ACADEMIC PROGRAM REVIEW

REV. 8-10-2016

PROGRAM NAME: ASSOCIATE OF ARTS IN TEACHING **PROGRAM REVIEW CONTACT:** DR. ELAINE ZWIEG
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GUIDELINES

Time Frames:

1. **Scope**:
   The time frame of program review is five years, including the year of the review.
   Data being reviewed for any item should go back the previous four years, unless not available.
2. **Deadline Dates**:
   January 15th – Program Review Document due to Department Dean for review
   February 1st – Program Review Document due to Program Review Steering Committee
3. **Years:**
   Years 1 & 3 – Implement Action Plan of (CIP) and collect data
   Years 2 & 4 – Analyze data and findings, Update Action Plan
   Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

a. **Sources**: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office, National Student Clearinghouse, IPEDS, EMSI Analyst or EMSI Career Coach, and may be quantifiable and/or qualitative. If you are unfamiliar with any of these information sources, contact David Liska (dliska@collin.edu, 972.985.3714) for details. You are welcome to use additional data sources of which you are aware.

b. **Examples of Evidence Statements**:
   1. Poor example: Core values are integrated into coursework. (Not verifiable)
   2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
   3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

FOR MORE INFORMATION: Any questions regarding this review, including forms, calendars & due dates, should be addressed to Scott Parke (sparke@collin.edu, 972.599.3117) or David Liska (dliska@collin.edu, 972.985.3714) in Policy & Planning/Institutional Effectiveness.

Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

Section I. *Are We Doing the Right Things?*

1. WHAT DOES YOUR ACADEMIC PROGRAM DO?

A. What is the academic program and its context?

This section is used to provide an overview description of the academic program, its relationship to the college and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

Suggested Points to consider, but not limited to:

- *Program objective*
- *Brief explanation of the industry(s) the program serves*
- *Career paths and or degree paths it prepares graduates to enter*
- *Curriculum path and its structure*
- *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*
- *Program outcomes*

Collin College offers courses that fulfill the state requirements for an Associate of Arts in Teaching (AAT). Completion of an AAT is designed to meet the lower division requirements for baccalaureate programs that lead to initial Texas teacher certification. Texas teacher certification may lead to employment in the early childhood thru 12th grade education classrooms. A degree in education also provides pathways to careers in the broader education field beyond the classroom. The courses offered in the first two years are introductory courses in education, including a wide variety of topics – historical, theoretical, and practical. Coursework includes practical experience in the early childhood through high school public school classrooms. Observations allow students to apply the concepts from the course to applicable work skills.

Students may pursue an AAT for Early Childhood through grade 6, grades 4-8, or grades 8-12, and program requirements vary based on ultimate teaching certification desired. The AAT follows the guidelines set forth by the Texas Higher Education Coordinating Board (THECB) and ACGM (Academic Course Guide Manual). Students who graduate with an AAT transfer to a university in order to finish a bachelor's degree leading to teacher certification. Also, students who graduate with the AAT will have a basic foundation of theoretical, historical, and practical knowledge related to the education field.

AAT – Early Childhood – Grade 6

The AAT – Early Childhood – Grade 6 is designed for the student pursuing a Certification for only the elementary grades. Areas are: Generalist; Bilingual Generalist; ESL Generalist; other content area teaching field / academic disciplines / interdisciplinary TBA.

REQUIRED COURSES (16 credit hours)

EDUC 1301 Introduction to the Teaching Profession

EDUC 2301 Introduction to Special Populations MATH 1350 Mathematics for Teachers I (Fundamentals of Mathematics I)

MATH 1351 Mathematics for Teachers II (Fundamentals of Mathematics II)

XXXX x4xx Additional Lab Science Course

RECOMMENDED ELECTIVE: CDEC 1270 Introduction to Teaching ESL

Sample Fulltime Schedule to Degree Completion – Associate of Arts in Teaching (Grades EC-6)

Fall Sample Schedule	Suggested Courses
Communication Component (Gen. Ed. Core)	ENGL 1301
Mathematics Component (Gen. Ed. Core and AAT requirement)	MATH 1350
Life and Physical Sciences Component (Gen. Ed. Core)	* (4 credit hours)
Education Elective	EDUC 1300 recommended (can be counted as Collin Area 2 Option)
Total Semester Hours	13
Completed Hours	13

Spring Sample Schedule	Suggested Courses
Communication Component (Gen. Ed. Core)	ENGL 1302
Mathematics Component (Gen. Ed. Core and AAT requirement)	MATH 1351
Life and Physical Sciences Component (Gen. Ed. Core)	* (4 credit hours)
Education Requirement	EDUC 1301
Collin Area 1 Option	*
Total Semester Hours	13
Completed Hours	26

Summer Sample Schedule	Suggested Courses
Language, Philosophy and Culture Component	*
Life and Physical Sciences Component (AAT requirement)	*
Total Semester Hours	7
Completed Hours	33

Fall Sample Schedule	Suggested Courses
American History Component	HIST 1301
Government/Political Science Component	GOVT 2305
Education Requirement	EDUC 2301
Collin Area 1 Option	*
Total Semester Hours	12
Completed Hours	45

Spring Sample Schedule	Suggested Courses
American History Component	HIST 1302
Government/Political Science Component	GOVT 2306

Social Science Component	*
Collin Area 2 Option or Elective	* (If did not take EDUC 1300 above) CDEC 1270 recommended as elective
Total Semester Hours	11-12
Completed Hours	56-57

Summer Sample Schedule	Suggested Courses
Elective	* 1-3 credit hours
Elective (if needed)	* 1-3 credit hours
Total Semester Hours	
Completed Hours	60 hours

*Please refer to the Collin Catalog for specific courses that meet this requirement.

Important things to Know:

- Developmental Education courses are not completed in this plan.
- EDUC 1301 and 2301 each have a 16-hour observation requirement in a public school setting.
- Most four-year institutions require a minimum GPA of 2.5 to be accepted into their teacher certification program.

AAT – Middle Grades (Grades 4-8)

The AAT – Middle Grades (Grades 4-8) is for grade 4- 8 and Early Childhood-Grade 12 Special Education. The AAT is designed to satisfy the lower-division requirements for bachelor's degrees leading to initial Texas teacher certification in all Grades 4-8 certification areas and EC-12 Special Education. The Grade 4-8 Certification areas are: Generalist; Bilingual Generalist; ESL Generalist; English Language Arts & Reading; English Language Arts & Reading and Social Studies; Mathematics; Science; Mathematics and Science; Social Studies; other content area teaching fields / academic disciplines / interdisciplinary TBA.

Early Childhood to Grade 12 Special Education Certification areas are: EC - 12 Special Education; other content area teaching fields / academic disciplines / interdisciplinary TBA. This degree is for students who want to teach grades EC-Grade 4 and higher.

