

Southern West Virginia Community and Technical College
Early Childhood Development
Associate in Applied Science

Significant Findings of Review

Program Review Components

A. Adequacy

- The curriculum has adequate requirements that meet the needs of employers, and it is appropriate for the transfer requirements of other institutions. The curriculum was recently revised to reflect ongoing changes in the area of early childhood education and in degree requirements at the state and national level.
- The Early Childhood Development Program maintains a valid assessment plan.
- Current resources are sufficient to sustain the program.
- The full-time and adjunct faculty in the program meet the educational requirements set by the North Central Association.

Conclusion: The program meets adequacy requirements.

B. Viability

- The number of students enrolled as majors is acceptable. Data relating to number of majors compared to number of students enrolled in major courses indicate that several students taking early childhood classes are not properly identified as majors.
- The number of students graduating is acceptable but is expected to grow throughout the next assessment period.

Conclusion: The program meets the requirements for viability as a major. More emphasis needs to be placed on identifying majors.

C. Necessity:

- The program meets the needs of students wishing to enter the workforce as child care providers and teachers.
- The program meets the needs of students wishing to enter one of our 2+2 programs, another B.A. program in early childhood education, or an elementary education program.
- A Head Start teacher in the state of West Virginia will need a B.A. degree beginning in 2012. Those people already employed will need to be working toward the B.A. degree.
- Southern's web-based program is unique to our service area.

Conclusion: The program meets necessity requirements.

D. Consistency with Mission:

- The program is consistent with the institutional mission to fulfill the needs of students in our service area.
- The program meets the requirements of the Institutional Compact to deliver programs in a non-traditional format in order to increase learning opportunities in our service district.

Recommendation:

Continuation of program with corrective action.

Addendum to Early Childhood Program Review
Rationale for Recommendation

A greater emphasis will be placed on graduation rate and on identifying majors within the program. Although the number of declared majors per year is acceptable, the number of students enrolled in major courses would suggest a higher number of declared majors and graduates. Some students who say they want to major in “education” have been placed in University Transfer without a distinction being made between early childhood and elementary education. A serious effort to rectify this situation by instructors questioning and advising students was made during the fall trimester 2011, and it will be continued each semester. We will continue to work with registration personnel to stress that early childhood and elementary education are separate. We may be helped in our effort by the new financial aid rule that courses outside one’s declared major are not covered by financial aid. Stage one of our identification study will be complete by May 2012.

Southern West Virginia Community and Technical College
Early Childhood Development
Associate in Applied Science
Program Review

I. Program Title and Brief Description:

The Early Childhood Development Program is designed to give students classroom and practical understanding of the intellectual, physical, social, and emotional principles that are crucial when working with the pre-school child. This non-transfer program is designed for career-oriented students who desire to enter the job market as child care providers. Students who complete this program receive the Associate in Applied Science degree in Early Childhood Development.

The program is currently offered on all campuses, and all program courses are offered every trimester at Southern West Virginia Community and Technical College. All major courses needed for the program have been developed as web-based courses and are available to every student enrolled at any of the service area sites. The web-based curriculum is also accessible to every institution in the state of West Virginia and to other colleges and universities that need such courses for their related programs.

The last program review was completed in 2006.

II. Self Study Components:

A. Adequacy:

1. Curriculum:

The curriculum developed for the Early Childhood Development degree in Applied Science consists of 60 trimester hours. Twenty-six of these hours are considered core courses. Currently, almost all of these courses, as well as all the major courses, are available on the web.

The major courses in the Early Childhood Program have been taught since Fall 2006 by the following instructors:

Kathleen Bolt
Riley Browning
Connie Cantley
Helen Curry
Vicky Evans
Mary Hamilton
Gordon Hensley
James Hunt

Tehseen Irfan
Raymond Justice
David Lucas
Virginia (Ginny) Shirley
Deborah Stiltner
Deborah Starr
Nicole Vineyard

For information on qualifications of these faculty members, see faculty data sheets in Appendix I.

