GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

PROGRAM APPROVAL FORM

COVER SHEET

Trades and Professional Services
SCHOOL

Education
DEPARTMENT

Associate of Arts in Education
PROGRAM TITLE

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AUTHOR

5/1/08
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Program Adoption - all signatories
☒ Program Substantive Revision - all signatories except President

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR	Clare Camacho, Ph.D., Sarah Leon Guerrero	*Clare* *Signature*	5/1/08 5/1/08
DEPARTMENT CHAIR	Marsha Postrozny, Ed.D.	*signature*	5/2/08
REGISTRAR	Patrick L. Clymer	*signature*	5/2/08
DEAN	Reilly Ridgell	*signature*	5/5/08
CURRICULUM COMMITTEE CHAIR	~~Marsha Postrozny, Ed.D.~~ Anthony C. SanNicolas	*signature*	17 Oct. 08
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	*signature*	10/28/08
PRESIDENT	Mary A. Y. Okada		

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PROGRAM APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Program Approval Form exists, please attach.

A. ☐ Adoption program

B. ☒ Substantive Revision (attach Program Form).
The numbers listed next to the changes below may or may not require a response; they have been identified as those questions most likely needing to be addressed. The entire program form should be reviewed for applicability.

☐ Change in number of credit hours: II, IVA, IVD, VI, VII, VIII, XI
☒ Change in Technical/Core Requirements: II, IVA, IVD, VI, VII, VIII, XI
☒ Change in distribution of requirements affecting Related Technical or General Education Requirements, Technical/Core Requirements, or General Education Requirements: II, IVA, IVD, VI, VII, VIII, XI.
☒ Identify specific changes not listed above: **Deletion of one course, ED200, changes in program outcomes and description.**

II. INTRODUCTION

This program was originally designed to train paraeducators in the local district. However, the program has expanded. Most students use the program as a career ladder to articulate to four-year institutions and become professional teachers. In addition, the program has students from other islands in the region, such as Chuuk, where an Associate degree is required to become a teacher in their respective island school districts. Additionally, the program provides exploratory experiences for students considering education as a career.

III. STUDENT LEARNING OUTCOMES – PROGRAM LEVEL

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

- **Demonstrate professionalism and ethical conduct within the educational field.**
- **Demonstrate appropriate knowledge, disposition, and skills needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with special needs.**
- **Plan and demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.**

IV. RATIONALE FOR PROPOSAL

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals.
Program has been adopted.

B. Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level.
There is a continuos need for trained educators in the field.

C. Conformity of this program to legal and other external requirements. Include State Voc/Tech requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable.
Currently there are no legal or external requirements.

D. Results of program evaluation (see Appendix F for Checklist).
This program has gone through the assessment cycles set forth by the College. Student surveys were administered regularly. Results of the feedback were incorporated into the revision of the program. In addition, interviews with employers, former and present students, advisory committee members and adjunct and full-time faculty were conducted.

V. RESOURCE REQUIREMENTS AND COSTS

A. Resources (materials, media, and equipment) and costs.
No additional resources are needed for this revision.

B. Personnel requirements (administrative, instructional, and support staff) and costs.
Course enrollment is strong in all courses, and there is a demand for more daytime courses which are difficult to offer with adjunct instructors. The Education Department currently only has three full-time faculty members supporting three programs: Education, Early Childhood Education, and Sign Language Interpreting. The Child Development Center (CDC) at military installations are also requiring a minimum of an Associate degree by the year 2010 to work at the CDC, and the Department of Defense Educational Activity (DODEA) schools require an Associate degree in education for educational support assistants (school aides). With increased enrollment, the College needs to consider hiring at least one full-time faculty member in the near future.

C. Facility requirements.
There continues to be high enrollment in education courses. In addition, many courses require a high number of supplies and materials. Therefore, the College needs to assign additional classroom space for education courses. Room 207 would be ideal because of the proximity to current courses and the Education Office.

D. Funding source(s).
Students will pay current tuition and fees required for the different courses.

E. Impact, financial or otherwise, this program may have on the College.
This program is supported by other instructional programs through the availability of general education and related technical and general education courses in different departments.

