



Education Department
Education Advisory Committee Meeting
August 25, 2023 (Friday), E-103
Guam Community College
Minutes

I. **CALL TO ORDER.** The GCC Education Department Advisory Committee meeting was called to order at 3:10 pm by Dr. Deborah Ellen, Chair, Education Department. Advisory members present included Dr. Alicia Aguon, Dean, University of Guam School of Education; Kenneth Perez, Executive Director, Guam Commission for Educator Certification; Jimmy Teria, CHamoru Language and Culture Specialist; Cathy Tydingco, Coordinator, Guam Early Childhood Education; and Jeanie Hollis, ASL Interpreter/Community Representative for Deaf and Hard-of-Hearing. Faculty present included Dr. Marsha Postrozny-Torres, Melissa Palomo, Loren Abrahamsen, Kirsten Rosario, and M. Schrage.

II. **REVIEW AND APPROVAL OF MINUTES - February 24, 2023**

The minutes of Education Department Advisory Committee meeting dated 24 February 2023 was reviewed by the members. Dr. Deborah Ellen motioned for approval.

On the motion:

“to approve the minutes of the February 24, 2023 meeting of the Education Department Advisory Committee” moved by Dr. Marsha Postrozny-Torres and seconded by Cathy Tydingco. Motion carried unanimously.

III. **ADVISORY MEMBERS REPORT.** Dr. Debbie Ellen requested that members share their respective updates.

1. Dr. Alicia Aguon, University of Guam (UOG)

Dr. Aguon inquired about the possibility of GCC introducing a 4-year degree program in Early Childhood Education, prompted by community interest in becoming Daycare Center Directors. Dr. Marsha clarified that as per existing regulations, a 4-year degree is not required for aspiring Daycare Centers Directors or operators. However, she noted that the Accrediting Commission for Community and Junior Colleges (ACCJC), GCC’s accrediting body, no longer restricts community colleges to offering only one bachelor degree program for community colleges. Consequently, it is possible that GCC may consider offering a 4-year degree program in Early Childhood if demand justifies it.

Dr. Aguon announced the University of Guam plans to launch a Doctor of Education program starting Fall 2024 in response to strong community demand. This 64-credit online program, focusing on instructional leadership, educational leadership, and management will include foundational, research, core, and dissertation courses. The program will operate on a cohort-based model to ensure student support and engagement.

Other Updates from UOG:

The SPED and TESOL programs are on pause due to lack of professors and financial constraints.

UOG received a grant and is working with CEDDERS to send a representative from Guam, CNMI, Palau, and the Marshall Islands to participate in an online Doctor program for SPED.

2. Kenneth Perez, Guam Commission for Educator Certification (GCEC)

Re Praxis Subject Assessment Titles, Mr. Perez has obtained new titles from ETS for Praxis subject assessment and the corresponding scores.

Re Praxis Core Assessment Scores, GCEC is in the process of evaluating the possibility of lowering the achievement score requirements for Guam. Mr. Perez has stated, “We are currently awaiting a formal presentation from UOG School of Education on this matter”. GCEC is also considering its approach for students who missed one point on the Praxis exam.

GCEC is currently assessing UOG's application for academic jurisdiction of its CHamoru Studies Degree Program. A decision will be announced in October, where three possible outcomes are being considered: granting sole academic jurisdiction to UOG, sharing responsibility with Guam Community College (GCC), or exploring other alternatives.

GCEC is upgrading its webpage that will include features that will allow educators to apply and make payments for certification and instantly receive certifications online. It will include a login portal that will keep personal records of certified teachers, accessible anywhere.

GCEC is enhancing its website with new features to streamline the certification application process of educators. This upgrade will enable educators to conveniently apply for certification, make payments online, and instantly receive their certification through the website. Additionally, a secure login portal will be introduced, providing certified teachers with access to their personal records from anywhere, ensuring greater accessibility and convenience.

3. Cathy Tydingco, Guam Early Childhood Education/SPED

With funding from the Preschool Development Grant under DPHSS, the first cohort is currently receiving training regarding Teaching Strategies Gold (an observation-based assessment system for young children). The cohort includes teachers from GEIS, SpEd Preschool, Head Start, Universal Preschool, and child care centers. This training on TSG will enable GEIS to address their Early Childhood indicators for children with, including the acquisition and use of knowledge and skills, communication, and behavior, and help keep things uniform across programs.

In collaboration with Guam Public Health, the village mayors, and other early intervention (EI) programs, GEIS participates in a monthly village playtime event at different village locations. This event serves as an outreach for all of EI, provides activities for young children in the village, and services that GEIS offers to the community.

4. Jimmy Teria, CHamoru Culture/Language Studies

Mr. Teria noted that this year has seen the largest shortage of CHamoru teachers he has witnessed during his tenure. Additionally, he mentioned that the CHamoru medium immersion, which is now available at the 4th-grade level, is now in its 5th year and is still in a developmental stage.

Looking ahead, Mr. Teria expressed his hopes to secure funding that would support the agency's objective of researching and documenting best practices in CHamoru language teaching. Furthermore, the long-term goal of the CHamoru Culture and Language Studies is to develop a comprehensive CHamoru program spanning from pre-school to the university level.

To foster collaboration and communication, in safeguarding the CHamoru language, his office has initiated a consortium comprising UOG, GCC, and local preschools. This consortium's primary purpose is to work together toward these shared goals.

Lastly, Mr. Teria shared that his office is getting support from the Federal Grant Office, which will enable them to conduct professional development activities in furtherance of their mission.

5. Kirsten Rosario - Sign Language and Interpreting

Ms. Rosario provided an update on the American Sign Language (ASL) classes being offered this semester, which include both ASL I and II. Additionally, the issue of a shortage of interpreters for students who are deaf or hard-of-hearing, impacting both GCC and GDOE, was raised. Furthermore, Ms. Rosario mentioned that Career Tech High School has recently initiated a Deaf Academy, where she serves as one of the instructors.

As part of her workload this semester, Ms. Rosario is tasked with identifying instructional courses or resources that can benefit teachers within the GDOE. To achieve this goal, she is keen on leveraging technology, which could involve the creation of ASL videos or the organization of conference-style training sessions, in collaboration with department

colleagues. Secondly, Ms. Rosario is tasked to collaborate with Heather Zimmerman of University of North Carolina-Chapel Hill, to investigate the potential for an articulation agreement between our ASL program and theirs.

6. Melissa Palomo, Secondary Early Childhood Education Program

Ms. Palomo provided an enrollment update for the Early Childhood Education program at GWHS: there are currently 32 first year students, 17 second year students, and seven students pursuing the Certificate of Mastery this school year. These enrollment figures represent an improvement compared to the enrollment during the Covid-impacted years. Students continue to attend classes on the GCC campus.

7. Marsha Postrozny-Torres, A.S. Early Childhood Education Program

Dr. Postrozny provided us with an enrollment update for this semester, noting that the morning sessions and OL (ED sections) have reached their capacity, while the evening sessions have considerably lower enrollment. The program recently lost adjunct faculty (Maria, Teresa) and for the last three years have not been offering a course in the AM and PM as compared to the decades past when enrollment was much more robust in the evenings as well.

Additionally, she shared that two students have recently graduated from the Early Childhood Certificate program - Child Development Associate (CDA) track. The CDA track focuses on infant, toddler, or preschool and requires 480 hours of practicum experience. As of now, she stated, two more students in the Early Childhood program plan to pursue the CDA track in Spring 2024, but she hopes this will increase.

She also informed us that her students are preparing for the upcoming cardboard challenge scheduled in October.

8. Mrs. M. Schrage - Bachelor of Science in CTE Program

Mrs. Schrage reported that a student who enrolled in the BSCTE in 2020 graduated in Spring of 2023 and is now teaching an adjunct course at GCC.