REQUIRED COURSES (16 credit hours)

EDUC 1301 Introduction to the Teaching Profession

EDUC 2301 Introduction to Special Populations MATH 1350 Mathematics for Teachers I (Fundamentals of Mathematics I)

MATH 1351 Mathematics for Teachers II (Fundamentals of Mathematics II)

XXXX x4xx Additional Lab Science Course

RECOMMENDED ELECTIVES To complete an AAT: CDEC 1270 Introduction to Teaching ESL

Sample Fulltime Schedule to Degree Completion – Associate of Arts in Teaching (Grades 4-8)

Fall Sample Schedule	Suggested Courses
Communication Component (Gen. Ed. Core)	ENGL 1301
Mathematics Component (Gen. Ed. Core and AAT requirement)	MATH 1350
Life and Physical Sciences Component (Gen. Ed. Core)	* (4 credit hours)
Education Elective	EDUC 1300 recommended (can be counted as Collin Area 2 Option)
Total Semester Hours	13
Completed Hours	13

Spring Sample Schedule	Suggested Courses
Communication Component (Gen. Ed. Core)	ENGL 1302
Mathematics Component (Gen. Ed. Core and AAT requirement)	MATH 1351
Life and Physical Sciences Component (Gen. Ed. Core)	* (4 credit hours)

Education Requirement	EDUC 1301
Collin Area 1 Option	*
Total Semester Hours	13
Completed Hours	26

Summer Sample Schedule	Suggested Courses
Language, Philosophy and Culture Component	*
Life and Physical Sciences Component (AAT requirement)	*
Total Semester Hours	7
Completed Hours	33

Fall Sample Schedule	Suggested Courses
American History Component	HIST 1301
Government/Political Science Component	GOVT 2305
Education Requirement	EDUC 2301
Collin Area 1 Option	*
Total Semester Hours	12
Completed Hours	45

Spring Sample Schedule	Suggested Courses
American History Component	HIST 1302
Government/Political Science Component	GOVT 2306
Social Science Component	*
Collin Area 2 Option or Elective	* (If did not take EDUC 1300 above) CDEC 1270 recommended as elective
Total Semester Hours	11-12
Completed Hours	56-57

Summer Sample Schedule	Suggested Courses
Elective	* 1-3 credit hours
Elective (if needed)	* 1-3 credit hours
Total Semester Hours	1-6
Completed Hours	60 hours

*Please refer to the Collin Catalog for specific courses that meet this requirement.

Important things to Know:

- Developmental Education courses are not completed in this plan.
- EDUC 1301 and 2301 each have a 16-hour observation requirement in a public school setting.
- Most four-year institutions require a minimum GPA of 2.5 to be accepted into their teacher certification program.

AAT – High School (Grades 8-12)

The AAT – High School (Grades 8-12) is for grades 8- 12 and other Early Childhood-Grade 12. Licensure is designed to satisfy the lower-division requirements for bachelor's degrees leading to initial Texas teacher certification in all grades 8-12 and specialized EC - 12 certification areas. The Grades 8 - 12 Certification areas are: History; Social Studies; Mathematics; Life Sciences; Physical Sciences; Science; English Language Arts & Reading; Computer Science; Technology Applications; Health Science Technology Education; Speech; Journalism; Business Education; Marketing Education; Mathematics & Physics; Agricultural Sciences & Technology; Technology Education; Languages other than English; Family and Consumer Sciences; Dance; Mathematics & Physical Science & Engineering; Human Development and Family Studies; Hospitality; Nutrition and Food Sciences; other content area teaching fields / academic disciplines / interdisciplinary TBA.

REQUIRED COURSES (18 credit hours)

Education Courses (6 credit hours)

EDUC 1301 Introduction to the Teaching Profession

EDUC 2301 Introduction to Special Populations

Additional Required Courses (12 credit hours)

Additional Twelve (12) credit hours of courses in academic disciplines or content area teaching field.

Sample Fulltime Schedule to Degree Completion – Associate of Arts in Teaching (Grades 8-12)

Fall Sample Schedule	Suggested Courses
Communication Component (Gen. Ed. Core)	ENGL 1301
Mathematics Component (Gen. Ed. Core and AAT requirement)	MATH 1350
Life and Physical Sciences Component (Gen. Ed. Core)	* (4 credit hours)
Education Elective	EDUC 1300 recommended (can be counted as Collin Area 2 Option)
Total Semester Hours	13
Completed Hours	13

Spring Sample Schedule	Suggested Courses
Communication Component (Gen. Ed. Core)	ENGL 1302
Mathematics Component (Gen. Ed. Core and AAT requirement)	MATH 1351
Life and Physical Sciences Component (Gen. Ed. Core)	* (4 credit hours)
Education Requirement	EDUC 1301
Collin Area 1 Option	*
Total Semester Hours	13
Completed Hours	26

Summer Sample Schedule	Suggested Courses
Language, Philosophy and Culture Component	*
Content Teaching Area Elective	* 3-4 credit hours
Total Semester Hours	6-7
Completed Hours	32-33

Fall Sample Schedule	Suggested Courses
American History Component	HIST 1301
Government/Political Science Component	GOVT 2305
Education Requirement	EDUC 2301
Collin Area 1 Option	*
Total Semester Hours	12
Completed Hours	44-45

Spring Sample Schedule	Suggested Courses
American History Component	HIST 1302
Government/Political Science Component	GOVT 2306
Social Science Component	*
Collin Area 2 Option or Elective in Content Teaching Field	* (Collin Option 2 needed if student did not take EDUC 1300 above) 3-4 credit hours
Total Semester Hours	12-13
Completed Hours	56-58

Summer Sample Schedule	Suggested Courses
Elective in Content Teaching Field**	* 3-4 credit hours
Elective in Content Teaching Field**	* 3-4 credit hours
Total Semester Hours	6-8
Completed Hours	62-64 hours

*Please refer to the Collin Catalog for specific courses that meet this requirement.

** Additional 12 credit hours of courses in academic disciplines or content area teaching fields are required. It is possible that a CORE required course may count towards this 12 hour requirement. If so, students can choose other electives. 60 hours are required for the AAT, however a content teaching area in the Sciences may take the student over 60 hours.

Important things to Know:

- Developmental Education courses are not completed in this plan.
- EDUC 1301 and 2301 each have a 16-hour observation requirement in a public school setting.
- Most four-year institutions require a minimum GPA of 2.5 to be accepted into their teacher certification program.

B. Executive summary: Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

The Associate of Arts in Teaching at Collin College is designed to meet the lower division requirements for baccalaureate programs that lead to initial Texas teacher certification. The courses offered in the first two years are introductory courses in education, including a wide variety of topics – historical, theoretical, and practical. Coursework includes practical experience in the early childhood thru high school public school classrooms. Observations allow students to apply the concepts from the course to applicable work skills.

Topics addressed in this self-study include:

Program alignment with the college's mission, Core Values, and Strategic Plan

Transfer Pathways to a Baccalaureate Degree

Student and Market Demand

Analysis and evidence of the effectiveness of curriculum

Evidence that sources of information about the program are current and reviewed often

Evidence that the program has many excellent partnership resources, good facilities, and current technology and equipment

Strengths and weaknesses were identified and are addressed in the CIP.

Perceived threats and opportunities are identified and addressed.

2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that the program supports the college mission:** "*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.*"

  The Education Department fulfills the Collin mission statement by offering students the necessary education and training to successfully obtain an associate degree in teaching to meet the lower division requirements for baccalaureate programs that lead to initial Texas teacher certification. The level of education the program offers is necessary for employment in this field. The program challenges students to learn and develop the skills necessary for success in further studies and today's workforce.

- **Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college core values:** *"We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity."*
- **Learning:** Program faculty is committed to teaching and the students are committed to learning. Program outcomes are evidence that students are actively involved in the learning process
- **Service and Involvement:** Students are involved in multiple projects – community service learning activities, the college child care conference, and the educator's symposium. Faculty is involved in presentations at local, state and national meetings,

conferences, trainings and participation in activities that promote the teaching profession. Faculty sponsors the students in all activities. Faculty is involved in College service at the departmental, division, and college-wide levels.