VI. IMPLEMENTATION SCHEDULE

Implementation date: **Fall 2008**

VII. CATALOG

A. Catalog Description or Revision. Include SLOs – Program Level (Section III), general characteristics, and/or special features of this program. Write the program description as it should appear in the catalog.
The Associate of Arts in Education program is designed to provide entry-level training for persons interested in working in educational settings. Emphasis is placed on competency-based skill development in a broad range of educational

areas. All courses taken for the Certificate in Education also fulfill the requirements for the Associate of Arts in Education degree. Only technical requirement courses which have a grade of "C" or better will be counted towards the Associates degree.

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

- Demonstrate professionalism and ethical conduct within the educational field.
- Demonstrate appropriate knowledge, disposition, and skills needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with special needs.
- Plan and demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.

Program Requirements for Associate of Arts in Education

A. General Education Requirements

EN110	Freshman English	3
MA110A	Finite Mathematics	3
PY120	General Psychology	
SO130	Introduction to Sociology	3
SI110	Environmental Biology OR	
SI103	Introduction to Marine Biology	4
CS151	Windows Application	3
	Total General Education Requirements	19

B. Technical Requirements

ED100	Behavior Management	3
ED150	Introduction to Teaching	3
ED180	Educational Methods	3
ED220	Human Growth & Development OR	
CD221	Child Growth & Development	3
ED231	Intro to Exceptional Children	3
ED281	Bilingual & Bicultural Education	3
ED292	Educational Practicum	3
ASL100	American Sign Language I	4
	Total Technical Requirements	25

C. Related General Education and Technical Electives
Complete at least 18 credits from the following list of courses or other courses approved by the Education Department.

OA101	Keyboarding	3
EN125	Intro to Speech Communication	3
ASL110	American Sign Language II	4
Any CD or ED courses		3-18
Total Electives		18

TOTAL CREDITS REQUIRED   **62 credits**

B. Catalog Revision. If the description above is a revision, attach a copy of the current catalog page(s) to be revised.
Catalog Year: 2006-2007

Page Number(s): 60

VIII. PROGRAM DESCRIPTION

    A. Program Title(s)
       Long Title: **Associate of Arts in Education**
       Abbreviated Title (20 characters maximum): **AA Education**

    B. Credit Hours

General Education:	**19**
Technical/Core:	**25**
Related Tech/Gen Ed:	
Electives:	**18**
Options:	
Total Number of Credits:	**62**

    C. Course Sequence

The following sequence is recommended for full-time students, although variations are accepted. Students should be advised on classes needing prerequisite courses, and those classes that may be offered only during certain semesters. Sequence also does not include the possibility of needing remedial courses for English and Math.

Semester 1 (Fall Semester)

MA110A	Finite Mathematics
ED180	Education Methods
ASL100	American Sign Language I
ED220	Human Growth & Development
EN110	Freshman English

Semester 2 (Spring Semester)

ED150	Introduction to Teaching
ED231	Introduction to Exceptional Children
ED281	Bilingual/Bicultural Education
ED100	Behavior Management
CS151	Windows Application

Semester 3 (Fall Semester)

SI110	Environmental Biology or
SI103	Marine Biology
PY120	General Psychology
SO130	Introduction to Sociology
ED292	Education Practicum
Elective	

Semester 4 (Spring Semester)

Elective
Elective
Elective
Elective
Elective

D. Target Population
   Those interested in the field of education.
E. Cost to Student
   Tuition, fees, supplies, materials.

IX. PRE-REQUISITE (S)

X. CO-REQUISITE (S)

XI. CONTENT
A. List of courses required for completing this program. Courses grouped according to: General Education, Technical Requirements, etc. If new courses are part of the program, Course Guides must be included with this request for approval.

GENERAL EDUCATION REQUIREMENTS
EN110   Freshman English (3 credits)
MA110A   Finite Mathematics (3 credits)
CS151   Windows Applications (3 credits)
SI110   Environmental Biology (4 credits)
PY120   General Psychology (3 credits)
SO130   Intro to Sociology (3 credits)
Total General Education Requirements   19 credits

TECHNICAL REQUIREMENTS

ED100   Behavior Management (3 credits)
This course provides students with basic knowledge and skills in the area of behavior management including specific techniques which promote and encourage positive behavior while working with children in a variety of settings and situations.

