

Illinois Community College Board

APPLICATION FOR ASSOCIATE OF ARTS IN TEACHING
Submit Three Complete Copies

COLLEGE NAME Illini Community College 5-DIGIT COLLEGE NO. 12345

TITLE OF PROPOSED NEW UNIT Associate of Arts in Teaching – Special Education

CREDIT HOURS 62 DEGREE TYPE 52

APPLICATION FOR: SPECIAL EDUCATION (PCS/CIP:1.1 13.1001)_____

Please attach the following items in duplicate:

1. **Admissions:** The General Principles for the development of AAT models state, “Community colleges should adopt a process for admission to AAT programs for purposes of advising and career development.” Provide a description of the college’s process for admission to the AAT in Special Education program, including admission requirements and required advising and counseling support.
2. **Curriculum:** Provide the following information:
 - A proposed catalog description of the program.
 - A curriculum chart reflecting the proposed degree requirements, including general education and professional and special education courses (see Attachment 1).
 - Copies of new or revised syllabi for the professional and special education courses being offered as part of the program that are aligned with the sample syllabi of the Special Education model.
 - The number of field experience contact hours required within the Introduction to Education course, along with a description of those experiences (settings, age ranges, activities, artifacts, and assessments).

PLEASE NOTE: Members of the Elementary/Secondary/Special Education Panel and the Early Childhood Education Panel of the Illinois Articulation Initiative (IAI) have endorsed the five professional education courses developed in conjunction with the AAT degree models (Introduction to Education, Educational Technology, Students with Disabilities in School, Educational Psychology, and Development) as their standards-based recommendation. Colleges are expected to submit their professional education courses to the appropriate IAI panel for review in a timely manner.

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SIGNED I. M. President DATE _____
College Official Responsible

ICCB USE ONLY: Reviewed by _____ ON _____ Approved by ICCB ON _____ Approved by IBHE ON _____
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3. **Assessment of Student Learning:** Please provide the following:
 - A description of the college's policy and procedures regarding passage of the Enhanced Basic Skills Test.
 - A matrix showing professional and special education course alignment with the standards, artifacts, and assessments identified for the AAT model in Special Education (see template in Attachment 2).
 - Identification of any additional standards covered beyond those approved as part of the model – these should be added to the matrix in bold text.
 - A description of how the college will address core language arts standards, core technology standards, and standards related to global diversity and multiculturalism.
 - A description of how program outcomes will be assessed and documented, including use of portfolios.
 - A description of how the college will document evidence of appropriate professional dispositions. The process must be structured to protect both students and faculty.
4. **Program Assessment:**
 - How is this program unique? (Program goals and student learning outcomes can be listed to differentiate this program from other programs offered by the college.)
 - How will student be assessed prior to graduation? (Briefly state the multiple qualitative and quantitative measures that will be used.)
 - What means of feedback will the college use in order to determine program quality and success of graduates? (Input from various stakeholders, program review outcomes, student follow-up results, etc.)
 - How will student and program assessment lead to *Continuous Quality Improvement (CQI)* of the college? (How will assessment ultimately improve the curriculum, instruction, and student learning)
5. **Facilities/Equipment:** Describe the number and adequacy of facilities and equipment (including computer hardware and software) available to support the proposed program. Indicate what additional resources will be required to offer the degree.
6. **Faculty:** Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, and how faculty are evaluated.
7. **Cost Data:** Specify the source of resources to support the proposed program and note what portion of funds will come from reallocations of existing resources as compared to new resources.
8. **Education Contact:** Please provide the name and contact information of the college's designated teacher education representative.
9. **Form 11(s)** in duplicate to add new courses to the curriculum.
10. **Form 22** completed in duplicate.

1. Admissions:

Illini Community College (ICC) has an “open door” admission policy. Any high school graduate or mature person with equivalent educational background is eligible for admission. Students who enter a baccalaureate/transfer degree program must have 15 units of high school coursework, including:

- 4 years English
- 3 years Social Studies
- 3 years Math
- 3 years Science
- 2 years electives in foreign language, music, vocational education or art

AAT Candidates must meet the same admission criteria as other baccalaureate/transfer programs. The process for admission to an AAT SPED Degree requires the following steps:

Step 1. Application for Admission to AAT SPED Program

All applicants wishing to enroll at ICC must submit a completed application by mail or in person to the Admission Office. Applications are available at area high schools, from the Admissions Office or online.

