

## **POST-AUDIT REVIEW**

**For Occupational Programs  
Implemented Under the Provisions of Series 37 of the  
West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Paraprofessional Education Certificate

April 2017

**POST-AUDIT REVIEW**  
**Southern West Virginia Community and Technical College**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Paraprofessional Education Certificate

**I. Introduction**

The Paraprofessional Education Certificate Program meets the requirements for a Paraprofessional Certificate as provided by the West Virginia Board of Education. This certificate entitles the individual to serve in a support capacity including, but not limited to, facilitating instruction and direct or indirect supervision of pupils under the direction of an educator.

**II. Goals and Objectives**

The primary purpose for this program is to ensure high quality early childhood education is provided to West Virginia's children. This program provides students with the knowledge and skills that will allow them to be effective aides and assistant teachers in kindergarten and pre-K classrooms.

A driving force for the creation of this program was West Virginia Senate Bill 359, which stated that beginning July 1, 2014. Any person previously employed as an aid in a kindergarten program and whose employed in the same capacity on and after that date and any new person employed in that capacity in kindergarten program on or after that date shall hold the position of either Early Childhood Classroom Assistant Teacher-Temporary Authorization, Early Childhood Classroom Assistant Teacher-Permanent Authorization or Early Childhood Classroom Assistant Teacher-Paraprofessional Certificate. When this rule took effect, assistant teachers did not have to hold the credential by July 1, 2014, must be in pursuit of one of the options available for the Early Childhood Classroom Assistant Teacher credential. It went on to state that any person employed as an aid in a kindergarten program must, by July 1, 2014, be enrolled in a program to complete the requirements of the permanent authorization. Southern's Paraprofessional Certificate program meets the needs of individuals pursuing Permanent Authorization.

**III. Assessment**

A. The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by academic leadership in regular consultation with the program faculty. Outcomes are discussed at team meetings and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction revision.

- B. Elements of the assessment program
1. Primary education goals of the program
    - a. Identify and apply concepts of human growth and development.
    - b. Promote child development/learning with understanding of combined theories.
    - c. Develop ability to establish family and community partnerships.
    - d. Identify adaptations and accommodations for diverse learners in inclusive setting.
    - e. Explain professionalism including ethical behavior in early childhood environment.
  
  2. Measures of evaluating success in achieving goals
    - a. Student pre/post test scores
    - b. Evaluation and feedback from clinical observations
    - c. Evaluation of project portfolios
    - d. Evaluation and feedback from web-based discussion boards, assignments, and other interactions
  
  3. Identification of the goals which are being successfully met and those which need attention as determined by an analysis of available data is drawn by inference from evaluation of the Early Childhood Education Associate in Applied Science degree that the Paraprofessional Education Certificate feeds into. Since the certificate forms the first 36 credit hours of the 60 credit hour associate degree, if the goals are being met at the associate degree level, they must also be met at the foundational certificate level. The associate degree level assesses student performance with specific tests not used at the certificate level. That information, as well as assessment of general education is included here.
    - a. Successful:

Assessment of the general education goals is accomplished through the institution's assessment plan for the general education support courses required by the program. Specifically, all EN 101/101A English Composition I courses assess student writing through the use of a common writing prompt at the start and end of each semester. Student writing is assessed by a common rubric. For the SP 103 Speech Fundamentals course, the persuasive speeches are recorded for all students and assessed by a common rubric. For MT 121/121A College Mathematics for General Education and CS 102 Computer Literacy, all sections of each course are assessed using a common final exam scored through the use of a common rubric. Most laboratory science courses are assessed using a common final exam scored through the use

of a common rubric. Results are used to guide curricular changes within the courses. Student results are compiled and reported in an aggregate manner institution-wide. No disaggregated is available at this time.

During 2015-2016, nine students enrolled in ED 230 Early Childhood Practicum sat for the Early Childhood Education Job Readiness Assessment Battery and Care-Basic Exam secured through the National Occupational Competency Testing Institute (NOCTI). The results of this assessment indicate group attainment of early childhood education goals at 90%+ as related to health and safety, community and family relationships, creativity, and diversity in the classroom.

Within the major courses required for the program, students are assessed concerning their understanding of the intellectual, physical, social, and emotional principles critical to human development from infancy through early childhood. Course assessments show high achievement in these areas as demonstrated by scores on the individual assessments. Additionally, student achievement is assessed in multiple courses through opportunities to combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

b. Needs Attention:

No significant issues have been identified by the assessment instruments administered to program participants. Of the thirteen standards assessed by the NOCTI exam, one standard yielded an average compliance score less than 70%. Questions related to the inclusion of children with special needs resulted in an overall score of 69.8% for those assessed. Faculty have identified that the activities and objectives in ED 224, The Exceptional Child, address this standard. As a result, faculty plan to focus on review and revision of course content, goals, objectives, and assessments of this course in an effort to achieve improved scoring on this standard.