Currently, we have 10 students enrolled in the BSCTE program, with most taking one course per semester. Five of these students are GCC secondary faculty, with one being full-time and the other four on limited-term contracts. All 10 students are graduates of GCC's associate degree programs, and three of them also completed GCC's high school and postsecondary CTE programs.

All major CTE courses were revamped in the last academic year and received approval from the Curriculum Review Committee (CRC) and the Vice-President of Academic Affairs. These revamped courses are now being implemented this academic year.

As we have graduated a student from the program, we are currently assessing and planning to revamp the BSCTE program curriculum in Spring 2024. The proposed changes are as follows:

1. The requirement for achieving the necessary scores in Praxis I Core and Praxis PLT will shift from entry requirements to graduation requirements.
2. An additional 3-credit Online Teaching course will be added to address the growing need for online teaching competency.
3. Individuals with teaching experience will have 45 hours credited towards the required 525-hours field experience program requirement.
4. Attaining the required score in Praxis Learning and Teaching Those with teaching experience, 45 hours will be credited towards the required 525-hour field experience program requirement
5. Achieving the required score in Praxis Learning and Teaching will apply towards the CTE300 Foundations of CTE Teaching course.
6. Achieving the required score in NOCTI Principles of CTE Teaching 2 will be applied towards CTE400 CTE Program Management and Leadership.

9. Loren Abrahamsen - Cosmetology Program

Ms. Abrahamsen shared that a new instructor has joined the Cosmetology program for the afternoon cohort, where he will be working with second-year students. She added that recently presented the Cosmetology program to students of Career Tech Academy.

9. Dr. Deborah Ellen - A.S. in Education Program

Dr. Ellen reported that she is meeting with Dr. Mary Cruz of UOG to explore the possibility of an articulation agreement between our ASL program and theirs.

This semester, we welcome two new adjunct instructors to our department. Both of these instructors are elementary school teachers at PC Lujan Elementary School. One specializes in Chamorro Language and Culture, while the other brings 20 years of teaching experience to our team.

In terms of course offering, we currently have one section available for Introduction to Teaching, with a total of 14 enrolled students. Education program and course curriculum revisions have been completed and approved. As a result, we are implementing, beginning this academic year, the revamped education course curricula.

IV. OTHER ANNOUNCEMENTS AND DISCUSSIONS

Dr. Ellen announced the upcoming events this academic year:

1. UOG Language Arts Conference, October 27-28
2. Fourth Annual Conference on Substance Use Disorders Among Pacific Islanders, September 27-28
3. Cardboard Challenge, October 21
4. Fall Fest, October 26
5. Young Authors Conference, Spring 2024

Mrs. Schrage announced that, in alignment with the department's strategic plan, a mini-CTE conference will be held in November. This conference is aimed at showcasing CTE SLOs. However, this mini-conference is open to anyone who wishes to present at the event.

V. ADJOURNMENT. Meeting was adjourned at 4:43 pm by Dr. Ellen.

- I. Call to order – Call to order by Kirsten second by Myra
 - II. In attendance: Ken Perez, Cathy Tydingco, Sylvia Calvo, Myra Aguon, Marsha Postrozny-Torres, Melissa Palomo, Kirsten Rosario, Janice Aguon, Francine Galao, Loren Abrahamsen, Debby Ellen, and Jermaine Quichocho (Jeannie Hollis, Sign Language Interpreter for Myra Aguon)
 - III. Welcome ☺
 - IV. Minutes from S22 – All approved.
 - V. What's new? Updates... (3-5 minutes – but went over ;-)
- A. Head Start (Cathy Schroeder, Rowena Dela Cruz) *Not present. No comments submitted.*
 - B. UOG (Dr. Alicia Aguon) *Not present. No comments submitted.*
 - C. **GCEC (Mr. Ken Perez):** He's been working on Praxis with changing titles of tests. They will still be the same tests but just different titles. Their office is still at the School of Education, first floor, Room 105. GCEC is trying to get schools 100% certified. He will provide statistics on the percentage of teachers certified through email. Maybe GCC could promote the EC program through flyers or commercials? This was an idea he posed.
 - D. **GEIS/SPED (Cathy Tydingco):** Over 50% of staff have moved to other programs, resigned or moved off island during Covid, but as of today we are 99% staffed. They are waiting on the assignment of our new speech pathologist. There are 123 active children and 63 pending, which changes throughout the year because of only serving up to 3 years of age. We are getting a lot of referrals from CPS. We are still feeling the effects of Covid. We are doing a lot of family coaching which is part of our strategy, and we now are involved in the teaching strategy curriculum which is from birth to 8 years of age. Pilot Pre K will be joining us in August as well as some day care centers. This effort is funded by a Public Health preschool development grant. **Missy:** Work Force Development – You need a Bachelors to get into the social work and the teaching, but do you use parent educators? **Cathy:** We have not used parent educators, service coordinators who do not have degrees, under PC 1 positions. The fortunate thing is the five we have in our program have been in the program for years. IDEA under Part C - they may not have the degree but they are knowledgeable.
 - E. **Cosmetology (Francine, Janice, Loren) Fran:** We started a night cohort, but we are short an instructor. **Dr. Ellen:** People keep emailing and asking GCC to set up a Cosmetology course or program at high school (afterschool or special program). **Fran:** There are a total of nine Cosmetology instructors on Guam. **Dr. Ellen:** We do have someone who is waiting on an exam from the Cosmetology board to be an instructor. **Sylvia:** GDOE has asked about starting classes in HS. At this point, we are not looking for a full program; we just want children to have the exposure. We have surveyed the students and a good number of them are interested in Cosmetology. We placed it in our grants, but we have not gotten anywhere because we do not have instructors. What does GDOE need to do? **Jan:** If a HS student is really interested in the Cosmetology program, a great start would be our summer program which is 200 hours to get an idea of the work and commitment it takes. Mon – Fri 830A – 230P. Ideal for a senior (a student to take the course summer before becoming a senior). The summer program is paid out of pocket around \$1,100.00. GDOE does not have facilities for a Cosmetology program. **Dr. Marsha:** Maybe a summer boot camp would be good? **Jan:** If it does not conflict with our schedules, it could work. **Fran:** After school would not be possible with our schedules. **Sylvia:**

Students are interested in the program, so we do need to do something to get them into the program.

Fran: The only one who can resolve all our issues is the Board of Cosmetology to do the exam for instructors to get licensed. If students cannot afford summer session, maybe GCC can do a boot camp. **Dr. Ellen:** But would the hours apply if they want to pursue Cosmetology after the boot camp? **Jan:** If we were to sit down and come up with a schedule and lesson plan for the students, it may be doable. **Dr. Ellen:** Maybe when there are career days, we can have the program go in and talk with them.