Step 2. Official Transcripts

An official high school transcript and/or any college transcript(s) are required. They should be sent to the Admissions Office for review and use in the counseling process.

Step 3. Placement Exams

Placement exams in reading, writing and math are required. The candidate is responsible for contacting the Assessment Center to schedule and take these placement exams.

Step 4. Developmental Courses

If indicated as necessary by the placement exam, a candidate must complete all required developmental courses.

Step 5. Academic Advising/Counseling

Each semester, all AAT SPED candidates are required to receive academic advising/counseling from an ICC counselor and/or program coordinator.

A comprehensive advising/counseling program is an integral component of the AAT SPED Degree program at ICC:

- **Orientation:** The candidate is required to attend a special AAT SPED orientation session. At this orientation session, he/she will be assigned an advisor through either the ICC Advising Center or the AAT SPED Program Coordinator. Normally, an initial appointment will also be scheduled at this time.
- **Continuous Advisement and Tracking:** Advisement by the AAT SPED coordinator and/or ICC Advising Center counselor is required on a regular semester basis—prior to registration for the upcoming semester. Student tracking is accomplished through use of ICC’s in-house student information system, monitored by the AAT SPED coordinator. All AAT students are flagged upon acceptance into the program, which facilitates this process. At-risk students are identified and monitored by an Early Alert System. Tutoring and other support systems are made available as required. Records of student field experiences and service experiences are also documented and maintained in the Early Alert System.
- **GPA:** Admission to baccalaureate degree teacher education programs is competitive and most senior institutions require a GPA of 2.5 or higher. In view of this, it is essential to determine the GPA required by primary transfer institutions and ensure that the candidate maintains an appropriate GPA.

Step 6. Illinois State Police Background Check

An Illinois State Police fingerprint background check is required of all Teacher Education candidates prior to beginning their field experiences and/or service experiences. All applicants must be 18 or older to be fingerprinted. Upon registration for an ICC Education course requiring a field or service experience, the candidate will be contacted by the Teacher Education Field Experience Coordinator who will explain the background check process and provide the required forms. No individual may be allowed in a school or other regulated setting unless he or she has passed a State Police background check. For additional information or forms, the candidate should contact the Teacher Education Field Experience Coordinator.

Step 7. Illinois Test of Basic Skills (ITBS)

No candidate will be granted an AAT SPED Degree until he or she has successfully passed the Illinois Test of Basic Skills. For this reason, ICC requires candidates to take the ITBS after successfully completing 45 semester hours of credit. This allows time for remediation in the event a candidate does not pass the test on the first attempt. The ITBS implementation procedure involves the following steps:

- Candidates are continuously alerted to the need to successfully pass the ITBS prior to graduation through newsletters, fliers and announcements in all Education and related classes.
- ITBS Registration Bulletins and reference materials are continuously available in the information rack located outside the Teacher Education Office.
- Materials detailing on-line resources, workshops and tutorial assistance available to individuals preparing for the ITBS are provided to all persons requesting them.
- Remedial assistance is available through the Learning Center for all individuals requiring assistance.

2. Curriculum:

Catalog Description: The AAT in Special Education program provides students with the program equivalent of the first two years of most four year college teacher education programs in special education. Students should check individual school requirements prior to transfer and before completing the curriculum as outlined. The degree consists of general education courses, professional education courses, and courses in the special education major area. These courses encompass the eleven Illinois Professional Teaching Standards, the Core Technology Standards, the Core Language Arts Standards, and all appropriate Special Education Standards. Students must also pass the ITBS and develop a portfolio reflecting the Illinois Professional Teaching Standards to earn the AAT in Special Education. AAT students are advised to complete the program prior to transfer. Transfer students obtaining the AAT SPED Degree will be on “equal footing” with native four year institution students when seeking admission to an upper division SPED Degree program. Admission into baccalaureate degree programs is competitive and most senior institutions require a GPA of 2.5 or higher; completion of these courses alone does not guarantee admission.

