

Eastern West Virginia
Community & Technical College

Post-Audit Review

Early Childhood Development
Associate in Applied Science

September 12, 2006

I. Introduction

Provide a narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, etc. Please limit to one page. It is appropriate to use the catalog description.

The Early Childhood Development Program is designed to give students an understanding of intellectual, physical, social, and emotional principles critical to providing quality care to children from birth to five years of age. The program provides practical experience working with children in a variety of settings including child care facilities, in-home services, Head Start programs, and pre-school programs. Students may choose courses for direct care positions such as teachers and classroom assistants or they may select the entrepreneurial emphasis for child care center owners, administrators and directors. This career based program is designed for student desiring to enter the job market as child care providers or owner/operators of child care services.

In addition to selecting an area of emphasis, students can obtain the Associate in Applied Science (A.A.S.) degree through three pathways. The first option is a traditional two year program with 61 - 62 earned credit hours. The second option, the Associate in Applied Science in Occupational Development: Early Childhood Development provides students who complete the ACDS Certification with 33 credits through an articulation agreement with the Department of Labor, area employers and Eastern. The third pathway, the Associate in Applied Science in Technical Studies: Early Childhood Development incorporates 15 credit hours of articulated credit for students completing the Child Development Specialist (CDA) credential.

A new pathway was approved in fall 2004 as part of the WV Edge Project. The course outcomes for the A.A.S. in Occupational Development: Apprenticeship for Child Development option (ACDS) and the WVEIS Codes from the West Virginia Department of Education were articulated into the A.A.S. in Technical Studies. Students can earn 21 credit hours for high school coursework if they successfully complete the courses and pass a proficiency test with a minimum performance standard of 75%.

II. Goals and Objectives

Identify the goals and objectives of the program. Document the need that the program was implemented to meet.

Eastern's goal in developing an Early Childhood Development Associate in Applied Science Degree Program is to meet the needs of the child care facilities and in-home providers in its service area. The program supports the institution's mission in two ways. First, the program addresses the expressed need for professional, formally educated, skillful childcare providers as defined through the DACUM process. Secondly, through assessment and articulation of existing child care provider training programs, the program promotes life long learning by encouraging current child care workers to build upon existing credentials toward completing an associate degree.

The program provides:

- Access to higher education throughout the College’s responsibility district
- Seamless curricula through use of brokered courses and incorporation of prior learning assessment
- Seamless curricula for high school dual credit and tech prep initiatives
- Graduates to meet current and projected regional employment needs for child care workers
- Program flexibility to meet a variety of job placement options
- Development of services within individual communities

III. Assessment

A. Summarize the principle elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

Eastern’s assessment plan consists of four levels: entry level assessment, process assessment, near term assessment and long-term assessment (Alfred, Peterson and White, 1992). These levels address student satisfaction, academic achievement, program effectiveness, and student success (See Figure 1).

The Assessment Process (Adapted “The Assessment Funnel”, Alfred, et.al.)		
Process Level	Measures	Area(s) Responsible
Entry Level	Entry level testing	Learner Support Services
Process Level	Program Level Assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey	Academic Services, Learner Support services
Near-Term Level	Summative assessment activities for program level assessment, WorkKeys, Academic Profile, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data	Academic Services, Learner Support Services
Long-Term Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services

Figure 1

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating all of the aforementioned assessment levels, serves as the core of the

assessment plan (See Appendix IV for Program Level Assessment Process). Eastern is in the initial stages of implementing its assessment plan. In keeping with the established assessment implementation timeline, process level and near-term level activities began in the 2004 - 2005 academic year (See Appendix V). These activities include review of enrollment patterns, tracking studies, capstone assessment, and graduating student survey. Prior to spring 2005, general education assessment activities were conducted in collaboration with Southern WV Community and Technical College. In spring 2005, nine students (from all majors) participated in the short-version of The Academic Profile, a test of undergraduate reading, writing, critical thinking, and math skills. To provide a sufficient sample, a second group was tested in spring 2006. Forty-three (43) Academic Profile Assessments have been submitted for scoring. WorkKeys has been administered to the program graduates. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections.

B. Provide information on the following elements:

- ***Educational goals of the program***
- ***Measures of evaluating success in achieving goals***
- ***Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data***

Upon successful completion of the Early Childhood Development Program the graduate will be able to:

- Respond to the health and safety needs of children
- Assess children's growth and development
- Plan and implement children's routines within the child care setting
- Plan and organize a learning environment for young children
- Arrange and manage learning center
- Identify and implement positive discipline strategies that can be utilized by child care workers in the child care setting
- Develop and implement age-appropriate activities that provide learning through the child's level of communication, interest and imagination
- Plan developmentally appropriate curriculum for young children
- Identify and work with children with special needs within a variety of child care settings
- Demonstrate appropriate responses to nurture and develop positive self-esteem in pre-school age children
- Communicate with parents and families
- Participate in life-long learning and professional development
- Participate in extracurricular center activities outside the classroom setting, such as planning family events, participating in program and strategic planning
- Maintain records according to state and federal guidelines

Additionally, graduates completing the entrepreneurial emphasis will apply business management skills to planning and establishing businesses that provide early childhood education and child-care.

