



Early Childhood Higher Education Programs

ANNUAL REPORT

INSTITUTION NAME: COLLIN COLLEGE

STATE: TEXAS

PLEASE INDICATE THE DATE FOR WHICH THE PROGRAM IS SUBMITTING THIS REPORT

☐ SEPTEMBER 30, 2020

☒ MARCH 31, 2022

PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING

☐ YEAR 1 ANNUAL REPORT

☐ YEAR 2 ANNUAL REPORT

☐ YEAR 3 ANNUAL REPORT

☒ YEAR 4 ANNUAL REPORT

☐ YEAR 5 ANNUAL REPORT

[NOTE IN YEAR 6 THE PROGRAM WILL SUBMIT A RENEWAL SELF-STUDY REPORT]

NAME OF PERSON COMPLETING THIS REPORT: ANN BUTLER

DATE: MARCH 1, 2022

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

☐ OUR PROGRAM IS RESPONDING TO CONDITIONS (*MAKE SURE TO COMPLETE PART G OF THE REPORT IF YOU CHECKED THIS BOX*)

X I AFFIRM THAT I HAVE READ THE CURRENT NAEYC EARLY CHILDHOOD HIGHER EDUCATION ACCREDITATION HANDBOOK (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

X I VERIFY THAT THE INFORMATION CONTAINED IN THIS REPORT IS ACCURATE (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

X OUR PROGRAM HAS SUBMITTED ITS ANNUAL FEE FOR THE CURRENT YEAR (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

☐ I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF

Annual Report Completion Checklist

Please complete this table to verify that each applicable section of the Annual Report has been completed.

X	The two-page cover sheet is complete, including the check box for the appropriate year of the Annual Report.
X	Section A contains all relevant contact information. If new contacts are listed, the program has provided the graduate degrees (and subject areas) that they hold.
X	The program has affirmed compliance with eligibility requirements in Section B and provided a narrative explanation in cases where it is not compliant.
X	In Section C the program has completed the table providing updates to program context.
X	In Section C the program has indicated whether there has been a substantive change(s) to the program(s) and attached the Substantive Change Report form if needed.
X	In Section D the program has reported program outcome data on three measures and has provided a web link on the institution's website where the data is published.
X	The program has completed the key assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements in Section E for all accredited programs.
	In Section E, the program has indicated on which standard it is submitting candidate performance data, included a data table, and answered the data analysis questions.
NA	If the Annual Report includes multiple programs, the program has disaggregated the data in Section E by program.
X	Each data table included in Section E is clearly labeled to indicate which key assessments are included and the dates for each application of data.
X	The program has completed the COVID-19 Addendum in Section F.
NA	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.

What to Expect After Submitting an Annual Report

- Once the program submits its Annual Report, NAEYC will acknowledge receiving the report.
- NAEYC will then review it for completeness. If the review finds that all items are complete, then the program will be notified that its Annual Report has been accepted. Programs can expect to hear back from NAEYC generally within ten weeks.
- If the report is missing information or NAEYC has clarifying questions, NAEYC staff will ask for the necessary data. If the program does not comply with the information request, it will be placed on Administrative Probation.
- If the program is responding to conditions in its Annual Report, the Commission will review the evidence submitted. In most cases, the program should plan to receive feedback on its conditions prior to the end of the year (if submitting during the fall cycle) or by mid-summer (if submitting in the spring cycle); in some cases the program may be notified that it has been placed on a subsequent Commission agenda.

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The purposes of the Annual Report are to:

- Affirm the program’s continued compliance with Accreditation Eligibility Requirements
- Document substantive changes to a program
- Provide updates on the program’s context
- Provide Program Outcome Data
- Support the program’s continuous improvement efforts in collecting and analyzing candidate performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Respond to any conditions identified by the Commission as part of an accreditation decision
- (For programs in Year 4) Provide an opportunity for feedback on key assessments as the program prepares for renewal

A. UPDATES TO CONTACT INFORMATION

Institution Name	Collin College
Mailing Address	2800 East Spring Creek Parkway, Plano, TX 75074
Program Name(s)	Collin College Early Childhood Education Program
Program name(s) as listed in college catalog, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	A.A.S. Early Childhood Educator
Program's website address (please list the website address for each program if including more than one program)	www.collin.edu/departments/childdevelopment
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	X No <input type="checkbox"/> Yes Program Name (if the institution has more than one accredited program) _____
Primary contact (faculty member representing the program) (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Name: Ann Butler Title Discipline Lead/Professor of Early Childhood Education Phone 972-378-8458 Email abutler@collin.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	Masters in Special Education (18 graduate credit hours of Early Childhood Education) ABD Higher Education
Secondary contact (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Name: Elaine Zweig Title: Professor of Early Childhood Education Phone: 972-881-5107 Email: ezweig@collin.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	Ph.D. Child Development

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

In the chart below, please indicate compliance with the accreditation system's eligibility requirements for all programs listed on p. 4.

