PROGRAM NAME: __CHILD DEVELOPMENT__ **PROGRAM REVIEW CONTACT:** DR. ELAINE ZWEIG_____
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Section I. *Are We Doing the Right Things?*

1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

A. What is the program and its context?

This section is used to provide an overview description of the program, its relationship to the college and the community it serves.

Collin's Child Development-Early Childhood program has received accreditation from the National Association for the Education of Young Children (NAEYC). It is the only program in Texas to have NAEYC accreditation and to also hold Exemplary Status with the Texas Higher Education Coordinating Board. The Child Development A.A.S. degree and child development and child development-early childhood certificate programs are designed to prepare individuals for entry-level and administrative positions working with young children and their families. The coursework can also be applicable as in-service training for teachers, administrators, nannies, and family day home providers. A developmental approach is emphasized which promotes optimal physical, social, emotional, and cognitive growth of children. Students learn management skills that allow them to provide quality programs in safe, nurturing environments.

The Childhood Development Program meets the standards set forth by the Texas Higher Education Coordinating Board, Texas State Licensing Standards, and NAEYC (National Association for the Education of Young Children) Accreditation.

B. Executive summary: briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern.

The Child Development Program at Collin College exists to prepare individuals for entry-level positions working with young children and their families. The coursework can also be applicable as in-service training for teachers, administrators, nannies, and family day home providers. A developmental approach is emphasized which promotes optimal physical, social, emotional, and cognitive growth of children. Students learn management skills that allow them to provide quality programs in safe, nurturing environments.

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The Child Development Associate (CDA) program provides performance-based training of childcare professionals who work with children from birth through age five. These caregivers demonstrate their ability to nurture children's physical, social, emotional, and intellectual growth in a child development framework.

The Child Development Program accomplishes this by following the guidelines set by the Texas Higher Education Coordinating Board, the Collin College mission statement, the Advisory Board for the Child Development Program and the National Association for the Education of Young Children (NAEYC) accreditation. The program prepares the students to earn an Associate of Applied Science Degree in Child Development. Classes include AAS core courses as well as the Child Development Program components.

Topics addressed in this self-study include:

Program alignment with the college mission, core values, and strategic plan.

Evidence that there is a community need for the program.

Evidence that students have a high rate of success in the program.

Evidence that the THECB and NAEYC standards are met.

Evidence that program curriculum is current and that students, Advisory Board, and community are highly satisfied.

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

Evidence that the program should continue to operate.

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

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

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 Child Development Program fulfills the Collin mission statement by offering students the necessary education and training to successfully obtain an associate degree in Applied Science and/or certificates to become child care educators/teachers, directors and assistant directors of facilities, Head Start teachers, Family Day Home providers, curriculum coordinators, paraprofessionals and Child Development Associates (CDA). The level of education the program provides 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. The program Advisory Board is fundamental in providing feedback to ensure we are meeting the specific needs of the community and local child care and school facilities.

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: Child Development faculty are committed to teaching and the students are committed to learning. The 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 are involved in presentations at local and national conferences, trainings and participation in activities that promote the Child Development profession. Faculty sponsor the students in all activities. Faculty are 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 Head Start, private childcare facilities, public schools and organizations or agencies. 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 Child Development classes is 73%. 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 Child Development program does not discriminate based on race, color, religion, age, sex, national origin, disability or veteran status. The Child Development program has program-specific rules to which students agree 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 a child care and educational setting. 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 the childcare setting. 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 Child Development Program has increased the completion rate of students over the past five years 67% by receiving and using a Perkins Grant. This grant has allowed the Child Development Program to recruit and retain students.

Strategic Goal #3: Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values. We have a passion for: Learning; Service and Involvement; Creativity and Innovation; Academic Excellence; Dignity and Respect, Integrity.

Child Development faculty are 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 involved in presentations at local and national conferences, trainings and participation in activities that promote the Child Development profession. Faculty sponsors the students in all activities. Faculty is involved in College service at the departmental, division, and college-wide levels. Students are required to participate in labs and activities throughout the program. Students must actively participate in observation opportunities at Head Start, private childcare facilities, public schools and organizations or agencies. 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. The program strives for academic excellence by providing an in-depth curriculum and maintaining high standards. The passing level for Child Development classes is 73%. 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 Child Development program do not discriminate based on race, color, religion, age, sex, national origin, disability or veteran status. The Child Development program has program-

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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 Child Development Program enlists the Texas Workforce Commission, Texas A&M AgriLife, Bright Horizons, Kids R Kids, Medical Center of McKinney, Scottish Rite Hospital, Plano Independent School District, Region 10 Early Education Service Center, Childhood Intervention, The United Methodist Child Care programs and Friday Nite Friends, Perkins Grants and an array of ISD's for public child care and private child care facilities. These partners collaborate with the program to ensure quality placements for students, tours of facilities, guest speakers and mentor to students, professors and the program in general.

3. 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.

The number of students who completed the award in each of the last 4 years demonstrates a growth pattern in enrollment.

Over the past 5 years enrollment has **increased by 67%** from **16 award completers** in Child Development and Early Childhood **to 49 completers**. There are over 160 licensed child care facilities listed by the Texas Workforce Commission in Collin County and with the current growth in Collin County enrollment is expected to increase. The program has been very aggressive in recruiting students. A Perkins Grant was secured by the Child Development and Education Department in 2015 which included the development of a

brochure for high school students explaining the benefits of the program. One of the Child Development faculty visited with school counselors, parents and students to explain the program. In addition, the department regularly provides faculty-manned booths at college programs in which high schoolers are invited to learn more about the program. A brochure was also developed for veterans explaining the program and encouraging them to follow a child development degree plan.

During 2017 as part of an Innovation grant, we are launching FINE (Find, Investigate, Navigate, Educate), an education fair that will provide high school students, prospective students, and current Collin students and community members opportunities to learn more about the program and the degrees and certificates we offer. We are also planning to provide additional resources and information to child care programs.

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

Make a case with evidence to show that employers need and hire the program's graduates.

Over the last five years, 20-100% of Early Childhood and Child Development students have found jobs in related fields within 6 months of graduation.

		Assoc.	0%		67%		33%		20%	38%	
Child Development	190706	Cert.	77%	$6,723	100%		60%		33%	50%	$4,485
		MSAA	56%	$5,810	56%	$4,138	62%	$6,595	50%	64%	$6,156
Child Care Provider/Assistant	190709	Cert.	50%				67%		100%	22%	

Percentage of Program Completers Employed in the Fourth Quarter of the Year Following Completion and Median Fourth Quarter Wages by CIP Code, Award Level, and Year Collin College Program Review 2016-2017

We currently have 11 Advisory Board members who represent various Child Development agencies, programs, and facilities from throughout the Dallas Metroplex. The Advisory Board meets twice a year, and job placement and opportunities are among the items discussed at each meeting.