Curriculum Chart: See Attachment 1 of this document for the Curriculum Chart. The chart was developed following the guidelines provided in the Statewide Model for the AAT SPED.

New/Revised Syllabi: In the development of this application, the syllabi for all eight Professional Education courses listed in the Curriculum Chart were reviewed in depth by a team composed of

Education faculty, Psychology faculty and a curriculum specialist with input from the ICC SPED Advisory Committee. All syllabi were then revised and updated to meet both statewide standards and the needs of all affected programs. These are included with this application as attachments.

Field Experience Description: Each student enrolled in EDU 201, Introduction to Teacher Education, has been required to complete a thirty (30) hour field experience. This experience involves much more than observation. Typical activities would include, but not be limited to material preparation and distribution, grading papers, tutoring and small group instruction under supervision. Under the direction of the college's Director of Field Experience, a carefully structured program has been developed which allows for a student to be placed in a setting meeting his/her projected program needs. Working agreements with all school districts, special education cooperatives, special education and early childhood centers and with several private schools in ICC's district allow for a wide range of placement options. Students are placed in settings based upon their educational goals, backgrounds and interests by the Director of Placement, in consultation with the student and the instructor. The settings vary from early childhood to high school, and include special education settings of varied types.

Candidates pursuing an AAT in Special Education Degree would be assigned to a special education environment aligned with their specific program goals. At this setting, they would be expected to successfully complete a variety of assignments and activities under the supervision of a cooperating teacher, with artifacts and assessments documented. Evaluations, including disposition assessments, are completed by the cooperating teacher at the conclusion of the experience. These evaluations, together with the hourly log sheets and all pertinent artifacts and assessments, must be included in the candidate's portfolio. On-site visitations, including a final meeting with each cooperating teacher, are conducted by the Field Experience Coordinator as part of the overall field experience assessment.

3. Assessment of Student Learning:

a. ITBS: A full description of the college's policies and procedures on the ITBS is outlined above in the Admissions section of the application.

b. Matrix: A matrix showing professional and special education course alignment with the standards, artifacts and assessments identified for the AAT SPED model is attached (Attachment 2). Any additional standards addressed beyond those approved as part of the statewide model have been added to the matrix in bold text.

c. Core Language Art Standards: The core language art standards are addressed in depth both in the IAI General Education requirements and in all Professional and Special Education courses. ENG 101, ENG 102 and SPE 101 address the Language Arts standards directly. In addition, all Gen Ed, Prof Ed and Spec Ed courses require written and oral communication assignments designed to maintain and improve student communication skills.

d. Core Technology Skills: Core Technology standards are fully met with EDU 202, a required course in this program, but additional provisions have been made to infuse technology throughout the curriculum. All students are exposed to technology in their Gen Ed curriculum where faculty model this behavior by incorporating technology into their classroom teaching. Also, students are required to use technology in completing assignments for their coursework and in communicating with their instructors. Technology is further emphasized in the Professional and Special Education

courses through the use of Blackboard, Excel, PowerPoint and the development of electronic portfolios as normal teaching and learning tools.

e. Global Diversity and Multiculturalism: Global diversity and multiculturalism are thoroughly incorporated into the General Education Curriculum at ICC. These are strategic goals of the college and care is taken to insure they are addressed in all appropriate courses. In addition, students in the AAT SPED Degree program are required to take a non-western course in either Gen Ed Social Science or Humanities. Also, EDU 201-Introduction to Education, a required course, has diversity built into the curriculum. EDU 203 -Students with Disabilities, PSY 201-Educational Psychology, and PSY 202-Human Development all have content directly addressing issues of diversity and multiculturalism. Finally, the content of EDU 204-Diversity of Schools and Society, an optional elective, focuses directly on issues of diversity and multiculturalism.

