



## POST SECONDARY PROGRAM CURRICULUM AY 2022-2023

**Associate Degree Program Title:**  
Certificate in Early Childhood Education  
**Formerly (If Applicable include Program Title):**  
N/A

**College:** TPS - Trades & Professional Services  
**Division:** Education

**Author 1:** Marsha Postrozny-Torres, Ed.D.  
**Author 2 (optional):** Melissa Palomo




APPROVED

**Date Submitted to CRC:** 04/05/2022  
**Date Reviewed by CRC:** 10/04/2022

EFFECTIVE CATALOG: AY2022-2023

DATE APPROVED: 11/03/2022

EFFECTIVE BANNER TERM: 202310

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia		10/03/2022
DEAN	Pilar Williams		10.24.2022
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		11.03.22

**Type of Action:** Non-Substantive Revision

**RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following information). Justification for course re institution:**

**Type of Substantive Action(s) - Please specify the type(s) of substantive change(s) requested**

1. **Substantive Change 1:** None
2. **Substantive Change 2:**
3. **Substantive Change 3:**
4. **Substantive Change 4:**
5. **Substantive Change 5:**
6. **Substantive Change 6:**
7. **Other (Describe SR changes if not listed above):**

**Type of Non-Substantive Action(s) - Please specify the type(s) of non-substantive change(s) requested**

1. **Non-Substantive Change 1:** Revision in PLOs which do not significantly change the program certificate content
2. **Non-Substantive Change 2:**
3. **Non-Substantive Change 3:**
4. **Non-Substantive Change 4:**
5. **Other (Describe NSR changes if not listed above):**

## INTRODUCTION

**Contextual Framework for Adoption or Re Institution: N/A**

**This is a CTE program and is aligned with following Career Cluster:** Human Services

**And is aligned with the following Career Pathway:** Early Childhood Education

**Implementation Term:** Spring 2023

## RATIONALE FOR PROPOSAL

**Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only): N/A**

**Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level (update for currency).**

Guam Community College is mandated to provide career and technical education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of career-technical programs. This certificate program helps develop the knowledge and expertise of post-secondary students interested in a career path in early childhood education and related fields.

The long-term employment outlook for graduates in this certificate program is favorable. There is a large turnover of workers in the childcare industry. An increase in early childhood personnel are needed with the concomitant increase in the island's population, military buildup, as well as a shift in social-economic conditions of families where both parents work. With the changes in family structures, the availability of grandparents and other relatives to care for young children has decreased, making it necessary to seek formal child care for working parents. The program also serves a large number of students seeking to continue their education to obtain their Associate and/or Bachelor's degrees from a postsecondary institution.

**Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable:**

The certificate program aligns with the Associate of Science in Early Childhood Education Program Learning Objectives. In addition, the program meets federal and local requirements for minimum level of education for Head Start teachers.

**Results of program assessment:**

The certificate program meets part of the new requirements for caregivers/daycare directors set forth by Public Law 31-73 signed June 2011 and administered by the Department of Public Health and Social Services. Six semester hours in Early Childhood Education Core Knowledge Areas is one of the requirements for Early Childhood Master Provider, Early Childhood Assistant Director or Director. As of 2013, all Head Start teacher aides are required to have a minimum of a Certificate in Early Childhood Education. The Certificate in Early Childhood Education can be considered as a step on the career ladder to an Associate's degree. All technical requirements in the certificate program are also required in the

Associate of Science in Early Childhood Education Program. The program has gone through the assessment cycles set forth by the College. Student surveys are administered regularly, and results of the feedback are incorporated into the program. Furthermore, interviews with employers, former and present students, advisory committee members, and adjunct and full-time faculty are carried out. Faculty at the University of Guam and advisory committee members reviewed the certificate program requirements in a previous review.

**Target Population:** Those who would like to work with young children from birth through third grade.

## **RESOURCE REQUIREMENTS AND ESTIMATED COSTS**

**Resources (materials, media, equipment) and costs (only add if new for the program):** N/A

**Facility requirements (only add if new for the program):** N/A

**Does the proposed curriculum meet the requirements for Title IV Federal Student Aid?** Yes

**Comments (optional):**

## **PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES**

### **-PROGRAM LEVEL**

This program description will appear in the College Catalog followed by the Student Learning Outcomes – Program Level.\*Refer to Student Learning Outcomes (SLO) Handbook in developing SLO's (available on the Worklife tab on MyGCC).

