

Program Report for the Initial Preparation of Early Childhood Teachers National Association for the Education of Young Children (NAEYC) 2010 Standards - Option A

NOTE: This form uses the NAEYC standards approved by NCATE in 2010. Programs have the option to use either the 2002 or 2010 programs submitting reports through Spring 2012. Beginning in Fall 2012 ALL programs must use the new standards. NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

National Louis University

2. State

Illinois

3. Date submitted

MM DD YYYY

09 / 14 / 2016

4. Report Preparer's Information:

Name of Preparer:	
Xiaoli Wen	
Phone:	Ext.
(312) 261-3160	
E-mail:	
xiaoli.wen@nl.edu	

5. NCATE Coordinator's Information:

Name:	
Arlene Borthwick	
Phone:	Ext.
(847) 947-5025	
E-mail:	
aborthwick@nl.edu	

6. Name of institution's program:

Early Childhood Education

7. NCATE Category

Early Childhood Education-First Teaching License

8. Grade levels⁽¹⁾ for which candidates are being prepared

Birth to Grade 3

(1) e.g. Birth to Grade 3, P-3

9. Program Type

First Teaching License

10. Degree or award level

Baccalaureate

Post Baccalaureate

Master's

11. Is this program offered at more than one site?

- Yes
 No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Type 04 Certification: Birth through 3rd grade

14. Program report status:

- Initial Review
 Response to One of the Following Decisions: Further Development Required or Recognition with Probation
 Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
 Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

- Yes
 No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NAEYC standards. (Response limited to 4,000 characters)

For more than 125 years, the mission of National College of Education (NCE) has been excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners. Today, the College is one of the leading schools of education in the country, not only because of its contribution to preparation of numerous high-quality teachers, but also because of its leadership in advancing excellence in educator preparation. In fact, National Louis University was a founding member of the National Council for Accreditation of Teacher education (NCATE). NCE is approved by the Illinois State Board of Education (ISBE) that has a joint collaboration with NCATE.

As the College's oldest program, the Early Childhood Education program strictly follows the standards established by the National Association for the Education of Young Children (NAEYC) in preparing teacher candidates. These coherent, evidence-based standards for the preparation of early childhood professionals are a powerful tool that provides clear directions and purposeful specifications for programs that prepare early childhood professionals. These standards describe what early childhood professionals are expected to know and do, defining essential learning outcomes in professional preparation programs and presenting a shared vision of excellence. They are deliberately written as statements of core knowledge, understanding, and methods used across multiple settings and in multiple professional roles. Those standards have guided our program's curriculum development, field experience design, and assessment development. A more detailed discussion will be presented in the following sections of the report. This report provides evidence in showing that our programs have well prepared teacher candidates who meet the NAEYC standards.

This report covers two initial teacher preparation programs, the BA and MAT of Early Childhood Education. The programs award bachelor's and master's degree and lead to the Illinois Early Childhood (Birth-Grade 3) Type 04 teaching certificate.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. NOTE: Description of the field and clinical experiences required for the program should explain how the program ensures high quality field experiences. Quality field experiences support candidates to understand and apply the competencies reflected in the NAEYC standards as they observe, implement and receive constructive feedback in real world early learning settings. Programs are encouraged to consider the "indicators of strength" listed in the Supporting Explanation of Standard 7 when writing this narrative.

(Response limited to 8,000 characters)

The state of Illinois requires for 100 hours of pre-clinical experiences before student teaching, and our programs hold the same requirement (BA candidates who work on ESL endorsement will earn additional 100 hours through six additional courses). Many of these hours are

assigned in program courses and the rest are completed independent of course requirements. The state requires 50 hours in a primary grade setting, 25 hours in preprimary grade setting, and 25 hours in infant-toddler settings. Pre-clinical hours must be completed when a student is enrolled in the program. Students who work full-time during the day and attend classes in the evening often use personal and vacation time to achieve this requirement.

Among the 100 pre-clinical hours, teacher candidates spend 15 hours in classrooms serving children with special needs, and these hours are earned in conjunction with a special education course (BA: SPE300 Introduction to Special Education and Methods of Teaching Students with Disabilities; MAT: SPE500 Introduction to Methods of Teaching Students with Disabilities).

