

**May 27, 2021  
Zoom Virtual Meeting Room  
Meeting Convened at 1:30 p.m.  
Meeting Adjourned at 3:50 p.m.  
Facilitator: Laurie Campbell**

<b><u>COMMITTEE MEMBERS</u></b>	<b><u>EX-OFFICIO</u></b>
<p>Rose Alvarez, Education Manager, Orange County Head Start</p> <p>Robyn Beisswanger, OCC Alumni</p> <p>Sarah Davenport, OCC Alumni</p> <p>Kathy Evans, Coastline ROP</p> <p>Brittany Garrett, Educator/Consultant, Little Minds Consulting</p> <p>Ruby Gomez, Teacher, Waldorf School of OC</p> <p>Mona Green, Extended School Program, FVSD</p> <p>Victoria Johnson, Program Specialist, Early Learning Services, NMUSD</p> <p>Darcie Kass, Owner/Director, A Child's Place Learning Center Inc.</p> <p>Beverlee Mathenia, Executive Director of Early Education and Expansion, Westminster School District</p> <p>Cyndi McCormick, Director, Child's World Preschool</p> <p>Michelle Ramos, Professor, CSUF</p> <p>Katherine Yeakel, Preschool, Robert H. Lange Preschool and OCC Alumni</p> <p>Patti Young, Director, Patti's Preschool Inc.</p>	<p>Christina Anchondo, Outreach Specialist, OCC</p> <p>Laurie Campbell, Program Chair, OCC</p> <p>Jennifer Chaiyakal, Faculty, OCC</p> <p>Audrey Crouse, Title V STEM Grant Team</p> <p>Elaine Devlin, Staff Assistant, Career Education, OCC</p> <p>Rodney Foster, Interim Dean of CHS, OCC</p> <p>Kara Jones, Instructor, OCC</p> <p>Kourtney Jones, Child Care Coordinator, Early Childhood Lab School, OCC</p> <p>Lisa Knuppel, Dean, Business/Computing &amp; CE</p> <p>Beth Lee, Substitute Teacher, OCC Lab School</p> <p>Pat Mendoza, Manager, Harry &amp; Grace Steele Children's Center</p> <p>Jessica Nguyen, Faculty, OCC</p> <p>Jimmy Nguyen, Faculty, SPLA, OCC</p> <p>Monique Rico, CTE Educator, Coastline ROP</p> <p>Laura Vidal-Prudholme, Faculty, OCC</p> <p>Karen Robinson, Adjunct Faculty, OCC</p> <p>Rochelle Santacruz, Manager, EC Lab School, OCC</p> <p>Lisa Snowden, CTE Coordinator, NMUSD</p> <p>Kisha Williamson-Champion, Faculty, OCC</p>

## **ADVISORY COMMITTEE MEETING SUMMARY**

### **1. Welcome & Introductions**

- Committee members introduced themselves and confirmed their respective titles and roles at their respective companies.
- Laurie Campbell reviewed the role and responsibilities of this meeting as follows:
  - Review and access the structure, program-level outcomes and curriculum of the Early Childhood Education Program;
  - Ratify and recommend changes to program structure, PSLOs and curriculum so that the program and curriculum align to stated occupational outcomes and industry needs and requirements.
- Reviewed and ratified notes from the last meeting.

## 2. Program Outcome Data

- Program Level Outcomes (PLOs)
  - Infant and Toddler Teacher: The objective of the program is to meet the needs of the local child care programs by preparing students for entry-level employment as a professional and competent infant/toddler teacher.
  - Associate Preschool Teacher: The successful student in the program will be able to be employed as a professional and competent Associate Preschool Teacher
  - Preschool Teacher: The objective of the program is to meet the needs of the local child care programs by preparing students for entry level employment as a professional and competent preschool teacher.
  - Childhood Administration: The objective of the program is to meet the needs of the local child care programs by preparing students for entry-level employment as a professional and competent child care director.
- Biennial Program Review (Same as last meeting)
- Licensure/certification exam pass rates: (N/A)
- Employment Outcome Data
  - Institution Set Standard (Same as last meeting)
- Perkins Program Core Indicators (Same as last meeting)