2. Advisory Committee:

The Early Childhood Development Program has an active advisory committee that was established in the spring of 2000. The committee consists of professionals in the field of early childhood development. Some of the members are faculty within the program; others are representatives from day care centers, community programs, non-profit organizations, public schools, and Head Start organizations. The number of members attending meetings has varied, but 10 members took part in the last meeting in April of 2011.

3. Strengths and Weaknesses:

Strengths:

Availability of the program
Students' opportunities for employment
Web-based curriculum
Highly competent and committed faculty

Weaknesses:

Graduation rate
Need for students to properly identify major

B. Viability:

1. Number of majors in the last 5 years:

Fall 2011	76
Summer 2011	19
Spring 2011	70
Fall 2010	74
Summer 2010	17
Spring 2010	62
Fall 2009	79

Summer 2009	36
Spring 2009	89
Fall 2008	77
Summer 2008	20
Spring 2008	70
Fall 2007	77
Summer 2007	15
Spring 2007	81
Fall 2006	85

2. Enrollment Trends:

Newly hired Head Start teachers will be required to have a B.A. degree in the state of West Virginia beginning in 2012. Assistant teachers will have to hold an associate degree or be working on one by this date. This requirement and Southern's 2+2 agreements with Marshall University and Concord University show an increasing need for the early childhood development courses. For articulation agreements with Marshall University and Concord University, see Appendix II.

In the period from Fall 2006 to Spring 2011 data are available showing 32 graduates.

2006-2007	4
2007-2008	9
2008-2009	5
2009-2010	10
2010-2011	4

Recent enrollment trends have been stable. For student enrollment in specific courses, see Appendix III.

- C. The primary weakness identified in the last program review was the absence of any full-time faculty. The program was just getting underway then, and since that time two full-time faculty members have been added: Mary Hamilton in 2007 and Nicole Vineyard in 2011. The program still utilizes several qualified adjunct faculty. Faculty enrollment for the past five years is listed below:

<u>Instructor</u>	<u>Number of Courses</u>	<u>Total Enrollment</u>
Kathleen Bolt	1	21
Riley Browning	36	580
Connie Cantley	10	120
Helen Curry	11	269
Vicky Evans	4	131
Mary Hamilton (full-time)	97	1,508

Gordon Hensley, Sr.	4	54
James Hunt	15	260
Tehseen Irfan	2	24
Raymond Justice	12	227
David Lucas	8	87
Virginia (Ginny) Shirley	12	80
Deborah Stiltner	1	16
Deborah Starr	5	29
Nicole Vineyard (full-time)	5	99

D. Students:

1. Entrance Policy:

The Early Childhood Development Program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

2. Graduate Data:

Some of the graduates in the Early Childhood Development Program were employed in the field of child care prior to entering the program. Others chose the program to help them prepare for jobs in public schools, day care centers, Head Start programs, or for entrance into one of our 2+2 programs. Data indicate that both students and their employers have a high level of satisfaction. See Appendix IV.

3. Assessment Information:

The Early Childhood Development Program has a variety of assessment measures. In addition to traditional course examinations and web-based assignments, students take the MAPP assessment test, as do other Southern students. See Appendix V. Also, graduating students must complete both ED 230 and ED 235. ED 230 is the Early Childhood Internship, which entails actual participation in preschool teaching under supervision. ED 235, or Praxis I, evaluates students' skills in reading, writing, and mathematics in preparation for the PPST Praxis I examination. Assessment data are used to enhance curriculum development within the program itself and to assist the College's Assessment Committee in evaluating needs relating to reading, writing, mathematics, and critical thinking skills.

III. Early Childhood Development Program Courses

1. The recently revised major courses and support courses for the program are consistent with student needs and state requirements. For program courses and descriptions, see Appendix VI.

IV. Recommendations:

Continuation of program with corrective action.