- **Creativity and Innovation:** Students are required to participate in labs and activities throughout the program. Students must actively participate in observation opportunities at area public schools. Students are required to develop their portfolio and present the project to their classmates. Faculty utilizes creative and innovative ways to present difficult material and work together to ensure student success.
- **Academic Excellence:** The program strives for academic excellence by providing an in-depth curriculum and maintaining high standards. The passing level for Education classes is 81%. The program is actively involved with Kappa Delta Pi, the International Honor Society for Education. Academic Excellence is clearly reflected in program outcomes.
- **Dignity and Respect:** All students are treated with respect and dignity. Collin College and the Education department do not discriminate based on race, color, religion, age, sex, national origin, disability or veteran status. The Education department has program-specific rules that students agree to when they enter the program. The rules are meant to reflect the level of dignity and respect that must be afforded to classmates, children, and teachers in educational settings. Students and Faculty are responsible for adhering to the rules. Issues are addressed following the outline published in the Program Manual. Students are always treated with respect; this is reflected in program surveys.
- **Integrity:** Integrity is a personal quality demonstrated by program faculty and administration. We provide a strong example for the students and encourage discussion in class, lab, and practicum so students may realize the importance of integrity in educational settings. The program-specific rules the students agree to ensure adherence to the principle of integrity.

- **Provide program-specific evidence that supports how the program supports the college strategic plan**: https://www.collin.edu/aboutus/index.html.

Collin College Strategic Plan: Vision 2016 - Strategic Goal #1: Improve academic success by implementing strategies for completion.

The Education Department supports this first Strategic Goal in several ways. One of these ways is the careful planning of courses so that courses are offered on all campuses in both daytime, evening, weekend, and online formats. Courses are offered on all

campuses every semester. Weekend courses run in successive sessions and not concurrently, so students do not encounter schedule conflicts.

Strategic Goal #2: Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workplace opportunities.

Teachers must be adept at using the technology found in today's public school classrooms. AAT students are fortunate to have dedicated classroom space at both SCC (in I111) and PRC (U143) where they learn to use such items as iPads, 3-D Printers, Smart Boards, laminators, and electronic die-cut machines.

Strategic Goal #3: Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values.

The Education faculty is committed to teaching and the students are committed to learning. Program outcomes are evidence that students are actively involved in the learning process. Students are involved in multiple projects – community service learning activities, the college child care conference, and the educator's symposium. Faculty are equally involved in service to the department, division, college, and local community. Additionally, faculty are involved in presentations at local and national conferences, trainings and participation in activities that promote the teaching profession. Creativity is woven throughout the curriculum and students learn to create and deliver engaging and effective lesson plans as part of their teacher preparation. Students also work to develop their portfolio and present the project to their classmates. Faculty utilizes creative and innovative ways to present difficult material and work together to ensure student success. The program strives for academic excellence by providing an in-depth curriculum and maintaining high standards. The passing level for Education classes is 81%. The program is actively involved with Kappa Delta Pi, the International Honor Society for Education. Academic Excellence is clearly reflected in program outcomes. All students are treated with respect and dignity. Collin College and the Education department do not discriminate based on race, color, religion, age, sex, national origin, disability or veteran status. The program has program-specific rules to which students agree when they enter. The rules are meant to reflect the level of dignity and respect that must be afforded to classmates, children, and teachers in an educational setting. Students are always treated with respect; this is reflected in program surveys. Integrity is a personal quality demonstrated by program faculty and administration. A strong

example is provided for the students and discussion is encouraged in class, lab, and field based experiences so students may realize the importance of integrity in the school setting.

Strategic Goal #4: Enhance the College's presence in the community by increasing awareness, cultivating relationships, building partnerships and developing resources to respond to current and future needs.

The program and students have strong relationships to local area independent school districts (ISDs). Each semester, all students taking EDUC 1301 (Introduction to the Teaching Profession) and EDUC 2301 (Introduction to Special Populations) complete a minimum of 16 hours as a student observer in a local ISD classroom. In addition, we are fortunate to be able to draw upon the strong Advisory Board supporting the Child Development program. Many Board members work in areas that equally support AAT students, including Region 10, Plano Independent School District, and Perkins Grants.

Education faculty work diligently to increase a departmental presence by attending events like Collin's new student orientations and Super Saturday events for prospective Collin students, the child care conference, and the education symposium. These afford opportunities to not only help and engage current and prospective students, but to promote the degree program as well.

3. WHY WE DO THE THINGS WE DO: THE PROGRAM HAS A CLEAR TRANSFER PATHWAY TO A BACCALAUREATE IN A RELATED FIELD.

A. Make a case with evidence to show the program offers a clear transfer pathway to a baccalaureate in a related field.

Suggested Points to consider, but not limited to:

- *Attach scanned copies of any signed and current articulation agreements with Collin's university partners and top transfer schools.*
- *Address the percentage of students who are completing your academic certificate or degree prior to transfer out.*
- *At what point(s) are a substantive percentage of students transferring out of the program?*
- *How do Collin students perform at the university level?*

AAT students have a completion rate of 92%. Completers have risen steadily, from 40 in 2012 to 75 in 2016. The data indicates that of transferring students declaring the AAT as their field of study, only 21% completed their AAT before transferring. The Child Development Advisory Board has faculty members from UNT, TWU, UTD, and Texas A&M Commerce. They have all stated that students come to them ready for their junior and senior years and perform well.

One of the greatest barriers to student completion of the AAT is a lack of understanding the degree and completion requirements. We direct students to the AAT listing in the Collin Catalog which shows a clear delineation in terms of what classes need to be taken. We provide students with Education brochures to clarify program outcomes and course selection. In order to increase awareness of the degree offerings and pathways the Education department will be hosting FINE - Find, Navigate, Investigate, Educate. The objective of this program is to inform currently enrolled high school students, Collin students, post-graduate students, and prospective education major students on the logistics of the education program, short and long term career planning, college transfer opportunities, and academic planning. Students will become actively involved in navigating their academic planning, as well as gaining valuable information and resources to complete their academic and career goals. Through this education fair, education majors will attain information regarding:

- Course selection
- Transferability of courses
- State certification options and route to certification
- Career pathways
- Collin's degree options
- Transitioning from high school programs to Collin College
- University Partnership programs
- Social networking both on and off-campus

The Education department expects an increase in student success and retention at Collin College from this collaborative effort.

B. Make a case with evidence to show that the program graduates the average student within 9 credit hours of the required hours for the award.

Suggested Points to consider, but not limited to:

- *What number and percentage of the program's students complete the program with only the required number of credits?*
- *How many credit hours does the average program student have at the time of graduation?*
- *If there is overage, what steps does the program plan to reduce the excess number of hours taken by students on their path to the program degree or certificate?*
- *Data will be provided by institutional research to support your analysis.*

AAT students average 68 credit hours at the time of graduation. The required amount of hours is 60 and therefore is within the 9 credit hours. Faculty have taken an active role in meeting with students to explain more about required courses and this does seem to have helped.

4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program.

Suggested Points to consider, but not limited to:

- *The number of students who completed the award in each of the last 4 years. What is the enrollment pattern?*
  ___ declining ___ flat _X__ growing ___ not exhibiting a stable pattern
- *What are the implications for the next 5 years if the enrollment pattern for the past 4 years continues?*
- *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*

The number of students who completed their award has steadily increased from 40 in 2012 to 75 in 2016. If this pattern continues the program should double its enrollment in the next 5 years. Student fairs and special projects such as the FINE project (described elsewhere in this document) have helped and will continue to help increase enrollment.

5. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND

Make a case with evidence to show that the job market is adequate for the program.

Suggested Points to consider, but not limited to:

- *Is there state and/or local job demand for people with a degree in a field related to the FOS or the Core Objectives?*
- *What foundational skills and knowledge do employers say they want? Provide evidence from national, state, and/or local employer surveys, studies, editorials and other sources that identify current employer expectations for baccalaureate graduates in program-related fields.*
- *Identify and discuss the top 3 internal and external strengths and weaknesses of the program related to market demand.*

Education is a field where graduates are always in demand. Nationally, the teaching field is expected to grow 6% annually (Occupational Outlook Handbook - http://www.bls.gov/ooh/education-training-library). Locally, expected growth is twice that of the national expectation. Data retrieved from Career Coach states that the number of teachers in the area is expected to grow by 11% - 12% over the next four years, and 21% - 22% of the current population of teachers in the area are over 55 and may retire soon. Area school districts continue to grow and add schools which will need to be staffed. For instance, the Frisco Independent School District (1 of the K-12 school districts within the Collin College community) has grown between 7% - 30%

annually since the 1990s and typically adds 2500-3500 students each year (http://http://www.friscoisd.org/about/district-overview/fast-growth).