## 3. Review of Last Advisory Committee Recommendations and Progress Report

Last Meeting Date: October 2, 2020

Summary of Recommendations from last meeting

- New or Revision of Curriculum/Classes or Program Structure
  - The following classes were ready to go online Spring 2021:
    - EC A155: Principles and Practices
    - EC A165: Observing and Recording Children's Behavior
    - EC A220: Infant and Toddler Programming
    - HMDV A190: Child, Family, Community
  - EC A199 was a special topics course offered in Spring of 2021. It covered these two 2-unit topics in Spring of 2021:
    - Curriculum Interventions and Strategies for Supporting Special Needs
      - First 16-week class
      - Saturday mornings
    - Domestic Violence and Family Dysfunction
      - Second 8-week course
      - 4:00 to 6:00 o'clock class online
      - Enrollment was down to 7 students
      - Low enrollment may have been due to scheduling time
    - Decided to only offer one section of EC A199 class at one time since the enrollment was low
    - Students can only take a special topics course once.
    - Hard to figure out when students can take these small extra classes.
  - Work with faculty members to get OCC students on campus to complete the lab course, EC A201: Capstone Practicum.
  - Add additional required coursework around special needs topics.
  - Continue to offer more courses and/or content in courses that center around students with special needs.
  - Continue to focus curriculum on English language learners and embedding non-bias materials into classrooms including GLAD strategies.
  - Add a special topics class with strategies for English Learners that will benefit all learners.
  - Pursued funding for mentor stipends through the CE office when the California EC Mentor Program stopped funding mentor stipends.
    - Submitted an annual resource request

- Working with Lisa Knuppel to figure out budget for mentor teachers
    - Will hire mentor teachers as Professional Experts to be able to place our practicum students
    - New process to be worked out this summer
  - Still looking at the Intro to Autism and Applied Behavioral Class, AH A112
    - Most likely keeping the title
    - Co-listing AH A112 course as CD A112 and SPLA A112
  - Continuing to try to expand the Lab School program
    - Expanded the enrollment for 2021-2022 academic year
    - Had a large wait list
    - Still have families interested in enrolling
    - Proceeding with caution with the pandemic
    - TK program running full-day, 9:00 am to 2:00 pm
    - Hoping to go back to larger classes after the pandemic
  - The program limited the number of OCC students in online courses to 40 last year. This fall, the program will have 25-32 OCC students per online course.
- New Equipment/Technology
  - The Lab School sound system was updated and is wonderful.
  - The committee voted to get new cameras for the Lab School.
    - The program purchased some cameras quickly without having the time to research all the implications to the college.
    - Returned the cameras and got our money back due to the complexity of privacy laws with cameras.
  - Still want to physically expand the Lab School
    - Need a place for more OCC students to work with students during the pandemic so they can earn certificates and transfer degrees
    - OCC students need hands-on experience to complete the program
    - Have requested to add portable module classrooms on the side yard.
    - Ideally, would like a bigger building with more classrooms for our students
  - Still want to add an adult/child bathroom physically attached to a demonstration classroom
  - Adding shades to the outside learning Lab School area
    - Purchased two party sized canopy tents
    - One to possibly replace where removed tree was
    - One designated to go pre-k side yard, but first have to deal with muddy ground and uneven ground issues
    - Need to abide by DSA compliances
  - Working on redoing and updating the yard at the Lab School. It is prioritized as number seven under facilities. The program is hoping it will be funded.
- Other recommendations for program improvement
  - In the fall, the program will present the name change of all courses to Early Childhood Development and Education (CDE).
    - Course names and structure will be less confusing to students with one unified name to streamline course titles.
    - All courses will be listed in one place.
    - Only need to change one class number, the rest of the class numbers will remain the same
  - Marketing to students in need of support in English and to family childcare providers. This task may mean changing the times of HBAS meetings once we are face to face.
    - Offering only Child Growth and Development every spring
    - HBAS offers English Language to students
    - Working on offering support in English to students and family childcare providers
  - Did outreach and encouraged 45 counselors to tell students to major in child development rather than a Liberal Studies major if they are interested in working with young children
    - Counselors receptive

