



Division of Business and Career Education Advisory Meeting Education

November 18, 2020
4:00 pm – 5:00pm
[Zoom](#)

Minutes

The purpose of the advisory committee is to provide input and make recommendations to the faculty and administration on changes in direction for the career education programs. These recommendations include suggestions for improvement, expansion, student recruitment, innovation, and/or equipment commonly found in industry that is associated with the pertinent career program.

CALL TO ORDER

Business/Industry/Community Members Present:

Josie Castillo, Assist. Principal, Santa Ana USD
Leann Hardwick, Behavior and Education Inc
Yvette Iacopetti, TOSA Cypress USD
Devin Lawson, HR Santa Ana USD
Sandra Macioas, SpEd Teacher, Paramount USD
Loan Wu, Principal, GGUSD
Courtney Walker, Teacher, Ocean View SD

GWC Faculty/Staff/Guests/District Members Present:

Heather Antunez, GWC Counseling
Dorsie Brooks GWC, Grants Coordinator
Stephanie Campbell, GWC PT Faculty
Alex Miranda, GWC, Dean of Education
Chris Whiteside GWC, Executive Dean, Business & Career Education

WELCOME AND INTRODUCTIONS

- Program is being expanded and revamped

LMI Update:

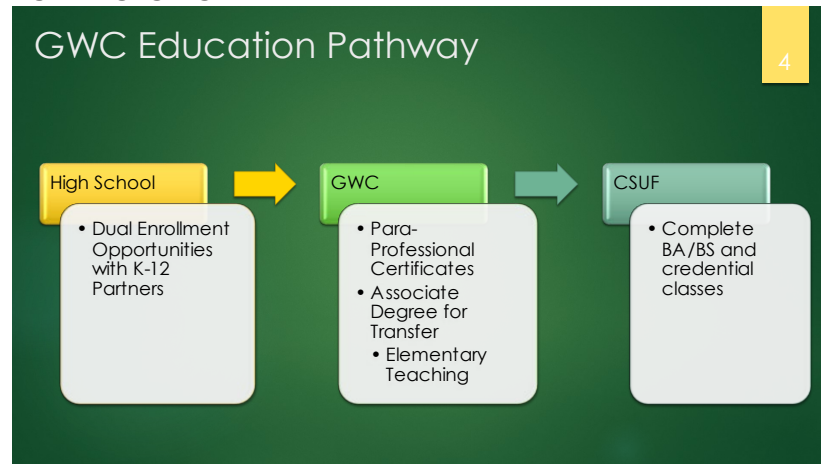
Exhibit 5. Los Angeles County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)
Teaching Assistants, Except Postsecondary (25-9045)	35,169	34,819	(349)	(1%)	3,355	\$15.14	\$17.70	\$20.94

Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings
Teaching Assistants, Except Postsecondary (25-9045)	45,776	45,644	(132)	(0.29%)	4,392

CURRICULUM UPDATE



GWC EDUC Courses

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Courses	Degrees and Certificates
<ul style="list-style-type: none"> ▶ EDUC_G102 - Teaching Diverse Contemporary Classrooms (CSU transferrable) ▶ EDUC_G103 - Technology Proficiencies for Teachers I (CSU transferrable) ▶ EDUC_G180 - Family, School and Community Partnerships (F22) ▶ EDUC_G200 - The Teaching Profession (UC and CSU transferrable) ▶ EDUC_G210 - Introduction to Special Education (F22) ▶ EDUC_G220 - Secondary School Teaching (F22) 	<ul style="list-style-type: none"> ▶ Elementary Education - ADT ▶ Child and Adolescent Development - ADT ▶ Paraeducator/Instructional & Teacher Aide - Certificate ▶ Education Studies STEM - Math Concentration - Certificate ▶ Education Studies STEM - Science Concentration - Certificate

