**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **LCS - 0720 - Child & Family Education / 724 – American Sign Language Interpreting for the Deaf**

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2018-2019

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Investigate optionsto convert ECE 1100 Introduction to Early Childhood Education to an online or hybrid format. | In progress X  Completed  No longer applicable | At this time this goal is still under consideration. A request to adapt  ECE 1100 as an online course is pending. Dr. Swapna Purandare is very interested in teaching the online courses and has great experience teaching in online formats at the graduate level. |
| Track one complete “cohort” of students who have completed the entire semester program to assess effectiveness of the new semester program. | In progress  Completed X  No longer applicable | Tracking this first cohort of semester completers in **ECE** was done through the Program Outcome Assessment (POA) tool. Results of the assessment indicate that essential early childhood content is not mastered by the students in ECE 2202 and ECE 2301  Possible causes:  \* Inconsistency of delivery of course content by some adjunct faculty.  \* Reduction of the number of courses during the conversion from quarters to semesters resulted in essential content to be embedded into fewer courses.  Actions completed:   * Review semester courses to investigate how essential early childhood content is adequately reinforced through course content and assignments. * ECE full-time faculty held a required training for all adjunct faculty in the first week of August 2015 to review program assessment results and reinforce all required early childhood content that is to be taught in each course. The faculty have established a course shell in eLearn where they developed a folder for each course which houses required standardized assignments, testing, and rubrics. * As a result of the data from the Program outcome assessment tool, faculty made the following revisions to the ECE program:  1. ECE 2100- Language, Literacy, and Interactions, ECE 2101 Creative Experiences, and ECE 2102 Math and Science were all deactivated and revised into the two new courses – ECE 2103 Literacy, Art, and Music and ECE 2104 Math, Science, and Social Studies. (As of fall 2016) 2. A new course was added to the curriculum ECE 1202 Healthy and Safe Environments. A similar course existed under quarters and was deactivated with the intent that much of the content could be addressed in the revised semester curriculum. Through the results of the POA over the past few years it was evident that the content was not being adequately addressed. The result of the most recent program revision (effective Fall 2016) was to add ECE 1202 to the curriculum. This is critical content that was recently addressed in a state-wide ECE Coalition meeting. 3. One additional important change to the ECE curriculum is the adjusted hours in ECE 2202. This course currently requires students to be present two days per week in the Sinclair Early Childhood Education Center. We have found that over time the required hours for ECE 2202 and their final practicum ECE 2301 presented a significant challenge for many of our working students and has been a barrier to completion. The on-site hours for ECE 2202 were revised (now ECE 2203) making completion of this course and the degree program easier for working students.   Tracking this first cohort of semester completers in ASL showed that since the conversion of semesters students have lost over 130 hours of face to face instructions.   * Effective fall 2015, additional projects were added to the intermediate ASL courses (1228 & 1229) to be completed during required lab hours. * Effective fall 2016 2 lab hours were added to the following courses: ASL 2202 – Interpreting II, ASL 2212 – Specialized Interpreting I, as well as a new course ASL 2203- Interpreting III. * An additional revision was made to ASL 2212 which is the semester version of two previous quarter courses ASL 212 & 211. After two years of semester courses it was clear that there was too much content for one course and these two courses needed to be returned to two courses. As of fall 2016 the content will be offered in ASL 2212 Specialized Interpreting I to include the medical, technical and legal content and ASL 2213 Specialized Interpreting II to include mental health, sexuality, drugs and alcohol. * Other program changes include: removing COM 2211, SOC 1129, and deactivating ASL 2232. * In fall 2017 we will review the results of the additional hours to see the impact. An assessment tool will be developed to measure the anticipated improvement in students’ skills.   . |
| Improve and update materials in CFE Library. ODE licensure requires the program to maintain the CFE lending library. | In progress X  Completed X  No longer applicable | Completed summer 2014.  Faculty have many improvements in the past year in the resources and organization of the Lending Library. Faculty continue to update the resources as new materials are available and as the CFE budget permits. Lab staff from the CFE Lab monitor all the resources used by students and faculty make ongoing recommendations for additional and replacement resources. |