The common core for all program majors is the general education core as defined in the College Catalog and specifically identified in the General Education Policy (B.P. 3.6). All three options list the same course requirements in general education to meet the 21-22 hour requirement.

General Education Courses

Course	Credit Hours
CIS 108 Computer Fundamentals	3
ENL 101 English Composition I	3
PSY 200 General Psychology	3
MTH 135 College Algebra OR	(3)
MTH 121 College Math for General Education	3
SPH 101 Fundamentals of Speech	3
SSC 147 Understanding Human Diversity	3
Lab Science	4

The number of students served in all three degree options in fall 2003 was 67. During fall 2004, 39 students were enrolled. The program was implemented as a part-time evening program to accommodate the work schedules of childcare workers, apprenticeship students and Head Start staff. The majority of these students can only enroll in two classes per semester due to workload and family responsibilities. This part-time implementation reduces graduation rates and program FTE production (See Appendix III for enrollment information).

WorkKeys is administered to graduating students in career/technical programs as a measure of the effectiveness of the general education core in relation to the workplace. Three tests from the WorkKeys series are administered to graduating students: Applied Mathematics, Reading for Information and Locating Information. To date, the WorkKeys assessment has been administered to one student in December 2004 and seven students in December 2005. The program had eight graduates. All eight students met or exceeded the WorkKeys in Applied Math and Locating Information. Three of the eight graduates met or exceeded the WorkKeys for Reading for Information. Given the small sample size, no program changes have been made at this time. However, trends will be monitored for an additional year to discern need for intervention.

The eight graduates also participated in the Academic Profile testing. Four of the students scored below the 25th percentile and four scored at or above the 25th percentile. All eight graduates had transfer credits as well as the 33 credits articulated through the ACDS certificate. Five of the eight students were required to take developmental Math

courses. All eight graduates either had completed the English 101 course requirement at another institution or were not required to take developmental English based on their Accuplacer test at time of admission to the program. Given the small sample size, no program changes will be made at this time. However, trends will be monitored for an additional year to discern need for intervention.

The A.A.S. in Early Childhood Development requires a capstone project providing an opportunity to integrate and apply program learning outcomes. To date, no student has completed this course. The Occupational Development and Technical Studies students do not complete the capstone course since both credentials (CDA and ACDS Certificates) have a major component of experiential requirements. The A.A.S. students also participate in application experiences in the Infant and Toddler Seminar and Early Childhood Seminar.

Course evaluation surveys are used as indirect assessment measures of student success and satisfaction. Survey questions provide self reports of learning acquired through course completion, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness. Course evaluations were compiled for Early Childhood majors for the fall 2004 term. Nineteen surveys were returned for Early Childhood majors. Ninety-four percent of these students stated that the course syllabus almost always provided a detailed description of learning outcomes and 100% stated that detailed course requirements were almost always provided. Students stated that course completion significantly improved their abilities and knowledge in the subject area (67%) with an additional 33% stating that abilities and knowledge were somewhat increased. Overall, students rated the completed courses as good to excellent (100%). Students felt equally positive about the quality of instruction with 100% rating the instructor as good to excellent. Additionally, 95% of the students would take another course from the same instructor as well as recommend the instructor to another student (94%).

Sixty-eight percent of the respondents reported conducting library research as part of course requirements. Given the nature of the degree, this level of reported library activity was expected. Additional assessment activities will be conducted in the future to discern students' perception of the relevance of this activity and the level to which it supports program level learning outcomes

C. Provide information on how assessment data is used to improve program quality. Include specific examples.

Given the small number of students participating in student assessment activities and the elementary level of implementation of assessment processes, no program changes have been made, to date, as a result of assessment related activities. However, course tracking studies and implementation of course level assessment activities will begin to provide the College with data to discern the need for improvement.

IV. Curriculum

A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.

The Early Childhood Development, A.A.S. program requires 61 - 62 semester hours of credit, which includes 22 semester hours in general education core requirements, 30 hours in the technical core, and 9 - 10 semester hours in an area of emphasis (See Appendix I for course listing and recommended course sequence). Additionally, the program is designed to provide a career pathway and continuing education opportunities for child care providers with recognized child care provider credentials (Child Development Associate National Credentialing Program (CDA) and Apprenticeship for Child Development Specialist (ACDS) Program) by awarding credit for college level learning acquired through existing credentialing programs. The articulated credit is approved toward the completion of the Associate in Applied Science degree allowing these students the opportunity to advance their professional credentials.

Changes in the curriculum have occurred as a result of several factors. Prior to formal approval of Eastern's Early Childhood Development Program, Eastern offered technical courses adopted through its mentoring relationship with Southern WV Community & Technical College. With the adoption of the Eastern program, three separate degrees were implemented in fall 2003. Additionally, some course requirements were modified based on the DACUM results and the Eastern Early Childhood Development Advisory Council recommendations.

Additionally, during fall 2003, an agreement was reached with Hampshire High School and Tucker High School to enroll high school students in a modified Apprenticeship program. The courses from the apprenticeship program were cross-walked with the high school WVEIS codes. High schools with approved child care centers and approved ACDS trained instructors can enroll students for EDGE credit. These students will be awarded 22 hours of articulated credit toward the A.A.S. in Early Childhood Development upon enrollment at Eastern.