Appendix I

Faculty Data

(No more than TWO pages per faculty member)

Name: Kathleen Bolt Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. _____ Conferred by West Virginia University

Date degree received 1997 Area of specialization Communication Studies

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
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*** Instructor has not taught in the past two years***

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Riley Browning Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. Conferred by Marshall University

Date degree received 1986 Area of specialization Developmental Reading 7-8 / Remedial Reading K-12

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	ED 221 Admin. Of Early Childhood Ed.	26
	MU 103 Preschool Music Movement 7 Art	30
2011/Spring	ED 221 Admin. Of Early Childhood Ed.	21
	MU 103 Preschool Music Movement 7 Art	30
2011/Summer	ED 221 Admin. Of Early Childhood Ed.	7
	MU 103 Preschool Music Movement 7 Art	19
2011/Fall	MU 103 Preschool Music Movement 7 Art	29

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Connie Cantley Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. _____ Conferred by Marshall University

Date degree received 1981 Area of specialization Elementary Education

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
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Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Helen Curry Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. Conferred by Marshall University

Date degree received 1988 Area of specialization Special Education

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
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Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Vicky Evans Rank: Instructor

Check one: Full-time X Part-time _____ Adjunct _____
Graduate Assistant _____

Highest degree earned M.A. Conferred by Morehead State University

Date degree received 2007 Area of specialization English

Professional registration/licensure _____

Years of employment at present institution 5 years

Years of employment in higher education 5 years

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	ED 203 Children's Literature	30
2011/Spring	ED 203 Children's Literature	31

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Mary Hamilton Rank: Assistant Professor

Check one: Full-time X Part-time _____ Adjunct _____
Graduate Assistant _____

Highest degree earned M.A. Conferred by Marshall University

Date degree received 2002 Area of specialization Education

Professional registration/licensure WV Teaching Certificate

Years of employment at present institution 10

Years of employment in higher education 10

Years of related experience outside higher education 6

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	ED 115 Early Childh'd Health Safety and Nutrition	31
	ED 212 Principles and Theories	14
	ED 214 Child Development	22
	ED 218 Human Development & Learning	31
	PY 212 Children and Families	31
	PY 215 Guiding the Behavior of Children	12
	PY 219 The Exceptional Child	13

**Continued to the next page

(b). If degree is not in area of current assignment, explain. Masters in education plus 18 graduate hours in Children and Families. Currently enrolled in early childhood graduate program. 15 hours completed

(c). Identify your professional development activities during the past five years. Introduction to online class, Certificate Praxis I preparation. 15 graduate hours in early childhood education. Two leadership courses six hours.

(d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. WV Community Association Outstanding Employee award at Southern 2011. Savas Kostas award 2009.

(e). Indicate any other activities which have contributed to effective teaching.

(f). List professional books/papers published during the last five years.

(g). List externally funded research (grants and contracts) during the last five years.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Spring	ED 115 Early Childh's Health Safety and Nutrition	30
	ED 214 Child Development	28
	ED 218 Human Development & Learning	32
	ED 230 Early Childhood Internship	13
	PY 212 Children and Families	30
	PY 215 Guiding the Behavior of Children	18
	PY 219 The Exceptional Child	18

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Summer	ED 115 Early Childh's Health Safety and Nutrition	6
	ED 212 Principles and Theories	3
	ED 214 Child Development	3
	ED 218 Human Development & Learning	12
	PY 212 Children and Families	13
	PY 215 Guiding the Behavior of Children	3
	PY 219 The Exceptional Child	5

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	ED 212 Principles and Theories	21
	ED 214 Child Development	11
	ED 218 Human Development	26
	ED 223 Comp. Inst. In the Classroom	23
	ED 235 Praxis	6

Faculty Data

(No more than TWO pages per faculty member)

Name: Gordon Hensley, Sr. Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. Conferred by Morehead State University

Date degree received 1973 Area of specialization Education

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
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Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: James Hunt Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. Conferred by Eastern State University

Date degree received 1973 Area of specialization Education

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
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Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Tehseen Irfan Rank: Assistant Professor

Check one: Full-time X Part-time _____ Adjunct _____
Graduate Assistant _____

Highest degree earned M.A. Conferred by University of Punjab

Date degree received 1981 Area of specialization British Literature

Professional registration/licensure N.A.

Years of employment at present institution 8 years

Years of employment in higher education 28 Years

Years of related experience outside higher education N.A.

Non-teaching experience N.A.

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	ED 203 Children's Literature	7
2011/Spring	ED 203 Children's Literature	17

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Raymond Justice Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. Conferred by Morehead State University

Date degree received 1965 Area of specialization Education

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
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Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: David Lucas Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.S. Conferred by Marshall University

Date degree received 1975 Area of specialization Physical Science + 39 Graduate Hours in Education.

