

# GRAYS HARBOR COLLEGE

BACHELOR OF APPLIED  
SCIENCE DEGREE IN  
TEACHER EDUCATION  
(K-8 WITH ELL ENDORSEMENT)  
2021-2022



## **BAS-TEACHER EDUCATION**

### **Elementary Education (K-8) with English Language Learners Endorsement**

The Bachelor of Applied Science in Teacher Education ([BAST](#)) provides students an education, beyond the associate level, which is tailored to their community. The BAST degree is the next educational stepping-stone for many students who wish to pursue advanced degrees. The BAST degree provides quality teachers for a five county area: Lewis, Thurston, Pacific, Mason, and Grays Harbor counties.

The BAST program is designed to enable applicants with an AAS-ECE or an AA-DTA to combine their lower-division coursework with upper-division credits in education. This degree is designed with academic rigor enabling graduates to apply directly to master level programs throughout the state.

Classes are offered in the late afternoon at Grays Harbor College in Aberdeen, Washington, with a two-year track. The core course sequence is taught fall, winter, and spring quarters. The afternoon program was developed to meet the employment needs of those currently working in the classroom without a teaching credential. Instruction occurs in a variety of modalities, including in person on the GHC Aberdeen Campus.

This program prepares teachers to construct and facilitate culturally responsive learning experiences that simultaneously develop English language proficiencies and discipline-specific knowledge and advocate for English language learners (ELL) within the local school and community. The ELL endorsement prepares candidates to be effective teachers and to provide the required content and develop the skills needed to navigate a diverse learning environment with respect and confidence. .

The BAST curriculum includes core courses in theory as well as practical teaching. This curriculum has been approved by the Washington State Professional Educators Standards Board, and is listed by OSPI as a state-approved teacher preparation program

Practical experience is a critical feature, students will complete both brief practicums and a student teaching sequence locally, to ensure they are ready to walk into the classroom and start teaching. These experiences are designed by local instructors and administrators to ensure your readiness.

### **Expected Proficiency**

Although not an admissions requirement, baccalaureate students are expected to have general computing abilities that include: navigating online, proficiency in word processing, spread sheets, and presentation software.

The BAST program is made up of three components:

- Specific lower division (100-200) credit requirements to meet the K-8 endorsement standards: what to teach.
- Upper division credits (300-400) to fulfill the program requirements: how to teach.
- Field experience: practicing teaching.

### **BAST Program Application Requirements**

Admission to the BAST program is merit based. Meeting the minimum entrance requirements does not guarantee admissions, as the number of qualified applicants may exceed the number of enrollment spaces. Admission applications open in winter quarter of each year for entrance the following fall.

In order to be placed into the admissions pool, applicants must complete and submit all the following requirements:

- Completed BAST program application (\$25 fee)
- Personal statement
- Resume
- Three (3) current letters of recommendation
- Transcripts from all college level coursework
- Washington Access to Criminal History (WATCH) clearance (\$12 fee)

## Prerequisites

To be accepted into the BAST program, students must complete (or be on track to complete them prior to starting the core courses in the fall) the following:

- 2.7 GPA in all required college level coursework.
- An earned Associate in Applied Science Degree in Early Childhood Education or an Associate of Arts Direct Transfer Agreement (or be on track to complete the degree before the BAST program begins).
- ENGL& 101, English Composition
- ENGL& 102, English Composition II **or** ENGL& 235, Technical Writing
- MATH& 131 and MATH& 132, Math for Elementary Education I and II or any college level math course with Intermediate Algebra as a prerequisite
- ECED& 180, Language and Literacy Development
- EDUC 201 and 202 or 1-year full-time experience in a structured educational setting must apply for Prior Learning Credit.

The courses identified below are required to be completed prior to the end of the first year of the BAST program. These courses may be completed as part of the AAS-ECE or AA-DTA degree:

- ENGL& 233, Children's Literature  
(Satisfies Humanities Area D)
- HIST& 219, Native American History  
(Satisfies Social Science Area A)

## AA Distribution Requirements

### Humanities

A total of 15 credits is required in humanities, one course from three different areas, labeled A through G, with a maximum of five credits in performance courses.

