

**Early Childhood Professions Department
Advisory Committee Board Meeting
December 15, 2011**

Members Present

Ms. Robin Lawrence
Dr. Deborah Crowder
Ms. Sherry Tebus
Ms. Shari Ehly
Ms. Eva Bark
Ms. Michele Gilmore

Ex-Officio Present

Dr. Laura Lamper
Ms. Judy Marshall
Ms. Dianne Dudley

Members Absent

Ms. Heddy Adock
Ms. Tammy Thornhill
Ms. Denetra Moore
Ms. Cindy Rodriguez
Ms. Billy Floyd

Ex-Officio Absent

Ms. Janice Anderson

Dr. Laura began the meeting of the Early Childhood Department Advisory Committee Board with greetings from Dr. James Anderson, Chancellor of Central Texas College and Dean Janice Anderson, Dean of Central Campus, who could not be present, followed by introductions. She expressed her gratitude for the participation of the members because their input is vital to the success of the Early Childhood Professions (ECP).

Dr. Laura stated that most of our students complete the AAS Associates Degree. ECP offers 3 certificate programs. The certificate programs are modified, they are not 2 year degrees. Some students start with a certificate program and then transfer into the AAS Degree. Certificate programs are in specific areas; the Special Child Option for people who want to work with children with special needs, the Administrator's Credential for students who want to direct a child development center and the Early Childhood Professions certificate that a large percentage of students apply towards obtaining their AAS degree. Our degree is an Applied Science degree. Almost all of our courses have a lab component. We require a lot of lab in our courses because is an important part of our program, giving hands on experience. We have a child development center here that is called Child Development Center. It is not a day care, it is a preschool. We serve the community not just the college. We have children come from all over the community. The students do a portion of their lab work at the CDC and a portion in the community. They are able to serve the community and give back. They observe, tutor or mentor children as part of giving back to the community.

We also offer is the Associate of Arts in Teaching Degree (AAT) for those students all geared up to go to a four year university. It seems Ninety percent of them go to Dr. Crowder at Texas A & M after completing their first two years at CTC. The students take several courses from us which automatically transfer into Texas A & M program. They are required to take two courses in the AAT program: EDUC 1301 and EDUC 2301, which are foundation courses that introduce them to everything imaginable in education. The most critical part of those two classes is their field experience hours. Sixteen (16) field experience hours for those classes must include four at the elementary level, four at the middle school high level, four at the high school level and four at the administrative level shadowing, attending board meetings or interviewing someone that can give them an experienced administrator's perspective. The challenge is getting them into the school district. We are a world-wide campus; we contract with the

Navy, teach on submarines and in Germany and other countries. The list is extensive and we also have a very active online program. Most courses for our program are offered online or in the process of going online. Our full degree plan will be very soon be available online. When students take classes with field experiences and observation lab hours, it is mandatory that they do the lab, regardless of where they are located. If they can't do the lab, they have to drop the classes and take it at another time. Getting the students in the school district is sometimes difficult. Students within a 60 mile radius of the CTC central campus must come face to face to do their lab hours. Students further away have the option to choose any district they want for their EDUC class field experience.

Dr. Laura stated that if she goes to our curriculum review meeting and asks for them to consider changing anything in our program; the question to her would be, have you talked to your advisory board. She also stated that she would possibly like to change the name of our program from Early Childhood to Child Development. The reason for the change is our students going on to a four year degree university in Child Development and Early Childhood. The way we have it set up now, with the CDEC courses, they would not have a very good chance transferring into a child development program. Dr. Laura checked all of the colleges in the State of Texas. Only 3 colleges, with CTC being one of them, have the name of early childhood professions. Many of our courses cover ages up to age 12 or even adolescents, so the term early childhood does not fairly represent the studies that our students complete.

One of the changes we have made in our program is CDEC 2384, (Coop) to CDEC 2388, (Internship) which basically lets students work. If they work full time, they do their internship where they work and have specific detailed assignments that must be completed. If they don't work fulltime directly with children, they will actually come to our center for more than 250 lab hours. They will be take over a classroom for one full week. It will be a more intense final class than it has been. In the past, students did not have to take the course at the end; they could take the course at any time, but now it is the capstone. The class has to be their last semester, the last class they take. CDEC 2388 has to be taken for the Associates degree and the Administrative certificate.