Artifacts designed to assess a student's competence, behaviors and dispositions in the areas of diversity and multi-culturalism include papers on cultural diversity, reflection papers, panel discussions, developing an education family tree, interviews, pre- and post-attitudinal surveys, an educational autobiography, personal philosophy statements, observational experiences, service learning, case studies and pre-clinical experiences.

f. Assessment of Program Outcomes: A description of how program outcomes will be assessed and documented, including use of portfolios, is contained below:

- Specific course assessment methods are addressed on the Special Education Matrix.
- A chart depicting how student and program outcomes are assessed is included on p. 7.
- Students completing an AAT in Special Education will have 30 semester hours of field experience in appropriate public school settings in EDU 201.
- Portfolio work is incorporated into all professional education coursework. The basics of portfolio development are taught in EDU 201, in which students are required to develop a hard copy or electronic portfolio addressing the ISBE IPTS Standards. Additional artifacts will be developed in other Gen Ed and professional education courses. Additionally, each student is required to develop an electronic portfolio incorporating all appropriate artifacts in EDU 202, Introduction to Technology in Education.

Prior to graduation, each AAT SPED Candidate will be required to present his/her portfolio to an AAT advisory committee for review. The Coordinator of Education Programs at ICC will recommend the candidate be awarded the AAT in Special Education if the AAT candidate has met the following requirements:

- 1) Approval of the portfolio;
- 2) Passing scores on the Illinois Test of Basic Skills;
- 3) Completion of all coursework in the AAT Special Education Course Sequence;
- 4) Overall GPA of 2.75;
- 5) Satisfactory aggregated professional dispositions ratings.

Students who do not pass the Illinois Test of Basic Skills will receive an A.A. degree, rather than the A.A.T. degree in Special Education, providing they meet the minimum GPA of 2.00. Students will be informed that all students must pass the Illinois Test of Basic Skills before they will be accepted into an upper division Education Program. Students who fail the ITBS will be encouraged to take the

Test Preparation Courses, to use the TestPrep websites, and to take advantage of the Learning Center at ICC, which allows them to work with a mentor on an identified area of deficiency.

g. Documentation of Professional Dispositions: A description of how the college will document evidence of appropriate professional dispositions is described below:

ICC has crafted and successfully field tested two disposition forms (attachments 4a, 4b) that can be completed by faculty members in professional education classes, as well as by cooperating teachers in clinical experience placements. They have been adopted for use by all Teacher Education majors. A field experience coordinator has been hired to coordinate field experience placements, to arrange state and federal background checks, to collect field experience disposition ratings, to maintain records concerning background checks, and to file field experience time logs. This person will also scan disposition ratings into a computer statistics program and help students scan artifacts into their electronic portfolios.

All dispositions data collected will be stored in a secure setting and made available only to faculty and staff with a need to know. In the event of an adverse report, the student will be allowed to rebut the report. Care, however, will be taken to insure that faculty and staff submitting disposition data are protected from possible retaliation for submitting an honest disposition assessment. For this reason, disposition data shall be used only as part of the overall assessment process.

MODEL of STUDENT ASSESSMENT PROCESS with CHECKPOINTS INDICATED

CHECKPOINT	REQUIREMENTS	GATEKEEPER(S)
College Admission	Meet all ICCB requirements for baccalaureate/transfer degree programs	Admissions Office
Program Admission	1. Written application 2. Official transcripts 3.. Placement Exams 4. Completion of Dev. Courses. 5. Academic Advising 6. Background Check	Admissions Office, Program Coordinator
15 Credit Hours	1. Satisfactory GPA 2. Satisfactory Disposition Assessments	Advising Center, Program Coordinator
30 Credit Hours	1. Satisfactory GPA 2. Satisfactory Disposition Assessments	Advising Center, Program Coordinator
45 Credit Hours	1. Satisfactory GPA 2. Satisfactory Disposition Assessments 3. Pass ITBS	Advising Center, Program Coordinator
Graduation	1. Approval of Portfolio 2. Passing Score on ITBS 3. Completion of Required Coursework 4. Overall GPA of 2.75 5. Satisfactory Aggregated Professional Disposition Ratings	Advising Center, Program Coordinator

As noted earlier, the data gathered through the processes detailed above are used to upgrade both the Gen Ed and Professional Ed elements of the AAT Degree Programs.