### Social Science

A total of 15 credits is required in social science. One course from three different areas, labeled A through D, is required.

### Natural Science

A total of 15 credits is required in natural science. One course from three different areas, labeled A through F is required. At least one course with a laboratory must be taken.

### Specified Electives

At least 20 credits must be chosen either from the specified electives, identified in the general catalog, available on the GHC website, or the Distribution List of Approved Courses.

### Specified Electives

An additional 10 credits of general electives may be chosen from any college-level courses numbered 100 or higher. Although not all courses transfer independently, they may be acceptable as part of GHC's transfer arrangements with four-year institutions.

General electives may constitute no more than 10 credits of any degree. No more than 3 PE credits may count as general electives. ECED and EDUC classes may count as general electives.

**NOTE:** Successful completion of [SPAN& 123 - Spanish III](#) or the ability to demonstrate comparable equivalence by a GHC exam is strongly recommended given the demographics in our area school districts. All other factors being equal, preference will be given to applicants who meet this qualification.

### Early Childhood Education Degree Completers

Students who have earned an AAS in Early Childhood Education must complete all program entry requirements and program acceptance requirements with the exception of:

- ECED& 180, Language and Literacy Development
- EDUC 201 and 202

**NOTE:** These classes may be used as general electives.

### ELL Endorsement Option

Students who hold a current teacher's certificate in the State of Washington, can obtain their ELL endorsement by successful completion of:

- Fulfill all the BAST program application requirements
- 2.7 GPA in all required college level coursework
- BAST 345, ELA Methods
- BAST 355, Reading Methods
- BAST 370, Language and Culture
- BAST 371, Advanced Language and Literacy
- ECED& 180, Language and Literacy Development

### BAST Program Alternatives

Grays Harbor College is approved to offers alternative route one for teacher certification.

**Route 1** is designed for district staff para educators with an associate degree with a current para educator certification.

Alternative route students must meet the following:

- Associate Degree from an accredited college or university
- 2.7 GPA in all required college level coursework
- Fulfill all the BAST program application requirements

Complete the following prerequisites:

- ENGL& 101, English Composition
- ENGL& 102, English Composition II **or** ENGL& 235, Technical Writing
- MATH& 131 and MATH& 132, Math for Elementary Education I and II or any college level math course with Intermediate Algebra as a prerequisite
- Successfully complete all the BAST core coursework of equivalent coursework

### NATIVE AMERICAN PATHWAY TO AA DEGREE AND TO APPLY TO BAST PROGRAM (90 credits required)

The college has worked closely with the Tribal partners and the Native American Pathways Director to develop a plan for Native Americans who are pursuing their AA degree and have a desire to enter the BAST program.

The highlighted classes are required for the BAST program.

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
<u>Basic Course Requirements (15 Credits)</u>		
ENGL& 101	English Composition I	5
ENGL& 102	English Composition II	5
MATH& 107	Math and Society	5
<u>SOCIAL SCIENCE REQUIREMENTS (15 credits)</u>		
ANTH& 206	Cultural Anthropology	5
POL S& 202	American Government	5
PSYC& 100	General Psychology	5
<u>HUMANITIES REQUIREMENTS (15 credits)</u>		
ART& 100	Art Appreciation	5
ENGL 233	Children's Literature*	5
CMST& 220	Public Speaking	5
<u>SCIENCE REQUIREMENTS (15 credits)</u>		
ASTRO& 100	Astronomy	5
BIOL& 100	Survey of Biology with lab	5
EARTH& 102	Earth Science	5
<u>ELECTIVE REQUIREMENTS (30 credits)</u>		
ANTH& 210	Indians of North America (replaces HIST& 219)*	5
ANTH& 216	Pacific NW Coast Peoples	5
ECED& 180	Language/ Literacy Dev	3
EDUC 201	Intro to Education	5
EDUC 202	Education Practicum	3
FYI 101	Freshman Orientation	1
FYI 102	Freshman Student Success	2
HPF& 101	Health and Wellness	3
LIB& 101	Intro to Info Resources	3

\* These courses may be completed as part of the AAS-ECE or AA-DTA degree. They must be completed prior to the end of the first year of the BAST program.

