

PROGRAM NAME: AAT

PHONE: x5598

PROGRAM REVIEW CONTACT: COURTENAY JAUREGUI

EMAIL: CJAUREGUI@COLLIN.EDU

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 Institutional Research on behalf of the 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 (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.

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: Documentation can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.985.3714).

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.

Requested points to address, but not limited to:

- *Program purpose and objective(s)*
- *Brief explanation of who the program serves*
- *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 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 to finish a bachelor's degree leading to teacher certification. Also, students who graduate with the AAT will have a 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 Full-Time Schedule to Degree Completion – Associate of Arts in Teaching (Grades EC-6)

Year One

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

Year Two

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 EDUC 1300 not taken 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 note:

- 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 (EC-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. EC-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 Full-Time Schedule to Degree Completion – Associate of Arts in Teaching (Grades 4-8)

Year One

Fall Sample Schedule	Suggested Courses
Communication Component (Gen. Ed. Core)	ENGL 1301
Mathematics Component (Gen. Ed. Core and AAT requirement)	MATH 1350

Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.

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

Year Two

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 EDUC 1300 not taken 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 note:

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

Year One

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

Year Two

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 EDUC 1300 not taken 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 may choose other electives. 60 hours are required for the AAT, however, a content teaching area in the Sciences may necessitate that a student earn more than 60 hours.

Important things to note:

- 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 Texas teacher certification. The courses are designed to be an introduction to education, including a wide variety of topics, skills, experiences, and observations in preparation for upper-level coursework.

Section 2 will show that the AAT is consistent with Collin College's Mission, Core Values, and Strategic Plan. Section 3 demonstrates that the AAT provides a clear pathway to a baccalaureate degree but notes that the department must continue to promote and find new ways to emphasize the benefits of completing of the AAT prior to transfer. Section 4 discusses the program's increase in enrollment and completion during the period of this review.

Section 5 discusses the market demand for AAT students who have attained the marketable skills required by local school districts. Section 6 presents evidence that our curriculum is effective, but that the department should consider whether a prescribed course sequence would further benefit AAT students. Section 7 looks at departmental communication, such as website, program brochures, and departmental information. Section 8 reviews our partnerships, in particular, those with local ISDs and transfer partners.

Section 9 presents the qualifications of our experienced and credentialed faculty. Section 10 assesses our current physical spaces and equipment/technology, and elaborates on the need for consistent and regular updating of technology and equipment to best serve our students. Section 11 summarizes the strengths and weaknesses previously presented, while Section 12 presents those areas selected for the first cycle of the Continuous Improvement Plan. Finally, Section 13 recommends avenues for funding and the implication of receiving said funding.

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

- **Provide program-specific evidence of actions that document how the program supports the College's [mission statement](#):** *"Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."*

Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the College's [core values](#): *"We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity."*

- **Provide program-specific evidence that supports how the program supports the college [strategic plan](#):** <https://www.collin.edu/aboutus/index.html>.

Requested points to address, but not limited to:

- *What evidence is there to support assertions made regarding how the program relates to the mission, core values and strategic plan?*
- *Think broadly-increasing completion, pathways to 4-yr and from high schools, etc.*
- *Analyze the evidence you provide. What does it show about the program?*

Mission Statement

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. [See 1A of Program Review and Collin College Catalog]. The level of education the program offers is necessary for employment in this field [Texas Education Agency, Becoming a Classroom Teacher, <http://tea.texas.gov/interiorpage.aspx?id=25769812519>]. The course catalog, TEA website, and the Texas A&M transfer guides provide documentation for how the program supports the college's mission. [Addendum: Texas A&M Commerce Transfer Guides.]

Core Values

- **Learning:** Faculty attend conferences and participate in educational research [See Addendum: AAT Faculty Professional Development]. Program outcomes are evidence that students are actively involved in the learning process, as evidenced by our pass rate and/or transfer rate [see Discussion in Section 5 and Section 6]. Due to the number of students transferring and

completing their bachelor's in education [Addendum: Top Transfer Colleges], we can establish that students are meeting the Student Learning Outcomes for each EDUC course. [See evidence of student learning outcomes in Section 6.]

- **Service and Involvement:** Students are involved in multiple projects – community service learning activities at the Center for Scholarly and Civic Engagement [<https://www.collin.edu/academics/csce/>], the college child care conference [<https://collin.agrilife.org/event/child-care-conference-for-home-and-center-based-providers-5/>], and the educators' symposium [<http://www.collin.edu/news/PressReleases/2014-2015/20150327educatorsSymp.html>]. Faculty present at and participate in meetings, conferences, trainings and other activities that promote the teaching profession at the local, state, and national level [Addendum: AAT Faculty Professional Development]. Faculty sponsors the students in all activities. Faculty is involved in College service at departmental, division, and college-wide levels [Addendum: AAT Faculty Professional Development]. The high level of involvement by Collin Education faculty in research, collaboration with other educators, and professional development, as well as the students' involvement in service learning and professional development, indicates that the core value of service and involvement is being met with vigor.
- **Creativity and Innovation:** Students are required to participate in labs and activities throughout the program [www.collin.edu/hb2504/]. Students must actively participate in observation opportunities at area public schools [iws.collin.edu/childdevelopment/labsInformation.html], giving them relevant hands-on experience in a K-12 classroom environment. Students are required to develop portfolios which are presented to their classmates. [<http://www.portfoliogen.com/rebekahdavis/>]. Faculty utilizes creative and innovative ways to present difficult material and work together to ensure student success. Education faculty have specifically been working to develop Google Classroom knowledge and skills, led by Dr. Sharon Hirschy, in order to instruct pre-service teachers on the use of this platform, which is commonly employed by all the local independent school districts. Faculty utilizes Ipad and Smart Board instruction as well as Google tools and simulations. Several Education faculty members use the Team-Based Learning pedagogy. All students participate in field-based applications.
- **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% [Grade Distribution, Course Completion and Core Success Rate by Term, FY 2013 - 2017, IRO 2017]. The program is actively involved with Kappa Delta Pi, the International Honor Society for Education [www.kdp.org and <https://orgsync.com/login/collin-colleg>]. Kappa Delta Pi has grown in membership [KDP Chapter Records] and is producing new leaders in the field of education. Academic Excellence is clearly reflected in program outcomes because of this pass rate and involvement in the International Honor Society. In a report of program completers

who are employed in the fourth quarter following completion, between 50% and 86% find employment in the teaching field [Collin College Institutional Research Office, 2017].

- **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. Culturally responsive teaching is a pedagogy that we strive to teach our pre-service teachers per our Student Learning Outcomes [www.collinedu/hb2504/, EDUC 2301 Student Learning Outcome #2 and #4 on page 1]. The Education department has program-specific rules guided by NAEYC Standards and TExES Pedagogy and Professional Responsibility Standards. Students agree to uphold these standards when they enter the program [iws.collin.edu/childdevelopment/index.html, EDUC Lab Manual page 4]. These standards 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 standards. Issues are addressed following the outline published in the Program Manual [iws.collin.edu/childdevelopment/index.html]. Students are treated with respect; this is reflected in program surveys and student evaluations of faculty. [2017 Program Surveys and Faculty Evaluation Summaries].
- **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. Faculty model integrity through class discussions, case studies, and anecdotal records from field experience. The Education Department has a policy for meeting deadlines, submitting paperwork, and completing all required lab hours in order to pass the course and we adhere to these expectations. The program-specific rules the students agree to, ensure adherence to the principle of integrity [iws.collin.edu/childdevelopment/index.html, EDUC Lab Manual page 4].

Strategic Plan

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 which is careful planning of course offerings. Research indicates that when students have the opportunity to take classes at times and locations that work well for them, they are more likely to complete college [Fishman, 2017, *Deloitte Insights*; Humboldt State University, 2013; Anderson, 2015, *The Washington Post*]. Education courses are offered on all campuses in daytime, evening, weekend, and online formats [Collin College Course Catalog, www.collin.edu/academics/catalog.aspx]. Courses are offered on all campuses every semester [Collin

College Schedule of Classes] and in online formats [Collin College Course Catalog www.collin.edu/academics/catalog.aspx]. Weekend courses run in successive sessions and not concurrently, so students do not encounter schedule conflicts.

Table 2A: Schedule of EDUC Classes Spring 2017

Course	Format	Location	Time of day
EDUC 1301	Online		
EDUC 1301	Face-to-Face	Central Park	morning
EDUC 1301	Face-to-Face	Preston Ridge	evening
EDUC 1301	Face-to-Face	Spring Creek	morning
EDUC 1301	Face-to-Face	Spring Creek	morning
EDUC 1301	Face-to-Face	Spring Creek	weekend
EDUC 2301	Online		
EDUC 2301	Face-to-Face	Central Park	evening
EDUC 2301	Face-to-Face	Preston Ridge	morning
EDUC 2301	Face-to-Face	Spring Creek	morning
EDUC 2301	Face-to-Face	Spring Creek	morning
EDUC 2301	Face-to-Face	Spring Creek	weekend

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. An example would be our focus on all the tools related to Google Classroom. Local independent school districts (e.g., Frisco ISD, Plano ISD, Lewisville ISD) use Google Classroom [www.friscoisd.org, www.pisd.edu, www.lisd.net], and our faculty is working to prepare AAT students for this reality when they transfer to obtain their bachelor's degree and when they join the workforce. AAT students are fortunate to share dedicated classroom space at both SCC (in I111) and PRC (U143) with Child Development students. In these classroom, students learn to use such items as iPads, 3-D Printers, Smart Boards, laminators, and electronic die-cut machines. Students report seeing these technologies in use during their classroom observations at local schools [EDUC 1301 and 2301 Student Anecdotal Records and Class Discussions].

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 [Addendum: AAT Faculty Professional Development]. Creativity is woven throughout the curriculum and students learn to create and deliver engaging and effective lesson plans as part of their teacher preparation [Addendum: Lesson Plan Project]. Students also work to develop their portfolio and present the project to their classmates [<https://sites.google.com/a/cougarmail.collin.edu/courtney-leal-eportfolio/>]. Faculty utilizes creative and innovative ways to present difficult material and work together to ensure student success. Many of the faculty in the Education department are trained in Team Based Learning pedagogy (TBL) and use this collaborative tool to build community in their classrooms as well as teach the material with a different, unique method. The program is actively involved with Kappa Delta Pi, the International Honor Society for Education and 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, based on the NAEYC and TExES Pedagogy and Professional Responsibility Standards to which students agree when they enter [iws.collin.edu/childdevelopment/index.html, EDUC Lab Manual page 4]. 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. Faculty treat students with

respect; this is reflected in program surveys. Integrity is a personal quality demonstrated by program faculty and administration and provides an example for students. 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 relationships with local area independent school districts (ISDs). Two of our faculty members were recent members of the Plano ISD AVID Task Force and are involved in working to bring AVID Higher Education to Collin. Also, one of our faculty members is the co-chair of the HB 5 committee between Collin College and all Collin County ISDs. Two other faculty serve on site based teams for local ISDs [Addendum: AAT Faculty Professional Development]. 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 as required by the Texas Higher Education Coordinating Board [iws.collin.edu/childdevelopment/labInformation.html and www.theccb.state.tx.us/index.cfm?objectid=B49D1BB6-0F65-9EED-A4A16D6D855AD7D9]. In addition, we are fortunate to draw upon the expertise of the members of Child Development Advisory Board. Many board members work in areas that equally support Child Development and AAT students, including Region 10, transfer partner institutions, Plano Independent School District, and Perkins Grants [Addendum: Child Development Advisory Board Members]. Education faculty work diligently to increase departmental presence by attending events like Collin’s new student orientations and Super Saturday events for prospective 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 [Addendum: AAT Faculty Professional Development].

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.

Requested points to address, 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?*

- *For Core only: How do Collin students perform at the university level?*
- *Analyze the evidence you provide. What does it show about the program?*

Collin's AAT Program offers a clear transfer pathway to a bachelor's degree in education. Texas A&M-Commerce and Texas Woman's University are the two baccalaureate institutions receiving the highest percentage of Collin transfer students. [Source: Completers from Collin's Banner Student Data System, transfer information from the National Student Clearinghouse.] The addendum includes transfer guides from Texas A&M Commerce, which is the institution to which the greatest number of our students transferred in 2016. The Texas A&M Commerce transfer guides are specific to Collin College and allow students to clearly see the courses at Collin that can be taken and applied to their intended bachelor's degrees, including core courses and applicable courses outside those specific to Collin's AAT program. For example, Texas A&M Commerce accepts TECA 1318 (Wellness of the Young Child) and TECA 1354 (Child Growth and Development), both child development courses not in the AAT, towards completion of bachelor's degrees for interdisciplinary studies (EC-6 generalist), special education, and bilingual education. [Note: transfer guides were requested three times from TWU. While we received a positive response to each of our requests, we did not receive the information prior to the submission deadline for this program review.]

Professors and advisors from both Texas A&M Commerce and TWU visit EDUC 1301 and EDUC 2301 courses at the invitation of Collin professors to discuss their respective programs and answer student questions [Jauregui Class Records - Visits from Ms. Heather Doyle (Texas A&M Commerce) and Drs. Rebecca Fredrickson and Karen Dunlop (Texas Woman's University), Spring and Fall 2017]. Transfer partners were well-represented at our department FINE (Find, Investigate, Navigate, Education) Program in February 2017. At this event, transfer partners staffed tables to speak with students, answer questions, and provide program information. They also presented on their programs in panel discussions [Addendum: FINE Program Participant List]. Transfer partners have been invited to attend this event again in April 2018.

Per feedback given to the department from Dr. Tom Martin, articulation agreements were requested from Dr. Don Weasenforth, Associate Provost of Instruction, in November 2017. The department was told that all programs were being reviewed and a list would be provided to us by Jamie Mills when available. As of the submission deadline for this program review, no information had been received. [Email exchange between Dr. Suzanne Jones, Dr. Don Weasenforth, and Jamie Mills dated November 13, 2017.]

*Program Review 2017-2018
Award Completion by Program
AY2013-AY2017*

Award Type	Major Code	Counts of Award by Academic Year					Grand Total
		2013	2014	2015	2016	2017	
Associate of Arts in Teaching							
Degree	CM48				3	3	6
	ECG6	23	23	19	15	22	102
	ECG8	10	7	19	29	10	75
	ECH6				8	27	35
	ECSE	8	6	4	5	1	24
	G6EC			2	5	2	9
	G8SP				2		2
	H812				8	15	23
Associate of Arts in Teaching Total		41	36	44	75	80	276

The number of students completing the AAT rose approximately 7% between 2013-2015 (from 40 to 44), with a decrease in completers in the year 2014. However, there was a large increase in completers from 2015 to 2016 when the completion total increased nearly 70% to 75 completers. [Program Review Data, Award Completion by Program, 2013-2017] Between 2016 and 2017, completers rose 6.7% from 75 to 80. While the completion gains seen between 2013-2015 and 2016-2017 are steady and somewhat constant, our department review was unable to identify a single underlying factor that contributed to the large increase in number of completers seen between 2015 and 2016.

As a department, we discussed potential factors for this jump: more awareness on the part of our students about the benefits of completion, our dedicated education advisor, and the faculty’s commitment to publicity and outreach through attendance at resource fairs and other outreach events, email and brochures promoting the program sent to local area high schools, and programs like FINE may all be contributing factors. [Email records of Dr. Rebecca Burton; brochures in Addendum; see also faculty professional development addendum.] However, no significant increase was seen again in the subsequent year (2016 to 2017) despite these factors in place. This significant increase may simply be an outlier, or the impact of these efforts yielded one singular increase rather than ongoing increases. We will continue to monitor completion and enrollment patterns.

Since the AAT program does not have a prescribed course sequence (other than MATH 1350 as a prerequisite for MATH 1351), it is difficult to determine if there is a specific point at which students are transferring from the program. A point of departure from the program cannot be identified because students are free to enroll in the EDUC courses in any arrangement without it affecting their performance. Furthermore, we cannot infer when non-completers are leaving the program and we cannot determine from the enrollment data if these numbers represent students who are discontinuing the program permanently, transferring, or simply taking a single term or year off.

As a department, we need to continue to focus on promoting completion of the AAT by making sure students are aware of the benefits of doing so. Avenues through which this can be done include lab orientations at the start of each semester, in-class discussions by each faculty member, through our dedicated Education advisor, visits from our transfer partners, and the FINE Program. The department will need to encourage all faculty, both full-time and part-time, to embed this into course calendars and content.

While the AAT is not part of Collin's CORE, our transfer partners as well as Child Development Advisory Board members indicate that Collin students arrive at transfer institutions prepared and ready to complete work towards their bachelor degrees. [Anecdotal records - EDUC 2301 and 1301 class visits, Child Development Advisory Board meetings, FINE program participants.]

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.

Requested points to address, but not limited to:

- *The number of students who completed the award in each of the last 4 years.*
- *Analyze the enrollment pattern. Is it declining, flat, growing, or 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.*
- *Analyze the evidence you provide. What does it show about the program?*

The number of students completing the AAT has risen from 41 students in 2013 to 80 students in 2017 [see table below], an almost-100% increase in the recorded time span. The largest increase in completers was seen in 2016, when the number of

completers jumped from 44 to 75 students. Even in the recorded years without such a significant increase, the number of completers increased each year except one. [See discussion in Section 3.]

*Program Review 2017-2018
Award Completion by Program
AY2013-AY2017*

Award Type	Major Code	Counts of Award by Academic Year					Grand Total
		2013	2014	2015	2016	2017	
Associate of Arts in Teaching							
Degree	CM48				3	3	6
	ECG6	23	23	19	15	22	102
	ECG8	10	7	19	29	10	75
	ECH6				8	27	35
	ECSE	8	6	4	5	1	24
	G6EC			2	5	2	9
	G8SP				2		2
	H812				8	15	23
Associate of Arts in Teaching Total		41	36	44	75	80	276

Enrollment increased between FY 2013 and FY 2017; however, the pattern does not demonstrate a consistent increase. Based on unduplicated enrollment in fall semesters for EDUC 1301 and EDUC 2301, enrollment grew between 2013 and 2014 and increased between 2015 and 2016 and increased again between 2016 and 2017. FY 2015 does not follow this trend, as both EDUC 1301 and 2301 showed a decline in enrollment before recovering and increasing in the two subsequent years. In looking at spring-to-spring enrollment, EDUC 1301 and 2301 showed enrollment increases between 2013 to 2014, decreased in 2015, increased in 2016 and decreased again in 2017. Although enrollment appears to be generally increasing, patterns will need to be more closely monitored in future semesters.

Enrollment

*Duplicated Enrollment in Courses by Term
Collin College
FY2013 through FY2017*

Associate of Arts in Teaching

Courses	FY2013					FY2014					FY2015			FY2016				FY2017			
	Fall 2012	Spring 2013	Maymester 2013	Summer I 2013	Summer II 2013	Fall 2013	Spring 2014	Maymester 2014	Summer I 2014	Summer II 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2016	Spring 2017	Summer 2017
CDEC1270	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7
CDEC1370	-	20	-	-	-	17	-	-	-	-	18	16	-	-	-	-	16	-	-	-	-
CDEC2371	22	15	-	-	-	22	25	-	-	-	-	16	-	17	-	-	-	-	-	14	-
EDUC1200	-	-	-	-	-	-	-	-	-	-	21	13	-	46	-	67	-	-	-	-	-
EDUC1301	122	135	-	21	-	141	130	-	22	-	119	114	19	148	-	133	21	151	-	121	21
EDUC2301	99	87	-	19	-	118	121	-	20	-	87	83	20	98	-	144	18	109	-	115	20
MATH1350	87	62	-	41	-	89	65	-	41	-	95	61	34	92	-	65	28	114	-	74	27
MATH1351	53	63	-	-	45	60	59	-	-	42	46	63	35	38	-	74	30	43	-	83	25

Note: The program course list is a composite from 2013-2017 academic catalogs. If values appear in blue, that course was not included in this program's curriculum during that term. Core courses may be excluded from the list for this program.

If completion and enrollment continue to increase incrementally, we will need to increase the number of EDUC 1301 and EDUC 2301 course sections offered. In addition, with the opening of new campuses and centers in the next three years per the college master plan, additional faculty and course sections will be needed to accommodate this growth.

Each semester, the department discipline lead requests a college-generated report that identifies all students that have declared the AAT as their major. Once the report is received, the discipline lead reaches out to each student via email. The email welcomes students to the program, reminds them about the dedicated education advisor, introduces department faculty, and invites them to join Kappa Delta Pi. In addition, department faculty reach out to prospective and current students through participation in resource fairs, Super Saturday events, the FINE Program, and new student orientations [Addendum: AAT Faculty Professional Development]. This outreach allows faculty the opportunity to interact with anyone considering the teaching profession. In turn, students can explore, ask questions, and get information on the AAT Program. Department faculty are focused on connecting with the Teaching

Major Studies programs at area high schools in Collin County, forming relationships, and possibly collaborating with them on pre-service teaching events, and recruiting their students [EDUC Department Faculty Email].

Education is a field where graduates are 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% to 12% over the next four years, and 21% to 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 that will need to be staffed. For instance, the Frisco Independent School District (one of the K-12 school districts within the Collin College community) has grown between 7% to 30% annually since the 1990s and typically adds 2500 to 3500 students each year [<http://http://www.friscoisd.org/about/district-overview/fast-growth>]. There is job demand for our AAT students. Students are interested in and able to complete the AAT program, as evidenced by the growth in enrollment and completers during the period of this program review. Planned future growth in college facilities will require additional course offerings and faculty. In addition, EDUC faculty should continue its outreach efforts to new and prospective students.

5. WHY WE DO THE THINGS WE DO: WHAT MARKETABLE SKILLS SHOULD STUDENTS HAVE AFTER COMPLETING YOUR PROGRAM?

Make a case with evidence to show that the program teaches skills that are useful in the workplace.

Requested points to address, but not limited to:

- *What foundational skills and knowledge do employers say they want?*
- *Provide evidence of the foundational skills and knowledge the program teaches.*
- *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 strengths and weaknesses of the program related to teaching marketable skills.*

School districts hire 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 and curriculum and instruction, school districts look for candidates who have practical experience and experience managing student behavior. Additionally, local independent school districts look for candidates who have strong organizational, communication, and interpersonal skills. Local school districts expect teachers to plan and use appropriate instructional and learning strategies, activities, materials, and technology that reflect accommodation for individual needs of students. Teachers should also be able to assess student learning styles and use results in instructional activities. [Information from job postings listed at the three ISD

Human Resource websites of the districts in which Collin campuses reside, January 2018, including:
<http://www.friscoisd.org/employment/application-for-professional-teachers-and-staff>,
<https://webserv.mckinneyisd.net/jobs/Jobpost.exe>,
<https://www.pisd.edu/cms/lib/TX02215173/Centricity/domain/2092/documents/jobs/TEACHER.pdf>].

Students have the opportunity to gain practical experience with managing student behavior as they observe and participate in classrooms for their lab experiences. Students are required to debrief with their teachers and reflect on their knowledge through anecdotal records and reflective summaries. Additionally, through assignments such as creating a lesson plan, students learn how to organize communication and relate information to their future students. EDUC 1301 and EDUC 2301 courses require activities, presentations, and discussions [EDUC 1301 and EDUC 2301 syllabi - <http://www.collin.edu/hb2504/>].

Planning and using appropriate instructional and learning strategies, activities, materials, and technology is a key focus in EDUC 1301. After discussing, practicing, and workshopping these elements in class, students produce hands-on application through the course key assessment, the Lesson Plan Project [Addendum: Lesson Plan Project]. Through this project, students plan an entire lesson aligned with the Texas Essential Knowledge and Skills (TEKS) for a particular grade, subject and skill. A critical component of the project involves the alignment of teaching strategies, activities, materials, and technology with the TEKS and developed objectives for the lesson. Individual needs of students are addressed through both the identification of appropriate teaching strategies as well as accommodating for specific learning needs (such as a learning disability, ADD/ADHD, or gifted and talented).

In EDUC 2301, students demonstrate the use of appropriate materials and addressing individual needs of students through the key assessment Children’s Book Project. This project requires students to find and analyze children’s books that meet the social, emotional, and cognitive needs of students at a particular grade level while simultaneously showing a range of diversity in students, families, learning needs, and cultural experiences [Addendum: Children’s Book Project].

In both EDUC 1301 and EDUC 2301, the topic of academic diversity is covered. This includes discussions and activities related to learning preferences (sometimes referred to as “learning styles”) and well as specific learning needs (e.g., special education, gifted and talented, ADD/ADHD, learning disabilities). In EDUC 1301, students must accommodate the lesson in their lesson plans projects to specific learning needs. In EDUC 2301, students reflect on the challenges faced by students, teaching practices, and legal requirements through class discussions, guest speakers, and activities [EDUC 1301 and EDUC 2301 syllabi - <http://www.collin.edu/hb2504/>].

Local school districts want teachers that can use appropriate and diverse technology in the classroom to meet educational goals and individual student needs [Frisco ISD, McKinney ISD, Plano ISD job postings, student anecdotal records]. Students often share

about the classroom technologies they see in use in their observations and mention items such as Smart Boards, Chromebooks, iPads, and Google Classroom [student discussions in classes and student anecdotal records]. AAT students at the Spring Creek and Preston Ridge campuses can use Smart Boards and iPads in dedicated education classrooms through technology funded by a Perkins Grant. [Note: Central Park Campus did not have dedicated classroom space during the period of program review and does not have iPads or Smart Boards for student use. A further discussion on technology is presented later in this document.] EDUC 1301 and EDUC 2301 faculty encourage students to “BYOD” (Bring Your Own Device) to analyze and review websites, apps, and other technologies that may be appropriate for use with future students.

According to the Occupational Outlook Handbook, teachers should expect to do the following:

- Create lesson plans to teach students subjects, such as reading, science, social studies, and math
- Teach students how to study and communicate with others
- Observe students to evaluate their abilities, strengths, and weaknesses
- Teach lessons they have planned to an entire class of students or to smaller groups
- Grade students’ assignments
- Communicate with parents about their child’s progress
- Work with students individually to help them overcome specific learning challenges
- Prepare students for standardized tests required by the state
- Develop and enforce classroom rules to teach children proper behavior
- Supervise children outside of the classroom — for example, during lunchtime or recess

[<https://data.bls.gov/search/query/results?cx=013738036195919377644%3A6ih0hfrgl50&q=teacher+inurl%3Abls.gov%2Ffoo%2F>].

Communication, lesson planning, observation, and learning challenges have been addressed in the discussion above. EDUC 1301 and 2301 students have the opportunity to observe (and sometimes participate in) all of the items referenced in the Occupational Outlook Handbook through their required lab experiences in public school classrooms. A student completing the AAT will have completed a minimum of 32 classroom observation hours under the supervision of a certified public school teacher [See lab requirement information in course syllabi - <http://www.collin.edu/hb2504/> - and Addendum: EDUC Lab Manual].

Assessment, grading, developing, and enforcing classroom rules are topics introduced in EDUC 1301. Students must incorporate appropriate assessment into their lesson plan projects. The topics of classroom management and classroom community are also

covered in EDUC 1301, and students apply knowledge and skills through assignments like a discipline plan or classroom vision board. Classroom community is often discussed in EDUC 2301 as students work to recognize and address a diverse range of learners in their future classrooms [Course syllabi - <http://www.collin.edu/hb2504/>].

