earth only - that is really an antiquated perspective of earth sciences.*

John Pisano, Faculty, Luzerne County Community College, 10/10/2011
4-8 Education

I served on the committee to draft this agreement and I must reiterate my position that I feel that we are doing the students a disservice by not requiring a three credit Foundations of Education course. I have been teaching for years and have found this course to be invaluable in helping students determine if teaching is the career for them. Elimination of this course is tantamount to having student's choose a career blindly without really knowing the practical realities of teaching. I believe the course should be required at every level.

Susan DiBartolomeis, Associate Professor of Biology, Millersville University of Pennsylvania, 10/10/2011
Biology

The requirements for the sciences and math are unclear. Is the curriculum using math courses as science courses? The students have to earn 12 c.h. in science from the 4 science areas (one course from each area)--math is not one of the those areas; yet it's listed there on page 6. Then in the chart on page 8, the math is set off from the other 4 true sciences. It says the students need two courses of math but don't assign credits. Only the Math concentration requires 6 credits of math. Very confusing. These requirements should be clarified. And just to make my opinion clear: math courses should not be used as science courses.

The curriculum/credit chart doesn't make sense—saying that Biology and each of the other three sciences should be 7-8 credits; yet limiting to one course per group—total 12 (16 max). So how would it be 7-8 credits per group? Why list gen chem I and gen chem II, when they'll only be able to take gen. chem I (one course)? Confusing.

Please fix, then bring it back. The way it is, no one is sure what they are agreeing to!

Susan Woron, Assistant Professor, Delaware County Community College, 10/10/2011
Articulation for grades 4-8

*The program appears to well thought-out and incorporates needed competencies for middle level teacher candidates. I would like to see one less "Option" and instead place an Introduction to Teaching course in the first semester. This course could cover aspects of state requirements for a teaching certificate, professionalism, ethics, foundations, law, the career of teaching, overview of curriculum, financing, and governance. While I know there is no room for a course such as this, it would appear to me that one of the options, or one of the 4 science courses could be dropped so that students get a solid introduction to the field and the program. Placing a field course in the first semester seems a bit early. But, an Intro to Teaching course would be perfect followed by a field experience/ philosophy course.
Good Job!*

Sandra Turchi, Faculty, Millersville University of Pennsylvania, 10/10/2011

Chemistry

I find it frustrating and counterproductive to comment on the same issues with no resolution. We visited this curriculum and its problems once before and lo and behold it is back again with the same issues.

Math is NOT science it is the language of science.

Physics is an excellent application for math principles so I would support that recommendation.

Technology is a broad area; it is not just how to use a computer or a software pkg. It should be an integral part of a course. It can mean different things to different disciplines.

I cannot comment on the English except to say anything that strengthens verbal skills, reading for content and writing should be emphasized.

Caleb Corkery, Faculty, English Dept Chair, Millersville University of Pennsylvania, 10/11/2011

English/Language Arts Concentration

Faculty in my department believes that the writing intensive literature courses are not sufficient. We believe a course in writing studies or rhetoric would be needed, though a creative writing course could be satisfactory to us.

Beiye Gu, faculty, Delaware County Community College, 10/12/2011

psychology

Very clear framework aligned with competencies from PDE, etc. Appreciate it!

sepi yalda, faculty, Millersville University of Pennsylvania, 10/17/2011

earth sciences

Please note that it is not clear on the table in Appendix A under the required concentration coursework area, why under required science, there is another section stating "choose two of the following" and they are all math courses. Although math is essential to the science courses, math should not replace a science requirement. The table shows a separate column for math and then again other math requirements under the science column so that it appears that they can be taken in place of the science courses. This needs to be clarified.