- C. Course assessment data is reviewed on a regular basis for the program. Weak areas are identified from test data and observations from field experiences. Improvements are made within each course immediately. Additional changes are also made to subsequent courses to assist in quality instruction of students.

#### **IV. Curriculum**

- A. The program consists of 36 hours in order to meet the competencies mandated by the state. Eighteen of those credit hours are general education hours with the remaining 18 being education major courses. There is one elective course in the general education component of the program. There are no electives in the major course portion of the program. All classes are required.

The program is open admission. While the program has a recommended sequencing of courses, students may enter the program at the start of any semester. Program major courses have no required prerequisites; general education support courses may be taken out of sequence as well. As a result of program course sequencing, specific subsets of major courses are offered within each fall and spring semester. However, students who enter the program during spring or summer semesters may achieve program completion in the same number of semesters as those who enter the program during fall semester.

- B. Appendix I shows the courses required in the program along with the number of credit hours earned for each course.
- C. All education classes in the program are delivered online. General education courses can be taken face-to-face, but many are available online as well.

#### **V. Faculty**

This program has been delivered using two term full-time faculty who deliver the bulk of the instruction and two part-time faculty to deliver dual credit and EDGE credit offerings. All faculty are appropriately credentialed to teach education classes. The faculty data sheets are found in Appendix II.

Full-time faculty have taught education classes each semester of the post-audit review period while the two part-time faculty have taught classes 4 of the 5 semesters under review.

### Percent of sections taught by Full-Time and Part-Time Faculty

Semester	Full-time Faculty	Part-Time Faculty
201501	67%	33%
201502	60%	40%
201601	75%	25%
201602	69%	31%
201701	100%	0%
201702	82%	18%

## VI. Enrollment and Graduates

- A. Appendix III shows the number of students enrolled in program classes, the number of listed majors, and the FTE for education classes in the program by semester. While the number of declared majors and graduates remains low, the program has maintained an FTE of 15 or more for every semester in the review period.
- B. The program has had very few graduates. Therefore, there is little opportunity for graduate feedback. Many students in the program do not apply to graduate with the certificate and instead proceed directly into the Early Childhood Development Associate in Applied Science degree. Other student are currently employed and are taking classes in this program to remain eligible for continued employment.
- C. This program is intended primarily for people who wish to remain employed in their present jobs. It also provides a pathway to the associate degree. All those who complete the certificate program requirements are eligible for acceptance into the associate degree program. Therefore, there is 100% acceptance into the associate degree program.

## VII. Financial

- A. This certificate program is contained wholly within the Early Childhood Development associate degree. Therefore, there is no additional cost to the institution to deliver this program.
- B. It is anticipated that this program will remain a part of the Early Childhood Development associate degree. It will therefore need no separate funding of its own.

## **VIII. Advisory Committee**

The participants in the advisory committee are listed in Appendix IV. The advisory committee has met and provided input and guidance for curricular and programmatic issues. Members of the advisory committee play a key role in facilitating opportunities for Southern students to obtain required observations hours in school classrooms.

## **IX. Accreditation**

This program does not have any specialized accreditation information.

## **Appendix I Curriculum**



**Paraprofessional Education  
Certificate  
36 Credit Hours**

**Purpose:**

The Paraprofessional Education Certificate Program meets the requirements for a Paraprofessional Certificate as provided by the West Virginia Board of Education. This certificate entitles the individual to serve in a support capacity including, but not limited to, facilitating instruction and direct or indirect supervision of pupils under the direction of an educator.

**Support Courses:**

CS 102	Computer Literacy	3 Credit Hours
EN 101 or EN 101A	English Composition I	3 Credit Hours
EN 102	English Composition II	3 Credit Hours
MT 121 or higher	College Mathematics for General Education	3 Credit Hours
SP 103	Speech Fundamentals	3 Credit Hours
	<sup>1</sup> Elective Course	3 Credit Hours

**Major Courses:**

ED 112	Principles and Theories	3 Credit Hours
ED 116	Guiding the Behavior of Children	3 Credit Hours
ED 124	Foundations of Language and Literacy in Early Childhood Development	3 Credit Hours
ED 126	Literacy Teaching and Learning in Early Childhood	3 Credit Hours
ED 218	Human Development	3 Credit Hours
ED 224	The Exceptional Child	3 Credit Hours

<sup>1</sup> Choose from: AR 112, BS 101, BS 102, BS 118, BS 124, BS 125, BS 199, BS 216, EN 200, EN 201, EN 202, EN 204, HS 230, HS, 231, SC 109, SC 110

