

**EARLY CHILDHOOD EDUCATION ADVISORY COMMITTEE**

**Meeting Minutes**

**Friday, November 18, 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; Chrissy Free, Vancouver School District; Kahlea Croft, YMCA; Jane Lanigan, WSUV CDP; Christyn Dundorf, Early Learning Consultant Group; Rashelle Hibbard, KinderCare Education; Jess Robertson, Innovative Services NW; Sarah Nelsen, FV Library District; Darcy Taylor, Dept. of Early Learning

Members Absent: Allison McLaughlin; Vancouver School District; Kristi Baker, SWCCC/ESD 112; Dominic Paz, PCC

**Clark College**: Debi Jenkins, Dept. Head; Sarah Theberge, ECE Curriculum Lead/Faculty in ECE & Family Life; Michelle Mallory, Family Life Coordinator & Faculty; Lora Whitfield, ECE Instructor; 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 11.38 and introductions were made, including a number of new committee members who were welcomed.

Darcy shared with the committee that she will be retiring at the end of the quarter.

Minutes of the Previous Meeting

*The minutes of May 20th 2016 were presented for approval. The motion to approve as written was made by Andrew, seconded by Darcy and passed by majority (there was one abstention).*

Office of Instruction Updates

Nichola made the following announcements:

The theme “Transformation” is being used to describe two large intersecting initiatives. One is the Academic Plan, which will guide Clark’s programs and student services over the next five years. The first goal of the plan is to implement Guided Pathways, the second large initiative.

All Washington State community colleges will implement Guided Pathways. This is aligning schedules and building program *pathways* that have clearer more defined structures, saving students time and money getting to graduation. Training for advisory members on Guided Pathways will be on March 24.

Specific *transformations* that advisory members will see this year include a *r*edesign of the meeting agenda format. This provides faculty and committees with a connection to the academic plan and will streamline the meeting while including committee work plan activities. The committee composition will now include students and Clark Alumnae. Students will be able to earn a small stipend and a letter of recommendation for their attendance and participation. Piloted this year, we hope that students will be a regular and vital presence on every committee in the future.

Transforming the role of committee members, from just meeting attendees to being a part of our learning community. Not just trainings, the series of Business and Community Learning events on campus are set up to be quick and friendly ‘lunch and learn’ opportunities. FREE and open to the public, the workshops will be scheduled from 11:30 a.m. to 1:30 p.m., and held in the Gaiser Student Center, allowing people to attend on their lunch hour. Food is available in the carts on campus, and guests are welcome to bring their brown bag. Additional information to follow in emails.

* Friday December 9th Advocacy
* Friday February 24th Millennials in the Workforce
* Friday March 24th Pathways
* Friday May 19th The Power of Completion

An evening event will be planned in the Spring to thank our advisory committee members for their time and expertise. Look for information during winter term.

A complete computer systems upgrade to campus registration, human resources and finance systems. The ‘go-live’ date for will be January 30. It will not impact the advisory committees, but it will impact campus business so there will be a moratorium on advisory meetings from mid-January to mid-February.

The new Bachelor of Applied Science in Applied Management (BASAM) is accepting students beginning winter term 2017. For additional information go to: <http://www.clark.edu/academics/programs/bus/basam/index.php>

Men in ECE

Andrew updated the committee that this work is long term rather than urgent. He continued that there is data available to help support the development of a plan to increase the number of men in the field and discussed how there would need to be clarification of the actions needed by the Department itself, for example recruiting male students at the High School level.

Michelle also discussed the need to consider the differences in learning styles.

Following the committee viewing of the ‘Recruiting and Retaining Men in ECE’ video at the previous meeting, Debra asked if the committee wanted to list tangible goals. Andrew emphasized that this will be an ongoing project, but that a workgroup could be formed.

Action Item: It was decided that Andrew, Michelle, Jess and Rashelle will form a workgroup and discuss their conversation and findings at the next meeting. In addition, Brianna indicated she will re-connect with Patrick from Careers Services on this subject for any further developments or insight.

Guidance Workshop

Debi outlined that the stackable certificates in the department work well with the Guided Pathways model. However, she noted that the Department is receiving feedback that the current course construction is not addressing industry needs, and that work could go deeper and be more inclusive.