Another shift is anticipated in the A.A.S. in Technical Studies as childcare workers are no longer pursuing the Child Development Associate credential through the National Association for the Education of Young Children (NAEYC). This nine hour articulation agreement has become obsolete as other options such as the Apprenticeship for Child Development Specialist Certification and the traditional associate in applied science degree program in Early Childhood Education has become available to students.

Eastern subscribes to an open door admissions policy. However, all students must complete entrance testing prior to registering for courses with applicable prerequisites. Students providing record of appropriate ACT or SAT scores are exempt from the entrance testing.

In compliance with West Virginia State Child Care Licensing requirements, students must also obtain the following upon enrollment in the Early Childhood Development Program:

- Hepatitis B shots
- food handler's card
- tine test
- self-disclosure statement
- WV State Police Criminal Identification Bureau (CIB) Report

Students graduating with an Early Childhood Development, Associate in Applied Science degree must meet all graduation requirements set forth in the College catalog.

B. Provide a list of courses along with the number of credit hour required for each course. Include specific course titles and numbers. Label as Appendix I.

See Appendix I for course listing and curriculum sequence.

C. Submit a listing of the course delivery modes.

Courses are offered in multiple delivery modes. These include on-line courses, telecourses and traditional course formats. Some courses are made available through partnerships with Kentucky Community and Technical College system, Virginia Community and Technical College System and Southern West Virginia Community and Technical College.

V. Faculty

Submit information on the total number of full-time and part-time faculty per year to deliver through program. Use Appendix II forms. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught. Information on professional development activities should be included for part-time, as well as full-time faculty.

At the present time, Eastern employs no full-time faculty for the Early Childhood Development program. Eastern employs content faculty and practitioner faculty on a contractual basis for program development and instructional purposes. Practitioner faculty is employed on a part-time contractual basis to provide instruction. Some courses are brokered through contractual arrangements with colleges in the Virginia and Kentucky community college systems as well as through other West Virginia Colleges and the SREC. The Academic Program Director for General Education and Instruction provides coordination and supervision for the program tracks. The Academic Program Director maintains credentials appropriate for the early childhood discipline. The

capstone course is taught by the Academic Program Director for General Education and Instruction.

A list of practitioner faculty, credentials and instructional disciplines is provided in Appendix II.

VI. Enrollment and Graduates

A. *Submit data including headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence (Label as Appendix III).*

Since its inception, the Early Childhood Development program has maintained high but fluctuating enrollment patterns. Enrollment fluctuations are caused by shifts in the various pathways feeding into the degree. When viewed in total, the program has experienced an enrollment decline from a high of 69 majors (fall 2003) to 39 (fall 2004). It should be noted that this enrollment spike (2003) was caused by the acquisition of the South Branch facilities and the number of students with CDA credentials interested in a degree completion option. The impact of this enrollment spike has since filtered out. It is estimated that enrollment patterns will begin to stabilize and possibly increase as students matriculate into the traditional degree program (See Appendix III for enrollment and FTE details).

A significant number of Early Childhood Development majors are enrolled as part-time students. In fall 2003, 80% of the students were part-time. When viewing fall enrollment, this pattern has been consistent throughout the program's short history. This enrollment trend impacts program offerings, class sizes and graduation rates. To address the needs of the part-time student, Eastern offers the program in a part-time evening implementation cycle. If enrollments increase or if a cohort can be identified, a full-time day program implementation will be added. Scheduling cycles assures that a student can complete degree requirements within four to eight semesters dependent upon the track and transfer coursework.

As of spring 2006, no students have completed the capstone course. The eight graduates articulated 33 credit hours through the Occupational Development option which does not require the capstone course.

The number of transfer students matriculating into the Early Childhood Development program has declined. First time college students are likely to make up the core of future majors, particularly those matriculating into the traditional degree program.

B. *Provide information on graduates in terms of places of employment, starting salary ranges and number employed in field of specialization. Include evidence of results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A*

summary of the results to be included should indicate the number of individuals surveyed or contacted and number of respondents.

The Early Childhood Development program has eight graduates. Based on advisor follow-up of program graduates, all eight graduates are employed in early childhood care as classroom assistants, child care workers in day care centers or as in-home child care providers. The classroom assistants received salary increases based upon completion of the two-year degree.

Since implementation as a part-time evening program in 2003, the students entering without previous credit are expected to complete the A.A.S. degree requirements in spring 2007.

C. *Present information on the success of graduates in achieving acceptance into baccalaureate programs.*

Not applicable to the Associate of Applied Science degree.

VII. Financial

A. *Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources; state appropriated funds, grants and contracts, state funds and student fees.*

During the fall 2005 academic year, the faculty budget for Early Childhood Development was \$3,000. Master degree faculty is the preferred choice for instruction and thus far only Master level faculty has been employed in the Early Education courses.

An additional support to the program and the students in the Occupational Development option is the financial support of the West Virginia Apprenticeship Council which provides faculty salaries, training and teaching materials for the four ACDS courses.

This is consistent with the part-time evening implementation. Costs associated with the general education core are supported by multiple programs.