At this time, there are approximately 2,434 openings in a range of Child Development fields in the DFW Metroplex (including, but not limited to, child care workers, preschool and childcare facilities, early childhood programs, etc.). The number of openings is expected to increase between 4.8% - 15.1% (depending on the specific area) over the next 4 years, and about 7,450 individuals are approaching retirement (data retrieved from Career Coach, November 2016). At this time, demand exceeds the supply of graduates, and demand likely will see continued increases due to projected growth and retirement. Grayson College in Sherman, Texas, and Eastfield and Brookhaven Colleges in Dallas, Texas, have comparable child development programs that will help meet this demand. In order to attract additional students to the program, the department plans to revisit how and where the program is marketed and incorporate suggested class delivery format changes in order to attract and retain additional students (see program weakness below).

An associate's degree or certificate is sufficient for many areas of child development, including child care workers and preschool teachers, while child care administrators and directors typically need a bachelor's degree. Starting salaries begin around $7.65 per hour and increase up to $48.43 per hour depending on experience and level (i.e., administrator/director). Texas Woman's University accepts Collin's Associate of Applied Science in Child Development towards a Bachelor's degree and child development courses with the prefix TECA transfer to other universities as well.

The internal program strengths include a diverse and committed faculty, both full-time and associate, who bring a wide-range of education and expertise to their roles in the classroom. The Child Development Advisory Board is a strength of the program. The Advisory Board recommendations to the program strengthen the outcomes for students by addressing material, equipment and industry needs. One recommendation was that the department acquire more equipment for students to provide training on current technologies used in public and private classrooms. As a result, a Perkins Grant was obtained for the purchase of technology used in the college classroom. An additional internal strength is the dedicated classroom space at both the Spring Creek and Preston Ridge

campuses that houses technology such as iPads, smart boards, digital die cut machine, laminator, and a 3-D printer for students and instructors to use. A vital and important external strength of the program is the committed and experienced members of the Advisory Board.

A weakness of the program that has been identified by the Advisory Board is the lack of class flexibility, especially for non-traditional students. The Advisory Board has strongly encouraged the department to move to offering certain Child Development courses (in particular Child Development Associate and Administration classes) online or in a hybrid format in order to increase the number of students enrolling and completing these courses. Students taking these courses often work full-time during the day; online or hybrid courses would allow these students to take and complete these courses while accommodating work schedules. The Advisory Board recommends the hiring of additional Child Development faculty due to the anticipated increase in student enrollment once these classes are available online. Classes will be examined for which completion rates are lower to determine what course changes are necessary.

Classroom spaces need updating and enlarging to facilitate new technologies and to allow a better collective learning environment. At the Spring Creek Campus, the dedicated classroom is used throughout the day and weekend.

Spring Creek Room I111 Room
Utilization
Spring 2017
Adapted from Program Review and Spring 2017 Fall Course Registration
Collin IRO kal; 10/07/2015
J:/IRO/Ledzius/Classroom/Final Plots/SC_Classroom201610_201671Plots.pdf
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
0700
0800
0900
1000
1100
1200
1300
1400
1500
1600
1700
1800
1900
2000
2100
2200
Time of Day
Student Resource Lab
Student Resource Lab
Student Resource Lab
Student Resource Lab
M
T
W
R
F
S
U
Day of Week

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, we do not have the space or resources at the Central Park campus that we have at the Spring Creek and Preston Ridge campuses. A College Innovative Challenge Grant was initiated by the Department and awarded in order to create a collaboration with Advising to communicate to students the process of applying, registering and selecting classes at the three campuses. The desired result is for increased enrollment in the program.

Finally, a reevaluation of certificate and degree options will better balance the industry need in the community with what is necessary for students articulating to a university.

Section II. Are We Doing Things Right?

5. 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.

The number of completers in Child Development and Early Childhood degrees, certificates and awards has been growing. The program had 16 completers in 2012 and 49 completers in 2016. No year was less than 16 completers. Data regarding students who transferred to other institutions indicate that very few complete degrees, certificates, or awards prior to transfer. There were 323 students in 2015 who did not receive an award and transferred as compared with 12 students who received awards and transferred. It is significant that these students do not see a need to complete a degree or certificate prior to leaving. While over half of the students completing marketable skills were employed during the next quarter of 2015, 50% of those achieving certificates and 38% of those receiving an associate degree were employed. This may reflect students continuing on to other institutions.

There is a need to focus more on completion of the A.A.S. degree, certificates, and awards, as well as to gain more information as to why so few students are employed after they receive awards. Some of the barriers to success may include students taking courses not needed. Students are taking an average of 75 credit hours to complete the 60 hour Associate degree. None of the certificates take more than 28 hours to complete and yet students took an average of 95 hours in 2016 prior to certificate and occupational skills completion. The challenge may stem from the variety of awards offered and changes due to state mandates. Despite meetings with Advising explaining concerns and award options, there continues to be confusion when advising students. One way to better assist students would be to have one advisor on each campus as the only advisor for Child Development and Education. Another would be to provide stipends to full time faculty to allow time to advise students.

The Department is creating a consistent rotating class schedule to aid student course selection to increase completion. The Advisory Board and students have indicated a critical need for more online courses and an online degree to meet the needs of working and non-traditional students. More hybrid and weekend courses are also planned in addition to the day and evening courses already scheduled.

The retention rate in the courses is 91%. The overall pass rate is 73% which indicates a need to examine this discrepancy and address measures to increase student success. Course enrollment is limited to 24 due to classroom size. The state requires students to complete a 16 hour lab experience for each course except TECA 1354. These lab experiences must be done in a Collin-approved child care facility. Many students work, have families and take full course loads and have difficulty meeting this requirement. The program plans to further examine criteria for each course in which the pass rate is low and determine if curricula should be modified.

B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.

1. **Credit Hour Standard: There are no more than 60 credit hours in the program plan.**
   Number of semester credit hours (SCH) in the program plan: ____60_____.

2. **Completers Standard: Average 25 completers over the last five years or five completers per year.**
   Number of completers: ____32 per year_____.
   If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of student enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)

3. **Licensure Standard: 90% of first time test takers pass the Licensure exam.**
   If applicable, include the licensure pass rate: _____N/A_____
   For any pass rate below state standard, attach a plan for raising the pass rate.

4. **Retention Standard: 78% of census day students should earn a grade in the class.**
   Include the retention rate: _____91%_____
   If the retention rate is below 78%, include a plan for raising it.

C. Make a case that the program curriculum is current.

Comparable peer institutions in the area are Grayson College (Sherman, TX), Eastfield College (Dallas County Community College District) and Brookhaven College (Dallas County Community College District).

