



GUAMCOMMUNITYCOLLEGE

POST SECONDARY PROGRAM CURRICULUM AY 2022-2023

Associate Degree Program Title:

Associate of Arts in Education

Formerly (If Applicable include Program Title):

N/A

College: TPS - Trades & Professional Services

Division: Education

Author 1: Deborah Ellen, Ed.D.

Author 2 (optional): Marsha Postrozny-Torres, Ed.D.

APPROVED




EFFECTIVE CATALOG: AY2022-2023

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EFFECTIVE BANNER TERM: 202310

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia		09/20/2022
DEAN	Pilar Williams		10.24.2022
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		11.07.22

Type of Action: 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:** Change in number of credit hours
2. **Substantive Change 2:** Change in Major Requirements
3. **Substantive Change 3:** Change in distribution of requirements affecting Major or General Education Requirements
4. **Substantive Change 4:** Other (please specify change below)
5. **Substantive Change 5:**
6. **Substantive Change 6:**
7. **Other (Describe SR changes if not listed above):**
Returning to two track: Pre-Professional and Bachelor Foundation

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

1. **Non-Substantive Change 1:** Wording change in the catalog program description that does not significantly change the program 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: The Associate of Arts in Education program continues to evolve based on the needs of our students, as well as needs in our community. In 2018, it was decided to delete the dual track option to better align with graduates who would transfer to a Bachelor program - specifically aligned with requirements at the University of Guam. However, it has been noted that most of our graduates have been more likely to be hired directly by Guam DOE or other private schools on Guam. Hence, we would like to offer two tracks which are both robust in requirements and preparation for either transferring to a Bachelor program or transitioning into a classroom as a teacher. We have also included the option for CHamoru in place of ASL due to the ongoing need for CHamoru teachers in our public schools. Furthermore, we are adding methods courses as a way to better prepare our graduates going directly into the classroom setting, as well as to provide additional credits for all educators on Guam.

This is a CTE program and is aligned with following Career Cluster: Education and Training

And is aligned with the following Career Pathway: Teaching & Training

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):

One of the key proposed revisions to the AA in Education is the requirement of two courses in ASL or CHamoru. Public Law No. 31-45, which expands the Chamorro language and culture curriculum in public schools, was signed into law on May 23, 2011. The law was a response to the concern of the loss of the CHamoru language. However, the law has not been implemented in terms of expanding the number of hours of CHamoru language instruction in Guam's public schools due to the lack of CHamoru teachers – those who are certified as educators with fluency in the CHamoru language. Ten years later, another generation of students has completed their education within our public schools without learning the CHamoru language. According to Siñora Rufina Mendiola (administrator for the CHamoru Studies and Special Projects Division at the Guam Department of Education until August 2021), "GDOE is in need of CHamoru teachers. Many have retired and some just called it quits 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." By requiring two courses in either ASL or in CHamoru, the students graduating with their Associates will have greater opportunities of employment and in helping to fill the need of CHamoru language teachers – thereby filling a great demand within our community. If they choose to complete the two courses in ASL, this will enable our graduates to help students who may be Deaf or Hard-of-Hearing. This revision to our program is well-aligned with GCC's mission of being a "leader in career and technical workforce development" and "providing the highest quality, student-centered education and job training for Micronesia " by preparing educators to fill vacancies within our schools.

Furthermore, by requiring our Education students to complete two courses in either ASL or CHamoru, we would hope that some of them will be inspired to continue courses in either language toward greater fluency and proficiency. Research also confirms multiple benefits of learning a new language such as

ASL or CHamoru: executive functioning, improved IQ, increased vocabulary knowledge and reading skills, creativity, improved memory retrieval skills, better decision-making skills, and an increase in the brain's neural connectivity (Wallin, 2019: Non-Linguistic Benefits of Learning a Second Language: Recent Research and Implications for Educators and Governments).

Another proposed change is to allow students more options with some of the required courses. While the previous program document moved to greater alignment with changes in the requirements noted for the School of Education at the University of Guam, we also realize that less than 50% of our students transfer to the University of Guam. It has also been noted in the past few semesters that students elect to take other courses such as ~~taking~~ Marine Biology rather than the 'required' Environmental Biology course – even when they are told that their choices may not transfer to the University of Guam.