Students in the AAT regularly express nervousness regarding communication and dealing with parents [anecdotal class records, student information forms, reflective summaries]. This topic is addressed as it arises in both classes, and EDUC faculty share real-life examples from their former K-12 teaching experiences. Students also have the opportunity to ask their supervising teachers about parental involvement, communication, and partnerships [student anecdotal records]. EDUC 1301 students practice initial parent communication through the Letter of Introduction assignment [EDUC 1301 syllabi - <http://www.collin.edu/hb2504/>].

Within EDUC 1301 and EDUC 2301 classes, students have the opportunity to gain practical experience through lesson planning, observations, reflections, and increasing knowledge of student needs. Through lectures, hands-on activities, and assignments, students are better prepared to step into a classroom. Successful completion of these classes denotes that students understand the teaching profession and the students in their future care. Within upper level coursework and student teaching experiences at 4-year institutions, students will build on the foundational skills we provide in EDUC 1301 and EDUC 2301.

A program strength related to marketable skills are the real-world, practical application assignments and key assessments given to students in EDUC 1301 and EDUC 2301 [Addendum: Lesson Plan Project and Children's Book Project]. These assignments prepare students to develop and use skills that future employers (school districts) expect and require. A second strength is the public school experience that Education faculty bring to the AAT classrooms. All AAT faculty (and most EDUC faculty) hold state teaching certifications, and some faculty additionally hold administrator certifications. AAT Faculty have experience teaching in public school classrooms and leading public schools. [See Faculty Credentials later in Section 9 and Addendum: EDUC Faculty not in AAT.] Faculty can bring “real-life experience” regarding marketable skills (such as classroom management and communicating with parents) into the classroom and regularly share those experiences with students [Anecdotal class records]. Finally, the 16-hour classroom observation requirement for both EDUC 1301 and EDUC 2301 is a strength in that it allows students to witness the marketable skills in action. Students can see the process of lesson planning, accommodating for students, classroom management, etc., first-hand through their supervising teachers with the additional benefit of being able to discuss and reflect on the practices in afterward with both the observation teacher and EDUC faculty and classmates.

Three weaknesses of our program are the lack of adequate technology at the Central Park Campus (CPC), lack of ability for students to fully engage in classroom observations, and lack of application when creating accommodations for lesson plans. Because of the lack of a dedicated classroom at CPC, the program is unable to acquire iPads, a Smart board and an electronic die

cut machine for those students. As such, students who enroll in classes at that campus are at a disadvantage regarding tangible experience with those educational technologies. This information is more fully discussed in Section 10. When EDUC 1301 and 2301 students complete their observation requirement, they are benefited or hindered by the experience allowed by the classroom teacher. Some supervising teachers welcome and encourage student observer participation, thus giving our students practical and hands-on experience. Some teachers, however, prefer for the students to observe only. In these instances, students can witness the skills but do not get hands-on practice in the classroom setting. All students will have the opportunity to demonstrate all of the listed marketable skills during the required student teaching component at their transfer institution [Addendum: Texas A&M Transfer Guides]. Finally, the skill of accommodating for individual student needs is an area in which students struggle [anecdotal student feedback and faculty observations]. A more detailed discussion related to this weakness is found in Section 6.

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 data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.

Requested points to address, but not limited to:

- *Enrollment flows, retention, and progression to sequent courses in the program degree plan.*

In 2004, the Texas Higher Education Coordinating Board adopted the AAT curricula. The adopted AAT curricula for EC-6, 4-8, and EC-12 Special Education majors is 42 SCHs in the core curriculum, MATH 1350, MATH 1351, EDUC 1301, EDUC 2301, and additional science requirements. The adopted AAT curricula for 6-12, 7-12, 8-12, and EC-12 specializations is 42 SCHs in the core curriculum, EDUC 1301, EDUC 2301, and content related courses based on teaching field. Therefore, the prescribed courses such as EDUC 1301, EDUC 2301, MATH 1350, and MATH 1351 are relevant course offerings for AAT degree seeking students. The required courses offered through the department are offered each semester on multiple campuses and at various days/times/formats, including online and weekends, to ensure course schedule flexibility for students. Both EDUC 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.

According to the Unduplicated Student Enrollment Report per Term: FY2013 through FY2017 [Addendum: Unduplicated Student Enrollment], the number of students in the AAT degree increased 62% from Fall 2012 (693 students) to Fall 2016 (1123 students). Due to the increase in the number of AAT students, course enrollment has also increased; however, the increase in course enrollment has not mirrored the significant program increase. In FY2013, 834 students were enrolled in AAT courses [Duplicated Enrollment in Course by Term, IRO, 2017]. In FY2017, 903 students were enrolled in AAT courses, which was an 8.2% increase from FY2013 [Duplicated Enrollment in Course by Term, IRO, 2017]. When broken down by course offerings, EDUC 1301 course enrollments increased 5% from FY2013 to FY2017. The course enrollment to program enrollment difference may be due to lack of significant increased course offerings from FY2013 to FY2017. In Fall 2012, four sections of EDUC 1301 were offered across three campuses and online. In Fall 2017, seven sections of EDUC 1301 were offered across three campuses and online. In Fall 2012, four sections of EDUC 2301 were offered across three campuses and online. In Fall 2017, five sections of EDUC 2301 were offered across three campuses and online [Addendum: Semester-to-Semester Comparison of EDUC 1301 and EDUC 2301 Sections Offered].

Due to the lack of prescribed course sequence, it is difficult to determine if students progress from one EDUC course to the next EDUC course in back-to-back semesters. Students could take an EDUC course at the beginning of their course work and then wait to take the remaining EDUC course at the end of their course work. Or, students could take both EDUC courses in the same semester. However, fewer students are taking EDUC 2301 than EDUC 1301. Although both courses are in the adopted AAT curricula, some transfer universities regard the EDUC 1301 and EDUC 2301 courses differently. For example, at University of North Texas, for EC-6 and 4th-8th certifications, both EDUC 1301 and EDUC 2301 transfer into the major degree requirements. However, at UNT, for some certification areas, EDUC 2301 is not one of the major degree requirements, but transfers in as an elective [<http://www.collin.edu/transferu/TranGde.html>].

With the MATH 1350 and 1351 courses, there is a prescribed sequence. MATH 1350 is the prerequisite for MATH 1351. Assuming students are taking MATH 1350 and 1351 in back to back semesters, the course enrollment was reviewed term to term. When reviewing the Duplicated Enrollment in Course by Term, IRO, 2017, fewer students are taking MATH 1351 following MATH 1350. However, the possible reason for the decreased enrollment is that MATH 1351 is only recommended for the 4-8 certification levels and not for the EC-6 certification levels [Collin College Course Catalog].

When looking at completion rates, the numbers are positive. From Summer 2012-Fall 2017 in the EDUC 1301 course, 90.6% completed the course. In the EDUC 2301 course, 91.5% completed the course. Due to the lack of required course sequence, we cannot predict retention for program completion or whether students progress among courses; however, students are completing the courses at an acceptable rate [Addendum: Grade Distribution, Course Completion, and Course Success Rate Report, FY2013-FY2017, IRO, 2017]. In both MATH 1350 and 1351, 93.8% completed the course.

- *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 course completion/success rates, course enrollment, and scheduling frequencies 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 the relevant information from the Program Review Data Set on the Institutional Research Office intranet page.*

According to the aggregated data from the Grade Distribution, Course Completion, and Course Success Rate by Term Report (See Table below), students are completing the courses at a 90% or above calculation. Thus, the data suggests that students are not withdrawing from the AAT courses, but rather, finishing the courses, despite potential personal or academic barriers. The completion rate could be attributed to the students' interest because the course is in their major field of study. Or, possibly, the completion rate could be attributed to the connections formed within the courses to other students and/or the faculty. Further, students are succeeding (with a "C" or better) at 74% and higher. According to the Program Completion and Award History Report: Academic Years 2007-2016 [Collin College Institutional Research Office, 2016], program completers in the Associates of Arts in Teaching have increased from 24 students to 75 students. The increase in program completers could be indirectly associated with the course completion and course success rate. The more students who complete the courses in the program, the more opportunity the students have to complete the program. If the students are dropping out of the courses, then the likelihood of program completion decreases.

Table 6A: Aggregated Data of Grade Distribution, Course Completion, and Course Success Rate by Term

AAT - Fall 2012-Summer 2017	Enrollment	Completion	Success (C and Up)
<i>EDUC 1301 (3)</i>	<i>1417</i>	<i>90.6%</i>	<i>75.4%</i>
<i>EDUC 2301 (3)</i>	<i>1159</i>	<i>91.5%</i>	<i>78.7%</i>
<i>MATH 1350 (2)</i>	<i>975</i>	<i>93.8%</i>	<i>79.1%</i>
<i>MATH 1351 (2)</i>	<i>759</i>	<i>93.8%</i>	<i>74.2%</i>

- Identify and discuss all courses that have a retention rate below 78% (Carl Perkins' standard) or a success rate below 90%. As shown in Table 6A, 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% to 92.6%. As shown in Table 6B, the success rates (earned grade of C or higher) for the courses during the period under review ranges from 74.2% to 79.1%. The EDUC 1301 and EDUC 2301 course grades are comprised of three main parts: labs, a key assessment, and instructor-created assignments. The labs are 16 observation hours in a public school classroom, as required by the THECB for the AAT degree program. The lab requirement is a significant portion of the students' final grades. Therefore, if a student does not complete the observations or assignments regarding the observations, these assignments can significantly affect their final grade. Approximately 5 to 10% of the students do not complete the labs. If a student fails to complete the labs, then they cannot pass the course per department policy, which could account the lack of student success. The key assessment, which is described in the next part of this section, is also a significant portion of the students' final grades. Results from the key assessments are shared in the next section; however, approximately 23% in EDUC 1301 and 14% in EDUC 2301 did not meet the acceptable standard in the key assessment. This failure to meet the standard may also account for the lack of student success. The next section discusses the key assessments in more detail.*

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

Table 6B: Aggregated Data of Course Success Rate by Term, FY2013-FY2017

Course	Average Passing Rate (C or Higher) 2012-2017
EDUC 1301	75.4%
EDUC 2301	78.7%
MATH 1350	79.1%
MATH 1351	74.2%

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

The education courses have prescribed student learning outcomes, but faculty are also preparing students for the TExES Pedagogical and Professional Responsibility Standards outlined by the state for Texas Teacher Certification (https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/ See the section marked: Standards for All Teachers). For the EDUC 1301 and EDUC 2301 courses, “key assessments” were created to provide ongoing, systematic data collection across course sections. Specifically, these key assessments were created to assess student learning outcomes in each course and PPR Standards (Pedagogical and Professional Responsibility). Key assessments must be administered in the courses without change to the instructions or the rubric. In other words, faculty are not free to alter the key assessment to ensure that data collection is consistent, reliable and valid. Full-time and associate faculty administer the key assessments and then collect the results of the assessments. Key assessments are reviewed annually and changes are made based on faculty input.

Data is used to make informed decisions about future course instruction and student success. While faculty are not allowed to alter the key assessment, the teaching methodologies may change from section to section. For example, one faculty member may emphasize accommodations more than learning styles. Another faculty member may use different teaching techniques, such as more lecture-based rather than hands-on methodology. As a result, course sections may have more success in one area

of the rubric in comparison to other areas. This data is used to highlight which techniques work well and are shared with faculty via an established Google Drive folder.

EDUC 1301 Data Analysis

The key assessment for EDUC 1301 is the Lesson Plans Project [Addendum: Lesson Plan Project]. It is designed to address several student learning outcomes and PPR standards as established by the Texas Education Agency and Texas Administrative Code.

The student learning outcomes addressed are:

- Recognize the various multiple intelligence/learning styles to be able to implement instructional practices that meet the needs of all students.
- Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
- Analyze the culture of the schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.

TEXES Pedagogy and Professional Responsibility Standards

(https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/) are:

- *Standard I:* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- *Standard III:* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

The prompt asks for input based on assessment data **and** instructor observation.

Based on the assessment data for the EDUC 1301 key assessment, there was a 77% student success rate (C or better) while 23% did not meet the acceptable standard. One student learning outcome from the key assessment that students struggle with is to “analyze the culture of the schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.” An analysis of why students may struggle and actions to assist students is in the following instructor observation analysis.

Instructor Observation: Students struggle with various aspects of the Lesson Plans Project. Namely, students struggle with creating accommodations for exceptional learners and creating classroom strategies to meet various learning styles. Based on observational data and student input, there may be a number of reasons for a lack of success in these areas. For accommodating students and classroom strategies, these practices are complex. To effectively meet the needs of all learners and learning styles, more than one semester of coursework is needed. For current classroom teachers, they receive ongoing trainings and school support personnel. So, it is not unusual that students would struggle with these areas when they have not finished coursework, obtained a certificate, or had classroom experience. Yet, because it is a student learning outcome, faculty must address and assess based on the students' current level of understanding and experience.

EDUC 2301 Data Analysis

The key assessment for EDUC 2301 is the Children's Book Analysis [Addendum: Children's Book Project]. It is designed to address several student learning outcomes and PPR Standards. The student learning outcomes addressed are:

- Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.
- Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

TExES Pedagogy and Professional Responsibility Standard is:

- *Standard II:* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

The prompt asks for input based on assessment data **and** instructor observation.

When reviewing data for the EDUC 2301 key assessment, there was a 86% student success rate (C or better) while 14% did not meet the acceptable standard. One student learning outcome from the key assessment that students struggle with is: "Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning." An analysis of why students may struggle and actions to assist students is in the following instructor observation analysis.

Instructor Observation: As seen in the key assessment data, students are successful at meeting the student learning outcomes and professional standards. Students are able to identify how the children's and young adult books represent diverse learners and how it applies to the classroom. Students are able to describe and analyze diverse learners, but students do not successfully

analyze how diversity impacts learning. As noted in the next section, faculty meet to share ideas on how to better assist students in demonstrating mastery in this area.

Students in EDUC 2301 seem to have a better success rate on the Children’s Book Analysis than do students in EDUC 1301 with the Lesson Plans Project. However, the comparison is not “apples to apples” but rather “apples to oranges.” The key assessments are widely different. Because there is not a prescribed course sequence, skills do not necessarily build upon each other from key assessment to key assessment. The key assessments are based on the student learning outcomes and the professional standards.

- *What instructional or other interventions hold promise for improving enrollment and retention/success rates for each identified course?*

Faculty meet multiple times per semester to discuss the progress of each course. Additionally, faculty meet before the fall semester and spring semester to discuss challenges in the key assessments and instruction of those key assessments. As a result of these meetings, the instruction has changed from semester to semester. The Lesson Plans Project was completed in three sequential weeks. But, spreading out the Lesson Plans Project over the semester allowed the instructor to review each part of the project and provide feedback and opportunities for re-teaching and correction. Because of the success of the Children’s Book Analysis, the instruction and the assessment have not significantly changed. To assist students with providing textual evidence, examples of student work is provided and reviewed in the classroom setting. Faculty discuss the strengths and weaknesses of the sample to give students a better understanding of textual evidence.

Both EDUC 1301 and 2301 courses require field-based experience (observations) in a public school classroom. The courses cannot be successfully completed without the observation hours since the hours are a Texas Administrative Code (TAC Rule 228.35(4)) and THECB requirement. At the end of every semester, students write a reflective summary based on their observations. In the reflective summary, students discuss what areas of the observations could be improved. Consistently, students discuss the complex placement process. The field-based experience can be difficult to navigate for students due to the placement process. The placement process consists of two parts: the department’s paperwork and the local school district’s paperwork. The department’s paperwork is general information about the student. It consists of required THECB forms and general information forms, such as emergency contacts and instructor information. The local school district paperwork is for observation placement, and the districts set the process for observation placements. Therefore, the process is different from district to district and can change from semester to semester depending on the Human Resources personnel and updated processes. Glenda Strange, the lab instructor, discusses the placement process and possible changes. Based on those conversations, the lab manual is updated with the current processes. However, because the district application process can be complicated, students may struggle with submitting the appropriate paperwork.

Every semester, the faculty, along with the eLearning Center staff, look for ways to streamline the department's 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 regarding placement. For example, deadlines are spread throughout the semester to check students' progress with placement. Faculty and staff can quickly determine if the student is struggling with the placement process and help the student as needed.

The Lab Manual is updated each 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.

Even though only two education courses are required in the AAT program, faculty try to cultivate relationships with students to assist in retention and program progress. Specifically, having full-time faculty teaching both 1301 and 2301 allows faculty to cultivate relationships despite the limited course offerings (<https://www.insidehighered.com/news/2010/06/21/adjuncts>; <https://escholarship.org/uc/item/2h55c9t1>; http://nsse.indiana.edu/pdf/research_papers/faculty_do_matter.pdf). Full-time faculty are located on the three main campuses and teach both 1301 and 2301. Based on the Fall 2015 student evaluations [Addendum: Student Evaluation of Instruction], 94% of students report that the faculty member "shows genuine interest in students' ideas." 97% of students report that the faculty feels comfortable with the students. 93% of students report that faculty motivates them to do their best work. Also, 94% of students report that faculty treat them with respect. These four criteria may indicate that students feel comfortable, respected, and motivated in the classroom. These attributes can assist in retaining students in the course and the program.

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. This support system helps retention in the course and program (<http://www.hanoverresearch.com/media/Strategies-for-Improving-Student-Retention.pdf>; <http://www.oakton.edu/user/1/Isaret/LauraSaretOaktonWebSite/Ways%20Faculty%20Can%20Encourage%20Student%20Retention.htm>; <https://www.mansfield.edu/academic-affairs/upload/Twelve-Best-Practices-for-Student-Engagement-and-Retention-2012.pdf>).

- *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 (See Table 2A).

B. For any required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.

N/A

C. Make the case with evidence that the required courses in the program are offered in an appropriate sequence and at appropriate intervals to enable students to complete “on time” for students enrolled full-time and following the degree plan.

As stated in Part A of this section, THECB adopted prescribed curricula for the AAT program. The AAT program meets the course requirements for the adopted curricula. Therefore, the course offerings are appropriate. The required courses are offered each semester, excluding wintermester and Maymester, and do not have to be taken in a particular sequence [Addendum: Duplicated Courses of Enrollment Report, IRO, 2017]. Courses are offered in various formats including face-to-face, online, and weekend express courses. Courses are offered on each campus and at various times, including day and evening classes, to offer flexibility to students [See Table 2A and Collin College Course Catalog].

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

A. Provide website URLs (for 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.

Our departmental website is located at: iws.collin.edu/childdevelopment. A grant is currently under consideration to improve and expand the current website to provide more resources for students.

Catalog information for the AAT can be found here: <http://www.collin.edu/academics/catalog.aspx>.

B. Make a case with evidence 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.

Requested points to address, but not limited to:

- *Demonstrate how the program solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
- *Designate who is responsible for monitoring and maintaining the program’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

Student surveys have not specifically addressed the departmental website. Future surveys will be updated to garner feedback for use in the further development and enhancement of this site.

Anecdotal feedback from students suggests that the website is helpful, but improvements should be made to increase functionality and comprehensiveness. The primary focus of the website at this time is on labs (e.g., policies, forms). Students would benefit from widening the perspective of the site to encompass additional aspects of the AAT program and EDUC department. Improvements are also needed to streamline navigation. A recent review by faculty in preparation for program review indicated a need for more user-friendly access to the department website and is currently in-process.

A volunteer associate faculty member has updated the departmental website over the past several years. While this generous support has been advantageous, the website would benefit from a standardization of technical support and regular review. A grant currently under consideration addresses website improvement and will incorporate student focus groups as well as a stipend for a dedicated web developer.

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

Course descriptions and catalog entries follow the Academic Course Guide Manual and are updated by the college. In the past, course descriptions, degree plans, and catalog entries were linked on the departmental website.

D. In the Program Literature Review Table, below, document that the elements of information listed on the website and in brochures (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) were verified for currency, accuracy, relevance, and are readily available to students and the public.

Program Literature Review Table

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update		Responsible Party
Department Website	http://iws.collin.edu/childdevelopment	11/2017	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Lab Coordinator and Volunteer Faculty
2016-2017 Collin College Catalog	Online Catalog	11/2017	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Discipline Lead or Faculty Delegate
Education	Brochure [Addendum: Education Brochures]	11/2017	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Discipline Lead or Faculty Delegate
Education Inspiring Tomorrow's Leaders	Brochure [Addendum: Education Brochures]	11/2017	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Discipline Lead or Faculty Delegate

Syllabi	www.collin.edu/hb2504/	Each Semester	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Faculty
Learning Objectives	www.collin.edu/hb2504/	Each Semester	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Faculty

8. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

A. Make a case with evidence that the program enlists partnerships (with government, college, university, community, or other) to advance program outcomes.

Requested points to address, 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, Service Learning sites, other.*

The Child Development and Education department and faculty engage in a variety of industry partnerships. Partnerships include:

- Transfer articulation agreements between Collin College and four-year institutions.
- Student field-based placements in local education agencies.
- Communication with local high school counselors.
- Classroom presentations from industry professionals.
- University professionals, including faculty and staff, to assist students in the transfer process and to provide feedback on the AAT courses.

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
LOCAL EDUCATION AGENCIES		
Allen ISD Anna ISD Carrollton-Farmers Branch ISD Celina ISD Community ISD Denton ISD Farmersville ISD Frisco ISD Garland ISD Irving ISD Lewisville ISD Little Elm ISD McKinney ISD Plano ISD Prosper ISD Richardson ISD Rockwall ISD Royse City ISD Wylie ISD	Local education agencies. Glenda Strange, the Lab Instructor, serves as the liaison between the LEAs and the education department.	Provide students with field-based labs/observations in Pre-Kindergarten - 12th grade classrooms as required by the Texas Administrative Code and the THECB requirements.

TRANSFER ARTICULATION AGREEMENTS		
<p>Ashford University Austin College Midwestern University Sam Houston State University Southern Methodist University Texas A&M University Texas State University University of Houston University of Texas Arlington</p>	<p>Articulation agreement in education degree programs. Or transfer course equivalencies in education coursework.</p>	<p>Provides coursework in the student’s major before transferring to university. Education degree programs vary from institution to institution. Guarantees that courses transfer with degree credit. University acceptance of education credits thereby saving students tuition dollars.</p>
CLASSROOM PRESENTATIONS and VISITS		
<p>Career and Technical Education (CATE) Center, Frisco ISD Early Childhood Intervention organization Edmentum; Organizational Development ESL Coordinator, Frisco ISD PBL Academy Plano ISD Personnel Director, Frisco ISD Principal, Liberty Elementary School Lewisville ISD Superintendent, Plano ISD Special Education Coordinator, Frisco ISD</p>		<p>Provides real world experiential knowledge to the classroom beyond the faculty’s individual work experience. Experiences add to the students knowledge on educational standards and issues.</p>
HIGH SCHOOL COUNSELORS		
<p>Allen High School Frisco High School Flower Mound High School</p>	<p>Information provided to high school counselors regarding the AAT programs</p>	<p>Brings awareness of the education degree program to local high schools.</p>

Legacy Christian Academy Lewisville High School Liberty High School McKinney High School Plano Academy High School Plano East High School Plano West High School Richardson High School		
UNIVERSITY FACULTY AND STAFF		
Texas Woman’s University Texas A&M Commerce	Classroom visits to discuss their programs and transferring credits to their programs. Feedback on coursework and preparation of students.	Gives current students knowledge about transfer requirements. Knowledge is important to making decisions on coursework. Feedback on coursework and preparation of students helps shape the daily lesson plans for each course.

Relationships with the above-mentioned partners are positive. The lab instructor maintains ongoing communication with the local school districts to assist with student placement for labs/observations. Each semester, the lab instructor contacts local school districts about procedures and needs for observation placements. Updates to policies and procedures are communicated to students via the faculty, Child Development and Education website, and the lab manual. Summer placements are more challenging as districts have varied summer school schedules and policies about student observers. Many of the larger districts, (e.g., Plano ISD, Allen ISD) do not allow student observers. However, due to the partnerships built between the department and the school districts, students are placed in smaller districts, like Prosper ISD, Anna ISD, and Little Elm ISD. Without these established partnerships, placement would be more difficult thereby creating a possible barrier to completion for students. Partnerships with local university faculty and staff are also positive. University faculty and staff serve on the Advisory Board and volunteer to speak with Collin College students at events, such as F.I.N.E., and in classroom visits. Because of the involvement in the Advisory Board, the education department and local universities can share information about program updates, needs, challenges, and missions. This communication is critical in maintaining pathways from Collin College to transfer institutions, so that Collin faculty have the most

accurate, updated information about transfer programs and regulations.

9. ARE WE HIRING QUALIFIED FACULTY AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT, AND HOW DO WE KNOW?

Make a case with evidence that faculty are qualified, keep current, and 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.

Requested points to address, but not limited to:

- *Document that all faculty meet SACSCOC standards in the table (or add an appendix)*
- *Professional development related to discipline and/or teaching*
- *Related scholarly efforts by program faculty*
- *Outreach and engagement efforts*
- *Analyze the evidence you provide. What does it show about the program?*

All faculty in the Education department have at least a master's degree in Education. Many of our full-time and associate faculty also have doctoral degrees in Education, while other faculty are currently pursuing doctoral-level coursework. All departmental faculty meet the SACSCOC standards for teaching transfer courses and for teaching courses in education specifically. [See table below and Addendum: SACSCOC Requirements, and Addendum: Current Faculty Not in AAT.] Faculty also have prior experience in public schools. All AAT faculty and most EDUC department faculty hold statewide teaching and/or administrative certification.

Our faculty are engaged in professional development, scholarly efforts, and outreach and engagement in the department, at the college-level, and within the field of education and the greater educational community. Education faculty maintain an ongoing program of professional development, including publications, and by regularly attending and presenting at local, state, and national conferences in the field [Addendum: AAT Faculty Professional Development].

Education faculty are engaged in service across the college district and in the community. Faculty serve on departmental committees such as textbook selection, search committees, program review, and curriculum revision. At the college level, faculty serve on such committees and task forces as the Discipline Appeals Task Force, Online Advisory Board, Child Development Advisory Board, and the Technology Committee. Our faculty also serve on local and state boards and task forces, including committees and teams for local independent school districts, and on committees that serve our transfer partners [Addendum: AAT Faculty Professional Development].

At the instructional level, full-time faculty teach in a variety of course formats including blended, hybrid, fully online, and traditional face-to-face [Collin College course schedule]. Professors provide opportunities for interdisciplinary studies through learning communities and service learning opportunities within courses. Innovative instructional techniques and strategies are also employed; education faculty have implemented both flipped classroom and team-based learning approaches within the education classroom [EDUC faculty syllabi available at www.collin.edu/hb2504/].

During the college-wide reorganization in Summer 2016, the Education department absorbed 3.5 full-time faculty members as well as associate faculty from the former College Success department. Like the existing Education faculty, these additional faculty members have both required education credentials as well as public school teaching experience and certifications. Given this, the department does not necessarily need to add additional full-time faculty specifically to teach AAT courses since the current faculty have the necessary degrees, credentials, and experience to do so. However, additional faculty will be needed in order to expand the program in general.

EDUC 1300 (Learning Framework) is a course offering in the department that is not part of the AAT. As this is a required course for probation students, TSI-incomplete developmental education students, and a CORE elective option for all students, including education majors, many sections are scheduled each term. [Per the Collin College course schedule available online at http://www.collin.edu/academics/class_schedule.aspx, 41 sections were offered in Spring 2017 and 45 sections were offered in Fall 2017.] To expand the number of sections of AAT courses we can offer, and to ensure coverage of EDUC 1300 courses, additional faculty may be needed. The department is hiring a faculty member who will teach EDUC 1300 exclusively for Fall 2018. The growth of the college through the expansion of a new campus in Wylie and centers in Farmersville and Celina over the next 3 years may necessitate the hiring of additional faculty as well.