In addition, BA candidates complete 147 pre-clinical hours and MAT candidates complete 90 hours in conjunction with two practicum courses (ECE350 & 450 for BA and ECE580 & 589 for MAT; each practicum lasts for 10 weeks), under the guidance of a university supervisor. Students are assessed during the practicum experience for appropriate teaching dispositions. The practicum experience provides students with a preview of student teaching and offers them an opportunity to understand what it takes to be an early childhood teacher. The practicum experience takes place in both pre-primary (ages 3-5) and primary (ages 6-8) settings, so that candidates have exposure to teaching of children at different age ranges.

Two practicums and student teaching placements are arranged by the University and require candidates to apply in advance. The student teaching (ECE470 for BA and ECE590 for MAT) lasts one academic quarter (11 weeks), full-day (8 hours), and it is unpaid. The dates and times of this placement are negotiated by our clinical placement coordinator and the cooperating schools. In addition, teacher candidates are enrolled in a weekly seminar course, beside the field practice, to support their field experience.

It is worth pointing out that the Practicum II placement is designed as a linked experience with student teaching. Candidates spend two terms in the same classroom, with the same mentor teacher and students as a means to create a sustained experience. This extended experience allows for maximum growth and learning opportunities for the teacher candidates.

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children in two of the three early childhood age groups (i.e., 3 through 5, 5 through 8 years) and in a variety of settings that offer early education, including home, private or public child care centers, such as Head Start and state funded Pre-Kindergartens, and early school grades.

The Early Childhood Education programs have a designated clinical placement coordinator. The coordinator and ECE Faculty have developed child care/school partnerships throughout the Chicago area. Many of our teacher candidates are placed in partnership schools with representative supervisors. Teacher candidates are placed in schools at various geographic locations representing the great diversity of the Chicago metropolitan area.

In both BA and MAT programs, field experience is closely supervised by university faculty (either full-time faculty or part-time adjunct faculty), in collaboration with cooperating teachers in child care centers or school settings. Cooperating teachers are instructed to involve students in all aspects of teaching, planning, child assessment, interaction with parents, and classroom management. Teacher candidates design lesson plans that fit into their current classroom curriculum themes and implement curricula under the close supervision of the cooperating teachers. The university supervisors meet with candidates and cooperating teachers on a regular basis and are required to observe candidates' curriculum implementation practice at least 5 times. Both cooperating teacher and university supervisor are responsible for completing student teaching relevant assessments, including professional disposition evaluation, lesson plan evaluation, and teaching-related competency survey. See more details on field experience assessment in section II, III, and IV of the report.

Starting from September 2015, the state of Illinois adopted edTPA, an evidence-based assessment of teacher effectiveness. It is a performance and knowledge assessment for pre-service teachers that gathers and uses evidence of the qualities of teaching performance to improve teaching and teacher preparation. edTPA targets five key competencies: planning, assessment, instruction, reflection, and academic language. This assessment is quite rigorous, and we expect that it will help to further promote a productive field practice experience for our teacher candidates.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Q58165_ECE_BA_Program_of_Study (1).pdf	Q58165_ECE_MAT_Program_of_Study (1).pdf
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See **Attachment** panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Early Childhood B.A. Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	12	8
2014-2015	16	7
2013-2014	18	20

Program: Early Childhood M.A.T. Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	40	6
2014-2015	35	13
2013-2014	42	11

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Atkins, Cathy
Highest Degree, Field, & University ⁽³⁾	MEd, Leadership and Advocacy, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Many ECE classes and supervised student teachers grad and undergrad
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	U of Wisconsin board of Visitor SOHE.. Volunteer Meals at Home..
Teaching or other professional experience in P-12 schools ⁽⁹⁾	ECE consultant, Sub in ECE

Faculty Member Name	Batey-Stepancic, Alva
Highest Degree, Field, & University ⁽³⁾	EdD Educational Leadership and Organizational Change Roosevelt University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Adjunct Professor
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	I am involved in the areas related to teaching, learning and the education of teachers as an adjunct professor at National Louis University in Early Childhood Education for students in undergrad and graduate studies. I attended the past NAECY conference in Washington DC in 2009.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	I am a certified teacher with Chicago Public Schools. I have been teaching in the primary grades for over thirty years. I hold a type 75 administration certificate as well.