| The courses listed below have added a lab component in order to provide additional in-class time that will allow for additional opportunities for faculty to provide face-to-face feedback and assessment of students’ skills. The additional time added to each class will help students to achieve course and program outcomes. | In progress  Completed X  No longer applicable | Faculty met to determine which courses are best for the additional lab time and to determine the necessary curriculum changes to achieve the goal of 65 credit hours.   * Revisions were made to the ASL program in order to comply with the 65 credit hour requirement. Three courses were removed from the degree – ASL 2232, SOC 1129 and COM 2211 * Revisions were made to the following courses: * ASL 1229 – updated course outcome to include revised requirements related to increased vocabulary requirements. * ASL 2201 – updated course content and course outcomes, revised prerequisites, and changed the sequence placement in the program. * ASL 2202 - updated course content and course outcomes, revised prerequisites, changed the sequence placement in the program, and revised the classroom credit hours from 3 to 2 course hours and added 2 lab hours in order to allow for additional time for students to demonstrate their interpreting skills, for face to face assessment of students’ skills and to provide feedback. * ASL 2212 - updated course content and course outcomes, revised prerequisites, and changed the sequence placement in the program, and revised the classroom credit hours from 3 to 2 course hours and added 2 lab hours in order to allow for additional time for students to demonstrate their interpreting skills, for face to face assessment of students’ skills and to provide feedback. * ASL 2207 - Revised prerequisites   New courses   * ASL 2203 & ASL 2213 - Added two additional courses – ASL 2213 Specialized Interpreting II and ASL 2203 Interpreting III. These courses were added to compensate for lost classroom instruction as a result of semester conversion. Some courses were combined during the semester conversion and as a result of program assessments it was determined that students were not able to demonstrate appropriate skill sets in order to successfully complete the ASL program. |
| Add an additional course (or at a minimum course content to existing course) addressing the needs of educational interpreters who serve children with Autism, Apraxia, Deaf-Blindness, and various other disabilities in addition to deafness. | In progress X  Completed  No longer applicable | The course is under current review to see if there is any information that is less relevant that could be eliminated in order to have time to address new content. Unfortunately due to the requirement to reduce the total credit hours of the AAS program to 65, adding another course to meet this critical need is not possible. There are no patterns, templates, or “one size fits all” instructions that interpreters can implement to meet the needs of the various combination of disabilities and/or levels of severity. One other possible way to address this need is to offer ASL 2297 special topics courses that target various disabilities. The down side of this is that a 2297 course is only an elective and not all students would have exposure to the information. However we do find that most students in our program, as well as graduates of our program, are generally very eager to take special topics courses even though they are not required. They are keenly aware of the benefits and eager to make the effort to learn new skills. |
| Investigate the possibility of converting ASL 1102 to an online course. | In progress X  Completed  No longer applicable | The request was made to convert this course to an online course and the request was approved by our division dean but was not approved by distance learning. The stated reason was insufficient enrollment. It is the belief of this department that enrollment would likely increase if it were offered in an online format because current working interpreters could take this course for continuing education. The department will continue to pursue this request.  . |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department is strongly encouraged to find a way to share the Student Professional Dispositions Assessment – there would likely be strong interest from some other departments. Other departments should be made aware of this process so that they have the opportunity to adapt it for their own use. Perhaps this “best practice” could be shared in a workshop for Faculty Learning Day – some means should be found for sharing this with others. | In progress X  Completed  No longer applicable | This is in process. Kim Pasene and Phyllis Adams are working on co-presenting a workshop. Currently they are in the process of benchmarking and investigating other professional dispositions to incorporate into their presentation. |
| The name of the department - “Child and Family Education Department” – is not inclusive of the American Sign Language component of the department, and may be confusing for students who don’t where ASL is housed at the institution. The Review Team strongly recommends that the department explore a name change that would incorporate the ASL component of the department and help inform students that ASL is part of the department. | In progress  Completed X  No longer applicable | The process to change the department name and program names has been completed internally. All the required departments internally and externally have been notified. The name of the department is the Education (EDU) department. All programs in the EDU now have at least some consistency by the inclusion of “Education” in the title of the program. The name changes for ASL and Sport and Recreation have been approved by the state.  The program names are as follows:  ASL Interpreter Education Program  Early Childhood Education  Early Childhood Education Center  Elementary Education Emphasis Program  Sport and Recreation Education |