Collin's Child Development program offers the following options:

AAS – Child Development (60 hours)
CDEC 1319 – Child Guidance
CDEC 1323 – Observation and Assessment
ENGL 1301 – Composition I
TECA 1311 – Educating Young Children
TECA 1354 – Child Growth and Development

CDEC 1270 - Introduction to Teaching ESL
EDUC 1300 – Learning Frameworks
GEN ED – Select one Social/Behavioral Science General Education Course
SPCH 1311 – Introduction to Speech Communication
TECA 1303 – Families, Schools, and Community

CDEC 1313 – Curriculum Resources for Early Childhood Programs
CDEC 1359 – Children with Special Needs
CDEC 2304 – Child Abuse and Neglect
CDEC 2371 – Using Technology in the Classroom
TECA 1318 – Wellness of the Young Child
Elective*

CDEC 1358 – Creative Arts for Early Childhood
CDEC 2166 – Practicum – Child Care Provider/Assistant (Capstone)
GEN ED – Select one Humanities/Fine Arts General Education Course
GEN ED – Select one Mathematics/Natural Science General Education Course
Elective*

*Electives (6 credit hours): CDEC 1317, CDEC 1321, CDEC 2307, CDEC 2322, CDEC 2324, CDEC 2326, CDEC 2328, CDEC 2336, CDEC 2340, or CDEC 2385.

Certificate – Child Development (27 hours)
CDEC 1313 – Curriculum Resources for Early Childhood Programs
CDEC 1323 – Observation and Assessment
TECA 1311 – Educating Young Children
TECA 1318 – Wellness of the Young Child
TECA 1354 – Child Growth and Development

CDEC 1319 – Child Guidance
CDEC 1359 – Children with Special Needs
CDEC 1270 - Introduction to Teaching ESL
CDEC 2166 – Practicum – Child Care Provider/Assistant (Capstone)
TECA 1303 – Families, Schools, and Community

Certificate – Child Development Associate (16 hours)
CDEC 1317 – Child Development Associate Training I
CDEC 2166 – Practicum – Child Care Provider/Assistant (Capstone)
CDEC 2322 – Child Development Associate Training II
CDEC 2324 – Child Development Associate Training III
TECA 1318 – Wellness of the Young Child
TECA 1354 – Child Growth and Development

OSA – Child Development Administration of Programs for Children (9 hours)
CDEC 2326 – Administration of Programs for Children I
CDEC 2328 – Administration of Programs for Children II
CDEC 2336 – Administration of Programs for Children III

OSA – Child Development Associate Training (9 hours)
CDEC 1317 – Child Development Associate Training I
CDEC 2322 – Child Development Associate Training II
CDEC 2324 – Child Development Associate Training III

Certificate – Early Childhood Educator (28 hours)
CDEC 1319 – Child Guidance
CDEC 1323 – Observation and Assessment
CDEC 1359 – Children with Special Needs
TECA 1311 – Educating Young Children
TECA 1354 – Child Growth and Development

CDEC 2166 – Practicum – Child Care Provider/Assistant (Capstone)
CDEC 2304 – Child Abuse and Neglect
CDEC 2340 – Instructional Techniques for Children with Special Needs
TECA 1303 – Families, Schools, and Community
TECA 1318 – Wellness of the Young Child

Certificate – Infant and Toddler Educator (25 hours)
CDEC 1321 – The Infant and Toddler
CDEC 1323 – Observation and Assessment
CDEC 2304 – Child Abuse and Neglect
TECA 1303 – Families, Schools, and Community
TECA 1311 – Educating Young Children

CDEC 1359 – Children with Special Needs
CDEC 2166 – Practicum – Child Care Provider/Assistant (Capstone)
TECA 1318 – Wellness of the Young Child
TECA 1354 – Child Growth and Development

Comparable programs in the area include Child Development programs at Grayson College in Sherman, Texas, and Eastfield and Brookhaven Colleges in Dallas, Texas (both part of the Dallas County Community College District). Like Collin, Grayson offers an AAS in Child Development, a 30-hour Child Development Certificate, and a 9-hour marketable skills award for Child Development Associates. Collin offers additional certificates in varying lengths and focus beyond those offered at Grayson.

The following Information is taken from Grayson College's current course catalog:

Child Development

Associate of Applied Science Degree

FRESHMAN YEAR

First Semester		Second Semester	
Subject	**Semester Hours**	**Subject**	**Semester Hours**
CDEC 1319	3	TECA 1303	3
CDEC 1323	3	TECA 1311	3
TECA 1354	3	ENGL 1301	3
CDEC 1359	3	Life & Physical Sciences/Mathematics Core	3
EDUC/PSYC 1300	3	CDEC 1313	3
	15		15

SOPHOMORE YEAR

First Semester		Second Semester	
Subject	**Semester Hours**	**Subject**	**Semester Hours**
CDEC 2326	3	CDEC 1356	3
TECA 1318	3	CDEC 2336	3
Social & Behavioral Science Core	3	Math, Computers, & Communications Core	3
Creative Arts/Language, Philosophy, and Culture Core	3	Elective*	3
CDEC 2328	3	CDEC 2380 Capstone	3
	15		15

All students must meet with an advisor to determine which courses will transfer to the 4-year school of their choice.

*Approved Electives: CDEC 1317, 1321, 1330, 1335, 1339, 1343, 1358, 2304, 2307, 2315, 2322, 2324, 2340, 2341

Child Development

(Offered through the Education Department)

Certificate Program

The Child Development Certificate Program is designed to allow students interested in the child-care industry or related fields to begin the education and training without pursuing an associate's degree. Once a student completes this certificate, they can easily continue on to their associate degree in this field.

First Semester		Second Semester	
Subject	**Semester Hours**	**Subject**	**Semester Hours**
CDEC 1319	3	TECA 1303	3
CDEC 1323	3	TECA 1311	3
TECA 1354	3	CDEC 1356	3
CDEC 1359	3	Elective*	3
TECA 1318	3	CDEC 1313 Capstone_	3
	15		15

*Approved Electives: CDEC 1321, 1330, 1335, 1339, 1358, 2304, 2307, 2315, 2340, 2341

Child Development Associate Training—Marketable Skills Award

(Offered through the Education Department)

Certificate Program

Subject	Semester Hours
CDEC 1317	3
CDEC 2322	3
CDEC 2324	3
	9

Brookhaven and Eastfield also offer an AAS in Child Development, a 28-29 hour certificate in Early Childhood Education, and a 24-hour Administrative certificate. As with Grayson, Collin offers additional certificates and areas of focus beyond what is offered at these peer institutions.

