



**EARLY CHILDHOOD EDUCATION
ADVISORY COMMITTEE**

MINUTES

Friday, November 2, 2012

12:00-2:00 PM

Oliva Child & Family Services Center

Members Present

Debra Shope, Committee Chair

Kristin Johnson

Karen Peterson

Darcy Taylor

Ebie Mountford

Kristi Baker

Representing

SW Washington Assoc. for Ed. of Young
Children

ESD #112

WSU-Vancouver

Department of Early Learning

Country Friends Child Care Center

SWCCC/ESD 112

Members Absent

Andrew Forshee

Margaret Grant

Jodi Wall

Margaret Selway, Vice Chair

Portland Community College

Children's Home Society of Washington

ESD #112

Educational Opportunities for Children &
Families

Albina Head Start

Vancouver Library

Clark College

Laurie Cornelius

Debi Jenkins

Sarah Theberge

Michelle Mallory

Director, Child & Family Services

Faculty in ECE and Psychology, Department

Head/Division Chair Behavioral Sciences

ECE Curriculum Lead/Faculty in ECE/Family Life/

Family Life Coordinator, Faculty in

ECE/Family Life

Coordinator Early Intervention, ECE/Family Life

Faculty

Kay Beauliere

Miles Jackson

Dedra Daehn

Dean, Social Science & Fine Arts

Director of Academic Services & Innovation

The meeting was called to order at 12:10 p.m. Ms. Debra Shope, Committee Chair and introductions were made.

Review of the Minutes of the Previous Meeting:

A motion was made to approve the minutes as written. The motion was seconded and unanimously approved.

Office of Instruction Update:

Dedra Daehn reported that the advisory committee agenda format has been changed. The main format change reflects a time column, which places an amount of time to be used for each agenda item with the majority of the meeting focused on the committee's work plan. Clark College acknowledges and appreciates the time the industry members take out of their schedules and the change in the agenda format is one way to more effectively use the members' time.

All of the committee rosters are updated at each meeting to help us ensure that the employer/employee ratio is 50% for each group. The State of Washington requires that this information is tracked. The state defines an employer as someone with hiring and firing power.

Ms. Daehn also spoke briefly about Perkins funding. Last spring the college was awarded \$575,808 in Perkins funding. It is federal finding that comes through the state and supports Clark's career and technical programs. The primary focus of using these funds is to prepare students for the workplace, help them improve their technical skills as well as their academic skills.

Another source of funding available to Clark College is the Worker Retraining funds received from the state. The amount of money awarded for 2012-13 was over \$1,000,000. This funding is used to support and provide education, training, and career services for dislocated and unemployed workers. Students coming in to Clark who have been laid off or dislocated may be eligible for financial aid and other monetary support because of the Worker Retraining program. These moneys can also support some of Clark's adjunct faculty and equipment needs.

New Business

It was decided by the committee to move Agenda Item VIII up as 2 members would need to leave early.

Intercultural Development Inventory Assessment. Guest speaker and ECE staff member, Feliciana Peralta, gave an update on the Intercultural Development Inventory process. Intercultural Development Inventory (IDI) is given to each student a part of ECE 133, This is an assessment which helps students recognize their biases, and/or prejudicial behaviors (if any) that can impact their relationships with children and families. The IDI process is strictly confidential. A motion was made by the ECE Advisory Committee to move forward with Feliciana's proposal to continue the Intercultural Development Inventory. The motion was seconded, voted upon and unanimously approved.

Certificate of Achievement: School-Age. Sarah Theberge discussed the need to add credits (courses) to the current Certificate of Achievement: School-age. Currently the certificate requires 23 credits for completion; however, the challenge is that in order for students to obtain Financial Aid, the certificate of completion needs to be 24 credits or more. Professor Theberge asked the advisory members to think about what classes would best fit for the needs for a person working

with children in before- and after-school programs. After much discussion, the added classes were as follows:

ECE& 170, Environments for Children (2 credits, making the total credits earned: 26);
ECE 139, Administration (2 credits, making the total credits earned: 26); or
ECE& 160, Curriculum Development (4 credits, making the total credits earned: 28).

This would satisfy the 24 credit minimum requirement for the students to obtain Financial Aid scholarship, as well as adding classes to this certificate which aligns with the Department of Early Learning. A motion was made to send forth the recommendation to move the certificate beyond the current 23 credits to include the above mentioned classes. The student need only take one of the above mentioned class to complete the certificate, not all three. The motion was seconded, voted upon, and unanimously approved by the committee.

General Education Requirement: Human Relations. Sarah Theberge discussed that there are three general education requirements in the Certificate of Proficiency. One of the requirements is to satisfy the “Human Relations” requirement for both the certificate and the AAS degree.

If we are to define Human Relations as the condition under which the student is offered the opportunity to grow “soft skills” of engagement with others, recognizing the world beyond one’s own context and adaptations to environments where diversity resides, then nothing is more important than the young child experiencing these dynamics and laying the foundation for satisfying human relationships.

In our ECE program, we have a class titled, “Child, Family and Community.” This class teaches educators of young children how to understand the child within the context of their family, their culture and within their own communities while acknowledging the creation of a new learning environment within the child’s classroom. This class focuses on these dynamics by exploring the adult student’s family and community context while at the same time, learning skills on how to bridge these dynamics in the classroom. We believe this class fully satisfies the requirement for “Human Relations” in our program. It is worth noting that Pierce College and Bellevue College have both moved forward in their programs with this same request since this is a common course in the ECE programs in Washington community colleges.

Professor Theberge asked the committee for approval for the use of this course to satisfy the “Human Relations” requirement for both the certificate and the degree. A motion was made to approve EDUC& 150 as satisfying the Human Relations requirement of the Associate of Applied Science Degree as well as any certificate requiring Human Relations. The motion was seconded and an electronic vote will be taken. An addendum to the minutes reflecting the electronic vote will be attached.

Minimum Standards for Math, English, and Reading within the ECE programs. Discussion followed regarding Math, English, and reading abilities of students of the ECE program. Students are lacking the ability to do simple math and do not speak proper English. These standards need to be raised and the ECE staff asked the committee to recommend that students be required to take Math 030 with a “C” grade or better prior to taking ECE 107, Child Health, Safety & Nutrition, starting in fall 2013. The committee asked what computations Math 030 covers. A handout was given with the description as follows: Math 030 is a 5 credit course which

introduces algebra, solving equations, integers, fractions, decimals, ratios, proportions, measurements, and basic geometry. ECE staff were concerned that students and graduates do not know the language of cooking such as the difference between a (measuring) cup, and a glass. It is imperative that these student and workers know basic math, measuring in particular, if they are to be giving children medication or cooking and serving meals and snacks.

It was decided that research needs to be done to determine entry level standards to the ECE program(s) before making any recommendations. It was agreed as a group that establishing standards for math, reading, and writing go on the work plan.

Next Meeting Date

Friday, February 8, 2013, 11:30 a.m. at the Oliva Child and Family Services Center

Meeting was adjourned at 2:03 p.m.



Early Childhood Education Advisory Committee Meeting
Addendum Nov. 2, 2012 Minutes

At the November 2, 2012 Early Childhood Education (ECE) Advisory Meeting the committee agreed to hold an electronic vote for the following:

Approval for the use of EDUC& 150, titled, "Child, Family and Community," to satisfy the "Human Relations" requirement for both the ECE certificate of proficiency and the ECE AAS degree.

The vote was sent electronically on December 7, 2012 and the votes were processed as follows:

Approval was secured with 10 of the 11 advisory members voting in favor of the change.