ED150   Intro to Teaching (3 credits)
This course presents a unique and realistic approach to the fundamentals of teaching as a career. Not only are the rewards of teaching established and explored, but also the challenges educators face in the classroom. The course also introduces students to the larger topics of education, including discipline, history, philosophy, learning theories, teaching techniques, assessment, classroom management and diversity. The primary goal is to help serve as a "pump" for future teachers and a "filter" for those who should possibly chose a different career. Course offering: Spring only (Formerly: ED150 Issues in Education).

ED180   Educational Methods (3 credits)
This course provides the knowledge and skills necessary to plan, prepare, and implement educational activities and teaching strategies in the school system. It is designed for individuals interested in pursuing a career in an educational setting. Course content includes communication skills, instructional delivery, planning and preparing activities, record keeping, tracking student progress, and basic health and safety practices.

ED220   Human Growth and Development (3 credits)

This course includes the study of human growth and development from birth to death with special emphasis on the formative and school years of the child. An overview of the interrelationship between physical, emotional, intellectual, and social growth will be presented.

ED231   Intro to Exceptional Children (3 credits)
This course provides students with an introductionto excpetionalities, including gifted children and children with disabilities. An overview of all aspects of exceptionality including etiology, legal aspects, observations, and service delivery will be provided. Prerequisite: CD221 or ED220 or permission. Formerly CD231.

ED292   Education Practicum (3 credits)
This practicum experience provides students with the opportunity to demonstrate professional behaviors and document competencies while working with children in a variety of school settings under the supervision of a credentialed educator. This course requires 120 hours of on-site work experience. Permission from the Education Department Chair is required. Course offering: Fall only.

ED281   Bilingual/Bicultural Education (3 credits)
This course deals with all aspects of bilingualism and biculturalism. It also prepares students to work with children and families who speak languages other than English and/or who come from different cultural backgrounds. Students will gain knowledge on existing program models for multicultural education and develop awareness and skills in working with young children and their families. Emphasis will be placed in serving children and families from cultural groups found on Guam. Spring only.

ASL100   American Sign Language I (4 credits)
The purpose of this course is to provide students with basic conversational skills in American Sign Language, to develop visual acuity, and to build comfort with the use of body/facial expressions to convey information. This course is one in a series of four courses designed to allow an individual to develop ASL conversational skills and is a prerequisite for ASL110.

Total Technical Requirements	25 credits
Total Related General Education and Technical Electives	18 credits
TOTAL CREDITS REQUIRED	62 credits

XII.   PROGRAM MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

The attached practicum rating sheet will be used to assess program outcomes. Means of assessment include the submission of a written lesson plan and observation of practicum students by mentor teachers using the attached rating scale. The criteria for success is that at least 70% of the students enrolled in ED292 will score an average of 3.0 out of 4.0 on the practicum rating sheet.

XIII. ARTICULATION
   A. Secondary programs
   B. University of Guam
       No program articulation exists, however, many courses in the program articulate to theUniversity of Guam.
   C. Others

* Attach SLO Map – Program & Course Levels.

B. Technical Requirements

COURSE#	COURSE	CREDITS
CD110	ECE Orientation	3
CD140	Environments for Young Children	3
CD180	Physical & Language Development	3
CD221	Child Growth & Development OR	
ED220	Human Growth & Development	3
ED231	Introduction to Execptional Children +	3
CD240	Cognitive & Creative Development +	3
CD260	Social & Emotional Development +	3
CD280	Program Development & the Family Partnership +	3
ED281	Bilingual/Bicultural Education	3
CD292	ECE Practicum +	3

Total Technical Requirements 30

C. Related General Education & Technical Requirements

Complete at least twelve credits from the following list of courses or other courses approved by the Education Department chairperson.

COURSE#	COURSE	CREDITS
Any CD or ED courses		
ASL100	American Sign Language I	4
ASL110	American Sign Language II +	4
CJ102	First Responder	3
HU220	Guam Cultures & Legends	3
HU120	Pacific Cultures	3
OA101	Keyboarding Applications	3
PY125	Interpersonal Relations	3

Total Related General Education & Technical Requirements 12

TOTAL   CREDITS   REQUIRED 61

Associate of Arts in EDUCATION

The Associate of Arts degree in Education program is designed to provide entry-level training for individuals in public and private educational settings. Emphasis is placed on compentency based skill development in a broad range of educational areas. All courses taken for the Certificate in Education also fulfill the requirements for the Associate of Arts in Education degree.