#### **Program Description:**

Program Description: Early childhood pertains to children age eight and below. Early childhood educators work in Head Start programs, childcare centers, family home care programs, elementary schools, social services programs, and health care services. These professionals plan and implement appropriate experiences for young children in areas such as language, health, movement, creativity, cognitive, self-concept and social behavior. They also supervise children's activities, care for their needs, keep records of their progress, and confer with parents and other professionals.

The Certificate in Early Childhood Education is closely aligned with national standards and meets Head Start requirements for classroom personnel. Only technical requirement courses that have a grade of "C" or better will be counted towards the Certificate.

#### **Program Learning Outcomes 1:**

Model appropriate practices for children, professionalism, and demonstrate ethical conduct based on guidelines from the National Association for the Education of Young Children (NAEYC).

#### **Program Learning Outcomes 2:**

Implement various developmentally and age-appropriate teaching, assessment and guidance strategies needed to work with young children from birth to age eight.

**Program Learning Outcomes 3:**

Reflect on practices, pedagogy and resources used in an early childhood setting that serves children ages birth through age eight years.

**Program Learning Outcomes 4:****Program Learning Outcomes 5:**

These PLOs can be measured and learning is demonstrated. Yes

**PROGRAM DESCRIPTION & CONTENT**

**Program Title:** Certificate in Early Childhood Education

**Major Requirements (minimum number of credits) this includes any General Education Courses that are required:**

24

**Electives (minimum number of credits):**

6

**Total Number of Credits for Certificate:**

30

**List Certificate Course Requirements (alpha/number/title/credits) this includes any General Education courses if applicable and include total:**

CD110 Early Childhood Orientation (3) OR ED150 Introduction to Teaching (3)

CD221 Child Growth & Development (3) OR ED220 Human Growth & Development (3)

CD140 Nutrition & Physical Health (3)

CD180 Language Arts in Early Childhood (3)

CD240 Cognitive & Creative Development in Early Childhood (3)

CD260 Social & Emotional Development (3)

ED231 Introduction to Exceptionalities (3)

CD292 Early Childhood Practicum (3)

**List Elective Courses (or provide category, optional - 6 credits):**

Education-based elective (3)

ED265 Culture & Education on Guam (3)

**Eligibility Requirements or Prerequisite requirements (if applicable):**

Must test out of English Placement Test or satisfactory completion of EN097 course

Must test out of Math Placement Test or satisfactory completion of MA098

**Articulation (if applicable - DCAPS, UOG, etc.):**

Course articulation to the secondary program exists for students who obtain a Certificate of Mastery in the Early Childhood Education Secondary program.

## Advisory Committee Minutes

**Please copy and paste meeting minutes or submit to CRC via email [gcc.crc@guamcc.edu](mailto:gcc.crc@guamcc.edu):**

Education Department

Education Advisory Committee Notes

August 13 (Fri.) @ 4PM Bldg. E, E107

I. Called to order: 4:13pm

II. Welcome to new members of the Education Advisory Committee! Ken Perez (GCEC), Myra Aguon (ASL), Rufina Mendiola (Chamoru Studies & Special Projects), and Simone Bollinger (English Department/Liberal Arts).

III. In attendance: Marsha Postrozny-Torres, Vicky Schrage, Melissa Palomo, Kirsten Rosario, Myra Aguon, Dr. Alicia Aguon (UOG/SOE), Tishawanna Smith, and Debby Ellen. Simone joined us briefly via Zoom.

IV. News and Reports provided at the meeting:

A. UOG (Dr. Alicia Aguon): There were 37 graduates last spring in the Elementary Education (BA) program. SOE has developed an Education Specialist Program to satisfy Teacher VI level requirements (in place of doctorate). Applicants will need to submit an application, provide letters of recommendation, and would undergo an interview in order to enter the program. Furthermore, applicants need evidence of obtaining a master's degree to be eligible. UOG/SOE has also been working toward offering a doctoral program in Education which would offer two areas of focus: Instructional Leadership and Organizational Leadership. The program includes mentoring and cultural relevancy components.

B. Sign Language/Interpreting (Myra Aguon & Kirsten Rosario): Kirsten brought up the change in shifting to a cohort schedule for ASL/Interpreting. Courses would shift to 8-week sessions. Students would be able to complete the certificate within 3 semesters. Myra talked about the need to include greater awareness of the needs of Deaf community members. She also suggested adding ASL courses to other GCC programs such as the Nursing Program, Police Academy, and providing ASL courses for DOE teachers. Kirsten recommended more training for community members and within agencies related to disabilities in general. The idea was raised to collaborate with the Visual Communications department/students to aide in publicity. Marsha also suggested raising the topic of disability sensitivity at the next Department Chari meeting. Missy noted that we could possibly get support from the Lt. Governor. Dr. Aguon noted that UOG/SOE would like to include ASL in their BA program.