- Getting more questions from counselors
- The Associate Preschool Certificate does not require Early Childhood A201 and is an option for students who want to transfer now with something on their record from OCC. The pandemic has not allowed many students the ability to take EC A201.
- Have not pursued incentives for students to be ECE (soon to be CDE) majors such as textbook lending. Laurie Campbell can pursue this in the future and look into Perkins funding to support textbook lending and other incentives.
- Continued desire to add a CE teacher preparation program for students at OCC that includes preparation for birth through high school education
- The five colleges are coming together to discuss what is needed in a mentor teacher to replace the mentor guidelines established by the California EC Mentor Teacher Program.
  - Laura Vidal-Prudholme is in conversation with OCDE and the Quality Counts People.
  - There is money for mentors and director mentors, but the amount has not been disclosed.
  - Darcie is a Director Mentor and leads the director meetings. Laura and Darcie need to know if anyone is interested in being part of the director meetings. Contact Laurie Campbell at [lcampbell@occ.ccd.edu](mailto:lcampbell@occ.ccd.edu) if interested in attending.
  - Saddleback College found monies to continue to pay Laura Vidal-Prudholme to coordinate the mentor program.
  - A work in progress
  - Will update you as we know more.
- The program has not been able to reach out to any centers in the pandemic to be a central location for student teachers. The idea is one to pursue in the future.
- OCC was a center for student teachers during the pandemic because schools were not letting adult students on their campus.
- Have OCC students take the practicum EC A156 and EC A210 classes consecutively if possible.
- Find mentor teachers that encourage students to do as much as possible.
- Expand the outdoor lab school area.
- Continue to encourage students to take HMDV A210, The Exceptional Child, so students are ready to work with students with special needs. Think out of the box to get students to take an introductory class on students with special needs.
- Look into the funding offered for training in GLAD that has a parent component for ECE through OCDE. Catalina Sanchez at OCDE has that information.
- Embed and go deeper into English learning strategies such as GLAD in all the classes in the OCC program.

#### **4. Review of New Program Proposals/Developments**

- Curriculum
  - Department and course titles are moving to Child Development and Education (CDE), targeted date fall 2022. Classes will be together in class schedule.
  - Teacher Preparation Pathways being created
    - Child Development and Education Preparation and Pathway for OCC
    - For students that want to begin teacher preparation from birth to 8 (third grade)
    - Certificates and Specializations
    - Foundation in Child Development for many careers
    - Envisioning a student Child Development and Education Preparation and Pathway (CDEPP) Center on OCC campus for students and hoping to put it in the building where our faculty offices are located.
    - Hoping the CDEPP Center to provide:
      - Educational support
      - Tutoring support
      - Library resources and professional services
      - Speakers

- Please send any suggestions about a student center to [kwilliamson9@occ.cccd.edu](mailto:kwilliamson9@occ.cccd.edu) or [lcampbell@occ.cccd.edu](mailto:lcampbell@occ.cccd.edu).
- Made a relationship with NMUSD
  - Created a menu of courses for high school students:
    - COUN 104: Career in Planning and Development
    - HMDV 190: Family, School and Community Partnerships
    - HMDV 180: Child, Growth and Development
    - EC 126: Teaching in a Diverse Society
  - Within a year or less a high school student can gain 9 units.
  - Costa Mesa High School (CMHS), the high school across the street from OCC, is partnering with the ECE department to offer dual enrollment for their students.
    - 80 students are interested at CMHS in enrolling in an OCC child development class in the fall. The hope is that they will continue with dual enrollment at OCC beginning in spring 2022.
- Curriculum revision for EC A156 'lab hours', the Early Childhood Education program's first practicum of two, because it gets bottlenecked since there are not enough lab sites to place students and get them through the program
  - Taken by Speech and Language Pathology Assistant students
  - Taken by Early Childhood Students
  - The committee ratified to change the lab hours to non-supervised lab hours and to add an hour of seminar time.
    - Lab instructor will not go out into the field to observe the students.
    - Students will be finding their own location to get lab hours.
    - Students will still be learning best practices in the seminar of the lab.
      - Students can reflect on their locations and make recommendations in assignments on how to improve the program they are observing, as needed.
      - Students will learn what to look for in a good program and compare their learning to their chosen location.
      - The program will increase the seminar from one hour to two hours and the course will remain a two-unit course.
    - The committee discussed that parameters should be set for master teachers that students will work under at different locations.
    - Laurie Campbell will talk to Melissa Wheelahan who teaches CDE 110 about Saddleback College's parameters for master teachers.
    - The program could put out a list of programs that they recommend and explain why they recommend the programs on the list.
- New certificate options discussed at length
  - Considered adding a Mentor Teacher Specialization Certificate (11units)
    - Will be writing down what this certificate will qualify a student to do and what job title/descriptions will go with the certificate
    - Every new certificate goes through state consortium which requires writing down what the certificate qualifies a student to do and what job titles/description goes with the certificate.
    - Consider changing the name for this certificate as something with the word leadership in it or to enhanced teaching certificate.
    - The committee ratified that this specialization idea be removed at this time.
  - The committee ratified additional new certificates and curriculum changes.
- Robust summer offering of fully asynchronous courses: HMDV 180 (Child Growth & Development), HMDV 190 (Family, School, Community), HMDV 182 (Middle childhood development/guidance), EC 127 (Health, Safety & Nutrition), EC 155 (Principles & Practices), EC 165 (Observing and Recording), EC 277 (Adult Supervision)
- HBAS partnership continues – adjustments made to the start date this semester
  - Will be only offering HMDV 180 every spring moving forward