Faculty Member Name	Bressman, Sherri
Highest Degree, Field, & University ⁽³⁾	EdD in curriculum and instruction, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Elementary Education and Early Childhood Education
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	EPPI grant - NLU - triton partnership Chapter in ECE Monograph: Transfer Pathwaya Beyond Articulation Chapter in mentoring book- Mentoring Across Cultures

Teaching or other professional experience in P-12 schools ⁽⁹⁾	Grades 5,6,7,8 in Wheeling School District 21
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Faculty Member Name	Budde, Susan
Highest Degree, Field, & University ⁽³⁾	Masters, Early Childhood Education, University of Illinois at Chicago
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Early Childhood BA program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Committee member of the Hawkins Exhibit 2015
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Co-teacher at University of Illinois Children's Center Lab School Lead Teacher at Lutheran General Children's Center Education Coordinator at Chicago Commons, a social service agency

Faculty Member Name	Canafax, Eileen
Highest Degree, Field, & University ⁽³⁾	Early Childhood Education, Erikson Institute
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Clinical supervisor, Faculty
Faculty Rank ⁽⁵⁾	Adjunct Professor
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Costello, Terry
Highest Degree, Field, & University ⁽³⁾	MAT in Special Education: Teaching the Gifted and Talented, Northeastern IL University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty,Clinical supervisor
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Costello, T., O'Connor, D., Rossman, A., Salmon, D., Winter, J. (2009, February). Beyond performance in student teaching: Teacher candidates engage in metacognition through an innovative video review protocol. AACTE Annual Conference 2009, Chicago, IL. Costello, T., O'Connor, D., Rossman, A., Salmon, D., Winter, J. (2010, February). Using Teacher Candidates' Video Reflection as a Catalyst for Program Change. 2010 ATE Annual Meeting, Chicago, IL. Costello, T., Freedman, R., Gardner, W. Ko, E. K., O'Connor, D., Robinson-Lyles, K. (2010, February). Beyond Collaboration: High Quality Teacher Preparation Program from Conceptual Framework to Coursework. , Chicago, IL. Costello, T. (2009, February). Digital Videography: Innovative Technology to Enhance, Enrich, and Expand Teacher Candidate Performance. NCE Faculty Development Committee, Elgin, IL.(funded grant_)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Noah's Ark Christian Preschool Board Member 2006-2009. Co-chair of board 2008-2009 (Barrington, IL) National-Louis University(NLU)/ McHenry County College (MCC)/Elgin School District U46 partnership liaison: Teach NLU classes at MCC. Place students from Elgin and MCC cohorts in U46 placements. Supervision of students (MAT and BA) in U46 and other surrounding districts (District 300, 220, etc.) Assist with enrollment and advising of MCC cohorts. NLU/MCC liaison-attend and host meetings of partnership participants. U46/Lord's Park School: Attended "No Excuses Univeristy" staff development day and partner with one third grade class at LP School to promote college for all. Make 6-10 visits per school year to work with students. Also, bring in other speakers such as a study abroad student, an Elgin student on the UIC soccer team, etc. Quantum Learning Workshop Coordinator: Professional development for pre-service teachers from NLU and teachers from U46 and other surrounding districts.

Faculty Member Name	Downey, Lisa
Highest Degree, Field, & University ⁽³⁾	Master's Degree in Education, Early Childhood Leadership and Advocacy, NLU (currently pursuing Doctoral Degree--Educational Leadership, NLU)
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Early Childhood Education Early Childhood Practice Early Childhood Administration Masters of Art in Teaching, Early Childhood Education
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in	Co-Chair, Gateways to Professional Development Technical Assistance Credential Planning Committee Voting

Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8)	Member, Professional Development Advisory Committee (PDAC) for state of Illinois Currently researching writing needs and support for students in the ECP program who are multi-lingual or speak a secondary dialect in Standard English
Teaching or other professional experience in P-12 schools(9)	Infant/Toddler/Preschool Teacher for 15+ years Child Care Center Director for 5+ years (serving children birth through school-age) Trainer/Consultant for child care teachers serving children birth-5 for 10+ years