Course requirements may identify prerequisites. which must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless it is an Associate Degree core course requirement. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

A. General Education Requirements

COURSE#	COURSE	CREDITS
EN110	Freshman English +	3
MA110A	Finite Mathematics +	3
CS151	Windows Applications + OR	
CS152	Macintosh Applications	3
SI103	Introduction to Marine Biology + OR	
SI110	Environmental Biology +	4
PY120	General Psychology +	3
SO130	Introduction to Sociology +	3

Total General Education Requirements 19

B. Technical Requirements

COURSE#	COURSE	CREDITS
CD221	Child Growth & Development	3
ED231	Introduction to Execptional Children +	3
ED100	Behavior Management	3
ED150	Introduction to Teaching	3
ED180	Educational Methods	3
ED200	Instructional Technology	3
ED220	Human Growth & Development OR	
ED292	Education Practicum +	3
ED281	Bilingual/Bicultural Education	3

Total Technical Requirements 24

C. Related General Education & Technical Requirements

COURSE#	COURSE	CREDITS
ASL100	American Sign Language I	4
OA101	Keyboarding Applications	3
PY125	Interpersonal Relations	3

Complete at least nine credits from the following list of courses or other courses approved by the Education Department.

	COURSE	CREDITS
Any CD or ED courses.		
ASL110	American Sign Language II +	4
CD180	Physical & Language Development	3
CD240	Cognitive & Creative Development +	3
CD260	Social & Emotional Development +	3
CD280	Program Development & the Family Partnership +	3
CJ102	First Responder	4
HU120	Pacific Cultures	3
HU220	Guam Culture & Legends	3

Total Related General Education & Technical Requirements 19

TOTAL   CREDITS   REQUIRED 62

Certificate and Associate of Arts in Education
Scoring Rubric for ED292 – Education Practicum

Numerical Value	Descriptive Assessment *Note: These descriptors must be specific to the department and to the discipline.* **1. Establish and maintain a safe and healthy environment for all students.**
4	No safety or health hazards are observed while the practicum student is working with others.
3	Only one or two safety or health hazards are observed while the practicum student is working with others.
2	Three or four safety or health hazards are observed while the practicum student is working with others.
1	Over four safety or health hazards are observed while the practicum student is working with others
0	Not working with school-aged students.

Numerical Value	Descriptive Assessment *Note: These descriptors must be specific to the department and to the discipline.* **2. Effectively implements appropriate behavioral management strategies and problem solving skills when necessary.**
4	• Exercises and maintains control of the classroom environment at all times. • Collects and graphs behavioral data using three - four different approaches. • Involves necessary individuals (parent, student, teachers, administrators) to discuss possible solutions.
3	• Only one or two incidents of inappropriate or negative behavior observed while working with students. • Collects and graphs behavioral data using two - three different approaches. • Attempts to involve necessary individuals (parent, student, teachers, administrators) to discuss possible solutions to problems.
2	• Three or four incidents of inappropriate or negative behavior observed while working with students. • Collects and graphs behavioral data using one - two different approach (es). • Does not inform all necessary individuals to discuss possible solutions to problems.
1	• Over four incidents of inappropriate or negative behavior observed while working with students. • Unable to successfully collect and graph behavioral data. • Ignores signs of a problem and does not make efforts toward resolving a problem.
0	Not working with school-aged students.

Certificate and Associate of Arts in Education
Scoring Rubric for ED292 – Education Practicum

Numerical Value	Descriptive Assessment *Note: These descriptors must be specific to the department and to the discipline.* **3. Plans and implements lesson plans, coordinates classroom activities and organizes room accordingly.**
4	• Lesson plan contains the following elements: objectives/skills, materials, instructions, assessment and follow up. • Uses correct grammar and organizes paper well so that lesson can be duplicated. • Lesson plans, classroom activities and classroom set up are age-appropriate.
3	• Lesson plan is written with not more than three mistakes and easy to understand and implement. • Missing not more than three minor elements in the lesson plan. • Lesson plans, classroom activities and classroom appearance are age appropriate 75% of time.
2	• Lesson plan contains not more than seven grammatical mistakes. Paper lacks organization and direction. • Fails to cite main objectives and/or omits major elements in lesson plan. • Lesson plans, classroom activities and classroom appearance are age-appropriate 50% of time.
1	• Makes more than seven grammatical mistakes and lesson plan is not legible. • Omits the majority of elements in lesson plan. • Teaching method is inappropriate.
0	No lesson plans developed.