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The following information is taken from the Dallas County Community College Combined College Catalog:

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SEMESTER I

CDEC 1311	Educating Young Children	3
CDEC 1319	Child Guidance	3
CDEC 1303	Families, School and Community	3
CDEC 1354	Child Growth and Development	3
ENGL 1301	Composition I	3
		15

SEMESTER II

CDEC 1318	Wellness of the Young Child	3
CDEC 1323	Observation and Assessment	3
CDEC 1359	Children with Special Needs	3
CDEC 2380	Cooperative Education-Child Care Provider/Assistant	3
CDEC 1413	Curriculum Resources for Early Childhood Programs	4
		16

SEMESTER III

CDEC 2286	Internship - Child Care Provider/Assistant	2
CDEC 1356	Emergent Literacy for Early Childhood	3
GOVT 2305	Federal Government	3
SPCH 1311	Introduction to Speech Communication	3
+Elective	Child Development (one course)	3
		14

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SEMESTER IV

CDEC 2287	Internship - Child Care Provider/Assistant	2
BIOL 1408	Biology for Non-Science Majors I	4
HUMA 1315	Fine Arts Appreciation	3
+Elective	Child Development (one course)	3
+Elective	Child Development (one course)	3
		15
Minimum Hours Required		60

+Electives - must be selected from the following*:

CDEC 1317	Child Development Associate Training I	3
CDEC 1321	The Infant and Toddler	3
CDEC 1341	CDA Preparation for Assessment	3
CDEC 1343	Independent Study in Child Development	3
CDEC 1358	Creative Arts for Early Childhood	3
CDEC 1395	Special Topics in Child Care Provider/Assistant	3
CDEC 1396	Special Topics in Child Care and Support Services Management	3
CDEC 2304	Child Abuse and Neglect	3
CDEC 2307	Math and Science for Early Childhood	3
CDEC 2322	Child Development Associate Training II	3
CDEC 2324	Child Development Associate Training III	3
CDEC 2326	Administration of Programs for Children I	3
CDEC 2328	Administration of Programs for Children II	3
CDEC 2336	Administration of Programs for Children III	3
CDEC 2340	Instructional Techniques for Children with Special Needs	3
CDEC 2341	The School Age Child	3

Primary S

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Child Development Certificate

SEMESTER I

CDEC 1311	Educating Young Children	3
CDEC 1354	Child Growth and Development	3
CDEC 1318	Wellness of the Young Child	3
+Elective	Child Development (one course)	3
		12

SEMESTER II

CDEC 1319	Child Guidance	3
+Elective	Child Development (one course)	3-4
+Elective	Child Development (one course)	3
CDEC 1413	Curriculum Resources for Early Childhood Programs	4
		13-14

SEMESTER III

CDEC 2380	Cooperative Education - Child Care Provider/Assistant	3
		3
Minimum Hours Required		28-29

Minimum Hours Required		28-29

-Elective - must be selected from the following*:

CDEC 1303	Families, School and Community	3
CDEC 1323	Observation and Assessment	3
CDEC 2340	Instructional Techniques for Children with Special Needs	3
CDEC 1341	CDA Preparation for Assessment	3
CDEC 1343	Independent Study in Child Development	3
CDEC 1356	Emergent Literacy For Early Childhood	3
CDEC 1358	Creative Arts for Early Childhood	3
CDEC 1359	Children with Special Needs	3
CDEC 1395	Special Topics in Child Care Provider/Assistant	3
CDEC 2304	Child Abuse and Neglect	3
CDEC 2315	Diverse Cultural/Multilingual Education	3
CDEC 2341	The School Age Child	3
CDEC 1317	Child Development Associate Training I	3
CDEC 1321	The Infant and Toddler	3

AND

Child Administration Certificate

CDEC 1354	Child Growth and Development	3
CDEC 1319	Child Guidance	3
CDEC 2326	Administration of Programs for Children I	3
		9

SEMESTER II

CDEC 1413	Curriculum Resources for Early Childhood Programs	4
CDEC 2328	Administration of Programs for Children II	3
CDEC 1318	Wellness of the Young Child	3
		10

SEMESTER III

CDEC 2336	Administration of Programs for Children III	3
CDEC 2289	Internship - Child Care Provider/Assistant	2
		5

Minimum Hours Required	24

Prerequisite to enter certificate: One year of work in a licensed child care center.

One area of improvement gathered from peer institutions and from Advisory Board feedback is the need to offer particular courses as online or hybrid to provide students increased flexibility. Many students presently work in childcare settings, therefore online or hybrid courses would accommodate work schedules. Another area for further growth would be offering additional off-site courses in the community. For example, CDEC 2322 was offered at Kids R Kids in McKinney, Texas, during the Fall 2016 semester through the support of Collin's Weekend College, Child Development faculty, and Kids R Kids leadership. Collaborating with community partners is a focus for continued improvement to increase enrollment and expand options and flexibility for students. Classes will continue to be offered at Kids R Kids each semester as students obtain the certificate and/or degree.

Collin's Child Development Program is proud to be accredited through the National Association for the Education of Young Children (NAEYC). Through student learning outcomes, curriculum alignment, and program requirements, the Collin College Child Development program meets the standards and guidelines set forth by NAEYC:

- Promoting Child Development and Learning
- Building Family and Community Relationships
- Observing, Documenting, and Assessing to Support Young Children and Families
- Using Developmentally Effective Approaches
- Using Content Knowledge to Build Meaningful Curriculum
- Becoming a professional
- Early Childhood Field Experiences

Renewal of accreditation by NAEYC occurs every seven years and includes a self-study and site visit. Renewal requires the program to provide evidence of alignment with these NAEYC standards.

In summary, the Child Development Program is current and maintains the AAS at 60 hours. We believe that outcomes reflect the success of the current curriculum. The Advisory Board has requested that a look into providing more online courses to ensure

that nontraditional students have the opportunity to complete a degree online if appropriate. Area employers believe students are well prepared for the workforce and four-year university partners state that students transfer to their programs extremely well-prepared to continue coursework. Faculty ensures the curriculum is current by reviewing the National Association for the Education of Young Children (NAEYC) standards and matching the student learning outcomes to the existing courses.

D. Make a case with the Advisory Board Minutes that the Advisory Board Committee has employers who are active members that are representative of area employers.

1. How many employers does your Advisory Board Committee have? 11

2. How many employers attended the last two meetings? 7 in Spring 2016 and 4 in Fall 2016

3. How has the Advisory Board Committee impacted the program over the last years (including latest trends, directions, and insights into latest technologies)?
   a. The Advisory Board members donate time by regularly attending meetings held twice a year.
   b. Advisory Board members allow students to observe in classrooms, work with teachers and children, and meet with teachers to go over goals and objectives for their college classes in their child care facilities throughout the academic year.
   c. Advisory Board members provide feedback regarding curriculum and industry trends to assist the program in meeting the expectations of the community. Members give valuable feedback regarding student lab observers in their facilities. The Advisory Board provides guidance on NAEYC accreditation and other issues that might arise.
   d. The Advisory Board routinely contacts program personnel when positions become available at their facilities.

4. Briefly summarize the curriculum recommendations made by the Advisory Board Committee over the last four years.

Spring 2012: The Advisory Board suggested ways to more effectively facilitate lab placements by creating lists for students. The college will continue to work more closely with placement departments as suggested. The Lab Instructor for the department

maintains a collaborative relationship with Directors of facilities and Human Resource personnel by email and phone to ensure successful placements for students in Child Development.