B. *Identify projection of future resource requirements and sources of funding.*

It does not appear that the program will require additional funding or alternatives sources of funding for continued implementation. Given the current pattern of part-time implementation, the cost of the program is expected to remain constant. Should enrollment patterns change to warrant the addition of a full-time day program, \$21,600 will be required annually (1st Year: \$9000; 2nd year: \$12,600) for practitioner faculty salaries for the technical courses. Additional costs will be supported through tuition and fees.

VIII. Advisory Committee

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

Eastern's curriculum is created through a shared, interactive process to ensure program applicability. The program advisory committee is an integral part of this curriculum development, implementation and review process. The program advisory committee is comprised of regional content experts to assure program design meets industry standards and employer needs. The program advisory committee members monitor the program offerings and provide recommendations based on industry standards, occupational trends and regional needs. The Academic Program Director meets with the program advisory committee to review adequacy of course offerings and curriculum changes as well as provide recommendations for software and laboratory facilities. Through the program advisory committee, Eastern is able to assure that learner outcomes parallel those of the changing workforce.

The Advisory Committee was convened in March 2002 to assess the educational needs for child care training in the district. Community members from child care facilities, in-home care, Department of Health and Human Services, Head Start, and the public school systems identified the employment and training needs for child care providers. The program advisory committee members identified professionals working directly with children in a variety of child care settings to participate in the development of the curriculum. The DACUM outlining the duties and tasks performed in various child care settings was conducted with practitioners in June 2002 establishing the program outcomes.

The current advisory committee was convened on July 29, 2004. The A.A.S. in Early Childhood Development and the program options were presented. The committee also reviewed and recommended a seamless curriculum for Early Childhood Development with the high schools. A proposed program for the West Virginia School for the Deaf and Blind Cohort for Residential Care Specialist was also reviewed and approved.

Advisory Committee Members

Teresa Berg, CPS Supervisor
WV Department of Health & Human
Services (DHHR)

Cher Jolley, Early Childhood Services
Coordinator
E.A.C.H.S. Head Start

Charlene Zirk, Director
Hardy County Child Care Center

Miriam Leatherman
WVU Extension Office
Hardy County Court House

Amy Pancake, Director
Eastern Regional Family Resource
Network (ERFRN)

Cynthia Drumm , Counselor
EWVCTC

Nancy D. Sisk
South Branch Vocational Center

Patti Bennett
Potomac Highlands Support Services

Jan Michael & Cindy Simmons
Tucker County Schools

Judy Baisden
Hampshire County Schools

Kim Asonevich, Director
Mountain Heart

Gina Raschella, Director
Catamount Children's Center

Willetta Bolyard, Behavior Specialist
Mountain Heart

Emily Hartman, Owner/Operator
Tiny Tots Day Care

IX. Accreditation

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

There is no accreditation process for this program.

Summary and Recommendation

The Early Childhood Development program has effectively provided Eastern students with options to incorporate recognized credentials in the field of early childhood development and care into a career pathway and attainment of an associate in applied science degree. Since its inception, the program has graduated eight students. Although the enrollment trends in the three tracks are shifting, the number of majors appears to be stabilizing and is likely to increase in the traditional degree track. The ACDS program continues to be a primary feeder for the A.A.S. in Occupational Development. In May 2006, eleven students completed the ACDS certification and are ready to begin the general education requirements in the fall 2006 term. Currently, twelve students are ready to enter the third semester of the ACDS courses which will prepare them for entry into Eastern in fall 2007. A new group of apprentices have been recruited for fall 2006 to begin their four semester sequence.

Eastern will continue to offer the Early Childhood Development programs at the current level. The part-time implementation serves the child care employed students. For individuals needing full-time coursework, the general education classes complement the child care courses. To address the needs of the part-time student, Eastern offers the program in a part-time evening implementation cycle. If enrollments increase or if a cohort can be identified, a full-time day program implementation will be added. Assessment activities will be fully implemented thus providing the mechanism for effective program evaluation and possible revision.

The advisory committee will conduct a review of the A.A.S. in Technical Studies degree if enrollment patterns indicate that the CDA pathway is an obsolete credential. Currently, there are

no students enrolled in this track. In the future, students with the CDA credential can be served through the Individualized Career Studies degree or the Board of Governors, A.A.S. degree should this track be eliminated.

Appendix I

Early Childhood Courses

EDF 115	Early Childhood Health, Safety, and Nutrition	3
EDF 210	Infants and Toddlers Seminar	3
EDF 211	Early Childhood Seminar	3
EDF 212	Principles & Theories of Early Childhood Programs	3
EDF 217	Human Development and Learning	3
EDF 221	Administration of Early Childhood Education	3
EDF 224	Methods & Materials for Early Childhood Programs	3
EDF 276	Early Childhood Capstone	3
PSY 212	Children & Families	3
PSY 213	Guiding the Behavior of Children	3

Area of Emphasis (Direct Care)

EDF 203	Children's Literature	3
MUS 103	Preschool Music, Movement, and Art	3
PSY 219	The Exceptional Child	3

Area of Emphasis (Entrepreneurial)