- This semester will be the last time offering HMDV 190 since there has not been a HBAS cohort demand for this (although enrollment is full this semester due to COVID).
- Fall semester will primarily be synchronous/asynchronous teaching
- Two courses are approved to be face to face:
  - EC 155 Principles/Practices taught by Amanda Wilson
  - EC 201 Practicum taught by Laurie Campbell.
- EC 275: Administration will be face to face at Mariner's Preschool taught by Lisa Sciabica.
- Anticipated that by spring 2022 most or all classes will be in person.
- OCC is participating in the early childhood teaching performance expectation pilot program with the Commission on Teacher Credentialing (CTC).
  - Looking at OCC's overall program and individual classes to ensure that students are learning about children birth to age 8.
  - The biggest area of improvement will be adding the focus on 5-8 year-olds to many courses, and the focus on working with diverse populations in equitable and anti-bias ways will be intentionally added.
  - The program will be diversifying the assignments in classes so that students are observing and seeing children in various types of settings of childcare.
  - The program will show beginning teachers how to adapt curriculum from one age group to another in the wider range of children ranging from birth to 8 years-old.
  - Started 6 months ago
  - Two year reflective process
- Equipment/Facilities
  - Lab School has been open during fall and spring semesters, and it will run its summer program.
  - In process to get EC Lab 118 approved by licensing to use with children
    - Would help expand our student placements
    - Waiting on a few extra things to happen such as getting the fire department out for inspection to finalize the addition of EC LAB 118 to the Lab School facility licensing.
    - Still want a permanent structure for on-campus student placement
    - If anybody has experience in opening preschools with modular facilities or having modular facilities placed onto your building grounds, please share your experience with OCC by reaching out to Rochelle Santacruz at [rsantacruz@occ.cccd.edu](mailto:rsantacruz@occ.cccd.edu).
  - New speaker/sound system was installed at the Lab School last semester, and it works great!
  - Outdoor tent was purchased to provide shade/shelter.
  - Streaming video cameras need to be researched more before purchasing.
  - ARR was submitted for a portable classroom. We would like to pursue a permanent building to expand the Lab School and/or access children's classrooms at Harry and Grace Steele Children's Center on campus.

## 5. Work-Based Learning Opportunities

- Overview of existing work-based learning elements of program and gaps or needs –
  - We placed 5 students at our Lab School for Practicum this semester! Pre-K will be having a longer day beginning in fall so we will be able to place some students in the afternoon in that class. Enrollment is increasing at Lab School.
  - Few community sites were accepting student teachers.
  - Hoping to place more OCC students at sites in the fall semester
  - Submitted ARR to access Strong Workforce monies to hire Mentors as professional experts. Rate of compensation?
  - OCDE is partnering with local colleges to reimagine the Mentor Program for our county to continue supporting our practicum students and broaden the number of mentoring sites.