We have a new online coordinator, Ms. Gina Lombardi. Ms. Lombardi lives in Cape Cod, she has been an online instructor for many many years. Our online program is the largest of our program.

Center update. Mrs. Marshall talked about the Taking Charge of Change program she is attending sponsored by the Texas Workforce Commission. It is designed to improve directors leadership and management qualities. It will also help us get ready for accreditation though Rising Star and later our national accreditation. It covers a lot of area and brings a lot of things to light in different areas.

Ms. Trebus also talked about the Taking Charging of Change program. She stated it is a program they have adopted in our area, which originated at National-Louis University in Wheeling, IL.

Dr. Paula J. Bloom, Director for the Center for Early Childhood Leadership has been working for about 25 years on director leadership as more and more research shows that change happens in a facility from the top down and the directors are really the change agent in the facility. If it doesn't happen there, if a conversion in thinking hasn't happen on the director level, it's not going to happen down the line. They had been working with centers in Chicago for about 25 years. There is really excellent research that has been done and has published. She suggested if they ever want some light reading, read McCormick Review institute for early childhood development. Only Travis County workforce area has implemented this program In Texas. Ms. Trebus said it has traveled with her because she believe in this whole hearted. They put a Texas twist on it. In addition to training the directors, they are also focusing on very intensive infant and toddler training for the staff. This year they are taking it one step further. The

staff in this training will actually get college credit. Teachers will receive at least 50 hours of training this year. The directors will be getting close to 100 hours of training. They also require those directors to participate in either Taking Charge of Change or Texas Rising Star. The directors have a mentor assigned to work with them throughout the program year on accreditation for Rising Star and Taking Charge of Change. It is a very intensive program with a great deal of support. They are really happy to be able to provide for this area. Last year they worked with 16 providers. They had 16 graduates. This year they have 21 providers that are working with Taking Charge of Change. They are doing this in a partnership with the Workforce board in Waco. They are going up as far north as to almost to Forth Worth and as far south almost to Georgetown. They hope to see that the quality of the facilities they are working with. Dr. Laura said it is work hard.

Dr. Laura stated that we have adopted the theme Project B.E.S.T. This is to help motivate us. It stands for "Bringing Excellent Standards to Teaching". We will be getting shirts with a B.E.S.T. logo. We recently hung pictures of all faculty and staff with their bio information in the center. She also stated that change is hard. We are trying to be upbeat and make changes on a positive page.

Dr. Laura talked about the classes. She wanted them to look at the courses in reference to change of the lab hours. TECA courses can transfer to a university. They have to be taught by a person with a Masters Degree with 18 hours in the course work field they are teaching. If we have a student transfer to a program in child development, they hopefully will be able to transfer those TECA courses. On our degree plan, it only list CDEC courses because our degree is utilized by all of the campus worldwide. Even though they all say CDEC, there are certain courses we only offer here at CTC in Central Texas campus as a TECA. The classes are CDEC/TECA 1318 Wellness of the Young Child, CDEC/TECA 1303 Family and Community, CDEC/TECA 1354 Child Growth and Development, and CDEC/TECA Educating Young Children. CDEC 1311-Educating Young Children course is only offered as TECA here on main campus and online. Those courses, we hope, they can take with them if they get a bachelors degree program. A couple of the courses are accepted into their teaching degree program at Texas A&M and some of the other schools they go to. We wish they all of them were but because of all of the requirements they have in their school that changes every year. Right now all of our courses have a 34 hour lab on it. Which means to have a 34 hour lab component, we have to take an hour away from class time and build that into lab hours. The lab hours are not the same ratio. The students do 16 contact hours for one credit but they do 34 lab hours for one credit. It is actually 32 hours but it is rounded up to 34 hours. We teach two hours a week and 34 hours of lab. Dr. Laura stated that she would like to reduce some classes down to 16 hours and put that additional hour back in the classroom. They will still get the experience they would need. We have a very small pre-school and in the past the students have come and gone as they please. Dr. Laura would like to find a way to mainstream some of the courses so they actually sign up for lab as part of the course. For example, when they sign up for TECA 1311, they will sign up from 9 or 1. That would meet one day a week but the class time will be 9 to 11 or 9 to 12 if we change that and they will automatically stay for lab hours. In this way, they are coming consistently, it is more structured. When everybody has 34 and take 3 classes, they had 102 hours to do for one semester. Some days are crazy at the center. We have students coming making up hours, we do have not space for them. The ratio at our center used to be sometimes with 2 adults to 1 child. We have them doing bulletin board posters and cleaning for us. It is not a structured approach it needs to be.