The table below lists faculty who taught in the AAT Program during the period for this review. Professional development activities are attached as an addendum at the back of this document. An additional addendum provides a list and credentials for current department faculty who were either not part of the department during the period of review and/or do not teach courses within the AAT.

Employee Name	Role in Program	Credentials	Professional Development since Last Program Review**
Rebecca Burton	Professor, Education	Ed.D., Education M.Ed., Education B.S., Secondary Education Texas Teacher Certification Texas Principal Certification	Please see information in Addendum: AAT Faculty Professional Development
Sharon Hirschy	Professor, Child Development and Education	Doctoral Coursework in Education M.S., Child Development and Family Relations Texas Teacher Certification	
Suzanne Jones	Professor, Education	Ed.D., Education M.Ed., Education B.S., Elementary Education Texas Teacher Certification	
Elaine Zweig	Professor, Child Development and Education	Ph.D., Child Development M.Ed., Education B.S., Special Education and Elementary Education Texas Teacher Certification Master Trainer Registry for State of Texas NAEYC Accreditation Validator 2-year program NAEYC Accreditation Validator	

Patricia Crawford	Associate Professor, Child Development and Education	Ed.D., Education M.Ed., Early Childhood Education B.S., Elementary Education Texas Teacher Certification Texas Principal Certification	
Kevin Dartt	Associate Professor, Child Development and Education	Ed.D., Early Childhood Education B.A., Music Education Texas Teacher Certification	
Michael Minyard	Associate Professor, Education	Doctoral Coursework in Education M.Ed., Education B.A., Education Texas Teacher Certification	
Vinita Thomason	Associate Professor, Child Development and Education	Ed.D., Early Childhood Education M.Ed., Elementary Education B.S., Elementary Education Texas Teacher Certification	

Employee Resources Table

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

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 resources tables, below, to support your narrative.

Requested points to address, but not limited to:

- *The useful life of structure, technologies 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 continuous improvement plan in Sections 11 & 12, be sure to provide qualitative and/or quantitative data evidence of the need in this section.*
 - *Analyze the evidence you provide. What does it show about the program?*

Classroom Utilization Table

Classroom/Lab Location	Description (i.e. Special Characteristics)	Meets Needs (Y or N)		Analysis of Classroom Utilization
		Current	For Next 5 Years	
PRC - U143	Classroom at PRC	Y	N	Updating of space and technology will be needed due to new innovations
SCC - I111	Classroom at SCC	N	N	Fully utilized; not all classes can meet to take advantage of this classroom, thereby decreasing equity; updating of space and technology will be needed as new advances negate older systems
SCC - I112	Classroom at SCC	N	N	Updating of space and technology will be needed as new advances negate older systems

Equipment/Technology Table

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N):		Analysis of Equipment Utilization
		Current	For Next 5 Years	
\$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 (current purchased in 2014); needed at CPC
\$11,210	2 Interactive Smart boards (1 at SCC and 1 at PRC)	Y	N	Need board for SCC - I112 and one for CPC (if department can get a dedicated classroom space) to increase equity to help students practice with educational technologies
\$19,000	2 Electronic Die Cut Machines (1 at SCC and 1 at PRC)	Y	N	Needed at CPC to increase equity in helping students learn technology found in schools

Deficiencies related to program facilities, equipment, maintenance, replacement, plans, and budgets can be seen within the current system. While there are dedicated classrooms with some education technology at SCC and PRC, no such facilities exist at CPC, thereby removing opportunities from students at that campus. The dedicated classroom at SCC is shared with Child Development classes and is used throughout the day, so classes meeting at the same time are unable to use the resources [Addendum: SCC Room Utilization]. The size of classroom I111, coupled with the space within it dedicated to technology and storage, decreases the area available for student collaboration.

Increasingly, Dallas-Ft. Worth independent school districts are providing electronic devices to students and teachers in a 1 device-to-1 person nature. The more educational experience students can get with devices, the more prepared they will be to lead their own classrooms [See TEA’s 2016 Progress Report on the Long-Range Plan for Technology, 2006 - 2010

<https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539612399> page 12]. Because of the specialized nature of educational technology, much of this may not be provided for with Collin's annual budget.

With regard to funding of the aforementioned requests, Perkins Grants do not cover the nature of educational technology needed for EDUC classes. Perkins Grant funding is for workforce programs, and the current technologies already discussed were obtained through the Child Development program. The hardware and technology training benefits our EDUC students because they can utilize those materials and equipment when the room is available. Additionally, some EDUC students take Child Development workforce courses. As such, the technology updates will have to come from elsewhere to ensure that the program maintains and increases its ability to properly prepare future educators for employment. Districts in our immediate service area (i.e., Plano, Frisco, McKinney) utilize Google products, including Google Classroom, among other technologies and some K-12 classrooms have moved to a 1 device-to-1 person model for daily classroom activities [Anecdotal Class Discussion Records].

As with any technology, the learning curve is steep, so the more experience our students get in the educator role with those technologies, the more they increase their future performance on the job. Aside from the products mentioned above, teachers will work with an electronic gradebook, online professional development, and parent communication systems. Because technology changes so quickly, the more exposure students have to various technologies, the more comfortable they will feel when leading their classrooms. Their future students grew up with technology, so they will expect their teachers to know more and show more on a daily basis. Currently, the department is exploring ways to apply for grant funding and/or Innovation Challenge monies to address some of these concerns.

An area for growth and improvement for the program is the updating and enlarging of the dedicated classroom spaces and increasing available resources. The two dedicated classrooms (I111 at Spring Creek and U143 at Preston Ridge) allow for updated technologies and opportunities for new collaboration opportunities among students. At the Spring Creek campus, the dedicated classroom is fully utilized, necessitating that some classes be scheduled in alternate rooms. Bridging the current classroom with the classroom next door (I112) would allow additional dedicated space as well as the creation of a workroom for students to use outside of class without disrupting any class currently being taught. Moreover, there is no dedicated space or technology resources for the program at Central Park campus like those found at Spring Creek and Preston Ridge campuses. Increasing these spaces and updating the technology will help ensure that students have access to develop marketable skills related to educational technology that future employers will expect.

Our future teachers will need access to these technologies to help them obtain and retain positions within local ISDs [Information from job postings listed at the three ISD HR websites of the districts in which Collin campuses reside, January 2018, including <http://www.friscoisd.org/employment/application-for-professional-teachers-and-staff>,

<https://webserv.mckinneyisd.net/jobs/Jobpost.exe>,
<https://www.pisd.edu/cms/lib/TX02215173/Centricity/domain/2092/documents/jobs/TEACHER.pdf>]. The more comfort students exhibit with current tools, the better they will effectively use technology in their own classrooms. While some of the hardware is available for home use, much of the hardware and software is education-specific, so access through Collin’s program will enable students to gain valuable knowledge. A lack of updated educational technology could reflect poorly on our program and subsequently on our students.

An additional weakness concerns the available resources at all campuses. Although Spring Creek and Preston Ridge classrooms have iPads, SmartBoards, and 3D Printers, technology and its usage in the classroom continues to change. With the changes come demands for new technology to ensure that students are prepared for the workforce. To keep up with educational technology trends, resources and training of faculty 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 because the faculty will expose students to those ideas. Students will use those skills both in their observation experiences and in their future classrooms.

Office Space Table

Office Location	Description	Meets Needs (Y or N):		Analysis of Office Utilization
		Current	For Next 5 Years	
SCC D211	Faculty Office	Y	Y	Assigned
SCC H233	Faculty Office	Y	Y	Assigned
SCC B228	Faculty Office	Y	Y	Assigned
SCC L266	Faculty Office	Y	Y	Assigned
SCC L213	Faculty Office	Y	Y	Assigned
SCC BB216	Faculty Office	Y	Y	Assigned
CPC B222	Faculty Office	Y	Y	Assigned
PRC LH173	Faculty Office	Y	Y	Assigned
PRC U148	Faculty Office	Y	Y	Assigned

Financial Resources Table

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

11. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP THE PROGRAM 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! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success.

Our strengths as a program are:

- Courses are offered every semester in a variety of formats (online, weekend, face-to-face) and at each main campus. These offerings allow students to complete the program regardless of their geographical location or time demands. Faculty and staff will continue to offer courses in a variety of formats and locations.
- Partnerships with local school districts and universities are positive. These relationships allow students to complete coursework and provide clearer pathways to baccalaureate degrees. Faculty and staff will continue to maintain relationships with the established partnerships.
- Students are completing courses and succeeding in courses at an acceptable rate. Faculty will continue to analyze the methods used to help retain students in the program and make students successful in meeting student learning outcomes. For example, faculty will continue to discuss the key assessments that measure the student learning outcomes, implement

best practices (e.g. team creation, full-time faculty presence), and discuss and implement instructional techniques that assist students' mastery.

Our weaknesses as a program are:

- 21% completion of AAT. Although courses are offered at every campus, every semester in a variety of formats, more course offerings are needed for the demand. Additional sections were offered in the Spring 2018 semester. Faculty will continue to work with administration to offer the appropriate number of offerings each semester. Faculty will also work with Academic Advising to make students aware of the benefits of completing the associate's degree program. As mentioned in section 6, sometimes, students do not complete the program due to incomplete placements. Faculty and staff will maintain relationships with local school districts so that changes in policies and procedures are communicated to students. Staff will also update the communication pieces, such as the Lab Manual and Lab Orientation, to better assist students through the process.
- Articulation updates. Articulation agreements are under review, and updates may be needed. Faculty will work with the Collin College administrative staff and university partners to update articulation agreements and create new articulation agreements.
- Accommodating Diverse Learners. Accommodating diverse learners and applying best practices are key concepts in both the EDUC 1301 and 2301 course student learning outcomes. In both key assessments, students struggle with these concepts. Faculty will revise key assessment rubrics to better ensure that the student learning outcomes are being met. Faculty, in monthly meetings, will share best instructional practices on meeting those learning outcomes through the key assessments. Faculty will also obtain student feedback beyond course evaluations (e.g., student surveys, discussions) to pinpoint where confusion, lack of understanding, or assistance is most beneficial. Faculty will review the feedback at one of the scheduled monthly meetings, create a plan to assist, and implement.

12. HOW WILL WE EVALUATE OUR SUCCESS?

Program review at Collin College takes place within five-year cycles. During the last (fifth) year of each cycle, the program completes this instrument and submits its completed review to the Program Review Steering Committee. There are two two-year CIP cycles within each five-year program review cycle. As part of the fifth year program review, the program should use the observations and data generated by this process along with data generated by COAT's process and any data from other relevant assessment activities to develop the program's CIP and an action plan for the first two-year CIP cycle. At the conclusion of the first two-year CIP cycle, data collected from the first cycle, plus any other relevant data that was collected in the interim, should be used to build on the

accomplishments of the first two-year CIP cycle by developing another two-year action plan for the second CIP cycle to help the program accomplish the expected outcomes established in its CIP.

Complete the Continuous Improvement Plan (CIP) tables that follow.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, including at least one student learning outcome, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

CIP Outcomes, Measures & Targets Table

A. Expected Outcome(s) Results expected in this program/department	B. Measure(s) Instrument(s)/process(es) used to measure results	C. Target(s) Level of success expected
Increase rate of students completing AAT 5-8%	IRO reporting of percent of students completing AAT	A 5-8% increase
Update and/or initiate articulation agreements with our top 4 transfer schools	Completed articulation agreements	4 articulation agreements
Increase student proficiency with accommodating for diverse learners based on the student learning outcome: Analyze the culture of the schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.	Lesson Plan Project rubric	Increase student mastery of this outcome by 3-5%

Implementation of the action plan laid out in the CIP Cycle 1 Table will begin during the next academic year.

CIP Cycle 1 Table

<p>Outcomes (From Outcomes, Measures & Targets Table)</p> <p>Results expected in this program/department</p>	<p>Action Plan (Review Cycle Year 5) Based on analysis, identify action(s) to be taken to accomplish outcome.</p>	<p>Implement Action Plan (Review Cycle Year 1)</p> <p>Implement action plan and collect data.</p>	<p>Results Summary (Review Cycle Year 2)</p> <p>Summarize collected data.</p>	<p>Findings (Review Cycle Year 2)</p> <p>What does data say about outcome(s)?</p>
<p>Increase rate of students completing AAT 5-8%</p>	<p>Increase number of course sections offered; update articulation agreements; promote benefits of AAT completion; continue to cultivate departmental relationships with local ISDs.</p>			
<p>Update and/or initiate articulation agreements with our top 4 transfer schools</p>	<p>Meet with Collin articulation representative to begin process of updating. Meet with Collin representative and/or transfer institution representatives as needed.</p>			
<p>Increase student proficiency with accommodating for diverse learners based on the student learning outcome: Analyze the culture of the schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.</p>	<p>Department faculty meet to identify barriers to success and determine appropriate strategies.</p>			

Development of a CIP Cycle 2 action plan in the following table will occur at the end of the CIP 1 Cycle and implantation will begin during the third year of the program review cycle.

CIP Cycle 2 Table

Outcomes (May come from CIP Cycle 1 Table or from the Outcomes, Measures & Targets Table if it includes any expected outcomes that were not address during CIP Cycle 1) Results expected in this program/department	Adapt Action Plan (Review Cycle Year 2) Based on analysis, identify new action(s) or adapt prior actions to accomplish outcome.	Implement Action Plan (Review Cycle Year 3) Implement new or adapted action plan and collect data	Results Summary (Review cycle Year 4) Summarize collected data.	Findings (Review Cycle Year 4) What does data say about outcome?

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. While the materials were given for Child Development since it is a workforce program, they are also available to education students and faculty.

A supplemental budget will be sent to the Academic/Workforce Dean who in turn presents 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 explain how funds will be used to improve student learning or other program outcomes.

See possible examples below:

- *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 or transform services*
- *Anything else? Briefly describe*

The Child Development program has submitted a letter of intent to apply for the 2018-2019 Perkins Grant funding. The new grant will allow us to:

- Update iPads that are becoming outdated and which are used often by Education students
- Provide additional support to students who are taking child development and education courses through mentoring
- Provide more online courses for students taking child development and education courses
- Increase community interactions with ISDs to create more work opportunities for students

What happens next? The Program Review Report Pathway

A. Following approval by the Steering Committee,

- Program Review Reports will be evaluated by the Leadership Team;
- Reports will be posted on the intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the department.

B. Program responses to the Program Review Steering Committee recommendations received by August 1st will be posted with the Program Review Report.

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

Addendum

- AAT Information from Collin Catalog 2016-201
- Texas A&M Transfer Guides
- AAT Faculty Professional Development
- Top Transfer Colleges of 2016 Associate of Arts in Teaching Completers
- Education Lab Manual
- Grade Distribution, Course Completion, and Core Success Rates by Term
- IRO Completion Data
- TExES Pedagogy and Professional Responsibility Standards
- Child Development Advisory Board Members
- Award Completion by Program
- FINE (Find, Investigate, Navigate, Educate) Participant List
- Duplicated Enrollment by Term
- Lesson Plan Project
- Lesson Plan Rubric
- Lesson Plan Student Sample
- Children's Book Project
- Children's Book Rubric
- Children's Book Project Sample
- SACSOC Credentials
- EDUC Faculty not in AAT
- Unduplicated Enrollment by Term
- Semester-to-Semester Comparison of EDUC 1301 and EDUC 2301 Sections
- Student Evaluation of Instruction Summary Fall 2015
- Education Brochures
- SCC Room Utilization

AAT Information from Collin College Catalog 2016-2017

Associate of Arts in Teaching (AAT) Degrees

**Associate of Arts in Teaching – Early Childhood-
Grade 6**

**Associate of Arts in Teaching – Middle Grades
(Grades 4-8)**

**Associate of Arts in Teaching – High School
(Grades 8-12)**

ACADEMIC PROGRAMS

Associate Degrees and Certificates

An Associate of Arts (AA), Associate of Arts in Teaching (AAT) or Associate of Science (AS) is awarded to students who earn a minimum of 60 college-level credit hours, which include 42 credit hours of General Education Core and 18 credit hours of degree requirements and general studies electives.

The AA, AAT and AS degrees are designed for students planning to transfer course credits to a baccalaureate degree program at a college or university. Students should visit with an academic advisor to select courses that apply to their AA, AAT, or AS degree

Associate of Arts in Teaching Degree Requirements

An Associate of Arts in Teaching (AAT) meets the lower division requirements for bachelor degree programs that lead to initial Texas teacher certification. For an AAT degree, you must meet the following requirements:

1. Earn a minimum of 60 college-level credit hours.
2. Complete the General Education Core of 42 credit hours.
3. Earn a minimum cumulative grade point average (GPA) of 2.0. Students should be aware that most four-year colleges require a minimum cumulative GPA of 2.5 for admission to their teacher certification programs.
4. Earn a minimum of 18 credit hours at Collin College.
5. Complete all the courses listed for one of three AAT diplomas:
 - AAT-Early Childhood-Grade 6
 - AAT-Middle Grades (Grades 4-8)
 - AAT-High School (Grades 8-12)

ASSOCIATE OF ARTS IN TEACHING

60 credit hours

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. The degree plan best suited to the desired certification should be followed and transferred to a university to complete Texas teacher certification requirements.

Students should contact the teacher education program at the specific college or university to which they plan to transfer for detailed information prior to registering. Contact names and phone numbers are available from the Collin academic advisor, or go to <http://transferu.collin.edu>.

Please be aware that TECA courses have been removed from the AAT, but these courses are still transferable. Students who have previously taken, or have the ability to take, additional courses should check with the college or university to which they plan to transfer to see how TECA courses will apply to the degree.

To earn the AAT degree, students must complete a minimum of 60 credit hours including all of the required courses listed for the AAT specialization which the student has selected (listed below). Students should be aware that most four-year institutions require a minimum cumulative GPA of 2.5 to be accepted into their teacher certification program.

AAT Degree Requirements

For an AAT degree, you must meet the following requirements:

1. Earn a minimum of 60 college-level credit hours.
2. Complete the General Education Core of 42 credit hours.
3. Earn a minimum cumulative grade point average (GPA) of 2.0. Students should be aware that most four-year colleges require a minimum cumulative GPA of 2.5 for admission to their teacher certification programs.
4. Earn a minimum of 18 credit hours at Collin College.
5. Complete all the courses listed for one of three AAT diplomas:
 - AAT-Early Childhood-Grade 6
 - AAT-Middle Grades (Grades 4-8)
 - AAT-High School (Grades 8-12)

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 ¹

1. Check with the Collin academic advisor and the receiving college or university for recommended courses in teaching field prior to registering.

RECOMMENDED ELECTIVE

To complete an AAT: 2 credit hour

CDEC	1270 ¹	Introduction to Teaching ESL
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1. Prior to enrolling in this course, please meet with the Education Academic Advisor or the Education Discipline Lead.

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 ¹

1. Check with the Collin academic advisor and the receiving college or university for recommended courses in teaching field prior to registering.

RECOMMENDED ELECTIVES

To complete an AAT: 2 credit hours

CDEC	1270 ¹	Introduction to Teaching ESL
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1. Prior to enrolling in this course, please meet with the Education Academic Advisor or the Education Discipline Lead.

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 fields¹

1. Check with the Collin academic advisor and the receiving college or university for recommended courses in teaching field prior to registering

Collin College/Texas A&M-Commerce
Major: Bachelor of Arts / Bachelor of Science Interdisciplinary Studies
Early Childhood through Grade 6 Generalist/Bilingual
 Applicable to students entering Fall 2014 or later

A&M-Commerce Course Number	Collin College Course Number
Communications 9 hours: 2 courses English, 1 course speech	
ENG 1301	ENGL 1301 Composition and Rhetoric I
ENG 1302	ENGL 1302 Composition and Rhetoric II
Component Area Option 6 hours	
<i>Speech Communication (3 SH) one course from either:</i>	
SPC 1315 or 1321	SPCH 1315 or 1321
<i>Degree Pathway (3 SH) one additional course</i>	
Any additional core Math or Life/Physical Science course not already taken (see advisor for course options)	
Mathematics 3 hours: 1 course	
MATH 1314	*MATH 1314 or 1414
Life and Physical Sciences 6 hours: chosen from core curriculum	
Literature, Philosophy, and Culture 3 hours: chosen from core curriculum	
Creative Arts 3 hours: chosen from core curriculum	
Social and Behavioral Sciences 3 hours: chosen from core curriculum	
History 6 hours	
HIST 1301	HIST 1301 U.S. History I
HIST 1302	HIST 1302 U.S. History II
Political Science/Government 6 hours	
PSCI 2301	GOVT 2305 American Government I
PSCI 2302	GOVT 2306 American Government II
Major Courses	
The Interdisciplinary Major must include a minimum of 18 advanced hours (300 level or above) with a 2.75 GPA or higher and no D's	
*IS 351 Inquiry: Knowledge and Skills of Science	
*IS 352 Science Inquiry II	
*MATH 350	MATH 1350 Fundamentals of Mathematics I
*MATH 351	MATH 1351 Fundamentals of Mathematics II
HHPK 324	TECA 1318 Wellness of the Young Child
ECE 313	TECA 1354 Child Growth and Development
ECE 358 Language Acquisition & Development in Early Childhood Education	
ECE 366 Learning Environments	
*ECE 460 Early Childhood Curriculum	
Specialization Courses	
A 2.75 GPA or higher must be maintained and no D's.	
Students must take the Spanish Placement Test upon declaring a Bilingual Education concentration. If they are not placed into SPA 331 or 333, SPA 231 and/or 232 must be taken.	
Students must pass the BTLPT Spanish test for certification. Failure to do so may require taking additional Spanish courses.	
*SPA 331 or 333	Spanish Conversation for Oral Proficiency or Spanish for Heritage Speakers I
*SPA 332 or 334	Spanish Composition and Grammar or Spanish for Heritage Speakers II
*ENG 457	Teaching English as a Second Language
BLED 401	Foundations of Bilingual/ESL Education
*BLED 402	Bilingual Oral Language and Biliteracy Instruction: Methods, Materials and

Assessment	
*BLED 403 Bilingual Instruction for the Content Areas: Methods, Materials and Assessment	
Pre-internship/Professional Development	
Must be TSI complete and have an overall 2.75 GPA and no D's to take these courses. Apply for fall internship in early January or spring internship in early August.	
PSY 300 Learning Processes and Development	
PSY 310	EDUC 2301 Introduction to Special Populations
**ELED 300 Introduction to Teaching	
**RDG 350 Reading and Literacy I	
**RDG 360 Word Analysis Skills	
Apply for fall internship in early January or spring internship in early August.	
Internship – 15 hours maximum	
**ELED 437 Integrated Learning: Science in Field-Based Settings	
**ELED 438 Integrated Learning: Social Studies in Field-Based Settings	
**ELED 443 Classroom Management for Teacher Candidates in Culturally Diverse FB Setting	
**RDG 448 Characteristics of English Language Learners	
Residency – 18 hours maximum	
**ELED 447 Teacher Inquiry Projects and Assessment in Field-Based Settings	
**ELED 452 Student Teaching in Field-Based Teacher Education Programs	
**SPED 480 Issues for Inclusion	

*Courses with pre- or co-requisite (controlled by registration system) – Please consult catalog and advisor for details

** Courses with registration restrictions – Must be authorized by course-offering department before registration

4/24/2014

Collin College/Texas A&M-Commerce
Major: Bachelor of Arts / Bachelor of Science Interdisciplinary Studies
Early Childhood through Grade 6 Generalist

A&M-Commerce Course Number	Collin College Course Number
Communications 9 hours: 2 courses English, 1 course speech	
ENG 1301	ENGL 1301 Composition and Rhetoric I
ENG 1302	ENGL 1302 Composition and Rhetoric II
Component Area Option 6 hours	
<i>Speech Communication (3 SH) one course from either:</i>	
SPC 1315 or 1321	SPCH 1315 or 1321
<i>Degree Pathway (3 SH) one additional course</i>	
Any additional core Math or Life/Physical Science course not already taken (see advisor for course options)	
Mathematics 3 hours: 1 course	
MATH 1314	*MATH 1314 or 1414
Life and Physical Sciences 6 hours: chosen from core curriculum	
Literature, Philosophy, and Culture 3 hours: chosen from core curriculum	
Creative Arts 3 hours: chosen from core curriculum	
Social and Behavioral Sciences 3 hours: chosen from core curriculum	
History 6 hours	
HIST 1301	HIST 1301 U.S. History I
HIST 1302	HIST 1302 U.S. History II
Political Science/Government 6 hours	
PSCI 2301	GOVT 2301 American Government I
PSCI 2302	GOVT 2302 American Government II
Major Courses	
The Interdisciplinary Major must include a minimum of 18 advanced hours (300 level or above) with a 2.75 GPA or higher and no D's	
*IS 351 Inquiry: Knowledge and Skills of Science	
*IS 352 Science Inquiry II	
HHPK 324	TECA 1318 Wellness of the Young Child
MUS, ART, THE 305 Integrated Arts for Elementary Teachers	
*MATH 350	MATH 1350 Fundamentals of Mathematics I
*MATH 351	MATH 1351 Fundamentals of Mathematics II
SPED 346 Introduction to Exceptional Children	
Specialization Courses	
A 2.75 GPA or higher must be maintained and no D's	
ECE 313	TECA 1354 Child Growth and Development
ECE 366 Learning Environments	
*ECE 460 Early Childhood Curriculum	
ECE 358 Language Acquisition & Development in Early Childhood Education	
*BLED 412 Second Language Literacy for English Language Learners	
Pre-internship/Professional Development	
Must be TSI complete and have an overall 2.75 GPA and no D's to take these courses. Apply for fall internship in early January or spring internship in early August.	