- F. GDOE (Sylvia Calvo)** – Division of Curriculum and Instruction has a lot of federal grants. One grant is linked to college career certification which we partnered with GCC and the Police Academy to bring exposure to students. We would like more students to get into the programs, to prepare themselves for life after high school. The recently adopted state strategic plan requires all 11th and 12th graders to take the Work Keys assessment after their 9th and 10th grade years. I have been working closely with the CEWD to work with schools. Most of our students don't have mentors, and we try to do that for them and expose them to certain careers.
- G. CHamoru Culture/Language Studies (Jimmy Teria)** *Not present. Comments via email: 1.) Faneyakan or CHamoru Medium/Immersion Program: Piloted Kindergarten in 2019 and currently operating up to 3rd grade at Tun Pedro Camacho Lujan Elementary School in Barigada. All academic subjects taught through the medium of CHamoru. 2.) CHamoru Traditional Arts course (CHamoru Dance & Chant) currently in some of our middle and high schools. Although taught for many years finally given a course number in 2012. 3.) Developed a Division Plan*
- H. Sign Language/Interpreting (Myra Aguon & Kirsten Rosario)** – **Myra:** Courses have been condensed into quarters (2 and a half months), which has added a lot of pressure, and it feels rushed. With a semester, it's more calming and more time to work with students; with quarterly sections, we have to get through, rush and hit certain points. Not many students are taking ASL 2 after ASL 1 because it conflicts with other classes, or students do not have the budget. **Dr. Ellen:** We were talking about deaf and hard of hearing in Intro to Exceptionalities. I asked the students who took the ASL courses, and the comment that came from students is that they like classes every day because of consistency. They felt like they were learning more. The ASL II numbers has stayed low, but it's the same time of the day that they took ASL 1. They can complete the program within a year and a half rather than 2 and a half years for interpreting. **Kirsten:** In 2017, we put in a full program meaning we had a certificate with 31 credits. ASL I, II, III, and IV are 4-credit classes with a total of 8 classes which includes interpreting courses and practicum. We have graduated a total of 18 Sign Language interpreters with a certificate in 2019, 2020 and 2021 a total of 18. Only one of the interpreters has been hired from our program with a certificate. It's a language. We support children who have hearing losses, and children who are nonverbal. ASL has also uses Protactile which is a form of communication for deaf and blind students. We want to service deaf professionals who need interpreters, which is why this program was put together. We have had conversations back and forth with GDOE who have created a job description for education interpreters I and II, but there was a requirement that was added. There is no curriculum in ASL English to help continue the vocabulary so that test results are met for the standard that's being given.
- I. Secondary (Melissa Palomo):** Are there any requests from GDOE for Early Childhood? Currently, we offer three intro classes and two classes for the second year. This year we have 33 first year students and 12 students second year students. At the end of the second year, they will have their Certification of Completion. We encourage them to go for Mastery where they will be placed at a child care center or another work site, so they can put in hours to achieve Mastery status which mean they can have credits transferred from high school to here. This year, we have two Mastery level students: one finished in the day care and one will

complete in two months. They are both looking forward to attending GCC after graduation. **Dr. Ellen:** Is there a way for them to talk about the survey like they did the one with the cosmetology? **Sylvia:** We worked with Dr. Christine Sison and Dean Pilar as far as what programs are being offered, and they will be the ones to push the survey. **Missy:** Right now we are thinking of SPGs. At the moment, all of our CTE programs are trying to figure out ways to convert our standards for the program to see if it matches some way how GDOE wants. We are in discussion with and are looking at next year for implementation. **Dr. Ellen:** Are you finding that the students that complete the program are getting hired at day cares? **Missy:** We do not have numbers, but what is nice with students that are in work experience is that they do get asked to stay - but they are not 18 yet. Almost every student who has done the work experience component likes working in education.

- J. Post-Secondary (Marsha Postrozny-Torres, Debby Ellen, Simone Bollinger): **Dr. Marsha:** We have two students who are working toward the completion of CD293, our CDA certificate program which requires 480 hours in an early childhood setting. These two will be our first two to graduate with this certification. We have approximately 17 students who will be graduating this spring (2023): six in Education and eleven in Early Childhood. We will be submitting our ECE certificate program documents up for review (one a revision, the other with CD293 to be adopted). **Dr. Ellen:** Briefly (time for meeting has passed), all of our program and course documents have been approved. The new Education Programs are in effect as of this semester which includes the requirements for ASL I and II or CHamoru I and II, plus three methods courses and Praxis test prep courses. **Simone Bollinger:** *Not present. No comments submitted.*
- K. Bachelor of Science in CTE (Vicky Schrage): *Not present. Comments submitted via email:*
- *Please see BSCTE Ad-Hoc Advisory Meeting Minutes (did not receive)*
 - *The CRC reviewed and approved all ten CTE course curricula on 2/17, followed by the AVP on 3/8, and will be included in the upcoming 2023-2024 catalog.*
 - *Schrage will assess and revamp the BSCTE program curriculum in AY2023-2024.*

VI. New Business: *No time to address*

A. Registration numbers – Dr. Ellen: Remain low

B. Collaboration – Hoping we can engage in greater collaboration 😊

VII. Open Discussion – *No time to address – Folks were asked to submit via email. Nothing else brought up.*

VIII. Adjourned: 5:20pm

For your information:

Course Revisions Approved since S22

- | | |
|------------------|----------------------|
| • ASL100 | • CM104A |
| • ASL110 | • CM104B |
| • ASL120 | • CTEC050 |
| • ASL130 | • CTEC060 |
| • CD140 | • ED220 |
| • CD180 | • ED231 |
| • CD240 | • ED292 |
| • CD260 | • ED150 (waiting on) |
| • CD285 | • IN145 |
| • CM Certificate | • IN170 |
| • CM101 | • IN220 |
| • CM102 | |

Course/Program Revisions F22

- AA in ED
- AS in ECE
- Certificate Program in CD
- Certificate Program in ED
- Certificate programs: ASL/IN: cohort/8-week courses
- ED180A (revised)

Courses adopted F22

- ED180B (create - thematic units, place-based units, and literature-based units (one novels-based and one nonfictional-based)
- ED180C (create - project-based learning (PBL), wall-less project learning, Writer's Workshop, bilingual-based learning)

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.



Education Department Education Advisory Committee Minutes

January 14, 2022 (Fri.) @ Zoom

<https://us02web.zoom.us/j/83521363569?pwd=Y0dQRUxra1dTYUwzWkJmclZwUHJIUT09>

- I. Call to order: 4:00pm
- II. Welcome 😊
In attendance:
In person: Marsha Postrozny-Torres (GCC/ECE), Vicky Schrage (GCC/BSCTE), and Debby Ellen (GCC/ED).
Online: Dr. Alicia Aguon (UOG) Mr. Ken Perez (GCEC), Myra Aguon (ASL), Kirsten Rosario (GCC/ASL), Missy Palomo (GCC Secondary/ECE), Jermaine Quichocho (GCC/Admin Assistant)
- III. Move to approve by agenda: Motion by Dr. Alicia; seconded by Kirsten
- IV. Minutes from F2021: Moved to approve Marsha Postrozny-Torres; seconded by Dr. Aguon
- V. What's new? Updates... (3-5 minutes)
 - A. UOG (Dr. Alicia Aguon)
 - Education Specialist report is under external review. This is a post-graduate degree, applies for Teacher V classification for GDOE, and feeds into Ed.D. program in Instructional Leadership.
 - Partnership with Palau for Bachelor of Arts for Elementary Education, Special Education Specialization. Cohort of 20 educators. Classes are 8 weeks long, two classes each semester. New cohort to begin in Fall 2022
 - B. GEIS/SPED (Cathy Tydingco): During the pandemic, GEIS lost 6 out of 10 primary service providers in the program which had an impact on the program in regard to timely services. These positions in the program were filled as of October 2021. GEIS is preparing to submit their State Systemic Improvement Plan and Annual Performance Report due on Feb. 1, 2022 to the Office of Special Education Program (OSEP). We currently have 115 eligible infants and toddlers in the program and receive referrals regularly. GEIS Program Coordinator is a member of the PDG-birth to five Leadership workgroup (Grant awarded and facilitated by DPHSS), and reports to the GICC and the Early Learning Council. (Sent via email)
 - C. GDOE (waiting on new rep)
 - D. Sign Language/Interpreting (Myra Aguon & Kirsten Rosario)
 - Will report later in meeting.
 - E. Secondary (Melissa Palomo)
 - Due to Covid, numbers have gone down. She currently has 37 students (usually 80-100). There were several changes in schedule, which has created challenges. Mastery students (which can lead to students completing college credit) includes 180 hours in daycare setting. Due to Covid, this has been a challenge. Some students were able to complete the hours via an online course, certificate class, and they will make up other hours in the next semester. Some conversation on Secondary ECE in other high schools.
 - F. Post-Secondary (Marsha Postrozny-Torres, Simone Bollinger)
 - Marsha: CDA - Partnership with the Council for Professional Recognition was approved. CDA Industry internationally recognized – Child Develop Association credential. We already have CDA track – CD293 – expanded practicum of 480 hours/12 credits – geared to below age 5 (ages 3-5). Need to revise AS in ECE. Marsha, Missy and Eloise Sanchez have discussed option for AS in ECE: 1) Keep AS and certificate

program the same (birth – 3rd grade); 2) Change AS to have two tracks (one birth – 5, other K-3rd grade; or 3) AS with expanded experience of 480 hours from preschool to age 8. No comments from Advisory Committee members. *Cathy Tydingco: Change AS to have two tracks (one birth – 5, other K-3rd grade; or 3 is an option that I would like to see (Via email)*

G. Bachelor of Science in CTE (Vicky Schrage, Debby Ellen)

- Vicky: Currently assessing the program. This summer she will revamp course curriculum. Will submit proposed revisions in F22.
- Debby: For education, will comment on later under “Other” and “Open Discussion”.