C. Secondary (Melissa Palomo): Missy talked briefly about the changes to her secondary class schedules going to a daily schedule (shifting from a block schedule). She is concerned that the combining of sections increases the number of students she has at one time in the classroom. She also noted that there were eight students who completed their Mastery level certificate last year by being able to take part in community service activities. Some students who need to complete mastery may need to do some type of project. Missy also noted that we will probably need to explore alternatives to the way we run Cardboard Challenge this year. Some discussion was held on how to go about this such as having GCC students make and donate their creations.

D. Post-Secondary (Marsha Postrozny-Torres, Simone Bollinger); Simone was able to provide input related to the CHamoru language courses being developed. She raised the point that we could collaborate such as students in the CHamoru language program taking ED180 (Educational Methods) or

we could work together by sharing what we are doing in ED180 for CH200 – methods in teaching CHamoru language. Unfortunately, our connection was dropped. We can also work together in sharing information about our ECE/ED/ASL practicum experiences, as Simone mentioned that the program they are offering will include a practicum course/experience. We look forward to working together!

E. Bachelor of Science in CTE (Vicky Schrage, Debby Ellen): We are moving ahead with the CTE courses, but are providing a part-time and full-time schedule due to the needs of our students who are working full-time jobs. We are waiting to hear from GCEC regarding meeting certification requirements.

F. Missing from conversations and 'reports': Head Start, GCEC, GEIS/SPED, GDOE, and CHamoru Culture/Language Studies. I will reach out to seek their input on matters discussed, as well as to ask for any pertinent updates/information.

Via Email:

Simone Bollinger: The Liberal Studies Chamoru Education and Culture track could include some courses like these as electives, and I wonder if there might be articulation with UOG's Agriculture and Life Science or Education programs or agreements with the Department of Ag. I think it will be important to establish a path (either to further education or employment) for students. And I agree that seeking community input and gauging interest are great next steps.

V. New Business:

A. AA-ED program: ASL or CHamoru: 2 courses: We would like to revise our AA/ED program to require two courses in either ASL (ASL I and II) OR CHamoru (CH110 and 111). Many of our ED students who complete their AA are hired for positions within GDOE and private schools. We believe that requiring the two levels of language courses will prepare them to be better able to assist those who may be Deaf or Hard of Hearing, or to support CHamoru language efforts (ie: can support efforts of Chamoru language/culture teachers, can integrate CHamoru language into lessons). We know that there is a need for CHamoru language/culture teachers who are proficient in CHamoru language. Hence, we would hope that by requiring at least two courses in CHamoru language, we may encourage students to pursue a path in becoming a CHamoru language/culture teacher. This will also be aligned with the efforts being promoted in developing a CHamoru program here at GCC, wherein our departments can support each other and provide more opportunities for our students. All members present agreed to the proposed changes of two levels of either ASL or CHamoru for better proficiency/knowledge.

Via Email:

Buenas yan Hafa Adai,

Despensa, I missed the meeting last week, however I would like to recommend offering 2 classes in CHamoru 101 and 102. GDOE is in need of CHamoru teachers. Many have retired and some just called it quit due to our current situation since the lock down. Requirement to teach CHamoru is to take the 2 CHamoru classes and pass the proficiency test offered at the GDOE CHamoru Studies Division.

Si Yu'os Ma'ase' - Rufina Mendiola

Via Email:

I agree that two levels of language would be beneficial to students. Please correct the second level of CHamoru (CH111).

Simone Bollinger

Via Email:

ASL or CHamoru 2 courses: I concur. For our young students, they absorb both ASL basic signs and Head Start frequently does not get CHamoru lessons unless they are staff. – Cathy Schroeder

B. ASL/Interpreting: Cohort schedule: We would like to move forward with revising our Interpreting Certificate program. (Refer to the bottom of this document to see how we would like to move forward.) The idea of shifting to 8-week ASL courses would allow students to progress more quickly through the program.