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by an accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	Yes	
The program(s) is not designated as "low-performing" by the state as outlined by Title II of the Higher Education Act. ¹	Yes	
The program(s) is a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as Child Psychology, Sociology of the Family, or Children's Literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.	Yes	
The program requires field experiences.	Yes	
The program(s) has graduated at least one individual.	Yes	
Associate degree programs: The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs. Baccalaureate and master's degree programs: The faculty for the baccalaureate and master's degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies.	Yes	

¹Teacher licensure programs are required by the U.S. Department of Education to define criteria and procedures for identifying low-performing programs within the state. This requirement does not apply to early childhood programs that do not lead to teacher licensure.

This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.		
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Please explain any “no” answer above:

C. UPDATES TO PROGRAM CONTEXT

Have there been any substantive changes to the program, as defined in the Accreditation Handbook?	<div style="display: flex; justify-content: space-around;"> X No Yes </div> <p>If the program answered “yes”, please complete the “Notice of Substantive Change Report” template found in the Online Accreditation Resource library and attach to your Annual Report.</p>
Number of full-time candidates enrolled for the most recent semester² available (do not include certificate-only students in counts)	40
Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)	66
The number of required early childhood credit hours in the program.	45 hours
The number of required general education credit hours in the program.	15 hours
The number of required non-early childhood education methodology and other education courses in the program.	1
The number of required field experience hours in the program.	320
Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only students in counts). The reporting period may be different for programs that submit Annual Reports to NAEYC on a spring vs. fall cycle but should be consistent for each year’s Annual Report.	4

² If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

³ If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	3
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	7
During the past year, has the program experienced unusual circumstances (e.g., natural disasters or health calamities) that are not reflected elsewhere in the report?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes If the program answered “yes”, please provide a short explanation. Due to the pandemic, students completed lab observations by observing online video observations, approved by the Texas Higher Education Coordinating Board, instead of visiting schools as childcare facilities and schools were not allowing students to observe face-to-face observations.

D. REPORTING PROGRAM OUTCOME DATA

As part of the program's achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program's website.

The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. For institutions with more than one accredited program, data must be disaggregated and reported for each program.

Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time ⁴ (at the time of completion)
AY 2019	7	14%	86%
AY 2020	5	40%	60%
AY 2021	4	0%	100%

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.) _____ 2 years _____

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**⁵**The program must complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.**

⁴ Part-time status is defined by the institution.

⁵ "The Commission defines the published time frame as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program's expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations." *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at* <http://caa.asha.org/news/calculating-program-completion-rates/>.

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator, indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.

Program Name: ____ Early Childhood Educator _____

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100% , 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2017	3%	0%
2018	0%	0%
2019	0%	0%

A program may (but is not required to) insert below a short narrative description (150 words) of the data reflected above to provide context.

The majority of our student population are nontraditional. Many have full time jobs and families and do not complete in the two-year time frame to complete the A.A. S.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

(A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates
Fall 2018-Fall 2019	76%	32%	24%	34%
Fall 2019-Fall 2020	73%	33%	27%	32%

Fall 2020-Fall 2021	75%	31%	25%	26%
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OR

(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*

*The figures in these two columns do not need to add up to 100%

OR

(C) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a “C” or above, the pass rate on national performance assessments such as edTPA, etc.

Academic Year	Outcome Measure	Performance Data

- 1) Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution’s website.** The link should be accessible from the program’s home page on the institution’s website. The data could be housed directly within the program’s section of the institution’s website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program’s homepage.

<https://zogotech.collin.edu> (Collin College does not allow access this data by the public.)

E. REPORTING AND ANALYZING DATA FOR A STANDARD

*For this section, if the institution has more than one accredited program, please replicate and label the Key Assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements for each program **if they do not share the same key assessments**.*

Key Assessment Title Chart

Please list the names of each of the program's key assessments in the chart below.