ACC 120	Principles of Accounting I	4
MKT 260	Principles of Marketing	3
MGT 251	Human Resource Management	3

General Education Courses

CIS 108	Computer Fundamentals	3
ENL 101	English Composition I	3
PSY 200	General Psychology	3
MTH 135	College Algebra OR	(3)
MTH 121	College Math for General Education	3
SPH 101	Speech Fundamentals	3
SSC 147	Understanding Human Diversity	3
Lab Science		4

**Recommended Course Sequence – Early Childhood Development
Science Degree**

Associate in Applied

First Year – Fall Semester			First Year – Spring Semester		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>	<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
CIS 108	Computer Fundamentals	3	EDF 210	Infants & Toddlers Seminar	3
EDF 115	Early Childhood Health, Safety & Nutrition	3	EDF 217	Human Development & Learning	3
EDF 212	Principles & Theories of Early Childhood Programs	3	MTH 135	College Algebra OR	3
ENL 101	English Composition I	3	MTH 121	College Math for General Education	3
PSY 200	General Psychology	3	PSY 213	Guiding the Behavior of Children	3
			SPH 101	Speech Fundamentals	3
Total Semester Hours		15	Total Semester Hours		15
Second Year – Fall Semester			Second Year – Spring Semester		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>	<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
EDF 211	Early Childhood Seminar	3	EDF 276	Early Childhood Capstone	3
EDF 221	Administration of Early Childhood Programs	3	PSY 212	Children & Families	3
EDF 224	Methods & Materials for Early Childhood Programs	3	SSC 147	Understanding Human Diversity	3
Elective	Emphasis Elective	3 (4)	Elective	Lab Science Elective	4
Elective	Emphasis Elective	3	Elective	Emphasis Elective	3
Total Semester Hours		15 (16)	Total Semester Hours		16

Early Childhood Development: Direct Care Emphasis		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
EDF 203	Children's Literature	3
MUS 103	Preschool Music, Movement and Art	3
PSY 219	The Exceptional Child	3
Total Semester Hours		9
Early Childhood Development: Entrepreneurial Emphasis		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
ACC 120	Principles of Accounting I	4
MGT 251	Human Resource Management	3
MKT 260	Principles of Marketing	3
Total Semester Hours		10

Associate in Applied Science in Technical Studies: Early Childhood Development

Associate in Applied Science
(Child Development Specialist – CDA)
61 - 62 Semester Hours

Students enrolling in the Early Childhood Development: Technical Studies degree program must have completed the requirements for the Child Development Associate Certification (CDA) through the National Association for the Education of Young Children (NAEYC). The CDA Certificate fulfills the requirements for Component IIIb and Component IV.

Component I – General Education Core		
All Courses Listed Below -- 22 hours required		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
CIS 108	Computer Fundamentals	3
ENL 101	English Composition I	3
PSY 200	General Psychology	3
SPH 101	Speech Fundamentals	3
Elective	Math Elective 100 level or higher	3
Elective	Lab Science Elective	4
Elective	Social Science Elective	3
Component II – Technical Core		
Choose six courses (18 hours) from the following:		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
EDF 210	Infants & Toddlers Seminar	3
EDF 211	Early Childhood Seminar	3
EDF 212	Principles & Theories of Early Childhood Programs	3
EDF 221	Administration of Early Childhood Education	3
EDF 224	Methods & Materials for Early Childhood	3
EDF 276	Early Childhood Capstone	3
PSY 213	Guiding the Behavior of Children	3
Component IIIa – Technical/Occupational Specialty		
Choose 6- 7 hours from one of the following areas of emphasis		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
<i>Direct Care Emphasis</i>		
EDF 203	Children's Literature	3
MUS 103	Preschool Music, Movement & Art	3
PSY 219	The Exceptional Child	3
<i>OR</i>		
<i>Entrepreneurial Emphasis</i>		
ACC 120	Principles of Accounting I	4
MKT 260	Principles of Marketing	3
MGT 251	Human Resource Management	3
Component IIIb – Technical/Occupational Specialty (9 semester hours)		
Successful completion of three CDA classes in Child Development. Minimum 120 clock hours*		
Component IV – On-the-Job Training (6 semester hours)		
Documentation from employer of an additional 480 hours of work experience (paid or volunteer) in child and family care within the past two years (Child Development Associate Certificate)*		

* Credits will be awarded upon completion of the CDA. Verification of completion must be provided.

Associate in Applied Science in Occupational Development: Early Childhood Development

Associate in Applied Science

(Apprenticeship for Child Development Specialist)

61 - 62 Semester Hours

Students enrolling in the Early Childhood Development: Occupational Development degree program must have completed the requirements for the Apprenticeship for Child Development Specialist (ACDS) through the United States Department of Labor, West Virginia Bureau of Apprenticeship and Training, the West Virginia Child Development Specialist program, and the West Virginia Department of Education.. The ACDS Certificate fulfills the requirements for Component III and Component IV.