James Owen, Faculty, Montgomery County Community College-Central Campus, 10/17/2011

4-8 education

While I am a professional historian, I am concerned that I do not see any requirements for the arts in your proposed qualifications for teachers at the level under consideration. I do not think it is best to overlook the benefits of encouraging artistic creativity when considering the education of such young students. If our teachers aren't required to consider these benefits in their own training, they will be less able to formulate lesson plans that use cultural references or promote aesthetic development. In my own field, though it is not directly connected to the audio-visual "arts," I find it useful to cover artistic movements and innovations in order to more fully cover my topic. Likewise I ask that you consider including some artistic requirement for the education of teachers so that they can appreciate it's contribution to the education of children.

John Gall, Director of Liberal Arts and Sciences, Community College of Beaver County, 10/21/2011
Concern over Course

4-8 Education has the fewest majors of our three education programs. The inclusion of a Philosophy of Middle Level Education course instead of our introductory Foundations of Education would probably result in the deletion of this program from our offerings.

Nora Manz, Administrator, Delaware County Community College, 10/21/2011
4-8 Education

I've heard a rumor that the Praxis exam will no longer be required (in the near future) of Education students, but will be replaced by another exam. One of the listed criteria (second page) indicates that a student must have passing results from the General Knowledge portion on the Praxis. Will this be revisited and revised when the new exam is required?

George Drake, Associate Dean, College of Education, West Chester University of Pennsylvania, 10/19/2011
N/A

Comments from a 4-8 program faculty committee and me include:

Required Specific Concentration Content Areas:

1. English/Language Arts and Reading Concentration (9 credits)

- Regarding the list of competencies that start with "English Language Arts and Reading" and end with "Assessment in Literacy": All 4-8 candidates need these competencies—not just those with an English Language Arts concentration. All candidates will likely be literacy instructors in grades 4-6. Such pedagogical courses are typically 300 level courses and should include Level III field experiences. Since the pedagogical focus and field must be specific to the grade range, we urge that the courses/competencies be situated in the four-year institutions and removed from the document.*
- Regarding the list of bulleted coursework which begins with American Literature I and II and ends with Women in Literature: These do not match the competencies on pages 43-46 of the PDE 4-8 Framework nor the recommendations of IRA or the Carnegie Corporation—two major resources of research in adolescent literacy referenced on p 44 of the Framework. This is a critical problem and nine credits in these areas would preclude transfer students from obtaining the knowledge, skills, and competencies outlined in the Framework and in the referenced documents. We urge that this bulleted list be removed from the document.*

2. Mathematics

- Why is Physics Instruction listed in the mathematics competencies? We suggest this be removed.*
- Why is math instruction listed as an associate's degree course? Again, pedagogical courses are typically 300 level courses and would include Level III field experiences. Since the pedagogical focus and field must be specific to the age range, we urge that the courses/competencies be situated in the four-year institutions and this course removed from the document.*

3. Science

- Mathematics needs to be eliminated from the list of science areas. (Math is also listed in Appendix A under science.)*
- Good list of science areas and basic content.*

4. Social Studies

- Good list of areas.*
- Required Field Experience: Since Level I and Level 2 are listed in the document, it might be clearer to note, in this section, that the Framework requires 40 hours of a combination of Level 1*

and 2 field experiences. From this document, we assume that Level I and II field experiences will be completed at the associate's level. Level III should be completed at the four-year institutions in pedagogical courses.

- *General Edits:*
 - *Change NMSA to AMLE throughout.*
 - *Change bullet 3 on Page to include current testing requirements.*
 - *Page 2: Chap 49.13 regulations date should be January 1, 2011 and should read "certifying programs" not "certifying teachers." ("These new regulations took effect for certifying programs on January 1, 2011.")*

Lillie West, Faculty, Millersville University of Pennsylvania, 10/20/2011

Elementary and Early Childhood

As a member of the Middle Level PAC team, I speak first for myself. I have also included comments shared with me from colleagues across multiple disciplines. I encouraged each one to post their thoughts on the appropriate website.