## PROGRAM LEARNING OUTCOMES

Students who successfully complete the Bachelor of Applied Science in Teacher Education: English Language Learners will have demonstrated the ability to:

- Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community.
- Ensure cultural competence in teaching through adapting learner centered curricula that engage students in a variety of culturally responsive strategies.
- Recognize individual differences and learning styles then modify curricula to meet the learners' needs.
- Design, facilitate, and evaluate age and developmental appropriate learning exercises for students in K-8.
- Develop standards-driven curricula and monitor student progress towards targets.
- Utilize formal and informal assessment strategies to strengthen instruction and promote learning.
- Competently design and execute lessons rich in literacy, science, math, social studies, and the arts.
- Generate strategies from multiple instructional approaches and differentiated instruction for all students.
- Foster positive, inclusive learning settings in cognitive, behavior, language, physical, and social domains to create a safe and productive learning environment.
- Integrate and model the use of technology in the classroom.
- Utilize feedback and reflection to constantly improve teaching practices.
- Demonstrate the capacity and skills needed to work the professional environment of K-8 education.

## SCHEDULE FOR BAST CORE COURSES

### Fall Quarter – Year 1 (17 credits)

BAST 301	Practicum I	2
BAST 345	ELA Methods	5
BAST 380	Understanding Learning	5
BAST 430	Social/Legal Foundations of Education	5

### Winter Quarter – Year 1 (17 credits)

BAST 302	Practicum II	2
BAST 360	Assessment for Learning	5
BAST 370	Language and Culture	5
BAST 421	Classroom Management	5

### Spring Quarter – Year 1 (17 credits)

BAST 303	Practicum III	2
BAST 355	Reading Methods	5
BAST 371	Advanced Language and Literacy	5
BAST 420	Planning Instruction	5

### Fall Quarter – Year 2 (18 credits)

BAST 325	Math Methods	5
BAST 326	Science Methods	5
BAST 365	Social Studies Methods	5
BAST 496	Student Teaching I	3

### Winter Quarter – Year 2 (16 credits)

BAST 330	Teaching with Technology	2
BAST 401	Special Education Methods	4
BAST 497	Student Teaching II	10

### Spring Quarter – Year 2 (16 credits)

BAST 335	Methods for Teaching Arts	5
BAST 372	Professional Leadership and Advocacy	5
BAST 498	Student Teaching III	5
BAST 499	Capstone	1

***Minimum Credits Required 101***

**BAST 301** **2 Credits**  
Practicum I  
*Prerequisites: Admission to the BAST program.*  
The first practicum complements the first quarter in the BASTE program. Students will study theories of learning and learning development, language and culture, and social and legal foundations of education, the practicum placements gives the student an opportunity to connect classroom concepts with field observations. The three BASTE practicum courses will incorporate opportunities for students to reflect on the practicum experiences, including the implications for supporting English language learners. 1 theory hour; 1.6 observation hours. BAST degree course.

**BAST 302** **2 Credits**  
Practicum II  
*Prerequisites: Admission to the BAST program.*  
The second practicum complements the second quarter in the BASTE program. Students explore how to plan instruction, consider advanced concepts in language and literacy and the implications for teaching English language learners, and practice methods for teaching mathematics, the practicum placement gives students an opportunity to connect this material with field observations. The three BASTE practicum courses will incorporate opportunities for students to reflect on the practicum experiences, including the implications for supporting English language learners. 1 theory hour; 1.6 observation hours. BAST degree course.

**BAST 303** **2 Credits**  
Practicum III  
*Prerequisites: Admission to the BAST program.*  
The third practicum complements the third quarter in the BASTE program. As students explore assessment for learning, reading methods, and science methods, the practicum placement gives students an opportunity to connect this material with field observations. The three BASTE practicum courses will incorporate opportunities for students to reflect on the practicum experiences, including the implications for supporting English language learners. 1 theory hour; 1.6 observation hours. BAST degree course.