Faculty Member Name	Graver, Kathryn
Highest Degree, Field, & University(3)	MsEd. Education, Western Illinois University
Assignment: Indicate the role of the faculty member(4)	on line education through McCormick Center for Early Childhood Leadership. ECE311, ECE312, ECE313.
Faculty Rank(5)	Adjunct
Tenure Track	<input type="radio"/> YES
Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8)	President of the ECC group, Moline, IL
Teaching or other professional experience in P-12 schools(9)	college professor 10 years in Iowa. Scott Community College. preschool director 5 years Bettendorf Iowa special education preschool teacher 2 years Naperville, IL

Faculty Member Name	Humphries, Jane
Highest Degree, Field, & University(3)	EdD in Occupational and Adult Education, Oklahoma State University
Assignment: Indicate the role of the faculty member(4)	Faculty
Faculty Rank(5)	Adjunct Professor
Tenure Track	<input type="radio"/> YES
Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8)	
Teaching or other professional experience in P-12 schools(9)	

Faculty Member Name	Katch, Leslie
Highest Degree, Field, & University(3)	Ph.D., Child Development, Erikson Institute/Loyola University, Chicago
Assignment: Indicate the role of the faculty member(4)	MEd in Early Childhood Administration
Faculty Rank(5)	Assistant Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8)	-Presentations at National Conferences -Member and board member of the Illinois Infant Mental Health Association -Authored popular magazine articles
Teaching or other professional experience in P-12 schools(9)	Infant Mental Health Consultation for childcare programs

Faculty Member Name	Keneman, Ayn
Highest Degree, Field, & University(3)	EdD in Reading and Language, National-Louis University
Assignment: Indicate the role of the faculty member(4)	ECE, ELE, Reading, ECA, ECP
Faculty Rank(5)	Associate Professor
Tenure Track	<input type="radio"/> YES
Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8)	President, Organization of Teacher Educators of Literacy (International Literacy Association) 2014-2016 Served as part of the first CPL/PLA Evaluation and Credit Award Team, which was charged with the difficult task of simultaneously developing, implementing, and testing a wholly new, collaborative approach to criterion-based assessment of individual student collections of evidence of prior learning, as well as to develop and implement a rigorous, consensus process for the award of prior learning credit that will meet (and if possible surpass) US Department of Education (USDE) increasing expectations for the justification of credit hour award. Served on the ISBE Elementary Education program review team for two years
Teaching or other professional experience in P-12 schools(9)	Sacred Heart School, Winnetka, Illinois professional development Greeley School, Winnetka, Illinois, first grade teacher Trinity School, Atlanta, Georgia, Reading/Learning Disability Specialist

Faculty Member Name	Nagelbach, Dorothy
Highest Degree, Field, & University ⁽³⁾	M.ED in Early Childhood Education from National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Early Childhood Education
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Primary Grade Tutor
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Student Teacher Supervisor Kindergarten/First Grade Teacher for 20 years

Faculty Member Name	Pierce, Susan
Highest Degree, Field, & University ⁽³⁾	National Louis University MA in Reading Administrative Type75
Assignment: Indicate the role of the faculty member ⁽⁴⁾	ACT Reading Early Childhood
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Chapter Development, Pearson Reading Reading Coach, K-5
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Teacher K-3 Reading Specialist K-5 LA Coordinator

Faculty Member Name	Savage, Elizabeth
Highest Degree, Field, & University ⁽³⁾	MEd in Education/Art History/Science, National-Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	ECE Graduate
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Delta Kappa Gamma, PEO Illinois State Chairman Educational Loan Fund (scholarships).
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Wilmette, IL Public Schools, Scarsdale, NY Public Schools, Covenant Nursery School, The Barbereux School, Director Edison Park Lutheran Nursery School.