VI. New Business:

A. ASL: What can we do to address the hiring issues for certified ASL Interpreters?

- Kirsten and Myra: Gave brief history of ASL/Interpreting program: 1998 - AA program at GCC, last graduating class. In 2017, started ASL/Interpreting certificate program. This was designed to meet needs of DHH program in GDOE – now called Speech and Other Related Services. GDOE created Educational Interpreter positions (Levels 1 and 2).
- Our Education team met with Mr. Neill Rochelle at GDOE to discuss why interpreters were not being hired. Eighteen students graduated with the ASL/Interpreting certificate, but they are not being hired as Educational Interpreters. Only one graduate has been hired by GDOE. Neil was supposed to do some research on this, look into revising the job description and get back to us, but we are still waiting. Kirsten has reached out asking for ways to collaborate on addressing the shortage of Educational Interpreters and why our graduates are not being hired.
- The job description has been the issue, such as a testing requirement (not offered on Guam). Some interpreters that have been working for GDOE for 20+ years still are not identified/placed as interpreters.
- She has met with the school board, GDOE Superintendent, and even the Governor.
- It was brought up that those who are working as interpreters are also teaching non-Deaf students in ‘resource rooms’, where they teach certain subjects to other students who may have learning challenges – while they are also working with Deaf students.
- Debby asked for comments/ideas from the advisory team members.
- Myra – This has been going on for many years. We’ve had many meetings with folks, but we still only have one interpreter at JFK. We need many more interpreters to meet the needs of our Deaf students.
- It goes back to the testing requirements. Kirsten has asked about getting someone who can test here on Guam. Jeannie (been interpreting in GDOE for 32 years) and one other person on island (a retiree) could do the testing. The test is EIPA – Educational Interpreter Program Assessment. Payments for test – this is a work in progress. They are hoping to at least test graduates for different levels.
- Jeannie – There was an announcement that EIPA workshop – interpreters have to take another workshop and test. GDOE is planning to bring a tester to Guam. It would cost folks \$400 to go through a week of preparing for the test and then taking the test. When Jeannie took the test in 2012, it was \$250. Those who will need to take the test are hoping that GDOE will cover the cost. Then they are hoping that GDOE will re-designate their status as Educational Interpreter and at the appropriate level (to help them get out of Teacher Aide status). The plan is for this all to take place in about 6 months. Jeannie cannot give the test right now. Interpreters would need to take a test every two years for re-certification to be a tester.
- Ken noted that the job description can be changed by the Department and administration.

- Marsha – The cost is a barrier for students.
- Dr. Aguon – Is there a law related to compliance? Can GDOE provide that assistance – as mandated by law?
- Kirsten – Yes, there are laws. Discussed the frustration. Interpreters cannot be advocates for change (Code of Ethics). We don't have a communication system on Guam for the Deaf. She's reached out to many people.
- Dr. Aguon – Dept of Labor might be able to help, as this is protected under Federal law and for all agencies that receive Federal funding.
- Ken – They can do a desk audit by personnel to change the law. Another idea is to become associated with another state's program that is recognized. The interpreters could be certified by that state. If we can get the law changed by the Senators by noting the need, the fact that there are interpreters on Guam who meet a state's requirements or is linked to a national organization, to 'boost their appearance'".
- Kirsten: There is a Guam law regarding the mandate to provide interpreters – Executive Order 2015-015 – all agencies (public, private...) must have a language access plan. We still don't even have any type of communication system on Guam, such that a Deaf person could make a phone call. Kirsten expressed appreciation to Ken for his idea – of linking our program to a national equivalency.
- Ken: Perhaps there is a law, but "perhaps we need to put teeth in the law". Ken also noted that when programs are receiving Federal funds (such as GDOE), that would be our push to recognize those who have completed GCC's ASL/Interpreting program.
- Debby: Expressed appreciation for the great ideas and support from the members of the advisory team and asked if folks could connect us to others in the community who may be able to also support our efforts.
- Debby: Described the direction we are moving toward of a cohort program to begin in the Fall 2022 (which was mentioned in our previous meeting). We have support for this.

B. Other/Open discussion:

- Debby: Cosmetology started new cohort. We will start up new evening cohort in F22. Hiring is being finalized.
- Debby: Regarding education, in 2019 the revision in the program aligned everything in our AA/ED program such that all courses would articulate to UOG/SOE. Debby noted that most of our AA/ED graduates do not transfer to UOG/SOE; more seem to be hired directly – even before completing their AA – by GDOE and/or private schools. So even though things were set up for this transfer to UOG/SOE or other BA programs, students are not necessarily doing so. In our current ED program, we only have one course in methods which includes so much. She is looking at adding on two more methods courses to better prepare our graduates to be teachers. The idea would be breaking up methods into three separate courses (noted under programs/courses to be reviewed).
- Dr. Aguon: She supports the idea of a deeper and broader experience. The concern would be how to articulate it to UOG – perhaps to 200 or 300 level. Writing, reading, and math are being tested, so we need to better prepare our students for that.
- Debby: We are looking at students being required to take certain courses wherein they would then take a test similar to the Praxis and have to earn a minimal score (that we determine) to earn credit for the course. In this way we would be preparing our graduates to be able to pass the Praxis, which is required by UOG/SOE and GCEC.
- Dr. Aguon: Support this. School of Nursing, cohorts – sophomore level class, they must pass a practice test with a 75% or higher. In their junior year they also have to pass the practice test with a 75% or higher, and then in their senior year, they are required to

pass the practice test with 90% or higher. The Nursing program has a 100% pass rate on the Praxis, which they attribute to the practice testing practice.

- Debby and Dr. Aguon will have a further discussion on this in the upcoming weeks.
- Dr. Aguon: Applauds our BSCTE program and looks forward to other BA/BS programs that GCC can offer in the future.
- Vicky: She's been looking at the MA level courses at UOG and looking for ways for the BSCTE courses to articulate to UOG.
- Dr. Aguon – "That's very innovative and shows the partnership between us" and strong relationship we have. It's good to complement each other. This is not about competition but about partnership. "It's about working together for the good of our island."