Component I – General Education Core (all required)		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
CIS 108	Computer Fundamentals	3
ENL 101	English Composition I	3
Elective	Math Elective (100 level or higher)	3
Elective	Lab Science Elective	4
PSY 200	General Psychology	3
SPH 101	Speech Fundamentals	3
Elective	Social Science Elective	3
Component II – Technical Core Classroom Training		
Select 6 – 7 credits from one of the 2 following Areas of Emphasis		
Direct Care Emphasis		
Select 6 semester hours from the following:		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
EDF 203	Children's Literature	3
EDF 217	Human Development & Learning	3
EDF 221	Administration of Early Childhood Education	3
MUS 103	Preschool Music, Movement & Art	3
PSY 219	The Exceptional Child	3
OR		
Entrepreneurial Emphasis		
Select 6 – 7 semester hours from the following:		
<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>
ACC 120	Principles of Accounting I	4
MKT 260	Principles of Marketing	3
MGT 251	Human Resource Management	3
Component III – Technical Occupational Specialty		
	Classroom training to be completed as part of the Apprenticeship Program (ACDS) *	20 credits
Component IV – On-the-Job Training		
	On-the-Job Training completed as part of the apprenticeship training *	13 credits

* Credits will be awarded upon completion of the ACSD Apprenticeship. Verification of completion must be provided.

Appendix II

Faculty

Content Faculty

Early Childhood Development

Backus, Debra	Ed.D. (ABD) M.A. B.A.	West Virginia University (2006) Virginia Polytechnic Institute (1986) Frostburg State University (1973)
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General Education

Becker-Gorby, Sherry	M.A. B.A.	West Virginia University (1981) Bethany College (1975) Additional graduate hours
Gott, Sharon	M.T. B.S.	Virginia Commonwealth University (1993) Virginia Commonwealth

Practitioner Faculty

Early Childhood Development

Hardy, Kathy	M.A. B.A.	West Virginia University (1978) Shepherd College (1974) Additional graduate hours
Michaels, Janette	M.A. B.S.	West Virginia University (1992) West Virginia Wesleyan College (1987)
Ours, Karen	M.A. B.S.	Frostburg State University (1989) Frostburg State University (1986)
Schneider, Ruth	M.A. B.S.	West Virginia University (1985) West Virginia University (1972) Additional Graduate Work
Sherman, Marjorie	M.A. R.B.A.	West Virginia University (2003) Shepherd College (1997)
Williams, Nancy	Ed.D. (ABD) M.Ed. M.A. M.A. B.A.	West Virginia University (2006) Vanderbilt University (1996) Hampton University (1987) North Carolina Central University (1983) University of North Carolina (1976)

General Education

Biology

Hammer, Gene M.S. Shenandoah University (1997)
B.S. West Virginia University (1976)

Lane, Jonnie M.S. West Virginia University (2000)
B.S. Davis & Elkins College (1998)

Chemistry

Hamlin, Sally M.S. Georgia Institute of Technology (1996)
M.S. Georgia Institute of Technology (1993)
B.A. University of California at Santa Barbara
(1985)

English

Hubbard, Debra M.A. West Virginia University (1987)
B.S. Towson State (1978)

Hughes, Richard B.S. University of North Dakota (1960)
A.S. Bismarck North Dakota Jr. College (1957)
Additional graduate hours San Diego State College (1961)

Taylor, Nora M.A. West Virginia University (1994)
B.A. Asbury College (1981)
A.A. Kentucky Mountain Bible College (1979)

General Science

Hardy, Terry M.A. West Virginia University (1976)
B.A. Shepherd College (1972)

History

Tantillo, Mary Faith M.A. St. John's University (1978)
B.A. St. John's University (1974)

Mathematics

Glover, Rosanne M.A. West Virginia University (1968)
B.S. West Virginia University (1965)

Gott, Sharon M.T. Virginia Commonwealth University (1993)
B.S. Virginia Commonwealth University (1993)

Klus, Thomas	M.A. B.S.E.D.	California University of Pennsylvania (1978) California University of Pennsylvania (1973) Additional graduate hours
Meck, Nelson	M.A. B.S.	Salem International University (2001) West Virginia University (1988) Additional graduate hours
Roth-Beck, Stephanie	M.A. B.S.	Wake Forest (2001) Fairmont State College (1999)
VanMeter, Marie	M.A. B.A.	University of Virginia (1971) Bridgewater (1969)
Walters, Jennifer	M.A.ED B.S. A.A.	University of Phoenix (2005) University of Maryland (2000) Potomac State College (1997)
Wratchford, Rachel	B.S.	Bridgewater College (2004)

Political Science

Hedrick, Linda	M.A. B.A.	Johns Hopkins University (2001) Loyola College (1985)
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Psychology

Bennear, Mark	M.S. R.B.A.	Cappella University Shepherd College
Lambert, John	Ph.D. M.A. B.S.	LaSalle University (1996) Liberty University (1995) Davis & Elkins College (1992)
Petry, Evelyn	M.S. B.A.	Ohio University (1972) Wilmington College (1968) Additional graduate hours