We are also aware of the fact that some of our students are hired by GDOE and private schools even prior to completing their Associates, as well as immediately after completing their program at GCC. Hence, we will provide additional courses such as in methodology which will better equip them to be successful in their classrooms. It should be noted that we currently provide only one education course related to teaching methods. Therefore, two additional educational courses will be developed and offered as follow-up courses to ED180 (Educational Methods):

Ed. Methods II: thematic/place-based unit linked to the Earth Charter and literature-based units (one novels-based and one nonfictional-based)

Ed. Methods III: Project-Based Learning, Writer's Workshop, bilingual-based unit

In this way, our graduates will be better prepared to enter the workforce as educators (especially when they are being hired without a Bachelor degree) and will broaden their employability (ASL or CHamoru or classroom teacher), thereby aligned with GCC's mission.

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's public and private schools have noted a shortage of teachers for much of Guam's history. This shortage has led to the hiring of non-certified teachers who may or may not have a degree in an academic field, and who may have had no training in teaching. Each year DOE looks to hire some 300 teachers, so our Education graduates will be highly employable into the unforeseen future. Furthermore, by requiring our Education students to complete two levels of either ASL or CHamoru, our graduates will also help to address the lack of CHamoru teachers. As noted by the previous Director of the CHamoru Studies Program, if a person has completed two levels of CHamoru language and passes a proficiency test, they are able to be hired by GDOE to teach CHamoru, thereby helping to fill this void. While the salary level of teachers in general on Guam is lower than national levels, those who continue employment within the GDOE system can increase their salary significantly. The average salary for teacher aides (which our graduating students are qualified for) is \$10.13 per hour or about \$21,000 per annum (23% lower than in the US). Starting pay for a fully certified teacher with a bachelor's degree in education is \$34,383 as of 2019 – which, incidentally, has not changed for more than 30 years. A teacher who has been in the system for about 20 years can earn \$60,000. The average teacher salary on Guam is about \$49,000.

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 program's courses meet the requirements set forth by the University of Guam's School of Education, thereby leading to certification by the Guam Commission for Educator Certification. By requiring students in the Bachelor Foundation path to complete the Praxis Review courses with a passing score of at least 70%, students will be better prepared to meet the requirements set forth by most bachelor programs of passing the Praxis I tests in Reading, Writing, and Math. They will also be better prepared to meet the pre-entry requirement scores set forth by UOG's/SOE.

Additionally, the Program description and Program Learning Outcomes have been revised to align with InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards as published in February of 2022. In this way, the program is aligned with national educational institutions, including the School Education at the University of Guam.

Results of program assessment:

Data from the University of Guam indicates that the number of students transferring to UOG's School of Education are minimal with an average of 10 per year over the past three years. In communication with GCC graduates (AA in Education), students report that they are being hired directly after graduation by GDOE, private schools and early education centers. Hence, the idea is to better prepare our graduates for teaching jobs such as through additional methods courses and language courses (ASL or CHamoru). By creating two tracks (one preparing students to enter UOG's SOE and one better preparing students to enter the workforce), students will have a choice and be better prepared to transition onto their chosen path.

Target Population: Those who desire to work in the field of education.

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: The Associate of Arts in Education program is designed to provide entry-level training for persons interested in working in educational settings and those planning to continue a path towards a higher degree in education. Emphasis is placed on gaining knowledge and an understanding of 1) diverse philosophies and perspectives which impact how we view education, 2) patterns of growth and development of young people, 3) the diversity of students' needs and how to address those needs, and 4) the value of collaboration and community. Furthermore, students are expected to engage in critical thinking, problem solving, and continual reflection which are necessary skills for educators.

Program Learning Outcomes 1:

Demonstrate professional and ethical conduct and communication within educational environments.

Program Learning Outcomes 2:

Create and implement diverse teaching strategies and materials which address the diversity of our student population and optimize learning for all students.

Program Learning Outcomes 3:

Exhibit skills in critical thinking, collaboration, creativity, and reflective practice.

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

These PLOs can be measured and learning is demonstrated. Yes

PROGRAM DESCRIPTION & CONTENT

Program Title: Associate of Arts in Education

General Education Requirements (19 is the minimum number of credits):

19-20

Major Requirements (minimum number of credits) this includes any General Education Courses that are required outside of the standard Gen Ed section:

35-41

Electives (minimum number of credits):

3-6

Total Number of Credits for Associates:

60-64

English (EN 110 and EN 110A are equivalents):

EN 110/EN110A Freshman Composition (3/4)

Mathematics:

MA 110A Finite Mathematics (3)

Literacy for Life:CO 110 Critical Thinking for Civic Engagement (3) **OR** CS 151 Windows Applications (3)**Humanities & Fine Arts:**

HU 120 Pacific Cultures (3)

Natural & Physical Sciences (All options are 4 credits):SI 103/103L Introduction to Marine Biology (3) & Introduction to Marine Biology Laboratory (1), **OR**
SI 110/110L Environmental Biology (3) & Environmental Biology Laboratory (1)**Social & Behavioral Sciences:**