Faculty Member Name	Shelton, Bernice
Highest Degree, Field, & University ⁽³⁾	M. Ed. in Early Childhood and Leadership and Advocacy, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	ECE Undergraduate
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	NAEYC National Black Child Development Institute Southside Providers Network Assn.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Infant-Toddler Specialist Independent Consultant for Director of Pre-Schools ECE Programs Substitute for Middle Schools ECE Trainer

Faculty Member Name	Wade, Rick
Highest Degree, Field, & University ⁽³⁾	Ph.D., Education, University of Wisconsin - Milwaukee
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Elementary Education Early Childhood Education Secondary Education Educational Foundations & Inquiry
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in	

Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years (8)	Self-published two course texts for use in Elementary Education, Secondary Education, and Educational Foundations & Inquiry
Teaching or other professional experience in P-12 schools (9)	Supervision of graduate students in elementary and middle grade schools

Faculty Member Name	Walker, Charmaine
Highest Degree, Field, & University (3)	Master's Degree ECE MAT National Louis University
Assignment: Indicate the role of the faculty member (4)	Early Childhood
Faculty Rank (5)	Adjunct
Tenure Track	<input type="radio"/> YES
Scholarship (6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years (8)	Excelerate GOLD Head start Member Gateway Credentials
Teaching or other professional experience in P-12 schools (9)	Site Director Family Support Specialist Infant Toddler Coordinator

Faculty Member Name	Wen, Xiaoli
Highest Degree, Field, & University (3)	PhD in Child Development & Family Studies, Purdue University
Assignment: Indicate the role of the faculty member (4)	Early Childhood Education
Faculty Rank (5)	Associate Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship (6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years (8)	Editorial Board Member: Editorial Board: Early Education & Development Consulting Editor: Early Childhood Research Quarterly Grant Reviewer: Administration for Children and Families (ACF), U.S. Department of Health and Human Services
Teaching or other professional experience in P-12 schools (9)	Assistant teacher: Child Care Laboratory, Purdue University, 2001-2002

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAEYC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Early Childhood Education Content Test (107)	State Licensure Test	The content test is administered several times throughout the year. BA and MAT candidates are required to pass the test before student teaching

Assessment #2: Content knowledge in early childhood education (required)	LiveText Electronic Portfolio	Portfolio	LiveText portfolios are reviewed twice by faculty at the middle and end of program. BA - (1) ECE 451 Primary Practicum; (2) ECE470 Student Teaching MAT - (1) ECE 580 - Primary Practicum; (2) ECE 590 - Student Teaching
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)	Assessment of Professional Teaching Test - Birth to Grade 3 (APT 188) replaced with edTPA since September 2015.	State licensure test	The APT test was is administered several times throughout the year. BA and MAT candidates are required to pass the test before completion of the program.
Assessment #4: Student teaching or internship (required)	Competency Appraisal	Survey	Competency Appraisal is administered during student teaching, completed by candidates, university supervisors, and mentor teachers at midterm and end of the placement. BA - ECE 470 - Student teaching MAT - ECE 590- Student teaching
Assessment #5: Candidate effect on student leaning (required)	Lesson Plans	Lesson Plan	One lesson plan is evaluated in Practicum II and student teaching by candidates and university supervisors/mentor teachers. BA: ECE 451 (Primary Practicum) & ECE 470 (student teaching) MAT: ECE 580 (Primary Practicum), ECE 590 (student teaching)
Assessment #6: Additional assessment that addresses NAEYC standards (required) Assessment #7: Additional assessment that addresses NAEYC standards (optional)	Professional Disposition Evaluation	Survey	Professional dispositions are evaluated during Practicum II by candidates, university supervisors and mentor teachers. BA: ECE 451 Primary Practicum MAT ECE 580 Primary Practicum

Assessment #8: Additional assessment that addresses NAEYC standards (optional)			
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(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

1. Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

	#1	#2	#3	#4	#5	#6	#7	#8
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.								
1b: Knowing and understanding the multiple influences on early development and learning								
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Standard 2: Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

	#1	#2	#3	#4	#5	#6	#7	#8
2a: Knowing about and understanding diverse family and community characteristics								
2b: Supporting and engaging families and communities through respectful, reciprocal relationships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Involving families and communities in young children's development and learning.								

3. Standard 3: Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

	#1	#2	#3	#4	#5	#6	#7	#8
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children								
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.								
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.								

4. Standard 4: Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

	#1	#2	#3	#4	#5	#6	#7	#8
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children								
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches								
4d: Reflecting on own practice to promote positive outcomes for each child.								