4. Program Assessment:

a. Uniqueness of Program: The AAT SPED teacher candidate will have a distinct advantage by enrolling in this degree program. Initially, the candidate will work closely with the AAT SPED instructor/advisor who will meet each semester with the student to determine if goals are met. If problems or issues arise, the advisor will seek out services to further assist the student. An open line of communication will be utilized with the AAT SPED teacher candidates, as frequent email, brochures, and informational flyers are provided. GPA's will be monitored, demographic information and other documentation will be maintained using the Early Alert System. A curriculum checklist will also be developed to help monitor course progress toward graduation. In addition, graduates will be on "equal footing" with native four year institution students when seeking admission to an upper division SPED Degree Program.

b. Student Assessment Prior to Graduation: Students will maintain a variety of documentation in coursework for the AAT in Special Education. While taking the EDU 202-Intro to Technology in Education, students will learn to compile the documentation into an electronic portfolio. This portfolio will follow students to the senior-level institution. Documentation will verify that students meet the necessary demonstrations of knowledge, skills and dispositions needed for teachers in the early childhood education profession. For each course taken in the Math and Education sequences, teachers will recommend artifacts (essays, tests, presentations, lesson plans) to include in the portfolio. These artifacts will directly relate to IPTS and/or SPED standards. All students will be encouraged to develop electronic portfolios. The artifacts within the electronic portfolio will be evaluated by using an electronic rubric that will generate reports for program outcomes and improvement.

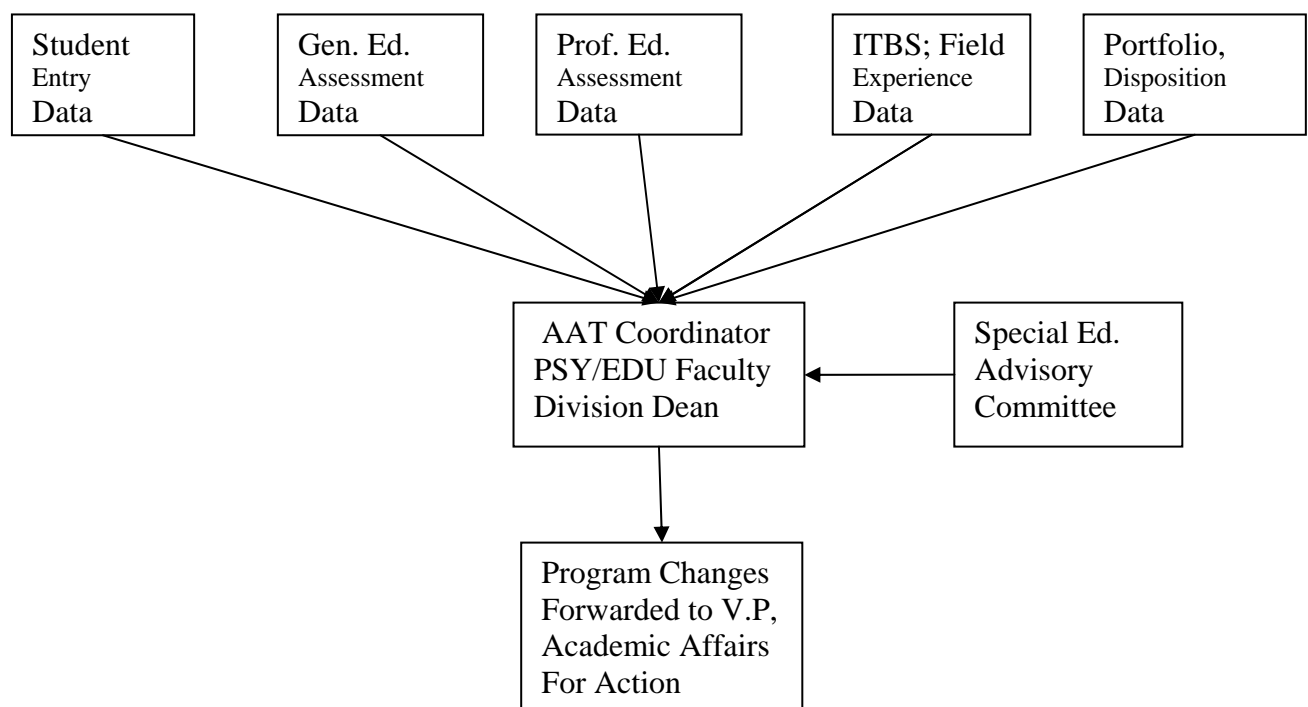
As noted on p. 6, prior to graduation, each AAT SPED Candidate will be required to present his/her portfolio to an AAT advisory committee for review. The Program Coordinator at ICC will recommend the candidate be awarded the AAT SPED Degree if the AAT candidate has met the following requirements:

- 1) Approval of the portfolio;
- 2) Passing scores on the Illinois Test of Basic Skills;
- 3) Completion of all coursework in the AAT SEC MAT Course Sequence;
- 4) Overall GPA of 2.75;
- 5) Satisfactory aggregated professional dispositions ratings.