A major criticism is the lack of competencies listed within the proposal. Competencies are at the heart of this articulation agreement rather than courses. It seems we reverted to course-to-course rather than to competencies. We linked the required major-specific content area to competencies rather than courses. Can we do the same thing for the content areas? Would it be better to list the number of credits needed for a concentration and then list possible courses and the required competencies that equal the credits needed rather than specifying specific courses?

Optional General Content

In the first sentence, the reference, "with advisors directing students based on the institution they would be interested in entering for their final two years of study" should clarify which advisors. It seems that at this stage the advisors would be from the community colleges rather than from the four-year institutions.

Competencies need to be included or referenced and attached.

English/Language Arts and Reading Concentration

The number of credits to be earned is unclear – 9 credits in English/Literature with 6 credits of writing. Does this really mean 9 credits of literature? The requirement of Composition I and II, plus an additional 6 credits of writing equals 12 credits of writing. This does not align with the competencies. There has been objection to accepting intensive writing in a literature course. The literature courses do not appear to align with competencies. The competencies are largely reading-based, not English/literature-based. Shakespeare is not reflected in the Common Core State Standards (CCSS) until grade 9. It does not seem to be necessary to include it in the middle level program. Rather than listing courses, select specific competencies that are covered by two-year and four-year institutions during the first two years of a student's program.

Math Concentration

There are two primary areas of concern for the math concentration. First, specific competencies for mathematics should be included or referred to as an attachment. Second, physics should not be used in lieu of mathematics. In addition, it should be made clear that these math courses must be content related and not math methods courses. A question was raised as to the meaning of Math I and Math II. Listing the competencies would alleviate this problem.

Comments from colleagues

Science and Math should NOT be interchangeable for either degree. I would not support either. The content and pedagogy for each is entirely different. Yes, there are applications of each and overlap in "conceptualizing" applications, but neither is practical for developing HIGH QUALITY Middle level teachers in Science and/or Math if they substitute Science for Math or vice versa.

Science Concentration

*Include specific competencies or refer to attached competencies rather than science disciplines
Math must not be accepted in lieu of science courses. The math courses will not cover the competencies required for any of the science courses. Math is a tool scientists use.*

Comment from a colleague to me

Including physics in the math concentration and including math in the science concentration are, I think, both wrong. Physics is first and foremost an experimental science, albeit one highly mathematical in nature. The type of thinking and the approach to problems is very different in physics than the axiomatic, rigorous approach of mathematics. Just because they use a lot of the same symbols in their equations does not mean they are comparable disciplines.

I am completely against substituting math with science or vice versa. In many of the recent reports indicated that American students are doing poorly in the international competitions. In order for us to be at the top again in the world competitions, we must produce high quality math and science teachers who not only can motivate students about the subjects but also can provide strong content background. Substituting one with the other certainly will not produce high quality teachers that we need to tackle the challenges.

With regard to math and science, I would posit that while math cannot substitute for a science requirement, a science course with explicit math components actually lends context to the math and could result in a greater appreciation and understanding of the math, that is, seeing math as a language of science and not something that necessarily stands alone and outside. This is exactly what we see in our atmospheric dynamics course when the eureka moment occurs when the student finally gets the math because it is placed in context.

Social Studies

*Include specific competencies that would be covered in the first two years.
The requirement of sequential order is not clear. Why is it necessary to take World History prior US History II? Individual institutions should establish prerequisite courses. Rather than specify US History I and II, refer to competencies. Some institutions may satisfy these competencies in one course while others do so in two courses.*

Technology

I feel the technology option is an appropriate choice. Ideally, technology would be embedded in courses; however, many faculty lack competence in utilizing and teaching these skills. More highly trained faculty can provide the skills needed to not only utilize technology for preparation for instruction, but also to teach these skills to young students.

A colleague provided the following comment regarding the technology requirement.

What bothers me most is the proposed technology requirement being fulfilled as a singular course. This needs to disappear and the requirement should be fulfilled only through embedded elements across a range of courses. Technology is very specific to the specialized area that it serves, which is why it is always preceded with an adjective (e.g. medical, computer, ocean, information, etc.)