The growth in student population means more schools are needed; new schools need to be staffed by qualified and prepared teachers. Locally, school districts need graduates who have completed certified teacher preparation programs, completed all required training, earned a bachelor's degree, and passed all necessary certification exams. In addition to knowledge in academic areas, school districts look to hire candidates who not only have knowledge of curriculum and instruction, but the ability to instruct students and manage student behavior. Additionally, local ISDs look for candidates who have strong organizational, communication, and interpersonal skills. (Information pulled from job postings listed on area ISD HR websites, November 2016.)

An internal program strength includes a diverse and committed faculty, both full-time and associate, who bring a wide-range of education and expertise to the classroom. An additional internal strength is the dedicated classroom space at both the Spring Creek and Preston Ridge campuses that house technology such as iPads, smart boards, digital die cut machines, laminators, and 3-D printers for students and instructors to use. Many members of the Child Development Advisory Board come from public education and provide a vital and important external strength to the program. A further strength is course offerings. The two required EDUC courses (EDUC 1301 and EDUC 2301) are offered both face-to-face and online, during the day and at night, and on the weekend in an express format. This provides flexibility to accommodate various student schedules. Finally, the strength of partnerships with area ISDs allows students to complete their required observation hours in public school classrooms.

An area for growth and improvement for the program is the updating and enlarging of our dedicated classroom space (I111 at Spring Creek and U143 at Preston Ridge) in order to maintain updated technologies and to allow for better collaboration among students. At the Spring Creek campus, the dedicated classroom is fully utilized, with many classes having to be scheduled in alternate rooms. Bridging the current classroom with the classroom next door would allow additional dedicated space as well as

the creation of a workroom for students to use outside of class as well. Moreover, there is no dedicated space or resources for the program like those at Spring Creek and Preston Ridge at the Central Park campus.

An additional weakness concerns the available resources at all campuses. Although Spring Creek and Preston Ridge have iPads, SmartBoards, and a 3D Printer, technology and its usage in the classroom continues to change. In order to keep up with educational technology trends, resources will need to remain current. Ample training for full-time and associate faculty in

technology resources and its effective usage will need to be ongoing. A third weakness is the lack of field sites available through the ISDs to students during Wintermester, Maymester, and summer sessions.

Section II. Are We Doing Things Right?

6. HOW EFFECTIVE IS OUR CURRICULUM AND HOW DO WE KNOW?

A. Make a case with evidence that there are no curricular barriers to completion. Review the course enrollment, course retention rate, course success rate, and periodic scheduling to identify barriers to program completion.

Suggested Points to consider, but not limited to:

- *Enrollment flow or retention and progression to the next courses in the sequence of the program degree plan.*

Students do not have to complete either required EDUC course in a particular order. The required courses offered through the department are offered each semester on multiple campuses and at various days/time/formats to ensure scheduling flexibility for students. Both courses are offered during the first part of the summer session, due to the required public school observation component of these courses. The required MATH courses for the AAT EC-6 and AAT 4-8 are also offered each semester, as well as summer, and on multiple campuses.

- *FOS only: Given that FOS courses are defined by the state, what actionable barriers are seen?*

  N/A

- *For Core only: Do all course options have sufficient enrollment to continue their inclusion in core?*

  During the period for this program review, none of the courses for the AAT were part of the CORE.

- *For Core and FOS certificates: What steps can be taken to improve the course retention and success rate, the course enrollment, periodic scheduling and/or completion rate for specific courses?*
  During the period for this program review, none of the courses for the AAT were part of the CORE.

- *Program course retention and success rates: Attach Program-based Course Performance print out (found at Institutional Effectiveness intranet page via CougarWeb and select Program-based Course Performance).*

AAT EC-6 - 2012	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*298*	*91.6%*	*78.9%*	*77.9%*
EDUC2301 (3)	*239*	*91.2%*	*79.9%*	*79.9%*
MATH1350 (2)	*176*	*93.8%*	*85.2%*	*73.9%*
MATH1351 (2)	*160*	*93.8%*	*80.6%*	*73.8%*

AAT EC-6 - 2013	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*278*	*88.1%*	*75.2%*	*73.0%*
EDUC2301 (3)	*205*	*93.7%*	*83.9%*	*82.9%*
MATH1350 (2)	*190*	*97.4%*	*92.6%*	*83.2%*
MATH1351 (2)	*161*	*93.8%*	*80.7%*	*72.0%*

AAT EC-6 - 2014	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*293*	*90.8%*	*75.8%*	*73.7%*
EDUC2301 (3)	*259*	*90.3%*	*78.8%*	*76.4%*
MATH1350 (2)	*195*	*94.9%*	*85.6%*	*81.0%*
MATH1351 (2)	*161*	*93.2%*	*82.0%*	*72.0%*

AAT EC-6 - 2015	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*251*	*91.6%*	*77.3%*	*77.3%*
EDUC2301 (3)	*190*	*90.0%*	*76.3%*	*74.7%*
MATH1350 (2)	*190*	*94.2%*	*83.7%*	*78.9%*
MATH1351 (2)	*144*	*94.4%*	*86.1%*	*77.8%*

AAT EC-6 - 2016	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*302*	*91.1%*	*77.5%*	*73.5%*
EDUC2301 (3)	*260*	*89.2%*	*77.3%*	*76.5%*
MATH1350 (2)	*185*	*89.2%*	*79.5%*	*73.5%*
MATH1351 (2)	*141*	*92.9%*	*83.7%*	*71.6%*

AAT 4-8 - 2012	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*298*	*91.6%*	*78.9%*	*77.9%*
EDUC2301 (3)	*239*	*91.2%*	*79.9%*	*79.9%*

MATH1350 (2)	*176*	*93.8%*	*85.2%*	*73.9%*
MATH1351 (2)	*160*	*93.8%*	*80.6%*	*73.8%*

AAT 4-8 - 2013	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*278*	*88.1%*	*75.2%*	*73.0%*
EDUC2301 (3)	*205*	*93.7%*	*83.9%*	*82.9%*
MATH1350 (2)	*190*	*97.4%*	*92.6%*	*83.2%*
MATH1351 (2)	*161*	*93.8%*	*80.7%*	*72.0%*

AAT 4-8 - 2014	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*293*	*90.8%*	*75.8%*	*73.7%*
EDUC2301 (3)	*259*	*90.3%*	*78.8%*	*76.4%*
MATH1350 (2)	*195*	*94.9%*	*85.6%*	*81.0%*
MATH1351 (2)	*161*	*93.2%*	*82.0%*	*72.0%*

AAT 4-8 - 2015	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*251*	*91.6%*	*77.3%*	*77.3%*

EDUC2301 (3)	*190*	*90.0%*	*76.3%*	*74.7%*
MATH1350 (2)	*190*	*94.2%*	*83.7%*	*78.9%*
MATH1351 (2)	*144*	*94.4%*	*86.1%*	*77.8%*

AAT 4-8 - 2016	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*302*	*91.1%*	*77.5%*	*73.5%*
EDUC2301 (3)	*260*	*89.2%*	*77.3%*	*76.5%*
MATH1350 (2)	*185*	*89.2%*	*79.5%*	*73.5%*
MATH1351 (2)	*141*	*92.9%*	*83.7%*	*71.6%*

AAT 8-12 - 2012	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*298*	*91.6%*	*78.9%*	*77.9%*
EDUC2301 (3)	*239*	*91.2%*	*79.9%*	*79.9%*