5. Standard 5: Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential

concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

#1 #2 #3 #4 #5 #6 #7 #8

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.								
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	✓	✓	✓	✓	✓			
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.								

6. Standard 6: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

#1 #2 #3 #4 #5 #6 #7 #8

6a: Identifying and involving oneself with the early childhood field								
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines								
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	✓	✓	✓	✓		✓		
6d: Integrating knowledgeable, reflective, and critical perspectives on early education								
6e: Engaging in informed advocacy for young children and the early childhood profession.								

7. Standard 7: FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Information should be provided in Section I (Context), question 2, to address this standard.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A two-page narrative that includes the following:
 - a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;

and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include Standards 1-6. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Q58220_Attachment_B_Assessment_1_ECE_Content_Test.docx

See **Attachment** panel below.

2. Assessment of content knowledge⁽¹³⁾ in early childhood education. NAEYC standards addressed in this entry could include but are not limited to Standards 1, 2, and 5. Examples of assessments include comprehensive examinations, GPAs or grades⁽¹⁴⁾, and portfolio tasks⁽¹⁵⁾. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Q58221_Attachment_C_Assessment_2_Livetext_Electronic_Portfolio.docx

See **Attachment** panel below.

(13) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(14) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NAEYC standards that could be addressed in this assessment include but are not limited to Standard 4. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural and linguistic differences; (b) knowledgeable and developmentally appropriate application of subject matter knowledge; (c) use of effective and appropriate teaching strategies for young children; and (d) attention to effects on children's learning. These assessments are often included in a candidate's portfolios or in student teaching evaluations. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Q58222_Attachment_D_Assessment_3_APT_Test_&_EdTPA.docx

See **Attachment** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include Standards 1-6. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Q58223_Attachment_E_Assessment_4_CompencyAppraisal.docx

See **Attachment** panel below.

5. Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to Standards 1, 3, and 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-up studies, and employer surveys. They might include follow-up studies of graduates of the ECE program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children's development and learning. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Q58224_Attachment_F_Assessment_5_Lesson_Plan_Rubric.docx

See **Attachment** panel below.

6. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Q58225_Attachment_G_Assessment_6_Professional_Disposition.docx

See **Attachment** panel below.

7. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Content Knowledge:

The state licensure tests and LiveText portfolio evaluation demonstrate that our teacher candidates have a high level of mastery of content knowledge in child development and early childhood education.

Candidates in both BA and MAT programs had an above 80% of success rate in passing the state tests. They had an overall balanced

performance on the test domains, although the subscale of "Learning Across the Curriculum" in content test and the subscale of "Professional Environment" in APT received a relatively lower scoring. The state test results were shared with program faculty during annual program assessment review. Based on the data, programmatic changes have taken place. Both BA and MAT programs are in the process of reviewing all methods courses to make sure that content knowledge, including big ideas and key concepts in each subject domain (e.g., early math), is well emphasized in curriculum. In the meanwhile, the programs are making curriculum mapping and re-selecting some of the field placement sites to ensure that candidates well understand the strategies for building and maintaining collaborative and productive partnerships with families and communities to promote learning and success for children with diverse characteristics and needs.

The LiveText portfolio reviews, along with data collected from lesson plan evaluation and competency appraisal, suggest that our candidates have relatively less sufficient content knowledge in curriculum design, instruction differentiation, and use of technology/assessments in teaching. Therefore, the department developed a new child assessment course to support candidates' learning. We started to offer this assessment course about four years ago, and it may take some time to see significant improvements. In 2015, program faculty further updated the assessment course by integrating curriculum, assessment, and differentiation into one coherent class and granted the class more credit hours. All undergraduate students also take a technology course to facilitate their understanding of technology integration in early childhood education settings, and the social, ethical, and legal aspects of practicing responsible child assessment and technology usage.

In 2015, the State of Illinois updated its teaching licensure requirements by adopting edTPA, a performance-based assessment of teaching quality and effectiveness, as a benchmark assessment in student teaching. To meet this new demand, we have made significant curriculum revisions with both undergraduate and graduate programs and those program changes have been approved and became effective in fall 2015. We have designed several benchmark assignments across program courses to promote students' ability to integrate child development principles, assessment, teaching strategies, and teaching documentation in a holistic way. In addition, we have revamped our program assessment system by switching a broad portfolio review to a more intense review of representative professional works (especially teaching documentations) from candidates through benchmark courses and assignments. Data collection for the new assessment system will start in fall of 2016.