ELED 200	EDUC 1301 Introduction to the Teaching Profession or TECA 1303 Family, School and Community
**ELED 300 Introduction to Teaching	
PSY 300 Learning Processes and Development	
PSY 310	EDUC 2301 Introduction to Special Populations
**RDG 350 Reading and Literacy I	
**RDG 360 Word Analysis Skills	
**RDG 370 Reading and Literacy II	
Apply for fall internship in early January or spring internship in early August.	
Internship – 15 hours maximum	
**ELED 437 Integrated Learning: Science in Field-Based Settings	
**ELED 438 Integrated Learning: Social Studies in Field-Based Settings	
**ELED 443 Classroom Management for Teacher Candidates in Culturally Diverse FB Setting	
**RDG 448 Characteristics of English Language Learners	
Residency – 18 hours maximum	
**ELED 447 Teacher Inquiry Projects and Assessment in Field-Based Settings	
**ELED 452 Student Teaching in Field-Based Teacher Education Programs	
**SPED 480 Issues for Inclusion	

***Courses with pre- or co-requisite (controlled by registration system) – Please consult catalog and advisor for details**

**** Courses with registration restrictions – Must be authorized by course-offering department before registration**

4/24/2014

Collin College/Texas A&M-Commerce
Major: Bachelor of Arts / Bachelor of Science Interdisciplinary Studies
Early Childhood through Grade 6 Generalist/Special Education
 Applicable to students entering Fall 2014 or later

A&M-Commerce Course Number	Collin College Course Number
Communications 9 hours: 2 courses English, 1 course speech	
ENG 1301	ENGL 1301 Composition and Rhetoric I
ENG 1302	ENGL 1302 Composition and Rhetoric II
Component Area Option 6 hours	
<i>Speech Communication (3 SH) one course from either:</i>	
SPC 1315 or 1321	SPCH 1315 or 1321
<i>Degree Pathway (3 SH) one additional course</i>	
Any additional core Math or Life/Physical Science course not already taken (see advisor for course options)	
Mathematics 3 hours: 1 course	
MATH 1314	*MATH 1314 or 1414
Life and Physical Sciences 6 hours: chosen from core curriculum	
Literature, Philosophy, and Culture 3 hours: chosen from core curriculum	
Creative Arts 3 hours: chosen from core curriculum	
Social and Behavioral Sciences 3 hours: chosen from core curriculum	
History 6 hours	
HIST 1301	HIST 1301 U.S. History I
HIST 1302	HIST 1302 U.S. History II
Political Science/Government 6 hours	
PSCI 2301	GOVT 2301 American Government I
PSCI 2302	GOVT 2302 American Government II
Major Courses	
The Interdisciplinary Major must include a minimum of 18 advanced hours (300 level or above) with a 2.75 GPA or higher and no D's	
*IS 351 Inquiry: Knowledge and Skills of Science	
*IS 352 Science Inquiry II	
HHPK 324	TECA 1318 Wellness of the Young Child
MUS, ART, THE 305 Integrated Arts for Elementary Teachers	
*MATH 350	MATH 1350 Fundamentals of Mathematics I
*MATH 351	MATH 1351 Fundamentals of Mathematics II
Specialization Courses	
A 2.75 GPA or higher must be maintained and no D's	
ECE 313	TECA 1354 Child Growth and Development
ECE 366 Learning Environments	
*ECE 460 Early Childhood Curriculum	
ECE 358 Language Acquisition & Development in Early Childhood Education	
SPED 346 Introduction to Exceptional Children	
SPED 420 Learners with Special Needs in Restrictive Environments	
*SPED 449 Assessment and Evaluation	
SPED 463 Managing Special Needs Populations	

Pre-internship/Professional Development

Must be TSI complete and have an overall 2.75 GPA and no D's to take these courses. Apply for fall internship in early January or spring internship in early August.

ELED 200

EDUC 1301 Introduction to the Teaching Profession
or TECA 1303 Family, School and Community

**ELED 300 Introduction to Teaching

PSY 300 Learning Processes and Development

PSY 310

EDUC 2301 Introduction to Special Populations

**RDG 350 Reading and Literacy I

**RDG 360 Word Analysis Skills

**RDG 370 Reading and Literacy II

Apply for fall internship in early January or spring internship in early August.

Internship – 15 hours maximum

**ELED 437 Integrated Learning: Science in Field-Based Settings

**ELED 438 Integrated Learning: Social Studies in Field-Based Settings

**SPED 466 Practicum with Special Needs Populations

**RDG 448 Characteristics of English Language Learners

Residency – 18 hours maximum

**ELED 447 Teacher Inquiry Projects and Assessment in Field-Based Settings

**ELED 452 Student Teaching in Field-Based Teacher Education Programs

**SPED 470 Special Needs Populations in Least Restrictive Settings

*Courses with pre- or co-requisite (controlled by registration system) – Please consult catalog and advisor for details

** Courses with registration restrictions – Must be authorized by course-offering department before registration

Addendum: AAT Faculty Professional Development

Full-Time Faculty

Dr. Rebecca Burton

Publications:

Burton, R.F. (2009). Espoused values and demonstrated behaviors of middle school leaders: An impact on the racial achievement gap. (Doctoral dissertation). ProQuest Dissertations and Theses (ISBN 1244023043).

Professional Development Attended and Presented:

- Presenter: Serving Veteran Students, NABCA (2015) and Concordia University Texas (2014)
- Panelist: Best Practices Faculty Panel, Concordia University Texas (2015)
- Presenter: Women in Leadership, North Lake College (2013) & Tarrant County College (2014)
- Presenter: Shared Vision and Leadership, CUS Institute (2014)
- Presenter: Leadership through the Change Process, 5-2 Conference (2013)
- Attended Faculty Development Conference Presentations: “How to Help People Learn,” “Coaching Strategies for Faculty: Ways to Impact Student Success in the Classroom and Beyond,” 2015
- Attended, National Association of Branch Campus Administrator’s Executive Conference, Tulsa, Oklahoma, 2015
- Attended, “Games, Gamification and the Quest for Student Engagement,” Collin College, 2017
- Attended Faculty Development Conference Presentations: “Helping First Generation Students Succeed,” “Tall Tales, Excuses and Justifications: Strategies for Addressing Cheating in the Classroom,” “Beyond Discipline,” “Autism Spectrum Disorders in the Classroom: Best Practices for Classroom Management and Accommodation,” 2017
- Attended, Association of Teacher Educator’s Annual Conference, Orlando, Florida, 2017
- Attended, “Communication Across Generations: Millennials and Generation Z,” Coaching Cues Workshop, Collin College, 2017

Service:

- NAEYC Re-Accreditation Committee
- Child Development Advisory Board
- Lewisville ISD Site Based Committee

- Disciplinary Appeals Committee
- Advisor, Kappa Delta Pi (Education Honor Society)
- Academic Planning Coach
- Program Review Committee
- Student Evaluations Ad Hoc Committee

Professor Sharon Hirschy

Professional Development:

- Doctoral Coursework in Education in Progress - University of North Texas

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

Professional Development Attended and Presented:

- 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 Child Care 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:

- Program Review Committee
- NAEYC Accreditation Committee
- Technology Committee

Dr. Suzanne Jones

Publication:

- Jones, S.S. (2012) Academic red-shirting: Perceived life satisfaction of adolescent males. (Doctoral dissertation). ProQuest Dissertations and Theses (Accession Order No. 3511320).

Media Appearances:

- Interview by Jennifer Gonzalez. The Cult of Pedagogy Podcast, 11, Apr. 2016, www.cultofpedagogy.com
- “Academic Red-shirting.” News, Fox, WFAA, Indiana, 13, Apr. 2017.
- “Academic Red-shirting.” News, NBC, Kansas, 5, May 2017.

Professional Development Attended and Presented:

- Texas Community College Teacher’s Association statewide conference
- Faculty Development Conference, Collin College
- Developmental Education Study Skills Workshops and Integrated Reading and Writing In-Service Training, Collin College
- National Association for Developmental Education national conference
- College Academic Support Personnel statewide conference
- National Institute for Staff and Organizational Development statewide conference
- Freshmen Year Experience National Conference, Dallas, TX
- Southwest Educational Research Association (SERA)
- “Team Up: Teaching with On Course Activities and Strategies” Training Workshop, Collin College
- Texas Association of Institutional Research (TAIR) - multiple presentations
- Texas A&M University Commerce Research Symposium
- Bill Martin Jr. Symposium - multiple presentations
- Lasting Lessons Make & Take Workshops - multiple presentations
- Garland I.S.D. Professional Development Workshops - multiple presentations
- NTCCA DE Forum - 2012 presenter
- Faculty Development Conference – Spring 2013 presenter
- DE Study Skills Seminars - Collin College – 2012-present
- INRW in-service training presenter
- NADE presenter– INRW In-house professional development model
- CASP presenter – INRW Gifts
- NISOD presenter – Three Way Learning Community

Service:

- INRW Discipline Lead
- HB 5 Committee - Chair of English Committee
- Service Learning Coordinator, Preston Ridge Campus
- DE Advising Faculty Coordinator PRC
- INRW training, committee, presenter
- PISD AVID task force - Collin College liaison
- Collin Mentor Program
- Departmental Weekly WICORs
- Collin College LEAD Workshop Presenter
- HB 2223 Collin Task Force Co-Chair

Dr. Elaine Zweig

Professional Development Attended and Presented:

- 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:

- Discipline Lead, Child Development and Education
- NAEYC Reaccreditation Committee Chair
- Program Review Committee
- Child Development Advisory Board
- Associate Professor Interview Committee Member
- Collin College Search Committee Member (multiple disciplines)
- Sabbatical Leave Committee Member

- Collin College Foundation Scholarship Committee
- President, Child Development Educators Association (CDEA)

Associate Faculty

Dr. Patricia Crawford

No information provided.

Dr. Kevin Dartt

Professional Development Attended and Presented:

- 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

Professor Michael Minyard

Professional Development:

- Doctoral coursework in Education in progress - University of North Texas

Professional Development Attended and Presented:

- Texas Teacher Evaluation and Support System Training
- Round Robin Student Focus/Round Robin Procedure Training
- Common Mental Health Disorders
- Professional Learning Communities

Dr. Vinita Thomason

Professional Development Attended and Presented:

- Open Table Training
- Unite Training on Poverty
- Network Food Bank Informational

- When Helping Hurts Seminar
- Unite Training on School Partnerships
- Poverty Education/Simulation
- Early Childhood Convening Community Foundations of Dallas
- Program Review on Child Care
- ISD Religious Practices update meeting
- Collin Powell education lecture

Top Transfer Colleges of 2016 Associate of Arts in Teaching Completers

College Name	Student Transfer Count
TEXAS A&M UNIVERSITY - COMMERCE	28
TEXAS WOMAN'S UNIVERSITY	16
UNIVERSITY OF NORTH TEXAS	7
UNIVERSITY OF TEXAS AT DALLAS	4
EASTFIELD COLLEGE-DALLAS CC DISTRICT	2
TEXAS STATE UNIVERSITY - SAN MARCOS	2
UNIVERSITY OF ARKANSAS AT FAYETTEVILLE	2
ASHFORD UNIVERSITY	1
BROOKHAVEN COLLEGE-DALLAS CC DISTRICT	1
CEDAR VALLEY COLLEGE-DALLAS CC DISTRICT	1
METROPOLITAN STATE UNIVERSITY OF DENVER	1
MIDLAND COLLEGE	1
STEPHEN F. AUSTIN STATE UNIVERSITY	1
UNIVERSITY OF TEXAS AT AUSTIN	1
UNIVERSITY OF TEXAS AT TYLER	1
WEST TEXAS A&M UNIVERSITY	1
WEST TEXAS A&M UNIVERSITY - GRADUATE	1

Note: Population based on Students who received an AAT award in 2016 academic year and enrolled at a college after 1/1/2016.

Source: Completers from Collin's Banner Student Data System, transfer information from the National Student Clearinghouse

Child Development and Education Student Lab Manual



EDUCATION COURSES

EDUC 1300

EDUC 1301

EDUC 2301

Name: _____

Table of Contents

Welcome!.....	3
Child Development/Education Program Standards.....	4
REQUIRED FORMS ALL STUDENTS FILL OUT.....	Error! Bookmark not defined.
Checklist for Early Field Experience for	6
EDUC 1200, 1301 & 2301	6
Initial Steps to Education Lab Placement	7
Procedures to Follow for Individual ISDs.....	Error! Bookmark not defined.
Education Learning Objectives Agreement Form.....	10
Bloom’s Taxonomy And Examples To Assist In Writing Objectives.....	11
Education Student Time Sheet Documentation Log.....	13
Your Anecdotal Records for EDUC Courses	15
Education Courses Field-Based Experience Evaluation.....	16
APPENDIX	17
How To Write Your Philosophy Of Education.....	18
Sample Resume.....	Error! Bookmark not defined.
Helpful Contacts.....	19
How to Complete Anecdotal Record from Observations	20
Degree Plan.....	23

Welcome!

Whether you are new to the Child Development and Education Program or a returning student, we welcome you and want you to know that we are here to help you to make your classroom and lab experiences a valuable part of your education here at Collin College. This Lab Manual has been compiled to give you the information that you will need to be a successful student this semester.

Please take the time to read through the all the areas of this Lab Manual that pertain to you. It is very important that you make sure you understand which forms you will need to turn in.

Your professor will give you more information in class about the course requirements. This Lab Manual has information on Education Field Based Experiences.

Child Development/Education Program Standards

The Child Development/Education Program is an Exemplary Program as designated by the Texas Education Higher Education Coordinating Board. Our program is one of only five percent of programs in the state of Texas to have achieved this honor. Along with this status, the program has received national accreditation from the National Association for the Education of Young Children (NAEYC). Provided for you are the “Standards and Supportive Skills” that are included on every class syllabus in the department. We want you to understand the importance of these standards as you attend class.

THE STANDARDS

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting and assessing to support young children and families

Standard 4: Teaching and learning

Standard 5: Becoming a professional

THE SUPPORTIVE SKILLS

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources

TE_xES PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS

The state of Texas also defines professional standards for teachers in Texas.

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

For more information on standards and how to become a teacher in Texas visit:

<http://tea.texas.gov/interiorpage.aspx?id=25769812519>

REQUIRED FORMS ALL STUDENTS FILL OUT

FOR ALL STUDENTS
ENROLLED IN ANY OF OUR COURSES:

Important: Complete this form online. We no longer accept the following form by paper or email.



You only need to complete one form no matter how many classes you are taking this semester.

CD&E: Student Information Record, Contract and Confidentiality Agreement:

https://docs.google.com/forms/d/e/1FAIpQLSdbJdr3cYdF6oq_mUmBizrSHilsmWz6N45QCmajnKPYpek2Og/viewform?usp=send_form

Student Information Record for EDUC 1300 (ONLY) :

https://docs.google.com/forms/d/e/1FAIpQLSfRmV-obafXfNI16FHPxRrM2GHTRIQMLaF3tx12a_cPuUXUQ/viewform?usp=send_form

Checklist for Early Field Experience for EDUC 1300, 1301 & 2301

- To bridge the content of this course with real-life experiences, students are required to complete 16 hours of field- based experience (volunteering and/or observing) in a PUBLIC school classroom setting. Laminating or running copies will not suffice for student lab hours. It is each student's responsibility to locate a school at which volunteering can be accomplished. Follow the steps below to ensure success:
- Students must submit a request for a specific school district according to the course professor's instructions, or by e-mailing Glenda Strange, the Lab Instructor, at gstrange@collin.edu. Professor Strange will inform students if she has been successful in securing a placement at the requested site.
- Meanwhile, students will visit the specific school district website and complete the online criminal background check, if available. Complete the background check and any other paperwork required by the district *immediately*. Delaying the completion of this paperwork will significantly delay the opportunity to begin course work, and may hinder students from completing the required number of hours. *It may take several weeks for an online application to be approved.*
- Upon being informed by the Lab Instructor, Glenda Strange regarding the observation placement, AND after the required criminal background check has been approved, students will arrange a day/time/place to volunteer. Remember that students need to volunteer for 16 hours per course. Students may complete more than one hour per day, if desired.
- After a site and schedule have been determined, students will complete Forms ED1 and ED2. Students will submit these forms according to the course professor's guidelines. These forms can be found in the *Child Development and Education Student Lab Manual*. One of these forms will help facilitate students' determination of ways in which the course relates to the experiences had while interacting in the public school(s). Students will first read the instructions for composing the objectives, and will then write the relevant Learning Objectives. These Learning Objectives will consist of three learning goals related to the field-based experience. Students should be certain that these objectives are such that can be mastered based on the specific volunteering situation.
- Students will complete 16 hours of observation or of volunteering at the chosen site. For EACH hour of site experience, students will TYPE a "Field Based Experience Anecdotal Record"
- Maintain the Service Learning/Education Documentation Log (ED3) found in the *Child Development and Education Student Lab Manual*, and obtain the signature of the agency supervising teacher at the end of each field-based experience. Be certain to complete the information on the reverse side of the form. Make and retain a copy of this document.
- Submit the Documentation Log according to the course professor's guidelines. Without a completed and signed Documentation Log, credit for the field-based experience(s) cannot be provided. The supervising teacher at the site will complete the "End of Semester Student Evaluation" form, found in the *Child Development and Education Student Lab Manual*. This form is required to receive credit for the field-based experience hours.
- At the end of the field-based experience, TYPE and submit a two-page "Reflective Summary" of the field-based experience in addition to the completed anecdotal records.

Early Field-Based Experience Assignments	
Assignments	Due Dates
Request PUBLIC school placement according to the instructor's guidelines or by emailing gstrange@collin.edu	ASAP
Submit forms ED1 and ED2	Refer to Syllabus
Submit your "Field Based Experience Anecdotal Record" Entries (16 entries with three paragraphs each)	Refer to Syllabus
Submit your "Reflective Summary"	Refer to Syllabus
Submit your signed "Service Learning/Documentation Log"	You WILL NOT receive credit for this project without the Documentation Log with a minimum of 16 field based hours turned in Refer to Syllabus
Submit your signed "Field-Based Experience" Evaluation	Refer to Syllabus

Initial Steps to Education Lab Placement

- a) Complete the initial 3 forms online.
- b) Identify the district you want and the grade level you want. Follow the instructions in this manual for applying with them. Some school districts can only be contacted by Mrs. Strange; while others require you to contact them yourself. It is important that you not contact a district yourself that is listed as one Mrs. Strange must do. The districts are very specific about how they want this done. Remember, while every effort will be made to accommodate your request, you may not receive the requested school or grade level. Apply as soon as possible to have better choices.
- c) Read the procedures on the following page for each ISD and follow those. You do not have to contact Mrs. Strange first for these although you may be asked by your instructor to post your request in Canvas. Be sure to fill out the criminal background checks immediately as it can take a few weeks to get back the results and you will not begin until it is received. You will be contacted by Mrs. Strange and given your placement unless you chose a district where you are finding your own placement. Unless it states that you should find your own placement, you **MUST** go through Mrs. Strange.
- d) Some placements can take weeks, so please be patient.

Procedures to Follow for Individual ISD's

Allen ISD: Go to allenisd.org and complete the classroom observation request form and volunteer application which includes the criminal history check. Requests are taken on a first come first serve basis with a limit of 25 observers per semester. You will be notified if you were one of the 25 after the placement request closes.

Anna ISD: Go to [annaisd.org/employment/student observation](http://annaisd.org/employment/student%20observation). You will need your driver's license when you go to the school of your choice at Anna ISD.

Frisco ISD: Go to friscoisd.org and then to Employment, click student teaching/observing guidelines and complete the Student Observation Request and the background check. Send the completed Student Observation Request form to Glenda Strange at gstrange@collin.edu to sign and send to our placement contact at Frisco ISD Human Resources.

Name of College or Certification Program: Collin College/Certification Levels: EC-6 or 6-8 or 8-12/All Level/Secondary Certification
Content: if choosing 6-8 or 8-12, you need a subject area; Put NA if EC-6/Number of hours requesting: 16 (max is 16 hours.)/ Date District Check Submitted/Program Supervisor's Signature: Glenda Strange/Program Contact Email: gstrange@collin.edu/At bottom please write grade level, campus and/or teacher preference.

Garland ISD: Go to garlandisd.net; human resources; College Student Observation and Student Teaching; follow the Observation procedures for Student Observer.

Lewisville ISD: Go to Lewisville ISD; departments; Human Resources; Student Teachers/Observers (we are Student Observers) Follow the procedures:

Completion of Volunteer Application: All Student Teachers/Observers must complete an online volunteer application and attach their application to the Student Teacher/Observer Posting number 039062.

(Use Internet Explorer to open this page.)

Step 1: [Create an account](#) in TJN. If you already have an account, then [log in](#) using your username and password you set up when the account was created.

Step 2: On the left side of the screen, select Add New Application. [Click here](#) for a screen shot of where to make the selection.

Step 3: Select Volunteer/Student Observer and Start Application. [Click here](#) for a screen shot of where to make the selection.

Step 4: Complete the Volunteer Application screens. If you do not wish to provide your High School or Post High School Education information, then input N/A in the required areas on the education screen.

Step 5: Click on [Apply Now](#) to select Lewisville ISD Student Teacher/Observer Position. [Click here](#) to view the location of how to apply for the specific posting for Student Teacher/Observer. Until you have attached this posting to your application, you have not completed the application process.

Little Elm ISD: Go to Little Elm ISD; departments; Employment; External Applicants; Complete criminal history check and send the following contact information to Glenda Strange: Name; Address; Certification sought; Collin College email address; 2nd email address; phone number; Grade level desired; Campus requested or "any"; major/specialty.

McKinney ISD: Go to [mckinneyisd.net/employment/teaching/Student Teaching and Observing/Classroom and Clinical Observation/Access the application system which is completing the Background Check](http://mckinneyisd.net/employment/teaching/Student%20Teaching%20and%20Observing/Classroom%20and%20Clinical%20Observation/Access%20the%20application%20system%20which%20is%20completing%20the%20Background%20Check). Complete the Placement Application and send to Glenda Strange to sign, date and send to our placement contact at McKinney ISD Human Resources.

Plano ISD: Go to www.pisd.edu; Human Resources/Student Observations/Complete the Volunteer Application which includes the Criminal History Background check/Send email to Darci Miller at darci.miller@pisd.edu to request placement at a Plano ISD campus and give your grade level preference. Please copy Glenda Strange at gstrange@collin.edu when you send your email to Ms. Miller.

Prosper ISD: Go to www.prosperisd.net; Human Resources/Student Observer/Apply Now.

Wylie ISD: Go to Wylie ISD/departments/Human Resources/Student Teachers & Classroom Observers/Complete the Observation Request Process for Classroom Observers.

If you do not see your ISD listed, please go online to the ISD's website and/or contact Glenda Strange at gstrange@collin.edu or call 972-881-5814.

Approval Form for Education Lab Placement

This is a required form that you fill out as soon as you have your service learning placement!

This form is now completed online at:

https://docs.google.com/forms/d/e/1FAIpQLSdurOen_Cn1KH1VgD-hW5CUVYY7ewkU4Fmx9Tya-dl_3JNfhw/viewform?usp=send_form

This form is mandatory and must be filled out to receive lab credit.

Education Learning Objectives Agreement Form

(This form is to be printed and filled out AFTER securing your APPROVED field based Placement and turned in online.)

This form must be completed and submitted at the beginning of the semester.

Student Last Name:	
Student First Name:	
Student CWID:	
Collin Faculty Name:	
Course # and Section #: (i.e. EDUC 2301 P01)	
ISD/School Name:	
Description of field based experience:	
<p>Field Based Experience Agreement: Each student will develop a learning plan that includes learning objective(s). Please define three learning objectives for the Field Based Experience. These objectives must meet with the approval of the academic instructor and the supervising teacher.</p>	
Defined Learning Objectives	
1.	
2.	
3.	
Student Signature _____ Date _____	
Supervising Teacher Signature _____ Date _____	

This form must be completed and signed by all parties BEFORE beginning Education Field Based Experiences!

Bloom's Taxonomy And Examples To Assist In Writing Objectives

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write List Label Name State Define	The student will define the 6 levels of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information on prior learning.	Explain Summarize Paraphrase Describe Illustrate	The student will explain the purpose of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Use Compute Solve Demonstrate Apply Construct	The student will write an instructional objective for each level.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze Categorize Compare Contrast Separate	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create Design Hypothesize Invent Develop	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify	The student will judge the effectiveness of writing objectives.

Examples of Education Objectives

Writing Learning Objectives: Learning objectives can be of a general/global nature, or they can be more specific in nature. Whatever perspective one takes, a learning objective must be quantifiable, clearly stated, and action-oriented. When related to a Service Learning project, the objective(s) must be related to coursework and /or the course professor's instructions. *Global/General Learning objectives* are written using action verbs such as: LIST, DEFINE, RECOGNIZE, IDENTIFY, DEMONSTRATE, DRAW. *Specific Learning objectives* are written using verbs such as: ANALYZE, WRITE, CONSTRUCT, SYNTHESIZE, COMPARE, CONTRAST, OBTAIN, DEVELOP, SOLVE.

Examples of Learning Objectives:

1. "IDENTIFY five methods teachers use to manage behavior in the classroom
2. "COMPARE and CONTRAST the treatment and behavior of boys and girls in the classroom as it relates to gender equity." (English or Psychology student tutoring at Meadows Elementary School).
3. Develop 3 strategies for encouraging reading in the classroom.

Collin College

Education Student Time Sheet Documentation Log

Complete a **separate** Documentation Log for EACH course requiring an Education field-based experience!

Student Name _____ Semester _____

EDUC Course & Number _____ Professor _____

ISD/School/Teacher Name _____ Telephone Number: _____

Date	Time In	Time Out	Total Time	For Observing Supervisor:	Activities Short summary of activity: (Example: assisted teacher, etc.)	Signature of Teacher Supervisor present during student field based experience
				Student was on time Yes No		

Total Hours: _____

I certify that this is a true and accurate account of my Education field based experience hours.

Student's Signature: _____

A photocopy of this signed and completed form must be submitted on or before the due date indicated on the course syllabus in order to receive credit for the course. PHOTOCOPY AS NEEDED



Your Field-Based Visit Goals & Reflection

This form should be completed BEFORE AND AFTER **each** lab observation.
Your instructor MAY ask for a copy of this. Please photocopy as needed.

Before arriving at your lab site, determine the focus of THIS lab observation (ex: the topic addressed this week in class):

Before leaving, write down two things that you saw or experienced can be applied to today's focus:

1.

2.

Name: _____ Date _____:

Course Number/Name: _____

<Cut sheet here>



Your Field-Based Visit Goals & Reflection

This form should be completed BEFORE AND AFTER **each** lab observation.
Your instructor MAY ask for a copy of this. Please photocopy as needed

Before arriving at your lab site, determine the focus of THIS lab observation (ex: the topic addressed this week in class):

Before leaving, write down two things that you saw or experienced can be applied to today's focus:

1.

2.

Name: _____ Date: _____

Course Number/Name: _____

Your Anecdotal Records for EDUC Courses

All EDUC courses require that you keep an anecdotal record of your experiences. Your anecdotal record entry must be a minimum of 140 words per hour completed. This should equal roughly to 1/2 page. Those of you who are required to submit your anecdotal records on Canvas can use the word count feature in the anecdotal record to make sure you provide the 140 words per hour of lab. You can write more but this is a minimum! You will lose points for failure to provide enough information. Each paragraph must contain a minimum of 5 sentences. Each anecdotal record entry must include the time and date. You must make a separate entry for each time you visit the school for labs, so if you go for one hour, that is one entry. If you go for 3 hours at one time, that is also one entry but 9 paragraphs that you will write. You can take notes during or after your visit, but you should enter the information into your log during that week. **Some professors are using the anecdotal record found on Canvas and you are required to make your anecdotal record entry there within one week of completion of each lab visit. Check with your professor for their individual instructions.** Students should take care to use proper English grammar and spelling. The entries will be typewritten and double-spaced and appropriate paragraphs used. Grammar, spelling, etc... will be counted off when graded. Responses will be written in paragraph form:

The anecdotal record paragraphs can describe such things as:

- experiences that occurred during the hour(s), including any assigned responsibilities;
- the purpose of any activities you observe or participate in,
- the general attitude toward the activities of students, teachers or yourself.
- specific skills or concepts encountered during the hour(s), including what was gained from the activity;
- progress made toward each of the three learning objectives, and any updating of the learning objectives.
- feelings, thoughts, and reactions during the beginning of the visit; b) feelings, thoughts, and reactions at the conclusion of the visit; c) the session's most difficult and most satisfying elements; d) the strengths and limitations of the program; e) ways in which observing/volunteering/interacting has affected any previous opinion regarding the community; f) the strengths and limitations of observing/volunteering/interacting as a means of reaching goals; and g) the effects of this experience on current opinions of teaching.
- school administration, atmosphere, faculty and staff interactions, etc....