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	ED 218 Human Development	6
2011/Spring	ED 218 Human Development	12
2011/Fall	ED 218 Human Development	6

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Virginia (Ginny) Shirley Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. Conferred by Marshall University

Date degree received 1983 Area of specialization Elementary Education

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	ED 114 Intro. to Education Foundations	4
	ED 203 Children's Literature	4

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Deborah Stiltner Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. Conferred by Morehead State University

Date degree received 1990 Area of specialization Education

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
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Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Deborah Starr Rank: _____

Check one: Full-time _____ Part-time _____ Adjunct X
Graduate Assistant _____

Highest degree earned M.A. Conferred by Salem University

Date degree received 2009 Area of specialization Educational Leadership

Professional registration/licensure _____

Years of employment at present institution _____

Years of employment in higher education _____

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2010/Fall	ED 203 Children's Literature	7
2011/Fall	ED 203 Children's Literature	7

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Nicole Vineyard Rank: Instructor

Check one: Full-time X Part-time _____ Adjunct _____
Graduate Assistant _____

Highest degree earned M.A.T. Conferred by Marshall University

Date degree received 2008 Area of specialization English 5-Adult

Professional registration/licensure _____

Years of employment at present institution 6 months

Years of employment in higher education 2 years

Years of related experience outside higher education 4 years

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	ED 115 Early Childh'd Health Safety and Nutrition	30
	ED 213 Children and Families	30
	ED 216 Guiding the Behavior of Children	12
	ED 221 Admin. Of Early Childh'd Ed.	15
	ED 224 The Exceptional Child	12

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Appendix II

Early Childhood Education
 Southern West Virginia Community and Technical College
 Articulation General Studies Courses
 SWVCTC and MU

SWVCTC Courses

Hours

MU Courses

AR112, TH 112, or MU 175	3	Art 112, or THE 112, or MUS 142	3
EN 101	3	ENG 101 Written Communication I	3
EN 102	3	ENG 102 Written Communication II	3
SP 103	3	CMM 103 Oral Communication	3
EN 200	3	ENG (literature course)	3
PL 201, RL 110, RL 111, or RL 207	3	ENG or Humanities	3
MT 121 or higher	3	MTH 121 or higher	3
CS 102	3	CI 102 Intro. To Computers in the Classroom &	1
ED 223, Computer Instructional Techniques in the Classroom	3	CI 350 Instructional Technology and Computing	3
BS 102, SC 109, or SC110	8	8 hours of lab science	8
Total hours	35		34
SWVCTC Early childhood courses		MU Birth to Pre-K Courses	
ED 115 Early Childhood Health, Safety, Nutrition	3	ECE 101 Early Childhood Wellbeing	3
ED 212 Principles & Theories (15 hours)	3	ECE 212 Early Childhood Programs	3

observation)			
ED 213 Children & Families	3	ECE 215 Family Relationships	3
ED 214 Child Development (15 hours of observation)	3	ECE 303 Child Development	3
ED 224 Exceptional Child (15 hours observation)	3	CISP 320 Survey of Exceptional Children I	3
ED 218 Human Development and Learning	3	EDF 218 Child to Adolescent Development in Schools	3
ED 280 35 hours observation	0	EDF 270 clinical experience	0

18 hours

Total transfer hours 53

Admission to Marshall Teacher Education Program requires ED 218 and EDF 270 or equivalent credit, passing score for all parts of the PRAXIS PPST and 2.7 GPA not including development courses.