**Janet White, Associate Professor of Mathematics, Millersville University of Pennsylvania,
10/21/2011
Mathematics**

3. Mathematics concentration – Physics has been included as an appropriate course for math.
4. Science concentration – Math has been included in the science concentration as acceptable science classes.

Science and Math should NOT be interchangeable for either degree. I would not support either.

The content and pedagogy for each is entirely different. Yes, there are applications of each and overlap in "conceptualizing" applications, but neither is practical for developing HIGH QUALITY Middle level teachers in Science and/or Math if they substitute Science for Math or vice versa.

**Kate D'Auria, Assistant Professor, Coordinator, Bucks County Community College, 10/21/2011
4-8 draft feedback**

Comments on Draft Statewide Program-to-Program Articulation in 4-8 Education
From Bucks County Community College

Question: Please clarify acceptable dates for clearances required for transfer. Students need to obtain new clearances for transfer, but this takes time and involves fees, and many doctors do not want to repeat the TB test. What if the transfer is delayed? How long will new clearances be valid?

"Current clearances portfolio including PA Act 34 Criminal History Record Check (CHRC), Act 114 Federal Criminal History Record Fingerprint Card, Act 151 PA Child Abuse History Clearance, negative TB test results, and passing results from General Knowledge on the Praxis exams"

Question: The draft states, "This agreement requires that 4-8 Education students fulfill some of these competencies through the following Major-Specific Content Area coursework. Additionally, it is highly recommended that 4-8 Education programs include up to 3 credits of coursework each in ELL Teaching English Language Learners and Technology, or 90 hours each embedded in required credit coursework.
??Philosophy of Middle Level Education: 3 credits
??Cognition, Young Adolescent Development: 3 credits
??Special Education/Inclusive Practices: 3 credits
??Field Experience (embedded within the required courses as per institutional preference)
_ Level I & II Field Experience: 40 hours
??ELL Teaching English Language Learners: 3 credits or 90 hours embedded in required credit coursework
??Technology: 3 credits or 90 hours embedded in required coursework"

This is a concern given that we currently have very few students in this major. It will be a burden to create and run classes that are specific to this major if we do not have the student base to support the classes. Creating several new classes (Philosophy, Cognition, ELL, and Technology) will cause us to go far beyond 60 credits as our graduation requirements include other courses.

Due to the previous concerns we believe that the community colleges should only be required to offer 9-12 of the required 18 credits of Major-Specific Coursework. If we need to develop three new courses just for the middle grades we will not be able to support a middle level program and that would be a disservice to our students who are hoping to teach the middle grades. We also do not have the resources or student population to support a Middle Level Mathematics/Physics Instruction course.

We have been under the impression that Educational Psychology and Foundations of Education would be part of the 4-8 program. We believe that our Foundations of Education course would include the philosophy of middle school education and that the Educational Psychology addresses the cognition and development of young adolescents.

We propose offering some overlap. A cognition and development class that includes age 6-adolescence would meet the needs of the 4-8 students as well as PreK-4 students. This is a framework that our 4-year transfer schools favor for this course specifically.

We have a Capstone Fieldwork class that places students in a classroom for 4 hours per week. This course includes a 2 hour weekly seminar. This could be tailored to meet the competencies of the Philosophy of Education class as well as field experience for students at other levels. We would use major-specific content and developmentally-appropriate materials within the course.

Would this type of overlap be acceptable?

Question: Could you please clarify the 90 hours embedding option? If 90 hours is the equivalent of 3 credits, would specific courses be assigned a certain number of hours for that coursework?

Question: We have been under the impression that Educational Psychology and Foundations of Education would be part of the 4-8 program. Could these courses be included if they addressed some of the competencies? (Ed Psych requires Intro Psych as a prerequisite so that would be more credits above what is listed.) The idea is that we need a foundation of the big picture of development, learning, and education before we specialize into the 4-8 area.