AAT 8-12 - 2013	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*278*	*88.1%*	*75.2%*	*73.0%*
EDUC2301 (3)	*205*	*93.7%*	*83.9%*	*82.9%*

AAT 8-12 - 2014	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*293*	*90.8%*	*75.8%*	*73.7%*
EDUC2301 (3)	*259*	*90.3%*	*78.8%*	*76.4%*

AAT 8-12 - 2015	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*251*	*91.6%*	*77.3%*	*77.3%*
EDUC2301 (3)	*190*	*90.0%*	*76.3%*	*74.7%*

AAT 8-12 - 2016	*Enrollment*	*Completion*	*Pass (D and Up)*	*Success (C and Up)*
EDUC1301 (3)	*302*	*91.1%*	*77.5%*	*73.5%*
EDUC2301 (3)	*260*	*89.2%*	*77.3%*	*76.5%*

- *Identify all courses that have a retention rate below 78%. (State standard) and/or a success rate below 90%.*

As shown in the tables above, none of the courses within the AAT pathways have a retention rate below 78%. The passing rate (earned grade of D or higher) for the required courses ranges from 75.2% - 92.6% . The success rates (earned grade of C or higher) of the courses during the period under review ranges from 73.5% - 83.2%.

For the period under review, courses had the following average pass rates, each below 90%:

Course	Average Passing Rate (C or Higher) 2012-2016
EDUC 1301	76.9%
EDUC 2301	79.2
MATH 1350	85.3
MATH 1351	82.62

- *Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students. Identify any addition barriers to student success.*

Although students see many benefits to the classroom observations, students are overwhelmed by the process to receive placement. Each district has its own process for placing classroom observers. That process may change from year to year based on changes in district policy or personnel. Additionally, some larger districts have limited placements available; therefore, students, at times, have to observe in a district that may not be close to their home.

Students who have not had EDUC 130l before EDUC 2301 find lesson planning quite challenging and may not understand some of the components of the lesson plan. EDUC 1301 goes into great detail about lesson planning.

- *Explain what instructional interventions and other interventions that hold promise in improving the rates for each identified course.*

Education faculty meet regularly to discuss improvements and interventions that will aid in student success. The Early Field-Based Experience can be difficult to navigate for students. Every semester, the faculty, along with the eLearning Center staff, look at ways to streamline the paperwork process, to make directions clearer, and to continue to educate new faculty in the observation process. Orientations for the observation process are provided every semester and an online video orientation is continuously available via the Child Development and Education website. Full-time and Associate faculty regularly follow-up with students to ensure that students understand the process and are making progress in the observations. The Lab Manual is updated every semester with current information regarding the district processes for placement. Further, the lab instructor maintains positive working relationships with key district personnel. These relationships aid in the placement process and placement opportunities.

Education faculty regularly reflect on the key assessments and the course outline. For example, in EDUC 1301, Introduction to Education, the key assessment (i.e. Lesson Plans) were modified to better reflect the breadth and content of student learning outcomes. The key assessment was also broken down into three parts over the course of the semester. This change gave better pacing to the course objectives to assist in student understanding and application. In EDUC 2301, Introduction to Special Populations, the key assessment (i.e. Children's Book Analysis) was also modified to better reflect the course objectives, specifically in the application of creating equitable classrooms.

Many education faculty organize their classrooms into teams. Students are placed into teams of 5 or 6 students for the semester. In these teams, students engage in discussions, research, projects, and other classroom activities. The teams provide an internal support system for classroom assignments, course objectives, and observations.

- *Is there sufficient course enrollment to support a stable cycle of required course offerings at least once every two years?*

  There is sufficient enrollment to offer EDUC 1301 and EDUC 2301 courses every semester. The required math courses for the AAT for EC-6 and 4-8 are offered through the Department of Mathematics and are also offered each semester.

B. For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

N/A

C. Make the case with evidence that the required courses in the program are offered in sequencing or at intervals appropriate to enable students to complete "on time" if a student was enrolled full-time and followed the degree plan.

The required courses offered from the department as part of the degree are offered each semester and do not have to be taken in a particular sequence. Courses are offered both face-to-face and online, on each campus, and at various times to offer flexibility to students.

7. HOW EFFECTIVELY DO WE COMMUNICATE AND HOW DO WE KNOW?

A. Make a case that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program's recruitment plan, retention plan and completion plan.

Suggested Points to consider, but not limited to:

- Ask students to give you feedback on your website and literature; incorporate their suggestions as appropriate.

Website and literature reviewed each semester/year as needed.

B. Provide program website URLs (both the program website and the catalog information posted by the Curriculum Office): If no program website is available, describe plans for creation of a program website.

iws.collin.edu/childdevelopment/

C. Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with district-wide college literature and sites.

All literature and electronic sites (i.e., website, program manual) are reviewed each semester by faculty assigned to particular tasks.

D. Provide the review date (after the close of the last full academic year) in the Program Literature Review Table below showing that the elements of information listed on the website and in brochures were checked and updated for accuracy (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) are accurate and available to the public.

Program Literature Review

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date Last Reviewed and Updated
http://iws.collin.edu/childdevelopment	Website	10/2016
2016-2017 Collin College Catalog	Online Catalog	10/2016
Education	Brochure	10/2016
Education Inspiring Tomorrow's Leaders	Brochure	10/2016
Syllabi		Each Semester
Learning Objectives		Each Semester

8. How well are we leveraging partnership resources and building relationships, and how do we know?

A. Make a case that the program enlists business, industry, government, college, university, and/or consultant partnerships to advance program outcomes.

Suggested Points to consider, but not limited to:

- *Partnership types include: Co-op or internship sites; visiting class presenters; tours of facilities; facility use; equipment donors; dedicated program scholarship donors; mentors, other.*

B. Complete the Partnership Resources Table below.

Partnership Resources

Partner/Organization	Description (See Points to Consider)	Brief Description of the Partnership's Value to the Program
Allen ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Anna ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Carrollton-Farmers Branch ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Celina ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Community ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Denton ISD	Local School District	Provide students with field-based opportunities to observe in classrooms

Farmersville ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Frisco ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Garland ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Irving ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Lewisville ISD	Local School District	Provide students with field-based opportunities to observe in classrooms; visiting class presenters
Little Elm ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
McKinney ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Plano ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Prosper ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Richardson ISD	Local School District	Provide students with field-based opportunities to observe in classrooms

Rockwall ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Royse City ISD	Local School District	Provide students with field-based opportunities to observe in classrooms
Wylie ISD	Local School District	Provide students with field-based opportunities to observe in classrooms

9. Are we hiring qualified faculty and adjuncts, and supporting them well with professional development, and how do we know?

Make a case with evidence that faculty are qualified, keep current, and fulfill instructional, scholarship, service and leadership roles that advance the program and the college. List program employees (full-time and part-time), their roles, credentials, and known professional development activity in the last four years.