Students who do not pass the Illinois Test of Basic Skills may receive an A.A. degree, rather than the AAT SPED Degree, providing they meet the minimum GPA of 2.00. Students will be informed that they must pass the Illinois Test of Basic Skills before they will be accepted into an upper division Education Program. Students who fail the ITBS will be encouraged to take test preparation courses, to use the TestPrep websites, and to take advantage of the Learning Center at ICC, which allows them to work with a mentor on an identified area of deficiency.

c. Use of Feedback: At this time, primarily process data are available upon which to determine program quality. These elements are clearly delineated above. When outcomes data from external stakeholders and follow-up studies are available, they will be incorporated into the overall program assessment process.

d. Continuous Program Improvement: Through the use of the AAT SPED Advisory Committee’s expertise and analyses of comprehensive student assessments, the program coordinator is better able to analyze the entire program and make informed macro-recommendations designed to insure continuous quality improvement of the program. The program coordinator, ECE/EDU faculty and the division dean then meet as a committee after each semester to analyze the data, review the coordinator’s recommendations and make adjustments in all aspects of the program. The advisory committee members assist in providing the program coordinator with research and knowledge on what is required within the early childhood education field that impacts student knowledge and skills within the field, as well as what will impact students in their continued studies and lifelong learning process. See p. 7 for a model of the overall student assessment program. In addition to the focus on professional education outcomes, ICC’s student tracking system allows for the assessment of Gen Ed outcomes. A simple model of the program assessment process is included below.



Model of Program Assessment Process

5. Facilities/Equipment:

ICC already has in place the infrastructure required to offer the AAT Degree. All necessary instruction, student work, and associated projects can be accommodated with existing facilities, hardware and software in use at the college. College courses, registration, tests, financial aid resources and other essential information are available in a web-based venue. Therefore, students know basic computer operations and access college information, interact with each other, contact their instructors, submit assignments, etc., on-line. This is accomplished largely through the student portals at ICC.

In addition, all courses have a Blackboard/WebCt component. Students use all components of Microsoft Office to collect, synthesize, organize, and present information to faculty and peers. Students regularly use the computer system at the college and at home to make journal entries and complete on-line assignments. Students can also collaborate online or hold discussions via Bb/WebCt. Both faculty and students routinely use presentation technology such as The Smart Board.

All classrooms are smart classrooms, with LCD computer linked projection and visual presenters. They are equipped with SmartBoards and other presentation technology for use by faculty and students during classroom instruction. The computer at the teacher station is linked to the college network and to the Internet, giving the classroom teacher access to a full range of productivity tools and access to pertinent information via the internet. In addition, computer labs are available for courses such as EDU 202-Instructional Technology, which require more sophisticated equipment and software resources for developing electronic portfolios, websites, etc.

All instructors are trained in the use of the hardware and software packages available to them by means of a comprehensive and continuous training program. Moreover, they are encouraged to expand their horizons by learning new techniques and approaches, e.g. online instruction, as they become available. Technical assistance and tutoring are just a phone call or e-mail away.

6. Faculty:

Describe the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned) teaching experience, and how faculty are evaluated.

Degree	Field	Full- or part-time	Years of Teaching Experience
Ph.D.	Child Development/Education	Full-time	31 years college 8 years classroom
Ph.D.	Education	Full-time	3 years college 8 years classroom
ABD	Sociology of Education	Full-time	5 years college 1 year classroom
M.A.	Early Childhood Education Special Education	Full-time	11 years college 10 years classroom
M.S., M Ed.	Special Education	Part-time	6 to 21 years college 5 to 10 years classroom
Ph.D.	Education	Part-time	11 years college 2 to 10 years classroom
M.S.	Education	Part-time	2-8 years college 4-10 years classroom

Tenured full-time faculty members are evaluated by the Dean of the Social Science Division and a peer committee at least once every five years. Students in each of the faculty member's classes complete faculty evaluations during either fall or spring semester each year. Faculty members also complete a self-evaluation once every five years.