Reflective Summary

At the end of the field-based experience, TYPE and submit a two-page “**Reflective Summary**” of the field-based experience in addition to the completed anecdotal record entries.

Include the following in the Reflective Summary:

- discussion of the impact of this experience upon the student.
- what has been learned about teaching as a result of participating in this experience
- what you have learned about his/herself
- and/or what was learned about the community, as a result of this experience
- any recommendations for making this experience a more valuable learning experience

Collin College
Education Courses Field-Based Experience Evaluation
Completed by the classroom teacher at the end of the 16 Hour Lab

Student's Name: _____ Date: _____

Supervising Classroom Teacher/Principal _____

School District: _____ School Campus: _____

Directions: Rate the student's performance during their Field-Based Experience by circling: 3=Acceptable; 2=Needs Improvement and 1=Unacceptable. Acceptable means that in your judgment the student possesses a good social skill level. If you haven't observed an item, circle NA as not applicable. A principal or other teachers may complete this form as (additional) observer of the student's professional behavior.

Appearance: Dresses as the setting dictates and is well groomed.	3	2	1	NA
Social Maturity: Interacts with staff and students appropriately.	3	2	1	NA
Emotional Maturity: Exhibits personal self-control using mature judgment.	3	2	1	NA
Effective Communication: Uses standard English in oral and written communication.	3	2	1	NA
Role Model: Projects a professional image and positive attitude toward students.	3	2	1	NA
Punctuality: Reliable and responsible in meeting commitments.	3	2	1	NA
Receptiveness to Coaching: Seeks and accepts guidance and demonstrates application.	3	2	1	NA
Initiative and Willingness: Demonstrates eagerness to participate .	3	2	1	NA
Ethical Standards: Is responsible for ethical conduct towards students, professional colleagues, parents and the community.	3	2	1	NA
Interest and Enthusiasm: Displays a positive interest toward competence in teaching.	3	2	1	NA
Cooperation: Works smoothly within social guidelines and with professional personnel.	3	2	1	NA
Motivation: Maintains appropriate level of concern to support student effort and success.	3	2	1	NA
Observation: Observes and assesses students in an appropriate manner.	3	2	1	NA
Guidance: Follows and/or sets consistent, realistic limits and focuses on the behaviors, not the student.	3	2	1	NA

Comments: (Use back if needed.)

Supervising Classroom Teacher's Signature _____

Principal's Signature _____ Date: _____

APPENDIX

How To Write Your Philosophy Of Education

Your own philosophy of education is very important, because it provides focus and emphasis for your teaching. Working to communicate your philosophy helps you to become aware of your own goals and values, which prepares you to integrate them with the goals and values espoused by your district and your community. Your statement of philosophy is a description of your own goals and beliefs as a teacher. There is no “right” philosophy. Some fit into certain settings better than others. You will refine, augment, and develop your philosophy for the rest of your career. Usually it is not successful to “change” your whole philosophy to meet the expectations of someone else.

Below are some guidelines to keep in mind to produce a well-written, focused, and articulate statement of your philosophy.

Your philosophy should be no longer than two typed double-spaced pages. Somewhere in your statement of philosophy answer the following questions:

- What is the purpose of education? (What goals do you want your students to achieve?)
- What is the student’s role? (What are students’ responsibilities?)
- What is the teacher’s role?
- What is the teacher’s role as a bridge to the community? (optional)
- What is the teacher’s role in educational renewal and reform? (optional)

This statement of philosophy should reflect on your personal beliefs and experiences. Your philosophy will be influenced by the knowledge and experience you acquire as you proceed through your Child Development/Education program.

You may want to “try on” a metaphor to more clearly and vividly describe your philosophy. Growing plants, filling a pitcher, and molding clay are some common (but stereotypical) metaphorical vehicles. You may want to create a fresh one to avoid previous connections associated with these three examples. Successful use of a metaphor may depend on using a skill, hobby, or activity with which you have experience, and also on knowing when to step outside the metaphor and show a contrast (e.g., unlike a bicycle, education has more than two wheels).

Helpful Contacts

Spring Creek Child Development Center (Lab School)

Barbara Batista, Director

bbatista@collin.edu

Paula Braaten, Assistant Director

pbraaten@collin.edu

Academic Affairs & Workforce Division

Lab School Instructor

Glenda Strange

gstrange@collin.edu

Child Development/Education Full Time Professors

Dr. Rebecca Burton

rburton@collin.edu

Dr. Leda Cott

lcott@collin.edu

Christina Friedl

cfriedl@collin.edu

Sharon Hirschy

shirschy@collin.edu

Courtenay Jauregui

cjauregui@collin.edu

Dr. Suzanne Jones

sejones@collin.edu

Allison Venuto

Avenuto@collin.edu

Dr. Elaine Zweig

District Discipline Lead of Child
Development/Education

ezweig@collin.edu

B175/176

972-881-5945

972-881-5938

A172

972-881-5106

K102

972-881-5162

BB216

972-881-5814

972-578-5595

972-881-5983

214-491-6227

972-377-1005

972-578-5598

469-365-1813

972-881-5133

972-881-5967

Services and Organizations

Collin County Association for the Education of Young Children (CCAIEYC) www.ccaeyc.org

National Association for the Education of Young Children (NAEYC) www.naeyc.org

Kappa Delta Pi—Education Honor Society www.kdp.org

Texas Department of Family and Protective Services <http://www.dfps.state.tx.us>

Child Abuse Hotline

1-800-252-5400

Poison Control

1-800-222-1222

How to Complete Anecdotal Record from Observations

You will often need to observe children as part of a course and when you are a teacher. You will need to keep a record of these observations. There are many ways to do this but the one most common is to make an anecdotal record. An **anecdote** is an account of an event in a child's day. The record of this event can be detailed or brief. These short reports describe, in a factual way, the incident, its context, and what was said or done by the participant(s). In most cases, anecdotes focus on very simple, everyday interactions among children, children and adults as well as children and materials in the environment. You can record anecdotal records after your lab time and use these as a basis for writing our lab journal.

Ideally, the anecdotal record should be recorded as it unfolds or immediately after. However, anecdotal records usually have to be written later at the end of the day. Keeping brief notes on index cards or sticky notes carried in your pockets can be helpful. Jotting one-word reminders or short phrases on the cards about the event can provide a set of reminders when the anecdote is written.

Characteristics of Anecdotal Records:

- Simple reports of behavior'
- Result of direct observation.
- Accurate and specific
- Gives context of child's behavior
- Records typical or unusual behaviors

Purpose:

Anecdotes capture the richness and complexity of the moment as children interact with one another and with materials. These records of child behavior and learning accumulated over time enhance the teacher's understanding of the individual child as patterns or profiles begin to emerge. Behavior change can be tracked and documented, and placed in the child's portfolio resulting in suggestions for future observations, curriculum planning and student or parent conferences.

Examples of Anecdotal Records:

Child's Name: Melissa C.
Date & Time: 4/23/01 8:45 am
Place or Learning Center: Preschool classroom-free play

Observed Event & Behaviors:

Melissa sat next to Tina at the reading table. Tina greeted Melissa with "Hi, Melissa! Wanna read a book with me?" Melissa said that she couldn't read. Tina replied, "We can look at the pictures."

Child's Name: Catherine W.
Date & Time: 11/16/02 9:15 am

Place or Learning Center: block center

Observed Event & Behaviors:

In the block center, Jamie and Catherine began to argue over who would drive the dump truck. Maria said, "Nobody can be my friend if I'm not the driver." Catherine suggested that there were two other trucks and an airplane--she could be the pilot and everyone else could drive a truck.

Child's Name: Destiny H.

Date & Time: 3/25/02 1:30 pm

Place or Learning Center: sensory bin

Observed Event & Behaviors:

Troy was in the art area during free choice. He was making letters, rolling the paper and then he tied the paper roll with a string. He demonstrated this process to Lisa, Emma and Heather who were also in the art area.

Child's Name: Sonia M.

Date & Time: 1/23/02 2:45 pm

Place or Learning Center: Project Group

Observed Event or Behaviors:

During project group, the children were painting a mural. Sonia asked Madeleine to help. Madeleine said she was not ready. Sonia replied, "Don't worry, we'll wait."

Child's Name: Holley J.

Date & Time: 4/10/02 10:20 am

Place or Learning Center: Playground-outside time & snack

Observed Event or Behaviors:

Holley and Kimberly were pretending to be riding on their unicorns. They galloped around the playground and pretended to feed them at snack time.

Child's Name: Alex P. Date & Time: 3/3/02 9:30 am Place or Learning Center: Literacy Group

Observed Event or Behaviors:

During literacy group, Alex listened as Katie read the Dinosaur Book. When Katie finished reading, Alex picked up a piece of art paper and drew a picture of what he would do with a dinosaur then wrote

Helpful Reminders!!

Observations should be ACCURATE, OBJECTIVE AND SPECIFIC.

Observers should not make ASSUMPTIONS or use SUBJECTIVE or AMBIGUOUS words.

Observations and anecdotes should be on a variety of children and activities. Try to avoid only writing anecdotes about the "cute things children say."

Remember to ask yourself the following question when observing - "Am I writing things in such a way that anyone viewing the same scene would write it in the exact same way," and when they close their eyes would see the same scene in their mind's eye?"

AVOID:

Ambiguous/Suggestive Words:

Crowded Chaotic Wild
Messy Sloppy Too Many
Roughhousing

Words That Convey Assumption:

Intelligent Annoyed Anger
Provoked Happiness Rude
Bored Aggressive
Self-Esteem Out Of Control
Uninvolved Boisterous
Enthusiastic Ill-mannered

Degree Plan

If you have not filled out a degree plan, you should copy the form on the next two pages, complete and return with your lab forms. **Please turn in your original degree plan to advising.**

An advisor for Education students is located at the Spring Creek Campus if you have any questions about the AAT degree.

Even if you declare a major on this form, you can change it at any time. But this will make you eligible for Education scholarships, and other services that are not available to those without a degree plan. It will also help you in planning your courses. Students who do not fill out degree plans often find themselves repeating or taking unnecessary courses. Again, you can change this at any time, but it will provide you with additional resources and information to help you finish at Collin and also to assist you in transferring to other programs.

ACADEMIC TRANSFER DEGREES AND CERTIFICATES

<https://www.collin.edu/academics/programs/Academic%20Programs.aspx>

Measures 6a and 6b

Grade Distribution, Course Completion, and Course Success Rate by Term

Collin College Program Review

FY2012 through FY2016

Associate of Arts in Teaching

CDEC1370		Grade Assigned							Grade Distribution							Completion	Success	Course
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate*	GPA **
Fall 2011	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2013	20	14	0	1	0	0	0	5	70.0%	0.0%	5.0%	0.0%	0.0%	0.0%	25.0%	75.0%	75.0%	2.90
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	17	7	1	3	1	0	4	1	41.2%	5.9%	17.6%	5.9%	0.0%	23.5%	5.9%	94.1%	64.7%	2.24
Spring 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	18	3	7	4	0	0	3	1	16.7%	38.9%	22.2%	0.0%	0.0%	16.7%	5.6%	94.4%	77.8%	2.28
Spring 2015	16	11	2	2	0	0	1	0	68.8%	12.5%	12.5%	0.0%	0.0%	6.3%	0.0%	100.0%	93.8%	3.38
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	16	15	1	0	0	0	0	0	93.8%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.94
Averages***									57.5%	12.6%	11.5%	1.1%	0.0%	9.2%	8.0%	92.0%	81.6%	-

Note: The program's course list is a composite from 2013-2016 academic catalogs. If rows appear in blue text, this indicates terms in which CDEC1370 was not included in this program's curriculum.

* Success Rate is calculated by dividing the sums of A, B, C and P grades by the sums of A, B, C, D, P, F & W grades, using the definition consistent with the NCCBP.

** Course GPA is calculated by multiplying the count of A, B, C and D by 4, 3, 2 and 1, respectively. The results are added together and divided by the counts of those grades, as well as by the counts of F and W.

*** Averages may not equal 100 percent due to rounding.

Measures 6a and 6b

Grade Distribution, Course Completion, and Course Success Rate by Term

Collin College Program Review

FY2012 through FY2016

Associate of Arts in Teaching

CDEC2371		Grade Assigned							Grade Distribution							Completion	Success	Course
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate*	GPA **
Fall 2011	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maymester 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2012	22	12	3	0	0	0	3	4	54.5%	13.6%	0.0%	0.0%	0.0%	13.6%	18.2%	81.8%	68.2%	2.59
Spring 2013	15	9	3	2	0	0	0	1	60.0%	20.0%	13.3%	0.0%	0.0%	0.0%	6.7%	93.3%	93.3%	3.27
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	22	10	3	1	2	0	5	1	45.5%	13.6%	4.5%	9.1%	0.0%	22.7%	4.5%	95.5%	63.6%	2.41
Spring 2014	25	16	3	1	0	0	2	3	64.0%	12.0%	4.0%	0.0%	0.0%	8.0%	12.0%	88.0%	80.0%	3.00
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2015	16	9	0	5	0	0	1	1	56.3%	0.0%	31.3%	0.0%	0.0%	6.3%	6.3%	93.8%	87.5%	2.88
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2015	17	9	2	0	0	0	2	4	52.9%	11.8%	0.0%	0.0%	0.0%	11.8%	23.5%	76.5%	64.7%	2.47
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages***									55.6%	12.0%	7.7%	1.7%	0.0%	11.1%	12.0%	88.0%	75.2%	-

Note: The program's course list is a composite from 2013-2016 academic catalogs. If rows appear in blue text, this indicates terms in which CDEC2371 was not included in this program's curriculum.

* Success Rate is calculated by dividing the sums of A, B, C and P grades by the sums of A, B, C, D, P, F & W grades, using the definition consistent with the NCCBP.

** Course GPA is calculated by multiplying the count of A, B, C and D by 4, 3, 2 and 1, respectively. The results are added together and divided by the counts of those grades, as well as by the counts of F and W.

*** Averages may not equal 100 percent due to rounding.

Measures 6a and 6b

Grade Distribution, Course Completion, and Course Success Rate by Term

Collin College Program Review

FY2012 through FY2016

Associate of Arts in Teaching

COSC1301		Grade Assigned							Grade Distribution							Completion	Success	Course
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate*	GPA **
Fall 2011	390	142	80	54	17	0	57	40	36.4%	20.5%	13.8%	4.4%	0.0%	14.6%	10.3%	89.7%	70.8%	2.39
Spring 2012	322	124	67	31	13	0	62	25	38.5%	20.8%	9.6%	4.0%	0.0%	19.3%	7.8%	92.2%	68.9%	2.40
Maymester 2012	25	18	2	3	2	0	0	0	72.0%	8.0%	12.0%	8.0%	0.0%	0.0%	0.0%	100.0%	92.0%	3.44
Summer I 2012	48	28	8	5	1	0	5	1	58.3%	16.7%	10.4%	2.1%	0.0%	10.4%	2.1%	97.9%	85.4%	3.06
Summer II 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2012	330	118	68	41	14	0	69	20	35.8%	20.6%	12.4%	4.2%	0.0%	20.9%	6.1%	93.9%	68.8%	2.34
Spring 2013	306	126	49	23	13	0	70	25	41.2%	16.0%	7.5%	4.2%	0.0%	22.9%	8.2%	91.8%	64.7%	2.32
Maymester 2013	23	17	2	4	0	0	0	0	73.9%	8.7%	17.4%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	3.57
Summer I 2013	49	36	1	6	1	0	2	3	73.5%	2.0%	12.2%	2.0%	0.0%	4.1%	6.1%	93.9%	87.8%	3.27
Summer II 2013	66	35	15	5	0	0	7	4	53.0%	22.7%	7.6%	0.0%	0.0%	10.6%	6.1%	93.9%	83.3%	2.95
Fall 2013	240	106	40	35	10	0	32	17	44.2%	16.7%	14.6%	4.2%	0.0%	13.3%	7.1%	92.9%	75.4%	2.60
Spring 2014	227	110	23	16	15	0	51	12	48.5%	10.1%	7.0%	6.6%	0.0%	22.5%	5.3%	94.7%	65.6%	2.45
Maymester 2014	25	16	4	2	2	0	0	1	64.0%	16.0%	8.0%	8.0%	0.0%	0.0%	4.0%	96.0%	88.0%	3.28
Summer I 2014	40	19	9	2	2	0	4	4	47.5%	22.5%	5.0%	5.0%	0.0%	10.0%	10.0%	90.0%	75.0%	2.73
Summer II 2014	61	25	12	8	2	0	11	3	41.0%	19.7%	13.1%	3.3%	0.0%	18.0%	4.9%	95.1%	73.8%	2.52
Fall 2014	235	85	52	19	13	0	57	9	36.2%	22.1%	8.1%	5.5%	0.0%	24.3%	3.8%	96.2%	66.4%	2.33
Spring 2015	171	69	29	18	8	0	35	12	40.4%	17.0%	10.5%	4.7%	0.0%	20.5%	7.0%	93.0%	67.8%	2.38
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	97	42	18	18	3	0	12	4	43.3%	18.6%	18.6%	3.1%	0.0%	12.4%	4.1%	95.9%	80.4%	2.69
Fall 2015	194	64	48	18	10	0	48	6	33.0%	24.7%	9.3%	5.2%	0.0%	24.7%	3.1%	96.9%	67.0%	2.30
Winter 2015	20	14	2	1	1	0	1	1	70.0%	10.0%	5.0%	5.0%	0.0%	5.0%	5.0%	95.0%	85.0%	3.25
Spring 2016	138	57	28	17	5	0	23	8	41.3%	20.3%	12.3%	3.6%	0.0%	16.7%	5.8%	94.2%	73.9%	2.54
Summer 2016	77	39	19	11	2	0	2	4	50.6%	24.7%	14.3%	2.6%	0.0%	2.6%	5.2%	94.8%	89.6%	3.08
Averages***									41.8%	18.7%	10.9%	4.3%	0.0%	17.8%	6.5%	93.5%	71.4%	-

Note: The program's course list is a composite from 2013-2016 academic catalogs. If rows appear in blue text, this indicates terms in which COSC1301 was not included in this program's curriculum.

* Success Rate is calculated by dividing the sums of A, B, C and P grades by the sums of A, B, C, D, P, F & W grades, using the definition consistent with the NCCBP.

** Course GPA is calculated by multiplying the count of A, B, C and D by 4, 3, 2 and 1, respectively. The results are added together and divided by the counts of those grades, as well as by the counts of F and W.

*** Averages may not equal 100 percent due to rounding.

Measures 6a and 6b

Grade Distribution, Course Completion, and Course Success Rate by Term

Collin College Program Review

FY2012 through FY2016

Associate of Arts in Teaching

EDUC1301		Grade Assigned							Grade Distribution							Completion	Success	Course
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate*	GPA **
Fall 2011	142	70	34	9	3	0	15	11	49.3%	23.9%	6.3%	2.1%	0.0%	10.6%	7.7%	92.3%	79.6%	2.84
Spring 2012	137	80	20	9	0	0	20	8	58.4%	14.6%	6.6%	0.0%	0.0%	14.6%	5.8%	94.2%	79.6%	2.91
Maymester 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2012	19	8	2	0	0	0	3	6	42.1%	10.5%	0.0%	0.0%	0.0%	15.8%	31.6%	68.4%	52.6%	2.00
Summer II 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2012	122	59	20	5	5	0	16	17	48.4%	16.4%	4.1%	4.1%	0.0%	13.1%	13.9%	86.1%	68.9%	2.55
Spring 2013	135	81	22	5	1	0	14	12	60.0%	16.3%	3.7%	0.7%	0.0%	10.4%	8.9%	91.1%	80.0%	2.97
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	21	7	4	0	0	0	6	4	33.3%	19.0%	0.0%	0.0%	0.0%	28.6%	19.0%	81.0%	52.4%	1.90
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	141	92	10	5	3	0	19	12	65.2%	7.1%	3.5%	2.1%	0.0%	13.5%	8.5%	91.5%	75.9%	2.91
Spring 2014	130	65	20	9	3	0	22	11	50.0%	15.4%	6.9%	2.3%	0.0%	16.9%	8.5%	91.5%	72.3%	2.62
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	22	12	2	1	0	0	3	4	54.5%	9.1%	4.5%	0.0%	0.0%	13.6%	18.2%	81.8%	68.2%	2.55
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	119	57	30	5	0	0	16	11	47.9%	25.2%	4.2%	0.0%	0.0%	13.4%	9.2%	90.8%	77.3%	2.76
Spring 2015	113	69	16	6	0	0	15	7	61.1%	14.2%	5.3%	0.0%	0.0%	13.3%	6.2%	93.8%	80.5%	2.97
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	19	4	5	2	0	0	5	3	21.1%	26.3%	10.5%	0.0%	0.0%	26.3%	15.8%	84.2%	57.9%	1.84
Fall 2015	148	76	23	6	8	0	22	13	51.4%	15.5%	4.1%	5.4%	0.0%	14.9%	8.8%	91.2%	70.9%	2.66
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	133	74	20	8	4	0	17	10	55.6%	15.0%	6.0%	3.0%	0.0%	12.8%	7.5%	92.5%	76.7%	2.83
Summer 2016	21	4	7	4	0	0	2	4	19.0%	33.3%	19.0%	0.0%	0.0%	9.5%	19.0%	81.0%	71.4%	2.14
Averages***									53.3%	16.5%	5.2%	1.9%	0.0%	13.7%	9.4%	90.6%	75.0%	-

Note: The program's course list is a composite from 2013-2016 academic catalogs. If rows appear in blue text, this indicates terms in which EDUC1301 was not included in this program's curriculum.

* Success Rate is calculated by dividing the sums of A, B, C and P grades by the sums of A, B, C, D, P, F & W grades, using the definition consistent with the NCCBP.

** Course GPA is calculated by multiplying the count of A, B, C and D by 4, 3, 2 and 1, respectively. The results are added together and divided by the counts of those grades, as well as by the counts of F and W.

*** Averages may not equal 100 percent due to rounding.

Measures 6a and 6b

Grade Distribution, Course Completion, and Course Success Rate by Term

Collin College Program Review

FY2012 through FY2016

Associate of Arts in Teaching

EDUC2301		Grade Assigned							Grade Distribution							Completion	Success	Course
Term	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate*	GPA **
Fall 2011	109	63	20	4	0	0	12	10	57.8%	18.3%	3.7%	0.0%	0.0%	11.0%	9.2%	90.8%	79.8%	2.94
Spring 2012	108	71	14	3	0	0	11	9	65.7%	13.0%	2.8%	0.0%	0.0%	10.2%	8.3%	91.7%	81.5%	3.07
Maymester 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2012	22	13	3	0	0	0	4	2	59.1%	13.6%	0.0%	0.0%	0.0%	18.2%	9.1%	90.9%	72.7%	2.77
Summer II 2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2012	99	66	10	7	1	0	10	5	66.7%	10.1%	7.1%	1.0%	0.0%	10.1%	5.1%	94.9%	83.8%	3.12
Spring 2013	87	50	15	9	0	0	7	6	57.5%	17.2%	10.3%	0.0%	0.0%	8.0%	6.9%	93.1%	85.1%	3.02
Maymester 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2013	19	9	3	1	1	0	3	2	47.4%	15.8%	5.3%	5.3%	0.0%	15.8%	10.5%	89.5%	68.4%	2.53
Summer II 2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2013	118	73	12	6	3	0	17	7	61.9%	10.2%	5.1%	2.5%	0.0%	14.4%	5.9%	94.1%	77.1%	2.91
Spring 2014	121	69	18	7	2	0	10	15	57.0%	14.9%	5.8%	1.7%	0.0%	8.3%	12.4%	87.6%	77.7%	2.86
Maymester 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer I 2014	20	12	0	1	1	0	3	3	60.0%	0.0%	5.0%	5.0%	0.0%	15.0%	15.0%	85.0%	65.0%	2.55
Summer II 2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2014	87	53	8	5	0	0	12	9	60.9%	9.2%	5.7%	0.0%	0.0%	13.8%	10.3%	89.7%	75.9%	2.83
Spring 2015	83	38	15	6	3	0	13	8	45.8%	18.1%	7.2%	3.6%	0.0%	15.7%	9.6%	90.4%	71.1%	2.55
Maymester 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer 2015	20	13	3	1	0	0	1	2	65.0%	15.0%	5.0%	0.0%	0.0%	5.0%	10.0%	90.0%	85.0%	3.15
Fall 2015	98	56	11	5	1	0	15	10	57.1%	11.2%	5.1%	1.0%	0.0%	15.3%	10.2%	89.8%	73.5%	2.73
Winter 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spring 2016	144	87	21	6	1	0	15	14	60.4%	14.6%	4.2%	0.7%	0.0%	10.4%	9.7%	90.3%	79.2%	2.94
Summer 2016	18	9	3	1	0	0	1	4	50.0%	16.7%	5.6%	0.0%	0.0%	5.6%	22.2%	77.8%	72.2%	2.61
Averages***									59.2%	13.5%	5.4%	1.1%	0.0%	11.6%	9.2%	90.8%	78.1%	-

Note: The program's course list is a composite from 2013-2016 academic catalogs. If rows appear in blue text, this indicates terms in which EDUC2301 was not included in this program's curriculum.

* Success Rate is calculated by dividing the sums of A, B, C and P grades by the sums of A, B, C, D, P, F & W grades, using the definition consistent with the NCCBP.

** Course GPA is calculated by multiplying the count of A, B, C and D by 4, 3, 2 and 1, respectively. The results are added together and divided by the counts of those grades, as well as by the counts of F and W.

*** Averages may not equal 100 percent due to rounding.

Measure 2b. Certified Awards by CIP Code, Award Type, and Year
 Collin College Program Review 2016-2017
 FY2012 through FY2016

CIP Code	CIP Code Title	CBM-009				
		AAT				
		2012	2013	2014	2015	2016
090101	Communication Studies/Speech Comm. & Rhetoric					
100304	Animation, Interactive Tech., Video Graphics & Sp. FX					
110101	Computer & Info. Sciences, Gen.					
110201	Computer Programming/Programmer, Gen.					
110701	Computer Science					
110801	Web Page, Digital/Multimedia & Info. Resources Design					
110901	Computer Systems Networking & Telecomm.					
111001	Network & System Admin.					
111002	System, Networking & LAN/WAN Mgt.					
111003	Computer & Information Systems Security					
120501	Baking & Pastry Arts/Baker/Pastry Chef					
120503	Culinary Arts/Chef Training					
131203	Jr. High/Intermed./Middle School Educ. & Teaching	18	10	7	19	34
131205	Secondary Education & Teaching					8
131210	Early Childhood Education & Teaching	22	31	29	25	33
140101	Engineering, Gen.					
150303	Elect., Electron. & Comm. Engineering Tech.					
150305	Telecommunications Tech.					
150306	Integrated Circuit Design					
151301	Drafting & Design Tech., Gen.					
151305	Elect./Electron. Drafting & CAD/CADD					
161603	Sign Language Interpretation & Translation					
190706	Child Development					
190709	Child Care Provider/Assistant					
220302	Legal Assistant/Paralegal					
240101	Liberal Arts & Sciences/Liberal Studies					
240102	General Studies					
410101	Biology Tech/Biotech. Lab. Tech.					
430100	Criminal Justice Field of Study (Discontinued)					
430103	Criminal Justice/Law Enforcement Admin.					
430104	Criminal Justice/Safety Studies (Field of Study)					
430107	Criminal Justice/Police Science					
430201	Fire Protection & Safety Tech.					
430203	Fire Science/Firefighting					
450702	Geographic Information Science & Cartography					
500402	Commercial & Advertising Art					
500408	Interior Design					
500409	Graphic Design					
500410	Illustration					
500411	Game & Interactive Media Design					
500901	Music, Gen.					
501003	Music Management					
510602	Dental Hygiene/Hygienist					
510707	Health Information/ Medical Records Tech.					
510708	Medical Transcription/Transcriptionist					
510713	Medical Insurance Coding Specialist					
510808	Veterinary/Animal Health Tech./Veterinary Asst.					
510903	Electroneurodiagnostic/Electroencephalographic Tech.					
510904	Emergency Medical Tech.					
510908	Respiratory Care Therapy/Therapist					
510909	Surgical Tech.					
513801	Registered Nursing					
520101	Business/Commerce, Gen.					
520201	Business Admin. & Mgt., Gen.					
520212	Retail Mgt.					
520401	Admin. Asst. & Secretarial Science, Gen.					
520901	Hospitality Administration/Management					
521501	Real Estate					
521801	Sales, Distr., & Marketing Operations, Gen.					
Total		40	41	36	44	75

Sources: Certified CBM-009 & CBM-00M reports for respective years.

