



Attendance: Jamie Remp, King's Daughter's Child Care Center; Amy Baker, WPHS; Dr. Carry DeAtley, Vice President of Academic Affairs; Kathy Herrington, Program Director, WVNCC

Regrets: Che Che Price & Jackie Bell, NPHS; Michelle Forsythe, Holy Family Child Care Center; Rhonda Combs, Brooke County Universal Pre-K; Nikki Geho, alumni

The meeting began at approximately 11:40 a.m. with introductions.

Ms. Herrington discussed some of the changes that have been made to the ECCE program and curriculum, which will go into effect in the Fall of 2016. Highlights include the following (specific information was provided in the packets that were sent to committee members before the meeting):

- Implementation of a new statewide curriculum for AA programs in EC. WVNCC will not be able to fully implement these changes due to our enrollment and concerns that if we re-name some of our courses which currently transfer into other programs as "Early Childhood" only that they would no longer transfer to other programs and institutions with which we have 2+2 agreements in Elementary or Secondary Education.
- We revised several course titles and/or descriptions, where possible, to ensure they match with the statewide curriculum's course names and descriptions to enhance transferability
- We separated the internship for ECCE students into a separate listing and course # so they are counted separately from the regular Human Services students, and increased the # of on-site lab hours from 135 to 240, which is what is required under the statewide curriculum. We discussed whether this was unreasonable for students who are often working at another job, have families, and have other classes in addition to their internship during that semester. Student teachers usually only do student teaching in a block their final semester of their bachelor's degree, which involves no other classes. At the statewide meeting of the Early Childhood Advisory Council (ECAC), several schools reported that they "embed" some of these hours in other courses before the capstone/internship course.

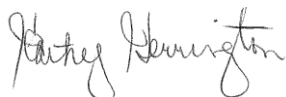
Advisory committee members suggested that this might be a good idea and would lessen the burden on students to get all 240 hours in one class over 15 weeks; however, this would likely mean that students would have to complete background checks prior to their internship because, without this, they would not be allowed to be around children in early childhood settings. This may mean that we at WVNCC have to implement background checks again (we tried once before in the past through *Certified Background Check (CBC)*, but it was very expensive, and, at that time, some agencies wanted it done by a particular place and did not accept our's). In the Health Sciences programs at WVNCC, they use CBC and have a selected #

of agencies or institutions that they use for clinical experiences. If we decide to embed them in other courses, we would probably have to select some specific agencies with which we could develop contracts for “observation” hours early in the students’ program; that would allow us to reduce the total number of hours for the final internship experience and still fulfill the state requirements. Ms. Herrington will look into this possibility, as the state requirements also mandate that their observation and internship hours be in a classroom with a “certified teacher”, and which can provide the students with experience with preschool children, and infants & toddlers.

- We have moved HS 205, the preparatory seminar for the internship to earlier in the fall semester (from Nov-Dec to Oct-Nov, based on feedback from student interns and agencies that they did not have enough time to secure an internship to begin the second week of January and this made it difficult for them to get all their hours in. This could present even more of a problem next year with the hours increasing from 135 to 240. Hopefully this will give students enough time to secure a placement and begin as soon as the spring semester starts.
- We discussed the problems with the seeming lack of information sharing and coordination between the WV Department of Education (WVDE) and the ECAC
 - The WVDE has categorized early childhood as a career/technical program (along with pipefitters, welders, and other trades), and, under what used to be the EDGE program, has implemented a program at the high school level whereby students take 4 EC courses and complete a 240 hour internship, which will make them eligible for a “permanent certification” as an “Early Childhood Assistant Teacher”.
 - The ECAC has designed a statewide curriculum, which goes into effect July 1 of this year, which is also supposed to qualify our 2 year college graduates to become certified as Early Childhood Assistant Teachers.
 - Identified problems and discussion by Advisory committee members:
 - The Curriculum from WVDE and ECAC do not match up exactly
 - It appears this might make students graduating from high school as qualified, or perhaps even more qualified than our 2 year graduates for the Assistant Teacher positions
 - Students who graduate from high school at age 18 with no experience other than an internship may not have the maturity, work ethic, or understanding of the profession to be able to perform at the same level as college graduates but may be eligible for the same level positions
 - Recruiting high school graduates to Early Childhood associate degree programs will become more difficult if they are already employable at this same level

- The high school students are not required to complete background checks to do their observation/internship hours if they are done in the high school within the EC programs that are housed in the schools
 - If the high school students have to go outside their high school to complete their observation or internship experiences, there are issues with scheduling, transportation, and supervision
 - Some child care centers have a minimum age requirement of 18 or 21 for child care workers, and high school students may not meet that requirement (including some 17 year old high school graduates).
- Committee members recommended that we re-implement the portfolio requirement for the EC students, as they are required for students who go on to the Bachelor's degree level in elementary education, secondary education, and early childhood education, and our students will be at a disadvantage if they do not have some documents from early in their educational career. Classes they recommend students save projects or papers from include: ***Math for Teachers; Child Development/Psychology; Child, Family, & Community, Child Observation & Assessment, Language & Literacy, Creative Expression in Art & Design, Foundations of Education, Exceptional Children, WV & the Appalachian Subculture, their Internship, and even Composition classes, which will demonstrate the students' writing skills.*** Ms. Herrington will inform faculty at WVNCC who advise students in education programs and ask them to discuss this requirement with students and add a statement to their syllabi regarding the portfolio. She will also put the portfolio requirement back in the ECCE internship and have students compile and submit their portfolio as part of their required assignments for this class.
 - Finally, committee members recommended that if our enrollment began to increase and we could implement some of the additional EC courses from the statewide curriculum, they be:
 - Infant & Toddler development (3 cr)
 - Health, Safety, & Nutrition (3 cr)
 - Also noteworthy was the report from Jamie that King's Daughters is now designated as a WV Universal Pre-K program.

Submitted by,



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

Program Director, Early Childhood