Probationary full-time faculty are evaluated by the Dean of the Social Sciences Division each semester during the academic year. In addition, they are observed and evaluated by a peer committee once a year. Students complete evaluations of the faculty member in each class every semester. Probationary faculty members also complete self-evaluations each year until they are awarded tenure.

Each adjunct faculty member is evaluated by students each semester in every class. New adjunct faculty members are first evaluated by the Dean and the Coordinator within the first two semesters of employment at the college and again prior to the sixth semester of employment. The Dean and Coordinator read all student evaluations of the faculty member every semester. Adjunct faculty members may be evaluated at other times as deemed appropriate by supervising academic administrators.

7. Cost Data:

Specify the source of resources to support the proposed program and note what portion of funds will come from reallocation of existing resources as compared to new resources.

- The AA, AS and AAT degree programs will utilize the same faculty and resources. No reallocation is necessary.
- The resources that support the AA, AS and AAT come from general fund dollars. No additional resources will be required to offer the AAT degree.

8. Estimated Annual Enrollment: 15 to 20 students

9. Education Contact: Insert the name, title and complete contact information for the person or persons authorized by the college to interact with ICCB and IBHE staff in the review process.

10. Form 11 (s): N/A

11. Form 22 (s): Completed in duplicate and submitted.

EDU 202: Introduction to Technology in Education	3	
EDU 203: Students with Disabilities	3	
PSY 201: Educational Psychology	3	
PSY 202: Human Development	3	
Select one of following:		
EDU 204: Diversity of Schools and Society	3	
EDU 205: Language Development	3	
EDU 206: Introduction to Foundations of Reading	3	
Total, Professional Education	18	
MAT 251 (Required Course)	3	
Degree Total	62	

Note: Courses listed should be considered examples. Different courses may be substituted so long as they meet the Statewide Model guidelines.

Template — AAT Special Education Standards Matrix
Professional and Special Education Courses

Standards Addressed

Course Title and Number	IAI Code (if appropriate)	IPTS	Core Language Arts	Core Technology	Special Education - IL Common Core & CEC
CARE MUST BE	TAKEN TO	INSURE THAT	THE STANDARDS	ADDRESSED ON	THE MATRIX
MATCH THOSE	ON THE	SYLLABI	EXACTLY AND	THAT BOTH	ADDRESS ALL
REQUIRED	STANDARDS.				
DON'T FORGET	TO INCLUDE	ARTIFACTS &	ASSESSMENTS.		

This chart should be recreated/expanded to fit the number of professional and special education courses in your proposed program.

See the sample on the following page.

SAMPLE

This is not intended to be a complete representation of the matrix, only an example of how the information should be reflected.

AAT Special Education Standards Matrix
Professional and Special Education Courses

Standards Addressed

Course Title and Number	IAI Code (if appropriate)	IPTS	Core Language Arts	Core Technology	Special Education - Illinois Common Core (CC) & Council for Excep. Children (CEC)
EDU 104: Students with Disabilities in School		1E, 2F, 3A, 3C, 3F, 3N, 9F, 9G, 10A, 10D, 10I, 11D, 11F, 11G, 11H <u>Assessments/Artifacts:</u> • Service Learning Reflection • Exam • Reflection Paper • Panel Review • Reflective Journal • Case Study • Personal Philosophy Statement			CC1B, CC1C, CC1E, CC1F, CC2B, CC2J, CC2L, CC2N, CC7B, CC8A, CC8G CEC1K4, CEC1K5, CEC1K6, CEC1K10, CEC2K3, CEC2K6, CEC9K1, CEC10K2 <u>Assessments/Artifacts:</u> • Early observation/experience • Case Studies • Role Play • Survey/Self-Assessment of Attitudes
Language Development		2F, 3C, 7A, 7B, 7C <u>Assessments/Artifacts:</u> Language Observation/Assessment			CEC6K1 <u>Assessments/Artifacts:</u> Language Observation/Assessment

*Additional standards covered

12-26-07