## **Appendix II Faculty Data**

## Faculty Data

Name: Mary Hamilton Rank: Associate Professor  
 Check One: Full-time  Part-time  Adjunct   
 Highest Degree Earned: Master of Science & Master of Education  
 Date Degree Received: 2002 & 2013  
 Conferred by: Marshall University & Northcentral University  
 Area of Specialization: Education & Early Childhood Education

Professional Registration/Licensure: WV Teaching Certificate  
 Years of Employment at Present Institution: 16  
 Years of Employment in Higher Education: 16  
 Years of Related Experience Outside Higher Education: 13  
 Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and 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.

Year/Semester	Course Number/Titles	Enrollment
Spring 2015	ED 126 Lit, Teach & Learn Early Child hood Development	30
Spring 2015	ED 214 Child Development	22
Spring 2015	ED 218 Human Development & Learning	47
Spring 2015	ED 223 Comp. Inst. In the Classroom	25
Spring 2015	ED 230 Early Childhood Practicum	18
Spring 2015	ED 280 Observation Hours in Education	79
Spring 2015	MU 103 Preschool Music, Movement, Art	21
Fall 2015	ED 122 C&I in Early Childhood Development	24
Fall 2015	ED 124 Foundations, Language & Lit. Early Childhood Development	33
Fall 2015	ED 126 Lit, Teach & Learn Early Child hood Development	11
Fall 2015	ED 212 Principles and Theories	21
Fall 2015	ED 214 Child Development	19
Fall 2015	ED 223 Comp. Inst. In the Classroom	48
Fall 2015	ED 280 Observation Hours in Education	37
Spring 2016	ED 122 C&I in Early Childhood Development	1
Spring 2016	ED 126 Lit, Teach & Learn Early Child hood Development	21
Spring 2016	ED 218 Human Development & Learning	76
Spring 2016	ED 230 Early Childhood Practicum	11
Spring 2016	ED 280 Observation Hours in Education	121

<b>Year/Semester</b>	<b>Course Number/Titles</b>	<b>Enrollment</b>
Fall 2016	ED 112 Principles and Theories	23
Fall 2016	ED 122 C&I in Early Childhood Development	18
Fall 2016	ED 124 Foundations, Language & Lit. Early Childhood Development	22
Fall 2016	ED 218 Human Development & Learning	18
Fall 2016	ED 223 Comp. Inst. In the Classroom	51
Fall 2016	ED 280 Observation Hours in Education	41
Spring 2017	ED 112 Principles and Theories	24
Spring 2017	ED 126 Lit, Teach & Learn Early Childhood Development	15
Spring 2017	ED 218 Human Development & Learning	71
Spring 2017	ED 230 Early Childhood Practicum	17
Spring 2017	MU 103 Preschool Music, Movement, Art	16

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Blackboard Class

Blackboard 9.Essential Training

Certificates in Quality Matters (QM)

1. Independent Applying the QM Rubric
2. Peer Reviewer Course
3. Applying the QM Rubric-FY12
4. Improve Your Course Online
5. QM Rubric Update

Softchalk Trainings

Workshops

1. Student Engagement Learning Workshop
2. Counseling Workshop

Conferences & Meetings

1. Early Childhood Advisory Council of West Virginia Education Summit
2. Early Childhood Advisory Council of West Virginia Education Committee National

Association for the Education of Young Children Accreditation

3. Early Childhood Career Fair
4. Common Core Standards
5. Early Childhood AAS Workgroup meetings

## Faculty Data

Name: Nicole Vineyard Rank: Instructor  
 Check One: Full-time  Part-time  Adjunct   
 Highest Degree Earned: M.A.T.  
 Date Degree Received: 2008  
 Conferred by: Marshall University  
 Area of Specialization: English 5-Adult

Professional Registration/Licensure: \_\_\_\_\_  
 Years of Employment at Present Institution: 5 Years  
 Years of Employment in Higher Education: 7 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 and 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.