Sociology

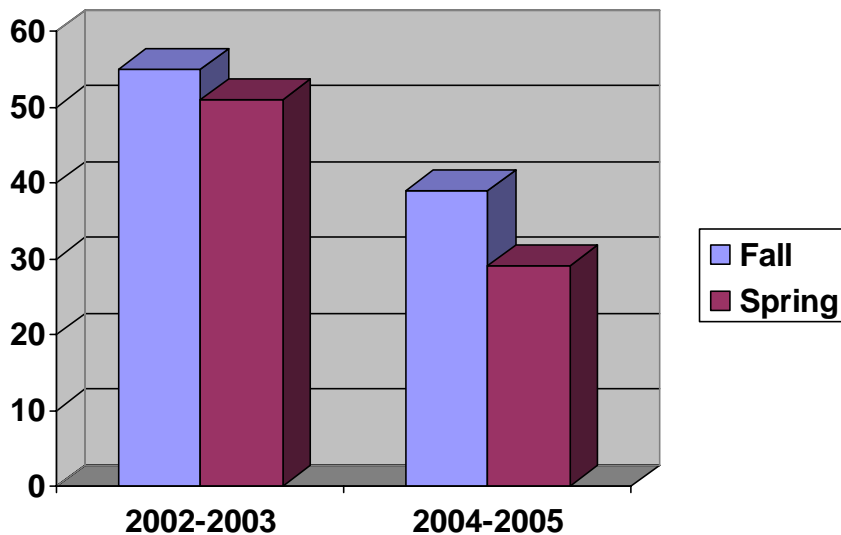
Jordan, Michael	M.S. B.S.	West Virginia University (2001) Frostburg State University (1999)
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Appendix III: Enrollment Data

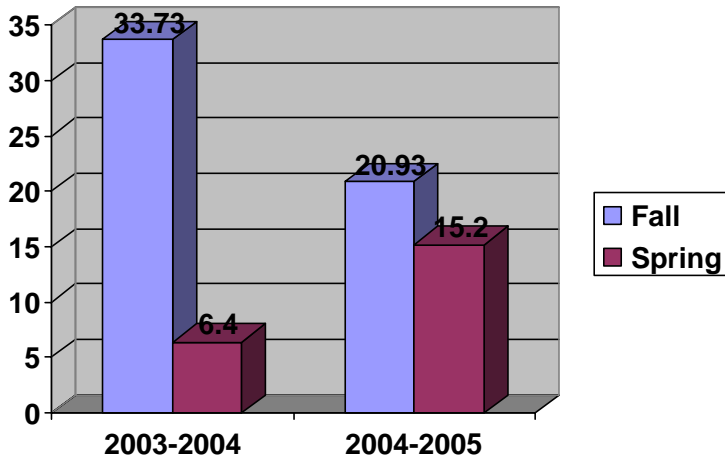
**Early Childhood Development, Associate in Applied Science Degree
All Tracks
Fall 2002 through Spring 2005**

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Majors	55	51	69	12	39	29
Credit Hours Generated by Majors	551	398	506	96	314	228
FTE Generated by Majors	36.73 FTE	26.53 FTE	33.73 FTE	6.4 FTE	20.93 FTE	15.2 FTE
Majors with Full Time Status	44% (24)	24% (12)	20% (14)	25% (3)	28% (11)	31% (9)
Majors with Part Time Status	56% (31)	76% (39)	80% (55)	75% (9)	72% (28)	69% (20)
Majors Transferring from Other Colleges	36% (20)	18% (9)	30% (21)	8% (1)	15% (6)	0% (0)

Enrollment by Term for Early Childhood Majors (All Tracks)



FTE by Term for Early Childhood Majors (All Tracks)



**Early Childhood Development, Associate in Applied Science Degree
Fall 2002 through Spring 2005**

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Majors	0	11	22	12	16	11
Credit Hours Generated by Majors	0	90	146	96	142	73
FTE Generated by Majors	0 FTE	4 FTE	9.73 FTE	6.4 FTE	9.47 FTE	4.87 FTE
Majors with Full Time Status	0% (0)	3% (27)	18% (4)	25% (3)	25% (4)	18% (2)
Majors with Part Time Status	0% (0)	73% (8)	82% (18)	75% (9)	75% (12)	82% (9)
Majors Transferring from Other Colleges	0% (0)	9% (1)	32% (7)	8% (1)	13% (2)	0% (0)

Associate in Applied Science in Technical Studies: Early Childhood Development

Fall 2002 through Spring 2005

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Majors	55	40	47	0	15	12
Credit Hours Generated by Majors	551	308	360	0	141	122
FTE Generated by Majors	36.73 FTE	20.53 FTE	24 FTE	0 FTE	9.4 FTE	8.13 FTE
Majors with Full Time Status	44% (24)	23% (9)	21% (10)	0% (0)	47% (7)	58% (7)
Majors with Part Time Status	56% (31)	78% (31)	79% (37)	0% (0)	53% (8)	42% (5)
Majors Transferring from Other Colleges	36% (20)	20% (8)	30% (14)	0% (0)	20% (3)	0% (0)

**Associate in Applied Science in Occupational Development:
Early Childhood Development**

Fall 2002 through Spring 2005

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Majors	0	0	0	0	8	6
Credit Hours Generated by Majors	0	0	0	0	31	33
FTE Generated by Majors	0 FTE	0 FTE	0 FTE	0 FTE	2.07 FTE	2.2 FTE
Majors with Full Time Status	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Majors with Part Time Status	0% (0)	0% (0)	0% (0)	0% (0)	100% (8)	100% (5)
Majors Transferring from Other Colleges	0% (0)	0% (0)	0% (0)	0% (0)	13% (1)	0% (0)