Fall 2012: The Advisory Board recommended a need to purchase a SMART board, Ipads, and technology in the classroom. A Perkins Grant was obtained by the department and these items were purchased for the classrooms. Recommendations to include eportfolios versus paper were discussed as most districts are looking at electronic portfolios. Google sites, Weebly and CANVAS are used by students to create their eportfolios. Instruction by eLC personnel assists students to become familiar with these sites and ensure eportfolios are created appropriately.
An online class was recommended for the CDEC 1370 (now 1270) Introduction to ESL instead of face to face to increase enrollment as a result of the 4 year partners immersing ESL curriculum throughout their courses.

Spring 2013: The Advisory Board discussed ways that Collin's ESL course might be transferred to the 4 year colleges. It was recommended that Collin and Texas A&M confer and evaluate the class and expectations at the 4 year level. Recommendations were discussed to fit the ESL and Technology into the AAT and AAS degree plans.

Fall 2013: The Advisory Board recommended that a variety of delivery methods of classes needed to be established to generate more completers in Child Development.

Spring 2014: The Advisory Board recommended that dedicated classrooms at PRC and SCC be supplied with items, materials and equipment to better prepare students for classrooms in the community and 4 year institutions.

Fall 2014: The Advisory Board recommended equipment for the designated Child Development classrooms at SCC and PRC.

Spring 2015: THECB 60-hour mandate was discussed with the Advisory Board. The Board discussed the addition of the new course, EDUC 1200 Learning Frameworks and how it would become part of the core at Collin and for the AAS degree. The Board

gave input into equipment needed for the Child Development classroom to become technologically appropriate to reflect industry trends.

Spring 2016: The Advisory Board requested that the Child Development Associate Training (CDA) classes be placed online for students. There are three CDA courses: CDEC 1317, CDEC 2322 and CDEC 2324.

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

F. 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.

As indicated below, the program is sequenced. The information below is taken from the Collin College 2016-2017 Catalog.

Child Development

Also see Child Development / Early Childhood and Associate of Arts in Teaching (AAT)

Program Options:

AAS - Child Development

Certificate - Child Development

Certificate - Child Development Associate

OSA - Child Development Administration of Programs for Children

OSA - Child Development Associate Training

Collin's Child Development program has earned accreditation from the National Association for the Education of Young Children (NAEYC). It is the only program in Texas to have been awarded NAEYC accreditation and to also hold Exemplary Status with the Texas Higher Education Coordinating Board. The Child Development degree and certificate programs are designed to prepare individuals for continued coursework at a four-year university and for entry-level positions working with young children and their families. The coursework can also be applicable as in-service training for teachers, administrators, nannies, and family day home providers. A developmental approach is emphasized which promotes optimal physical, social, emotional, and cognitive growth of children. Students learn management skills that allow them to provide quality programs in safe, nurturing environments.

The Child Development Associate (CDA) program provides performance-based training of childcare professionals who work with children from birth through age five. These caregivers demonstrate their ability to nurture children's physical, social, emotional, and intellectual growth in a child development framework.

Students planning to transfer to a college or university should check with the Collin academic advisor prior to beginning this program. Students who wish to obtain a bachelor's degree in Child Development should know that Texas Woman's University (TWU) accepts Collin College's AAS in Child Development and need to check with an advisor at TWU.
Note 1: TECA is the prefix for transfer courses. Note 2: All CDEC and TECA courses, except TECA-1354, require the student to complete a weekly one-hour lab component.

Program Requirements

To participate in the Child Development Lab School and receive credit for the lab component of courses, the following requirements must be met:

1. Enroll in a Collin child development course.

- Click on the correct lab manual on the Child Development and Education Program website at: http://iws.collin.edu/childdevelopment related to the course the student is enrolled.

2. Within the first week of the first child development course, students must complete a mandatory child development-early childhood education orientation and provide paperwork necessary to begin class, including, but not limited to, a copy of acceptable tuberculosis test results. Continuing students must submit acceptable tuberculosis results every year.

3. Complete and sign a student record form as a contract to ensure the following:

- Verification that the student has read and agrees to abide by the Texas Minimum Standards for child care centers
- Verification that the student has read and agrees to follow the laboratory student guidelines
- Information provided to a criminal history check by the Texas Department of Protective and Regulatory Services
- Provide a notarized affidavit that confidentiality and professional discretion will be observed at all times
- Personal release for videotaping for instructional purposes
- Complete a Degree Plan (two-part document found on Collin's website under Getting Started / Admissions / Forms or in the Admissions Office) and submit to an advisor. College records should always contain current personal information. It is the student's responsibility to keep this information current.

AAS – Child Development

60 credit hours

FIRST YEAR

First Semester

CDEC 1319 Child Guidance

CDEC 1323 Observation and Assessment ENGL 1301 Composition I
TECA 1311 Educating Young Children
TECA 1354 Child Growth and Development

Second Semester
CDEC 1270 Introduction to Teaching ESL EDUC 1300 Learning Frameworks
GEN ED Select one Social / Behavioral Sciences General Education course
SPCH 1311 Introduction to Speech Communication (See Speech Options)
TECA 1303 Families, School, and Community

SECOND YEAR
First Semester
CDEC 1313 Curriculum Resources for Early Childhood Programs
CDEC 1359 Children with Special Needs CDEC 2304 Child Abuse and Neglect
CDEC 2371 Using Technology in the Classroom
TECA 1318 Wellness of the Young Child ELECTIVE *

Second Semester
CDEC 1358 Creative Arts for Early Childhood CDEC 2166 Practicum - Child Care Provider / Assistant (Capstone)
GEN ED Select one Humanities / Fine Arts General Education course
GEN ED Select one Mathematics / Natural Sciences General Education course
ELECTIVE *

* Electives (6 credit hours): CDEC-1317, CDEC-1321, CDEC-2307, CDEC-2322, CDEC-2324, CDEC-2326, CDEC-2328, CDEC-2336, CDEC-2340 or CDEC-2385

Certificate – Child Development

27 credit hours

FIRST YEAR

First Semester

CDEC 1313 Curriculum Resources for Early Childhood Programs

CDEC 1323 Observation and Assessment

TECA 1311 Educating Young Children

TECA 1318 Wellness of the Young Child

TECA 1354 Child Growth and Development

Second Semester

CDEC 1319 Child Guidance

CDEC 1359 Children with Special Needs

CDEC 1270 Introduction to Teaching ESL

CDEC 2166 Practicum - Child Care Provider / Assistant (Capstone)

TECA 1303 Families, School, and Community

Certificate – Child Development Associate
16 credit hours

First Semester
CDEC 1317 Child Development Associate Training I
CDEC 2166 Practicum - Child Care Provider / Assistant (Capstone)
CDEC 2322 Child Development Associate Training II
CDEC 2324 Child Development Associate Training III
TECA 1318 Wellness of the Young Child
TECA 1354 Child Growth and Development

OSA – Child Development Administration of Programs for Children
9 credit hours

CDEC 2326 Administration of Programs for Children I
CDEC 2328 Administration of Programs for Children II
CDEC 2336 Administration of Programs for Children III
Note: Some of the courses in this award program may require prerequisites. Please check the course descriptions.