		ISC integrated Science	4
		International Studies	6
		Art 335 Art Education: 2D and 3D Media and Methods	3
		ECE 204 Parenting	3
		ECE 322 Language and Literacy for Young Children	3
		ECE 323 Assessment in Early Childhood	3
		ECE 324 Early Childhood Math, Science, and Tech	3

		Must be fully admitted to Teacher Education to take the following	
		ECE420 Infant/Toddler Environments and Relationships	3
		ECE 420 Infant/Toddler Education	3
		ECE 421 Infant/Toddler Education: Practicum	3
		ECE430 Preschool Curriculum and Methods	3
		ECE 431 Guidance of the Young Child: Practicum	3
		ECE 435 Administration Day Care Center	3
		CISP 420 Survey of Exceptional Children II (includes field experience)	3
		CIST 428 Special Needs in Early Childhood Education	3
		CISP 429 Introduction to Physically Handicapped	3
		CISP 445 Intervention Strategies for Preschool Special Education	3
		CISP 454 Working with Parents of Exceptional Children	3

BACHELOR OF SCIENCE IN EDUCATION

Early Childhood Special Education Pre-K - K

Name _____

2009-11 Catalog

128 Semester hours minimum for graduation with a 2.75 average overall
56 hours from a four-year institution

No Title HRS CR QPTS

General Studies (2.00 GPA required)

English				
101	Composition and Rhetoric I	3		EN 101
102	Composition and Rhetoric II	3		EN 102
203	World Literature I	3		EN 200/ 202
204	World Literature II	3		EN 201/ 204
Communication Arts				
101	Fundamentals of Speech	3		SP 103/202
The Arts - Two Courses				
101	Introduction to Visual Arts	3		ART 112
101	Introduction to Music	3		MU 175
102	Introduction to Theatre	3		TH112
Physical Education				
101M	Personal Wellness	2		PE223
Social Sciences				
HIST	Four courses with at least three disciplines represented (SEE CATALOG)	3		HI 230/ 2321
		3		PY 201
		3		SO 201
		3		PS 201 or PL201
Science and Mathematics				
	Laboratory Science	4		BS 101
	Laboratory Science	4		BS 102
	Mathematics	3		MA 130/137
	4 hour Lab Science or N SC 300CD or Math 105, 201, 212	3/4		SC 109/ 110 or PH 200
Foreign Language - Required				
SPAN 101	Two courses may be substituted for any two general studies courses except ENGL 101-102 and general Studies Math. Only ONE substitution per discipline. See Catalog.	3		SN101
SPAN 102		3		SN102

Professional Education Component (2.75 GPA required with a C or better in each course)				
EDUC 210	Foundations of Education	2		ED 114
301	Educational Technology	3		ED 223
305	Psychology of Teaching & Learning	3		ED 212
306	Instructional Process/Strategies	3		
310	Assessment and Evaluation	2		
SPED 303	Introduction to Special Education	3		See Field
309	Strategies for the Inclusive Environment	3		
EDUC 456	Supervised Directed Teaching	6		
456	Supervised Directed Teaching	6		
Early Childhood Special Education Pre-K-K (2.75 GPA required)				
E ED 265	Child Development	3		ED 214
304	Early Ed. Curriculum, Methods and Materials	3		
305	Early Ed., Curriculum, Methods and Materials Practicum	3		ED 212 and ED 225
324	Assessment in ECE	3		
EDUC 307	Reading and Language Arts	3		
308	Reading in Early Years	3		
320	Under. Read. Prob. : Assess. & Instruct.	3		
326	Development of Communication Systems	3		
SPED 303	Intro to Special Education	3		PY 219
325	Family and Communities	3		
328	Classroom & Behavior Mgt. in Early Childhood Settings	3		
402	Early Identification and Inclusion	3		
403	Intervention with Young Children	3		
PSY 228	Survey of Drug Use and Abuse	3		PY 204
SOWK	Sign Language I	1		

Appendix III

Enrollment in major courses for Spring 2011 and Fall 2011 are as follows:

Spring 2011

<u>Course</u>	<u>Enrollment</u>
ED 221	21
MU 103	30
ED 203 (2 sections)	48
ED 115	30
ED 214	28
ED 218 (2 sections)	44
ED 230	13
PY 212	30
PY 215	18
PY 219	18

Fall 2011

<u>Course</u>	<u>Enrollment</u>
ED 221	15
MU 103	29
ED 203 (3 sections)	46
ED 115	30
ED 214	11
ED 218 (2 sections)	26
ED 212	21
ED 223	23
ED 235	6
ED 213	30
ED 216	12

Appendix IV

Graduate Data

Of the graduates for whom data were available, approximately 11 responded to the survey. All except two are working in the child care field, and they mentioned an interest in starting small day care centers. Responses emphasized the helpfulness of faculty and the convenience of on-line classes.