	Name of Assessment and course number in which it is given	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.
Key Assessment 1	Advocacy Project	
Key Assessment 2	Standards Comparison	
Key Assessment 3	Wellness Curriculum Project	
Key Assessment 4	Child Observation Project	
Key Assessment 5	Observation and Assessment Project	
Key Assessment 6 (if applicable)*	NA	

* While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement. If a sixth assessment is included, it should meet the same requirements as the other assessments.

Chart of Key Assessments Aligned with Standards and Key Elements

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.		X		X		
1b. Knowing and understanding the multiple influences on development and learning.			X			
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		X				
Standard 2: Building Family and Community Relationships Key Elements	Key Assessment					
	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X					
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	X			X		

2c. Involving families and communities in young children’s development and learning.	X			X		
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements	Key Assessment					
	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.				X	X	
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		X		X	X	
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.				X	X	
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.				X		
Standard 4: Using Developmentally Effective Approaches Key Elements	Key Assessment					
	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.					X	
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		X			X	
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.			X			
4d. Reflecting on own practice to promote positive outcomes for each child.					X	
Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	Key Assessment					
	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			X			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			X			
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.					X	
Standard 6: Becoming a Professional Key Elements	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.	X					
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.		X				

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		X				
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.		X				
6e. Engaging in informed advocacy for young children and the early childhood profession.	X					

Reporting Data for a Standard

On which standard will the program report its two most recent applications of data? (Programs are encouraged to select a different standard for each Annual Report.) Please choose one:

☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☒ Standard 4 ☐ Standard 5 ☐ Standard 6

Which key assessments are used to measure this standard? (Please choose as many as are indicated on the chart as aligning with the selected standard.)

☐ Key Assessment 1 ☒ Key Assessment 2 ☒ Key Assessment 3 ☐ Key Assessment 4
☒ Key Assessment 5 ☐ Key Assessment 6

Please do not attach the actual key assessments unless you are responding to conditions related to key assessments or if you indicated on p. 1 that this is a Year 4 Annual Report for which you are requesting feedback on key assessments.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications⁶ of the most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. **If submitting multiple programs in this Annual Report, this data must be disaggregated by program. Data should be reported in a table that reflects data reported by the key elements within the standard. All data tables must clearly distinguish between how many degree candidates met or did not meet the standard (tables should include both the “n” and the “percentage” of candidates in each category). All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment.** NAEYC guidance can be found in the Accreditation Resource Library under “Guidance Documents and Other Resources.” Programs are encouraged to review the guidance when completing this section of the Annual Report.

Standard 4. Key Assessment 4

	Exceeds	Met	Not Met
Key Element 3a			
Spring 2020	N=21	N=0	N=1
	%=95	%=0	%=5
Fall 2020	N=16	N=4	N=2

⁶One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)
2020 Revised Template

	%=73	%=18	%=9
Key Element 3b			
Spring 2020	N=17	N=4	N=1
	%=77	%=18	%=5
Fall 2020	N=19	N=2	N=1
	%=86	%=9	%=5
Key Element 3c			
Spring 2020	N=21	N=0	N=1
	%=95	%=0	%=5
Fall 2020	N=19	N=1	N=2
	%=86	%=5	%=9
Key Element 3d			
Spring 2020	N=20	N=1	N=1
	%=90	%=5	%=5
Fall 2020	N=12	N=5	N=5
	%=54	%=23	%=23

Data Analysis Questions

After reviewing the data reported above, answer the following questions:

1. **How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (500 word limit)**

Key Element 4a, *Understanding positive relationships and supportive interactions as the foundation of their work with young children*. Key Element 4c, *Using a broad repertoire of developmentally appropriate teaching/learning approaches*. demonstrates that **91% of candidates exceeds/met the standard**, a slight decrease from the previous semester at **95%**.

For Key Element 4b, *Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology* demonstrates that **95% of candidates exceeds/met the standard**, consistent from the previous semester at **95%**.

For Key Element 4d, *Reflecting on own practice to promote positive outcomes for each child* decreased from the previous semester at **77%** of candidates exceeded/met the standard. While noting that the expectations of NAEYC are that 80% of candidates meet this standard, the data illustrates that this figure was only 3% lower than required for our candidates.