OSA – Child Development Associate Training
9 credit hours

CDEC 1317 Child Development Associate Training I
CDEC 2322 Child Development Associate Training II
CDEC 2324 Child Development Associate Training III
Note: Some of the courses in this award program may require prerequisites. Please check the course descriptions.

Child Development / Early Childhood
Also see Child Development and Associate of Arts in Teaching (AAT)

Program Options:
Certificate - Early Childhood Educator
Certificate - Infant and Toddler Educator

Collin's Child Development-Early Childhood program has received accreditation from the National Association for the Education of Young Children (NAEYC). It is the only program in Texas to have NAEYC accreditation and to also hold Exemplary Status with the Texas Higher Education Coordinating Board. The Child Development A.A.S. degree and child development and child development-early childhood certificate programs are designed to prepare individuals for entry-level and administrative positions working with young children and their families. The coursework can also be applicable as in-service training for teachers, administrators, nannies, and family day home providers. A developmental approach is emphasized which promotes optimal physical, social, emotional, and cognitive growth of children. Students learn management skills that allow them to provide quality programs in safe, nurturing environments.

Students planning to transfer to a college or university should check with the Collin academic advisor prior to beginning this program and may need to look into the A.A.T. degree.

Note 1: TECA is the prefix for transfer courses. Note 2: All CDEC and TECA courses, except TECA-1354, require the student to complete a weekly one-hour lab component.

Program Requirements

To participate in the Child Development Lab School and receive credit for the lab component of courses, the following requirements must be met:

1. Enroll in a Collin child development course.

- Click on the correct lab manual on the Child Development and Education Program website at: http://iws.collin.edu/childdevelopment related to the course the student is enrolled.

2. Within the first week of the first child development course, students must complete a mandatory child development-early childhood education orientation, and provide paperwork necessary to begin class, including, but not limited to, a copy of acceptable tuberculosis test results. Continuing students must submit acceptable tuberculosis results every year.

3. Complete and sign a student record form as a contract to ensure the following:

- Verification that the student has read and agrees to abide by the Texas Minimum Standards for child care centers
- Verification that the student has read and agrees to follow the laboratory student guidelines
- Information provided to a criminal history check by the Texas Department of Protective and Regulatory Services
- Provide a notarized affidavit that confidentiality and professional discretion will be observed at all times
- Personal release for videotaping for instructional purposes.

Records should always contain current personal information. It is the student's responsibility to keep this information current.

Certificate – Early Childhood Educator

(This certificate covers Special Education from Infancy through the School-Age child.)

28 credit hours

First Semester

CDEC 1319 Child Guidance

CDEC 1323 Observation and Assessment

CDEC 1359 Children with Special Needs

TECA 1311 Educating Young Children

TECA 1354 Child Growth and Development

Second Semester

CDEC 2166 Practicum - Child Care Provider / Assistant (Capstone)

CDEC 2304 Child Abuse and Neglect

CDEC 2340 Instructional Techniques for Children with Special Needs

TECA 1303 Families, School, and Community TECA 1318 Wellness of the Young Child

Certificate – Infant and Toddler Educator

25 credit hours First Semester

CDEC 1321 The Infant and Toddler

CDEC 1323 Observation and Assessment

CDEC 2304 Child Abuse and Neglect

TECA 1303 Families, School, and Community TECA 1311 Educating Young Children

Second Semester

CDEC 1359 Children with Special Needs

CDEC 2166 Practicum - Child Care Provider / Assistant (Capstone)

TECA 1318 Wellness of the Young Child

TECA 1354 Child Growth and Development

G. Make a case with evidence that students are satisfied with the program.

Regularly conducted student surveys address student satisfaction. Survey feedback, informal student conversations, and advisor feedback allow the program to gather information on student concerns and suggestions. Students on the whole are satisfied. However, they are concerned about the number of lab hours (which are set by the state and cannot be altered), the lack of a firm rotation schedule (which is in process of being rectified) and the need for classes to be online and/or offered at more convenient times for those working. Students request more courses online as the student population consists primarily of working students. The Advisory Board for the program, who employ students, has stated that they and their employees are satisfied with the program but request more online courses and more flexibility.

A formal satisfaction survey of students will be conducted in February in preparation for the National Association for the Education of Young Children reaccreditation report.

H. Make a case with evidence that the program is well managed.

The program class size is no more than 24 students in a classroom. The average class size was 19 students per course in 2016 per Institutional Research Office data. 57% of courses are taught by full-time faculty. Ten of the 24 Child Development courses (CDEC 1317, 1319, 1321, 1323, 1359, 2322, 2340, TECA 1303, 1311, and 1318) show a success rate averaging less than 75%. Most of the

students in Child Development courses do not plan to go on to four year programs. Many are older and are ESL students who tend to have difficulty in basic academic subjects. Their ability to read, write and express themselves can be limited. The faculty will be examining teaching strategies to ensure that course requirements for these technical courses are not creating unnecessary barriers. Faculty will meet to discuss course objectives and using assessments that are appropriate for the type of course and student population. In addition, faculty will provide information about and promote the support resources and assistance available to students on campus.

Enrollment data includes 693 unduplicated students in 2016, a steady increase from 326 in 2012. Duplicated enrollment for 2016 was 894, meaning 201 students were enrolled in more than one course in the program. Enrollment suggests steady growth in the program.

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, and support the program's recruitment plan, retention plan and completion plan.

- Program website URL: iws.collin.edu/childdevelopment/
- Child Development – brochure
- Men in Early Childhood: Impact the Next Generation – brochure
- Orientations – Every semester on each campus and online
- Email blasts
- FINE (Find, Investigate, Navigate, Educate) Program (February 2017) – Education Fair for prospective and current students

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 website.

All literature and electronic sites (i.e., departmental website, program manual) are reviewed each semester by faculty assigned to particular tasks. The Advisory Board was contacted regarding accuracy of program literature and websites. No issues were noted.

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 are reviewed each semester by faculty. The Advisory Board is contacted regarding accuracy of program literature and websites.

D. Provide the review date (after the close of the last full academic year.)

The Program Literature Review Table below shows 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
Child Development	Brochure	10/2016

Men in Early Childhood: Impact the Next Generation	Brochure	10/2016
http://iws.collin.edu/childdevelopment	Website	10/2016
2016-2017 Collin College Catalog	Online Catalog	10/2016
Degree Plans	Collin main website	10/2016
Certificate Programs	Collin main website	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 the program outcomes.