According to the Mingo County Elementary Education Director, 24 Southern Early Childhood graduates are employed currently by Mingo County. Eight graduates currently work for Coalfield CAP.

The Average salary for these workers is \$8.00 - \$10.00 per hour.

Some typical comments from employers were as follows:

1. Southern's graduates had lots of ideas to help children.
2. They knew appropriate books for reading and reference.
3. Workers who have taken classes were a lot more professional, related better to children and parents, were more dependable, and they understood the policies and procedures better.
4. Workers are excellent; they are conscious of policies, know about different programs to help children, are knowledgeable about child development, and are flexible and eager to try new ideas.

Two employers noted need for more evening or weekend classes for the support courses. One noted need for program to have "more contact in community."

Representative Student Responses to Program and Courses:

1. I enjoyed the program very much and thought it was well done. I got married right after graduation and now have a little day care center right here in my house.
2. I liked the on-line courses. The program enabled me to keep my same job and be better at it.
3. I work in a day care center in Madison.
4. I was happy with the program. I wish more math had been on-line. I would like to open my own day care center.
5. I plan to enter the B.A. program at Marshall.
6. I feel like the program made me a better mother.
7. I was pleased with my classes and now work as a pre-school aid.

8. I loved the on-line courses and am now in the Concord program.
9. Mary Hamilton was wonderful in helping us.
10. I took most of my classes in the classroom at Saulsville after I was already working in child care. I really enjoyed math.

Appendix V

Division: Humanities and Social Science
 985-AAS—Early Childhood Education

n=7

Min. AM (4) Min LI (4) Min. RFI (5)
 7 – 100% 7 – 100% 4 – 57%
 All Areas—4 – 57%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
F	W	4	4	4	4 U
F	W	4	4	4	4 U
F	W	4	4	4	4 U
F	W	5	4	5	5 S
F	W	5	5	7	7 S
F	W	6	5	6	6 S
F	W	6	5	6	6 S
	Sum	34	31	38	
	n=	7	7	7	
	Mean	4.8	4.4	5.1	
	Standards	4	4	5	
		0-<3	0-<3	0-<3	
		0-3	0-3	0-3	3-U 43%U
		3-4	4-4	3-4	4-S 57%S
		2-5	3-5	1-5	
		2-6	0-6	2-6	
		0-7	0-7	1-7	
	Met Standard	7	7	4	

Department: Humanities
985-AAS—Early Childhood Education
 n=3
 Min. AM (4) Min LI (4) Min. RFI (5)
 2 – 67% 3 – 100% 1 – 33%
 All Areas—1 – 33%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	4	U	
F	W	3	4	4	U	
F	W	5	4	5	S	
	Sum	13	12	13		
	n=	3	3	3		
	Mean	4.3	4	4.3		
	Standard	4	4	5		
		0-<3	0-<3	0-<3		
		1-3	0-3	0-3		
		0-4	3-4	2-4	2 – U	67% U
		2-5	0-5	1-5	1 – S	33% S
		0-6	0-6	0-6		
		0-7	0-7	0-7		
	Met Standard	2	3	1		

Division: Humanities

AAS

985-Early Childhood Education

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Wyoming	F	4	4	5	S
Williamson	F	3	3	5	U
Williamson	F	6	4	6	S
	Summary	13	11	16	
	n=	3	3	3	
	Mean	4.33	3.67	5.33	
	Standard Set	4	4	5	
	Number Who Met Standard (% of Criteria)	2 (66.7%)	2 (66.7%)	3 (100%)	
	Number Who Scored <3 (% of Total for Each Criteria)	0	0	0	
	Number Who Scored 3 (% of Each Criteria)	1 (33.3%)	1 (33.3%)	0	
	Number Who Scored 4 (% of Each Criteria)	1 (33.3%)	2 (66.7%)	0	
	Number Who Scored 5 (% of Each Criteria)	0	0	2 (66.7%)	
	Number Who Scored 6 (% of Each Criteria)	1 (33.3%)	0	1 (33.3%)	
	Number Who Scored 7 (% of Each Criteria)	0	0	0	
	Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	2 (66.7%)			
	Number Who Met All 3				