VII. Curricula

Course Revisions Approved Sp21

- | | |
|--------------------------|---------|
| • CD140 | • ED220 |
| • CD260 | • ED231 |
| • CD285 | • ED292 |
| • CTEC050 (Pres missing) | • ED150 |
| • CTEC060 (Pres missing) | |

Submitted for S22

- ASL100
- ASL110
- ASL120
- ASL130
- IN145
- IN170
- IN220
- CD180
- CD240
- CM Certificate
- CM101
- CM102
- CM104A
- CM104B

Course/Program Revisions needed to be completed Spring 22

- AA in ED (2018)
- AS in ECE (2018)
- Certificate Program in CD
- Certificate Program in ED
- Certificate programs: ASL/IN: cohort/intense
- Certificate in Secondary ECE
- IN150 – create - more focus on community terminology (medical, legal....)
- CD221 (2017)
- CD292
- ED180 (revise)
- ED181 (create - thematic units, place-based units, and literature-based units (one novels-based and one nonfictional-based)
- ED182 (create - project-based learning, wall-less project learning, Writer's Workshop, bilingual-based learning

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) – Will be dropped
IN220 Voice to Sign and Sign to Voice (2/12/18)
IN292 (Adoption) Sign Language Interpreting Practicum (10/2018)

VIII. Adjourned at 5:15pm: Ken Perez moved to adjourn, seconded by Vicky.

Work numbers for our dept. are as follows:

ASL/IN: Kirsten Rosario 735-0263

CM: Francine Taman 735-0266

CM: Janice Baker 735-0262

DC: Debby Ellen 735-0260

ECE: Secondary-Melissa Palomo 735-0265

Education: Marsha Postrozny-Torres 735-0264

BSCTE: Vicky Schrage 987-9340

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

- I. DC called meeting to order at 2:10PM
Members in Attendance: Deborah Ellen, Sarah Leon Guerrero (representing Sign Language), Tararose Pascua, Marsha Postrozny, and Kirsten Rosario
- II. Announcement was made of newly elected DC to start Fall 2020 is Dr. Deborah Ellen.
- III. Members reviewed minutes via email last semester and there were no updates on the Advisory Membership Info list.
- IV. News and Reports
 - A. Head Start
 - B. UOG : Dr. Aguon (via email) approved ED265 articulation request and will follow through proper channels as per UOG's flowchart.
 - C. GCEC
 - D. GEIS/SPED
 - E. GDOE
 - F. Sign Language/Interpreting: K. Rosario reported GDOE currently has only three deaf children in the elementary schools which seems to be inaccurate due to the fact that there continue to be children that are identified by birth/early ears. K. Rosario and S. Leon Guerrero stress the need for more deaf awareness activities within the community.
 - G. Secondary
 - H. Post-Secondary: K. Rosario reported that the recent Cert. in SLI graduates were denied job interviews at GDOE due to lack of experience. The newly adopted IN292 SLI Practicum is offered for the first time in Spring 2020 semester. K. Rosario requires 90 hours in medical/legal, and/or community, 30 hours in education, and 15 hours of observation to total 135 hours.
- V. New Business:
 - A. Bachelor of Science in CTE (BSCTE): DC shared that the Accreditation (ACCJC) approval still needs to go through before it is official. M. Postrozny shared the course sequence/program of study with members present but stated that no paper copies will be disseminated until it is officially approved by ACCJC and as per VPAA's request. DC put in request for FT position in the FY2021 memo.
 - B. M. Postrozny shared that a draft Substantive Revision to Certificate in ECE (with option for 'stackable' CDA credential added) was prepared for CRC review. M. Palomo offered to review and co-author.
 - C. RFQ proposal submitted Dec. 2019 for teacher education was submitted by the DC. The scope of work and courses to be offered was shared with members present. This would include the following: ED150, ED220, EN125, HL202, HI121, PS140, and ED265.
 - D. ED265 Articulation Status: See notes under IV.B.

VI. Curricula
AS in ECE (3/16/18)
Cert in ECE (11/23/16)
AA in Education (AVP approved Nov 2018-effective FA19)
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 (submitted to gcc.crc@guamcc.ed Dean approved 10/8/18)
ASL110 (CRC approved on 9/28/18, AVP approved 10/8/18)
ASL120 (CRC approved on 9/28/18, 10/3/18 DC made Dean's corrections and approved)

CD110 ECE Orientation (3/16/18)
CD140 Nutrition & Physical Health (12/1/16)
CD180 Language Arts in EC (10/23/18)
CD221 Child Growth & Development (1/10/17)
CD240 Cognitive & Creative Dev. in EC (5/14/18)
CD292 ECE Practicum (12/2/16)

CM101 Cosmetology I (12/19/17)
CM102 Cosmo. II (12/19/17)
CM104B Cosmo IV (Need signed/stamped copy)
CM104A Cosmo. III (CRC approved 9/28/18 – added new exam prep book)

Dual Credit Articulated Program of Study-DCAPS (1/10/18)

ED150 Intro to Teaching (12/2/16)
ED180 Education Methods (5/14/18)
ED220 Human Growth & Dev. (2/9/16)
ED231 Intro to Exceptional Children (5/15/18)
ED265 Culture and Education in Guam (6/1/2019)-articulation process w/UOG
ED292 Ed. Practicum (12/2/16)

IN145 Vocab. Dev. for Intercultural Development (5/16/16)
IN170 Intro to Interpreting (2/6/18)
IN180 Ecology of Deafness (11/29/16)
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IN292 (Adoption) Sign Language Interpreting Practicum (AVP approved Oct 2018)

FYI Course/Program Docs Needing Update:

ASL130 American Sign Language IV (12/12/12) – change to 60 lecture as other ASL
Certificate of Completion/Master in ECE – Secondary (4/15/2013)
CTEC050 ECE Orientation I (4/8/2014)-align with CD110
CTEC051 ECE Orientation II (2/23/2015)-align with CD110
CTEC060 Lang. Arts in EC I (4/8/2014)-align with CD180
CTEC061 Lang. Arts in EC II (4/8/2014)-align with CD180
CD260 Social and Emotional Dev. (4/13/15)
CD285 Childcare Management (2/25/15)
ED265 Culture and Education on Guam-approved by CRC SP19/follow-up
CM104B (2015) -Align with recent passage of P.L. 34-47 signed into law on 10/18/17
Possible Adoption: CD292B ECE CDA Practicum (for CDA partnership with the Council for Professional Recognition track)

VII. Assessment (Improve system replaced TracDat)

AIER has new cycle/plan

VIII. Open Discussion

Meeting adjourned at 3:25PM and minutes prepared by M. Postrozny

IX. Announcements/Important Dates

Work numbers for our dept. are as follows:

ASL/IN-Kirsten Rosario 735-0263
CM-Francine Taman 735-0266
CM-Janice Baker 735-0262
DC-Marsha Postrozny 735-0260
ECE Secondary-Melissa Palomo 735-0265
Education-Debby Ellen 735-0264

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**Education Department
Education Advisory Committee Minutes
December 4 (Fri.) @ 11am – 12:23pm:**

<https://us02web.zoom.us/j/81390612307?pwd=TjdzY2hqWVlxSXdbK2RkTIY2U2oyZz09>

- I. Welcome!
- II. In attendance: Eloise Sanchez, Dr. Michelle Santos, Dr. Alicia Aguon, Tishawanna Smith, Dr. Marsha Postrozny, Dr. Debby Ellen, Rowena Dela Cruz, Melissa Palomo, Francine Taman, Jesse Quenga, Janice Aguon, Kirsten Rosario, Cathy Tydingco, and Christina Lorenzo.
- III. Minutes from last meeting (January 2020) – provided prior to meeting
- IV. News and Reports
 - A. Head Start (Rowena): Following DOE; waiting for FTF; recruiting of staff with Marsha; getting staff signed up for courses/AS-AA; Marsha thanked Rowena for participation of Head Start staff in presentation for her CD practicum course; funding for staff to take courses; students – virtual sessions and hard copy; number of students is stable
 - B. UOG (Dr. Alicia): Thank you to Marsha; congrats to Eloise for Distinguished Alumni award; congrats to Debby/DC; accreditation team visit (Dr. Michelle oversaw for SOE) – will be announced in January; UOG will be fully online in spring (no students allowed on campus); student teaching still taking place; some student teachers are being hired as interns who are helping DOE teachers navigate with technology; commencement is scheduled for Dec. 27th; Doctorate program under ED/SOE – Dr. Alicia will get back to us as they move forward in the planning. Dr. Debby asked about articulation for ED231. Dr. Michelle indicated the equivalent of ED231 (ED215) is no longer offered or part of the education requirement within SOE.
 - C. GCEC (Jesse): Congratulations to Jesse in his new position as Executive Director of GCEC! Educators can find information online (<https://www.gcec.guam.gov/>); still processing certification requests; transcripts are taking time; Roberta Abaday in charge; BSCTE - Waiting on copy of PowerPoint from Vicky S. Dr. Debby will remind Vicky – done and sent).
 - D. GEIS/SPED (Cathy Tydingco): They have been calling families to do virtual home visits; NEVTEC (?); looking at how to provide assistance; opened up home visit in May/June; some families preferred WhatsApp over Zoom/GMeet; families pick up materials at elementary schools, but they cannot fully address IEP; using 'interim'-IEP: then had to create a back-up to interim IEP; different committees for different things in terms of face masks/medical issues; encouraging parents to help get students used to wearing masks now before potential opening of campuses.
 - E. GDOE (Eloise): June/summer – DOE approved three models of learning (online, FTF, hard copy); Covid increased so only online/hard copy; training for teachers related to online learning; 65% teachers were part of the training; infer-graphics – distance learning done in different languages; technology provided for secondary and later for elementary; challenges in student involvement; Rufina immersion to extend (moving to 1st grade with 10 students - KG has 15 students); GEB received grant for social/emotional program and created task force of 5 teachers; training and phasing into current programs.