Year/Semester	Course Number/Title	Enrollment
Spring 2015	ED 213 Children and Families	24
Spring 2015	ED 115 Early Childhood Health, Safety, Nutrition	24
Spring 2015	ED 280 Observation Hours in Education	36
Spring 2015	ED 224 The Exceptional Child	24
Spring 2015	ED 225 Methods and Materials	18
Spring 2015	ED 221 Admin. of Early Childhood Education	27
Spring 2015	ED 216 Guiding the Behavior of Child	23
Fall 2015	ED 115 Early Childhood Health, Safety, Nutrition	35
Fall 2015	ED 203 Children's Literature	47
Fall 2015	ED 213 Children and Families	21
Fall 2015	ED 216 Guiding the Behavior of Child	1
Fall 2015	ED 225 Methods and Materials	1
Spring 2016	ED 116 Guiding the Behavior of Child.	25
Spring 2016	ED 221 Admin. of Early Childhood Education	25
Spring 2016	ED 224 The Exceptional Child	54
Spring 2016	ED 280 Observation Hours in Education	33
Spring 2016	ED 225 Methods and Materials	25
Fall 2016	ED 112 Principles and Theories	14
Fall 2016	ED 115 Early Childhood Health, Safety, Nutrition	35
Fall 2016	ED 203 Children's Literature	41
Fall 2016	ED 213 Children and Families	13
Fall 2016	ED 280 Observation Hours in Education	14
Spring 2017	ED 116 Guiding the Behavior of Child	41

<b>Year/Semester</b>	<b>Course Number/Title</b>	<b>Enrollment</b>
Spring 2017	ED 221 Admin. of Early Childhood Education	25
Spring 2017	ED 224 The Exceptional Child	35
Spring 2017	ED 225 Methods and Materials	25
Spring 2017	ED 280 Observation Hours in Education	0

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years.

## Faculty Data

Name: Deborah Butcher Rank: N/A (High School Dual Credit)

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: Masters + 45

Date Degree Received: 1994

Conferred by: Marshall University

Area of Specialization: Learning Disabilities,

Professional Registration/Licensure: West Virginia Teaching Certificate, Certificates in Mild Mentally Impairment, Behavior Disorders, and Autism

Years of Employment at Present Institution: 25

Years of Employment in Higher Education: 2

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and 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.

Year/Semester	Course Number/Title	Enrollment
Spring 2015	ED 280 Observation Hours in Education	8
Spring 2015	ED 212 Principles and Theories	8
Spring 2015	ED 218 Human Development & Learning	3
Fall 2015	ED 114 Intro to Education Foundations	2
Fall 2015	ED 224 The Exceptional Child	5
Fall 2015	ED 280 Observation Hours in Education	5
Spring 2016	ED 280 Observation Hours in Education	2
Spring 2016	ED 212 Principles and Theories	2
Spring 2016	ED 218 Human Development & Learning	4
Fall 2016	ED 114 Intro to Education Foundations	5
Fall 2016	ED 280 Observation Hours in Education	5

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

### Faculty Data

Name: Nancy Bradbury Rank: N/A  
 Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X  
 Highest Degree Earned: Masters  
 Date Degree Received: 1998  
 Conferred by: Marshall University  
 Area of Specialization: Adult & Technical Education

Professional Registration/Licensure: West Virginia Teaching Certificate  
 Years of Employment at Present Institution: 18 years  
 Years of Employment in Higher Education: 3 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 and 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.

Year/Semester	Course Number/Title	Enrollment
Spring 2015	ED 280 Observation Hours in Education	19
Spring 2015	ED 212 Principles and Theories	11
Spring 2015	ED 224 The Exceptional Child	8
Fall 2015	ED 114 Intro to Education Foundations	4
Fall 2015	ED 218 Human Development & Learning	4
Fall 2015	ED 280 Observation Hours in Education	8
Spring 2016	ED 112 Principles and Theories	4
Spring 2016	ED 224 The Exceptional Child	4
Spring 2016	ED 280 Observation Hours in Education	8
Fall 2016	ED 114 Intro to Education Foundations	1
Fall 2016	ED 280 Observation Hours in Education	1

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.



**Appendix III  
Enrollment and Graduates**

Semester	Program Grads	FTE	Non-duplicate Student Headcount	Certificate Degree Majors
201501	0	24.8	98	0
201502	0	35.2	122	2
201601	0	16.8	62	1
201602	3	39	127	1
201701	2	15.4	54	2
201702	TBD	37.4	119	2
<b>Total</b>		<b>168.60</b>	<b>582</b>	<b>8</b>

**Appendix IV**  
**Advisory Committee Members**

Participants in the April 2016 Advisory Committee Meeting:

1. Sabrina Runyon, Mingo County Board of Education
2. Verna Smith, Coalfield Community Action Partnership, Inc.
3. Karen Browning, Director, Coalfield Community Action Partnership, Inc.
4. Anna Ferrell, Pride Head Start
5. Marlene Crawford, Pride Head Start
6. Kristen Murphy, Pride Head Start
7. Darlene Adkins, Logan County Schools
8. Debbie Willis, Logan County Schools
9. Rebecca McNeely, Logan County Schools
9. Marlene Spaulding ABLE Families
10. Janet Peterworth, ABLE Families
11. Rhonda Preece, not identified