Suggested Points to consider, but not limited to:

- *Instructional efforts by program faculty*
- *Related scholarship efforts by program faculty*
- *Outreach and engagement efforts by program faculty*
- *Service across the campus by program faculty*

Employee Resources

Employee Name	Role in Program	Credentials	Professional Development since Last Program Review**
Rebecca Burton	Professor, EDUC	Ed.D., Educational Leadership and Policy Studies M.Ed., Educational Administration B.S., Secondary Education	• Final Workshop, NABCA Serving Veteran Students, NABCA (2015) and Concordia University Texas (2014) • Best Practices Faculty Panel, Concordia University Texas • Women in Leadership, North Lake College (2013) & Tarrant County College (2014) • Shared Vision and Leadership, CUS Institute • Leadership through the Change Process, 5-2 Conference • Academic Integrity, The Learning House • Faculty Professional Development Days, Collin College

			• Neuroscience Presentation, Collin College • Best Practices Online Course, The Learning House, 2016 • National Association of Branch Campus Administrators Annual Conference • Texas Women in Higher Education Conference, • Millennials in Education • Service to the department, division, college, and community • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Christina Friedl	Professor, EDUC	M.S. in Applied Behavioral Studies in Education B.A., Speech Communication	• College Academic Support Personnel Conference (Attendee and Volunteer) National Resource Center National Conference on The First-Year Experience • "Team Up: Teaching with On Course Activities and Strategies" Training Workshop Presenter, Annual Study Skills Conference, Collin College • Conference Volunteer, National Association for Developmental Education Presenter, Study Skills Workshops, Collin College On Course National Student Success Conference • Service to the department, division, college, and community • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division

Sharon Hirschy	Professor, CDEC/EDUC	Doctoral Coursework: Early Childhood Education and Educational Technology M.S., Child Development and Family Relations B.S., Urban Life	• Doctoral coursework in progress • Publications: - Hirschy, S. (2017). Developmentally appropriate technology integration. In Donohue, C. (Ed.), *Family engagement in the digital age*, New York & London: Routledge - Hirschy, S. (2016). Integrating technology in the early childhood classroom: Practical advice for administrators. *Exchange*. - Hirschy, S. (2016). Creating a personalized learning network for professional development and growth. *Exchange.* - Hirschy, S. (2015). Developmentally appropriate technology in my classroom—But how? *Texas Child Care Quarterly*. - Hirschy, S. (2014) *Growing Healthy Families*, (trainer curriculum, manual, and parent workbook]. Dallas, Texas: KERA-TV . • Presentations: - National Association for the Education of Young Children, 2016. *Integrating technology in YOUR Classroom: Digital tools and practical ways to apply the NAEYC/Fred Rogers Position Statement on Technology in the learning environment*. Los Angeles, California. - Texas Association for the Education of Young Children, 2016. *Integrating Technology in your Classroom: Applying the NAEYC/Fred Rogers Position Statement.* Dallas, Texas. - NAEYC National Institute for Early Childhood Professional Development, 2015. *Training Teachers in Developmentally Appropriate Technology Integration in the Early Childhood Classroom*, New Orleans, Louisiana. - TCEA, 2015. *Technology Integration in Early Childhood: Train the*

			Trainer. Austin, Texas. - Texas Association for Infant Mental Health, 2014. *Fighting the Obesity Epidemic in Children: Bringing Awareness to Families*. Austin, Texas. - Texas Agrilife Childcare Conference, 2014. *Oh the places you can go when you use technology in the classroom*. Dallas Texas. - Keynote, Dallas County Association for the Education of Young Children, 2012. *Technology and Young Children.* Dallas, Texas. ● Train-the-trainer for *Growing Healthy Families,* KERA-TV, 2014. ● Service to the department, division, college, and community ● Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Courtenay Jauregui	Professor, EDUC	M.Ed., Secondary Education Curriculum and Instruction B.A., American Studies and Sociology	● College Academic Support Personnel Conference (Site Committee, Volunteer, Attendee) ● Freshmen Year Experience National Conference ● Additional graduate coursework in Educational Psychology ● "Team Up: Teaching with On Course Activities and Strategies" Training Workshop ● National Association for Developmental Education National Conference (Volunteer, Attendee) ● On Course National Conference ● Presented, Faculty Development Day, Collin College ● Presented, various study skills seminars, Collin College ● Presented, Study Skills Symposium, Collin College ● Service to the department, division, college, and community ● Various other Collin College Professional Development Opportunities through HR, eLc, department, and division

Suzanne Jones	Professor, EDUC	Ed.D., Curriculum and Instruction M.Ed., Curriculum and Instruction (Literacy Emphasis) B.S., Elementary Education	• Presented, NTCCA • Presented, Faculty Development Conference, Collin College • Presented, Developmental Education Study Skills Seminars • Presented, INRW in-service training • NADE – INRW In-House Professional Development Model • CASP - INRW Gifts (Great Ideas for Teaching Students) • NISOD – Three Way Learning Community • Freshmen Year Experience National Conference • "Team Up: Teaching with On Course Activities and Strategies" Training Workshop • Presented Service to the department, division, college, and community • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Glenda Strange	Lab Instructor, CDEC/EDUC	M.S., Education B.S., Child Development	• Attended Technology – FISD • Dallas Association for the Education of Young Children (DAEYC) • Attended Bright Horizons Child Development Advisory Board Meetings • Met with and attended UTD Student Teaching and Field Experiences Advisory Board meetings • Member of Collin County Early Childhood Coalition • Attended Collin County Association for the Education of Young Children (CCAEYC) Week of the Young Child banquets • Presented early childhood trainings in the community • TCCTA conferences • Texas Community College Child Development Association meetings • Participated in three National AEYC Membership Conference calls

			• Served on the National AEYC Recruitment and Retention Committee during the Retention Campaign and restructuring of NAEYC • Volunteer Coordinator, Education Symposium • Various webinar trainings • Service to the department, division, college, and community • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Allison Venuto	Professor, EDUC	M.A., Interdisciplinary Studies (including Education) M.A., Dispute Resolution B.S., Secondary Education	• New Faculty Academy, Collin College • Harnessing Brain Potential in the Classroom • Various Plano ISD professional development opportunities • Service to the department, division, college, and community • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Elaine Zweig	Professor, CDEC /EDUC	Ph.D., Child Development M.Ed., Educational Leadership	• Publications - Zweig, (2013). *Introduction to Special Populations*. Great River Technologies: Dubuque, IA - Morrison, G. (2012). *Early Childhood Education Today*, Texas Pre-K Standards, (Zweig, E.), Pearson: Upper Saddle River, NJ. • Presented, "It's More Than "Just Playing," 2016 CCAECY Super Saturday

		B.S., Special Education and Elementary Education	• Presented, "Welcome to Technology", 2016 Texas AgriLife Extension Child Care Conference • Presented, "Where Do I Begin: Working with children with Special Needs", 2016 Family Life Center at Covenant Church • Presented, "Student Service Learning: Is it Possible Online?" 2015 Texas Distance Learning Association Annual Conference • Presented, "A Journey for Directors", 2015 First Texas Council of Campfire • Presented, "From Dick and Jane to ……." Endnote speaker at 2014 Educator's Symposium, Collin College • Presented, " May the Force Be With You", 2014 Keynote speaker for Texas Association for Parent Education • Service to the department, division, college, and community • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Amanda Ames	Associate Professor, EDUC	M.S., Education B.A., Psychology and Sociology	• Collaborations Associate Faculty Conference • "Team Up: Teaching with On Course Activities and Strategies" Training Workshop • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Ann Blackman	Associate Professor, EDUC	M.S., Education Graduate Certificate,	• 2016 TXDLA Annual Conference Session Presenter: The Teacher as Adult Learner – Creating Online Super Heroes • May 19, 2015 Education Development Center (EDC) Webinar Panelist: Using the STEP Lessons

		Community College Leadership B.S.W., Urban Relations	• April 1, 2015 Texas A&M Commerce, Small Business & Entrepreneurship Conference (SBECON 2015) Workshop Presenter: Utilizing YouTube in Small Businesses • 2015 TXDLA Annual Conference Session Presenter: Using Technology to Engage Students: Online AND Face-to-Face • 2014 TXDLA Annual Conference Session Presenter: Online Testing Anytime, Anywhere: The Challenges and the Rewards • 2013 TX Community College Technology Forum Presentations: "Harnessing Personal Learning Networks" and "Where Are The Students? Try Online Office Hours" • 2013 TXDLA Conference, Galveston TX Session Presenter: From Tech Support to Learning Support: A Departmental Transition • 2012 Winter Working Connections Conference, Frisco TX, Session Presenter: Strategies for Turning Undeclared Majors into STEM Graduates • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Irma Brothers	Associate Professor, EDUC	M.Ed., Mid-Management Administration (Grades PK-12) B.S., Educational Administration	• "Team Up: Teaching with On Course Activities and Strategies" Training Workshop • The Ammerman Experience – Communication Training in Critical Situations • TxBESS Mentor Training – Mentor Support Training to Retain High Quality Trained Individuals • Diversity Training • Personnel Skills for Supervisors of Staff • Critical Incident Stress Management