- F. Sign Language/Interpreting (Kirsten): Asked about access for visual/sign and Cathy: Cathy said if student is identified, they try to set up training; suggested Kirsten contact Neil Rochelle or Laura Taisacan (DHH); 18 interpreters since 2019; greatest challenge- larger pool of interpreters and matching up with GDEO requirements; UOG is providing access; deaf ASL faculty have challenges; designated space for interpreting (Creative Space); collaborating with others to create education resources videos.
 - G. Secondary (Missy): 2009 started secondary program for GW; currently 75 students (60% online; 40% hard copy – but it's a struggle to keep them involved); numbers in the program are still high; possibly looking at FTF in spring 2021; students cannot go out for 'practicum' but can still earn service hours (Work ethics certification); need 180 hours in day care, so hoping in S2021 for 90 hours. 3 students confirmed for mastery/walking and additional 10 students may complete the program; Cardboard Challenge – looking at ways to engage HS students.
 - H. Post-Secondary (Dr. Marsha) – New CDA certificate tract program; students would be required to complete 480 hours in practicum setting; it is approved, but we may want to wait on until post-Covid. There is support and interest.
- V. New Business:
- A. Membership for advisory committee – CLCP (Dr. Michelle suggested that this would be our ED. Dept. decision). We will also need to secure a replacement to represent DOE, as Eloise has retired. Thank you, Eloise, for attending today!
 - B. Passing of Ron Santos
- VI. Curricula - Referred to minutes from January 2020
- VII. Open Discussion
- A. Dr. Debby: Education for Sustainable Development – Possibility of creating courses/certification at GCC related to ESD. Christina talked about how teachers are incorporating sustainability into Head Start classes such as gardening. Dr. Michelle mentioned that they (SOE) have no room for more courses, although this was mentioned for GCC. Dr. Michelle again noted that any changes or revisions of our programs would be our department's decision. Dr. Marsha mentioned the recycling efforts in Building E and the Mansana room.
- VIII. Contact info:
- ASL/IN-Kirsten Rosario: 689-0729
 - CM-Francine Taman: 488-1209
 - CM-Janice Baker: 689-0994
 - DC-Marsha Postrozny: 488-9391/789-7432
 - ECE Secondary-Melissa Palomo: 777-6992
 - Education-Debby Ellen: 777-1718
 - Admin Assistant- Tishawwna Smith: 735-5527

**Education Department
Education Advisory Committee Minutes
August 23, 2019 @ 2PM Bldg. E Rm. E107**

- I. DC had those present introduce themselves and called meeting to order at 2:00 PM. The committee recited the GCC Mission statement together.

Members and guests in attendance included Cathy Schroeder (representing Head Start), Dr. Alicia Aguon (UOG SOE), Sarah Leon Guerrero, Dr. Michelle Santos (Representing both UOG SOE and GCEC), Dr. Debby Ellen, Kirsten Rosario, Melissa Palomo, and Dr. Marsha Postrozny.

- II. Review of minutes from previous meeting held on 1/8/19 was done. Minor changes were noted.

Members were asked to update contacts and advisory membership info

vacant	GCEC
Dr. Alicia Aguon	UOG SOE
Sarah Leon Guerrero	Interpreter & Education Consultant
Dr. Michelle Santos	UOG SOE
Cathy Schroeder	Headstart Program

- III. News and Reports

A. UOG

- Dr. Ellen inquired about UOG SOE practicum. ED192 at UOG requires observation only, which is very different from ED292 at GCC. Nine hours of observation are only required in this first ED course (3 hours each in elementary, middle, and high school level classrooms) to see if the student is interested in teaching.
- Dr. Aguon stated that UOG SOE received a call from a company in San Mateo Valley that was interested in hiring ECE graduates in the Fall 2020. She will connect with DC and C. Schroeder to discuss this opportunity further.

B. Head Start

- Schroeder shared concern about 14 Head Start teachers needing a Bachelor's degree in ECE and UOG no longer offers it. Head Start is required to be at 50% with degrees and Guam is currently at 34%. She is concerned that her teachers may need to go on sabbatical and lose pay for one year to fulfill this requirement. Many teachers need to take the Praxis Math test.
- Dr. Aguon responded that they can get certified in ECE at UOG but the Praxis test is still an issue.
- Dr. Santos added that the Praxis Math test has recently been redone due to low passing rates. It will include more testing in Statistics and less in Geometry. Passing score is still 150. Praxis has also partnered

up with Khan Academy, a website that offers free online videos to teach math concepts. DC noted that GCC has a new math course, MA115.

- Schroeder later shared that Head Start this school year has 20 students with ASD, 3 students who are blind, and triplets who were homeless. The numbers have gone up regarding students with disabilities, which may be due to SPED only having 2 preschools now and more children being placed in least restrictive environments such as the Head Start program.

C. GCEC

GCEC Board had Dr. Santos represent them for today. Their first meeting will be on August 26th.

D. GEIS/SPED

E. GDOE

F. Sign Language/Interpreting

- K. Rosario shared that 11 students graduated in May 2019 with a Certificate in Sign Language Interpreting from GCC. Unfortunately, they are still unable to get hired at GDOE due to the EIPA (Educational Interpreter Performance Assessment) requirement. Graduates are unable to take the assessment because GDOE still does not have a test administrator on Guam. GPPT (Guam Positive Parents Together), a local parent organization, is trying to fund this hiring. GDOE is also still working on revising the job description of the Sign Language Interpreter position.
- DC mentioned the recently adopted course, IN292 – Sign Language Interpreting Practicum. There are also two instructors this semester who are deaf. C. Schroeder stated that Head Start teachers are taking ASL to assist in their preschools.
- Dr. Santos suggested that Dr. Rey (AVP at GCC) should write a letter to Dean Sellmen (SVP at UOG) requesting the articulation of the ASL100 course.

G. GCC Secondary

- M. Palomo reported enrollment of 92 out of 100 possible students for SY19-20. The 2nd year course has more students this school year, which is a good sign that students are completing the program. Her goal continues to be getting more students to receive a Certificate of Mastery, which requires the completion of the two courses and then practicum at a daycare or school site for at least 180 hours.
- M. Palomo also shared that GW's 4x4 schedule for the freshmen class continues to decrease the number of electives available for a student to use on a GCC program once they become sophomores or juniors. Luckily, ECE is a two year program and many students are able to complete it by graduation.