- Advisor recommendations and referrals for new internships or apprenticeship opportunities
  - If anyone is interested in hosting and/or mentoring any OCC practicum students, please contact at [lcampbell@occ.cccd.edu](mailto:lcampbell@occ.cccd.edu).

## 6. Industry Update & Employment Trends

- Emerging technologies and industry developments impacting instructional programs
  - Child Development Training Consortium
    - Students can apply, but they have to apply online.
    - \$46 a unit is available to students that get approved.
    - Jeanette is willing to answer questions about this grant money that works on a first come first serve for students with a C or better in their courses.
    - The grant is a tuition reimbursement for students working in the field and taking courses.
    - California EC Mentor Program expires this summer.
- Hiring practices and trends

## 7. Summary of Recommendations

- New or Revision of Curriculum/Classes or Program Structure
  - The committee unanimously ratified to continue pursuing a physical space on campus for a Teacher Preparation Pathway Center.
  - The committee unanimously ratified funding an assistant for the endorsed Teacher Preparation Pathway Center.
  - The committee unanimously ratified to change the lab hour structure from an OCC supervised experience in the first practicum, EC A156, to a non-supervised experience.
    - Students would find their own placement.
    - The program will change to 2 hours of seminar instead of 1 hour.
    - Ideas for parameters for finding your own placement are as follows:
      - Set parameters for the master teacher's credentialing
      - Give students the flexibility to switch placement if they so chose
      - Have a recommended list of sites
      - Have a reflective process to find a quality school
  - The committee unanimously approved changing the Understanding Child Abuse course to a 3 unit course.
  - The committee unanimously ratified the proposal of new certificates and changes to existing certificates listed in the attached Proposed Certificates and Curriculum Changes document:
    - Child Development Core Certificate (12 units)
      - 4 classes
      - Bare minimum requirements from the state to work in the field
      - Stepping stone in child development
    - Child Development Assistant Teacher (14-15 units)
      - Nine core classes
      - Includes EC A156 with changes ratified today by the committee
      - Focus on interactive skills, how to build relationships, and supporting classroom routines
    - Associate Preschool Teacher (23.5 -25 units)
      - Existing certificate for 2 years now
      - No changes
    - Lead Preschool Teacher Certificate (44.5-47.5 units)
      - Includes required CAP 8 courses, courses agreed upon by all of the community colleges in California
      - Changing a few requirements:
        - Removing Understanding Child Abuse and Trauma course with Child Abuse ID and Referral

- Adding Adult Supervision class
  - Removing 199 Special Topics course
- Students would choose from the specialization certificates ranging from 9 to 12 units listed below to complete this lead preschool teacher certificate.
- Getting rid of Infant/Toddler Certification
- School Age/Elementary/Middle School Childhood Specialization Certificate (9 units)
  - Delve into this certificate further with faculty and at future meetings
  - Changing the course number of the teaching profession class (Previously Education 200 class) to CDE 175
  - Ratified to reinstate, rewrite and add courses that cover the Child and Adolescent Development (CHAD) major at CSUF and give student choices:
    - CDE 105: Exploration of the Field of Education or CDE 102: Teaching in Diverse Contemporary Classrooms;
    - CDE 210 or 126
  - If you have any ideas about this particular certificate, please email Laurie Campbell at [lcampbell@occ.cccd.edu](mailto:lcampbell@occ.cccd.edu).
  - This certificate is part of teacher preparation pathway that we are focusing on in the pilot program with the CTC.
  - Rethink the name of the certificate.
  - Push this certificate.
  - Removed the following courses from the certificate:
    - 174, a 3 unit course, Building Partnerships with Families;
    - 2 unit Allied Health Autism & 240 Inclusion (1 unit) courses
  - Considered 190 in the certificate, but will go with just the courses on the Proposed Certificates and Curriculum Changes document for now
- Working with the Exceptional Children Specialization Certificate (9 units)
  - Inclusion class covers inclusion practices in general and inclusion curriculum
  - Helps address how to talk to families about children's developmental concerns
  - No changes to courses required
- Administration Specialization Certificate (12 Units)
  - Currently is in addition to our preschool teacher certificate
  - Standalone certificate or a specialization certificate
  - No changes to courses required
- Specialization Units:
  - Smaller certificates for students obtaining a lead teacher preschool teacher certificate to choose from to complete their certificate
  - Standalone programs for someone who has finished their degree seeking professional growth hours
  - Look at our existing specializations and considering changing them
  - Look into adding more specialization classes/certificates such as:
    - An exceptional children specialization
    - A pathway to Fullerton's program
    - A pathway to LAUSD's program
  - Keep curriculum classes for Associate Transfer Degree
    - Students may not be able to finish a whole other certificate
    - Students may be able to finish 3 classes in one semester and have pieces they need for transferring and another little certificate
    - These classes would be a pathway for elementary teachers
- Fine tune the certificates with faculty and bring back the changes to the committee in the future. Also, ideas and emails are welcome for improvements on the certificates ratified today. Send emails to [lcampbell@occ.cccd.edu](mailto:lcampbell@occ.cccd.edu).
- New Equipment/Technology
  - The committee approved pursuing a building expansion to the Lab School.
    - Outdoor classroom and demonstration classroom

