



Shoreline Community College

16101 Greenwood Avenue North
Shoreline, WA 98133

EDUCATION ADVISORY MEETING

Notes

June 3, 2010

3:00 – 4:30 p.m.

Location: The Children's Center at Burke Gilman Gardens

Participants Present: Jennifer Kelty (Chair and Labor Representative) ; Barbara Matlock (committee member), Karleen Wolfe (committee member), Betty Peace-Gladstone (faculty and recorder), Ken Lawson (Dean/Administrator)

- The notes from the previous meeting were reviewed and discussed.
 - a. It was noted that online classes are in high demand, and are generally drawing double the enrollment of on-campus offerings. Because of evening classes in adjacent colleges, and the lack of success drawing evening students with the past few times we've offered evening classes, it was the consensus that online classes seem to be a niche that our program is filling.
 - b. The new articulation agreement for two transfer degrees to Mayville State University was discussed, and the value of this to the program. A new transfer advising sheet will be developed ASAP to guide students' attention to this new option. This, also, is a specific strength or "niche" of our program and may draw new students who are in need of primarily online and BA oriented programs, as is true of Head Start and NAEYC accredited child care programs. Advisory members offered ideas of how to market this, along with the existing programs, through CCR&R newsletters, The ELN network in the City of Seattle and Head Start programs. It is hoped that time can be found for faculty to develop and pursue marketing, as suggested. It is also hoped that more articulation agreements with 4-year colleges can come to fruition in the future – WSU is the next most likely possibility, in terms of their Human Development online program.

- **New Business: Short Term Certificates**

The faculty proposal to initiate two new short-term certificates was greeted with enthusiasm; the rationale was clear, as stated in the supplemental documents provided with the agenda. It was noted by Jennifer that when in the process of hiring prospective child care providers, a certificate from an accredited college would make a stronger application than mere credits. After discussion of the material provided for the meeting, it was decided that the following classes would be most appropriate for each certificate:

Essentials of Early Care – 15 credits –

EDUC 115 Child Development

and one of these choices:

EDUC 140 Early Ch. Curr. *or* EDUC 150 K-3 Inst. Methods *or* EDUC 160 Inf/Tod Programs

and one of these choices:

EDUC 250 Child Guidance and Classroom Mgmt. *or* EDUC 117 Culturally Rel. Anti-Bias Practices

Early Care and Learning Certificate – 30 credits:

The core courses listed above, but both 250 and 117 would be required

and

EDUC 215 Family Systems

EDUC 116 Language and Literacy

It was noted that in the narrative regarding the Essentials of Early Care certificate, reference to the fact that the 15 credits would be comparable to 150 clock hours of training for a CDA (Child Development Associate) would be good to include, along with mention of the approximate number of practicum hours that are embedded in the sequence of courses taken.

Advisory committee members agreed that they would be willing to read and provide feedback on a draft copy of these two certificates, via e-mail, before the work would go through the college's approval processes, if another advisory committee meeting is not scheduled before that time. Betty will pursue this work, hoping to find approval for these to go into effect in 2011, as early as possible during that calendar year.

- Discussion: A discussion regarding electronic portfolios ensued, with the mention that they are becoming more and more widespread, particularly as students look at BA oriented programs. Barbara Matlock indicated that she has some experience with these, and would be willing to share her knowledge with Betty during the upcoming year, to investigate the possibility of incorporating this idea into the Education program.
- Discussion: The idea of service learning was discussed, and there were mixed feelings. It is a great idea and results in some very beneficial outcomes for students, but so many Education students are full time workers, have families and are also trying to take classes that it is likely to be a challenge for many of our students. Karlene referenced the fatigue factor of such students in the evening classes she teaches for SCCC; she fully understood some of the concerns about this as a possible requirement on top of their busy lives. It was also noted that many students already work in a field that is the type of work that service learning promotes, and that due to practicum hours required in most EDU classes, students do work in the field for a significant number of hours before they even take the Internship courses. While the idea of service learning was agreed to be worthy of consideration, it wasn't clear that it should be a requirement in Education classes at this time.

The meeting was adjourned at 4:30; an informal tour of the Children's Center took place. The Committee thanks Jennifer and her staff, again, for hosting this meeting!!!