H. GCC Post-Secondary (see below)

IV. Curricula

DC discussed the following Course/Program Docs that have been approved or need updating:

AS in ECE (3/16/18)

Cert in ECE (11/23/16)

AA in Education (AVP approved Nov 2018-effective FA19)

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 (submitted to gcc.crc@guamcc.ed Dean approved 10/8/18)

ASL110 (CRC approved on 9/28/18, AVP approved 10/8/18)

ASL120 (CRC approved on 9/28/18, 10/3/18 DC made Dean's corrections and approved)

CD110 ECE Orientation (3/16/18)

CD140 Nutrition & Physical Health (12/1/16)

CD180 Language Arts in EC (10/23/18)

CD221 Child Growth & Development (1/10/17)

CD240 Cognitive & Creative Dev. in EC (5/14/18)

CD292 ECE Practicum (12/2/16)

CM101 Cosmetology I (12/19/17)

CM102 Cosmo. II (12/19/17)

CM104B Cosmo IV (Need signed/stamped copy)

CM104A Cosmo. III (CRC approved 9/28/18 – added new exam prep book)

Dual Credit Articulated Program of Study-DCAPS (1/10/18)

ED150 Intro to Teaching (12/2/16)

ED180 Education Methods (5/14/18))

ED220 Human Growth & Dev. (2/9/16)

ED231 Intro to Exceptional Children (5/15/18)

ED265 Culture and Education in Guam (6/1/2019)-articulation process w/UOG

ED292 Ed. Practicum (12/2/16)

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 (AVP approved Oct 2018)

FYI Course/Program Docs Needing Update:

ASL130 American Sign Language IV (12/12/12) – change to 60 lecture as other ASL Certificate of Completion/Master in ECE – Secondary (4/15/2013)

CTEC050 ECE Orientation I (4/8/2014)-align with CD110

CTEC051 ECE Orientation II (2/23/2015)-align with CD110

CTEC060 Lang. Arts in EC I (4/8/2014)-align with CD180

CTEC061 Lang. Arts in EC II (4/8/2014)-align with CD180
CD260 Social and Emotional Dev. (4/13/15)
CD285 Childcare Management (2/25/15)
ED265 Culture and Education on Guam-approved by CRC SP19/follow-up
CM104B (2015) -Align with recent passage of P.L. 34-47 signed into law on 10/18/17
Possible Adoption: CD292B ECE CDA Practicum (for CDA partnership with the Council for Professional Recognition track)

V. Grants & Other Projects:

DC reported that CE CCDF grant is still being worked on. DC and M.Palomo will receive more ECERS/ITERS-3 training for reliability (9/3-9/12/2019 with Ms. Lisa Waller)

DC shared that CTE Bachelor's group met right before advisory meeting. Vicky Schrage is the main faculty leading this task group but program will be housed under Education Department. M. Santos questioned the job outlook and M. Postrozny pointed out that GDOE had to resort to many emergency hires because they were so short teachers. This proposed program may help fill this need in addition to assisting GCC hiring of qualified CTE teachers.

VI. Assessment (Improve system replaced TracDat)

AIER has new cycle/plan – awaiting more info.

VII. Open Discussion

VIII. Announcements/Important Dates

C.Schroeder announced that the last Saturday of October is the Head Start Parent Conference. She is open to presentations and/or childcare assistance from GCC instructors and students.

M.Palomo announced that the Cardboard Challenge will be held on Saturday, Oct. 5, for the public and school field trips arranged on Thursday or Friday. C. Schroeder responded that CL Taitano Head Start will be there.

Work numbers for our dept. are as follows:

ASL/IN-Kirsten Rosario 735-0263
CM-Francine Taman 735-0266
CM-Janice Baker 735-0262
DC-Marsha Postrozny 735-0260
ECE Secondary-Melissa Palomo 735-0265
Education-Debby Ellen 735-0264

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Meeting was adjourned at 3:05PM and minutes prepared by M. Palomo

Workforce Advisory Committees (revised 8.5.2017)

Public Law 14-77, Fourteenth Guam Legislature (Bill 499), Section 11964 Advisory Committee.

The Board shall establish Craft Committees for each of the different career programs or levels of instruction and appoint committee members from among people in the community who can best advise the Board in their area of expertise or on matters pertaining to the Board's responsibilities as established by law.

The Advisory Committee serves to strengthen the Career and Technical (CTE) programs. They are advisory and have no legislative, administrative, or programmatic authority. The committees work cooperatively with college officials in planning and carrying out their work.

An Advisory Committee is established to perform the following:

Advise - The Advisory Committee assesses specific areas of the CTE program. Recommendations made by the committee are designed to improve particular content areas;

Assist - The Advisory Committee may help instructors and/or administrators carry out specific activities;

Support - The Advisory Committee provides support for the CTE program it serves;

Advocate - The Advisory Committee promotes the CTE programs throughout the community.

Purpose:

The primary purpose of the Advisory Committee is to help the College ensure that the program is relevant to the community, address current industry standards and workforce needs, and has appropriate resources to support high quality student outcomes.

Composition:

Individuals who comprise the committee are volunteers who have expert knowledge and experience in the career tasks and competency requirements in the occupational field the program serves. To be effective, members should have a clear sense of trends in the field. They moreover, should be able to identify skills that will ensure employability of the program's graduates, and be able to identify jobs that don't exist but are likely to in the near future. Having this ability ensures that the program is kept on the cutting edge. Thus, the role of the committee is to offer

recommendations for improvements that will ensure growth and expansion of the program. Balanced representation in an Advisory Committee is important to its success. The membership should reflect a cross section of business and industry served by the program.

Size of Committee:

The number of members will vary with the nature and size of the program. On one hand, a committee that is too small may result in limited perspective, inadequate information on career fields, and too little diversity. On the other, one that is too large may prove to be unmanageable. It is recommended that there be a minimum of six members and no more than 15 active representatives from business and industry.

Submission of Meeting Minutes:

After each Advisory Committee meeting, please submit meeting agenda and minutes to AIER and to the Associate Dean.

Appointment Process:

1. The Department nominates/recommends individuals and submits their names to the appropriate Dean.
2. The Dean submits the names of individuals recommended by the Department to the President.
3. The President recommends the members to the Board of Trustees.
4. The Board of Trustees formally appoint Advisory Committee members.

Term of Appointment:

Members are appointed to serve in an Advisory Committee for a two-year term beginning in August.

GCC Workforce Advisory Committees

1. Hotel Advisory Committee
2. Marketing/Accounting/Supervision & Management Advisory Committee
3. Cosmetology Advisory Committee
4. Electronics Advisory Committee
5. Business Advisory Committee
6. Computer Science Advisory Committee
7. Construction Trades Advisory Committee
8. Visual Communications Advisory Committee
9. Allied Health Advisory Committee
10. Automotive Advisory Committee
11. Criminal Justice Advisory Committee
12. Educational Advisory Committee
13. Office Technology Advisory Committee

14. Professional Interpreting Advisory Committee

15. Adult High Advisory Committee



**Education Department
Education Advisory Committee Agenda
August 24, 2018 (Fri.) @ 8:30AM Bldg. E rm E107**

- I. M. Postrozny called meeting to order at 8:30AM.

Members present include: D. Ellen, E. Lauilefue, T. Pascua, M. Palomo, M. Postrozny, C. Respicio, K. Rosario, L. Santos, and M. Santos.

- II. Minutes from last meeting were reviewed and approved with no corrections.

- III. News and Reports

A. Head Start

Cindy Respicio who was representing Guam Head Start Program stressed that they are seeing many issues with special needs, specifically children who have more serious/critical disabilities. One child is blind, another child has a tracheostomy tube and a few others have seizures. The total number of children enrolled in the program has increased: total 534 and 55 came in the program with diagnosed disabilities. There are up to three children with disabilities in each classroom. The ratio of 10 children to one adult is maintained. Seven centers follow the all-day schedule. Recently staff received training on the Pyramid Model.