Measure 2b. Certified Awards by CIP Code, Award Type, and Year
 Collin College Program Review 2016-2017
 FY2012 through FY2016

CIP Code	CIP Code Title	CBM-009				
		Total				
		2012	2013	2014	2015	2016
090101	Communication Studies/Speech Comm. & Rhetoric	18	23	19	30	37
100304	Animation, Interactive Tech., Video Graphics & Sp. FX	0	0	0	0	0
110101	Computer & Info. Sciences, Gen.	9	18	22	37	18
110201	Computer Programming/Programmer, Gen.	4	3	0	0	0
110701	Computer Science	5	14	18	22	31
110801	Web Page, Digital/Multimedia & Info. Resources Design	3	9	16	16	14
110901	Computer Systems Networking & Telecomm.	23	0	0	0	0
111001	Network & System Admin.	0	8	14	28	31
111002	System, Networking & LAN/WAN Mgt.	0	15	23	10	12
111003	Computer & Information Systems Security	7	7	33	56	58
120501	Baking & Pastry Arts/Baker/Pastry Chef	0	18	17	27	44
120503	Culinary Arts/Chef Training	32	32	37	53	41
131203	Jr. High/Intermed./Middle School Educ. & Teaching	18	10	7	19	34
131205	Secondary Education & Teaching	0	0	0	0	8
131210	Early Childhood Education & Teaching	22	31	29	25	33
140101	Engineering, Gen.	0	3	1	2	12
150303	Elect., Electron. & Comm. Engineering Tech.	7	16	5	9	5
150305	Telecommunications Tech.	2	1	2	0	3
150306	Integrated Circuit Design					1
151301	Drafting & Design Tech., Gen.	9	5	14	14	9
151305	Elect./Electron. Drafting & CAD/CADD	0	0	0	0	0
161603	Sign Language Interpretation & Translation	7	2	12	14	27
190706	Child Development	5	12	8	22	31
190709	Child Care Provider/Assistant	0	4	2	9	20
220302	Legal Assistant/Paralegal	51	50	44	73	48
240101	Liberal Arts & Sciences/Liberal Studies	2,061	2,155	2,042	2,563	2,636
240102	General Studies	1,402	1,371	1,464	1,638	1,807
410101	Biology Tech/Biotech. Lab. Tech.	8	8	5	6	2
430100	Criminal Justice Field of Study (Discontinued)	31	51	85	0	0
430103	Criminal Justice/Law Enforcement Admin.	0	0	0	0	0
430104	Criminal Justice/Safety Studies (Field of Study)	0	0	0	78	58
430107	Criminal Justice/Police Science	75	59	46	43	79
430201	Fire Protection & Safety Tech.	14	10	1	2	12
430203	Fire Science/Firefighting	39	70	41	58	65
450702	Geographic Information Science & Cartography	0	0	9	23	11
500402	Commercial & Advertising Art	17	20	40	15	36
500408	Interior Design	3	6	14	16	6
500409	Graphic Design	0	2	2	7	5
500410	Illustration	0	0	1	1	2
500411	Game & Interactive Media Design	6	12	10	25	20
500901	Music, Gen.	30	16	8	21	17
501003	Music Management	13	33	28	25	33
510602	Dental Hygiene/Hygienist	16	16	16	15	15
510707	Health Information/ Medical Records Tech.	17	38	43	38	30
510708	Medical Transcription/Transcriptionist	0	0	0	0	0
510713	Medical Insurance Coding Specialist	8	4	11	47	48
510808	Veterinary/Animal Health Tech./Veterinary Asst.	0	4	4	24	7
510903	Electroneurodiagnostic/Electroencephalographic Tech.	0	0	9	9	13
510904	Emergency Medical Tech.	9	51	43	43	31
510908	Respiratory Care Therapy/Therapist	18	18	18	21	19
510909	Surgical Tech.	9	18	37	24	24
513801	Registered Nursing	104	116	118	106	126
520101	Business/Commerce, Gen.	170	204	181	269	330
520201	Business Admin. & Mgt., Gen.	18	39	41	63	84
520212	Retail Mgt.	0	7	7	8	11
520401	Admin. Asst. & Secretarial Science, Gen.	16	13	13	14	16
520901	Hospitality Administration/Management	23	27	27	29	50
521501	Real Estate	15	30	34	36	25
521801	Sales, Distr., & Marketing Operations, Gen.	3	0	0	0	0
Total		4,347	4,679	4,721	5,733	6,135

Sources: Certified CBM-009 & CBM-00M reports for respective years.

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 2017-2018
 FY2012 through FY2016

CIP Code Title	CIP Code	Award Type	Fiscal Year									
			2012		2013		2014		2015		2016*	
			4th Qtr Empl. Rate	Median 4th Qtr Wages	4th Qtr Empl. Rate	Median 4th Qtr Wages	4th Qtr Empl. Rate	Median 4th Qtr Wages	4th Qtr Empl. Rate	Median 4th Qtr Wages	4th Qtr Empl. Rate	Median 4th Qtr Wages
Speech Communication and Rhetoric	09.0101	Assoc.	50%	\$3,593	75%	\$6,646	78%	\$6,363	64%	\$4,162	71%	\$7,183
Computer and Information Sciences, General	11.0101	Assoc.	67%	\$12,442	89%	\$7,622	78%	\$8,927	70%	\$9,395	78%	\$8,064
		Cert.	100%		67%	\$5,392	50%	\$5,672	76%	\$11,188	67%	\$3,153
		OSA	70%	\$8,466	77%	\$9,000	55%	\$10,346	52%	\$11,090	81%	\$6,534
Computer Programming/Programmer, General	11.0201	Assoc.	100%		50%				40%		100%	
		Cert.	100%		100%							
		OSA										
Computer Science	11.0701	Assoc.	67%		33%		71%	\$7,235	73%	\$5,681	38%	\$6,929
		Assoc.	50%		60%		50%		50%		67%	\$13,912
Web Page, Digital/Multimedia and Information Resources Design	11.0801	Cert.	0%		100%		60%	\$14,281	60%	\$10,827	63%	\$24,082
		OSA	35%	\$8,031	68%	\$9,541	57%	\$9,696	71%	\$6,798	56%	\$10,296
		Assoc.	83%	\$10,166								
Computer Systems Networking and Telecommunications	11.0901	Cert.	71%	\$10,250								
		OSA	78%	\$13,941			100%		100%			
		Assoc.			86%	\$10,908	80%	\$7,177	57%	\$15,051	73%	\$7,804
Network and System Administration/Administrator	11.1001	Cert.					50%		77%	\$15,983	75%	\$8,161
		Assoc.			33%		57%	\$20,403	75%		50%	
		Cert.			25%		50%	\$8,808	50%		75%	\$8,546
System, Networking, and LAN/WAN Management/Manager	11.1002	OSA			75%	\$9,971	79%	\$11,859	78%	\$9,575	68%	\$6,850
		Assoc.	50%		67%		50%	\$13,179	76%	\$11,648	81%	\$11,200
		Cert.	67%		67%		58%	\$13,179	74%	\$11,332	84%	\$11,741
Baking and Pastry Arts/Baker/Pastry Chef	12.0501	Assoc.			100%	\$5,376	50%		92%	\$5,893	81%	\$3,452
		Cert.			60%	\$6,456	67%	\$8,475	71%	\$5,893	71%	\$3,281
Culinary Arts/Chef Training	12.0503	Assoc.	78%	\$4,290	67%	\$4,158	80%	\$5,616	82%	\$7,566	82%	\$5,224
		Cert.	68%	\$4,832	53%	\$2,195	59%	\$4,045	77%	\$6,365	79%	\$5,778
Junior High/Intermediate/Middle School Education and Teaching	13.1203	Assoc.	78%	\$5,477	70%	\$3,114	86%	\$7,064	74%	\$2,370	71%	\$5,752
Secondary Education and Teaching	13.1205	Assoc.									50%	\$1,676
Early Childhood Education and Teaching	13.1210	Assoc.	59%	\$4,103	63%	\$4,810	72%	\$4,285	58%	\$4,670	73%	\$2,503
Engineering, General	14.0101	Assoc.			50%		0%		100%		40%	
Electrical, Electronic and Communications Engineering Technology/Technician	15.0303	Assoc.	71%	\$8,490	57%	\$5,531	67%		80%	\$11,167	0%	
		Cert.			86%	\$5,531	0%		100%	\$11,167	0%	
Telecommunications Technology/Technician	15.0305	Assoc.	100%		100%		50%					
		Cert.	0%								100%	
Integrated Circuit Design	15.0306	Assoc.									100%	
Drafting and Design Technology/Technician, General	15.1301	Assoc.	33%		100%		67%	\$8,390	63%	\$12,333	100%	\$10,799
		Cert.	75%		33%		80%	\$11,394	33%		100%	\$7,546
		OSA	43%		67%	\$7,936	0%		89%	\$7,338	100%	
Sign Language Interpretation and Translation	16.1603	Assoc.	80%	\$8,871			78%	\$12,783	60%		82%	\$1,845
		Cert.	50%		50%		50%		33%		69%	\$2,985

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

- Standard I.**** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II.**** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Standard III.**** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Standard IV.*** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

* The developmental characteristics of students from early childhood to grade 12, including developmentally appropriate examples and instructional strategies, are defined in the corresponding assessment framework for PPR (EC-12), as well as in the standards for PPR at each of the other three certification levels (EC-Grade 4, Grades 4-8, and Grades 8-12).

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

Students

The beginning teacher knows and understands:

- 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
- 1.2k the implications of students’ developmental characteristics for planning appropriate instruction;
- 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.6k appropriate strategies for instructing English language learners.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

Students

The beginning teacher is able to:

- 1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs;
- 1.2s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
- 1.3s use effective approaches to address varied student learning needs and preferences;
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC–12 (continued)</i></p> <p>Content and Pedagogy</p> <p>The beginning teacher knows and understands:</p> <p>1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);</p> <p>1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;</p> <p>1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;</p> <p>1.10k how lesson content and skills connect with other disciplines and within the discipline; and</p> <p>1.11k current research on best pedagogical practices.</p> <p>Selection of Instructional Goals and Objectives</p> <p>The beginning teacher knows and understands:</p> <p>1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</p> <p>1.13k the importance of developing instructional goals and objectives that can be assessed;</p> <p>1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and</p> <p>1.15k the importance of aligning instructional goals with campus and district goals.</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–12 (continued)</i></p> <p>Content and Pedagogy</p> <p>The beginning teacher is able to:</p> <p>1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;</p> <p>1.7s exhibit appropriate knowledge of a subject to promote student learning;</p> <p>1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;</p> <p>1.9s plan instruction that reflects an understanding of important prerequisite relationships;</p> <p>1.10s plan instruction that makes connections within the discipline and across disciplines; and</p> <p>1.11s use a variety of pedagogical techniques to convey information and teach skills.</p> <p>Selection of Instructional Goals and Objectives</p> <p>The beginning teacher is able to:</p> <p>1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</p> <p>1.13s develop instructional goals and objectives that are able to be assessed;</p> <p>1.14s develop instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge, background, and interests; and</p> <p>1.15s develop instructional goals and objectives that reflect different types of student learning and skills.</p>
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Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–12 (continued)</i></p>	<p><i>Teachers of Students in Grades EC–12 (continued)</i></p>
<p>Resources</p>	<p>Resources</p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;</p>	<p>1.16s use various types of materials and other resources to aid in preparing and implementing instruction;</p>
<p>1.17k the importance of knowing when to integrate technology into instruction and assessment; and</p>	<p>1.17s use technological tools to promote learning and expand instructional options; and</p>
<p>1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.</p>	<p>1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students’ learning opportunities.</p>
<p>Designing Coherent Instruction</p>	<p>Designing Coherent Instruction</p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>1.19k the importance of designing instruction that reflects the TEKS;</p>	<p>1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;</p>
<p>1.20k features of instruction that maximize students’ thinking skills;</p>	<p>1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;</p>
<p>1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;</p>	<p>1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;</p>
<p>1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;</p>	<p>1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and</p>
<p>1.23k the benefits of designing instruction that integrates content across disciplines; and</p>	<p>1.23s provide students with opportunities to explore content from many perspectives.</p>
<p>1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.</p>	

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Assessment of Student Learning

The beginning teacher knows and understands:

- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- 1.28k the role of technology in assessing student learning;
- 1.29k the benefits of and strategies for promoting student self-assessment;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Assessment of Student Learning

The beginning teacher is able to:

- 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;
- 1.25s communicate assessment criteria and standards to students;
- 1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;
- 1.27s promote students' use of self-monitoring and self-assessment;
- 1.28s analyze assessment results to aid in determining students' strengths and needs; and
- 1.29s use assessment results to help plan instruction for groups of students or individuals.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

Creating an Environment of Respect and Rapport

The beginning teacher knows and understands:

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

Establishing an Environment for Learning and Excellence

The beginning teacher knows and understands:

- 2.4k the importance of communicating enthusiasm for learning; and
- 2.5k the necessity of communicating teacher expectations for student learning.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

Creating an Environment of Respect and Rapport

The beginning teacher is able to:

- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

Establishing an Environment for Learning and Excellence

The beginning teacher is able to:

- 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Managing Classroom Procedures

The beginning teacher knows and understands:

- 2.6k how classroom routines and procedures affect student learning and achievement;
- 2.7k how to organize student groups to facilitate cooperation and productivity;
- 2.8k the importance of time management for effective classroom functioning;
- 2.9k procedures for managing transitions;
- 2.10k routines and procedures for managing and using materials, supplies, and technology;
- 2.11k noninstructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and
- 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Managing Classroom Procedures

The beginning teacher is able to:

- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
- 2.7s organize and manage groups to ensure that students work together cooperatively and productively;
- 2.8s schedule activities and manage class time in ways that maximize student learning;
- 2.9s manage transitions to maximize instructional time;
- 2.10s implement routines and procedures for the effective management of materials, supplies, and technology;
- 2.11s coordinate the performance of noninstructional duties with instructional activities;
- 2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and
- 2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Managing Student Behavior

The beginning teacher knows and understands:

- 2.13k theories and techniques relating to managing and monitoring student behavior;
- 2.14k appropriate behavior standards and expectations for students at various developmental levels;
- 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
- 2.18k appropriate responses to a variety of student behaviors and misbehaviors.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Managing Student Behavior

The beginning teacher is able to:

- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior;
- 2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
- 2.16s encourage students to maintain ethical work standards and monitor their own behavior; and
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Maintaining a Physical and Emotional Environment that is Safe and Productive

The beginning teacher knows and understands:

- 2.19k features and characteristics of physical spaces that are safe and productive for learning;
- 2.20k the benefits and limitations of various arrangements of furniture in the classroom;
- 2.21k procedures for ensuring safety in the classroom;
- 2.22k physical accessibility as a potential issue in student learning; and
- 2.23k students' emotional needs and ways to address needs.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Maintaining a Physical and Emotional Environment that is Safe and Productive

The beginning teacher is able to:

- 2.18s organize the physical environment to facilitate learning;
- 2.19s create a safe and inclusive classroom environment;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and
- 2.21s respect students' rights and dignity.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

Communication

The beginning teacher knows and understands:

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k spoken and written language that is appropriate to students’ ages, interests, and backgrounds; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

Communication

The beginning teacher is able to:

- 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
- 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students;
- 3.3s use spoken and written language that is appropriate to students’ ages, interests, and backgrounds;
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–12 (continued)</i></p>	<p><i>Teachers of Students in Grades EC–12 (continued)</i></p>
<p>Engaging Students in Learning</p>	<p>Engaging Students in Learning</p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;</p>	<p>3.7s create lessons with a clearly defined structure around which activities are organized;</p>
<p>3.6k how to present content to students in relevant and meaningful ways;</p>	<p>3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process;</p>
<p>3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;</p>	<p>3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;</p>
<p>3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding;</p>	<p>3.10s represent content effectively and in ways that link with students’ prior knowledge and experience;</p>
<p>3.9k strategies and techniques for using instructional groupings to promote student learning;</p>	<p>3.11s use flexible grouping to promote productive student interactions and enhance learning;</p>
<p>3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and</p>	<p>3.12s pace lessons appropriately and flexibly in response to student needs;</p>
<p>3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.</p>	<p>3.13s engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process; and</p>
	<p>3.14s encourage students’ self-motivation and active engagement in learning.</p>

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Providing Feedback to Students

The beginning teacher knows and understands:

- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student’s learning.

Demonstrating Flexibility and Responsiveness

The beginning teacher knows and understands:

- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Providing Feedback to Students

The beginning teacher is able to:

- 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
- 3.16s promote students’ ability to use feedback to guide and enhance their learning; and
- 3.17s base feedback on high expectations for student learning.

Demonstrating Flexibility and Responsiveness

The beginning teacher is able to:

- 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
- 3.19s adjust instruction based on ongoing assessment of student understanding; and
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

Interacting and Communicating with Families

The beginning teacher knows and understands:

- 4.1k the importance of families' involvement in their children's education; and
- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

Interacting and Communicating with Families

The beginning teacher is able to:

- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
- 4.2s apply procedures for conducting effective parent-teacher conferences;
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
- 4.4s engage families in their children's education and in various aspects of the instructional program.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Interacting with Other Educators and Contributing to the School and District

The beginning teacher knows and understands:

- 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions;
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
- 4.7k the various ways in which teachers may contribute to their school and district; and
- 4.8k the value of participating in school activities.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Interacting with Other Educators and Contributing to the School and District

The beginning teacher is able to:

- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;
- 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;
- 4.10s participate in decision making, problem solving, and sharing ideas and expertise; and
- 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Continuing Professional Development

The beginning teacher knows and understands:

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessments;
- 4.11k characteristics, goals, and procedures associated with teacher appraisal; and
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Continuing Professional Development

The beginning teacher is able to:

- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Legal and Ethical Requirements and the Structure of Education in Texas

The beginning teacher knows and understands:

- 4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
- 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- 4.16k procedures and requirements for maintaining accurate student records;
- 4.17k the importance of adhering to required procedures for administering state- and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Legal and Ethical Requirements and the Structure of Education in Texas

The beginning teacher is able to:

- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
- 4.17s serve as an advocate for students and the profession;
- 4.18s maintain accurate records; and
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

2016-2017 Child Development Education Program Advisory Board Addresses

Last Name	First Name	Title	Company	Street Address	City	State	Zip Code	Office #	Fax #	e-mail
Ashmore	Barbara	UTD Coordinator-Student Teaching	UTD	800 W. Campbell	Richardson	TX	75080	972-883-2730	972-883-4330	baa47@utdallas.edu
Bailey	Melissa	HR Coordinator	Plano ISD	2700 W. 15th Street	Plano	TX	75075	469.752.8189	469-752-8037	melissa.bailey@pisd.edu
Batista	Barbara	Director-Spring Creek Child Development lab School	Collin College	2800 E. Spring Creek Pkwy.	Plano	TX	75074	972-881-5945		bbatista@collin.edu
Bhakta	Alex	Owner	Kids R Kids	9070 Westridge	McKinney	TX	75070	972.346.3000		alex@krkmckinneypreschool.com
Borchert	Joanne	Program Administrator	LifePath Systems	P.O. Box 828	McKinney	TX	75070	972-359-1110 x4120		jborchert@lifepathsystems.org
Brazeal	Carrie	Community Volunteer	Volunteer	One Citrus Way	Lucas	TX	75002	469-217-2377		carriebrazeal@gmail.com
Brooks	Lana	HR	Celina ISD	205 S. Colorado	Celina	TX	75009	469-742-9100	972-382-3607	lanabrooks@celinaisd.com
Burton	Rebecca	EDUC Instructor	Collin College	2800 E. Spring Creek Pkwy.	Plano	TX	75074	972.578.5595	972.881.5700	rburton@collin.edu
Casone	Susan	Prog. Coord. Early Head Start	Region 10 Preschool Services	904 Abrams	Richardson	TX	75081	972-348-1622	972-348-1623	susan.casone@region10.org
Castillo	Liz	HR	Frisco ISD	5515 Ohio Dr.	Frisco	TX	75035			castilloe@friscoisd.org
Cloutier	Matthew	Owner	Kids R Kids	9155 Preston Vinyard Dr.	Frisco	TX	75035	972-377-3700	972-344-2611	mrmratt@krkfrisco.com
Cooksey	Gaye	Academic Dean - Fine Arts	Collin College	2800 E. Spring Creek Pkwy.	Plano	TX	75074	972.881.5807		gcooksey@collin.edu
Copeland	Michael	HR Coordinator	Rockwall ISD	1050 Williams Street	Rockwall	TX	75087	972-771-0605 ext 7087	972-772-2028	michael.copeland@rockwallisd.org
Cott , Ph.D.	Leda	Professor Child Dev. & Ed.	Collin College-Spring Creek Campus	2800 E. Spring Creek Pkwy.	Plano	TX	75074	972.881.5983	972.881.5700	lcott@collin.edu
Daniel	Autry	Assistant Director	Plano ISD	2700 W. 15th St.	Plano	TX	75075	469-752-8005		autry.daniel@pisd.edu
Doyle	Heather	Clinical Instructor-Early Childhood	EDCI Dept.of Curriculum & Instruction (TX A&M)	3452 Spur 399	McKinney	TX	75069	972-599-3114		Heather.Doyle@tamuc.edu
Dudko	Mary Ann	Associate Faculty Birth to Five Educ. Consultant	Collin College Region 10 ESC	2800 E. Spring Creek Pkwy. 904 Abrams	Plano Richardson	TX	75074 75081	972.342.3230		madudko@collin.edu maryann.dudko@region10.org
Easler	Shelley	Director	DKH Academy	2425 Briarhill Drive	Lewisville	TX	75077	972-317-3494		shelley@dkhacademy.org
Gazda	Sheri	Director	at St. Anne Elizabeth Seton	3100 W. Spring Creek Parkway	Plano	TX	75023	972-596-5505; 4268		dqazda@arkadventure.org
Gerace	Bernadette	HR Director	Prosper ISD	605 E. 7th Street	Prosper	TX	75078	469-3219-2029		bygerace@prosper-isd.net
Goodwin	Shirley	Administrative Assistant	Royse City ISD	810 Old Greenville Rd.	Royse City	TX	75189	972-636-2413; 1154	972-635-7037	goodwins@roysecityisd.org
Hall	Sherry	Owner and Director	Parker Chase	4801 Tennyson Pkwy.	Plano	TX	75024	972-618-4485	972-618-0090	shall@parker-chase.com
Hefty	Melissa	Student Services	Wylie ISD	952 S. Ballard Ave., P.O. Box 490	Wylie	TX	75098	972-429-3009	972-941-6009	melissa.hefty@wylieisd.net
Henderson	Betty	HR	Aubrey ISD	415 Tisdell Lane	Aubrey	TX	76227	940-668-0063	940-365-2627	bhenderson@aubreyisd.net
Hiatt	Jessica	Director	First United Methodist Weekday Program	3160 E. Spring Creek Parkway	Plano	TX	75074	972-423-4910		jhiatt@fumcplano.org

2016-2017 Child Development Education Program Advisory Board Addresses

Last Name	First Name	Title	Company	Street Address	City	State	Zip Code	Office #	Fax #	e-mail
Hirschy	Sharon	Prof.-Child Dev. Program	Collin College-Preston Ridge Campus	9700 Wade Blvd.	Plano	TX	75074	972-377-1005		shirschy@collin.edu
Holden	Donna	Certification Coordinator	Lovejoy ISD	259 Country Club Rd.	Allen	TX	75002	469-742-8050	469-742-8001	donna_holden@lovejoyisd.net
Ingebretsen	Jeanne	Temporary Workers Admin.Assistant	McKinney ISD	One Duvall Street	McKinney	TX	75069			
Jauregui	Courtenay	Faculty	Collin College Spring Creek Campus	2801 E. Spring Creek Pkwy.	Plano	TX	75074	972-578-5598		ciauregui@collin.edu
Khedairy	Nadia	Child Develop/Education Advisor	Collin College Spring Creek Campus	2801 E. Spring Creek Pkwy.	Plano	TX	75074	469-365-1816		nkhedairy@collin.edu
Kite Hampton	LeAnn	Educational Consultant		901 W.Avenue E	Garland	TX	75040	214-693-7335		kitel@tx.rr.com
Kranz	Stephani	Director of Employee Selections & Development	Lovejoy ISD							stephani_kranz@lovejoyisd.net
Leirer	Lisa	Director of Early Childhood Programs	Lovejoy ISD	450 Country Club Rd	Lucas	TX	75002	469-742-8150		lisa_leirer@lovejoyisd.net
Lokken	Eric	Human Resources Coordinator	Little Elm ISD	PO Box 6000; 300 Lobo Lane	Little Elm	TX	750068	972.947.9340		elokken@littellemysd.net
Lopez	Estella	Administrative Services	Melissa ISD	1904 Cooper St.	Melissa	TX	75454	972-837-2411	972-837-4233	elopez@melissaisd.net
Lundie	Liliana	Human Resources Specialist	Plano ISD	2700 W. 15th St.	Plano	TX	75075	469.752.8135	469.752.8037	Liliana.lundie@pisd.edu
Lytle	Debbie	FRISCO ISD	HR - Frisco ISD	5515 Ohio Dr.	Frisco	TX	75035			dlytle@friscoisd.edu
Marks	Karen	Executive Director	Strengthening Families	1109 Seabrook Dr.	Plano	TX	75023	972-517-6308	972-517-6309	reliefnurserycc@aol.com
McClendon	Alexis	Director of Human Resources	Rockwall ISD	1050 Williams Street	Rockwall	TX	75087	972.771.0605		alexis.mcclendon@rockwallisd.org
McRae	Dr. Mary	VPAA / Provost	Collin College-Spring Creek Campus	2800 E. Spring Creek Pkwy.	Plano	TX	75074	972.881.5771		mmcrae@collin.edu
Mires	Kelly	Human Resources	Allen ISD	P.O. Box 13, 601 E. Main St.	Allen	TX	75002	972-727-0533	972-727-0496	kellymires@allenisd.org
Moore, Ph.D.	Lin	Professor Child Dev. & Ed.	Early Childhood Education	P. O. Box 425769	Denton	TX	76204	940-898-2210		lmoore@twu.edu
Morgan	Kimberly	Recruitment Sourcer	Bright Horizons							Kimberly.morgan@brighthorizons.com
Ramirez	Charmaine	Center Director								
Oleman	Becky	Assistant Director	DKH Academy	2425 Briarhill Drive	Lewisville	TX	75077	972-317-3494		becky@dkhacademy.org
Peterson	Christy	Director	Kids R Kids	9070 Westridge	McKinney	TX	75070	972.346.3000		christy@krkmckinneypreschool.com
Pingsterhaus	Shelly	HR	Anna ISD	501 S. Sherley	Anna	TX	75409	972-924-1000		shelly.pingsterhaus@annaisd.org
Pollock	Laurie	Master Teacher	UTD	800 W. Campbell	Richardson	TX	75081	972-883-2730	972-883-4330	laurie.pollock@utdallas.edu
Robles-Goodwin	Dr. Patsy	Assoc. Professor	ESL / Bilingual Programs - Texas Wesleyan	1201 Wesleyan St.	Ft. Worth	TX	76105	817-531-4963		problesgoodwin@txwes.edu
Sanders	Krissi		Aubrey ISD	415 Tisdell Lane	Aubrey	TX	76227	940-668-0062	940-365-2627	ksanders@aubreyisd.net