Ms. Ehly stated that she when she was at Clear Creek, she had a partnership with Mary H. Baylor, the professor actually came two days a week. She would teach for an hour and her students were in her classroom for the other 2 hours. The instructor could give the students their assignment. Ms. Ehly stated that it worked. The teachers knew when they were coming, they knew if they had assignments or if they had to do some teaching time. They could plan for that together with them. Another thing we are looking at, according to Dr. Laura, is the way lab has been offered in the past. Regardless of what

classes were taken, students did the same lab assignments, including activities such as puppet shows. There are many important things to learn when dealing with small children, but we plan to make the lab assignments more relevant to each course's content. If we restructure the lab, making some shorter, Dr. Laura does not think we are taking away the experience of the lab that they need. She thinks when we do that we can take a more concentrated look. If they are only with us for 16 hours what are they going to do and what do they need to do that really matters. For example, if they are in Family and Community, they are supposed to be in the community 16 hours. They don't technically need to be at our pre-school for that lab. They are learning about community organizations and know what community organizations can serve the children and family when they are in the field. They need to be in the field at community organizations doing community service work.

Dr. Laura discussed the proposed changes and asked the committee for their thoughts and views. Lab will not change in all of the courses. The following courses will not change. The lab hours will remain at 34 hours :

TECA 1311 - Educating Young Children

TECA 1313 – Curriculum Resources - because it is curriculum and planning. They need concrete experience for curriculum in the field.

CDEC 1319 - Child Guidance – Number one, they leave the field because they do not know how to guide children appropriately. They need to know for sure that lab is about guidance. This is where they may practice problem solving, practice eye messages, active listening and learn all of the tools of the trade, by not just observing, but actively pursuing techniques that may or not work.

CDEC 2340 - Instructional Techniques for Children with Special Needs – This course can be substituted for Children with Special Needs, but it is in the degree plan for students who are getting their certificate to work with children with special needs. If it is to be an instructional technique base course, they need to be in the field learning and applying the techniques.

CDEC 1359 – Children with Special Needs - is to be taken by all of our students. It is on every degree plan. Dr. Laura changed lab hours from 34 hours to zero so that the students could be in the classroom for more time. If they choose to major in that particular field, they have to take two additional courses which will have lab. Lab is left in the other two Children with Special Need courses. If they are not majoring in Children with Special Needs, there is so much information to cover and such limited options for them to go in the field to deal with children with special needs, unless we can get them all in schools. There are head start programs with children with special. The students have been coming to us for special needs and we do not have any children with special need. So why are they coming to us for 34 hours for that lab, Dr Laura asked.

Mrs. Ehly said she had an opinion on the lab. She said that she thinks that the Special Needs lab should stay because pre-k children many times are not identified. You may be in a classroom that is a general education class, but you may have high risk children with special needs. Any experience students have in this class will help to be able to identify children's needs. There are now more at risk students that are not progressing or they have some behavior issues which may be emotional. They have not been identified are not on the radar yet. Dr. Laura said that they could really focus on observation techniques in that class.

Mrs. Trebus said yes, observation is something that is really, really lacking as a skill. We don't teach enough observation. Curriculum is not just the text book. It is everything that happens to that child

from the time they walk in the door and observing the understanding what the child needs is the key to the success of that child. Observation is something we need to really stress. She also talked about her own personal experience with her son. And just because they have not gotten a label yet, it does not mean it is not there. As far as the subsidy program, we try to help providers help parents to identify them.