**BAST 325** **5 Credits**  
Math Methods  
*Prerequisites: Admission to the BAST program.*  
This course is designed to deepen student understanding the developmental progression of mathematics learning, guide students in applying the fundamental principles, concepts and procedures related to mathematical problem-solving, exploration and reasoning including processes and skills related to using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive dispositions. Students will practice embedding CCSS-M Mathematical Practices in the instructional process to deepen understanding. Candidates will apply learning by developing lesson plans and curriculum units that align instruction and assessment with learning goals, identify a range of developmentally, culturally, and linguistically appropriate instructional strategies, and incorporate methods that elicit student voice (e.g., including reflection related to learning targets, metacognitive strategies, and effective use of resources). This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 326** **5 Credits**  
Science Methods  
*Prerequisites: Admission to the BAST program.*  
This course is designed to guide candidates in working with students to build the interrelationships among science, technology, engineering, mathematics (STEM), and society by applying fundamental concepts related to core disciplinary ideas (earth and space science, the life sciences, physical sciences, and engineering design), and to assist candidates in promoting the scientific abilities of all children as they acquire new knowledge through the use of Crosscutting Concepts and Science and Engineering Practices in Next Generation Science Standards (NGSS). Candidates will apply learning by developing lesson plans and curriculum units that align instruction and assessment with learning goals, identify a range of developmentally, culturally, and linguistically appropriate instructional strategies, and incorporate methods that elicit student voice (e.g., including reflection related to learning targets, metacognitive strategies, and effective use of resources). This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 330****2 Credits**

Teaching with Technology

*Prerequisites: Admission to the BAST program.*

This course will focus on safe, effective use of various educational technologies to foster student learning. Educational technologies covered will range from classroom equipment to online learning management systems. International Society for Technology Education Standards will provide the framework for this course. This course will include opportunities to reflect on student teaching experiences. 2 theory hours. BAST degree course.

**BAST 335****5 Credits**

Methods for Teaching Arts

*Prerequisites: Admission to the BAST program*

Examine the philosophies, methodologies, and instructional techniques necessary for selecting, implementing, and evaluating appropriate educational activities to support the physical, musical, and artistic development of elementary-aged students. Candidates will explore how learning in and through the arts supports academic and social/emotional learning for all students by providing multiple pathways to learning concepts, demonstrating understanding across all subject areas, and helping students to make deeper and more meaningful connections to learning. Candidates will apply learning by developing lesson plans and curriculum units that align instruction and assessment with learning goals, identifying a range of developmentally, culturally, and linguistically appropriate instructional strategies, and incorporating methods that elicit student voice (e.g., including reflection related to learning targets, metacognitive strategies, and effective use of resources). This course will include opportunities to reflect on student teaching experiences. 5 theory hours. BAST degree course.

**BAST 345****5 Credits**

ELA Methods

*Prerequisites: Admission to the BAST program, pass WEST-B, attempt NES.*

This course is designed to facilitate candidate understanding of the English language, language development, and its diversity by focusing on: integrating reading, writing, speaking, listening, viewing and thinking; the grammar of Standard American English including semantics, syntax, morphology, and phonology; understanding the fundamentals of first and second language acquisition and development, and the ways that linguistic/rhetorical patterns of other languages affect the written and oral expression of diverse learners; diversity in language use (grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, gender, and social roles, and how that can effect student learning). The course also is designed to assist students in developing an understanding of writing processes and purposes, and practical aspects of teaching writing. Candidates will apply learning by developing lesson plans and curriculum units that align instruction and assessment with learning goals, identifying a range of developmentally, culturally, and linguistically appropriate instructional strategies, and incorporating methods that elicit student voice (e.g., including reflection related to learning targets, metacognitive strategies, and effective use of resources). This course will include opportunities to reflect on student teaching experiences. 5 theory hours. BAST degree course.