2016-2017 Child Development Education Program Advisory Board Addresses

Last Name	First Name	Title	Company	Street Address	City	State	Zip Code	Office #	Fax #	e-mail
Smith	Cindy	Asst. for student teachers	Lewisville ISD	1800 Timbercreek Rd.	Flower Mound	TX	75028	469-948-8019	972-350-9508	
Strange	Glenda	CDEC Lab Instructor, SCC	Collin College-Spring Creek Campus	2800 E. Spring Creek Pkwy.	Plano	TX	75074	972.881-5814	972-881-5700	gstrange@collin.edu
Thomas	Dr. LaTanya	Associate Dean Academic Affairs/Workforce	Collin College-Spring Creek Campus	2800 E. Spring Creek Pkwy.	Plano	TX	75074	972.881.5645	972.881.5103	LYThomas@collin.edu
Torres	Brandy	Director	Kids R Kids	9155 Preston Vineyard	Frisco	TX	75035	972.377.3700	972.377.2611	brandy@krkfrisco.com
Veal	Heidi	Assistant Principal	Lawson Early Childhood School	500 Dowell St.	McKinney	TX	75071	469.302.2400, ext 2407		hveal@mckinnevisd.net
Veal	Laura	Recruitment Manager	Bright Horizons Family Solutions					405-779-9265	405-381-9316	laura.veal@brighthorizons.com
Walker	Patty	Secretary	Rockwall ISD	1050 Williams Street	Rockwall	TX	75087	972-771-0605, X 7137		patty.walker@rockwallisd.org
Wells	Stephanie	CCAAYC-President	Cambridge Academy							
Williams	Tammie	Owner	Kindergarten Preparation Applecreek Preschool	802 S. Alma Dr.	Allen	TX	75013	972-396-0099	972-334-0141	twilliams@kpchildcare.com
Zweig	Dr. Elaine	Discipline Lead - Child Develop. & Educ.	Collin College	2800 E. Spring Creek Pkwy.	Plano	TX	75074	972.881.5967	972-334-0141	ezweig@collin.edu

Program Review 2017-2018
Award Completion by Program
AY2013-AY2017

Award Type	Major Code	Counts of Award by Academic Year					Grand Total
		2013	2014	2015	2016	2017	
Animation							
Degree	AGAA	1					1
	AGAT	4	3	1			8
	AN3D				1	4	5
	ANGA			5	2	4	11
	ANIG				1	8	9
	ANIM	3	4	4	3	1	15
	ANMT			3	3	2	8
	EAIM	1					1
Degree Total		9	7	13	10	19	58
Certificate	AGAT	1		2			3
	AN3D				1	4	5
	ANGA			4	3	4	11
	ANIG				1	8	9
	ANIM	1	3	6	5	3	18
Certificate Total		2	3	12	10	19	46
ESC	AGAA					1	1
OSA	ANMN	15	9	15	20	7	66
Animation Total		26	19	40	40	46	171
Associate of Arts							
Degree	GENA	773	832	948	1,015	1,125	4,693
Associate of Arts in Teaching							
Degree	CM48				3	3	6
	ECG6	23	23	19	15	22	102
	ECG8	10	7	19	29	10	75
	ECH6				8	27	35
	ECSE	8	6	4	5	1	24
	G6EC			2	5	2	9
	G8SP				2		2
	H812				8	15	23
Associate of Arts in Teaching Total		41	36	44	75	80	276
Associate of Science							
Degree	GENS	597	633	695	795	862	3,582
Biotechnology							
Degree	BITC	2		3			5
Certificate	BITC	6	5	1	2		14
	BITE			2		1	3
Certificate Total		6	5	3	2	1	17
Biotechnology Total		8	5	6	2	1	22

FINE (Find, Investigate, Navigate, Educate) Participant List – February 2017

Attendance: 82 students

19 Non-Collin Partners Attended:

Name	Affiliation	Email
Nathan Dunkel	UNT	Nathan.Dunkel@unt.edu
Heather Doyle	TAMUC	Heather.Doyle@tamuc.edu
Ashley Zundel	KRK	Ashley.vzundel@gmail.com
Kimberly White	KRK	Kim.White85@yahoo.com
Lexie Higgins	KRK	Lexielyhh93@gmail.com
Cindy Griffith	Region 10	Cindy.Griffith@region10.org
Kelley Estes-Jones	Region 10	Kelley.estes-jones@region10.org
Kelly Kaar	UTD	Klk140330@utdallas.edu
Renee Foster	UNT	Renee.Foster@unt.edu
Kim Morgan	Bright Horizons	Kimberly.morgan@Brighthorizons.com
Jessica Hiatt White	FUMC Plano	Jwhite@fumcplano.org
Jill Moore	SMU	Jillm@smu.edu
Karen Dunlap	TWU	KDunlap@twu.edu
Becky Fredrickson	TWU	Rfredrickson@twu.edu
Laurie Pollock	UTD	Laurie.Pollock@utdallas.edu
Ashton Brown	TWU	Abrown50@twu.edu
Tammie Williams	Kindergarten Prep	Twilliams@kpchildcare.com
Patty Motlagh	UTA	PMotlagh@uta.edu
Morgan Owens	UTD	Morgan.Lowe@utdallas.edu

Collin Faculty:

Name	Department	Email
Elaine Zweig	Child Development/Education	ezweig@collin.edu
Rebecca Burton	Education	rburton@collin.edu
Christina Friedl	Education	cfriedl@collin.edu
Suzanne Jones	Education	sejones@collin.edu
Sharon Hirschy	Child Development/Education	shirschy@collin.edu
Courtenay Jauregui	Education	cjauregui@collin.edu
Allison Venuto	Education	avenuto@collin.edu
Michael Minyard	Education	mminyard@collin.edu

Kappa Delta Pi:

Christi Orme – Chirsti.Orme@gmail.com

1 additional student that did not sign in

4 Academic Advising Students

Mehrnoush Soutodeh

Diana Garcia

Ghina Siddiqui

Tahmeena Meo

Career Services:

Teresa Danner

Academic Advising:

Nadia Khedairy

Weekend College:

Brian Lenhart

Duplicated Enrollment in Courses by Term
 Collin College
 FY2013 through FY2017

Associate of Arts in Teaching

Courses	FY2013					FY2014					FY2015			FY2016				FY2017			
	Fall 2012	Spring 2013	Maymester 2013	Summer I 2013	Summer II 2013	Fall 2013	Spring 2014	Maymester 2014	Summer I 2014	Summer II 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2016	Spring 2017	Summer 2017
CDEC1270	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7
CDEC1370	-	20	-	-	-	17	-	-	-	-	18	16	-	-	-	-	16	-	-	-	-
CDEC2371	22	15	-	-	-	22	25	-	-	-	-	16	-	17	-	-	-	-	-	14	-
EDUC1200	-	-	-	-	-	-	-	-	-	-	21	13	-	46	-	67	-	-	-	-	-
EDUC1301	122	135	-	21	-	141	130	-	22	-	119	114	19	148	-	133	21	151	-	121	21
EDUC2301	99	87	-	19	-	118	121	-	20	-	87	83	20	98	-	144	18	109	-	115	20
MATH1350	87	62	-	41	-	89	65	-	41	-	95	61	34	92	-	65	28	114	-	74	27
MATH1351	53	63	-	-	45	60	59	-	-	42	46	63	35	38	-	74	30	43	-	83	25

Note: The program course list is a composite from 2013-2017 academic catalogs. If values appear in blue, that course was not included in this program's curriculum during that term. Core courses may be excluded from the list for this program.

EDUC 1301, Introduction to the Teaching Profession
Lesson Plans Project
Key Assessment

Student Learning Outcomes:

1. Recognize the various multiple intelligence/learning styles in order to be able to implement instructional practices that meet the needs of all students.
2. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
3. Analyze the culture of the schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.

TExES Pedagogy and Professional Responsibility Standards:

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Project Instructions:

Write two (2) lesson plans. Each plan must cover approximately one-hour of class time. The plans should be for the grade level in which you are observing or the grade level you intend to teach. For each lesson plan, use the Lesson Plans Template. Label the lesson plan template with the grade level and subject area in both the lesson plan and when you save the document.

Candidates may utilize resources to create the lesson plan process, such as Internet resources, teaching text resources, course resources and professional resources (e.g. supervising teacher). However, each resource must be cited in the final section of the lesson plan. Candidates are expected to utilize resources in the lesson plan and cite them appropriately. You may use individual activities that you find, but you may not use or copy an entire lesson plan that you find in other sources.

Write one lesson plan for EACH of the following:

1. A *lower level Bloom's taxonomy* lesson for the age group and subject you have chosen. Include an accommodation to meet the needs of students with Specific Learning Disability.
2. A *higher level Bloom's taxonomy* lesson for the age group and subject you have chosen. Include an accommodation to meet the needs of ADD (Attention Deficit Disorder).

In the Learning Objectives/outcomes section, include only ONE objective. Be sure each objective is measurable with a single verb. Refer to your textbook and course resources for help writing these.

The Rationale should be in a sentence format. See the course resources for more detail and instruction.

In the TEKS section, abbreviate the TEKS and write out the language of the TEKS. See the course resources for more detail and instruction.

In the Materials section, include ALL materials that will be used by the teacher AND students in list form.

In the Bloom's Taxonomy section, you will choose ONE level. See the course materials for help in choosing the correct Bloom's Taxonomy level.

In the Classroom Strategies section, you will choose the strategies that are primarily used to teach the objective. Remember, you must include a cooperative learning strategies and a discussion strategies.

In the Learning Styles section, choose the learning styles that are most represented. But, also put the learning styles next to the step. Not every step needs a learning style.

In the Lessons section, write step-by-step instructions that tell exactly what the teacher will do to teach the objective. Make the lesson only about teaching the objective. Make the lesson cognitively, socially, emotionally, and physically age appropriate. Actively involve all students in the lesson and utilize several teaching strategies. Appeal to diverse learning styles and accommodate to meet the needs of exceptional learners (as noted above.)

In the Homework/Practice section, write step-by-step instructions that tell exactly what the students will do to practice the objective. Make the Homework/Practice activity cognitively, socially, emotionally, and physically age appropriate. Actively involve all students. Make sure the homework/practice appeals to diverse learning styles and meets the needs of exceptional learners.

In the Assessment / Evaluation section, give a brief description on how you will assess / evaluate the learning objective.

<p>Rationale: <i>(A complete sentence stating the purpose of the lesson.)</i></p>	<p>(Lesson Plan Title delete this and type the title here)</p>
<p>Materials/Equipment: <i>(Include the source for any book, recording, song, game, or idea)</i></p>	<p>Submitted by: (your name) Course #: Grade Level: Subject:</p>
<p>TEKS Achieved: <i>(Include TEKS labeled, numbered, and written)</i></p>	<p>Objectives: <i>(Statements about what the children will do, written out as "the student will." Include one objective for your chosen content area(s). Refer to the TEKS.)</i></p>
<p>Bloom's Taxonomy: <i>(Choose ONE level that best represents the LO)</i></p> <p>Knowledge Comprehension Application Analysis Synthesis Evaluation</p>	<p>Lesson Plan Process: <i>(Plan how you will teach the lesson. Break the material into very small steps and write out each step. In parentheses, next to each step indicate the approximate time it takes to complete the step.)</i></p>
<p>Learning Styles: <i>(In the process section, indicate where the Learning Style is represented. Put the learning style in a different color after the time.)</i></p> <p>Visual / Spatial Logical / Mathematical Verbal / Linguistic Interpersonal Intrapersonal Kinesthetic Musical Naturalistic</p>	<p>Homework / Practice:</p>
<p>Classroom Strategies: <i>(Refer to Canvas for instructions)</i></p> <p>Centers / Stations Cooperative Learning Discussion Graphic Organizers Manipulatives Technology Integration</p>	<p>Accommodations: <i>(Look back to your process. Pick the step that you will accommodate for the learner. In this section, write down the step and the detailed way you will accommodate. See lesson plan instructions and Canvas for more details.)</i></p> <p>Assessment / Evaluation: <i>(State your method of evaluating how the students learned the concepts or skills listed in your objectives above. State WHAT you will assess and HOW you will assess.)</i></p>
<p>References / Resources in APA Formatting</p>	

Semester:

Levels of Mastery					
Standards	Meets or Exceeds All Expectations	Meets Most Expectations	Meets Few or No Expectations	Candidate Self-Assessment	Instructor Points
Analyze the culture of the schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.	Candidate's lesson plan activities accommodate children with exceptionalities. (6-8 pts.)	Candidate's lesson plan activities somewhat accommodate children with exceptionalities. (5 pts.)	Candidate's lesson plan activities rarely or do not at all accommodate children with exceptionalities. (0-4 pts.)		
Recognize the various multiple intelligence/learning styles in order to be able to implement instructional practices that meet the needs of all students.	Each of the lesson plans is appropriate for the cognitive, emotional, social, and physical development of the specified age group. (6-8pts.)	Each of the lesson plans is somewhat appropriate for the cognitive, emotional, social, and physical development of the specified age group. (5 pts.)	Each of the lesson plans is rarely or not at all appropriate for the cognitive, emotional, social, and physical development of the specified age group. (0-4 pts.)		
	Candidate's Lessons and Homework/Practice appeal to diverse learning styles. (6-8 pts.)	Candidate's Lessons and Homework/Practice somewhat appeals to diverse learning styles. (5 pts.)	Candidate's Lessons and Homework/Practice rarely or never appeals to diverse learning styles.(0-4 pts.)		
Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.	Candidate's assessment and / or evaluation clearly and appropriately assesses the learning objective. (6-8 pts)	Candidate's assessment and / or evaluation somewhat assesses the learning objective. (5 pts)	Candidate's assessment and / or evaluation does not appropriately assess the learning objective. (0 pts)		
Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.	Each of the candidate's lesson plans focus only on one learning objective; all objectives are measurable. (6-8 pts.)	Each of the candidate's lesson plans mostly focus only on one learning objective each; some objectives are measurable. (5 pts.)	Candidate's lesson plans rarely or never focus only on one learning objective each and/or objectives are not measurable. (0-4 pts.)		
	The lesson requires the learner to practice each lesson's skills based on the major objective. (6-8 pts.)	The lesson mostly requires the learner to practice each lesson's skills based on the major objective.	The lesson rarely or never requires the learner to practice each lesson's skills based on the major objective. (0-4 pts.)		
	The lesson appropriately uses classroom strategies that effectively teach the learning objective. (6-8 pts)	The lesson has classroom strategies, but they are not appropriately implemented and / or described. (5 pts)	The lesson does not have a variety of classroom strategies. (0 pts)		
	Candidate's Homework/Practice activities require the learner to practice each lesson's skills based on the learning objective. (6-8 pts.)	Candidate's Homework/Practice activities mostly require the learner to practice each lesson's skills based on the learning objective. (5 pts.)	Candidate's Homework/Practice activities rarely or never require the learner to practice each lesson's skills based on learning objective. (0-4 pts.)		
	Candidate's lesson plans require active participation of every student in all parts of the plans. (6-8 pts.)	Candidate's lesson plans mostly require active participation of every student in all parts of the plans. (5 pts.)	Candidate's lesson plans rarely or never require active participation of every student in all parts of the plans. (0-4 pts.)		
Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.	Candidate correctly chooses and applies Bloom's Taxonomy level to both lesson plans. (8 pts)	Candidate correctly chooses and applies Bloom's Taxonomy level in one lesson plan. (4 pts)	Candidate does not correctly choose and apply Bloom's Taxonomy level in the lesson plans. (0 pts)		
	The TEKS are included for each lesson; TEKS are written correctly and apply to the lesson plan. (8 pts)	The TEKS are included for each lesson plan; TEKS may be written incorrectly and / or not apply to the lesson plan. (4 pts)	The TEKS are included for each lesson plan; TEKS are written incorrectly and do not apply to the lesson plan. (0-1 pt)		
	Candidate wrote lesson plans that include step by step instructions telling exactly what the teacher and students will be doing during each part of the lesson; lesson plans are clearly written and could be easily followed by a fellow teacher or substitute. (6-8 pts.)	Candidate wrote lesson plans that include some step by step instructions telling exactly what the teacher and students will be doing during each part of the lesson; lesson plans are somewhat clearly written for a fellow teacher or substitute to follow. (4 pts.)	Candidate wrote lesson plans that rarely or do not at all include step by step instructions telling exactly what the teacher and students will be doing during each part of the lesson; lesson plans are not clearly written for a fellow teacher or substitute to follow. (0-3 pts.)		
	Candidate clearly identifies and uses credible professional, Internet, and library research; sources are cited in APA style. (4 pts.)	Candidate clearly identifies and uses credible professional, Internet, and library research; sources not cited in APA style. (2 pts.)	Candidate does not identify and/or use credible professional, Internet, and library research sources. (0 pts.)		
			TOTAL (100 Points Possible):		

Professor Comments:

Rationale:

The purpose of the lesson is for students to apply mathematical process standards to represent and compare whole numbers and understand relationships related to place value

Materials / Equipment:

SMART board
stack of dollar bills
clip art of dollars for SMART board
manipulatives for class
worksheets / pencils / markers
Place Value Hockey Game on youtube
wide solid tape
jar, slips of paper for STAND game
R.E.M.'s Stand song on youtube
Seesaw App

TEKS Achieved:

§111.5.b.2.B.

Bloom's Taxonomy:

Application

Learning Styles:

Auditory	Visual/Spatial
Kinesthetic	Logical/Math
Verbal/Linguistic	Musical
Intrapersonal	Interpersonal

Classroom Strategies:

Activities	Hands-On
Problem Solving	Pairing
Peer tutoring	Lecture
Independent	Simulation
Charts/Graphs/Maps	Whole-group
Cooperative Groups	Technology

Learning Theory:

Social cognitive

(STAND for Place Value)

Submitted by: student name

Course #: EDUC 1301-S01 For Grade Level(s) 3rd Subject Math

Objectives/Outcomes:

- TSW identify place value from the ones place to the hundred thousands place using manipulatives on desk charts and their bodies on floor charts.

Lesson Plan:

(60 minutes total)

Introduction (Anticipatory Set / Motivation)

1. Show the class a stack of real one dollar bills. Ask them if they had some of their own money, would they want a lot or a little? Show pictures of real \$10, \$100, & \$1,000 bills on SMARTboard. Ask the kids how to tell which bill is worth more money? Ask what the zeros on a ten, hundred, and thousand dollar bill are for. (5)

Process:

1. Have Paper Captain hand out place value worksheets to each student, and have class get markers or highlighters and pencils out. Have another helper hand out one counting manipulative to each student. (3)
2. Using the SMARTboard, have a blank, color-coded place value chart set up.
3. Have students color code their place value charts like mine on the SMARTboard. (2)
4. On the SMARTboard, drag a dollar icon into the Tens Place. Ask class to move their manipulative into their Tens Place. Explain how moving the bill to the left will increase the value by ten. Invite students to the front to take turns at SMARTboard. Continue moving into different place values to practice. (10) .
6. Divide class into two teams & play Place Value Hockey game on SMARTboard. Continue until each student has had a turn. (15)
7. Have students complete place value worksheet. Teacher will walk around and guide students as necessary. (10)
8. Bring up REM's STAND on youtube on the SMARTboard. Have class stand at front of room where place value tapes have been stuck to carpet. Explain when music starts class should pick a place value to stand on and they dance in place. When music stops, pull a place value out of jar and anyone or group on that place value must sit down. Continue until there is a winner. (15)

Homework/Practice:

1. Assign for homework students to make place value poster with something from home. Any silly thing can be the marker: cereal, Legos, or small toys. Post short video explaining or picture of poster on Seesaw. For bonus points, comment on a friend's submission.

(STAND for Place Value)

Accommodations:

(ADHD)

(Step) Homework: Assign for homework students to make place value poster with something from home. Post short video explaining or picture of poster on Seesaw. For bonus points, comment on a friend's submission.

- Student will receive an outline of homework with steps explained.
- The outline will be color-coded with three colors, green, yellow, and red. First work on the green color, next the yellow, and once they are done with the red, they can stop.

Classroom Accommodations

- A "Bouncy Band" on the legs of his or her chair to allow physical movement while keeping hands free to work.
- Placement close to me so I can monitor attention and behavior.

Assessment/Evaluation:

- The student's scores on the Place Value Hockey Game will show who understands and who does not.
- I will observe classroom participation during the Human Place Value game, watching to see if the students understand when they are "out."

Resources used to create this lesson (APA)

ABCYa.com. Place Value Hockey. [Web-Based Educational Game]. Retrieved from http://www.abcya.com/place_value_hockey.htm.

R.E.M.HQ. (2009, October 26). R.E.M. Stand. [Video File]. *YouTube*. Retrieved from https://youtu.be/AKKqLI_ZEEY.

Strimpel, Johanna. 4th grade teacher at Hartman Elem., Wylie ISD. Human place value idea was used in a like manner. Observed 2016, September 21.

Rationale:

The purpose of the lesson is for students to learn to listen to, respond to, and evaluate music and musical performances.

Materials / Equipment:

School Counselor
SMART board
Field trip forms
Macarena music

TEKS Achieved:

§117.106(b)(6)(A)

Bloom's Taxonomy:

Application

Learning Styles:

Auditory	Visual/Spatial
Kinesthetic	Logical/Math
Verbal/Linguistic	Musical
Intrapersonal	Interpersonal

Classroom Strategies:

Activities	<u>Hands On</u>
<u>Problem Solving</u>	<u>Pairing</u>
Peer tutoring	Lecture
Independent	Simulation
Charts/Graphs/Maps	Whole-group
Cooperative Groups	Technology

Learning Theory:

Social cognitive

(Pokémon Go Be A Good Listener)

Submitted by: student name

Course #: EDUC 1301-S01 For Grade Level(s) 1st Subject Music

Objectives/Outcomes:

- TSW demonstrate appropriate audience behavior during a live musical performance while at the Pokémon Symphonic Evolution field trip.

Lesson Plan:

(60 minutes total)

Introduction (Anticipatory Set / Motivation)

1. Invite school counselor to come and talk to class. While she is speaking, pretend to interrupt her many times. Tug on her arm, say her name over and over, wave your hand in front of her face, bump into her while walking. Have her pretend to get upset. When class tries to console her, introduce topic of being a good listener and audience. (6)

Process:

1. Watch video book Lacy Walker Nonstop Talker to illustrate non-example for listening. (4)
2. Discuss how Lacy was not a good listener. Ask how she changed when she lost her voice. Have class give examples of times they have been a good listener. (5)
3. Play "Simon Says" game to illustrate good listening skills. (5)
4. Practice sitting still. Talk about where hands go, feet go, arms, etc. (5)
5. Pretend you are watching a performance, have kids try to distract you. Ask them how to try better next time. Let kids have turns who want them. (15)
6. Talk about times to go to the bathroom, or emergency situations where it is ok to talk. (5)
7. Address fears of sitting in the dark. Talk about theater lights that illuminate the walkways. (5)
8. Go over key rules to being a good audience. Play Macarena or some similar dance song to memorize the rules. (10)

Homework/Practice:

1. Have kids turn in their field trip forms for the Pokemon Symphonic Evolutions field trip.
2. Go over key rules for being good audience before entering symphony hall.
3. Make sure student's buddies are assigned and chaperones are staged at entries / exits.

(Pokémon Go Be A Good Listener)

Accommodations:

(Downs Syndrome)

Step 8: Go over key rules to being a good audience. Play Macarena or some similar dance song to memorize the rules.

- Have student stand near me while we learn the dance.
- We will have simple moves in the dance.
- To accommodate delayed reaction times and/or delayed motor development, we will perform the dance at an easy pace for this student. Many times going slow, and only going fast a few times at the end "for fun."
- We will practice the dance several times to give this student a better chance to master movements.

Assessment/Evaluation:

Observing students during Step 5 is crucial to seeing if they understand appropriate audience behavior. The answers they give and the good behaviors they mimic will show me if they understand what it means to be a good audience.

Resources used to create this lesson (APA)

K&G Childrens Books Videos. (2016, May 13). Lacy Walker Nonstop Talker

[Video File]. *YouTube*. Retrieved from <https://youtu.be/B98jUpgHBv4>

The Maxarena – Maximo. (2016, August 23). Go Noodle Get Moving. [Video File].