			• Leadership Academy • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Stacey Buckner-DuPree	Associate Professor, EDUC	M.A., School Counseling M.S., Education B.A., Literary Studies and Arts and Humanities	• "Team Up: Teaching with On Course Activities and Strategies" Training Workshop • Discrimination Awareness • Campus Leadership Team Training • Professional School Based • eSTAR 504 Campus Coordinator and Updates • eStar RTI/SST ITeam Member Training • Texas Counselors Association CREST Applicant • STAAR ARD Accommodations for 2016-2017 • Naviance Student Guidance and Planning • Mental Health/Ethics • Suicide Protocols • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Patricia Crawford	Associate Professor, CDEC/EDUC	Ed.D., Educational Administration M.Ed., Early Childhood Education	• Various Collin College Professional Development Opportunities through HR, eLc, department, and division

		B.S., Elementary Education	
Kevin Dartt	Associate Professor, CDEC/EDUC	Ed.D., Early Childhood Education M.A., Music B.A., Music Education	• Presented "Every Star is Unique: Teaching Diversity through the Arts," NAEYC National Conference • Presented, "Out of the Mouths of Babes: Children's Expressions of Spirituality, "NAEYC National Conference • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Mary Ann Dudko	Associate Professor, CDEC/EDUC	Ph.D., Early Childhood Education/Child Development M.A., Early Childhood Education B.S., Elementary Education	• Texas Association for the Education of Young Children (TAEYC) Annual Conference • InterAct: A CLASS • Growing Up WILD facilitator certification • CPR/First Aid Training • National Association for the Education of Young Children (NAEYC) Annual Conference • Infant Brain Development/ SIDS/Shaken Baby • Let's talk About it: Sexual Abuse and Maltreatment of Children • Annual CLASS Reliability Recertification • Quarterly Professional Development, Region 10 ESC • Annual Bloodborne Pathogens training • Annual trainings for: - Confidentiality training

			- Child Abuse training - Standards of Conduct - Transition training - Social Media training ● Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Sheryl Holton	Associate Professor, EDUC	M.Ed., Educational Administration B.S., Education	● Presented, "Depth and Complexity Model for Instruction – an Analysis Tool for Combining Bloom's Taxonomy and Erickson's Structure of Knowledge," St. Philip's Academy ● Presented, "21st Century Teaching for 21st Century Students" ● Region XIII ESC – PDAS Training ● "Diversity or Disability?" Imagine Learning webinar ● "Depth of Knowledge" TCEA webinar ● "Dr. Jean – Developing Your Best Practice for Kindergarten" ● Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Martha Legg	Associate Professor, EDUC	M.A., Early Childhood Education B.S., Education	● Harnessing Brain Potential in the Classroom ● Collaborations Associate Faculty Conference ● "Team Up: Teaching with On Course Activities and Strategies" Training Workshop ● Promoting Increased Student Persistence and Success: TSI and Developmental Education Updates ● Various other Collin College Professional Development Opportunities through HR, eLc, department, and division

Charity Lewallen	Associate Professor, EDUC	M.A., Education B.A., Sociology	• Presented "Academic Coaching Techniques for Faculty," Collin College Faculty Conference • Presented "Surveys: Wufoo, Survey Monkey and Google Forms, " ACPA National • Presented "Best of Both Worlds: Part Two of CCA's Transition to Staff Advising & the Retention of Faculty Expertise ," AICAD Student Affairs National Conference • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Cynthia May	Associate Professor, EDUC	M.S., Educational Administration B.S., Elementary Education	• Elements of Expository Writing • Elements of Persuasive Writing • Reconstructing the Literacy Block • Reading and Writing Across Content Areas • Guided Reading and Beyond • Analytics Data Workshop- Reading • Lead4ward- Curriculum and Instruction; Prioritizing Learning • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Michael Minyard	Associate Professor, EDUC	M.Ed., Educational Administration B.A., Education	• Doctoral coursework in progress • TTESS Training • Life Threatening Allergies Training • Round Robin Student Focus • Student Safety Mandates • Common Mental Health Disorders • Emergency SRP Training • Bloodborne Pathogens

			• Professional Learning Communities • Round Robin Procedure Training • Various other Allen ISD Professional Development • Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Vinita Thomason	Associate Professor, CDEC/EDUC	Ed.D., Early Childhood Education M.Ed., Elementary Education B.S., Elementary Education	• Open Table Training • Unite Training on Poverty • Network Food Bank Informational Meeting • When Helping Hurts Seminar • Leadership Summit • Human Trafficking Awareness Training • Unite Training on School Partnerships • Mental Health Workshop • Mental Health Workshop • Racial Justice Workshop • Perspectives Course • Early Childhood Convening Community Foundations of Dallas • Understanding Poverty Training • Working with Refugees Training and Preparation • Program Review on Child Care • Highway to Hope • City Leaders Educational Report Card Presentation • ISD Religious Practice Update Meeting • Dallas Museum of Art Lecture by Vinh Chung • Collin Powell Lecture on Education

			• Various Collin College Professional Development Opportunities through HR, eLc, department, and division

**For convenience, if providing a listing of professional development activities, this list may be included in this document as an addendum.

10. Do we support the program well with facilities, equipment, and their maintenance and replacement, and how do we know?

Make a case with evidence that current deficiencies or potential deficiencies related to program facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to program or student success. As part of your response, complete the Resource Tables below to *support* your narrative.

Suggested Points to consider, but not limited to:

- *The useful life of structures and equipment,*
- *Special structural requirements, and*
- *Anticipated technology changes impacting equipment sooner than usual.*
- *If you plan to include new or renovated facilities or replacement of equipment in your program improvement plan in Sections 11 & 12, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*

Classroom Utilization

Classroom/Lab Location	Description (i.e. Special Characteristics)	Meets Needs (Y or N): Current	For Next 5 Years	Analysis of Classroom Utilization
U143 - PRC	Classroom at PRC	Y	N	Will need updating of space and technology
I111 - SCC	Classroom at SCC	N	N	Fully utilized; not all classes can meet to take advantage of this classroom; will need updating of space and technology

I112 - SCC	Classroom at SCC	N	N	Needs updating of space and technology

Equipment ($5,000 or more)

Current Equipment Item or Budget Amount	Description	Meets Needs (Y or N): Current	For Next 5 Years	For any "N", justify needed equipment or budget change
$15,319	29 Ipad Air 2 with Apple Care, 16gb, wireless, 2 PowerSync Trays (each holds 10 iPads for charging and app installation	Y	N	Will be outdated technology in 5 years; needed at CPC.
$11,210	2 Interactive Whiteboard (1 at SCC and 1 at PRC)	Y	N	Need board for I112 at SCC and one for CPC if get dedicated classroom space.
$19,000	2 Electronic Die Cut Machines (1 at SCC and 1 at PRC)	Y	N	Needed at CPC.

Office Space

Office Location	Description	Meets Needs (Y or N): Current	For Next 5 Years	Analysis of Office Utilization
Varies	Faculty Offices	Y	Y	

Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N): Current	For Next 5 Years	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds

Perkins Grant	Y	N	Perkins Grants do not fund physical spaces	College Budget
College Budget	Y	N	Technologies and Spaces need enlarging and updating	College Budget

Section III. Continuous Improvement Plan

11. Given our present status, how do we intend to change in ways that help us advance?

Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success.