PY 120 General Psychology (3)

List Major Requirements (alpha/number/title/credits) this includes any General Education courses in addition to what is required under General Education Requirements. Include total number of credits:

ASL100 American Sign Language I (4) or CH110 CHamoru I (4)

ASL110 American Sign Language II (4) or CH111 CHamoru II (4)

ED150 Introduction to Teaching (3)*

ED180 Educational Methods I (3)

ED180B Educational Methods II (3)

ED180C Educational Methods III (3)

ED220 Human Growth & Development (3)*

ED231 Intro. to Exceptional Children (3)*

ED265 Culture and Education on Guam (3)*

EN111 Writing for Research (3)*

ED292 Education Practicum (3)

Choose two electives (6 credits) from the list below.*Bachelor Foundation also requires:**

CO125 Intro to Human Communication & Speech (3)*

CTE299A Praxis I Review Part A (2)

CTE299B Praxis I Review Part B (1)

***Choose one elective (3 credits) from the list below.**

* Required by UOG/SOE

List Elective Courses

COURSE	TITLE	CREDITS
ASL100	American Sign Language I (If not already taken to complete technical requirement)	4
ASL110	American Sign Language II (prerequisite: ASL100, If not already taken to complete technical requirement)	4
ASL120	American Sign Language III (prerequisite: ASL110)	4

ASL130	American Sign Language IV (prerequisite: ASL120)	4
CD240	Cognitive & Creative Development in Early Childhood	3
CD260	Social & Emotional Development	3
CH110	CHamoru I (If not already taken to complete technical requirement)	4
CH111	CHamoru II (If not already taken to complete technical requirement)	4
CH200	Immersion Methods for CHamoru Language Teaching	3
CH220	CHamoru Composition	3
CO110	Critical Thinking for Civic Engagement (If not already taken to complete technical requirement)	3
CO125	Introduction to Human Communication (If not already taken to complete technical requirement)	3
EN210	Introduction to Literature	3
EN220	Best Practices for Literacy Instruction	3
HI176	Guam History	3
HM110	Introductions to Community Services	3
HM150	Human Development Diversity	3
HU220	Guam Cultures & Legends	3
IN145	Vocabulary Development (Prerequisite: ASL110)	3
IN170	Introduction to Interpreting	3
IN180	Ecology of Deafness	3
IN220	Voice to Sign Interpreting (Prerequisite: ASL100, IN170)	3
PY125	Interpersonal Relationships	3
TH101	Introduction to the Theater	3
VC125	Digital Graphics: Raster	3
WG101	Women & Gender Studies (Prerequisite: Placement into EN110)	3

Eligibility Requirements or Prerequisite requirements (if applicable):

N/A

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

Some courses articulate to the University of Guam and Chaminade University.

Course Sequence by Semester

Semester One (please include subject/course number/title/credits:

EN110 Freshman English (3) or EN110L Freshman Composition w/Laboratory (4)

MA110A Finite Mathematics (3)

PY120 – General Psychology (3)

Elective (3)

Semester One Credit Total: 12-13

Semester Two (please include subject/course number/title/credits:

ED150 Intro to Teaching (3)

ED220 Human Growth & Development (3)

SI110/L Environmental Biology (3) & Lab (1) **OR** SI103 Intro to Marine Biology (3) & Lab (1)

EN111 Writing for Research (3)

Semester Two Credit Total: 13

Semester Three (please include subject/course number/title/credits:

ED180 Educational Methods I (3)

HU120 Pacific Cultures (3)

ASL100/110 American Sign Language I & II (taught in one semester - 8 credits) **OR** CH110 CHamoru I (4)

CS151 Windows Applications (3) **OR** CO110 Critical Thinking in Civic Engagement (3)

Semester Three Credit Total: 13-17

Semester Four (please include subject/course number/title/credits:

ED265 Culture & Education on Guam (3)

ED180B Educational Methods II (3)

ED231 Intro to Exceptionalities (3)

CH111 CHamoru II (4) - For those on the CHamoru 'track'

For those in Bachelor Foundation:

CTE299A Praxis I Review Part A (2)

CTE299B Praxis Review Part B (1)

Semester Four Credit Total: 12-16

Semester Five (please include subject/course number/title/credits:

CO125 Intro to Human Communication & Speech (3)*

ED180C Educational Methods III (3)

ED292 Practicum (3)

Semester Five Credit Total: 9

Semester Six (please include subject/course number/title/credits:

Semester Six Credit Total:

Advisory Committee Minutes

Please copy and paste meeting minutes or submit to CRC via email 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 culturally relevant 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 lemmi 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