The Child Development Program enlists the Texas Workforce Commission, Texas A&M AgriLife, Bright Horizons, Kids R Kids, Medical Center of McKinney, Scottish Rite Hospital, Plano Independent School District, Region 10 Education Service Center, Early Childhood Intervention, The United Methodist Child Care programs and Friday Nite Friends, Perkins Grants and an array of ISD's for public child care and private child care facilities. These partners collaborate with the program to

ensure quality placements for students, tours of facilities, guest speakers and mentor to students, professors and the program in general.

B. Complete the Partnership Resources Table below.

Partnership Resources

Partner/Organization	Description (See Suggested points to consider)	Brief Description of the Partnership's Value to the Program
Texas Workforce Commission	Provides Training	Faculty, Dr. Elaine Zweig is member of Texas Workforce Commission Board of Directors for child care
Bright Horizons, Family Solutions	Provides Observation Site	Mentoring
Kids R Kids of McKinney	Provides Observation Site	Mentoring
Kids R Kids of Allen	Provides Observation Site	Mentoring
Medical Center of McKinney	Tour of Neo-natal Unit	Community Service/Networking
Scottish Rite Hospital	Provides Service Learning Site	Mentoring

Plano Independent School District	Provides Observation Site	Mentoring
Region 10 Early Education Service Center	Provides Training/Advisory Board	Providing Knowledge and Expertise
The United Methodist Church	Provides Observation Site	Mentoring
Friday Nite Friends	Provides Service Learning Site	Community service/networking
Early Childhood Intervention	Guest Speaker and Advisory Board	Providing Knowledge and Expertise
Collin College Child Development Lab School	Advisory Board/Tour/Guest Speaker/Observation Site	Mentoring/Collaboration
Apple Creek Preschool	Provides Observation Site	Mentoring
Kindergarten Prep	Provides Observation Site	Mentoring
Parker Chase Plano	Provides Observation Site	Mentoring
Parker Chase Carrollton	Provides Observation Site	Mentoring
TEACH	Provides Scholarships	$3000
Collin County Association for the Education of Young Children(CCAEYC)	Provides Training	Providing knowledge and expertise

Ark Adventure Preschool at St. Elizabeth Anne Seton	Provides Observation Site	Mentoring
Grace Presbyterian Christian Dayschool	Provides Observation Site	Mentoring
Grove School of Plano	Provides Observation Site	Mentoring
DKH Academy in Lewisville	Provides Observation Site	Mentoring
Extension A & M AgriLife	Provides Scholarships	$4000
Community Child Care Workers	Provides Scholarships	$1500
Child Development Students	Provides Scholarships	$ 500
Turrentine Funeral Home	Provides Tours of Facility	Networking
CITY House Collin Intervention to Young, Inc.	Provides Service Learning Site	Mentoring
Hope's Door	Provides Service Learning Site	Mentoring
Strengthening Families of North Texas	Provides Service Learning Site	Mentoring
Family Compass	Provide Service Learning Site	Mentoring

Samaritan Inn	Provide Service Learning Site	Mentoring
Allen Community Outreach	Provide Service Learning Site	Mentoring
Good Samaritan of Garland, Inc.	Provide Service Learning Site	Mentoring
Helping Hands (Rockwall County)	Provide Service Learning Site	Mentoring
Metrocrest Service	Provide Service Learning Site	Mentoring
Christian Community Center	Provide Service Learning Site	Mentoring
Frisco Family Services	Provide Service Learning Site	Mentoring
The Turning Point	Provide Service Learning Site	Mentoring
Equest	Provide Service Learning Site	Mentoring
It's A Sensory World	Provide Service Learning Site	Mentoring
My Possibilities	Provide Service Learning Site	Mentoring
Camp Summit	Provide Service Learning Site	Mentoring
Easter Seals of North Texas	Provide Service Learning Site	Mentoring

Family Promise	Provide Service Learning Site	Mentoring

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.

Employee Resources

Employee Name	Role in Program	Credentials	Professional Development since Last Program Review**
Leda Cott	Professor, CDEC	Ph.D., Child Development M.S., Child Development B.S., Family Science/English	• "To Tell the Truth Freely: Ida Wells" by Mia Bay • Career Resources presentation by Cash Belew, Career Pathways Coordinator • Panel on Causes and Effects of Bullying • Educators' Symposium – Chair • "How to Help People Learn" Workshop, Julie Schell • Reggio Emilia Conference

			• "Harnessing Brain Potential in the Classroom: Applying Neuroscience not Neuro-myths to Teaching," Jacquelyn Gamino • Presented, "Multiple Intelligences: It's Not How Smart You Are, It's How You Are Smart," Texas Agrilife Extension Service Conference • "Creating Ways to Roam, Romp, and Wonder" by Dr. Jamie Rae Walker, Texas Agrilife Extension Service Conference • "Helping Children to Make Healthy Choices" by Carrie T. Brazeal, CFCS, Texas Agrilife Extension Service 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	• 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*

		Development and Family Relations B.S., Urban Life	*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 GoWwhen 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
Glenda Strange	Lab Instructor, CDEC/EDUC	M.S., Education B.S., Child Development	● Attended Technology Training – 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

Elaine Zweig	Professor, CDEC/EDUC	Ph.D., Child Development M.Ed., Educational Leadership B.S., Special Education, Early Childhood Education, and Elementary Education	• 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 • 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
Patricia Crawford	Associate Professor, CDEC/EDUC	Ed.D., Educational Administration M.Ed., Early Childhood Education B.S., Elementary Education	• Various Collin College Professional Development Opportunities through HR, eLc, department, and division
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	• Texas Association for the Education of Young Children (TAEYC) Annual Conference • InterAct: A CLASS

		M.A., Early Childhood Education B.S., Elementary Education	● 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
Nirisha Garimella	Associate Professor, CDEC	Ph.D., Family Sciences M.S., Child and Family Studies	● Service Learning: Technology to the Rescue! Texas Distance Learning Association Annual Conference. ● Incorporating Service Learning in Online Classes. Texas Distance Learning Association Annual Conference.

		M.Sc., Home Science B.Sc., Home Science	• Getting the Band Together for Ongoing Course Development. Texas Distance Learning Association Annual Conference. • What your Instructional Designers Want You to Know. Texas Distance Learning Association Annual Conference. • Moving Towards Reggio Emilia. Presentation to the Administration and Staff of Child Development Lab School, Collin College, Plano, TX. • Technology in the Infant and Toddler Classroom. Collin County Association for the Education of Young Children (CCAEYC) Conference. • Harnessing Personal Learning Networks. Texas Community College Technology Forum. • Continuing the Conversation: Student ePortfolios. Texas Community College Technology Forum. • Working with Immigrant Families: Implications for Teachers and Parents. 18th Annual Educator's Symposium. • Dream Teams: Effective Partnerships between faculty and instructional designers. Texas Distance Learning Association Annual Conference.