M. Postrozny shared Schroeder's input. via email: Reporting out for the program -- minimal -- at this point. We would encourage the idea of looking into CLASS training and clarity on the Social Emotional Education and addressing the no suspension/expulsion strategies in the classroom. There has been a lot of training with behavioral challenges both with HS and DOE. The whole mental health component of ECE is a primary focus. We have our 4 mentor coaches on board full time.

B. UOG

M. Santos shared that the School of Education (SOE) hired Dr. Alisha Aguon, their new dean who started on July 16, 2018. The SOE is no longer using the Council for the Accreditation of Educator Preparation (CAPE) accreditation process. Instead they have adopted AAQEP (Association for Advancing Quality in Educator Preparation). Other news is that C. Camacho is expected to retire on 8/31/18.

C. GCEC

L. Santos shared that she is retiring next month (September, 2018). Encouraged members to spread the word in case they know anyone who is interested in the position at the certification office which is located first floor UOG's SOE room 105.

D. GEIS/SPED

E. GDOE

F. Sign Language/Interpreting

K. Rosario shared that GDOE lost several interpreters recently plus two others (including J. Hollis) are retiring soon. The region needs more training for current interpreters. Mr. Art De Oro, Program Specialist at CNMI has reached out to GCC to possibly start a partnership to get interpreter training. EIPA test is still an obstacle for interpreters since Hawaii is the closest test center and the cost for each participant is \$600. In 2012 CEDDERS put together a project called 'Boys Town' and this assessment tool was conducted on Guam.

Discussion ensued on the current job descriptions for interpreters with regards to the inclusion of EIPA. S. Leon Guerrero stated that several years ago during preliminary meetings for the advocating of these job positions, this test was never mentioned/discussed. M. Santos asked what the average score of those who take this test is and K. Rosario will follow up to share next meeting.

G. Secondary

M. Palomo shared that the overall enrollment of students in GCC's CTE programs are down. First year student enrollment is always high and second year averages about 35 students. The average for Mastery level is ten and M. Palomo suggests keeping the minimum 180 hours.

One of the issues M. Palomo shared is that the freshman academy is a 4x4 model whereas the others are 3x3. One reason enrollment in our ECE program is high may be due to the fact that we are a two-year program and students are more willing to commit. Three ideas to consider include free up elective choices in freshman year, convert to core credit (Example: count AutoCAD for math), and focus on career academics where students stick to path.

M. Santos proposed the idea of adding CTE in their 10th year perhaps ED150 Intro to Teaching and/or ED220 Human Growth & Development. This would catch students who are interested in teaching but not in the early childhood arena.

M. Postrozny stated that although enrollment overall is low and according to admin is expected to drop due to increased competitors, enrollment in our GW ECE secondary program remains high. At our annual convocation meeting the concept of Middle College was shared and that GCC is piloting its first using Construction Trades. Also an idea would be to incorporate CDA as a way for quicker industry recognition.

H. Post-Secondary

M. Postrozny asked for input from the two subject area experts (K. Rosario and S. Leon Guerrero) on whether or not to keep the 75 total hours required for ASL levels 1-3 or change it to 60. Both agreed that it is practical and better for students to change it to 45 lecture plus 15 lab. As soon as T. Quinata updates templates, the Dept. faculty will work on Substantive revisions which most likely not take effect until Fall 2019.

IV. Curricula (Waiting for new templates)

Program and curricula needing update was briefly reviewed.

All ASL course guides – (60 lecture +15 lab hours each or change to 45 lec +15 lab?)

ASL130 American Sign Language IV (12/12/12; 45 lecture, 15 lab, 4 credit)

AA in Education (Last SR was 4/15/13; align better with UOG 2017/18 catalog)

Cert in Sign Lang Interpreting (5/22/17; change to add IN292 Sign Lang Interpreting Practicum)

CD180 Language Arts in EC (12/12/12)

Certificate of Completion/Master in ECE – Secondary

CTE051 (align to changes made in CD110)

Possible CDA partnership with the Council for Professional Recognition

IN292 (Adoption) Sign Language Interpreting Practicum

Development of course adoption IN292 Sign Language Interpreting Practicum

Possible course development (adoption): ED265 Culture and Education on Guam; a new EN course adoption EN 213 Literature, Myth, and Culture; a methods course which would focus on teaching writing at different ages and stages, responding to student writing, and writing process.

CM104A and B – align with recent passage of P.L. 34-47 signed into law on 10/18/17

Program and Curricula Recently Updated/Current

AS in ECE (3/16/18)

Cert in ECE (11/23/16)

Cert in Education (5/22/17)

Industry Certification in Cosmetology (4/3/18)

ASL100 Am Sign Lang I (4/13/15; 60 lecture, 15 lab, 4 credit)

ASL110 Am Sign Lang II (4/30/15; 60 lecture, 15 lab, 4 credit)

ASL120 American Sign Language III (2/6/18; 60 lecture, 15 lab, 4 credit)

CD110 ECE Orientation (3/16/18)
CD140 Nutrition & Physical Health (12/1/16)
CD221 Child Growth & Development (1/10/17)
CD240 Cognitive & Creative Dev. in EC (5/14/18)
CD260 Social and Emotional Dev. (4/13/15)
CD285 Childcare Management (2/25/15)
CD292 ECE Practicum (12/2/16)

CM101 Cosmetology I (12/19/17)
CM102 Cosmo. II (12/19/17)
CM104A Cosmo. III (Need signed/stamped copy)
CM104B Cosmo IV (Need signed/stamped copy)

CTEC050 ECE Orientation (2018, need signed/stamped copy)
CTEC051 ECE Orientation (2/23/15)
CTEC060 Language Arts I (4/18/14)
CTEC061 Language Arts 2 (4/18/14)
Dual Credit Articulated Program of Study-DCAPS (1/10/18)

ED150 Intro to Teaching (12/2/16)
ED180 Education Methods (5/14/18))
ED220 Human Growth & Dev. (2/9/16)
ED231 Intro to Exceptional Children (5/15/18)
ED292 Ed. Practicum (12/2/16)

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)

Continuing Ed Courses
C_CM192 Cosmetology Lab (5/4/18; CE 5 credit course)
Intro to Ancient Chamorro Pottery (CE workshop- to start Nov. 2018)

- V. Grants & Other Projects:
CE CCDF grant – Missy & Marsha to receive ECERS/ITERS-3 training for reliability (9/4-9/13, 2018)
Update on CTE/Perkins Grants:
Cosmetology – 20 students enrolled to CM102 Fall 2018, salon open
Ceramics in the Classroom – Implementation in classes AY2018-19
- VI. Assessment (Improve system replaced TracDat)
Post-Secondary Report phase (due to AIER 10/8/18)
Secondary in Data Collection phase (due to AIER 10/8/18)
- VII. Open Discussion

Members stated they haven't received an official letter from GCC indicating that they are advisory committee members. M. Postrozny will follow up with President's office.

M. Postrozny shared that Fall 2018 semester is the first time OA101 Keyboarding Applications is no longer a prerequisite for CS151/CS152.

VIII. Announcements/Important Dates

Kidcare ID event (11-3:00 Agana Mall 8/25/18)

Fall Fest 9/27/18 4-8PM

5th Annual Global Cardboard Challenge (10/3, 10/4, 10/6)

Red Ribbon events (date TBA)

DHH Thanksgiving Social & Showcase (Nov. 15th MPA 9AM-12PM & 11/16 3-6PM)

Dept. Convocations incorporated into CTE Education Summit 2/22-23, 2019

IX. Set Tentative Date for Next Meeting - Tabled

Work numbers for our dept. are as follows:

Debby Ellen 735-0264

Marsha Postrozny 735-0260

Eleanor Lauilefue 735-0263

Kirsten Rosario 735-0267

Melissa Palomo 735-0265

Tara Pascua 735-0265

Janice Baker 735-0262

Anita Calceta 735-0266

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.
