

A COMPARISON OF NAEYC'S REVIEW OF EARLY CHILDHOOD HIGHER EDUCATION PROGRAMS

	NAEYC Higher Education Accreditation	National Recognition through CAEP
Standards	NAEYC Professional Preparation Standards and Criteria related to Program Context	NAEYC Professional Preparation Standards
Evidence	<p>Meets NAEYC Commission early childhood-specific eligibility requirements</p> <p>Self-Study Report that includes...</p> <p>Student assessment system: A minimum of 5 and a maximum of 6 institutionally designed Key Assessments aligned with NAEYC standards and candidate data from those assessments</p> <p>Program context: Detailed reflection on strengths, challenges, and plans in related to the following criteria - mission, conceptual framework, quality of teaching, program of study, quality of field experiences, articulation and transfer, relationship to professional ECE career pathways, candidate quality and characteristics, advising and supports for candidates, faculty qualifications and composition, faculty responsibilities, faculty professional development, program organization and guidance, program resources</p> <p>Field experiences: Descriptions and chart of each field experience (number of hours, setting, demographics of children in the setting); quality of opportunities to learn and practice in field settings</p> <p>Coursework: Chart of Learning Opportunities that outlines how the content in each course addresses the standards – through texts, informal and formal assessments, projects, activities, classroom discussions, reflections, etc.</p> <p>Program Outcome Data: aggregate candidate performance on key assessments; additional data such as graduation rates, retention rates, job placement rates, program generated data</p>	<p>Meets CAEP/state-determined P-12 teacher education eligibility requirements</p> <p>Program Report that includes...</p> <p>Student assessment system: A minimum of 6 and maximum of 8 Key Assessments aligned with NAEYC standards and candidate data from those assessments, including 1 state-required content licensure exam.</p> <p>Program Context: Brief description of institutional and state policies that influence program's implementation of standards, candidate productivity (number enrolled and number of program completers), faculty qualifications</p> <p>Field experiences: Descriptions and chart of each field experience (number of hours, setting, demographics of children in the setting)</p> <p>Coursework: Program provides a list of its courses.</p> <p>Program Outcome Data: Aggregate candidate performance on key assessments. No additional outcome data specific to the ECE program</p>
NAEYC Site Visit?	Yes. During an intense, three-day site visit, a team of ECE experts trained by the NAEYC	No. CAEP conducts a broader-scope visit of the full Education Preparation Provider "unit"

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<p>Commission on Accreditation of Early Childhood Higher Education Programs:</p> <p>Examines and confirms the evidence provided in the Self-Study Report</p> <p>Interviews institutional administrators, faculty, candidates, and staff at early learning settings used for field experiences</p> <p>Observes ECE classes</p> <p>Reviews additional documents such as sample candidate assessments, syllabi, handbooks, and other course materials</p> <p>Learns about institutional resources available to support the ECE program.</p>	<p>(usually a college, school or department of education). In most cases, the CAEP site visitors' expertise does not include ECE.</p>	
Who Reviews?	Peer Reviewers -ECE experts trained by NAEYC – conduct a site visit and review the program's Self-Study Report	Peer Reviewers and Auditors - ECE experts trained by NAEYC - conduct an electronic review of the program report
Who Decides?	NAEYC Commission on Accreditation of Early Childhood Higher Education Programs	Peer Reviewers and Auditors trained by NAEYC submit a recommendation on national recognition to CAEP.
Annual Reporting to NAEYC Required	Yes. Annual reporting to NAEYC including sample assessment data, ongoing reflection and improvement, and substantive changes that could affect accreditation status.	No annual reporting to NAEYC on the ECE program. The EPP does report annually to CAEP.
Who Sets the Policies for the System?	NAEYC Commission on Accreditation of Early Childhood Higher Education Programs	Commission on Accreditation of Educator Preparation (CAEP)
Which Degree Levels?	Associate Degree Bachelor's Degree Master's Degree	Bachelor's Degree Master's Degree Doctoral Degree *Post-baccalaureate and endorsement programs may be reviewed per CAEP requirements
Which Degree Type?	Degrees leading to teacher licensure Degrees preparing individuals for early childhood settings that do not require licensure	Primarily, degrees leading to teacher licensure or advanced degrees that don't lead to licensure Only programs housed in CAEP-accredited EPPs

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What Does NAEYC's Imprimatur Mean?

The program (program of study, core courses, field experiences, key assessment system, assessment data collection system) is aligned to the NAEYC standards, with indicators of strength and ongoing reflection and improvement in the program context

The program has capacity (infrastructure, resources (financial and personnel), teaching quality, etc.) to maintain its accreditation status and to continually improve its candidates' performance on the standards.

The program's key assessment system is aligned to the standards. The field experiences description reflects experiences that are designed to support candidates' understanding of the standards.

Program capacity is not reviewed by NAEYC as part of this system.