Appendix IV

Developing a Program Level Assessment Plan

1. Define mission/purpose of the program
 - a. Create a mission statement or statement of purpose that flows from the institution's mission and vision or review and revise existing mission/statement of purpose
2. Translate mission/statement of purpose into (measurable) outcomes
 - a. Identify outcomes to assess during annual assessment cycle
 - b. Identify performance criterion/criteria for each outcome/objective
 - c. Create Program Outcomes Matrix
3. Determine assessment/evaluation methods to be used
 - a. Select or develop the instrument(s) for measuring each outcome
 - b. Select multiple measures of assessment
 - c. Include direct measures (measures that test whether students have acquired the competencies required and the performance standard identified). These include standardized tests, quantitative reasoning tests, competency tests, critical thinking tests, clinical or laboratory observations or course artifacts.
 - d. Develop scoring rubric for capstone/internship course
 - e. Include indirect measures such as feedback from internship or field placements, students' self-reports of skill attainment, surveys, interviews, focus groups, etc.
 - f. Identify sources of existing data to evaluate outcomes/objectives
 - g. Develop a plan and timeline for collecting information
 - h. Identify who is responsible for specific assessment activities. (The academic program directors is responsible for coordination of the process.)
4. Collect data
 - a. Select an appropriate sample (students, subset of students, alumni, employers, documents, etc.). Consider various sampling techniques. How many students will be involved? How will you select them? Since your goal is to assess the program and not the individual students, it may not be necessary to include every student.
 - b. Administer data collection instrument (All instruments must be reviewed and approved by Dean for Learner Support Services.)
 - c. Request available institutional data from Institutional Research
 - d. Devise plan to optimize return rates/encourage students' participation
 - e. Determine where data and assessment materials will be retained
 - f. Develop an informed consent form, if appropriate.
5. Analyze/evaluate data
 - a. Examine data to determine emerging patterns

- b. Determine if minimum performance standards have been met.
 - c. Note indication of mediating variables.
 - d. State summary of overall findings, note appropriateness of data collection method, problems with sample selection or methodology, and validity of data
6. Develop recommendations based on assessment findings
- a. Recommendations must be data driven, include description of proposed intervention or change, cost to institution and other departments impacted.
 - b. Recommendations must be submitted through institutionally defined processes prior to implementation.
7. Communication of quality initiative activities
- a. Prepare annual program report
 - b. Submit report to Associate Dean for Learner Support and Academic Services
 - c. Determine how results will be shared with students
8. Note overall effectiveness of assessment plan.
- a. Determine if modifications are required in the assessment program

APPENDIX V
Assessment Plan Activity Timeline

Program/Process Levels	Measure	Area(s) Responsible	Timeline	Cycle
Entry Level	Entry Level Testing		In Progress	Annual
Process Level	Developmental Program Tracking Studies: Pass Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Drop Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Exit Exam Pass Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Completion Rates	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Persistence Rate (Developmental Course through first level College course)	Academic Services (Gen Ed)/IR	In Progress	4 years
	Orientation Course Tracking Study	Learner Support Services/ IR	Pilot Fall 2004	3 years
	Program Level Assessment (Comprehensive Plans) Enrollment Patterns, Completion Rate, Drop Rate (target courses within degree programs), Graduation Rate, Syllabus Analysis, Transcript Analysis, Advisory Committee Review, Placement Rates, Transfer Rates	Academic Services/Learner Support Services/IR	Pilot/Planning Cycle Fall 2004	5 years
	Writing Across the Curriculum	Academic Services	Pilot Fall 2005	3 years
	General Education Assessment: CAAP	Academic Services/Learner Support/IR	In Progress	Annual
	General Education Assessment: WorkKeys	Academic Services/Learner Support/IR	In Progress	Annual
	Brokered/Distance Learning Survey	Academic Services/Learner Support/IR	In Progress	Annual
	Course Level Tracking: Drop Rates (target courses), Completion Rates, Pass Rates, Persistence Rate to 2 nd Level Course	Academic Services/Learner Support/IR	Fall 2004	Annual
	Withdrawing Student Survey	Learner Support/IR	Fall 2004	Annual
	Course Evaluations/ Satisfaction Survey	Learner Support Services/IR	In Progress	Semester
Near-Term Level	Program Level Assessment: Capstone/internship assessment	Academic Services/IR	Pilot Spring 2005	Annual
	Developmental Program Tracking: Goal Attainment Rate (enrolled and complete goal within 5 years)	Academic Services/Learner Support/IR	Fall 2006 (Cohort for 2001)	Annual
	Graduating Student Survey	Learner Support Services	Spring 2005	Annual
	Graduating Student Phone Survey: Employment History, Salary, Continuing Education Plans	Academic Program Directors	Spring 2005	Annual
Long-Term Level	Employer Satisfaction Survey	Academic Services/Learner Support/IR	Pilot Fall 2006	Annual
	Alumni Survey: One Year	Academic Services/Learner Support/IR	Pilot Spring 2005 All graduates from 2004 and earlier	Biennial