| As was mentioned in the commendations, the department was very proactive in developing strategies to address what it believed would be weak points in the self-study. The department is strongly encouraged to continue these strategies and gather data that can be shared in the next Program Review self-study in five years, as well as in the Annual Update submissions in the time intervening. | In progress X  Completed  No longer applicable | Ongoing efforts are being made to collect both graduate data and stakeholder data. Stakeholder satisfaction surveys will be sent to employers in May 2016. Graduate surveys for both ECE and ASL program graduates from 2015 will be surveyed in May 2016 and 2016 graduates will be surveyed in September 2016. |
| The need for marketing materials was mentioned in the meeting with the Review Team. The Marketing Department has created some excellent promotional materials for other departments – the department should begin working with the Marketing Department to produce promotional materials that can be shared with the public. | In progress X  Completed  No longer applicable | Action on developing new materials is pending due to a change of direction in the marketing department. Preliminary work was started on marketing templates and then we were asked to discontinue. New materials are greatly needed that reflect the recent revisions in both ECE, ASL, Sport and Recreation, and the new degree program for Elementary Education. ASL and ECE programs were revised to reflect changes from internal assessments and to meet the cap of 65 total hours. We also have new articulation agreements that can serve to make our programs more attractive to potential students.  ASL has recently seen a tremendous growth in College Credit Plus course offerings in area high schools. As of fall 2016 we will have 17 different courses being offered in 9 different high school settings in Cincinnati, Dayton, and Springfield. This provides the perfect opportunity to market our program however we have internal marketing materials that students can view to learn more about our program or take home to parents.  Since the Sport and Recreation program has joined the Education department we have tried to increase enrollment and seeking potential avenues for articulation agreements. We unfortunately have zero materials to use to market this program.  The ASL program continues to use professional brochures that are available at no cost through a federal grant project. These brochures highlight career opportunities and have been helpful with high school career fairs. However we just learned that these brochures are no longer in print so it will be critical to develop new materials internally |
| Inconsistencies among sources on the website was mentioned as a concern during the meeting with the Review Team – the department is strongly encouraged to review the pages where it has edit access to ensure consistency in information that is shared there. Where the department finds inconsistencies on pages where it doesn’t have the access to make changes, these inconsistencies should be documented and forwarded to the owner of that part of the Sinclair website. | In progress  Completed X  No longer applicable | All of the CFE/EDU program sites have been revised and all outdated information has been removed. The faculty continue to monitor the webpages for all of our degree programs and the preschool program and to find ways to provide improved resources and information. Now that the Elementary Education transfer degree has been approved by we are working on adding this degree program to the department  website. |
| The Review Team questioned why the department’s students aren’t used by Disability Services as sign language interpreters for hearing-disabled students. Apparently there are currently no collaborations between the department and Disability Services, although there has been some outreach in the past in attempt to establish collaborations. The department is encouraged to work with the Provost to make another attempt at offering its students as interpreters for Disability Services. There may be an opportunity to take advantage of some efficiencies in ways that would benefit both the department and Disability Services. | In progress  Completed X  No longer applicable | Significant progress has been made between the two departments and we have worked collaboratively on several projects. The chair and faculty of ASL have met on several occasions with Alicia Schroeder from Disability Services and been able to provide important information regarding interpreting services for Sinclair Deaf students. We are grateful for the collaborative efforts and look forward to working together from here forward. Alicia’s goals for services to Deaf students are very much in line with professional interpreting standards and we appreciate her eagerness to work with us. We know that improving the quality of the interpreting services for Sinclair Deaf students can have a direct impact on students’ success.  As a department we still continue to request permission to make choices for interpreting services that best fit the needs of our department. The College (approximately 5 years ago) has limited the ASL department to the use of only the agency that is contracted through Disability Services. This agency has not served the needs of our department well on a number of occasions. We experienced problems with quality and reliability in recent advisory board meetings, fall conference, and our last department review. A meeting is schedule in May to review these procedures again. |
| The department is encouraged to explore using social media to market its programs. It may be that digital marketing expertise from faculty in the Business and Public Services division could be of assistance. | In progress  Completed X  No longer applicable | The use of social media continues to be an excellent resource for the ASL program. The CFE/ASL Lab and the ASL Club both have a very active Facebook pages. This is a great resource for keeping students engaged in community events as well as educational opportunities in the CFE/ASL Lab. ASL faculty and staff actively monitor these pages and contribute to department and community event announcements. It has been a great resource for alerting graduates to upcoming graduate surveys.  The ECE Program has set up a new page but it has not been very widely used yet. We will continue to pursue this effort. The department plans to add Facebook pages for Sport and Recreation and Elementary Education. |