- Garden
- ARR has been submitted for a portable classroom.
- Adding physical space on campus for a Teacher Preparation Center
- If anybody has experience in opening preschools with modular facilities or having modular facilities placed onto your building grounds, please share your experience with the program by reaching out to Rochelle Santacruz at [rsantacruz@occ.cccd.edu](mailto:rsantacruz@occ.cccd.edu).
- The committee approved the request for playground equipment. ARR submitted.
- Add Other recommendations for program improvement
  - Partner with Horticulture program for an outdoor classroom
  - Partner with Harry and Grace Steele Children's Center on Campus for more student placements.
  - Ongoing marketing of the programs and certificates
  - Create a pathway for Special Education at Fullerton.

## **8. Closing Remarks**

## Child Development and Education - Proposed Certificates:

### Child Development Core - 12 units

Child development  
Child and family  
Principles and Practices  
Intro to Curriculum

### Child Development Assistant Teacher (14-15 units)

Child Dev  
Child and Family  
Principles and Practices  
Guidance or Beginning Practicum/Interaction Skills  
Creativity, Language arts, or Math/Science or Teaching in a Diverse Society?

### Associate Preschool Teacher (23.5 – 25 units) – existing certificate

Child Dev  
Child and family  
Principles and Practices  
Curriculum  
Guidance  
Creativity  
Language Arts OR Math/Science  
Beginning Practicum/Interaction skills  
199 Special Topic

### Lead Preschool Teacher Certificate: 44.5 – 47.5units

Child dev \*  
Child and family \*  
Principles and Practices \*  
Curriculum \*  
Observation \*  
Guidance  
Teaching in a Diverse Society \*  
Health and Safety \*  
Beginning Practicum/Interaction Skills  
Creativity  
Adult Supervision  
Capstone Practicum \*  
+ *Complete a specialization 9-12 units*

\* required classes for CAP 8 and Transfer degree

This certificate is large.  
Some classes will count toward GE  
What could we cut?  
Add Adult Supervision

### Specializations--

#### Infant-Toddler

184 - Infant development and relationships  
220 – Infant/Toddler care and education -programs  
131 – Creativity

#### Curriculum

130- Language Arts  
131- Creativity  
132- Math/Science

School – Age/Elementary/TK/Middle Childhood (9 units)

CDE 102

CDE 105: Exploration of the field of Education (2 units)

175 – Teaching profession

182 – Middle Childhood dev. and guidance

210 or 126

Working with Exceptional Children – 9 units

210 - Intro to exceptional child

174 - Building Partnerships with families

240 – Inclusion (1 unit)

Allied Health 112 – Introduction to Autism/ABA (2 units)

Administration – 12 units

261 – Title 22

262 – Disaster preparedness

263 – Understanding Child abuse and Trauma

275 - EC Administration

276 – EC Management

277 – Adult Supervision

Or do we want to reinstate and add

OR

CDE 102: Teaching in Diverse  
Contemporary Classrooms?

210 and 126

190?