The Committee discussed emerging issues surrounding how teachers address perceived behavioral issues in the classroom. Debi highlighted how African American students are targeted as behaviorally challenging, when in reality their cultural learning experience is different.

Christyn highlighted how it is important to recognize the need for challenging these assumptions in the classroom, especially when the high expulsion rates are considered.

Debi continued that, along with looking at the issue of Men in ECE these issues around culturally responsive approaches will form the basis of a Guidance Workshop to be incorporated into the program. She continued that the workshop format will allow community members to attend, as opposed to a credit class. The Workshop will be hosted on multiple occasions. The Committee also agreed that it would be beneficial to have the workshop accessible for community members and educators to attend.

Jess remarked that this would be an encouraging development in response to the shifts in agenda in teaching approaches. In addition, Debra commented that the State is increasingly focusing on the need to recognize uniqueness of children whilst creating a classroom culture for all individuals.

Darcy asked how the Workshop would be set up: Debi responded that it would likely be held on a Saturday and can be set at 1-3 credits

*Jess made a motion to record a vote of support from the Advisory Committee for the establishment of the workshops, this was seconded by Andrew and passed unanimously.*

Changes in ECE degree

* Deletions of ECE105 and ECE106

Debi outlined that, as a parallel to Workshop development, the Department proposes the deletion of ECE105 and ECE106. These classes no longer have the same access to lab resources in terms of home visits. As such, the series does not have the same depth and breadth that it used to, and content is now overlapping with other classes: without the access to home observation, the courses have become redundant. Further, Debi explained that the cap on the class also prevented completion for some students who have to wait to take the class if it was full.

In response to some concerns from committee members that the content would be lost, Debi outlined that ECE203 contains similar content as was discussed in the previous committee meeting. In addition, she reiterated that the degree is designed to thread content throughout the program, with observation included in a number of courses.

Michelle continued that the degree now has more credits than necessary, and that these deletions would help ensure completion with 2 years. In addition, the deletion of classes assists with financial aid.

The committee then discussed the credit requirements for the ECE degree, which is currently set at 70. Sarah commented that some students have been observed to leave their general education requirements to the end of the course.

ECE 199 Credit Reduction

Sarah outlined that ECE 199 would be reduced from a 5 to a 3 credit requirement. It is felt that is it is unnecessary to get students to complete 150 hours, when 90 hours is more in line with AAS degree requirements. In addition, students are often working whilst undertaking the course, whereas this was not necessarily the case previously.

Jess also referred to it being difficult to complete the individualized instruction series (ECE 105 and ECE 106) and having to wait an extra year before being able to graduate.

Sarah also outlined how Clark College is the only community college in WA with a lab: students are required to work in the lab but also receive compensation. In addition, she reminded the committee that the 100 and 200 level courses offered at the Community College level were foundational, with the content developed at the 300-400 level. Christyn continued that in a foundational program, the College is building the students’ skill tool-box: in working with children with adverse challenges, those tools have to be combined in flexible dynamic ways.

Sarah advised that she will continue to assess the format and content of ECE199, including perhaps trialing as a cohort model for 5 students to be mentored.

*Andrew made a motion to delete ECE105 and ECE106 from requirements, and to reduce the credit load from 5 to 3 for ECE199. The motion was seconded by Jane and passed unanimously.*

Election of Committee Offices

*Jess nominated Andrew for the position of Committee Chair, this was seconded by Debra: this was passed unanimously.*

*Andrew nominated Jane for the role of Vice Chair, this was seconded by Jess and passed unanimously.*

Other Business

Jess spoke to the committee about the development of a stepping stone environment classroom as one of the ways to address severe trauma in children age 3-5. With a ratio of 1:5 there is a focus on social curriculum, with inclusion at meal and outdoor times, but with the option to allow them to have their own space. This was discussed as a means to support rather than segregate children with the risk of subsequent exclusion.

Next Meeting Date

The Committee will meet on Friday March 3rd 2017 at 11.30am.

The meeting adjourned at 1.16pm

Prepared by Nichola Farron