| The Review Team recommends that the department make a focused effort to cultivate future adjunct faculty from the pool of current students. Can students be made aware of that opportunity in the future and coached on what they would need to do to qualify? How can the department find ways to maintain contact with promising graduates who might one day teach for us? | In progress X  Completed  X  No longer applicable | This recommendation is both complete and ongoing. We have hired several of the ASL graduates as adjunct faculty over the past year. After graduating from the ASL program it can be a long process before graduates have completed national certification and/or other higher credential. And because teaching interpreting and practicing interpreting are two completely different skill sets, we find that not all interpreting practitioners make good faculty. So this further limits our pool of potential adjunct faculty.  The recent boom in ASL courses through College Credit Plus (CCP) has created an even bigger need for adjunct faculty. As of fall 2016 we anticipate CCP course in 8 different high schools ranging from the 4 locations in Cincinnati, at least 1 in Dayton, and 3 locations in Springfield. In addition to placing instructors at all of these locations we also offer ASL courses at 3 Sinclair locations. While we are thrilled with the burgeoning enrollment it does also create an increased work load for full-time faculty as we try to monitor and ensure that all of the CCP courses learning centers maintain the same level of quality as the courses offered on the Dayton campus.  ECE – The same is true for graduates of the ECE program. They would need substantial additional education (minimum of a Master’s degree) to be eligible to teach. |
| The department is encouraged to develop more articulation agreements with four-year institutions where appropriate. | In progress X  Completed X  No longer applicable | This is one area where our department has been very busy this year.  ASL- In the coming year we will need to update our current agreement with Wright State University (WSU) to reflect our recent curriculum changes and the reduction to 65 credit hours. WSU has been notified of our new curriculum and we are waiting to hear from them.  ECE has updated our agreement with the University of Dayton (UD). We also have met with several institutions to discuss articulation agreements with our new Elementary Education transfer degree. To date we have met with UD, Central State University (CSU), University of Cincinnati (UC), and Indiana University East (IUE). All of these look very promising and we anticipate that agreements will be in place in the not too distant future.    Additionally we have communicated with both UD and CSU regarding potential agreements with our Sport and Recreation Education degree. These too look promising! |
| The issue of tracking graduates for transfer and employment was mentioned in the meeting with the Review Team. Research, Analytics, and Reporting (RAR) has resources that can help departments track their students. The department is encouraged to work with the Director and Assistant Director of RAR to develop a strategy for obtaining and maintaining employment and transfer data on the department’s graduates. This strategy should include an annual timeline for getting information from RAR so that the information need can be met in a way that allows RAR to accommodate the request in their workload. | In progress X  Completed X  No longer applicable | Both ASL and ECE will send surveys to employers and graduates in May 2016 for information regarding May 2015 graduates. Students who graduate in May 2016 will be survey in September 2016. |
| During the meeting with the Review Team the department mentioned the possibility of extending the age range of children served by the Early Childhood Education Center (ECEC) to infants and toddlers. The department is encouraged to explore this possibility, with close attention to the costs in terms of additional staff and facilities that this would entail. Also, will there be a developing need for a similar center at the Courseview Campus as that location expands, and if the need arose what would the department need to do to develop and maintain a similar center at that location? | In progress X  Completed  No longer applicable | Discussions are in process regarding the potential for summer programing. If we do add programing during the summer it will likely include an expanded age group. We are reviewing licensing regulations to see if our current facility meets the criteria for age groups outside of the current 3, 4, and 5 year old range we currently serve.  Expanding our programing to infants and toddlers would include a significant expansion in the facility in order to meet Ohio Department of Job and Family Services regulations as well as other accrediting bodies such as Step Up to Quality and National Association of the Education of Young Children.  We continue to be open to the possibility of expanding services at the Courseview campus if and when the need arises. |

**Section II: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: ASL – ASL 1101 Orientation to Deafness. ECE – 2200 – Families, Communities, and Schools**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL.**

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **Early Childhood Education** |  |  |  |  |