In order to increase awareness of the degree offerings and pathways the department will be hosting FINE - Find, Navigate, Investigate, Educate. The objective of this program is to inform currently enrolled high school students, Collin students, post-graduate students, and prospective education major students on the logistics of the education program, short and long term career planning, college transfer opportunities, academic planning, and the merits of joining a student organization. Developed by Dr. Elaine Zweig in conjunction with the education advisor from Academic Advising, the morning-long event will include for students the ability to visit with transfer institutions, attend breakout sessions, and speak to an education advisor. This initiative proposes a template/pilot program that merges the current QEP initiative that focuses "on helping students take charge of their own educational journey" through the creation of an orientation for transfer programs. Students will become actively involved in navigating their academic planning, as well as gaining valuable information and resources to complete their academic and career goals.

The Academic Advising and Education Departments propose a collaborative pilot program to address student concerns and needs. Currently, education majors struggle to attain information regarding:

- Course selection
- Transferability of courses
- State certification options and route to certification
- Career pathways

- Collin's degree options
- Transitioning from high school programs to Collin College
- University Partnership programs
- Social networking both on and off-campus

Both departments expect an increase in student success and retention at Collin College from this collaborative effort.

Strengths

- Active and engaged Child Development Advisory Board including members from school districts
- Public School involvement in providing student learning experiences
- Increased student enrollment
- 92% course retention rate
- Highly qualified faculty involved in publishing and presenting in the field
- Community partners who provide scholarships, networking, and jobs for students
- Securing of 2 Perkins Grants during the last five years
- Providing students with experiences with current and new technologies for classrooms
- Preparing students for transfer to 4-year programs
- Preparing students for immediate employment in the industry

Weaknesses

- Need for additional marketing strategies
- Lack of dedicated classroom space at Central Park Campus; need for additional and expanded classroom space at SCC
- Classroom space is small and outdated
- Continual updating of technology
- Number of completers
- Students taking too many hours to complete degrees

- Advising for students
- Communication between Collin and University Partnerships

12. How Will we evaluate our success?

Complete the Continuous Improvement Plan (CIP) form that follows. The action plan produced by the CIP will begin to be implemented during the next academic year. Include the data summary and findings on which the improvement action is based.

Please select and focus on 2 to 3 program priorities, including at least 1 student learning outcome. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

Department's Mission: _To prepare students to meet the lower division requirements for baccalaureate programs that lead to initial Texas teacher certification in three AAT specializations aligned with the various certifications offered in Texas.

A. Outcome(s) Results expected in this program	**B. Measure(s)** The instrument or process used to measure results	**C. Target(s)** The level of success expected
Professionalism: Given scenarios or in a cooperative setting, the student will be able to evaluate and uphold ethical standards and other professional guidelines	TEKS (Texas Essential Knowledge and Skills Test) TExES Pedagogy and Professional Responsibilities Test (Early Childhood-Grade 2)	At or above the state mean
Special Populations: In a clinical or cooperative setting, the student will be able to observe, document, and assess behavior and development in young children relative to gender, culture, and ethnicity for consideration in designing and implementing instruction and assessment to promote student learning using appropriate skills, materials and interactions.	End of Semester Evaluation form completed by the cooperating teacher Group Presentation Assessment form Lesson plans, Accommodations section	Target is 3 (Acceptable) on the point rating scale

Communication Skills: Students will demonstrate strong skills in written and verbal communication, including basic knowledge of how to communicate with parents and children for whom English is a second language	End of semester evaluation Form completed by the cooperating teacher. Group Presentation Assessment form Lesson Plans, Accommodations section	Target is 3 (Acceptable on the rating scale
Pedagogy & Methods, including technology	End of semester evaluation form completed by the cooperating teacher Group Presentation Assessment form Lesson Plans, Accommodations section	Target is 3 (Acceptable) on the rating scale

From Part I

A. Outcomes Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
Professionalism: Given scenarios or in a cooperative setting, the student will be able to evaluate and uphold ethical standards and other professional guidelines	TEKS (Texas Essential Knowledge and Skills Test) TExES Pedagogy and Professional Responsibilities Test (Early Childhood-Grade 2)	At or above the state mean	92% met or exceeded the ability to evaluate and uphold ethical standards and other professional guidelines.	Students understand overall ethical standards and professional guidelines and can evaluate and uphold. There is room for improvement. The current assessment of this outcome will be reviewed and improved.
Special Populations: In a clinical or cooperative setting, the student will be able to observe, document, and assess behavior and development in young children relative to gender, culture, and ethnicity for consideration in designing and implementing instruction and assessment to promote student learning using appropriate skills, materials and interactions.	End of Semester evaluation form completed by the cooperating teacher Group Presentation Assessment rubric	Target is 3 (Acceptable) on the point rating scale	The end of semester evaluations as well as data compiled from the assessment indicated that 73% of students in the evaluation	Students need additional instruction and practical application. We will provide further instruction and practice for students.

A. Outcomes Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
	Lesson plans, Accommodations Section		demonstrated the ability to observe, document and assess children relative to gender, culture, etc.	
Communication Skills: Students will demonstrate strong skills in written and verbal communication, including basic knowledge of how to communicate with parents and children for whom English is a second language	**End of Semester Evaluation Form completed by the cooperating teacher. **Group Presentation Assessment Rubric **Lesson Plans, Accommodation Section	Target is 3 (Acceptable on the rating scale	The end of semester evaluations as well as data compiled from assessment indicated that 73% of students in the evaluation demonstrated the ability to observe, document and assess children relative to gender, culture, etc.	Students need additional instruction and practical application. We will provide further instruction and practice for students

Pedagogy & Methods, including technology	End of Semester Evaluation form completed by the cooperating teacher Group Presentation Assessment Rubric Lesson Plans, Accommodation Section	Target is 3 (Acceptable) on the rating scale	Student assessments showed in EDUC 1301 75% and in EDUC 2301 82% of students scoring well.	We will continue to instruct students in the use of technology and improve pedagogical abilities We have added a Technology in Education course to the curriculum as an optional course and are encouraging students to take it.

**The CDEC End of Semester Teacher Evaluation form can be found at :http://iws.collin.edu/childdevelopment/

Labeled Spring 2017 CDEC End-of-Semester Teacher Eval

** THE GROUP PRESENTATION AND LESSON PLAN CAN BE FOUND AT : GOO.GL/SS4WSP

13. How do our improvement plans impact the program budget?

A. What additional funding beyond the program's base budget is needed to implement your Continuous Improvement Plan?
Briefly describe steps your department will take to secure these funds.

Perkins Grants have been a source of funding for the classroom materials, equipment and technology.

A supplemental budget will be sent to the Academic/Workforce Dean who in turn present budget requests to the Vice President/Provost for consideration. Budget funds will go towards facility growth, facility needs, equipment and material updates.

B. With these additional funds, please check which of the following areas will be impacted:

- ☒ Increase and retain enrollment
- ☒ Increase completers
- ☒ Develop resources
- ☒ Update facilities
- ☒ Expand curricular opportunities
- ☒ Partner to increase post-graduation employment opportunities
- ☒ Increase transfers to related baccalaureate institutions
- ☒ Increase effectiveness and/or efficiency
- ☒ Improve student performance levels
- ☐ Expand services
- ☐ Transform services
- ☐ Anything else? Briefly describe

What happens next? The Program Review Report Pathway

A. Following approval by the Steering Committee,
   a. Program Review Reports will be evaluated by the Leadership Team.
   b. Leadership Team will approve the reports for posting on the intranet.
   c. At any point prior to Intranet posting, reports may be sent back for additional development by the original authors.

B. Program responses to the Program Review Steering Committee recommendations received within 30 days will be posted with the Program Review Report at the request of the Deans.

C. Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.