**BAST 355****5 Credits**

## Reading Methods

*Prerequisites: Admission to the BAST program.*

This course is designed to extend candidates' understanding of the processes, purposes, and practical aspects of teaching reading. Topics will include: reading and writing as developmental processes; the inter-relationships of reading, writing, listening and speaking as well as the role of metacognition; the interrelationship between first and second language and literacy acquisition; constructing meaning from a variety of culturally relevant literary and expository texts; selecting reading assessment tools to match instructional purposes; understanding the variability in reading levels among children in the same grade and within a child across the essential components of reading; and instructional interventions for individuals and flexible groups. Emphasis will be placed on developing strategy lessons that encompass the major components of reading (awareness, phonics, fluency, vocabulary, and comprehension) to use with students. Candidates will apply learning by developing lesson plans and curriculum units that align instruction and assessment with learning goals, identify a range of developmentally, culturally, and linguistically appropriate instructional strategies, and incorporate methods that elicit student voice (e.g., including reflection related to learning targets, metacognitive strategies, and effective use of resources). This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 360****5 Credits**

## Assessment for Learning

*Prerequisites: Admission to the BAST program.*

Using state and national curriculum standards, grade level expectations and teaching frameworks as tools, participants will explore principles of sound assessment. Participants will design and implement a variety of assessment strategies aimed at monitoring and improving learning. Participants will reflect on potential linguistic and cultural biases within different assessment strategies. Participants will also examine Washington's evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria. This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 365****5 Credits**

## Social Studies Methods

*Prerequisites: Admission to the BAST program.*

This course is designed to guide candidates in designing effective social studies instruction related to civics, economics, geography, and history. Candidates will develop understanding of the curriculum for Since Time Immemorial: Tribal Sovereignty in Washington State. Candidates will be introduced to social science pedagogy that promotes civic behavior. Candidates will apply learning by developing lesson plans and curriculum units that align instruction and assessment with learning goals, identify a range of developmentally, culturally, and linguistically appropriate instructional strategies, and incorporate methods that elicit student voice (e.g., including reflection related to learning targets, metacognitive strategies, and effective use of resources). This course will include opportunities to reflect on student teaching experiences. 5 theory hours. BAST degree course.

**BAST 370****5 Credits**

## Language and Culture

*Prerequisites: Admission to the BAST program.*

The focus of this course is on how language and culture are interconnected. The course explores language development as a socio-cultural activity and its implications for the English language learner. Students will be encouraged to critically analyze language in the context of education. The students will be expected to explore current debates in language and culture and examine the issues which arise for the ELL teacher and for teachers working with students from diverse linguistic backgrounds. This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 371****5 Credits**

Advanced Language and Literacy

*Prerequisites: Admission to the BAST program.*

The focus of this course is to understand the structure of language, language acquisition, and language learning and how it informs and facilitates research-based instructional practices. The course will examine language acquisition theories while focusing on language acquisition as it applies to both native and non-native English learners. This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 372****5 Credits**

Professional Leadership

*Prerequisites: Admission to the BAST program.*

This course is designed to prepare students to successfully advocate for student learning, and to effectively collaborate with learners, their families, classroom colleagues, other school professionals, and community members in support of student learning and student well-being. This course is also designed to reinforce the standard that teachers must engage in ongoing professional learning; use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, and adapt practice to meet the needs of each learner. In addition, this course presents the historical and political context of English language learner programs in Washington State and the United States, legal issues relevant to educating English language learners, professional leadership, and assessment of ELL program quality. This course will include opportunities to reflect on student teaching experience. 5 theory hours. BAST degree course.

**BAST 380****5 Credits**

Understanding Learning

*Prerequisites: Admission to the BAST program.*

The focus of this course is on how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. Based on understanding how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes, participants will consider how to use instructional strategies that promote student learning. Participants will explore how to design and implement developmentally appropriate and challenging learning experiences, identify readiness for learning, and consider how development in one area (cognitive, linguistic, social, emotional, physical) may affect performance in others. Students will recognize the importance of fostering social-emotional learning (SEL) for themselves and for students. This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 401****4 Credits**

Special Education Methods

*Prerequisites: Admission to the BAST program.*

The purpose of this course is guide candidates in constructing case studies of students with disabilities in order to learn the application of theoretical concepts and tools in providing services to students with disabilities in school settings. IEP's, RTI, assessment, intervention tools, and special education techniques will be analyzed, evaluated, and developed with a particular emphasis on cultural sensitivity and potential bias. This course will include opportunities to reflect on student teaching experiences. 4 theory hours. BAST degree course.

