

2020 Annual Program Review

Program Name: Education/Early Childhood

Program Review Author: Gary Huff

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: <http://www.smc.edu/CollegeCatalog/Pages/default.aspx>

The Education/Early Childhood program prepares students for careers in early care and education, including transfer to a four-year college/university. Our program values and builds upon the diverse work and life experiences of our students, both aspiring early educators and other professionals working in the field. In collaboration with our community partners, our program provides students with opportunities to construct their identity as a teacher, by developing knowledge and skills and connecting theory to practice. Through coursework, site observations, fieldwork, mentoring, tutoring and professional development, students build their capacity for reflective practice and global citizenship, in order to serve the unique needs of children, families and communities.

II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
Objective #1: Building and Maintaining Strong Collaborative Partnership with the Growing Place	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	While this objective could be listed as on-going indefinitely, we have created a strong foundation for positive, collaborative relationships between the ECE Department and the Growing Place. During 2019-2020, we participated in numerous shared professional development activities (including debriefing trainings from our shared trip to Reggio Emilia, Italy in 2019, joint departmental FLEX day attendance, and 12-hour workshop from the Center for Reflective Communities) and have engaged in regular planning meetings regarding the Early Childhood Lab School (the department and Growing Place leadership continue to meet on a regular schedule for planning). While there is much work yet to be done, we have developed a strong sense of collegiality and shared purpose over the last year that will carry into 2020-2021 and beyond.
Objective #2: Increase Program Effectiveness within Education Discipline	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	During 2019-2020 we made several modifications to the format of our EDUC 12 course, including expanding to hybrid and fully online formats to address enrollment and retention concerns. We have also adopted a new textbook that we feel

		better addresses the course outline of record, though we are still working toward adopting or curating OER resources for this course. Prior to COVID-19, we worked with Career Services to enhance the fieldwork component of the course by utilizing Service Learning, increasing the diversity of fieldwork options. We hope to resume this once it is safe to return to fieldwork sites.
New Objective #1: Establish policies, guidelines, and procedures for students, faculty, and staff related to the opening of the ECLS in spring 2021.	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	See Section IV, Part 1 – Projected Opening of the Early Childhood Lab School in Spring 2021
New Objective #2: Contingency Planning for COVID-19 Closures of Fieldwork Sites	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	See Section IV, Part 1 – Contingency Planning Fieldwork for Spring 2021
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.

III. ACHIEVEMENTS

(Optional) List any notable achievements your program accomplished in the last year.

- 1. National Accreditation** - The annual report for 4 of our degrees nationally accredited through the National Association for the Education of Young Children (NAEYC) was successfully submitted and approved in September 2019. Details are available on the ECE website at <http://www.smc.edu/AcademicPrograms/ECE/Pages/NAEYC-Accreditation.aspx>
- 2. Curriculum** – We received curriculum approval for 2 new ECE courses: ECE 76 Children in Nature & ECE 77 Nature: In, Out, & Beyond; laying the foundation for a new certificate of achievement in Nature Based Pedagogy to be presented for approval in 2020-2021.
- 3. Community & Industry Work** - ECE Faculty continue to maintain a strong presence in numerous local, regional, and statewide early care and education organizations and initiatives, representing the college and department’s interests in each. These include (but are not limited to) participation on the SMMUSD Early Learning District Advisory Board, Santa Monica Early Childhood Task Force, Los Angeles County Early Childhood Planning Commission, Partners in Education, Articulation, and Collaboration in Higher Education (PEACH), National Association for the Education of Young Children Accreditation Site Reviewer Team, CVC-OEI Peer Online Course Review Team, Statewide ECE Practicum Community of Practice, Child Development Training Consortium, etc.

IV. CURRENT PLANNING AND RESOURCE NEEDS

Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

Projected Opening of the Early Childhood Lab School in Spring 2021 – Due to COVID-19 related delays in construction and licensing processes, the Santa Monica Early Childhood Lab School is now expected to open during the Spring 2021 semester. With approximately 6 months to grand opening, there is a great deal of strategic planning, policy development, and other work to be completed. Some of this work will be accomplished prior to the grant opening, but the bulk is expected to occur in spring 2021 once the center is officially open for business. While we plan to make use of the classroom spaces as soon as possible, the observation room and field placements are not likely to begin until

Summer/Fall 2021.

For the spring 2021 semester, release time equivalent to 1-2 classes will be requested for the ECLS Instructional Liaison and the equivalent of 2-3 classes for the ECE Department Chair to facilitate much of this work. Some of these tasks include:

1. Curricular alignment and professional development for SMC ECE and Growing Place faculty/staff
2. Redrafting the ECE Handbook to include ECLS guidelines, policies, and procedures
3. Developing local partnerships to support early intervention and inclusivity goals of the ECLS
4. Support fundraising efforts and community engagement in the ECLS project
5. Training on observation room software and protocols for all; develop student training procedures/resources
6. Participation in various meetings regarding construction, grand opening, partner engagement, fundraising, outreach, etc.
7. Leading tours and walkthroughs for various constituents; participating in publicity efforts

Note: This is not an inclusive list. College support will be essential in accomplishing these and other tasks.