Therefore, while a high overall improvement was shown for the “Meets Expectations” criteria, data indicated that there was a very minor overall need to address and provide student support and future improvement for Key Element 3d. This is explained further in question #3.

2. **How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**

The program has revised the instructions and rubrics for all Key Assessments in order to improve student understanding of the assessments and to better align them with standards. Regular faculty meetings with full and part time faculty were conducted to review and revise the assessment instructions and rubrics. All faculty implemented the changes and included the new rubrics for each of the assignments into their courses.

3. **If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program’s analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**

Causes: Since March 2020, COVID-19 has significantly impacted our ECE degree program, particularly in regards to the ability to offer field experiences. Due to the Covid-19 global pandemic that began mid-Spring semester 2020, students transitioned to conducting lab observations by viewing online video examples as approved by the Texas Higher Education Coordinating Board and Collin College Leadership Team in place of visiting schools, etc., as childcare facilities and schools, including the Campus Child Development Lab School, were no longer allowing students to observe in face-to-face environments.

Since March 2020, the program went to all classes online due to COVID. In Fall 2020, the program offered both online and blended classes. Besides videos and reflections, students videotaped themselves implementing curriculum with or without actual children and students were allowed to implement curriculum with their own children or children with whom they were still working.

Many stressors, including student access to technology and Internet, a high incidence of student illness due to the rapidly-spreading pandemic, reduced financial and medical resources, increases in unemployment, low availability and inaccessibility of the developing vaccines, and most notably, the decreased ability to obtain clear and reliable video recordings of case study children in Key Assessment 4, which were often provided by parents or caregivers themselves.

In addition, due to understandable significant student frustration and anxiety, given all outside factors contributing to such, it was observed that many students simply did not

complete some of the elements of the assignment, especially those required at the conclusion of the semester.

Future Plans:

While institutional and department plans for Fall 2021 remain uncertain regarding ways in which child observations will be conducted, it is predicted that students will continue in the same manner as the previous year, i.e., video observations. One proposed remedy, as opposed to student-made recordings, would be to obtain professional observation-oriented/directed videos produced exclusively for students to facilitate successful completion of child observations. As accessibility to vaccinations increases, this limitation will hopefully be ameliorated.

F: UNDERSTANDING THE IMPACT OF COVID-19 ON ECE PROGRAMS

Since March 2020, COVID-19 has significantly impacted ECE degree programs, particularly their ability to offer field experiences and key assessments. The Commission on the Accreditation of Early Childhood Higher Education Programs asks that programs submitting an Annual Report or Self-Study Report complete the following addendum to provide information on how field experiences, key assessments and other aspects of your program have been impacted by the pandemic.

- 1) For Fall 2020, please describe how your program has been impacted by your institution's and states/county policies. For example, is your program fully online this semester? Are you offering limited face-to-face classes? Are there restrictions on the number of candidates who can be in a face-to-face class? (200 words or less)

During Spring semester, in March 2020, the program went to all classes online due to COVID. In Fall 2020, the program offered online and blended classes. Blended: The A/B format will allow for proper social distancing in the classroom. This means that only half of the class is present in class on a given day and time. For example: M/W class with 18 student cap (group A - 9 students attend on M; group B - other 9 students attend on W) M from 9-12 w/18 student cap (group A meets from 9 – 10:25; group B meets from 10:35 – 12 or alternate weeks)

- 2) For Fall 2020, please describe the closures and/or social distancing/COVID guidance that are in place for the early learning settings in which your candidates typically conduct their field experiences. (200 words or less)

For Fall 2020, the early learning settings were not open for our students to conduct their field experiences. Students observed video observations selected by faculty specifically for each course in order for content to correlate with the course learning outcomes. The Texas Higher Education Coordinating Board and College Administration and Leadership Team approved the department's selection of video observations for the students.

- 3) For Fall 2020, please indicate if there are particular age groups and/or types of early learning settings with which your candidates typically conduct field experiences that you know (or anticipate) candidates will not have access due to COVID-19. (200 words or less)

In Fall 2020, students did not have access to face-to-face early learning settings to conduct field experiences. Students observed video observations of a variety of age groups and types of early learning settings. These video observations were allowed per the Texas Higher Education Coordinating Board and Collin College Administration and Leadership Team.