Via Email:

I'm also in support of moving to a cohort system which would speed up students' journeys and allow for more strategic scheduling for the department. – Simone Bollinger

Via Email:

Agree – Cathy Schroeder

C. Education for Sustainable Development (ESD): Given the growing issues related to climate change and the degradation of our planet's environmental vitality – and given that the Government of Guam has embraced the Sustainable Development Goals, we would be remiss if we did not address sustainability as the foundation of all of our educational efforts. ESD is a way of education more than a topic of discussion or course to be taken in any grade level. ESD promotes systematic thinking, and learning experiences that are place-based, wall-less, and project-based. ESD focuses on engaging students in connecting to nature, to place, and understanding that they are one part of the planetary system. The goal is to develop courses and/or a certificate program which would help our future teachers to embrace ESD as a way forward in addressing the planetary issues which are spiraling out of control (i.e.: fires, flooding, poverty, famine, rising oceans, melting glaciers and ice caps...). If we do not change the way we educate our youth, we cannot expect our youth to be the leaders which our island and planet need in addressing these issues. As said by David Sobel, "If we want children to flourish, to become truly empowered, let us allow them to love the earth before we ask them to save it." By offering courses or certification in ESD, we could also share this training throughout our neighboring islands in working together toward a more just and sustainable planet. Those in attendance offered their support of pursuing this path of development. They also suggested collaborating with Joni Kerr (Science Department). It was also suggested that we hold community-based events related to ESD, where we could provide surveys for further community input. Another idea presented was to start by creating one course at a time, to gauge community interest and commitment.

Via Email:

I love the "place-based, wall-less, project-based" approach for ESD and agree that Joni Kerr would be a great person to include in the development of such a course. I would encourage that the place-based approach expand to include the people and cultures of Guam, the Marianas, Micronesia as well, perhaps in the study of Micronesian approaches to sustainability (I know some critiques of the place-based approach are that the environment or place is taught without including the indigenous people of the place; since I missed this part of the meeting I'm not sure if that was included). Sustainable methods of fish harvesting and gardening plus the value of trees (in some islands mature lemai trees are given to children at their birth and other important milestones) are a few examples of indigenous ways of caring for the islands and people. There is a lot of research on this, but it would also be beneficial to include in the program lab fees or budget that could provide stipends for indigenous practitioners to lead field trips for students as a type of lab. The possibilities for courses or a certificate program like this are exciting.



Via Email:

Agree this would be beneficial. In Head Start we are looking at structured outdoor plan, gardening, recycling so be nice to have some section of ECE focus on this. – Cathy Schroeder

D. Other – nothing else noted. Time ran out!

VI. Curricula – Just noted here for your perusal.

A. Revisions in S2021:

ED150 Intro to Teaching  
 ED220 Human Growth & Dev  
 ED231 Intro to Exceptionalities  
 ED292 Education Practicum  
 CD140 Nutrition & Physical Health  
 CD260 Social and Emotional Development  
 CD285 Childcare Management  
 CTEC050 ECE Orientation  
 CTEC060 Lang. Arts in EC

B. Current Status

AS in ECE (3/16/18)  
 Cert in ECE (11/23/16)  
 AA in Education (11/2018)  
 Cert in Education (5/22/17)  
 Industry Certification in Cosmetology (4/3/18)  
 Cert in Sign Lang Interpreting (CRC review 10/5/18; change to add IN292 Sign Lang Interpreting Practicum, AVP approved, effective FA19)  
 ASL100 (10/8/18)  
 ASL110 (10/8/18)  
 ASL120 (10/3/18)  
 ASL130 (2012)  
 CD110 ECE Orientation (3/16/18)  
 CD140 Nutrition & Physical Health (7/2021)  
 CD180 Language Arts in EC (10/23/18)  
 CD221 Child Growth & Development (1/10/17)  
 CD240 Cognitive & Creative Dev. in EC (5/14/18)  
 CD260 Social & Emotional Development (7/2021)  
 CD285 Childcare Management (7/2021)  
 CD292 ECE Practicum (12/2/16)  
 CM101 Cosmetology I (12/19/17)  
 CM102 Cosmo. II (12/19/17)  
 CM104B Cosmo IV (4/2021)  
 CM104A Cosmo. III (9/28/18)  
 Dual Credit Articulated Program of Study-DCAPS (1/10/18)  
 ED150 Intro to Teaching (7/2021)  
 ED180 Education Methods (5/14/18)  
 ED220 Human Growth & Dev. (7)/2021  
 ED231 Intro to Exceptional Children (7/2021)  
 ED265 Culture & Education in Guam (6/1/2019)

ED292 Ed. Practicum (7/2021)

IN145 Vocab. Dev. for Intercultural Development (5/16/16)

IN170 Intro to Interpreting (2/6/18)

IN180 Ecology of Deafness (11/29/16)

IN220 Voice to Sign and Sign to Voice (2/12/18)

IN292 (Adoption) Sign Language Interpreting Practicum (10/2018)

VII. Meeting adjourned @ 5:35pm

Respectfully submitted,

Debby Ellen, Ed.D.

Education Department Chair

Guam Community College