Contingency Planning Fieldwork for Spring 2021 - Even if the college can resume on-ground instruction in spring 2021, it is unclear what the capacity of our community partners will be to accept fieldwork students for ECE 22 Practicum in Early Childhood Education and ECE 23 Practicum in Early Intervention. These courses have been canceled for fall 2020, due to a shortage of available placement sites and health and safety concerns. However, we remain committed to offering sections in the spring semester for students who need this course to complete graduation requirements. While the courses can be taught fully online, they each require 35 days of supervised fieldwork in a licensed early childhood facility.

ECE faculty around the state have joined together in a community of practice to explore contingency plans which include artificial intelligence driven virtual classroom experiences, purchasing personal audio/video recording equipment that could be used by Lab School teachers to record daily tasks and interactions, etc. We are unsure which option will best meet the needs of our students at this time, as well as potential costs related to software or equipment that may be needed. Faculty will continue to explore options during the fall semester and make the best decision available when we have more information about the status of placement sites.

AS-T Elementary Teacher Education (proposed) – The department has submitted a curriculum proposal for this new degree, and we have been waiting for a few annual cycles for other departments to make modifications to necessary courses for CID approval. English 18 is in-progress and should be the final course update needed before this proposal can move forward in the curriculum approval process. Building the Education discipline has been an ongoing goal for the department for a decade or more and has appeared in numerous program reviews and full-time hiring requests. We are aware that the fiscal climate may not facilitate full time faculty hiring right now but want to include this need for a FT ECE instructor with specialization in Elementary Teaching in this review as it remains an ongoing need. Beyond related instruction, we need someone with expertise in this field to help with curriculum development, outreach to community schools, identifying and supporting liberal studies majors interested in teaching careers, articulation and alignment with credentialing programs to facilitate fast and smooth transfer for students, etc.

Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	ECLS Instructional Liaison – 3 units of release time requested (if the ECLS opens in spring) Department Chair – 3-6 units of additional release time will be requested for spring semester (if the ECLS opens in spring) F/T ECE Hire with Elementary Education Background	See Section IV, Part 1, above See Section IV, Part 1 above See Section IV, Part 1 above
Facilities (<i>info inputted here will be given to DPAC Facilitates Comm.</i>)		Click or tap here to enter text.
Equipment, Technology, Supplies (<i>tech inputted here will be given to Technology Planning Committee</i>)	Depending on the availability of field placement sites for spring 2021, we may need institutional support to provide student access to virtual field experiences or to purchase materials that facilitate audio/video recording to virtually bring students into early childhood classrooms at the ECLS.	See Section IV, Part 1 above
Professional Development	Click or tap here to enter text.	Click or tap here to enter text.

V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also include your responses and solutions to this crisis.

Fieldwork Requirements – Most, if not all ECE courses contain some element of fieldwork. For most classes these assignments are based on observation and we were able to identify video-based alternatives. Practicum courses require more hands-on interactions with children and teachers. When the COVID-19 crisis hit, students in these courses were already assigned to schools and partnered with Mentor Teachers. All field sites closed on or before April 1, however most students were able to continue some form of interaction with children and their mentors via Zoom or other online platform. When this was not possible, instructors served as mentor teachers and students created video-based instructional resources that could be shared with children and families to reasonably accommodate some elements of the field experience requirements. While this was not ideal for anyone, most students were able to end the semester with enough hours to complete the course. Instructors in these courses spent upwards of 20+ hours per week individualizing curriculum and experiences in these courses out of necessity.

Increased Need for Collaboration and Communication – The flow of information from various sources completely overwhelmed and even incapacitated some faculty during the early weeks of the transition to remote instruction. To support faculty, we transitioned to weekly department meetings via Zoom, utilized a department Canvas shell to centralize communication, and scheduled daily department chair and DE mentor office hours to support the team as needed.

Postponement of Annual Advisory Meeting – The annual ECE Advisory Meeting was scheduled to be held on Tuesday, April 21, 2020. Due to COVID-19 related closures, mandated Safer at Home orders, and the resulting impact to faculty, staff, and community partners, the meeting was postponed until Fall 2020. While a virtual meeting could have been conducted prior to the end of the 2019-2020 academic year, enough feedback from partners indicated a preference for postponing the virtual meeting to late summer or fall 2020. A new date will be determined at the fall departmental FLEX

day.

VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY

PARTNERSHIPS:

Part 1: Industry advisory meeting dates and attendance for 2019-2020.

Date of Meeting	# of SMC Attendees	# of Non-SMC Attendees
4/21/2020	0	0
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.

Employer Name	Type of partnership or Collaboration <ul style="list-style-type: none"> • Advisory attendance • Internship site • Donations • Job placement • Other 	Optional: Additional information about partnership or collaboration
Growing Place	ECLS Partner Internship Site (multiple) Other	Click or tap here to enter text.
New School West	Internship Site Other	Click or tap here to enter text.
Temple Isaiah Preschool	Internship Site Other	Click or tap here to enter text.
Santa Monica Malibu Unified SD	Internship Site (multiple) Other	Click or tap here to enter text.
Los Angeles Unified SD	Internship Site (multiple)	Click or tap here to enter text.

CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review. Please CC or send a copy to Stephanie Amerian and Erica LeBlanc.

The following section will be completed by your program’s area VP

Vice Presidents:

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications
- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program's annual report. Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian_stephanie@smc.edu) and Erica LeBlanc (leblanc_eric@smc.edu). If you have any questions, please contact us!

Thank you for your input!