- 4) Please select the choice that best estimates the level of access your candidates had to field experiences during the Spring and Summer 2020 and that you anticipate they will have during Fall 2020. (For Annual Reports and Self-Study Reports addressing more than one program, please complete a separate table for each program. Programs that operate on a quarter, trimester, or other non-semester-based system may adjust the time periods accordingly.)

	Spring 2020	Summer 2020	Fall 2020
All of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*	100%	100%	100%
At least half (but not all) of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*			
Fewer than half of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*			
None of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.			
N/A--field experiences are not typically required during this time period			

*If candidates were (or anticipate being) able to complete required field experiences but with modifications to what is typically required, please explain: Students observed video observations of a variety of age groups and types of early learning settings. These video observations were allowed per the Texas Higher Education Coordinating Board and Collin College Administration and Leadership Team.

- 5) Please check the appropriate boxes to describe the ways you have been supplementing opportunities for candidates to observe and practice in early learning settings.

X	Using videos and reflections to replace field experiences
X	Allowing students to implement curriculum with their own children or children they still have access to
X	Having students record themselves implementing curriculum (with or without actual children)
X	Having students work with their mentor/supervising teachers to plan and implement curriculum virtually
X	Having students work with their mentor/supervising teacher to meet in small groups with children/families virtually
NA	Giving students an “in progress” and extending the semester to allow additional time to complete field experiences
NA	Using simulation software (e.g., TeachLive)
X	Other ____CDA Candidates _were allowed to complete their field experience at their work sites. _____

- 6) Please describe how you are supporting candidates’ work with diverse populations of young children during this time of limited access to field sites. (200 words or less)

Students observed video observations of a variety of age groups and types of early learning settings with diverse populations of young children. These video observations were allowed and approved per the Texas Higher Education Coordinating Board and Collin College Administration and Leadership Team. Besides videos and reflections, students videotaped themselves implementing curriculum with or without actual children and students were allowed to implement curriculum with their own children or children they are still working with.

7a) Please check the appropriate response to the following questions.

	Yes	No	N/A
For candidates who graduated in Spring 2020 and Summer 2020, were they able to observe and practice in field experiences across at least two age groups and in at least two types of early learning settings during their time in the program?	X		
For candidates who are planning to graduate in Fall 2020 or beyond, will your candidates have had opportunities to observe and practice in field experiences across at least two age groups and in at least two types of early learning settings during their time in the program?	X		

7b) If you selected “no” to one or both questions, please describe the particular challenge(s). (200 words or less)

8) Please check the appropriate boxes in the table below regarding your program’s ability to offer key assessments during the following time periods. (For Annual Reports and Self-Study Reports addressing more than one program, please complete a separate table for each program. Programs that operate on a quarter, trimester, or other non-semester-based system may adjust the time periods accordingly.)

	Spring 2020	Summer 2020	Fall 2020
Our program was (or will be) able to offer all key assessments that are typically offered during this time period	X	X	X
Our program was (or will be) able to offer some but not all of the key assessments that are typically offered during this time period			

Our program was (or will) not able to offer any of the key assessments that are typically offered during this time period			
N/A--key assessments would not have been typically required during this time period			

9) If your program was not able to offer all key assessments, please list the key assessment(s) that were not offered and check which standard(s) it/they measure(s)

Name of the Key Assessment	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6

10) Is there anything else you would like to share regarding the impact of COVID-19 on your program? (200 words or less)

Professors were supportive, flexible and accommodating in adapting to student needs, schedules and lives as COVID impacted many of our students and their families.
<http://www.collin.edu/covid19/index.html>. A portion of the course was offered on campus in classrooms set up for social distancing and another portion of the course was conducted virtually which provided faculty to adjust content delivery as needed and respond to the latest state and local guidance. The blended format of instruction allowed students to move fully online if necessary due to the need for isolation or quarantine.

IF YOUR PROGRAM IS NOT RESPONDING TO CONDITIONS PLEASE GO TO THE ANNUAL REPORT COMPLETION CHECKLIST ON PAGE 3 TO VERIFY THAT YOU HAVE COMPLETED SECTIONS A THROUGH F.

G. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

If the program is accredited with conditions, please complete this section. If the program is not responding to conditions, do not complete this section.

1. Cite the condition statement(s) here exactly as it appears in the Accreditation Decision Report.

NA

2. Describe the progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents, such as revised key assessments or data tables and analysis that provide evidence of change. Programs that are accredited with conditions must satisfactorily address conditions by the second Annual Report in order to maintain accreditation.

NA