According to Ms. Ehly this past August they had a job life day. She had their PBCD teachers provide training on focus skills for children who are not identified yet. They can use those with any child who may have the problems adjusting to the new classroom situation. Those classrooms were filled because when they went to the career program none of their social needs were really address. They talked about curriculum and child development. So that was really important. Dr. Laura said because they don't get enough time in the classroom, reducing lab to 16 hours also gives them another hour in the classroom. If we reduce lab from 34 to 16, we can move one hour in the class room and students will be in class for three hours so they will still have the 16 hour lab. If we keep it at 34 hours lab then they will have 2 hours in the classroom a week.

Ms. Lawrence said that she went through our program and Tarleton's program and she had a lot of these courses. She feels it is a good program. Coming out as a teacher, she was faced with children with autism in her regular group as well as children who were severely ADHD. She did not feel, as a new teacher, that she was adequately prepared with a lot of techniques. She had to learn a lot of techniques from her teachers around her to make these children function in a way that she wanted them to function. Even if they are not planning on going into the field of special needs, they have all of them in the classroom now anyway. They have children that are autistic and are not autistic. They are not letting stay them stay in skill circle life. They want them integrated into with the regular classes. They want them to go on field trips. There is a big perspective change that they have work on in their school because they go into special education, they are staying in special education and that is where they need to stay as a teacher. The teachers are willing to share that knowledge of the children with the regular teachers. There does not need to be a dividing line because a regular teacher don't feel they are prepared.

Dr Laura asked if they have enough places to put our students. Ms. Lawrence said it depends on the amount of students. Dr. Laura said it is hard to give a number because of online courses. An average could be 30 to 50 students a semester because we have the other 2 courses. It could be less, but not more. They have specific lab assignment pertaining to the course content. She also said that the hardest part is where we put them. Ms. Lawrence said at their particular campus they have 3 skilled rooms and 2 inclusion teachers who work with Special Ed students in the regular classroom and who work with special need students. They have ELL teachers with the regular teachers. They are not structured just the way every other campus is but she would like to see a lot of the students that are getting online degrees. Dr. Laura said that they all have the same lab. Ms. Lawrence said that they need to know what they are getting into. She said for her, actually going to the classroom was the best experience. Ms. Ehly asked what percentage of our students are working on a degree as opposed to those who are working on a certificate and would more likely be in the community of the child care facility. Dr. Laura said that the majority of our students start with a certificate and most of them continue to on get their degree. She said probably about half of our students continue on to get their degree. The most popular classes we have are ATT, the teacher's classes. Ms. Ehly said that her point is that a lot of the students will probably be in the community in child care facilities operating at minimum standards, if at that. The experiences they have in those facilities with those children are not as enhanced as the public school support. She thinks that the more the students get of one on one class time and the more observation with a skilled teacher they get, the better, because for teachers that are in child care, that's the only support a lot of them are going to get. Dr. Laura asked, " Do we the keep

the lab at 34 hours or 16?" Ms. Trebus said more hours in the classroom. Another problem is having place for the students do their lab.

Ms. Trebus talked about placement of lab students. She stated that facilities have completed the Taking Charge of Change program. These 16 facilities that have graduated their directors, all have Texas Rising Star certification. They sent their infant and toddlers teachers through West ED and Center on the Social and Emotional Foundations for Early Learning (CSFEL). They have bombarded those facilities with training, technical assistant; all of them have a mentor. She feels that some of them are ready for lab students. That was one of her objectives when she started this job because the Program Chair at Temple College had no where to place her students. Dr. Laura said if they have children with special needs that would be a perfect solution so they would not have to send all of them to the public school for that lab.

Dr. Laura said that we will probably keep the rest of our CDEC course students coming to our lab school because our rooms are set up for them. That is the purpose of our lab school. We don't want to lose sight of that.