Question: p. 5, English Concentration says: "6 credits of writing being earned in coursework beyond Composition I & II." Would this be covered in our Literature courses, which are the suggested courses? (i.e. are they writing intensive?)

Question: Please clarify how and when credits from the Required General Content will
Is Middle Level Mathematics/Physics Instruction a methods course?

Question: Field Experience documentation: How many hours need to be at Level I & Level II?

Question: Where are the "PDE 4-8 Program Articulation Guidelines" available?

Mark Deitrick, Professor, Education, Community College of Beaver County, 10/21/2011
4-8 Education Articulation Agreement Draft

My comments address concerns at the course level and program level. Before I address my concerns, I would like you to know a little more about my background in transfer and articulation.

My research interests include program-to-program articulation. I served as Coordinator of Counseling at CCBC for many years and transfer and articulation became a passion for me. As a result, my dissertation entitled "Effecting Transfer and Retention of Community College Students through Formalized Program-to-Program Articulation Agreements with Four-Year Institutions" addressed this exact topic. One of my recommendations, at that time, was to pursue statewide program-to-program articulation agreements. I also was a part of the Early Childhood Education for Western PA group whose work resulted in a program-to-program articulation agreement among ten institutions in Western PA. This group's program-to-program articulation preceded the mandated requirements for program-to-program transfer articulation among the commonwealth's public community colleges and state-owned universities (Act 50 of 2009, the Commonwealth's Transfer and Articulation Oversight Committee (TAOC), and, as of July, 2011, the Pennsylvania School Code). As a result, this group's work, along with several other groups in the state, informed state level articulation for those mandated to comply. Dr. Lee Williams and myself co-authored an article, "Silos, Higher Education and Transfer Articulation: Quality and the Ish Factor" which is in the current issue (Volume 10, Fall, 2011) of the Pennsylvania Teacher Educator, chronicling the work done

by our group. So, as I previously stated, transfer and articulation have been and will continue to be a passion for me.

That being said, at the course level I have several questions and comments. At CCBC, we have offered a course called Foundations of Education that has been used in our Elementary and Secondary Education programs. Now that the grade bands have been narrowed, one of the concerns becomes creating and/or modifying courses specific to the grade bands. This will stretch and challenge our already stretched and challenged resources. Another concern is that we will have fewer students with three grade bands. The grade band causing the most concern is the Middle Level. I have had conversations with faculty and administration from state universities that have expressed the same concerns. We would like to be able to retain our Foundations of Education course. The state universities that our students transfer to would love for us and for them to be able to keep the Foundations course.

In keeping with concerns regarding resources, we would like to use our Child Psychology course for the Cognition and Young Adolescent Development course requirement. We think that it's reasonable since the expectation is that this course covers Birth to the age of 14. Would Child Psych fulfill this requirement?

Regarding Field Experiences, we currently offer Field Experience I and Field Experience II courses for Level I and Level II field experience hours respectively. These seminars are required in our Middle Level and our Secondary programs. We would like to continue to offer these courses as they currently exist and not embedded in courses, as recommended by the committee. We only have so many students in our programs (and so many Education courses) and I think that these seminars provide more continuity and more of an identity for our students in the field of education.

From a programmatic level, will this program-to-program agreement guarantee that our students at the community college have Junior Standing AND acceptance into the College/School of Education at any of the participating universities? My fear is that our students may be told that they do not have all of the necessary prerequisites completed at CCBC. Therefore, they will have to complete them at the university prior to attaining Junior standing, ultimately delaying completion and graduation. I would hope that the committee gave this kind of scenario, among others, some consideration. I would like to recommend that this issue be addressed in writing in this draft. In order to further this recommendation, I would ask that the Appendix B Heading read: "Appendix B: Required Education Program and University College/School of Education Acceptance Tasks" to eliminate any potential pitfalls for community college students as they matriculate to the college/university. Thanks for listening.

