



1704 Market Street, Wheeling, WV 26003

MINUTES FROM HUMAN SERVICES ADVISORY COMMITTEE MEETING

3/13/15

Attending: Amy Baker, Wheeling Park High School, anbaker@k12.wv.us ; Carry DeAtley, Interim Vice President of Academic Affairs, WVNCC cdeatley@wvncc.edu ; CheChe Price cprice@npheadstart.org and Jacki Bell jbelle@npheadstart.org from Northern Panhandle Head Start; Michelle Forsythe, Holy Family Child Care & Development Center, director@holyfamilychildcarecenter.com ; Rhonda Combs, Brooke County Universal Pre-K team, Brooke County Board of Education, rcombs@k12.wv.us ; Kathy Herrington, Program Director, Human Services kherrington@wvncc.edu .

Regrets: Jamie Remp, King's Daughters Child Care Center jrempp119@gmail.com ; Grace Lee Nickerson, King's Daughters Child Care Center gleenick23@aol.com

We began the meeting with introductions and a discussion of changing educational credentials required at the agencies represented. Most of the agencies now require bachelor's degrees for head teacher positions, and in the early childhood vocational/technical programs in the high schools, an agreement with the WV Department of Education now provides for high school students who complete the required early childhood courses to be able to apply for a permanent certificate as an Early Childhood Assistant Teacher. However, students obtaining an associate's degree that did not specify the same course names as the high school courses would not be accepted, although our students can apply for positions as a "paraprofessional" in K-12 in the public schools. This will present a problem for WVNCC as our courses also have to transfer to a number of different programs, from elementary education to child development, and if they were made into specifically early childhood courses, they would no longer transfer to these other programs.

We also discussed the fact that individuals who possess a bachelor's degree in elementary education must add a "specialization" in early childhood, which includes 12 credit hours if they want to teach in the public schools in the Pre-K and K classrooms. Within these courses, students are required have 20 hours of classroom observation with each course, totaling 80 hours. Also, in student teaching, these students must split their time 50/50 between the elementary education classroom and the early childhood classroom. There is also a special Praxis exam for early childhood (Praxis 0530) that they have to pass to add the early childhood endorsement to their teaching certificate.

Representatives made the following suggestions to our curriculum and program:

- Investigate online "infant/toddler" programs, and see if WVNCC could partner with one of those online programs to fill in the gen ed and other technical courses required for an associate degree
- Update/revise our course descriptions for early childhood courses so they specify ages, such as "birth to eight, birth to twelve" so they will count toward federal or state requirements, particularly for Head Start
- Course and program description should also be consistent for ease of articulation, and we should consider a course called "Language & Literacy", a course in "Children's Art & Literature", "Health, Safety, & Nutrition", splitting the ECCE 214 (Assessing Children & Designing Curriculum) into 2 courses, one in Curriculum & Instruction methods used in early childhood, and one in "Formative Assessment" that would have students complete a number of formative assessments (formal, informal, adult/child interaction, specified by state or federal requirements), and which focuses on how to assess, observe, document, and set the stage for children & families going into early childhood settings. This might entail having to remove the Diversity course and the

Substance Abuse course from the curriculum, which we now use in both the early childhood and regular human services program, so it may negatively impact enrollment in these courses if the EC students no longer have to take them. Also, those courses do transfer as health education or diversity requirements for most bachelor's degrees.

- Updating the curriculum for the ACDS graduates (Occupational Development), and the CDA graduates (used by the majority of Northern Panhandle Head Start trainees) so the technical/specialty courses transfer in as equivalent courses instead of as a "block" of on-the-job training. Kathy has already drafted these changes and has sent them to the respective agencies for approval and signatures. Since they aren't normally published in the catalog because no students can take them except those who have completed the ACDS or CDA training, we may be able to get these changes approved for the Fall of 2015. Of course, if we change the curriculum and courses, these will have to be revised again.
- Try to continue to encourage the baccalaureate schools to be more flexible in transferring credits and try to encourage more consistency in early childhood programs at the state level.

Submitted by,

Kathy Herrington

Kathy Herrington, M.S., M.A., LSW

Professor; Program Director, Human Services

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