YouTube. Retrieved from <https://youtu.be/MAsP7TYPYcc>

EDUC 1301 Lesson Plans Project Assessment Rubric

Student Name: Student Name

Semester: Fall 2016

Levels of Mastery					
Standards	Meets or Exceeds All Expectations	Meets Most Expectations	Meets Few or No Expectations	Student Self-Assessment	Instructor Points
1. a. Students know and understand young children’s characteristics and needs.	Each of the lesson plans is appropriate for the cognitive, emotional, social, and physical development of the specified age group. (6-8 pts.)	Each of the lesson plans is somewhat appropriate for the cognitive, emotional, social, and physical development of the specified age group. (5 pts.)	Each of the lesson plans is rarely or not at all appropriate for the cognitive, emotional, social, and physical development of the specified age group. (0-4 pts.)	8	
1. c. Students use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	Student’s lesson plans require active participation of every student in all parts of the plans. (6-8 pts.)	Student’s lesson plans mostly require active participation of every student in all parts of the plans. (5 pts.)	Student’s lesson plans rarely or never require active participation of every student in all parts of the plans. (0-4 pts.)	8	
	Student’s Lessons and Homework/Practice appeal to diverse learning styles and to meet the needs of exceptional learners. (6-8 pts.)	Student’s Lessons and Homework/Practice somewhat appeals to diverse learning styles and to meet the needs of exceptional learners. (5 pts.)	Student’s Lessons and Homework/Practice rarely or never appeals to diverse learning styles and to meet the needs of exceptional learners. (0-4 pts.)	8	
4. b. Students know, understand, and use effective approaches, strategies, and tools for early education.	Each of the student’s lesson plans focus only on one major objective; all objectives are measurable. The TEKS are included for each activity.(6-8 pts.)	Each of the student’s lesson plans mostly focus only on one major objective each; some objectives are measurable. (5 pts.)	Student’s lesson plans rarely or never focus only on one major objective each and/or objectives are not measurable. (0-4 pts.)	8	
	The lesson requires the learner to practice each lesson’s skills based on the major objective. (6-8 pts.)	The lesson mostly requires the learner to practice each lesson’s skills based on the major objective. (5 pts.)	The lesson rarely or never requires the learner to practice each lesson’s skills based on the major objective. (0-4 pts.)	8	
	Student’s Homework/Practice activities require the learner to practice each lesson’s skills based on the major objective. (6-8 pts.)	Student’s Homework/Practice activities mostly require the learner to practice each lesson’s skills based on the major objective. (5 pts.)	Student’s Homework/Practice activities rarely or never require the learner to practice each lesson’s skills based on major objective. (0-4 pts.)	8	
4. d. Students design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	Student’s lesson plan activities accommodate children with exceptionalities. (6-8 pts.)	Student’s lesson plan activities somewhat accommodate children with exceptionalities. (5 pts.)	Student’s lesson plan activities rarely or do not at all accommodate children with exceptionalities. (0-4 pts.)	8	
	Student wrote lesson plans that include step by step instructions telling exactly what the teacher and students will be doing during each part of the lesson; lesson plans are clearly written and could be easily followed by a fellow teacher or substitute. (6-8 pts.)	Student wrote lesson plans that include some step by step instructions telling exactly what the teacher and students will be doing during each part of the lesson; lesson plans are somewhat clearly written for a fellow teacher or substitute to follow. (5 pts.)	Student wrote lesson plans that rarely or do not at all include step by step instructions telling exactly what the teacher and students will be doing during each part of the lesson; lesson plans are not clearly written for a fellow teacher or substitute to follow. (0-4 pts.)	8	
5.c. Students engage in continuous, collaborative learning to inform practice.	Student clearly identifies and uses credible professional, Internet, and library research; sources are cited in APA style. (7 pts.)	Student clearly identifies and uses credible professional, Internet, and library research; sources not cited in APA style. (4 pts.)	Student does not identify and/or use credible professional, Internet, and library research sources. (0-3 pts.)	7	
Supportive Skills	Meets or Exceeds All Expectations	Meets Most Expectations	Meets Few or No Expectations	Student Self-Assessment	Instructor Points
Supportive Skill 2: Applying foundational concepts from general education	Student wrote a reading/literature lesson plan, a math lesson plan, and a lesson plan on a subject of choice. (16 pts.)	Student wrote two of the required plans. The other plan is missing. (8 pts.)	Student wrote one of the required plans. The other plans are missing. (4 pts.)	16	
Supportive Skill 3: Strong skills in written and verbal communication (punctuation, capitalization, grammar, spelling).	Student has few to no English mechanics errors. (6 pts.)	Student has less than 7 English mechanics errors. (4 pts.)	Student has more than 7 errors in English mechanics. (0-3 pts.)	6	
	Student has used the lesson plan template as described in instructions; all parts are included. (7 pts.)	Student has used the lesson plan template as described in instructions; some parts are missing. (4-5 pts.)	Student has not used the lesson plan template as described in instructions. (0-3 pts.)	7	
TOTAL (100 Points Possible):				100	

Professor Comments:

**EDUC 2301: Introduction to Special Populations
Children's Books Analysis Project
Key Assessment**

Student Learning Outcomes

Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.

Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

Texas Pedagogy and Professional Responsibilities Standards

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Project Instructions:

1. Check out 10 **children's** or **young adult books** at your local library and / or one of the Collin College libraries; select two books in each of the topic areas listed below: You should specify the age group these books are targeting.
 - **Gender issues:** males and/or females in diverse roles (for example, a female firefighter; a male nurse, etc.)
 - **Multiculturalism:** books depicting children/families with different skin colors; from different cultures, backgrounds, etc.
 - **Academic Diversity:** students who are exceptional learners (e.g. disabilities and gifted / talented)
 - Families with **diverse lifestyles** (divorced parents, for example).
 - Families/children from diverse **socioeconomic** backgrounds (low-income situations, for example).
2. Write **an analysis** for five (5) books – **one in each category**. Each analysis should be approximately 300-400 words (excluding the publication information). Before writing the analysis, provide the publication information: title, author, year of publication, publisher, and intended age group

In the analysis, include the following:

- A short synopsis of the book. The synopsis should be brief but include the important details so the instructor understands the plot.
 - Argue / justify whether the book appropriately addresses the intended topic (e.g. gender issues). Your argument / judgment should be a critical analysis, so you must use **examples and direct quotes** from the book to support your point. Questions to ask yourself:
 - An explanation of how it would or would not help students develop a better understanding of diversity. You must use **examples and direct quotes** from the book to justify your response. Use course materials, class discussions, readings, etc, to justify your response.
 - An explanation of whether you would like to include this book in your classroom library. Your explanation must include support for your stance. Points to consider: does it effectively address the intended topic? Why or why not? Is it age appropriate? Why or why not? Does it effectively develop a better understanding of diversity? Why or why not? Does it help teach content knowledge? Why or why not? Using course materials, class discussions, readings, etc, may help to justify your response.
3. For the five (5) books that you did not write the analysis, create a bibliography according to the topic. So, create the bibliographic citation for the children's / young adult book and indicate which topic it most effectively addresses.
 4. Bring your chosen books to class on the date indicated, and be prepared to share your thoughts about them.

EDUC 2301: Children's Book Analysis Project Assessment Rubric

Candidate Name:

Semester:

Standards	Levels of Mastery				Candidate Self-Assessment	Instructor Points
	Meets or Exceeds All Expectations	Meets Most Expectations	Meets Few or No Expectations			
Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.	Candidate provided thorough and specific explanations on how the book addresses the intended topic of diversity. Explanations included sound arguments with support from the text. (20 pts.)	Candidate provided explanations on how the book addresses the intended topic of diversity. Explanations included sound arguments but may not have support from the text. Or, explanation may be shallow, lacking detail. (16 pts.)	Candidate did not provide adequate explanations on how the book addresses the intended topic. (11 pts.)			
Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.	Candidate described specifically and thoroughly how it would / would not help students understand diversity and included sound support from the book. (15 pts.)	Candidate described how it would or would not help students understand diversity but did not include support from the book for support. (11 pts.)	Candidate rarely described or did not adequately describe how it would or would not help students understand diversity. (8 pts.)			
Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.	Candidate selected and reviewed two age appropriate books in the category of "Gender Issues." (5 pts.)	Candidate selected and reviewed one age appropriate book in the category of "Gender Issues." (3 pts.)	Candidate did not select and/or review any books in the category of "Gender Issues." (0 pts.)			
	Candidate selected and reviewed two age appropriate books in the category of "Multiculturalism." (5 pts.)	Candidate selected and reviewed one age appropriate book in the category of "Multiculturalism." (3 pts.)	Candidate did not select and/or review any books in the category of "Multiculturalism." (0 pts.)			
	Candidate selected and reviewed two age appropriate books in the category of "Academic Diversity." (5 pts.)	Candidate selected and reviewed one age appropriate book in the category of "Academic Diversity" (3 pts.)	Candidate did not select and/or review any books in the category of "Academic Diversity." (0 pts.)			
	Candidate selected and reviewed two age appropriate books in the category of "Diverse Lifestyles." (5 pts.)	Candidate selected and reviewed one age appropriate book in the category of "Diverse Lifestyles." (3 pts.)	Candidate did not select and/or review any books in the category of "Diverse Lifestyles." (0 pts.)			
	Candidate selected and reviewed two age appropriate books in the category of "Diverse Socioeconomics." (5 pts.)	Candidate selected and reviewed one age appropriate book in the category of "Diverse Socioeconomics." (3 pts.)	Candidate did not select and/or review any books in the category of "Diverse Socioeconomics." (0 pts.)			
Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.	Candidate explained specifically and thoroughly, whether he/she would like to include each book in his/her classroom library. Explanations included sound arguments with support. (15 pts.)	Candidate explained whether he/she would like to include each book in his/her classroom library. Explanations lacked depth or support. (11 pts.)	Candidate rarely explained or did not adequately explain whether he/she would like to include each book in his/her classroom library. (8 pts.)			
Written and verbal skills	Candidate wrote a minimum 300 words, double spaced review of each book with few to no grammar errors. (10 pts.)	Candidate wrote a minimum 300 words, double spaced review of each book with less than 7 grammar errors. (6 pts.)	Candidate did not write a minimum 300 words, double spaced review of each book and/or with less than 7 grammar errors. (3 pts.)			
	Candidate brought selected books to class and discussed his/her review of the book. (10 pts.)	Candidate brought selected books to class but did not adequately discuss the analysis. (6 pts.)	Candidate did not bring selected books to class. (0 pts.)			
Identifying and using professional resources	Candidate provided the publication information of each book, including the title, author, publication year, name of publisher, intended age for book's target audience. (5 pts.)	Candidate provided the publication information of each book, including the title, author, publication year, name of publisher, intended age for book's target audience. (3 pts)	Candidate rarely or did not at all provide the publication information of each book, including the title, author, publication year, name of publisher, intended age for book's target audience. (0-1 pt)			
			TOTAL (100 Points Possible):			

** Points indicated on the rubric are the maximum number of points that could be received for that mastery level.

Professor Comments:

SAMPLE – Student sample, so may contain grammar errors and other errors.
Represents one analysis. Doesn't represent the entire project. Read the comments.

Children Book Analysis

Gender Issues

10,000 Dresses

Marcus Ewert

2008, Seven Stories Press

Grade Level- 3rd

The book 10,000 Dresses is a story about a young boy named Bailey who dreamt of extravagant dresses leading up to a red valentine castle. When he woke up, he wanted the help of his family to help him recreate the dresses he dreamed of, however since he is a boy they were totally against it. The message of the book was to show that despite what your gender is your dreams could come true with the help of someone who believes in you. Overall, this book is a great example of "Gender Issues" because Bailey is a boy but he dreams of dresses and how he would love to wear one. For example, "With all her heart, Bailey loved the dress made of lilies and roses, with honeysuckle sleeve". Another reason it's a great representation for Gender issues because, Bailey came to his mother about making a dress and her response was: "Go away and do not mention about making dresses again". This phrase repeated two more times with his father and brother and they all were not okay with the idea of making a dress for Bailey. Lastly, Bailey to his parents is a boy and calls "him" and "he", but to the author Bailey is a "her" and "she." For example, "Bailey went to her room. Now she would never have a dress made of lilies and roses, with honeysuckle sleeves". Despite all of the negativity he kept dreaming of extravagant dresses and finally met someone who loved making dresses and they made magic together. I would include this book in my classroom library because it

Commented [RB1]: Please arrange your books according to the category.

Commented [RB2]: Notice the short synopsis. The student didn't spend most of the paragraph talking about the synopsis.

Commented [RB3]: The student inserted an example to support the point.

Commented [RB4]: Student used several reasons to explain the point – not just one.

SAMPLE – Student sample, so may contain grammar errors and other errors.
Represents one analysis. Doesn't represent the entire project. Read the comments.
will show that feminism comes in all shapes, sizes and genders. This book could
encourage any student who may be having the same dreams or aspirations, or the
same narrowed minded parents who don't approve to truly be whom they are
meant to be inside and out.

Commented [RB5]: Student supports why the book would be included in the library. The student doesn't just state that yes, it would be included.

Commented [RB6]: The only thing missing is the support from the book. In what parts of the book are these ideas demonstrated?



Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

FACULTY CREDENTIALS

- Guidelines -

Comprehensive Standard 3.7.1 of the *Principles of Accreditation* reads as follows:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Approved: College Delegate Assembly, December 2006

Current Education faculty who were not members of the department during the period for this program review and/or do not teach courses within the AAT:

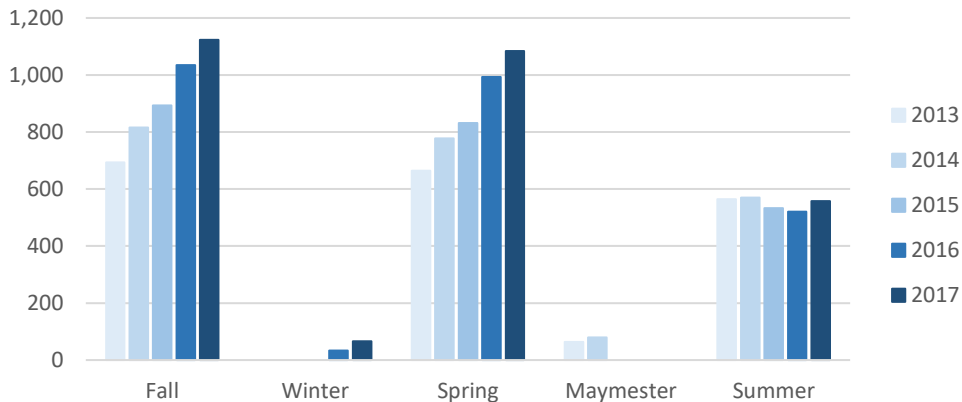
Employee Name	Role in Program	Credentials
Christina Friedl	Professor, Education	M.S., Education
Courtenay Jauregui	Professor, Education	M.Ed., Education Texas Teacher Certification
Allison Venuto	Professor, Education	M.A., Interdisciplinary Studies (with 18+ graduate hours in Education) B.S., Education Texas Teacher Certification
Glenda Strange	Lab Instructor, Education and Child Development	M.S., Education B.S., Child Development Teacher Certification
Amanda Ames	Associate Professor, Education	M.S., Education Texas Teacher Certification
Ann Blackman	Associate Professor, Education	M.S., Education
Stacey Buckner-DuPree	Associate Professor, Education	M.S. Education M.A., School Counseling Texas Teacher Certification
Mary Ann Dudko	Associate Professor, Education	Ph.D., Early Childhood Education M.A., Early Childhood Education B.S., Elementary Education Texas Teacher Certification
Sheryl Holton	Associate Professor, Education	M.Ed., Education B.S., Education Texas Teacher Certification Texas Principal Certification
Martha Legg	Associate Professor, Education	M.A., Early Childhood Education B.S., Education Texas Teacher Certification
Charity Lewallen	Associate Professor, Education	M.A., Education
Cindy May	Associate Professor, Education	M.S., Education B.S., Elementary Education Texas Teacher Certification

*Unduplicated Student Enrollment per Term
Program Review 2017-2018
FY2013 through FY2017*

Associate of Arts in Teaching

Term	Count of Unique Enrolled Students
FY2013	
Fall 2012	693
Spring 2013	664
Maymester 2013	64
Summer I 2013	346
Summer II 2013	218
FY2014	
Fall 2013	816
Spring 2014	777
Maymester 2014	79
Summer I 2014	341
Summer II 2014	229
FY2015	
Fall 2014	893
Spring 2015	831
Summer 2015	533
FY2016	
Fall 2015	1,035
Winter 2015	33
Spring 2016	993
Summer 2016	521
FY2017	
Fall 2016	1,123
Winter 2016	66
Spring 2017	1,084
Summer 2017	558

Note: Students counted for this measure were enrolled at Collin during the specified term and are identified based on their declared major in Banner.



Semester to Semester Comparison of EDUC 1301 and EDUC 2301 Sections

Term	EDUC 1301 Sections Offered	EDUC 2301 Sections Offered
Fall 2012	4	4
Fall 2013	5	4
Fall 2014	5	4
Fall 2015	7	5
Fall 2016	6	5
Fall 2017	7	5

Data Retrieved from Cougarweb My Workplace Reporting Tool, December 2017

Term	EDUC 1301 Sections Offered	EDUC 2301 Sections Offered
Spring 2013	5	4
Spring 2014	5	5
Spring 2015	5	4
Spring 2016	6	6
Spring 2017	7*	6
Spring 2018	7**	6**

Data Retrieved from Cougarweb My Workplace Reporting Tool, December 2017

* 7 sections offered but 1 cancelled due to low enrollment

** Number of sections being offered

Student Evaluation of Instruction Summary

Rubric - EDUC

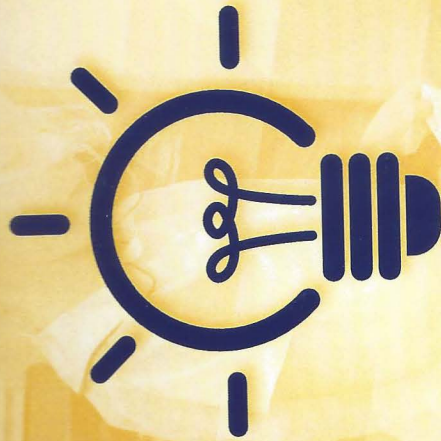
Collin College

Fall 2015

		No Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StdDev	
	<i>n</i>	0	1	2	3	4	5			
1	Provides information necessary to meet the course goals.	174	1	119	42	9	3	0	1.39	0.67
2	Organizes this course's content well.	174	2	115	39	11	6	1	1.44	0.77
3	Is well prepared for class meetings.	174	3	121	37	11	2	0	1.38	0.66
4	Uses a variety of teaching methods (when appropriate).	174	0	124	39	8	3	0	1.37	0.66
5	Is enthusiastic about the subject of this course.	174	2	147	24	1	0	0	1.15	0.38
6	Seems comfortable with the students in this course	174	1	135	34	3	1	0	1.25	0.51
7	Shows genuine interest in students' ideas.	174	1	129	35	6	3	0	1.32	0.63
8	Explains the material clearly.	174	0	112	42	14	6	0	1.51	0.79
9	Motivates me to do my best work.	174	2	116	47	3	2	4	1.35	0.58
10	Asks questions that challenge me to think.	174	3	120	45	4	1	1	1.33	0.55
11	Treats students with respect.	174	2	133	30	7	2	0	1.29	0.60
12	Uses examples to clarify important concepts.	174	0	121	45	7	0	1	1.34	0.55
13	Makes me feel free to ask questions in class.	174	2	126	39	7	0	0	1.31	0.54
14	Answers questions carefully and completely.	174	3	113	46	10	2	0	1.42	0.66
15	Listens attentively to what students have to say.	174	2	123	39	8	2	0	1.35	0.63
16	Is available for consultation.	174	3	122	40	7	1	1	1.34	0.59
Averages:								1.35	0.61	

Education

Inspiring Tomorrow's Leaders



Inspiration

Contact

Dr. Elaine Zweig

**Discipline Lead for the Child Development and
Education Program**

Child Development and Education

Collin College Spring Creek Campus

2800 E. Spring Creek Parkway Plano, TX 75074

972.881.5967

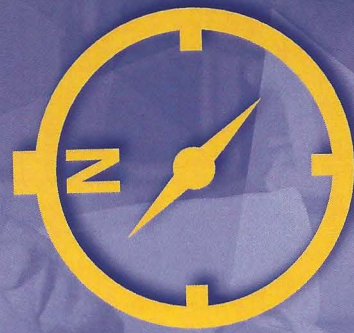
ezweig@collin.edu



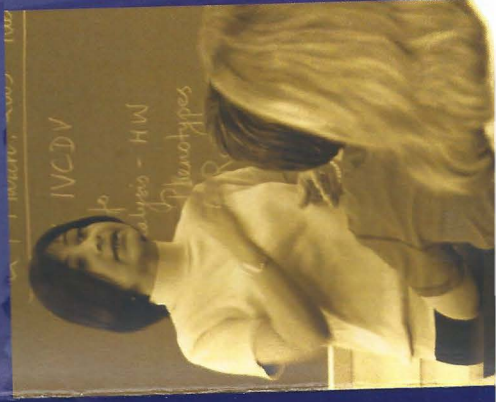
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Collin College is an equal opportunity institution and provides educational and employment opportunities without discrimination on the basis of race, color, religion, sex, age, national origin, disability, veteran status or other legally protected class.



Guidance



Education:

A Rewarding Profession

Employment growth and opportunities in the field of education are expected to grow in the next 10 years. Due to increases in student enrollment and low student-to-teacher ratios, elementary school and secondary school teachers will be in high demand.

Teaching is a rewarding and satisfying career that inspires and leads a new generation. You will work hand-in-hand with America's youth to help them further their educational journey. Regardless of the grade level or content area you choose, Collin College's teaching degree will provide you with the necessary tools to be an effective teacher.

Collin College's exemplary teaching programs offer:

- Hands-on, classroom experiences and observations
- Project-based learning using modern educational technologies
- Low student-to-teacher ratios
- A nationally accredited program

Get paid to inspire

According to the Bureau of Labor Statistics, average teacher salaries are competitive to other professions with similar education and experience. The median salaries for teachers and administrators are:

- Career and Technical Education Teachers: \$51,910
- Kindergarten and Elementary School Teachers: \$53,090
- Secondary School Teachers: \$53,430-\$55,050
- Special Education Teachers: \$55,060
- Principals: \$87,760

Head of the class

Collin College's teacher education programs are recognized by the Texas Higher Education Coordinating Board and have received two-year accreditation awards by the National Association for the Education of Young Children (NAEYC).

INSPIRING Tomorrow's Leaders

Degrees, certificates and specializations

- Associate of Applied Science (AAS) degree in Child Development
- Associate of Arts in Teaching (AAT)
- Individual courses and training
- Certificates and specializations in Special Education, Assistant Teaching and more

View all certificates and specializations at www.collin.edu/academics/programs/childdevelopment.html

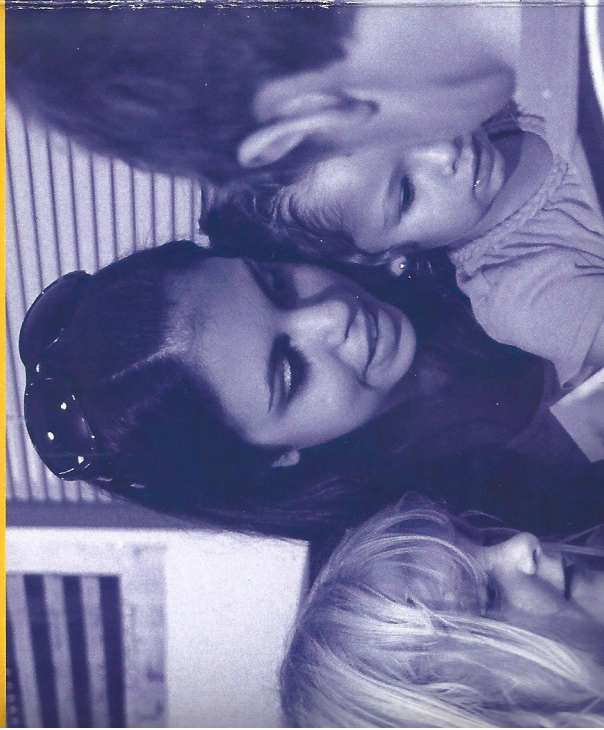
Our program is designed with you in mind

- Flexible scheduling meets the needs of a

- State and federal financial aid covers some or all the cost of tuition and books
- Classes are taught by college faculty who hold master's or doctoral degrees in education and who have taught in public schools

Our flexible scheduling includes

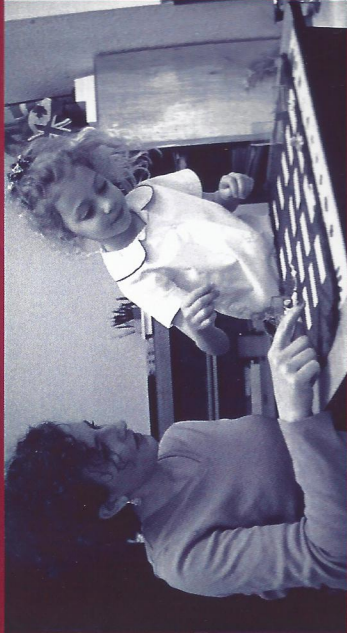
- Online classes
- Evening classes
- Daytime, face-to-face classes
- Express weekend classes
- Wintermester, Maymester, and summer classes
- Blended courses – online and face-to-face



Education

Inspiring

Tomorrow's Leaders



Contact

Dr. Elaine Zweig

Discipline Lead for the Child Development and
Education Program

Child Development and Education

Collin College Spring Creek Campus

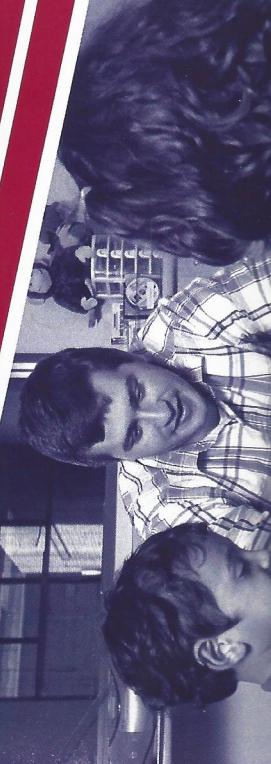
2800 E. Spring Creek Parkway Plano, TX 75074

972.881.5967

ezweig@collin.edu

Leaders

Mentors



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Is There a Need? Yes! If not you, then who?!

According to the Bureau of Labor Statistics, the need for classroom teachers across all grade levels will increase. Specifically, regions in Texas are among the fastest growing in school enrollment. The increased school enrollment will create more demand for classroom teachers. Education-based opportunities are expected to grow by six percent over the next 10 years!

Individuals with degrees in education can become:

- Childcare center teachers
- Public school teachers
- Curriculum specialists
- Technology specialists in public schools
- Childcare and public school administrators

Should I Become a Teacher?

Children need positive role models and effective classroom teachers. In a survey (Owings, et.al, 2005) completed by 2,100 veterans who are classroom teachers and their principals, the researchers found that veterans:

- Were more effective in classroom instruction and management
- Had greater impact on student achievement
- Remained in the teaching profession, specifically in highly diverse areas
- Used the skills and values from military experience to benefit the classroom

Application of Skills and Benefits

The values and skills from military experience can be transferred to the classroom learning environment.

Values and skills include:

- Problem-solving
- Professionalism
- Team-oriented
- Being mission minded
- Being attuned to the needs of others
- Setting high expectations of self and others

Veterans who are currently teaching reported (Feistritzer, 2005):

- Strong satisfaction with the teaching field
- Positive relationships with students, other teachers and administrators
- Intent to stay in the teaching field long term
- Educational courses very valuable in developing effective teaching techniques

Get Paid to Inspire

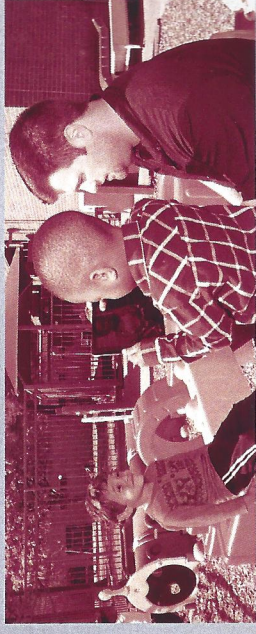
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Secondary School Teachers: \$53,430-\$55,050

Special Education Teachers: \$55,060

Principals: \$87,760



Myth v. Facts about Men in Education

Myth: *Women make better teachers than men.*

Fact: Men and women are equally capable classroom teachers. They provide different learning experiences for children, and men tend to provide more gross motor activities and more physical play and expression than women. Children need both types of experiences.

Myth: *Teaching children is not a masculine career.*

Fact: Male teachers provide experience with masculine gender roles. Today's society expects men to take an equal role in the nurturing and development of a child.

Why Collin College?

- Professors with many years of classroom experience
- Observations in classroom settings
- Hands-on experience in implementing technology in classrooms
- Flexible scheduling, including online and evening classes
- Tutoring and assistance with individual courses
- State and federal financial aid covers some or all of the cost of tuition and books
- Classes are taught by college faculty who hold master's or doctoral degrees in education and who have taught in public schools

Spring Creek Room I111 Room Utilization Spring 2017