| Utilize critical thinking skills to promote child development and learning. | ECE 1201, 2202, 2301 | 2014 | Utilized the department’s program assessment tool | % meeting standard in ECE 1201 = 70%  % meeting standards in ECE 2202 = 76% |
| Identify resources and apply techniques for building diverse family and community relationships. | ECE 1201, 2202, 2301, 2200 | 2014-2015 | Course success rates.  (results of the Program assessment tool are not yet complete) | Course success rates were:  **ECE 1201** – down 2014-15 by 7% to 69% and up 10% to 80% in 2015.  **ECE 2202** – up by 16% to 93.5 % in 2014-15 and dropped by 5% to 89% in 2015  Based on POA (program outcome assessment tool) in spring 2015 63% scored meets expectation  **ECE 2301** - up 6% from prior year to 92% in 2014-15 and at 91% in 2015.  Based on POA (program outcome assessment tool) in spring 2015 93% scored meets expectation  **ECE 2200** – Based on results of program outcome assessment tool faculty added additional assignments to strength students’ knowledge in this area.  1. Students will interview a family with a diverse make up and identify resources to better serve specific targeted needs and resources.  **2**.Students must develop a plan for a specific field trip to a “child-friendly” location. Students will gather information about the location and provide a detailed outline of how they make the activity child-friendly/child and age appropriate. |
| Observe, document and assess to support young children and families. | ECE 1201, 2202, 2301 | 2013 |  |  |
| Utilize developmentally effective approaches to connect with children and families. | ECE 1201, 2202, 2301 | 2013-2014 |  |  |
| Use content knowledge to build meaningful curriculum. | ECE 1201, 2202, 2301 | 2013 |  |  |
| Demonstrate responsibility for professional behavior, professional growth and professional involvement. | ECE 1201, 2202, 2301 | 2013 |  |  |
| **American Sign Language** |  |  |  |  |
| Demonstrate competency in both American Sign Language and spoken and written English. | ASL 2207, 2236, 2261, 2262 | 2014-2015 | Written exams, performance based exams, and lab assignments | Success rates for **ASL 2207** – roughly the same in 2014-15 and 2015-16.  **ASL 2236** roughly that same in 2014-15 but up by 16% 2015.  **ASL 2261** – was up by 9% in 2014-15 and dropped by 5% in 2015  **ASL 2262** dropped 22 % in 2014-15 and rose back to 100% in 2015.  Faculty developed new interpreting assignments for ASL 2261 and 2262 to be completed in the ASL to help students focus on skills enhancements. Faculty identified specific resources in the lab that apply to targeted skill sets. Competency in this outcome could take the shape of a multitude of skills in either ASL or English. Faculty work with students to identify exactly what areas of deficiency needs to be addressed and provides information with matching lab resources. |
| Apply knowledge and skills to function as cross-cultural mediators in order to transmit and transfer culturally based linguistic and nonlinguistic information. | ASL 1101, 1102, 1116, 2201, 2202, 2207, 2300, 2261, 2262; SOC 1129 | 2014-2015 | Observation assessments were conducted at the practicum level.  Written Exams at the beginning level – ASL 1101 and ASL 2300. Projects for ASL 1116.  Performance exam with a panel is conducted in ASL 2207. | Mastery of this outcomes is best demonstrated in 2202, 2261, 2262  Success rate for **ASL 2202** in 2014-15 was 78% which was done by 7% from the previous year.  **ASL 2261** was at 76.5% success rate in 2014-15 and 71.5% in 2015.  **ASL 2261** rates were 78% in 2014-15 and 85% in 2015.  ASL 1101 addresses knowledge of Deaf history and Deaf culture information. Tests scores for fall and spring reflect the following:  ASL 1101- Fall  Across the three sections an average of 67% of the students scored 80% or better on written exams for Deaf History and Deaf Cultural Information.  ASL 1101- Spring  Of the two sections offered 80% of the students enrolled scored 80% or better on written exams for Deaf History and Deaf Cultural Information. |
| **Demonstrate a minimum of entry-level competency in interpreting between ASL and English.** | ASL 2201, 2202, 2207, 2236, 2212, 2261, 2262 | 2014-2015 | Performance based assessments that are both formative and summative. | Mastery of this outcomes is best demonstrated in 2202, 2261, 2262  Success rate for **ASL 2202** in 2014-15 was 78% which was down by 7% from the previous year.  Faculty have addressed concerned regarding students’ interpreting skills but recommending a lab component be added to ASL 2202 and also by added a third interpreting course ASL 2203 which will be offered in Spring of 2017.  **ASL 2261** was at 76.5% success rate in 2014-15 and 71.5% in 2015.  **ASL 2261** rates were 78% in 2014-15 and 85% in 2015. |
| Demonstrate knowledge of theoretical, ethical and practical foundations of the interpreting field necessary to pass the RID National Interpreter Certification (NIC) written exam. | ASL 2202, 2212, 2236, 2262, | 2014 |  |  |
| Develop skills in critical thinking, computer literacy, information literacy and values/citizenship/community. | ASL 1102, 1116, 2231, 2261, 2262;  ENG 1101, 1201; BIO 1101; PSY 1100; SOC ????; MAT 1440 or 1470; COM 2206 or 2211, |  |  |  |
| **Elementary Education** |  | N/A | N/A |  |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | MAT 1190, MAT 1250 | N/A | N/A | N/A |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | N/A | N/A | N/A | N/A |
| Demonstrate responsibility and accountability in accomplishing goals. | SCC 1101 | N/A | N/A | N/A |
| Communicate effectively in a variety of ways with varied audiences through writing skills, oral communication skills, listening skills, reading skills, computer literacy and information literacy. | ENG 1101, 1201, BIS 1120, COM 2206, COM 2111 | N/A | N/A | N/A |