**BAST 420****5 Credits**

## Planning Instruction

*Prerequisites: Admission to the BAST program.*

Students will plan and/or adapt standards-based and learner-centered curricula with a particular focus on: recognizing what students know and can do, and are learning to do; prioritizing the most important understandings and core concepts informed by state and national standards; using their knowledge of students' assets to inform planning; and designing instructional strategies, learning tasks, and assessments to support students' learning and language use in line with academic and developmental standards. Students will explore strategies for collaborating with families, neighborhoods, and/or communities in support of student learning. This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 421****5 Credits**

## Classroom Management

*Prerequisites: Admission to the BAST program.*

Designed to complement the first quarter of student teaching, this course will guide candidates in examining current theory, research, and best practices related to classroom management and the creation of an inclusive and productive learning environment. Recognizing that leading and managing students is a complex process, students will consider, practice, and reflect on a variety of strategies and techniques, grounded in an understanding of how learners grow and develop, that facilitate positive student-teacher interactions and the development of a community of learners. This course will include opportunities to reflect on practicum observation. 5 theory hours. BAST degree course.

**BAST 430****5 Credits**

## Social/Legal Foundations

*Prerequisites: Admission to the BAST program.*

Examines the historical, philosophical, political and cultural foundation of the U.S. education system and their impact on contemporary teaching and learning. Topics include: historical foundations of education; major educational philosophies; school governance and finance; laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse); teaching as a profession, including coders of ethics, professional standards of practice, and relevant law policy. This course introduces participants to the relevant historical and current legal and social issues concerning the education of students with disabilities in the state of Washington and the United States. This course will include opportunities to reflect on practicum observations. 5 theory hours. BAST degree course.

**BAST 496****3 Credits**

## Student Teaching I

*Prerequisites: Admission to the BAST program.*

Observation and participation in the opening of school. Candidates will be placed in a school internship related to their endorsement(s) where they will have the opportunity to practice and develop skills related to teaching. Emphasis will be placed on establishing a healthy learning environment and fostering an inclusive learning community at the beginning of the school year. Your concurrent BASTE courses will incorporate opportunities for you to reflect on your student teaching experiences, including strategies for supporting English language learners. 9 guided practice hours. BAST degree course.

**BAST 497****10 Credits**

Student Teaching II

*Prerequisites: Admission to the BAST program.*

Candidates continue their placement in a school internship related to their endorsement(s) where they will have the opportunity to practice and develop skills related to teaching. Emphasis will be placed on developing planning and instructional skills through practice, eventually leading to full responsibility for an extended (three-week) period. In addition, assessment, incorporating student voice, and academic language into lessons will come into focus. Candidates will work intentionally to become more skillful in collaborating with colleagues, including para-educators. Your concurrent BASTE courses will incorporate opportunities for you 18 guided practice hours. BAST degree course.

**BAST 498****5 Credits**

Student Teaching III

*Prerequisites: Admission to the BAST program.*

Candidates will continue their placement in a school internship related to their desired endorsement(s) where they will have ongoing opportunities to practice and develop skills related to teaching, with a particular focus on strategies aimed at supporting English language learners. Your concurrent BASTE courses will incorporate opportunities for you to reflect on your student teaching experiences, including strategies for supporting English language learners. Candidates will analyze their own profile of strengths and challenges as a professional educator. 15 guided practice hours. BAST degree course.

**BAST 499****1 Credit**

Capstone

*Prerequisites: Admission to the BAST program.*

Designed to help candidates transition to employment; includes development of professional growth plan. 1 theory hour. BAST degree course.