Professional and Pedagogical Knowledge, Skills and Dispositions:

Teacher candidates' professional knowledge, skills and dispositions are demonstrated through APT test, LiveText portfolio review, lesson plan evaluation, competency appraisal, and disposition evaluation. Overall, the data suggest that our candidates have a high level of mastery in these aspects of skills.

The LiveText portfolio review and the competency appraisal assessment implemented during student teaching indicate that our candidates might find it challenging in designing a meaningful assessment tool to measure what children know, what they do not know, and how much the children have learned from the candidates' teaching (i.e., the analysis of impact on learning). Therefore, in the new assessment course and the redesign of existing courses, we try to emphasize candidates' skills in development of appropriate assessments, data analysis, data interpretation, and use of technologies to facilitate assessment and teaching.

In general, our candidates demonstrate a high level of professional dispositions, as rated by mentor teachers, university supervisors, and candidates themselves. The disposition evaluation and Livetext portfolio review also suggest that the candidates show weaknesses in self-reflection and self-critique ability. They showed less proficiency in reflecting on the lesson plan, children's engagement, assessment tools, and data to make decisions about how to make changes to teaching. Videotaping of students' practice and prompting for self-reflection are significant components of edTPA. We hope that the assessment can help to promote students' performance in this aspect.

Data from the Livetext portfolio review and competency appraisal showed that our candidates are making good progress in mastering diversity proficiencies. Both undergraduate and graduate candidates perform well in working with children and families from diverse cultural, linguistic, and developmental backgrounds and adapting their teaching strategies with individual children. The same sources of data also suggest that our candidates receive relatively lower ratings in their technology proficiencies, especially in the area of applying technology to child assessment. We expect that the new assessment of edTPA will help to enhance candidates' performance in this area.

Impact on Student Learning

Impact on student learning is mainly assessed through lesson plan evaluation, a significant portion of field experience evaluation. Additionally, the LiveText portfolio also includes a variety of evidence of impact on learning (e.g., child work sample and videotaping of teaching segments). The lesson plan rubric specifically addresses the topics of how candidates develop pre- and post-assessments to evaluate child learning outcomes, how they interpret data, and reflect on lesson implementation. It has been found that although the candidates demonstrate some evidence in impacting student learning, they also experience challenges in practice. This challenge becomes more salient when edTPA becomes a licensure requirement, because it requires candidates to evidently demonstrate their knowledge and skills in helping all children to learn in actual classrooms. As discussed, our programs have gone through significant curriculum revisions to prepare teacher candidates for this new state requirement. We have integrated edTPA into program courses to support students on a continuous basis, so that they will be ready to take this high-stake performance evaluation by the end of the program. The program faculty have worked together and designed several assignments that are closely aligned with the components of edTPA (e.g., writing commentary regarding how contextual characteristics of the classroom and student background might impact lesson design and implementation). Those assignments have been implemented in several benchmark courses to better facilitate students, and the emphasis has been the use of assessments to document teaching effectiveness.

In a recent BA and MAT program revision, the second Practicum placement is designed as a linked experience with student teaching. Candidates spend two terms in the same classroom, with the same mentor teacher and students as a mean to create a sustained experience. We hope that this extended experience gives candidates more opportunities and time to demonstrate their impact on children's learning.

In conclusion, our program assessment system has demonstrated program efficiency in preparing high-quality early childhood professionals and in meeting state and national professional standards for teacher preparation programs. Different assessments provide comprehensive, coherent, and convincing evidence that our candidates possess sufficient content knowledge in child development and learning, know how to design stimulating learning environments to support children's growth, advocate for diversity, and assume professional leadership roles and responsibilities in the field. Program assessment is an integral and integrated component of our program curriculum. The assessment results presented in this report will continue to be used to enhance curriculum design, and our programs will strive to promote high-quality educational experiences to maximize our capacity in preparing high-quality early childhood professionals.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.