Early Childhood Dev-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
985	Wyoming	412	103	106	108	104	112	100	106
985	Logan	416	103	106	110	106	107	104	106
985	Wyoming	423	105	112	110	107	110	110	106
985	Williamson	432	111	115	112	108	116	109	114
		1683	422	439	440	425	445	423	432
Mean		421	106	110	110	106	111	106	108

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N	N	M	N	N	M	N	N
985	P	N	N	M	N	N	M	N	N
985	N	N	N	N	N	N	N	N	N
985	M	N	N	M	N	N	N	N	N
985	N	N	N	M	N	N	N	N	N

Table 3

Major 985	Proficient	Marginal	Not Proficient
Reading Level I	25%	25%	50%
Reading Level II			100%
Critical Thinking			100%
Writing Level I		75%	25%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I		25%	75%
Mathematics Level II			100%
Mathematics Level III			100%

University Transfer/Humanities-Early Childhood Development - AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Williamson	985	441	112	116	118	110	120	110	110
Williamson	985	443	116	118	114	110	117	117	115
		884	228	234	232	220	237	227	225
	MEAN	442	114	117	116	110	118.5	113.5	112.5

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
985	P	N	N	P	M	M	M	N	N
985	P	M	N	P	M	N	M	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Marginal	0.0%	50.0%	0.0%	0.0%	100.0%	50.0%	100.0%	0.0%	0.0%
Not Proficient	0.0%	50.0%	100.0%	0.0%	0.0%	50.0%	0.0%	100.0%	100.0%

Appendix VI

Early Childhood Development Program Courses

Dept/No.	Title	Credit Hours
Support Courses		
CS 102	Computer Literacy	3
EN 101	English Composition I	3
EN 102	English Composition II	3
	History Elective	3
	Laboratory Science Electives	4
MT 121	College Math for General Education	3
OR 110	Introduction to College	1
PY 201	General Psychology	3
SP 103	Speech Fundamentals	3
Major Courses		
ED 115	Early Childhood Health, Safety, & Nutrition	3
ED 203	Children's Literature	3
ED 212	Principles and Theories	3
ED 213	Children and Families	3
ED 214	Child Development	3
ED 216	Guiding the Behavior of Children	3
ED 218	Human Development and Learning	3
ED 221	Administration of Early Childhood Education	3
ED 224	The Exceptional Child	3
ED 230	Early Childhood Internship	3
ED 235	Praxis I	1
MU 103	Preschool Music, Movement, & Art	3

Early Childhood Development Major Course Descriptions:

ED 115 Early Childhood Health, Safety, and Nutrition

3 Credit Hours

This course provides an introduction to the health needs and concerns of the pre-school age child. This course covers the health issues and safety concerns as well as the proper nutrition for a growing and developing child. These three areas will be applied both to personality development, to the socially promoting of the child's self-esteem and well-being, and the physical developments that take place.

ED 203 Children's Literature

3 Credit Hours

Prerequisite: EN 101.

A survey of the development of poetry and prose of children's literature, with emphasis on methods of presentation to enable children to become good readers. May not be used as a literature requirement in General Studies.

ED 212 Principles and Theories

3 Credit Hours

Co-requisite: ED 280.

Theories and concepts of human development, learning, and motivation are presented and applied to interpreting and explaining human behavior as it relates to interaction in relation to teaching. Principles as it relates to purposes and functions of the preschool program. Organization, programs, equipment, needs of the preschool child, and teaching techniques. Fifteen hours of observation are required.

ED 213 Children and Families

3 Credit Hours

The nature and structure of the family are studied, along with an examination of major family issues. Provides an understanding of functions and dysfunctions within the family as it relates to the child in the family. Emphasizes the development of effective skills through an interpersonal/interactional approach to family intervention.

ED 214 Child Development

3 Credit Hours

Co-requisite: ED 280.

This course covers development from birth through age eight. It demonstrates how to work with young children in ways that correspond with individual developmental levels, social and cultural environment to enhance physical, perceptual, social, emotional and cognitive competencies. Fifteen hours of observation are required.