GWC EDUC Courses Student Learning Objectives

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- ▶ [EDUC_G102](#)- Teaching Diverse Contemporary Classrooms
 - ▶ SLO 1 - Analyze student/teacher interaction within the K12 classroom setting.
 - ▶ SLO 2 - Prepare portion of the Professional Portfolio showing strong connections to CA Standards for the Teaching Profession (CSTP).
 - ▶ SLO 3 - Define qualities of an effective teacher in diverse contemporary classrooms.
- ▶ [EDUC_G103](#)- Technology Proficiencies for Teachers Level I
 - ▶ SLO 1 - Create technology projects successfully utilizing appropriate programs within an educational setting.
 - ▶ SLO 2 - Create an electronic portfolio of teacher materials to be used in the classroom.
 - ▶ SLO 3 - Design a lesson plan that integrates a variety of instructional technologies aligned with State Content Standards.
 - ▶ SLO 4 - Demonstrate basic maintenance and correction of potential technology problems.
- ▶ [EDUC_G180](#)- Family, School and Community Partnerships
 - ▶ SLO 1 - Describe theories, concepts, and related research findings (including psychosocial, cultural, and environmental influences) on development.
 - ▶ SLO 2 - Describe legislative, case, and media advocacy strategies to promote child and family well-being.
 - ▶ SLO 3 - Develop reciprocal relationships with educational stakeholders to support family and community involvement within a school/classroom setting.
 - ▶ SLO 4 - Employ strategies/activities to promote a positive learning and social environment and encourage respectful inclusion/participation of students with diverse abilities and backgrounds.

Certificates 9

STEM: Math

- MATH G180 – Calculus 1 (5)
- MATH G115 – College Algebra (4)
- MATH G120 – Trigonometry (3)
- MATH G160 – Intro to Statistics (4)
- EDUC G220 – Secondary School Teaching (3)

Total = 19 units

Para Educator

- MATH G104 – Math for Elem Teachers (3)
- PSYC G116 – Child Growth & Development (3)
- ENGL G143 – Children’s Literature (3)
- EDUC G103 – Technology Proficiencies for Teachers I (2)
- EDUC G180 – Fam, Sch, & Community Partnerships (3)
- EDUC G210 – Intro to Special Education (3)

Total = 17 units

Certificates 10

STEM: Science tracks

General

- ASTR G101/I00L - Intro to Astronomy/Lab (4)
- or GEOL G110 - Physical Geology (4)
- or GEOL G106 - Earth Science for Teachers (4)
- PHSC G100 - Intro to Physical Science (4)
- or PHYS G110/G111 - Conceptual Physics (4)
- or CHEM G110 - Intro to Chemistry (5)
- BIOL G100 - Intro to Biology (4)
- EDUC G220 – Secondary School Teaching (3)
- or EDUC G200 – The Teaching Profession/Elem (3)

Total = 15-16 units

Biology Track

- BIOL courses- TBD
- EDUC G220 – Secondary School Teaching (3)

Chemistry Track

- CHEM courses – TBD
- EDUC G220 – Secondary School Teaching (3)

Physical Science Track

- Courses – TBD
- EDUC G220 – Secondary School Teaching (3)

- Dual Enrollment Certificate- College Courses at the High school earning both credits
- ADTs- Partnerships with Cal States to guarantees them into the CSU

STEM Math-& Science Certificates

- Designed to help with getting students interested in Teaching secondary education

Para Educator-

- Focused on students who want to become Para Educators.

Special Education

- Aimed at getting some Special Ed experience at an earlier level for paraprofessionals.

Teaching Proficiencies for Teachers Level 1-only two units, to meet the teaching credential

Observation hours are built in to the curriculum- just like at the CSUs require a minimum of 54 hours.

Subject matter competencies changes:

New ways for students to fulfill Subject Matter Competencies

Fulfilling specifically what the CSET would require them to try to avoid taking the CSET

Discussion:

What are some things that we need to impress on our students looking in this areas?

- What does a working environment of the school look like?
- Soft Skills- learning what boundaries and social boundaries with students
 - Don’t follow students on Instagram or give out cell numbers.
 - Setting the lines for adults versus students. Professional engagement



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- Special Populations- Knowing what specialized programs being able to navigate what the varied landscape for student populations is important- Making sure our students need to make sure they are ready for the reality,
- Antunez- Cover lots of those things in the Intro to Education class, but we should start to incorporate those into the other education classes?
- Macias- Establishing classroom professionalism and being consistent and having good modeling skills and being fair throughout.
- Lawson- Regards to the observation hours-make sure that the para's in these areas have strong parameters, and being outlined. Schools are masterful at getting things done if there are no outlines. Setting boundaries.
- Walker- School Districts are struggling to find substitutes, they are pulling everyone they can. Boundaries are imperative.
- Antunez- CBEST is no longer required for Subbing. Fulfills basic skills now with College math

RECCOMENDATIONS OF THE COMMITTEE

Approve the following Existing Certificates and Degrees:

Education Studies- Paraeducator Instructional Aide Certificate*

Please note- Name on Regional and Chancellor's Office Approval has been changed to "Educational Studies: Special Education Certificate"

Education Studies: STEM- Science Concentration Certificate

Education Studies, STEM- Math Concentration Certificate

ADJOURNMENT 4:52pm

Appendix A.- PPT Slides

Appendix B.- Chat Text with approvals