			• Various other Collin College Professional Development Opportunities through HR, eLc, department, and division
Lisa Leirer	Associate Professor, CDEC	Doctoral Coursework in Progress, Curriculum and Instruction M.Ed., Early Childhood Education B.A.S., Interdisciplinary Studies	• Doctoral coursework in progress • Core Competencies for Practitioners and Administrators. Topics: Curriculum Design-Reading, Writing and Mathematics; Knowledge and Enforcement of Regulations. • Responsive Teaching: Promoting Prosocial Skills in Early Childhood, CCAEYC's Early Childhood Educators' Forum • Texas A&M Agrilife Extension -Supporting People through Change and Managing Resistance. -An Introduction to Inclusive Child Care for Preschool and School-Age Children -Healthy Eaters: Infants and Toddler Nutrition in Child Care Settings. • North Texas ISD Educators in Early Care & Learning Programs -Getting It Right: The Social Emotional Health of Young Children -Fostering Secure Attachment Relationships with Infants in Your Care

			-Cultural Sensitive Care for Infants -Language Learning: Birth to 18 months/2 years -Process Art: Building Curriculum -Recognizing and Reporting Child Abuse -SIDS/Shaken Baby/Brain Development -Building Positive Relationships with Children ● "The Value of 'Just Playing.'" CCAEYC Super Saturday. It's Not Just "Child's Play," CCAEYC Super Saturday. ● Various Lovejoy ISD Professional Development and Training ● 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 ● Unite Training on School Partnerships ● Leadership Summit ● Human Trafficking Awareness Training ● Mental Health Workshop ● Racial Justice Workshop ● Poverty Education Simulation

			• Early Childhood Convening Community Foundations of Dallas • Art of Neighboring Meeting • Advocacy Planning for Upcoming Legislative Session • Working with Refugees Training • Program Review on Child Care • City Leaders Education Report Card Presentation • ISD Religious Practices Update Meeting • Dallas Museum of Art Lecture by Vinh CHung • No Need Among You Conference • 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.

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 Whiteboards (1 at SCC and 1 at PRC)	Y	N	Need board for I112 at SCC and one for CPC if we 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 Years	Meets Needs (Y or N): For Next 5 Years	Analysis of Classroom Utilization
Varies	Faculty Offices	Y	N	Additional office space will be needed when new faculty are hired.

Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N): Current Years	Meets Needs (Y or N): For Next 5	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 Grant does not provide funds for physical improvements	College Budget
College Budget	Y	N	Space and technologies need to be increased and updated	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.

Strengths

- Active and engaged Advisory Board
- Community involvement in providing student learning experiences
- Increased completion rates
- Increased student enrollment
- 91% 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
- Need for class delivery format changes
- Lack of course flexibility
- Lack of additional dedicated classroom space
- Classroom space is small and outdated
- Need to hire additional full-time Child Development faculty due to anticipated future growth
- Continual updating of technology
- Number of completers
- Students taking too many hours to complete degrees
- Advising for students
- Need rotating class schedule
- Ten of 24 courses with a success rate below 75%

Low enrollment in certain courses

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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:

In process and awaiting Advisory Board approval_____

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
1. Given a scenario or in a cooperative setting, the student will advocate appropriately for children and families by writing an advocacy letter for inclusion in their portfolio.	#1 Advocacy rubric form Portfolio, max 20 points #2 Case study writing skills, max 12 points	#1 Class average rubric score of 12/20 points #2 Class Average rubric score of 8/12 points #3 Class average of 10/15 rubric points

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

	#3 Administrator Project Writing Skills, max 15 points	
2. Given a case study and in a cooperative setting, the student will be able to identify and analyze appropriate developmental and learning skills in young children, including age appropriate skills, materials, and interactions.	#1 Child development case study rubric, max 90 points	#1 Average rubric score is 60/90
3. In a clinical or cooperative setting, the student will appropriately observe, document and assess behavior and development in young children.	#1 Child Skills Checklist, 68 max points #2 End of the semester evaluation completed by the cooperating teacher, max 164 points	#1 34 points #2 82 points
4. Given scenarios or in a cooperative setting, the student will be able to evaluate and uphold ethical standards and other professional guidelines.	**Professional & Ethical Rubric:** NAEYC Accreditation Standards and the Texas Minimum Standards written comparison, max 100 points	70 points

COLLIN COLLEGE

WORKFORCE PROGRAM REVIEW

8-10-201

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?
Given a scenario or in a cooperative setting, students will advocate appropriately for children and families by writing an advocacy letter for inclusion in their portfolio	Students will write an advocacy letter for inclusion in their portfolio	In the capstone class, students receive instruction in creating portfolios from the eLC and Career Services. The portfolios are	55% had difficulty with writing mechanics and addressing advocacy issues for families. Partially met	Students need strengthening of their writing skills as demonstrated by the advocacy letter.

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

		discussed in class and placed on Blackboard/Canvas.		
Students will be able to identify and analyze appropriate developmental and learning skills in young children, including age appropriate skills, materials, and interactions.	In all classes, students will observe and identify and analyze development and learning skills in young children.	Students are instructed in writing anecdotal records. Students practice these skills during their observations. The records are discussed in class and students type their observations and turn them into their professors.	Student writes factual, referenced assessment of child's cognitive, language, physical, social & emotional development--35% attained competence.	Students need strengthening of their writing skills and critical thinking skills in understanding developmentally appropriate practices in young children.
Students will appropriately observe, document and assess behavior and development in young children.	In all classes, students observe, document and assess behavior and development in young children.	Students receive instruction on how to observe, document and assess children. Practicing these skills take place during class and the faculty monitor the written information.	Of 900 students, 80% were able to understand and practically apply knowledge of developmentally appropriate practices (DAP) in the cooperative settings.	The cooperating teachers' end-of-semester evaluations showed developmental understanding and observation techniques were the weakest in student

		YouTube, video clips and role play are utilized as scenarios for students.		performance. This is a foundational skill for responding appropriately cooperative settings. **
Student will be able to evaluate and uphold ethical standards and other professional guidelines.	In all classes, students will evaluate and uphold ethical standards.	End of the Semester evaluations are completed on students by other professionals in the field who have observed them at their observation sites.	65% showed mastery of ethics in knowledge and application. Students need additional understanding and practical application of evaluating and upholding ethical standards as written in the NAEYC Ethical Standards and the Texas Minimum Standards.	Students need strengthening of their writing skills and critical thinking skills in understanding developmentally appropriate practices for young children.

**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

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?

A supplemental budget will be sent to the Academic/Workforce Dean who in turn will take said budget to the Vice-President/Provost for consideration. Budget funds will go towards facility growth, facility, equipment and materials updates and personnel to support program growth.

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

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

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

A. Following approval by the Steering Committee,

WORKFORCE PROGRAM REVIEW 8-10-201

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.

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.

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.