ED 216 Guiding the Behavior of Children

3 Credit Hours

Co-requisite: ED 280.

This class explores positive ways to build self-esteem in children. It also provides an exploration of guides to action designed to direct the routine activities of preschool children which lead to a positive self-concept and meaningful behavior. Fifteen hours of observation are required.

ED 218 Human Development and Learning

3 Credit Hours

Co-requisite: ED 280.

This course traces the social, emotional, physical and intellectual development of the child from birth through adolescence. Special emphasis will be placed on cognitive development and its implications for teaching. Thirty-five hours of public school observation are required.

ED 221 Administration of Early Childhood Education

3 Credit Hours

Instruction and observation in various phases of early childhood education administration including: incorporation, licensing, finance, personnel, curriculum, physical plant, health and social services, parent involvement, and resources. Field trips are appropriate.

ED 224 The Exceptional Child

3 Credit Hours

Co-requisite: ED 280.

Introduces and sensitizes the student to the exceptions that occur in the development of children. It offers material on the disturbed (emotional, social, and behavioral); the handicapped (physical, mental, and sensorial); those with specific learning difficulties; and the gifted. In addition, it presents referral sources for diagnosing, treating, and educating these exceptionalities. Fifteen hours of observation are required.

ED 230 Early Childhood Internship

3 Credit Hours

Co-requisite: ED 280.

Note: This course requires permission of the Department Chair.

Actual participation in preschool teaching under supervision to develop practical skills.

Preparation of learning units based on specific needs of children enrolled; observation and critical analysis of performances and developmental processes occurring in the school day.

This course requires permission of instructor. Thirty-five hours of observation are required.

ED 235 Praxis I

1 Credit Hour

This course is designed for both elementary and secondary education teacher candidates and teachers preparing to take the PPST Praxis I Exam. This course focuses on skills necessary to pass the Praxis I: Pre-Professional Skills Test in reading, writing, and mathematics.

MU 103 Preschool Music, Movement, and Art

3 Credit Hours

This class will provide experiences in developing the content, methods, and materials for directing children in art, music, and movement activities.

Early Childhood Development Support Courses

CS 102 Computer Literacy

3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English. This course is an introductory course to computer literacy. Objectives are aligned with the IC3 certification. Students will learn how to identify computer hardware types and functions, purchasing considerations, basic maintenance and problem solving for hardware. They will also learn how software and hardware work together, identify types of software along with basic hands-on skills in Word Processing, Spreadsheets, and Presentation software. The course also includes email, internet, and the impact of computing and the internet on society.

EN 101 English Composition I

3 Credit Hours

Prerequisite: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English.

This course is an introduction to basic composition and research. The emphasis is on writing clear, effective essays. In addition, students will write a research paper.

EN 102 English Composition II

3 Credit Hours

Prerequisite: EN 101, Challenge Examination, or CLEP.

A continuation of EN 101. The student is exposed to additional forms of the composition and is expected to demonstrate a higher level of proficiency in writing. Major emphases are the research paper and literary forms.

MT 121 College Math for General Education

3 Credit Hours

Prerequisite: EN 090, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

A study of several topics in mathematics including probability and statistics, measurement systems, formula manipulation and equation solving, geometry, and consumer math with a focus on applications throughout the course.

OR 110 Introduction to College

1 Credit Hour

Introduction to College increases student success in college by developing skills and imparting information necessary to reach educational objectives. Topics include college policies and procedures, college resources, career and academic planning, and student success skills. This one-credit hour course is required for all incoming students with fewer than thirty credit hours from a regionally accredited educational institution. Note: Board of Governors Adult Degree Completion students may not be required to take this course; please see the Dean of Enrollment Management and Student Development for further information.

PY 201 General Psychology

3 Credit Hours

Introduces the principles and methods of the scientific study of human behavior.

SP 103 Speech Fundamentals

3 Credit Hours

Approaches day-to-day oral communication from a practical point of view, with emphasis on a proficiency in the oral language presentations.

Lab Science Elective

4 Semester Hours

History Elective

3 Credit Hours