But we do need to find the special environment for the special need courses. Dr. Laura asked about the certificate for Special Child Option, there are 3 Child with Special Need classes. They are 1359-Children with Special Needs that she talked about above, 1371-Physical Development and Disorder in Children, and 2340 Instructional Techniques for Children with Special Needs. She was not for sure which one was a local need course, if it was 1371 or 2340. A local need course means it is only offered here on main campus for us. She said we can change that out with a course that is listed in the WECM catalog which is a catalog that offers courses that are all ready label with objectives. One of those courses is Observation Techniques. One of our best instructors, Denise Pergl, who teaches Children with Special Needs, has a Masters Degree. As one of the counselors on the CTC campus, she has mentioned that the students really do not have the understanding of observation that is needed. We cannot add anything else to the degree because the certificate is already maxed out hour-wise. She teaches 1371 and 2340 and she said she can combine the two to get it done and we could add the observation class and gear it towards children with special needs. Ms. Bark said observation will be like an assessment and observation. All agreed that we change to Observation Techniques. Dr. Laura said the only one that can be taken out is the local need course. Ms. Ehly said every year the district has a new report card, but showing teachers how to do formative assessment through observation, they don't really think their observations are note worthy so they don't really want to count that as much, but it is huge.

Ms. Trebus said she thinks that she could get a lot of people that work in the child care industry and young children to support that.

The other classes to change lab from 34 to 16 hours and increase classroom hours to 3 hours instead of 2 hours are:

CDEC 1358- Creative Arts - a lot they get in curriculum but they still need to know how to make play dough, to stir their own paint and get messy.

CDEC 2307 - Math & Science – for the same reason- Ms. Lawrence said when she got out of school she was able to use the others but not the math and science. The math concept was very difficult.

CDEC 1356 – Emergent Literacy for Early Childhood - for the same reason

CDEC 1318 – Wellness for the Young Child

TECA – 1303 Family, School and Community – The WECM catalog states 16 hours so we are changing to be in compliance with WECM manual states. It needs to be directly in the community.

CDEC 2326 – Administration of Programs for Children I – future administration they still need to have the lab because they need to know what pre-school teachers do and what pre-school is all about and then they get the 1 hour in the class room

CDEC 2318 – Administration of Programs for Children II – Same as CDEC 2326

CDEC 1371 – Physical Development and Disorder in Children – She think is the local need course and get the extra hour in the class room.

Change lab from 34 hours to zero hours for

CDEC 1321 – The Infant and Toddlers - We do not have enough places to put the students. Ms. Trebus disagrees with that, because a lot of children in the subsidy systems are the most at risk children. They have been either shifted to pre-K or affordable child care centers where they are basically working with birth to 3 years. There is very, very little work between them and those folk, especially in terms of observation and knowing how to work directly with an infant or toddler. There are some facilities that they have been working with infant and toddler care. She thinks that these centers could be used as observation sites. But, we are worldwide, stated Dr. Laura. The other thing, Dr. Laura stated that her back ground is as an infant teacher and we need to be putting quality people in the infant room. One thing we can consider is incorporating in the new observation class a portion of required time with have infants and toddler. This will insure that they still have some infant and toddler experience, just not necessarily with a whole course. A question was asked where they go right now the lab. Dr. Laura said to our school. It is hard to place them. People are afraid to let strange college students come in their infant room for 34 hours.

We are working to install the circular cameras in the classrooms to video tape students working with the children. This can be played to enable them to do more accurate self assessments.

CDEC 2341 – The School Age Children – The main reason for the change is because our courses only covers early childhood program and even if we change to child development it only covers 0-8. The ones that are doing education get their experience through the EDUC courses. All agreed.

Based on Robin's comment about Math, we currently have on our degree plan where they can take math or environmental science, Dr. Laura asked if we would like to keep it. They all said allow them to take the environmental science. She asked why do we allow the students to take science because such a high majority our students need to take basic math course anyway. All agreed to leave environmental science on the degree plan.

Departmental name change: all agreed to the change the program from Early Childhood Professions to Child Development.

The meeting was adjourned at 1:11 p.m.

Submitted by

Dianne Dudley

Dianne Dudley

Recording Secretary

Laura Lamper

Laura Lamper

Department Chairperson