

**EARLY CHILDHOOD EDUCATION ADVISORY COMMITTEE**

**Meeting Minutes**

**Friday, May 20th, 2016 \* 11:30 am -1:30 pm**

**Oliva Child & Family Center – ELC 109 (Fireplace Room)**

**Members Present:** Debra Shope, Committee Chair, SW Washington Assoc. for Ed. of Young Children; Andrew Garland-Forshee, Portland Community College; Allison McLaughlin; Vancouver School District; Kahlea Croft, YMCA of Columbia Willamette; Christyn Dundorf, Early Learning Consultant Group;

**Members Absent**: Chrissy Free, Vancouver School District; Kristi Baker, SWCCC/ESD 112; Darcy Taylor, Department of Early Learning; Monica Bigham; Jane Lanigan – WSUV - CDP

**Clark College**: Sarah Theberge, ECE Curriculum Lead/Faculty in ECE & Family Life; Michelle Mallory, Family Life Coordinator & Faculty; Lora Whitfield, ECE Instructor; Michelle Volk, Director CFS, Miles Jackson, Dean, Social Science & Fine Arts; Cathy Sherick, Assoc. Dir. Of Instructional Prog. & Innovation; Brianna Lisenbee, Careers Services; Nichola Farron, Secretary Senior – Advisory Committees

Committee Chair Debra Shope called the meeting to order at 11.40am at introductions were made.

Two sets of previous meeting minutes were presented for the committee vote:

*Minutes of 16th October 2016: Christyn made the motion to accept the minutes; this was seconded by Andrew and unanimously approved*

*Minutes of 19th February 2016: Andrew made the motion to approve the minutes, this was seconded by Debra and unanimously approved.*

Office of Instruction Updates

Cathy reminded committee members that they needed to complete an ethics training issued by the state.

The Academic plan is now complete and will be available to view online; it sets out the structure for Clark College based on 6 identified goal areas, and also focusses on structured guided pathways to help ensure student success and completion.

In conjunction with Brianna, Cathy also outlined the Career Coach portal which gives students the option to explore career possibilities and the Clark programs they can select to support them.

Cathy also thanked those committee members who were able to attend the recognition breakfast event: next year’s event will likely be planned for the evening.

In addition the college is planning a 10 week pre-apprenticeship program through the transitional studies department which will provide students with entry level skills for the trades.

Director Report

*BASAM -*As Debi was absent from the meeting, Dean Miles Jackson provided an overview of the BASAM degree (Bachelor of Applied Science and Applied Management) and reported that is has been approved by the State. Currently looking at a winter start date providing there is timely approval by the accrediting body. The BASAM will be a competitive program with a cohort of approximately 30 to 35 students.

Miles further clarified that whilst the BASAM is not ECE specific, it allows those students who complete their 2 year qualification to transfer and specialize, especially if they are considering an administrator role. In total the BASAM will require 108 credits.

*ECE 105 and 106* (see sheet attached to minutes) – Sarah lead the conversation on ECE 105/106 on Debi’s behalf. At present the sequence of classes begins with Exceptional Child, which moves to individualized instruction designed around children with special needs. This is now somewhat outdated as it was designed when P.R.I.D.E program was in place. There was a lab in place to look at legislation; then students moved to 105 and 106 to work with children directly. 105 and 106 were kept even when the P.R.I.D.E program was replaced. As such, Sarah outlined that the Faculty is discussing whether the 105 and 106 programs are remaining relevant in terms of serving the community to the K12 level and also whether it provides students with what they need in terms of considering a transfer for a four year qualification. The Department is considering whether to make changes, for example either combining courses or removing entirely. Sarah invited the committee to discuss (any proposed changes would need to go through campus processes by mid-November to confirm outcomes etc.).

The committee discussed their ideas about 105 and 106 – there was some thought that they could possibly be combined. There were concerns about the duplication of curriculum currently evident. In addition, the committee highlighted that there should perhaps be a greater focus on teaching students methods that incorporated cultural perspectives.

Michelle Mallory outlined her concern that the loss of these courses would mean a missed opportunity to study children with special needs. There was a risk that the area would be watered down with a single focus on the theoretical aspects without the practical application ECE 105 and 106 provide. Michelle continued that perhaps a more focused conversation should be on the actual definition of ‘special needs’ and to whether this incorporates the broad spectrum of behavioral based issues, both diagnosed and otherwise, that are now faced in classrooms.

Andrew contributed to the discussion by asking the committee to consider the issue from structural perspective in terms of clarifying the level of degree that the College is offering. There should also be an assessment as to whether students will get some of that content as they move out of a sophomore degree into focused learning. The goal should be the completion of a 2 year degree.

Christyn talked about the professionalizing of the field: students often feel uncomfortable dealing with children with special needs if they have not had specific skills-focused training. However she ventured that consolidating and combining the courses could be a viable option. Kahlea reiterated this as whilst she recognized the value of the courses, there was duplication evident.

Sarah then raised the discussion point that the application of the ‘medical model’ to the teaching of special needs in Washington has consequently lead the Center to see a decline in the admission of children with special needs. Instead, there are more behavioral related needs.

The committee further discussed the cultural requirements emerging in teaching, with Debra sharing that for EOCF, there are 50% of enrolled students from Hispanic backgrounds. In addition there are more children displaying behaviors not conducive to healthy classrooms. The committee emphasized that any future change to ECE 105 or 106 should ideally incorporate the behavioral and cultural issues outlined.

Sarah responded to the conversation by outlining that she will report the Committees’ comments, concerns and ideas to the Department and that the next step would be for the ECE staff to draw up a proposal for the committee to review at the fall meeting.

Film Viewing: Men in ECE

As a follow up to previous committee discussions on the subject of Men in ECE, Andrew introduced the video, ‘Recruiting and retaining men in early childhood education’, produced by Chattahoochee Technical College 2009

Following the film, the committee discussed some of the issues represented, including the integration of facilitating outdoor play into the curriculum

Sarah also outlined that as the committee moves forward, there may need to be further discussions about gender identity in the field.

Other discussion topics prompted by the film viewing included making classroom spaces ‘boy-friendly’, addressing the issues associated with completion and ensuring ECE is regarded as a ‘destination degree’. In addition the committee outlined that perhaps an idea for the future might be the creation of a document on men in ECE which could be submitted to the State.

Follow Up Items

* The Department will discuss the comments and the suggestions of the Advisory Committee with regard to the future structure of ECE 105 and 106 and present a proposal at the fall meeting.

Next Meeting Date

The next meeting is scheduled for Friday 7th October at 11.30am

Debra adjourned the meeting at 1.38pm

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