Mark W. Deitrick, Ph.D., NCC, LPC

Elizabeth Bugaighis, Dean of Education & Academic Success, Northampton County Community College, 10/21/2011

4-8 Education Articulation Document

Overall, we are very pleased with the articulation agreement, and believe that it will lead to more clarity in advising students and preparing them for transfer. Clarification on the following two points would be welcome:

1) Concentration Content Areas (9 credits)

Is the preference or intent for students to complete all 9 credits of one concentration area before transfer, or, just to start coursework in one of the areas of concentration? If it is to start, then may a student take courses in multiple areas (but perhaps not complete a total of 9 in any one area?)

2) Transfer

The document seems clear on this issue, but, given that not all state universities currently accept the same courses, I think it is worth asking. A technology course is clearly acceptable as taught at the associate level. Would an individual institution still have the option of not accepting this course from a community college, assuming of course it met all competencies?

Thank you to the PAC members for their work.

**Robert Smith, Dean of Science and Mathematics, Millersville University of Pennsylvania,
10/21/2011**

4-8 Education

A major concern is the lack of competencies listed within the proposal. Competencies should be at the heart of this articulation agreement, rather than courses. While the required major-specific content areas are linked to competencies, rather than courses, the content areas are linked to courses, instead of competencies. It might be better to list the number of credits needed for a concentration and then list possible courses and the required competencies that correspond to the credits needed rather than specifying specific courses.

Optional General Content

In the first sentence, the reference, "with advisors directing students based on the institution they would be interested in entering for their final two years of study" should clarify which advisors. It seems that at this stage the advisors would be from the community colleges rather than from the four-year institutions.

Competencies need to be included or referenced and attached.

English/Language Arts and Reading Concentration

The number of credits to be earned is unclear – 9 credits in English/Literature with 6 credits of writing. Does this really mean 9 credits of literature? The requirement of Composition I and II, plus an additional 6 credits of writing equals 12 credits of writing. This does not align with the competencies. There was concern about accepting intensive writing in a literature course. The literature courses do not appear to align with competencies. The competencies are largely reading-based, not English/literature-based. Shakespeare is not reflected in the Common Core State Standards (CCSS) until grade 9. It does not seem to be necessary to include it in the middle level program. Rather than listing courses, select specific competencies that are covered by two-year and four-year institutions during the first two years of a student's program.

Math Concentration

There are two primary areas of concern for the math concentration. First, specific competencies for mathematics should be included or referred to as an attachment. Second, physics should not be used in lieu of mathematics. In addition, it should be made clear that these math courses must be content related and not math methods courses. The meaning of Math I and Math II needs to be clarified; listing the competencies would alleviate this problem.

Science Concentration

Include specific competencies or refer to attached competencies, rather than general science disciplines. Math should not be accepted in lieu of science courses. The math courses will not cover the competencies required for any of the science courses.

Social Studies

Include specific competencies that would be covered in the first two years.

The requirement of sequential order is not clear. Why is it necessary to take World History prior to US History II? Individual institutions should establish prerequisite courses. Rather than specify US History I and II, refer to competencies. Some institutions may satisfy these competencies in one course while others do so in two courses.

Technology

Ideally, technology would be embedded in a variety of courses; however, many faculty lack competence in utilizing and teaching these skills. More highly trained faculty can provide the skills needed to not only utilize technology for preparation for instruction, but also to teach these skills to young students.

Pennsylvania Department of Education
4-8 Education Program Articulation Committee
Summary of Feedback Submitted Oct. 4-21, 2011

Robert Smith, Dean of Science and Mathematics, Millersville University of Pennsylvania,
10/21/2011

4-8 Education

Middle Level Mathematics/Physics Instruction is not a math course.

Middle Level Mathematics Instruction requires "calculus", but which calculus? Business Calculus? However, the science concentration requires Calculus III. Why does science require Calculus III, but math only require "calculus".

"Introductory algebra", "introductory geometry" and "earth and space" are much too vague to be useful in a transfer agreement. One could interpret many different courses as corresponding to these vague titles. What are the competencies?