Numerical Value	Descriptive Assessment *Note: These descriptors must be specific to the department and to the discipline.* **4. Establishes and maintains a positive and productive relationship at the job site.**
4	• Displays ethical conduct including punctuality, dress code, chain of command and confidentiality. • Takes into consideration the uniqueness of all individuals, and treats all with respect, regardless of race, ability and age.
3	• Is late to work once-twice a month and consistently informs supervisor of tardiness and/or absences. • Usually maintains confidentiality and usually treats all with respect.
2	• Is late to work three- four times a month and seldom informs supervisor of tardiness and/or absences. • Occasionally talks about a child in front of the child or with a parent other than the child's.
1	• Is late to work more than 10 times a month and does not inform supervisor of tardiness and/or absences. • Does not ensure confidentiality by discussing situations and individual concerns with others. • Ridicules and belittles students and co-workers.
0	Not working with school-aged students.

SLO Map – Program & Course Levels
Technical Required Courses (Alpha & No.)

Name of Program   Education
Certificate AND Associate

I = Introduced	IR
R = Reinforced	IE
E = Emphasized	RE
	IRE
	Blank = Not Addressed

Student Learning Outcomes – Program Level. Upon completion of this program, students will be able to:	ED100	ED150	ED180	ED200	ED231	ED281	ED292	ASL100
1. demonstrate professionalism and ethical conduct within the educational field.	I	IR	I		R		E	I
2. demonstrate appropriate knowledge, disposition and skills needed to effectively work with students, including those from culturally and linguistically diverse backgrounds, and students with special needs.	E	R	IR		RE	E	E	IRE
3. plan and demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.	IRE	R	IR	IR	RE	E	E	
4.								
5.								
6.								

revised 10/5/07

Name of Program Education
Certificate AND Associate

I = Introduced	IR	IRE
R = Reinforced	IE	Blank = Not Addressed
E = Emphasized	RE	

GenEd Student Learning Outcomes
Upon completion of this course, students will be able to:

GenEd Student Learning Outcome	ED100	ED150	ED180	ED220	ED231	ED281	ED292
1. Use writing to discover, organize and communicate ideas	I	R	R	IR	E	R	E
2. Identify and analyze the audience and purpose for any intended communication.	IR	R	R	IR	R	R	E
3. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.	IR	R	RE	IR	R	R	E
4. Apply numeric, symbolic, and graphic skills and other forms of quantitative reasoning accurately and appropriately.	IR	I	IR				RE
5. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		I	IR				RE
6. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	IR						RE
7. Properly identify the audience and purpose of any intended communication.	IR	R	RE	I	R	R	E
8. Use appropriate language, techniques, and strategies.	IR	R	RE	IR	E	R	E
9. Speak clearly and confidently, using voice, volume, tone, and articulation.	IR	R	RE	RE	R	E	E
10. Use effective communication strategies to initiate and sustain discussion.	IR	R	RE	R	E	E	E

Name of Program Education
Certificate AND Associate

I = Introduced	IR
R = Reinforced	IE
E = Emphasized	RE
	IRE
	Blank = Not Addressed

Student Learning Outcomes - GenEd
Upon completion of this course, students will be able to:

Student Learning Outcomes	ED100	ED150	ED180	ED220	ED231	ED281	ED292
11. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed	IR	RE	RE	IR	E	E	E
12. Properly identify and state issues, problems, or questions contained in a body of information	IR	R		RE	E	E	E
13. Identify and analyze assumptions and underlying points of view relating to an issue or problem	IR	IR		RE	R	R	E
14. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues and biases.	IR	IR	I	RE	R	R	E
15. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	IR	IR	I	I	R	R	E
16. Synthesize information from various sources, drawing reasoned conclusions.	IR	I	IR	R	R	R	E
17. Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.		I		RE	R	R	E
18. Locate, evaluate, and use information effectively.	IR	IR	IRE	RE	R	R	E
19. Properly use and cite a variety of sources.	I	I	IRE	I	R	R	E
20. Use digital text, images, and data, as needed, transferring them from their original locations and formats to a new context, using a variety of software applications.			I				

revised 10/5/07

General Education Student Learning Outcomes by Course – 3 of 3

Name of Program Education
Certificate AND Associate

I = Introduced	IR	IRE
R = Reinforced	IE	Blank = Not Addressed
E = Emphasized	RE	

Student Learning Outcomes – GenEd
Upon completion of this course, students will be able to:

