



**Shoreline Community College**  
16101 Greenwood Avenue North  
Shoreline, WA 98133

## **EDUCATION ADVISORY COMMITTEE MINUTES**

**Wednesday, December 2, 2015**

**2:00 – 3:30 P.M.**

**The Children's Center at Burke Gilman Gardens**

5251 Sand Point Way  
Seattle, WA 98105

### **Participants:**

Jennifer Kelty, Director of the Children's Center  
Karleen Wolfe, Education Faculty Seattle Central College  
Amy Kinsel, Dean of Social Sciences SCC  
Betty Peace-Gladstone, Education Faculty SCC

Introductions: Amy Kinsel was introduced as our new Dean

Notes from May meeting were briefly reviewed and approved

State Stackable Certificates and Early Childhood AAAS degree:

The committee discussed the pros and cons of Shoreline adopting the standardized State Stackable Certificates and ECE degree, with attention paid to changes this would entail. Of particular note were the concerns of faculty that the stackable certificates have inadequate representation of foundational coursework in the areas of anti-bias and multicultural principles, the exceptional child and practical experience through the internships. After discussion of the potential implications for our program should we choose not to adopt the standardized program now required by DEL, it was the consensus of the group that we should proceed with this change. The faculty had also reached this conclusion during earlier faculty meetings this fall.

After a detailed review of our current certificates and degrees, and the state certificates and degree, the following recommendations were made by consensus of those present

- The CAST/GWS 5 credit requirement should remain a part of the AAAS, rather than using the new ECED &107 Health, Safety and Nutrition course to cover more than the critical and basic child abuse/neglect information. Had the CAST/GWS course been dropped as a requirement, students in the degree would have more elective credits available to them, but would lose the very important focus of this course option.
- EDUC 265 Issues and Trends will be discontinued from the course offerings; quite a bit of the content of that course is covered in the new ECED&105 Intro to Early Childhood Education, after reviewing the syllabus used by Seattle Central for ECED&105. This will allow 13 elective credits to be offered in the degree planning sheet.

- Deadlines for curriculum modifications come up in Jan. and Feb. for changes to be in effect beginning fall of 2016. Because of this, it was recommended by consensus of those present that 1/3 leave time should be granted for winter quarter for one faculty to:
  - create MCOs for the 5 new courses (ECED& Intro to EC; ECED&107 Health, Safety, Nutrition; ECED&120 Practicum; ECED&170 Environments; ECED&190),
  - modify four current MCOs with new course numbers and changes in credits (EDUC 215 Family Systems, EDUC 150 ECE Curriculum, EDUC 116 Lang. and Literacy and EDUC 250 Ch. Guidance/Classroom Mgmt.)
  - devise a draft proposal for a transition plan that would allow the new programs to be in effect fall of 2016 and transition the existing programs out of practice over a 2-year period.
  - devise a draft proposal for a course equivalency guidance sheet to use during the transition.
  - Modify the current planning guides and create a new planning guide for the 20-credit certificate that reflect the requirements of the state stackable certificates.
- Amy requested that a proposal for release time be submitted immediately to allow for changes in teaching assignments before faculty are off contract for winter break (Dec. 11)
- Amy noted that An aSAP innovation grant proposal can be submitted within the college to support further need for faculty release time and expenses associated with the likelihood that part-time faculty would need to be identified and hired to teach courses while the current programs are phased out and the new ones begun next fall. Amy can write this grant proposal – it is due early Winter quarter and needs to be addressed immediately. The group was in consensus that this should be pursued.

There was a brief discussion of how the standardization of practice by DEL was impacting programs that adopt specific philosophies such as Montessori, Reggio, Waldorf. It was noted that the DEL is moving toward standardizing the expectation that the Golden Assessment developed by Teaching Strategies will be used by early learning centers. It was noted that standardization of the AAAs degree seems to be in the works, now that the stackable certificates have been standardized.

The meeting was adjourned at approximately 3:30