Student Learning Outcomes	ED100	ED150	ED180	ED220	ED231	ED281	ED292
21. Use and access information ethically and legally, with an understanding of what constitutes plagiarism.	I	I	IR	RE	I	I	E
22. Demonstrate an awareness of the relationship between the environment and their own physiological and psychological processes.	I	I		RE	IR	I	E
23. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures.	I	I	IR	RE	R	E	E
24. Acknowledge opposing viewpoints.	I	IR		IE			E
25. Demonstrate an understanding of ethical, civic, and social issues relevant to Guam, Micronesia, and the world.		R	RE	IRE	R	E	IE
26. Participate fully in a civic engagement experience where a service is provided to the community that relates to the academic curriculum.	I	I	RE	IRE	R	R	RE
27. Evidence an understanding of the relevance of the completed civic engagement work to the subject matter of the course where the civic engagement experience was assigned.		I	RE	IRE	R	R	RE
28. Demonstrate an awareness of the need for and value of lifelong civic engagement in addressing local community needs.		I	RE	IRE	I	I	RE

revised 10/5/07

Student Learning Outcomes – Course Level

Course Alpha and Number: ED100 Upon completion of this course, students will be able to:	Related to Program Level SLO#
demonstrate knowledge and skills in the area of behavior management.	3
demonstrate teaching strategies to promote and encourage positive classroom behaviors.	3
develop various modification plans given different scenarios.	2 and 3

Course Alpha and Number: ED150 Upon completion of this course, students will be able to:	Related to Program Level SLO#
identify general characteristics of the educational profession.	1
develop a philosophy of education that includes personal choices and plans for a future as an educator.	1
explain the basic theories of the foundations of education.	

Course Alpha and Number: ED180 Upon completion of this course, students will be able to:	Related to Program Level SLO#
plan and implement lesson plans that incorporate different methodologies and strategies.	3
plan and implement games and educational activities.	3
prepare instructional material needed to implement lessons in a classroom setting.	3

Course Alpha and Number: ED200 DELETED Upon completion of this course, students will be able to:	Related to Program Level SLO#

revised 10/5/07

Course Alpha and Number: ED220
Upon completion of this course, students will be able to:

Outcome	Related to Program Level SLO#
demonstrate an understanding of historical and current educational practices as it relates to human growth and development.	3
demonstrate an understanding of how society, culture, and family impact an individual at each stage of their development and growth.	2
Explain various theories as it relates to human growth and development.	

Course Alpha and Number: ED281
Upon completion of this course, students will be able to:

Outcome	Related to Program Level SLO#
develop an appreciation for human diversity and differences and ways of creating an anti-bias	1

Course Alpha and Number: ED231
Upon completion of this course, students will be able to:

Outcome	Related to Program Level SLO#
explain ways to modify curriculum and provide accomodations for students with disabilities.	3
demonstrate an understanding and respect for the special needs family as well as develop strategies to empower families.	3
demonstrate an understanding the process of referral, screening, assessment, Individual Family Service Plan and Individual Education Plan development including the major team members.	2

Course Alpha and Number: ED292
Upon completion of this course, students will be able to:

Outcome	Related to Program Level SLO#
demonstrate professionalism and ethical conduct within the educational field.	1

environment.

demonstrate an understanding of working with parents and families to incorporate multicultural attitudes in the classroom;	3
demonstrate the ability to use multicultural learning materials and techniques with young children.	3

demonstrate appropriate disposition and skills needed to effectively work with students who come from different nationalities, cultures and ethnic groups and/or have special needs including those who speak languages other than English.	2
demonstrate developmentally and age-appropriate teaching strategies needed to effectively work with students in a classroom setting.	3

Attach a Non-Substantive Curriculum Revision Memo to the front of this form if the SLOs, as listed above, are ready to be published in GCC's online catalogue under current program and course descriptions.